



2017-2018 Instructional Program Review Annual Update

1. Discipline/Area Name: Studio Art & Art History, Arts & Humanities	For: 2019-2020
2. Name of person leading this review: Rae Agahari	
3. Names of all participants in this review: David Babb, Christine Mugnolo, Rae Agahari	
4. Status Quo option: Year 1: Comprehensive review <input type="checkbox"/> Year 2: Annual update or status quo option <input type="checkbox"/> Year 3: Annual update <input checked="" type="checkbox"/> Year 4: Annual update or status quo option <input type="checkbox"/>	In years two and four of the review cycle, programs may determine that the program review conducted in the previous year will guide program and district planning for another year. <input type="checkbox"/> Check here to indicate that the program review report written last year accurately reflects program planning for the current academic year. (Only programs with no updates or changes may exercise the status quo option. All others will respond to questions 6 – 13.)

Number of Full-time Faculty

Number of Part-time Faculty

Data/Outcome Analysis and Use

5. Please review the subject level data and comment on trends (data is available on the [Program Review web page](#)):

Indicator	2013-14	2014-15	2015-16	2016-17	Recent trends?	Comment
Enrollment #					Choose an item.	
# of Sections offered	93	86	87	88	No Change	Number sections offered stayed the same in the last three years but it is less than that of the 2013-2014 academic year.
# of Online Sections offered	0	0	0	0	No Change	The ART department should work to add on-line sections for non-studio courses.
# of Face-to-Face Sections offered	93	86	87	88	No Change	Number sections offered stayed the same in the last three years but it is still less than that Of 2013-14, i.e. when the department had the highest number of sections (93). The department hopes to bring the amount of sections back to this number.

# of Sections offered in Lancaster	91	84	85	87	No Change	As above
# of Sections in other locations	2	2	2	1	No Change	The ART department should add sections in Palmdale for non-studio courses.
# of Certificates awarded	N/A	N/A	N/A	N/A	Choose an item,	
# of Degrees awarded	No date. Degrees did not yet exist.	4	10	17	Increase	Art degrees awarded have increased dramatically in the past year. The number of graduates has surpassed expectation.
Subject Success Rates	74%	77%	78%	79%	No Change	The success rate remains stable with increasing trend in the last three years. The ART department success rate is higher than that of AVC.
Subject Retention Rates	86%	88%	88%	89%	No Change	The ART department retention rate is in line or slightly higher than that of AVC.
Full-time Load (Full-Time FTEF) (overload in brackets)	9.13 (0.86)	9.13 (0.66)	9.47 (0.66)	8.8 (1.06)	Decrease	Figures were obtained by adding Fall and Spring load. Full-time FTEF decreased in the last academic year.
Part-time Load (Part-time FTEF)	7.34	6.6	6.67	8.0	Increase	Part-time FTEF increased in the last academic year.
PT/FT FTEF Ratio	0.8	0.72	0.7	0.91	Increase	PT/FT FTEF Ratio has increased in the last academic year.
Other measure						

#	Indicator	Comments and Trend Analysis
7.	If applicable, report program/area data showing the quantity of services provided over the past four years (e.g. # of workshops or events offered, ed. plans developed, students served)	Huge increase in the number of students graduating with art degrees (AA-T Studio Art and/or AA-T Art History). Beyond expectation.
8.	Student success and retention rates by equity groups within discipline	<i>Review and interpret the subject data by race/ethnicity and gender. Identify achievement gaps. List actions that are planned to meet the Institutional Standard of 69.1% for student success and to close achievement gaps:</i>

		<p><u>RACE/ETHNICITY</u></p> <p>African American: In the last 5 years the ART department has been gradually but surely closing the achievement gap in this group. In 2012-13, the success rate is 52.2% while in 2016-17, the success rate is 70.7%. Therefore the achievement gap has been closed and the Institutional Standard has been met.</p> <p>Hispanic: The ART department success rate in this group in the last five years has been exceeding the Institutional Standard, ranging between 71% to 80%.</p> <p>White Non-Hispanic: The ART department success rate in this group in the last five years has been exceeding the Institutional Standard, ranging between 78% to 83%.</p> <p>Other: The ART department success rate in this group in the last five years has been exceeding the Institutional Standard, ranging between 75% to 79%.</p> <p><u>GENDER</u></p> <p>Female: The ART department success rate in this group in the last five years has been exceeding the Institutional Standard, ranging between 75% to 79%.</p> <p>Male: The last time the ART department did not meet the Institutional Standard for student success was in 2012-2013. In the last four years, the success rate has met or exceeded the Institutional Standard, ranging between 69% to 74%.</p> <p>“N”: In the last four out of the five years, the ART department has not met the success rate of Institutional Standard. In 2016-17, the success rate is 50%. This group is very small in number, at the most there were only 12 students. The department needs to investigate further as to how to reach out to give group to increase the success rate.</p>
9.	Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline.	Comment on the <u>occupational projections</u> for employment in your <u>discipline</u> for the next two years and how the projections affect your planning:

10. Cite examples of using action plans (for SLOs, PLOs, OOs, ILOs) as the basis for resource requests and how the allocation of those resources or other changes resulted in improved outcomes over the past four years.

SLO/PLO/OO/ILO	Action Plan	Current Status	Impact of Action
PLO #1 Create an original portfolio of art projects that demonstrate competent use of		Ongoing	Additional facilities are needed for Studio Art. 16-18 sections of Studio Art classes (13 are 6 hours weekly) are offered in two classrooms (FA1, 101&110). These classrooms are now completely impacted. No additional classes can be scheduled in these rooms. New tables and a perforated wall were installed in FA1, room 110 in 2017-2018. This improves students' success in meeting course SLOs, PLO #1, and Art Department

tools, materials, and technologies; proficient art skills and techniques; effectively communicate concepts and ideas.			Goals (1-7).
		Choose an item.	
		Choose an item.	
		Choose an item.	

11. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals.

Goals/Objectives	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
To increase graduates in the art degrees to 20 by 2020.	Ongoing	The goal to achieve 20 graduates by 2020 is well on its way. In the last three years the graduates in AA-T (Studio Art and/or Art History) has jumped from four to seventeen (2016-2017). The department has met its expectation with fewer sections in the last three years.
	Choose an item.	
	Choose an item.	

Briefly discuss your progress in achieving those goals:

1. Three new TMC applicable courses (History of Art in Asia, Intermediate Drawing and Printmaking) have been developed to give students more options in meeting degree requirements. Digital Art and Drawing is a TMC applicable course that has not been taught due to limited LHE/resources. To meet our goal of 20 annual degrees earned, **15-20 LHE (add 5 more LHEs)** will need to be added to be able to offer these three courses.

One additional classroom space is very much needed to accommodate equipment and materials needed to teach a new Printmaking course and the relatively new, 3D Design Basics course. Updated facilities, classroom furniture, and instructional equipment is needed to adequately meet this goal.

Please describe how resources provided in support of previous program review contributed to program improvements:

Repairs and upgrades were made in FA1, room 110. New tables and chairs were installed in August, 2017 and perforated walls were installed in January, 2018.

New laptop and projector was installed in FA4-190 (2017-2018).

12. Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2019-2020. Discipline/area goals must be guided by **district Strategic Goals** in the Educational Master Plan (EMP), p.90. They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or Outcomes	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
1	To increase the graduates in the art degrees to 20 by 2020.	*4. Advance more students to college-level coursework. *2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services *3. Focus on utilizing proven instructional strategies that will foster transferable intellectual skills *4. Advance more students to college-level coursework.	Expand the number of sections of art classes that are part of the degrees by 10% by 2018. Provide quality support to ceramic students in the lab utilizing permanent "lab technicians". Expand student exposure to the visual arts to professional artists and labor-market opportunities for aspiring and professional artists by funding Art Exhibitions in the Art Gallery	Yes
2	To provide an optimum learning environment for students in the ART department.	*2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services *3. Focus on utilizing proven instructional strategies that will foster transferable intellectual skills Choose an item. Choose an item.	Eliminate hazardous conditions in studio classrooms and art history lecture rooms. Maintain adequate space, furniture and lighting conditions conducive to learning. Install fixed computer stations, projectors, and screens in FA1, rooms 101 and 110.	Yes
		Choose an item. Choose an item. Choose an item. Choose an item.		Choose an item.
		Choose an item. Choose an item. Choose an item. Choose an item.		Choose an item.
		Choose an item. Choose an item.		Choose an item.
		Choose an item. Choose an item.		Choose an item.

		Choose an item. Choose an item. Choose an item. Choose an item.	Choose an item.

****Action plan verbs: expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.**

13. Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/program goal(s) from #12 guide this need.**

Indicate which Goal(s) guide this need	Type of Request (Personnel ¹ , Technology ² , Physical ³ , Professional development ⁴ , Other ⁵)	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?	Contact's name
2	Physical	New	There is no adequate permanent lighting fixture for note-taking and exam-writing in the darkened art history lecture room. This leads to an ad hoc solution involving multiple extension cords which constitutes a tripping hazard.	Based on going rate \$	One-time	Rae Agahari Duane Rumsey
1 & 2	Physical	New	The two rooms in FA1 that are suitable for teaching Studio Arts courses have become completely impacted. Additional classroom space is needed to meet the demand for TMC courses.		Recurring	David Babb Christine Mugnolo Duane Rumsey
1	Personnel	Repeat	This is an ongoing request for an additional full-time faculty that will help student retention and success rates by being able to offer the number of sections students need in order to obtain degrees.	Based on certified salary scales.	Recurring	David Babb Christine Mugnolo Duane Rumsey
1	Personnel	Repeat	Hire classified staff to provide instructional lab support in the Ceramics classes. These are often staffed by rotating student workers, and having permanent on-going staff will mean those workers will have developed "expert" status in the support they provide as opposed to having to train several new student-workers on a semester by semester basis and who will not have the same level of knowledge and skill that a permanent worker would have	Based on classified salary scales.	Recurring	Rich Sim Duane Rumsey
1	Other	Repeat	The Art Gallery has a need for a budget that includes release time for faculty procuring the art, honorariums, and shipping costs.	Based on the historical and ongoing budget	Recurring	Duane Rumsey

		Choose an item.			Choose an item.	
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¹List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.

²List needed technology resources in priority order.

³In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.

⁴List needed professional development resources in priority order. This request will be reviewed by the professional development committee.

⁵List any other needed resources in priority order.



2017-2018 Instructional Program Review Annual Update

1. Discipline/Area Name: Chinese	For: 2019-2020
2. Name of person leading this review: Dr. Xinmin Zhu	
3. Names of all participants in this review: Dr. Xinmin Zhu	
4. Status Quo option: Year 1: Comprehensive review <input type="checkbox"/> Year 2: Annual update or status quo option <input type="checkbox"/> Year 3: Annual update <input checked="" type="checkbox"/> Year 4: Annual update or status quo option <input type="checkbox"/>	In years two and four of the review cycle, programs may determine that the program review conducted in the previous year will guide program and district planning for another year. <input type="checkbox"/> Check here to indicate that the program review report written last year accurately reflects program planning for the current academic year. (Only programs with no updates or changes may exercise the status quo option. All others will respond to questions 6 – 13.)

Number of Full-time Faculty

Number of Part-time Faculty

Data/Outcome Analysis and Use

5. Please review the subject level data and comment on trends (data is available on the [Program Review web page](#)):

Indicator	2013-2014	2014-2015	2015-2016	2016-2017	Recent trends?	Comment
Enrollment #	54	58	15	0	Decrease	Due to the decrease of sections
# of Sections offered	3	2	1	0	Decrease	Due to the decrease of instructors
# of Online Sections offered	0	0	0	0	No Change	
# of Face-to-Face Sections offered	3	2	1	0	No Change	
# of Sections offered in Lancaster	3	2	1	0	Decrease	
# of Sections in other locations	0	0	0	0	No Change	
# of Certificates awarded	N/A	N/A	N/A	N/A	No Change	
# of Degrees awarded	N/A	N/A	N/A	N/A	No Change	
Subject Success Rates	61.1%	51.7%	100%	N/A	Increase	
Subject Retention Rates	75.9	74.1%	100%	N/A	Increase	
Full-time Load (Full-Time FTEF)	0	0	0	0	No Change	
Part-time Load (Part-time FTEF)	15	10	5	0	Decrease	

PT/FT FTEF Ratio	0.33	0.33	0.33	0	No Change	
Other measure						

#	Indicator	Comments and Trend Analysis
7.	If applicable, report program/area data showing the quantity of services provided over the past four years (e.g. # of workshops or events offered, ed.plans developed, students served)	N/A
8.	Student success and retention rates by equity groups within discipline	Review and interpret the subject data by race/ethnicity and gender. Identify achievement gaps. List actions that are planned to meet the Institutional Standard of 69.1% for student success and to close achievement gaps: Equity by race/gender has been achieved.
9.	Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline.	Comment on the <u>occupational projections</u> for employment in your <u>discipline</u> for the next two years and how the projections affect your planning: China is the second largest country in the world in terms of GDP. Jobs that require or are related to Chinese language are increasing .

10. Cite examples of using action plans (for SLOs, PLOs, OOs, ILOs) as the basis for resource requests and how the allocation of those resources or other changes resulted in improved outcomes over the past four years.

SLO/PLO/OO/ILO	Action Plan	Current Status	Impact of Action
SLO		Ongoing	
		Choose an item.	
		Choose an item.	
		Choose an item.	

11. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals.

Goals/Objectives	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
Hire more instructors	Ongoing	To increase the enrollment in Chinese
	Choose an item.	
	Choose an item.	

Briefly discuss your progress in achieving those goals: A retired instructor came back to teach one section in the spring of 2018, but he will not teach in the fall of 2018.

Please describe how resources provided in support of previous program review contributed to program improvements: N/A

12. Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2019-2020. Discipline/area goals must be guided by **district Strategic Goals** in the Educational Master Plan (EMP), p.90. They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or Outcomes	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
1	To increase, or at least, maintain the enrollment in Chinese language will provide AVC students with more choices to transfer to universities and additional skills for jobs in many areas such as trades.	*4. Advance more students to college-level coursework. 5.Align instructional programs to the skills identified by the labor market Choose an item. Choose an item.	Advertising openings in Chinese instructors nationwide through various means and creating a foreign languages lab on campus or installing foreign language programs, including Chinese program, into campus computers so that students can use them according to their own schedules.	Yes
		Choose an item. Choose an item. Choose an item. Choose an item.		Choose an item.
		Choose an item. Choose an item. Choose an item. Choose an item.		Choose an item.
		Choose an item. Choose an item. Choose an item. Choose an item.		Choose an item.
		Choose an item. Choose an item. Choose an item. Choose an item.		Choose an item.
		Choose an item. Choose an item. Choose an item. Choose an item.		Choose an item.

****Action plan verbs: expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.**

13. Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/program goal(s)** from #12 guide this need.

Indicate which Goal(s) guide this need	Type of Request (Personnel ¹ , Technology ² , Physical ³ , Professional development ⁴ , Other ⁵)	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?	Contact's name
1	Personnel	Repeat	Hire more part-time instructors in Chinese		One-time	
1	Technology	New	Language Lab or Chinese computer program is needed		One-time	
	Choose an item.	Choose an item.			Choose an item.	
	Choose an item.	Choose an item.			Choose an item.	
	Choose an item.	Choose an item.			Choose an item.	
	Choose an item.	Choose an item.			Choose an item.	
	Choose an item.	Choose an item.			Choose an item.	

¹List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.

²List needed technology resources in priority order.

³In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.

⁴List needed professional development resources in priority order. This request will be reviewed by the professional development committee.

⁵List any other needed resources in priority order.



2017-2018 Instructional Program Comprehensive Program Review Self-Study Report

Division/Area Name: Arts & Humanities/Dance		For Years: 2016-2017
Name of person leading this review: Cindy Littlefield		
Names of all participants in this review: Cindy Littlefield		
Number of Degrees offered: N/A	Number of Certificates offered: N/A	
Number of Full-time Faculty : 1	Number of Part-time Faculty: 3	

Part 1. Program Overview

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 it's 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. State briefly program highlights and accomplishments:

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

• <input checked="" type="checkbox"/> Communication.	<ul style="list-style-type: none"> • <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
• <input checked="" type="checkbox"/> Creative, Critical, and Analytical Thinking	<ul style="list-style-type: none"> • <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.
• <input checked="" type="checkbox"/> Community/Global Consciousness	<ul style="list-style-type: none"> • <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.
• <input checked="" type="checkbox"/> Career and Specialized Knowledge	<ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

Part 2. Data Analysis and Use

All divisions will complete this part. Within academic divisions, data analysis should be completed by each discipline. Please review the subject level data and comment on trends (more data is available on the Program Review web page):

Discipline: Dance

Indicator	2013-2014	2014-2015	2015-2016	2016-2017	Recent trends?	Comment
Enrollment #	1,034	836	754	695	Choose an item.	A Decline in enrollment due to repeatability and no transfer degree.
# of Sections offered	48	44	44	45	Choose an item.	
# of Online Sections offered	0	0	0	0	Choose an item.	We may need to add Dance

						Appreciation and Choreography as online courses.
# of Face-to-Face Sections offered	48	44	44	45	Choose an item.	
# of Sections offered in Lancaster	48	44	44	45	Choose an item.	
# of Sections in other locations	0	0	0	0	Choose an item.	
# of Certificates awarded	0	0	0	0	Choose an item.	
# of Degrees awarded	0	0	0	0	Choose an item.	No Transfer Degree available. In process of Dance Degree.
Subject Success Rates	71.5%	73.2%	70.5%	75.4%	Choose an item.	
Subject Retention Rates	82.2%	85.2%	82.5%	85.8%	Choose an item.	
Full-time Load (Full-Time FTEF)	1.10	1.0	1.11	1.23	Choose an item.	
Part-time Load (Part-time FTEF)	1.5	1.4	1.4	1.33	Choose an item.	
PT/FT FTEF Ratio	1.3	1.4	1.26	1.08	Choose an item.	
Other measure					Choose an item.	

Indicator	Comments and Trend Analysis
If applicable, report program/area data showing the quantity of services provided over the past four years (e.g. # of workshops or events offered, ed.plans developed, students served)	All sections have been offered at the main campus in Lancaster and none have been offered in Palmdale or online as of yet. The number of sections offered has ranged from 18-23.
Student success and retention rates by equity groups within discipline	Review and interpret the subject data by race/ethnicity and gender. Identify achievement gaps. List actions that are planned to meet the Institutional Standard of 69.1% for student success and to close achievement gaps: In 2015-2016, DA's success rate is 70.5%. In 2016-2017, DA's success rate is 75.4%. The largest groups

	include African-American and Hispanic. Success rates of Hispanic in 2016-2017 is 75.6% while African-Americans have a success rate of 65.2% (-5.5%) For Gender, the largest group is Females at 75.8% with 559 students, while Males are at 73.6% with 121 students.
Other trends	Comment on any other important trends you noticed.
Analyze and summarize trends in student progression through basic skills courses, if applicable.	Comment on trends and how they affect your program: N/A for Dance.
Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline.	Comment on the <u>occupational projections</u> for employment in your <u>discipline</u> for the next two years and how the projections affect your planning: Dance students take classes for a variety of reasons (e.g. to gain employment, for GE credit, as a hobby/passion, in order to transfer). Many come for the lifelong skills that community colleges used to prioritize. Some of these students will find or create careers in the Dance field after further study or immediately, but success for our programs means serving all of the needs of the various students that we educate.

Part 3 – Outcome Analysis and Use

Cite examples of using action plans (for SLOs, PLOs, OOs, ILOs) as the basis for resource requests and how the allocation of those resources or other changes resulted in improved outcomes over the past four years.

SLO/PLO/OO	Action Plan	Current Status	Impact of Action
DA 102/122/202 DA 105/125/205	Floor cleaned, advanced student assistant	Ongoing.	The floor needs to be cleaned regularly. Tap floor boards make the floor extremely dirty with black marks.
DA 202, 203, 204, 205	Repeatability of Courses needed for student mastery.	Ongoing	No repeatability is assessable because no AA-T offered for Dance.

		Choose an item.	
		Choose an item.	

Part 3 Summary. Briefly describe what changes have been made (or need to be taken) to the program based on findings:
The poor flooring condition in GYM 140 demonstrate a low priority given to care and cleaning by custodial services. Repeatability concerns are critical towards developing student mastery.

Please provide any additional comments for Part 3:

Part 4 - Stakeholder Assessment

Assess how well the program serves the needs of the students, district, and community. Use surveys, interviews or focus groups to obtain feedback from stakeholders (students and/or others who are impacted by your services). Include documented feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement).

Type of feedback	Feedback provided by?	Recommendations/findings	Actions needed/planned/taken based on feedback
Choose an item. Survey/adjunct instructor evaluation	Students/instructor	Broken chairs/not enough desk space/room extremely dirty	Repair/replace chairs/more desk space in classroom. Get rid of kitchen items.
Choose an item. Survey/adjunct instructor recommendation	Students/instructor	Closet in Gym 140 cleaned with more hanging space for costumes.	Organize closet, add racks to hang costumes on. Increase storage containers.
Choose an item. Survey/adjunct instructor recommendation	Students/instructor	Degree needed	Resubmit local degree AA to state for approval.

Part 5 - Goals and Objectives and Evaluation of Previous Plans

5.1. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals.

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
Promote Dance Major	ongoing.	AA pending; expansion of course offerings needed
Hire 2nd FT Dance Instructor	Ongoing	No progress.
Cleaning Gym 140 regularly	Ongoing	Gym 140 still not painted and floor cleaned more than once a week
<p>Briefly discuss your progress in achieving those goals: Briefly discuss your progress in achieving those goals: 1. No TMC by State and AA is pending, but Dance is a discipline with Bachelors at many UC's and CSU's. Popular courses of study currently offered at AVC include all levels of ballet, modern, jazz, and tap. Specialty courses necessary for degree success are also offered such as World Dance: Ethnic Forms, choreography, improvisation, dance repertory, dance performance and dance ensemble. 2. The 2nd FT position has not been replaced since being reassigned.</p>		
<p>Please describe how resources provided in support of previous program review contributed to improvements in SLO, PLO, and/or OO findings or other program improvements: Technology added in Gym 140 increased student success</p>		

5.2. 2019-2023 Planning

Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2019-2020. Discipline/area goals must be guided by district Strategic Goals in the Educational Master Plan (EMP), p.90. They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or Outcomes	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
1	Create at least one dedicated	Choose an item.*1. Support learning and facilitate student	Creating at least one VAPA counselor would help provide	Yes

	counselor for Performing Arts.(dance)	success	students consistent and correct information, which will increase their success. It will also increase student-faculty contact, foster growth of current program and develop new programs, facilitate student success, and increase transfer rate to CSU/UC schools.	
2	Renovate FA 4-182 into a classroom instead of a kitchen.	*1. Support learning and facilitate student success	Re-engineer a classroom suitable for student success. Meet with Facilities director on Details, Project carries through.	Yes
3	Increase equipment and repair budgets.	*1. Support learning and facilitate student success	Fosters growth of current program, develops new programs, and facilitate student success.	Yes
4	Cleaning room regularly, painting room, and fixing floor in gym 140	*1. Support learning and facilitate student success	Maintain a clean environment for student success. Meet with Facilities director on Details, Project carries through. Facilitate student success, and increase transfer rate to CSU/UC schools.	Yes
5	Hire replacement FT Dance faculty member.	*1. Support learning and facilitate student success 2. Increase the transfer rate - Supporting PLO(s), SLO(s), OO(s)	Define, list and hire for new position. Increase student-faculty contact, foster growth of current program and develop new programs, facilitate student success, and increase transfer rate to CSU/UC schools.	Yes
6	Begin new Music/ Dance building.	*1. Support learning and facilitate student success 2. Increase the transfer rate *3. Expand and diversify CTE	1. Faculty should be updated on current ranking of new Music/Dance building. 2. Music/Dance faculty/staff and Dean meet with administration and director. 3. Changes in building rank should be announced with opportunity for constituent comments.This would help increase student enrollment and retention by providing an additional dance room. Increase student-faculty contact, foster growth of current program and develop new programs, facilitate student success, and increase transfer rate to CSU/UC schools.	Yes.

****Action plan verbs: *expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.***

Part 6. Resource Needs

Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from Part 5.2 guide this need.**

Indicate which Goal(s) guide this need	Type of Request (Personnel ¹ , Technology ² , Physical ³ , Professional development ⁴ , Other ⁵)	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?	Contact's name
1	Personnel	Repeat	Counselor for dance/performing arts	Unknown	Recurring	C. Littlefield
2	Physical	Repeat	Cleaning/painting/repairing GYM 140	5,000	One-time	C. Littlefield
3	Other	Repeat	Increase Dance budgets	10,000	Recurring	C. Littlefield
4	Physical	New	Renovate FA4-182 into a classroom.	10,000	One-time	C. Littlefield
5	Personnel	Repeat	Hire replacement Dance FT faculty	100,000	One-time	C. Littlefield
6	Physical	Repeat	Build new Music/Dance building.	10,000,000	One-time	C. Littlefield
	Choose an item.	Choose an item.			Choose an item.	

¹List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.

²List needed technology resources in priority order.

³In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.

⁴List needed professional development resources in priority order. This request will be reviewed by the professional development committee.

⁵List any other needed resources in priority order.

Part 7. Comments

Please rate the level of your agreement with the following statements regarding the program review process:

Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

- This year's program review was valuable in planning for the continued improvement of my program X
- Analysis of the program review data was useful in assessing my program's outcomes and current status X

Comments:





2017-2018 Instructional Program Review Annual Update

1. Discipline/Area Name: Deaf Studies & Interpreter Training	For: 2019-2020
2. Name of person leading this review: Cole McCandless,	
3. Names of all participants in this review: Daniel G. Humphrey, Maurice Boyd, Cole McCandless	
4. Status Quo option: Year 1: Comprehensive review <input type="checkbox"/> Year 2: Annual update or status quo option <input type="checkbox"/> Year 3: Annual update <input checked="" type="checkbox"/> Year 4: Annual update or status quo option <input type="checkbox"/>	In years two and four of the review cycle, programs may determine that the program review conducted in the previous year will guide program and district planning for another year. <input type="checkbox"/> Check here to indicate that the program review report written last year accurately reflects program planning for the current academic year. (Only programs with no updates or changes may exercise the status quo option. All others will respond to questions 6 – 13.)

Number of Full-time Faculty

Number of Part-time Faculty

Data/Outcome Analysis and Use

5. Please review the subject level data and comment on trends (data is available on the [Program Review web page](#)):

Indicator	2013-2014	2014-2015	2015-2016	2016-2017	Recent trends?	Comment
Enrollment #	1078	1157	1255	1237	Increase	From 2013 to 2017 enrollment is up by over 14%
# of Sections offered	51	56	61	63	Increase	From 2013 to 2017 the number of sections is up by 23%
# of Online Sections offered	0	2	1	1	Increase	INT has one online course that is offered in various semesters
# of Face-to-Face Sections offered	51	54	60	62	Increase	This is in line with the number of total sections.
# of Sections offered in Lancaster	48	53	55	54	Increase	The number of sections offered is up over 12 %
# of Sections in other locations	3	3	8	7	Increase	We have more than doubled our course offerings.
# of Certificates awarded	13	32	28	29	Increase	From 2013 to 2017 the number of Certificates awarded is up 61%

<u># of Degrees awarded</u>	18	33	18	24	Increase	From 2013 to 2017 the number of Certificates awarded is up 33%
Subject Success Rates	78.7 %	77.2 %	76%	69.8%	Decrease	There is a decrease in overall success rate of our course offerings. This may be due to an increase in the rigor of our program to meet current industry standards.
Subject Retention Rates	89.2%	88.6%	88.8%	86.1%	Decrease	There was a 3.1% drop in retention from 2013 to 2017. May be due to an increase in the rigor of our program to meet current industry standards.
Full-time Load (Full-Time FTEF)	2.17	2.04	2.07	1.06	Decrease	One of our full-time faculty was promoted to the position of Dean.
Part-time Load (Part-time FTEF)	2.42	3.13	4.16	4.90	Increase	More adjunct were needed to temporarily fill gap left by losing a full time faculty.
PT/FT FTEF Ratio	2.42/1.67 (ASL) 0/0.51 (INT)	3.13/1.16 (ASL) 0/0.88 (INT)	4.02/1.19 (ASL) 0.14/0.88 (INT)	4.16/0.92 (ASL) 0.74/0.14 (INT)	Increase	There has been an increase of PT to FT faculty ratio in both DFST ASL and DFST INT programs.
Other measure						

#	Indicator	Comments and Trend Analysis
7.	If applicable, report program/area data showing the quantity of services provided over the past four years (e.g. # of workshops or events offered, ed.plans developed, students served)	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.
8.	Student success and retention rates by equity groups within discipline	Review and interpret the subject data by race/ethnicity and gender. Identify achievement gaps. List actions that are planned to meet the Institutional Standard of 69.1% for student success and to close achievement gaps: Gender- There is a 1.7 % gap in equity in terms of success for Female students in our DFST courses. This gap is non-existent in our INT courses. Race- In our DFST courses there is a gap in equity in success for African American students (13.7 % below the 69.1 % standard). However, this gap is gone in our Interpreting program. (76%

		<p>success rate) This may suggest that we need to target support in our lower level courses. Similarly, there is a gap in equity in terms of success for Hispanic students in our DFST program (2.8 % below the 69.1% standard), but the gap is gone in our INT program. (80.6% success rate). To close this gap, we will work to incorporate programming such as UMOJA into our curriculum.</p> <p>Age- Our largest gap in equity in terms of success is in the age range of 35-39. 5 more completers would close this gap.</p>
9.	<p>Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline.</p>	<p>Comment on the <u>occupational projections</u> for employment in your <u>discipline</u> for the next two years and how the projections affect your planning: 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.</p>

10. Cite examples of using action plans (for SLOs, PLOs, OOs, ILOs) as the basis for resource requests and how the allocation of those resources or other changes resulted in improved outcomes over the past four years.

SLO/PLO/OO/ILO	Action Plan	Current Status	Impact of Action
PLO 3 "Qualify to enter into AVC's DFST- Interpreter Training Program".	Hire a 3 rd full time faculty member.	Completed	By completing this goal We now are able to offer more of the courses needed for students to be successful in qualifying to enter into our programs.
PLO 1,2,&3	Increase the LHE for Deaf Studies Department chair(s) to a minimum of 5.0	Completed	Our department chairs now have the needed support to allow them to effectively perform their duties and to ensure that courses are offered at times and in a frequency that maximizes student access to success.
		Choose an item,	
		Choose an item.	

11. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals.

Goals/Objectives	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
Goal 2: Hire a third full-time Deaf Studies faculty member.	Completed	We now are able to offer more of the courses needed for students to be successful.
Goal 3: Increase the LHE for Deaf Studies Department chair(s) to a minimum of 5.0	Completed	LHE has been increased to 9.0.
	Completed	
Briefly discuss your progress in achieving those goals: Goal 2: Completed Goal 3: Completed		
Please describe how resources provided in support of previous program review contributed to program improvements: Goal 2: By allowing us to hire a 3 rd full time faculty member we have begun offering a few courses at the Palmdale and Rosamond campus. However, our adjunct pools are now exhausted and the addition of additional courses needed by students to graduate with a DFST/ INT certificate or degree, or transfer is unlikely without funding for a fourth full time faculty member. Goal 3: The campus changed their department chair structure which has allowed for this goal to be met. Our department chairs now have the needed support to allow them to effectively perform their duties.		

12. Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2019-2020. Discipline/area goals must be guided by **district Strategic Goals** in the Educational Master Plan (EMP), p.90. They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or Outcomes	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
1	Increase the number of students who graduate/ transfer with a DFST/ INT certificate or Degree.	1. Commitment to strengthen Institutional Effectiveness measures and *2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services *4. Advance more students to college-level coursework. Choose an item.	To meet this goal, we need to hire a 4 th full time faculty member that is dedicated to Palmdale campus. Doing so would allow for sections which are not currently able to be offered to be offered at the Palmdale campus, thus allowing for students to complete the program entirely at Palmdale campus. This action plan aligns with EMP goals 1,2 and 4.	Yes
2	Better prepare students for the	5.Align instructional programs to the skills identified by the labor market 1. Commitment to strengthen Institutional Effectiveness	To meet this goal, we need to obtain a staffed (needs	Yes

	workforce through exposure to guided practice and language foundation.		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	Goal 3: Increase student access to success and effectiveness of instruction	*2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services 5.Align instructional programs to the skills identified by the labor market 1. Commitment to strengthen Institutional Effectiveness measures and Choose an item.	Many of our classes require a Go-React subscription which allows students to receive both written and video feedback of signed and interpreted content. Currently, students have to pay out of pocket for this subscription for EACH class that they take. The cost of the subscription is often more than many of our students (who come from low socio-economic backgrounds) can bear. Institutions have the option of purchasing institutional access at a discounted rate. Paying for this service would make it more accessible to students thus aligning with EMP goals 2, 5 and 1.	Yes
		Choose an item. Choose an item. Choose an item. Choose an item.		Choose an item.
		Choose an item. Choose an item. Choose an item. Choose an item.		Choose an item.
		Choose an item. Choose an item. Choose an item. Choose an item.		Choose an item.

****Action plan verbs: *expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.***

13. Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/program goal(s) from #12 guide this need.**

Indicate which Goal(s) guide this need	Type of Request (Personnel ¹ , Technology ² , Physical ³ , Professional development ⁴ , Other ⁵)	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?	Contact's name
1	Personnel	Repeat	We need a 3 rd full time faculty member for the Palmdale Campus.	Full time Faculty Salary	Recurring	Duane Rumsey
2	Physical	Repeat	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.	NA	One-time	Duane Rumsey
2	Personnel	Repeat	Staff (fluent in ASL) for a lab space dedicated to the Deaf Studies ASL and INT programs.	Part time hourly pay.	Recurring	Duane Rumsey
3	Technology	Repeat	Funding for program access to Go-React subscriptions for students.	Contingent on current pricing and number of students.	Recurring	Duane Rumsey
	Choose an item.	Choose an item.			Choose an item.	
	Choose an item.	Choose an item.			Choose an item.	
	Choose an item.	Choose an item.			Choose an item.	

¹List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.

²List needed technology resources in priority order.

³In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.

⁴List needed professional development resources in priority order. This request will be reviewed by the professional development committee.

⁵List any other needed resources in priority order.



2017-2018 Instructional Program Review Annual Update

1. Discipline/Area Name: Digital Media	For: 2019-2020
2. Name of person leading this review: Cynthia Kincaid	
3. Names of all participants in this review: Lisa Karlstein and Terry Rezek	
4. Status Quo option: Year 1: Comprehensive review <input type="checkbox"/> Year 2: Annual update or status quo option <input type="checkbox"/> Year 3: Annual update <input checked="" type="checkbox"/> Year 4: Annual update or status quo option <input type="checkbox"/>	In years two and four of the review cycle, programs may determine that the program review conducted in the previous year will guide program and district planning for another year. <input type="checkbox"/> Check here to indicate that the program review report written last year accurately reflects program planning for the current academic year. (Only programs with no updates or changes may exercise the status quo option. All others will respond to questions 6 – 13.)

Number of Full-time Faculty

Number of Part-time Faculty

Data/Outcome Analysis and Use

5. Please review the subject level data and comment on trends (data is available on the [Program Review web page](#)):

Indicator	2013-2014	2014-2015	2015-2016	2016-2017	Recent trends?	Comment
Enrollment #	664	557	506	449	Decrease	Need better infrastructure to draw students
# of Sections offered	102	96	92	88	Decrease	Need better infrastructure to draw students
# of Online Sections offered	0	0	0	0	Choose an item.	
# of Face-to-Face Sections offered	102	96	92	88	Decrease	Need better infrastructure to draw students
# of Sections offered in Lancaster	102	96	92	88	Decrease	Need better infrastructure to draw students
# of Sections in other locations	0	0	0	0	No Change	Need better infrastructure to draw students
# of Certificates awarded	40	47	40	43	Increase	
# of Degrees awarded	27	34	34	40	Increase	Significant increase in students

						electing to pursue and complete the Associate Degrees in Digital Media
Subject Success Rates	72.9	77.8	77	71.1	No Change	
Subject Retention Rates	89.5	90.6	90	89.7	No Change	
Full-time Load (Full-Time FTEF)	2.13	2.13	2.11	2.11	No Change	
Part-time Load (Part-time FTEF)	5.32	4.87	4.43	4.01	Decrease	
PT/FT FTEF Ratio	2.5	2.28	2.1	2	Decrease	
Other measure						

#	Indicator	Comments and Trend Analysis
7.	If applicable, report program/area data showing the quantity of services provided over the past four years (e.g. # of workshops or events offered, ed.plans developed, students served)	Program tours for High School and Middle School students. A&H Festival participation. Advisory Committee meetings, Perkins Grant Applications.
8.	Student success and retention rates by equity groups within discipline	<p>Review and interpret the subject data by race/ethnicity and gender. Identify achievement gaps. List actions that are planned to meet the Institutional Standard of 69.1% for student success and to close achievement gaps:</p> <p>Over the past four years success rates were as follows: African American: 66.3% American Indian: 87.5% Asian: 83.2% Hispanic: 79.1% Other: 87.9% Two or More: 74.8% White: 77.4% Grand Total: 75.6%</p> <p>There appears to be an achievement gap with African American students, which is a campus wide issues being addressed through other areas such as Student Equity.</p> <p>Female: 79.6% Male: 73.1%</p> <p>There appears to be an achievement gap, however success rates are still above the Institutional Standard.</p>

<p>9. Career Technical Education (CTE) programs: Review the labor market data on the <u>California Employment Development Department</u> website for jobs related to your discipline.</p>	<p>Comment on the <u>occupational projections</u> for employment in your <u>discipline</u> for the next two years and how the projections affect your planning: The occupational outlook for multimedia animators is 5.1% growth. The occupational outlook for graphic designers is 8.9% growth.</p>
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10. Cite examples of using action plans (for SLOs, PLOs, OOs, ILOs) as the basis for resource requests and how the allocation of those resources or other changes resulted in improved outcomes over the past four years.

SLO/PLO/OO/ILO	Action Plan	Current Status	Impact of Action
		Choose an item.	
		Choose an item.	
		Choose an item.	
		Choose an item.	

11. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals.

Goals/Objectives	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
Increase overall graduates by 1% annually for the next 2 years	Ongoing	The number of certificates awarded increased by 7.5% surpassing the target The number of degrees increased by 17.6% significantly surpassing the target.
	Choose an item.	
	Choose an item.	
Briefly discuss your progress in achieving those goals:		
Please describe how resources provided in support of previous program review contributed to program improvements:		

12. Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2019-2020. Discipline/area goals must be guided by district Strategic Goals in the Educational Master Plan (EMP), p.90. They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or Outcomes	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
1	Increase overall graduates by 1%	5.Align instructional programs to the skills identified by the	Ensure that all DM courses are up-to-date in the AP&P	Yes

labor market
 Choose an item.
 Choose an item.

	annually for the next 2 years		<p>process.</p> <p>Identify instructional equipment needs in order to provide effective instruction that leads to student completion.</p> <p>Provide sufficient faculty are available to provide consistent instruction including full time faculty</p> <p>Provide sufficient lab-tech/staff support for the DM program from morning through night. This necessitates additional full time staff.</p>	
		Choose an item. Choose an item. Choose an item. Choose an item.		Choose an item.
		Choose an item. Choose an item. Choose an item. Choose an item.		Choose an item.
		Choose an item. Choose an item. Choose an item. Choose an item.		Choose an item.
		Choose an item. Choose an item. Choose an item. Choose an item.		Choose an item.
		Choose an item. Choose an item. Choose an item. Choose an item.		Choose an item.

****Action plan verbs: *expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.***

13. Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/program goal(s) from #12 guide this need.**

Indicate which Goal(s) guide this need	Type of Request (Personnel ¹ , Technology ² , Physical ³ , Professional development ⁴ ,	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?	Contact's name
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	Other ⁵⁾					
1	Personnel	Repeat	Lab Tech – Staff to provide sufficient support since students are in program related courses 5 days per week from 8am through 10pm	Based on Classified Salary Schedule	Recurring	Duane Rumsey - Dean
1	Personnel	Repeat	Full time faculty. The DM program students will prosper when classes and labs are provided with consistent instruction. To meet required program needs including program review, curricula updating and other programmatic requirements and additional full-time faculty is recommended	Based on Faculty Salary Schedule	Recurring	Duane Rumsey - Dean
1	Technology	Repeat	Consistent refresh of hardware and software related to program and course requirements.	100,000	Recurring	Duane Rumsey - Dean
	Choose an item.	Choose an item.			Choose an item.	
	Choose an item.	Choose an item.			Choose an item.	
	Choose an item.	Choose an item.			Choose an item.	
	Choose an item.	Choose an item.			Choose an item.	

¹List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.

²List needed technology resources in priority order.

³In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.

⁴List needed professional development resources in priority order. This request will be reviewed by the professional development committee.

⁵List any other needed resources in priority order.



2017-2018 Instructional Program Review Annual Update

1. Discipline/Area Name: French	For: 2019-2020
2. Name of person leading this review: Dr. Liette Bohler	
3. Names of all participants in this review: Dr. Liette Bohler, Pamela Poole	
4. Status Quo option: Year 1: Comprehensive review <input type="checkbox"/> Year 2: Annual update or status quo option <input type="checkbox"/> Year 3: Annual update <input checked="" type="checkbox"/> Year 4: Annual update or status quo option <input type="checkbox"/>	In years two and four of the review cycle, programs may determine that the program review conducted in the previous year will guide program and district planning for another year. <input checked="" type="checkbox"/> Check here to indicate that the program review report written last year accurately reflects program planning for the current academic year. (Only programs with no updates or changes may exercise the status quo option. All others will respond to questions 6 – 13.)

Number of Full-time Faculty

0-0.5

Number of Part-time Faculty

2

Data/Outcome Analysis and Use

5. Please review the subject level data and comment on trends (data is available on the [Program Review web page](#)):

Indicator	2013-2014	2014-2015	2015-2016	2016-2017	Recent trends?	Comment
Enrollment #	269	263	194	213	Decrease	The enrollment was drastically reduced when the 1 FT faculty went on sabbatical in spring 2016 and only slightly recovered, after the 1 FT returned from sabbatical. She retired in June 2017 and the enrollment has been decreasing, since. We are in dire need of a new FT faculty for French to replace the retired FT.
# of Sections offered	9	10	8	10	Decrease	There was a decrease in 2015-16 when the 1 FT faculty went on sabbatical in spring 2016. After the 1 FT retired at the end of the 16-17 academic year, the # of sections

						decreased significantly, again.
# of Online Sections offered	0	0	0	0	No Change	
# of Face-to-Face Sections offered	9	10	8	10	Decrease	
# of Sections offered in Lancaster	9	10	8	10	Decrease	
# of Sections in other locations	0	0	0	0	No Change	
# of Certificates awarded	n/a	n/a	n/a	n/a	No Change	
# of Degrees awarded	n/a	n/a	n/a	n/a	No Change	
Subject Success Rates	63.3%	60.8%	60.8%	70.0%	Increase	Our student success rate increased steadily due to detailed analysis of SLOs and fine-tuning of teaching methods to reach the maximum amount of students.
Subject Retention Rates	75%	77.9%	83.0%	83.6%	Increase	Our student retention rate increased steadily due to detailed analysis of SLOs and fine-tuning of teaching methods to reach the maximum amount of students.
Full-time Load (Full-Time FTEF)	1.17	1.17	0.5	1.0	Decrease	The FT load decreased in 15-16, when the 1 FT faculty in French went on sabbatical in spring 2016, recovered in 2016-17, when she returned, but went down to 0 in 2017-18, after the 1 FT faculty retired. We are in great need of a replacement, since all courses in French are now taught by part-time instructors.
Part-time Load (Part-time FTEF)	0.33	0.67	0.83	0.67	Increase	All courses in 2017-18 are taught by adjunct instructors, since the 1 FT faculty in French retired by the end of 2017.
PT/FT FTEF Ratio	0.3	0.5	0.7	0.7	Increase	The ratio is increasing and expected to increase even further, since our 1 FT faculty retired in 2017.
Other measure						

#	Indicator	Comments and Trend Analysis				
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7.	If applicable, report program/area data showing the quantity of services provided over the past four years (e.g. # of workshops or events offered, ed.plans developed, students served)	
8.	Student success and retention rates by equity groups within discipline	Review and interpret the subject data by race/ethnicity and gender. Identify achievement gaps. List actions that are planned to meet the Institutional Standard of 69.1% for student success and to close achievement gaps: Overall, the success rate is going up. The most significant progress was made in the African American group. The success rate for African Americans was 36.1% in 2013-14, 41.2% in 2014-2015, 52.8% in 2015-16, and 53.8% in 2016-17. The success rate also went up for Hispanics. It increased from 65.6% in 2013-14 to 66.9% in 2014-2015, to 64.9% in 2015-16, to 70.2% in 2016-17. The success rate also increased for Whites from 69.6% in 2013-14 to 75.5% in 2016-2017.
9.	Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline.	Comment on the <u>occupational projections</u> for employment in your <u>discipline</u> for the next two years and how the projections affect your planning: A second language, and specifically French, is important for international business degrees, comparative literature degrees, and other disciplines such as international law etc.

10. Cite examples of using action plans (for SLOs, PLOs, OOs, ILOs) as the basis for resource requests and how the allocation of those resources or other changes resulted in improved outcomes over the past four years.

SLO/PLO/OO/ILO	Action Plan	Current Status	Impact of Action
		Choose an item.	N/A No resource requests were granted.
		Choose an item.	
		Choose an item.	
		Choose an item.	

11. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals.

Goals/Objectives	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
There were no goals listed in the comprehensive program review from 2016. Author of this current program review	Ongoing	

was not part of the program review from 2016.		
	Ongoing	
	Ongoing	
Briefly discuss your progress in achieving those goals:		
Please describe how resources provided in support of previous program review contributed to program improvements: n/a		

12. Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2019-2020. Discipline/area goals must be guided by district Strategic Goals in the Educational Master Plan (EMP), p.90. They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or Outcomes	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
1	Increase offerings of French 101 courses and bring them back to previous levels of 4 French 101 courses per semester. Continue to offer French 102 every semester and offer French 201 every 3 semesters.	1. Commitment to strengthen Institutional Effectiveness measures and *3. Focus on utilizing proven instructional strategies that will foster transferable intellectual skills *4. Advance more students to college-level coursework. Choose an item.	Hire replacement for retired FT instructor. The FT instructor for French retired end of the 2016-17 academic year. While the ratio of PT/FT in this program review only goes to 2016-17 and does not include the first academic year, 2017-18, when the program was without a FT instructor, we are already seeing an effect of the lack of a FT instructor for the French program. Fewer classes are being offered, fewer students are enrolled in all French classes but in particular in French 102, and French 201 is not being offered. We are in desperate need of a replacement for this FT instructor. In 2017-18, all the French classes are taught by part-time instructors. As wonderful as they all are, we need more stability for the program, which can best be provided by FT faculty.	Yes
2	Increase enrollment in French courses.	1. Commitment to strengthen Institutional Effectiveness measures and *4. Advance more students to college-level coursework. Choose an item. Choose an item.	Hire an additional adjunct instructor in French. We expanded our pool in 2017 and were planning on offering 4 French 101 sections and 1 French 102 section, but then the additional class got crossed off the schedule. Offering more French 101 sections would	Yes

			increase the enrollment in French 102 and therefore provide us with a bigger pool of students to draw from, to fill a French 201 course.	
3	Create and promote a French Club on-campus in order to stimulate interest in our French classes as well as in French and francophone culture, language and increase enrollment in French program.	1. Commitment to strengthen Institutional Effectiveness measures and *2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services *3. Focus on utilizing proven instructional strategies that will foster transferable intellectual skills *4. Advance more students to college-level coursework.	It is the purpose of the French club to promote interest and increase enrollment in our French classes, to stimulate interest in and expand understanding of French and francophone cultures on campus as well as in the larger community, and to promote intercultural tolerance. Furthermore, a French club could provide opportunities for French students to be immersed and actively involved in French language and culture.	Yes
		Choose an item. Choose an item. Choose an item. Choose an item.		Choose an item.
		Choose an item. Choose an item. Choose an item. Choose an item.		Choose an item.
		Choose an item. Choose an item. Choose an item. Choose an item.		Choose an item.

****Action plan verbs: expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.**

13. Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/program goal(s) from #12 guide this need.**

Indicate which Goal(s) guide this need	Type of Request (Personnel ¹ , Technology ² , Physical ³ , Professional development ⁴ , Other ⁵)	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?	Contact's name
1	Personnel	New	Replacement of retired French FT faculty	\$53,933/year	Recurring	Dr. Liette Bohler
2	Personnel	New	Hire additional PT instructors to offer additional courses	\$72/hour	Recurring	Dr. Liette Bohler
3	Other	New	The French Club needs start-up money to buy materials (movies, banners, games, props, etc.)	\$500	One-time	Pamela Poole
	Choose an item.	Choose an item.			Choose an item.	

		Choose an item.			Choose an item.	
	Choose an item.	Choose an item.			Choose an item.	
	Choose an item.	Choose an item.			Choose an item.	

¹List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.

²List needed technology resources in priority order.

³In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.

⁴List needed professional development resources in priority order. This request will be reviewed by the professional development committee.

⁵List any other needed resources in priority order.



2017-2018 Instructional Program Review Annual Update

1. Discipline/Area Name: Film & Television	For: 2019-2020
2. Name of person leading this review: Duane Rumsey	
3. Names of all participants in this review:	
4. Status Quo option: Year 1: Comprehensive review <input type="checkbox"/> Year 2: Annual update or status quo option <input type="checkbox"/> Year 3: Annual update <input checked="" type="checkbox"/> Year 4: Annual update or status quo option <input type="checkbox"/>	In years two and four of the review cycle, programs may determine that the program review conducted in the previous year will guide program and district planning for another year. <input type="checkbox"/> Check here to indicate that the program review report written last year accurately reflects program planning for the current academic year. (Only programs with no updates or changes may exercise the status quo option. All others will respond to questions 6 – 13.)

Number of Full-time Faculty

Number of Part-time Faculty

Data/Outcome Analysis and Use

5. Please review the subject level data and comment on trends (data is available on the [Program Review web page](#)):

Indicator	2013-2014	2014-2015	2015-2016	2016-2017	Recent trends?	Comment
Enrollment #	661	677	720	686	Increase	Enrollments have increased by adding additional sections
# of Sections offered	20	21	24	23	Increase	Sections have been added based on student demand
# of Online Sections offered	1	1	1	2	No Change	
# of Face-to-Face Sections offered	19	20	23	22	Increase	Student demand has driven increase in offerings
# of Sections offered in Lancaster	19	20	23	22	No Change	
# of Sections in other locations	0	0	0	0	No Change	
<u># of Certificates awarded</u>	0	0	0	0	No Change	A CTE program is in the process of being developed and approved.
<u># of Degrees awarded</u>	0	0	0	0	No Change	A transfer degree is in the process of being developed and approved

Subject Success Rates	76.9%	77.8%	75.1%	74.2%	No Change	
Subject Retention Rates	91.4%	89.4%	87.6%	91.7%	No Change	
Full-time Load (Full-Time FTEF)	0	0	0	0	No Change	There is no full-time instructor in FTV
Part-time Load (Part-time FTEF)	2.00	2.13	2.30	2.33	Increase	Additional sections all taught by adjunct faculty
PT/FT FTEF Ratio					Choose an item.	
Other measure						

#	Indicator	Comments and Trend Analysis
7.	If applicable, report program/area data showing the quantity of services provided over the past four years (e.g. # of workshops or events offered, ed.plans developed, students served)	
8.	Student success and retention rates by equity groups within discipline	Review and interpret the subject data by race/ethnicity and gender. Identify achievement gaps. List actions that are planned to meet the Institutional Standard of 69.1% for student success and to close achievement gaps: In FTV success rates are above the institutional standard of 69.1% in all areas except African American/Black which is at 69.0% demonstrating that FTV is effectively achieving the target.
9.	Career Technical Education (CTE) programs: Review the labor market data on the <u>California Employment Development Department</u> website for jobs related to your discipline.	Comment on the <u>occupational projections</u> for employment in your <u>discipline</u> for the next two years and how the projections affect your planning: At the moment a certificate and degree in FTV Production is in process but has not yet achieved formal approval.

10. Cite examples of using action plans (for SLOs, PLOs, OOs, ILOs) as the basis for resource requests and how the allocation of those resources or other changes resulted in improved outcomes over the past four years.

SLO/PLO/OO/ILO	Action Plan	Current Status	Impact of Action
		Choose an item.	
		Choose an item.	
		Choose an item.	
		Choose an item.	

11. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals.

Goals/Objectives	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
Complete transfer curriculum for FTV Production including certificate and degree	Ongoing	The new courses and the new program are in the approval process.
	Choose an item.	
	Choose an item.	
Briefly discuss your progress in achieving those goals:		
Please describe how resources provided in support of previous program review contributed to program improvements:		

12. Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2019-2020. Discipline/area goals must be guided by **district Strategic Goals** in the Educational Master Plan (EMP), p.90. They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or Outcomes	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
1	Develop Transfer Model Curriculum/AS-T degree in Film & Television Production	5.Align instructional programs to the skills identified by the labor market Choose an item. Choose an item. Choose an item.	Continue the process of developing the AS-T degree. Identify the physical space/room(s) that are needed in order to provide effective instruction that will lead to student success. Identify the instructional equipment needs in order to provide effective instruction that will lead to student success. Hire a full time faculty member that will lead the AS-T degree and provide students with consistent and effective learning opportunities.	Yes
2	Provide students with consistent and effective instruction with a	5.Align instructional programs to the skills identified by the labor market Choose an item. Choose an item. Choose an item.	Hire a full time faculty member that will lead the AS-T degree and provide students with consistent and	Yes

	focus on the AS-T Degree		effective learning opportunities.	
		Choose an item. Choose an item. Choose an item. Choose an item.		Choose an item.
		Choose an item. Choose an item. Choose an item. Choose an item.		Choose an item.
		Choose an item. Choose an item. Choose an item. Choose an item.		Choose an item.
		Choose an item. Choose an item. Choose an item. Choose an item.		Choose an item.

****Action plan verbs: expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.**

13. Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/program goal(s) from #12 guide this need.**

Indicate which Goal(s) guide this need	Type of Request (Personnel ¹ , Technology ² , Physical ³ , Professional development ⁴ , Other ⁵)	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?	Contact's name
1	Personnel	Repeat	This is an ongoing request for a full time faculty that will help student retention and completion in the new AA-T degree that is currently in the approval process.	Based on faculty salary schedule	Recurring	Duane Rumsey - Dean
1	Personnel	Repeat	Staff/Lab Tech support is needed, especially with the implementation of the FTV Production Degree	Based on Classified Salary Schedule	Recurring	Duane Rumsey - Dean
1	Technology	Repeat	Ongoing request for state of the art equipment required for students to acquire and solidify the skills needed to transfer to university and/or to get a job in the industry.	50,000	One-time	Duane Rumsey - Dean
1	Physical	Repeat	Ongoing request to provide the proper instructional space needed for students to utilize equipment and gain the requisite skills for success including transfer and/or employment	100,000	One-time	Duane Rumsey - Dean
	Choose an item.	Choose an item.			Choose an item.	
	Choose an item.	Choose an item.			Choose an item.	

		Choose an item.			Choose an item.	
	Choose an item.	Choose an item.			Choose an item.	

¹List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.

²List needed technology resources in priority order.

³In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.

⁴List needed professional development resources in priority order. This request will be reviewed by the professional development committee.

⁵List any other needed resources in priority order.



2017-2018 Instructional Program Review Annual Update

1. Discipline/Area Name: German	For: 2019-2020
2. Name of person leading this review: Dr. Liette Bohler	
3. Names of all participants in this review: Dr. Liette Bohler	
4. Status Quo option: Year 1: Comprehensive review <input type="checkbox"/> Year 2: Annual update or status quo option <input type="checkbox"/> Year 3: Annual update <input checked="" type="checkbox"/> Year 4: Annual update or status quo option <input type="checkbox"/>	In years two and four of the review cycle, programs may determine that the program review conducted in the previous year will guide program and district planning for another year. <input checked="" type="checkbox"/> Check here to indicate that the program review report written last year accurately reflects program planning for the current academic year. (Only programs with no updates or changes may exercise the status quo option. All others will respond to questions 6 – 13.)

Number of Full-time Faculty

Number of Part-time Faculty

Data/Outcome Analysis and Use

5. Please review the subject level data and comment on trends (data is available on the [Program Review web page](#)):

Indicator	2013-2014	2014-2015	2015-2016	2016-2017	Recent trends?	Comment
Enrollment #	171	168	203	164	Decrease	There was an increase in 2015-16. After we lost 1 full-time instructor in fall 2016, we saw a decrease.
# of Sections offered	8	6	10	9	Increase	Again, we saw an increase in sections, but after we lost a FT instructor, we saw a slight decrease.
# of Online Sections offered	1	1	3	0	Decrease	Our on-line German program decreased after 1 FT instructor retired.
# of Face-to-Face Sections offered	7	7	7	9	Increase	Slight but steady increase of face-to-face section offerings
# of Sections offered in Lancaster	7	7	7	9	Choose an item.	We don't offer a large # of sections and all of them are offered at the Lancaster campus.

# of Sections in other locations	0	0	0	0	Choose an item.	
# of Certificates awarded	n/a	n/a	n/a	n/a	Choose an item.	
# of Degrees awarded	n/a	n/a	n/a	n/a	Choose an item.	
Subject Success Rates	58.5%	58.3%	54.7%	75.3%	Increase	Our student success rate went up and is now well above the AVC success rate.
Subject Retention Rates	74.9%	80.4%	71.4%	85.4%	Increase	
Full-time Load (Full-Time FTEF)	0.67	0.72	0.93	0.47	Decrease	Our FT load decreased dramatically after we lost 1 FT instructor by the end of spring 2016
Part-time Load (Part-time FTEF)	0.33	0.33	0.5	1.0	Increase	Our PT load increased dramatically after we lost 1 FT instructor by the end of spring 2016
PT/FT FTEF Ratio	0.5	0.5	0.4	3.0	Increase	Our PT/FT ratio increased dramatically after 1 FT instructor retired at the end of spring 2016 and was not replaced.
Other measure						

#	Indicator	Comments and Trend Analysis
7.	If applicable, report program/area data showing the quantity of services provided over the past four years (e.g. # of workshops or events offered, ed.plans developed, students served)	N/A
8.	Student success and retention rates by equity groups within discipline	Review and interpret the subject data by race/ethnicity and gender. Identify achievement gaps. List actions that are planned to meet the Institutional Standard of 69.1% for student success and to close achievement gaps: Our overall success rate went up. The total success rate for 16/17 is 77.3%, which is well above the Institutional Standard of 69.1%. The success rate for Hispanics increased from 52% to 74.7 % (retention rate for 16/17 is 83.1 %), the success rate for “2 or more races” is 76.9% in 16/17 (retention rate: 84.6%) and the success rate for White Non-Hispanic increased to 75.9% (87.5% retention rate). The overall success rate is 75.3% (up from 54.7%) and the overall retention rate is 85.4% (up from 71.4%). The success rate among women is 77.3% for 16/17 and among men it is a little bit lower, 74%. Overall, women seem to be doing a little bit better than men. The data broken down by race does not show significant differences.

		Also, the data pool might be too small to draw any meaningful conclusions.
9.	Career Technical Education (CTE) programs: Review the labor market data on the <u>California Employment Development Department</u> website for jobs related to your discipline.	Comment on the <u>occupational projections</u> for employment in your <u>discipline</u> for the next two years and how the projections affect your planning: N/A

10. Cite examples of using action plans (for SLOs, PLOs, OOs, ILOs) as the basis for resource requests and how the allocation of those resources or other changes resulted in improved outcomes over the past four years.

SLO/PLO/OO/ILO	Action Plan	Current Status	Impact of Action
		Choose an item.	N/A No resource requests were granted.
		Choose an item.	
		Choose an item.	
		Choose an item.	

11. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals.

Goals/Objectives	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
AA degree in German	Completed	We created an AA degree in German, but we were told by Dr. Suderman on May 13, 2017 that the degree has not yet been published in the catalog. Until it is published in the catalog, it is not an official degree. Dr. Suderman's argument for not publishing the degree in the catalog was that she is not convinced that it is a viable degree. We maintain that an AA degree would be a viable degree and that it would increase our student enrollment at all levels.
Additional adjunct instructors needed in order to expand offerings in German.	Ongoing	We have successfully recruited a new adjunct instructor in German after one FT instructor retired end of spring 2016. If we want to offer more sections, we need to do more recruiting.
Hire replacement for retired FT instructor	Ongoing	We keep requesting a replacement for the FT instructor, who retired in 2016, but have been unsuccessful so far. We continue to pursue that goal.
Briefly discuss your progress in achieving those goals:		
Please describe how resources provided in support of previous program review contributed to program improvements: n/a		

12. Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2019-2020. Discipline/area goals must be guided by district Strategic Goals in the Educational Master Plan (EMP), p.90. They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or Outcomes	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
1	Offer all courses in the sequence (German 101, 102, 201, 202) for transfer students. We would like to offer several sections of German 101 each semester, 1 section of German 102 each semester, and 1 section of German 201 every 3 semesters, followed by German 202 the following semester. One FT instructor retired in spring 16 and we need to replace her in order to guarantee the continuity of the German program.	*3. Focus on utilizing proven instructional strategies that will foster transferable intellectual skills Choose an item. Choose an item. Choose an item.	Replace retired FT instructor	Yes
2	Continue the trend of increasing student success and retention rate.	1. Commitment to strengthen Institutional Effectiveness measures and *3. Focus on utilizing proven instructional strategies that will foster transferable intellectual skills Choose an item. Choose an item.	Hiring tutors in the learning center	Yes
3	Have the AA degree in German, which we worked on, published in the AVC catalog.	*3. Focus on utilizing proven instructional strategies that will foster transferable intellectual skills 1. Commitment to strengthen Institutional Effectiveness measures and Choose an item. Choose an item.	Work with administration on publishing AA degree in catalog	No
4.	Increase awareness of German	*2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services	Participate in campus fairs to increase visibility of our	No

	language program on campus and thereby increase student enrollment in German program		German program	
		Choose an item. Choose an item. Choose an item. Choose an item.		Choose an item.
		Choose an item. Choose an item. Choose an item. Choose an item.		Choose an item.

****Action plan verbs: *expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.***

13. Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/program goal(s)** from #12 guide this need.

Indicate which Goal(s) guide this need	Type of Request (Personnel ¹ , Technology ² , Physical ³ , Professional development ⁴ , Other ⁵)	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?	Contact's name
1	Personnel	Repeat	Replacement of retired German instructor, to guarantee continuity of the German program.	\$53,933/year	Recurring	Dr. Liette Bohler
2	Personnel	Repeat	Hire tutors to assist students, who fall behind, in their learning	10-12/hr	Recurring	Dr. Liette Bohler
	Choose an item.	Choose an item.			Choose an item.	
	Choose an item.	Choose an item.			Choose an item.	
	Choose an item.	Choose an item.			Choose an item.	
	Choose an item.	Choose an item.			Choose an item.	
	Choose an item.	Choose an item.			Choose an item.	

¹List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.

²List needed technology resources in priority order.

³In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.

⁴List needed professional development resources in priority order. This request will be reviewed by the professional development committee.

⁵List any other needed resources in priority order.



2017-2018 Instructional Program Review Annual Update

1. Discipline/Area Name: Latin	For: 2019-2020
2. Name of person leading this review: Robert Ruckman	
3. Names of all participants in this review: Robert Ruckman, Cole McCandless, Duane Rumsey	
4. Status Quo option: Year 1: Comprehensive review <input type="checkbox"/> Year 2: Annual update or status quo option <input type="checkbox"/> Year 3: Annual update <input checked="" type="checkbox"/> Year 4: Annual update or status quo option <input type="checkbox"/>	In years two and four of the review cycle, programs may determine that the program review conducted in the previous year will guide program and district planning for another year. <input type="checkbox"/> Check here to indicate that the program review report written last year accurately reflects program planning for the current academic year. (Only programs with no updates or changes may exercise the status quo option. All others will respond to questions 6 – 13.)

Number of Full-time Faculty

Number of Part-time Faculty

Data/Outcome Analysis and Use

5. Please review the subject level data and comment on trends (data is available on the [Program Review web page](#)):

Indicator	2013-2014	2014-2015	2015-2016	2016-2017	Recent trends?	Comment
Enrollment #	69	42	42	47	Decrease	From 2013-2017--decrease
# of Sections offered	2	3	2	3	Choose an item.	
# of Online Sections offered	0	0	0	0	Choose an item.	
# of Face-to-Face Sections offered	2	3	2	3	Choose an item.	
# of Sections offered in Lancaster	2	3	2	3	Choose an item.	
# of Sections in other locations	0	0	0	0	Choose an item.	
# of Certificates awarded	0	0	0	0	Choose an item.	
# of Degrees awarded	0	0	0	0	Choose an item.	
Subject Success Rates	81.2%	92%	78.8%	89.6^%	Increase	From 2013-2017 – average is similar Overall average 85%
Subject Retention Rates	82.6%	98%	86.5%	89.6%	Increase	From 2013-2017 – average is similar Overall average 89.5 %

Full-time Load (Full-Time FTEF)	N/A				Choose an item.	
Part-time Load (Part-time FTEF)	.33	.33	.33	.33	Choose an item.	
PT/FT FTEF Ratio	N/A				Choose an item.	
Other measure						

#	Indicator	Comments and Trend Analysis
7.	If applicable, report program/area data showing the quantity of services provided over the past four years (e.g. # of workshops or events offered, ed.plans developed, students served)	N/A
8.	Student success and retention rates by equity groups within discipline	<p>Review and interpret the subject data by race/ethnicity and gender. Identify achievement gaps. List actions that are planned to meet the Institutional Standard of 69.1% for student success and to close achievement gaps:</p> <p>Student Success 2013-2017 – total Females – Students – 111 -- success – 81.1% --Retention – 85.6% Males --- Students – 108 –success – 88.9% --Retention –91.7%</p> <p>Race/ethnicity</p> <p>African American-- Students –22 -- success – 59.1% --Retention – 72.7% Asian-- Students – 15-- success – 93.3% --Retention – 93.3% Hispanic-- Students – 99 -- success – 88.9% --Retention – 91.9% Two or more races-- Students – 16 -- success – 68.8% --Retention – 81.3% White-- Students – 68 -- success – 89.7% --Retention – 89.7%</p> <p>Gender differences are negligible. Race/ethnicity – African American success rates need to be a focus, as well as retention. In-class and out of class support for Latin should be considered.</p>
9.	Career Technical Education (CTE) programs: Review the labor market	Comment on the <u>occupational projections</u> for employment in your <u>discipline</u> for the next two years and how the projections affect your planning:

<p>data on the California Employment Development Department website for jobs related to your discipline.</p>	<p>According to CEDD data, teachers [Elementary, Secondary, substitute], lawyers, and nurses are in the top 20 occupations by openings. Latin as a course that helps students of those professions better perform.</p> <p>Latin is a foundation class, providing a good foundation for medical terminology, legal terminology, and general studies in science and the humanities, lending perspective to Western Civilization</p> <p>Latin has been historically a class that increases a student’s vocabulary [as over 50% of English comes from Latin (and Greek) roots], composition skills, ability to learn other languages.</p> <p>In classes, besides focusing on grammar and translation skills, targeted presentations on legal terms, medical terms, science terms, literary terms, and other foundational Latin terms are offered to assist students as they pursue careers in those respective fields.</p>
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10. Cite examples of using action plans (for SLOs, PLOs, OOs, ILOs) as the basis for resource requests and how the allocation of those resources or other changes resulted in improved outcomes over the past four years.

SLO/PLO/OO/ILO	Action Plan	Current Status	Impact of Action
No resource requests		Choose an item.	
		Choose an item.	
		Choose an item.	
		Choose an item.	

11. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals.

Goals/Objectives	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
Latin course offerings – Research Overlay of Latin 101 and 102 every semester	Completed	Administration determined that this is not an option and that the current system of offering Latin 101 two consecutive semesters and then Latin 102 every third semester should continue. [rationale for this system: 2 semesters of Latin 101 are needed to generate enough students to make a class for Latin 102].
Latin Course Offerings—Offer Latin 201 as Independent Studies	Completed	Current procedure of offering Latin 201 continuing. Spring 2018, Independent studies was offered.

	Choose an item.	
Briefly discuss your progress in achieving those goals: See above		
Please describe how resources provided in support of previous program review contributed to program improvements: n/a		

12. Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2019-2020. Discipline/area goals must be guided by **district Strategic Goals** in the Educational Master Plan (EMP), p.90. They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or Outcomes	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
	Increase enrollment numbers for Latin 101.	*4. Advance more students to college-level coursework. *4. Advance more students to college-level coursework. Choose an item. Choose an item.	Contact counselors and provide Latin promotional flyers. Advertise Latin field trips to Getty Villa Coordinate with Latin High School teacher at Highland High School	No
		Choose an item. Choose an item. Choose an item. Choose an item.		Choose an item.
		Choose an item. Choose an item. Choose an item. Choose an item.		Choose an item.
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Choose an item.

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****Action plan verbs: *expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.***

13. Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/program goal(s) from #12 guide this need.**

Indicate which Goal(s) guide this need	Type of Request (Personnel ¹ , Technology ² , Physical ³ , Professional development ⁴ , Other ⁵)	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?	Contact's name
No resource requests	Choose an item.	Choose an item.			Choose an item.	
N/A	Choose an item.	Choose an item.			Choose an item.	
	Choose an item.	Choose an item.			Choose an item.	
	Choose an item.	Choose an item.			Choose an item.	
	Choose an item.	Choose an item.			Choose an item.	
	Choose an item.	Choose an item.			Choose an item.	
	Choose an item.	Choose an item.			Choose an item.	

¹List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.

²List needed technology resources in priority order.

³In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.

⁴List needed professional development resources in priority order. This request will be reviewed by the professional development committee.

⁵List any other needed resources in priority order.



2017-2018 Instructional Program Review Annual Update

1. Discipline/Area Name: Music	For: 2017-2018
2. Name of person leading this review: Gary Heaton-Smith	
3. Names of all participants in this review: Gary Heaton-Smith, Elizabeth Fewtrell, Nate Dillon	
4. Status Quo option: Year 1: Comprehensive review <input type="checkbox"/> Year 2: Annual update or status quo option <input type="checkbox"/> Year 3: Annual update <input checked="" type="checkbox"/> Year 4: Annual update or status quo option <input type="checkbox"/>	In years two and four of the review cycle, programs may determine that the program review conducted in the previous year will guide program and district planning for another year. <input type="checkbox"/> Check here to indicate that the program review report written last year accurately reflects program planning for the current academic year. (Only programs with no updates or changes may exercise the status quo option. All others will respond to questions 6 – 13.)

Number of Full-time Faculty

Number of Part-time Faculty

Data/Outcome Analysis and Use

5. Please review the subject level data and comment on trends (data is available on the [Program Review web page](#)):

Indicator	2013-2014	2014-2015	2015-2016	2016-2017	Recent trends?	Comment
Enrollment #	1689	1648	1663	1536	Decrease	
# of Sections offered	86	134	143	141	Increase	
# of Online Sections offered	0	0	4	4	Increase	
# of Face-to-Face Sections offered	86	134	139	136	Increase	
# of Sections offered in Lancaster	86	134	138	137	Increase	
# of Sections in other locations	0	0	5	4	Increase	
# of Certificates awarded	0	0	0	0	No Change	
# of Degrees awarded	8	8	2	9	Increase	
Subject Success Rates	69.6	69.2	72.3	72.1	Increase	
Subject Retention Rates	84	82.2	86.4	86.5	Increase	
Full-time Load (Full-Time FTEF)	1.5	1.48	1.1	.87	Decrease	
Part-time Load (Part-time FTEF)	4.38	6.15	6.55	6.77	Increase	

PT/FT FTEF Ratio	2.9	4.4	5.95	8.85	Increase	
Other measure						

#	Indicator	Comments and Trend Analysis
7.	If applicable, report program/area data showing the quantity of services provided over the past four years (e.g. # of workshops or events offered, ed.plans developed, students served)	Between Music and Commercial Music, approximately 10 concerts are given each semester. This gives students an opportunity to hone their craft in front of a live audience while also serving as community engagement.
8.	Student success and retention rates by equity groups within discipline	<p>The largest groups represented include: Hispanic/Latino (around 40-45%), White (around 25-30%), and African-American (about 15-20%). Of these groups, success rates of Hispanic/Latino students ranges from 71-74% with retention rates between 84-87%. Success rates of white students ranges from 75-82% with retention rates between 83-92%. However, African-American students as a group have lower success rates ranging from 50-59% and retention rates ranging from 72-84%. Success and retention rates in African-American students were highest in 2016-2017 with a success rate of 59% and a retention rate of 84%. Female students have consistently succeeded higher than institutional standard while male students are rising, from 67-72%.</p> <p>The achievement gap is not specific to the discipline but is apparent district wide. Efforts are being made at the district level to reduce the achievement gap (Equity, addition of distance learning modalities, opening of the Palmdale Center, etc.).</p> <p><i>Review and interpret the subject data by race/ethnicity and gender. Identify achievement gaps. List actions that are planned to meet the Institutional Standard of 69.1% for student success and to close achievement gaps:</i></p>
9.	Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline.	N/A for Music (AA-T and AA only)

10. Cite examples of using action plans (for SLOs, PLOs, OOs, ILOs) as the basis for resource requests and how the allocation of those resources or other changes resulted in improved outcomes over the past four years.

SLO/PLO/OO/ILO	Action Plan	Current Status	Impact of Action
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PLO #1	Additional 291 sections	Ongoing	The previous increase in the number of applied music students to 32 has increased the stature of the program as students learn from and motivate each other. The goal is a total of 40 sections.
Many SLO's	Acoustical Treatments and A/V upgrades	Completed	Sound acoustical materials were purchased in 2015 and installed in FA3 176 and 162 during the Intersession of 2016. Together with the upgraded Audio/Visual equipment, this had made a huge difference in the ability to rehearse the various MUS and MUSC ensembles and classes using the Band and Choral Rooms (e.g. Symphonic Band, Choirs, Jazz Ensembles, Orchestra, Rock Band, Test Flight, Stage Voice, Voice Class, Applied Music Class and various lectures classes playing recorded music).
		Choose an item.	
		Choose an item.	

11. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals.

Goals/Objectives	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
Increase the number of Music AA-T degrees to 10 per year.	Ongoing	Due to the change of the AA to AA-T degree, the number of degrees has steadily increased but is now stable. The challenges of being admitted to Applied Music means many students need more than four semesters to finish the degree.
Build ensembles	Ongoing	Overall quality is building but repeatability rules are interfering with growth.
	Choose an item.	
Briefly discuss your progress in achieving those goals: The number of Music AA-T degrees is stable but not increasing. Some ensembles are no longer hiring professional musicians to fill holes in the ensemble. To fill these holes, high school students have been more active in auditing the class. They are advised to audit the class because of the corequisite requirement with Applied Music as well as repeatability.		
Please describe how resources provided in support of previous program review contributed to program improvements: FA-4 is being remodeled but the ramifications of that action will not be seen until the remodel is complete.		

12. Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2019-2020. Discipline/area goals must be guided by **district Strategic Goals** in the Educational Master Plan (EMP), p.90. They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or Outcomes	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
1.	Increase the number of Music AA-T degrees to 10 per year.	Choose an item. *2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services	Create the position of Performing Arts counselor to provide students consistent and correct information, which will increase their success and increase transfer	Yes

*3. Focus on utilizing proven instructional strategies that

			rate to CSU/UC schools. Create department-wide protocol to get students engaged with four-semester courses (e.g. MUS 291, large ensembles, theory sequence) early in their college careers. Increase Music equipment and repair budgets. Hire additional full-time Music faculty	
		Choose an item. Choose an item. Choose an item. Choose an item.		Choose an item.
		Choose an item. Choose an item. Choose an item. Choose an item.		Choose an item.
		Choose an item. Choose an item. Choose an item. Choose an item.		Choose an item.
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		Choose an item. Choose an item. Choose an item. Choose an item.		Choose an item.

****Action plan verbs: *expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.***

13. Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/program goal(s)** from #12 guide this need.

Indicate which Goal(s) guide this need	Type of Request (Personnel ¹ , Technology ² , Physical ³ , Professional development ⁴ , Other ⁵)	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?	Contact's name
1	Personnel	Repeat	Performance Arts Counselor	Unknown	Recurring	Heaton-Smith
1	Personnel	Repeat	Full-time music faculty	Unknwon	Recurring	Heaton-

						Smith
1	Physical	Repeat	Increased equipment and repair budget	\$2500	Recurring	Heaton-Smith
	Choose an item.	Choose an item.			Choose an item.	
	Choose an item.	Choose an item.			Choose an item.	
	Choose an item.	Choose an item.			Choose an item.	
	Choose an item.	Choose an item.			Choose an item.	

¹List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.

²List needed technology resources in priority order.

³In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.

⁴List needed professional development resources in priority order. This request will be reviewed by the professional development committee.

⁵List any other needed resources in priority order.



2017-2018 Instructional Program Review Annual Update

1. Discipline/Area Name: Commercial Music	For: 2017-2018
2. Name of person leading this review: Gary Heaton-Smith	
3. Names of all participants in this review: Gary Heaton-Smith, Elizabeth Fewtrell, Nate Dillon	
4. Status Quo option: Year 1: Comprehensive review <input type="checkbox"/> Year 2: Annual update or status quo option <input type="checkbox"/> Year 3: Annual update <input checked="" type="checkbox"/> Year 4: Annual update or status quo option <input type="checkbox"/>	In years two and four of the review cycle, programs may determine that the program review conducted in the previous year will guide program and district planning for another year. <input type="checkbox"/> Check here to indicate that the program review report written last year accurately reflects program planning for the current academic year. (Only programs with no updates or changes may exercise the status quo option. All others will respond to questions 6 – 13.)

Number of Full-time Faculty

Number of Part-time Faculty

Data/Outcome Analysis and Use

5. Please review the subject level data and comment on trends (data is available on the [Program Review web page](#)):

Indicator	2013-2014	2014-2015	2015-2016	2016-2017	Recent trends?	Comment
Enrollment #	1395	1300	1233	1212	Decrease	
# of Sections offered	61	63	57	65	No Change	
# of Online Sections offered	0	0	0	0	No Change	
# of Face-to-Face Sections offered	61	63	57	65	No Change	
# of Sections offered in Lancaster	61	63	57	64	No Change	
# of Sections in other locations	0	0	0	1	Increase	
# of Certificates awarded	4	7	7	3	Decrease	
# of Degrees awarded	0	0	0	0	No Change	
Subject Success Rates	78.6	79.2	80.8	82.9	Increase	
Subject Retention Rates	91.1	91.8	92.6	92.6	Increase	
Full-time Load (Full-Time FTEF)	0	0	0	0	No Change	
Part-time Load (Part-time FTEF)	4.1	10.26	10.6	10.85	Increase	

PT/FT FTEF Ratio	0	0	0	0	No Change	No full-time faculty
Other measure						

#	Indicator	Comments and Trend Analysis
7.	If applicable, report program/area data showing the quantity of services provided over the past four years (e.g. # of workshops or events offered, ed.plans developed, students served)	N/A for Music
8.	Student success and retention rates by equity groups within discipline	<p>The largest groups represented include: Hispanic/Latino (around 40-45%), White (around 25-30%), and African-American (about 20-25%). Of these groups, success rates of Hispanic/Latino students ranges from 79-81% with retention rates between 90-95%. Success rates of white students ranges from 82-89% with retention rates between 90-95%. African-American students as a group have lower success rates ranging from 70-79% and retention rates ranging from 88-92%. Success and retention rates in African-American students were highest in 2016-2017 with a success rate of 79% and a retention rate of 92%. No significant differences in gender and age success have existed since 2013-2014.</p> <p>Review and interpret the subject data by race/ethnicity and gender. Identify achievement gaps. List actions that are planned to meet the Institutional Standard of 69.1% for student success and to close achievement gaps:</p>
9.	Career Technical Education (CTE) programs: Review the labor market data on the <u>California Employment Development Department</u> website for jobs related to your discipline.	<p>Comment on the <u>occupational projections</u> for employment in your <u>discipline</u> for the next two years and how the projections affect your planning:</p> <ul style="list-style-type: none"> 3.5% Music Directors and Composers 4.9% Musicians and Singers 15% Producers and Directors 15% A/V Tech 30% Management 10% Sound Engineering 20% Post-Secondary Education 26% Self Enrichment Education 9% Middle- and High-School Education

10. Cite examples of using action plans (for SLOs, PLOs, OOs, ILOs) as the basis for resource requests and how the allocation of those resources or other changes resulted in improved outcomes over the past four years.

SLO/PLO/OO/ILO	Action Plan	Current Status	Impact of Action
Level I – PLO 2	New Course Offering	Ongoing	We are working to create Part II to Live Sound in order to better prepare students for a career in audio engineering.
Level II – PLO 1	Upgrade Software	Ongoing	We feel that software should be upgraded on annual basis by ITS rather than only when funds are available from Perkins. Current software will better prepare our students for industry changes.
Level II – PLO 1	Supplementary Lab	Ongoing	We have not had success in finding a suitable location for a supplementary music production lab so that students can complete assignments when the lab (APL 111) is not open, similar to the MAC lab in APL 203.
		Choose an item.	

11. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals.

Goals/Objectives	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
1. Increase certificates	Ongoing	Increase the number of students completing our program and receiving certificates.
2. Use of PA Theatre	Completed	Initiate better usage for classes and performances.
3. Increasing Guest Lectures	Ongoing	To provide information on current industry practices.

Briefly discuss your progress in achieving those goals:

1. The Commercial Music Program is promoted to students through class visitations, fund raising concerts, guest lecturers and the success of previous students. Completion rate of the program has increased from 2013-2016 from 78.6% to 80.3%.
2. The use of the PA Theatre has increased for ensemble use but has remained non-existent for many of our technical classes. The PA Theatre may not be as appropriate for Commercial Music ensembles as originally thought and decided on by faculty (it is too large to hold a concert representative of most commercial music applications). Members of the PAT have reached out to faculty and offered to guest lecture classes, although this would still not give students hands-on experience in the PAT.
3. Over the next four years we will continue to work increase the number of guest lecturers in all of our class offerings, so that the student learning environment is enhanced.

Please describe how resources provided in support of previous program review contributed to program improvements:

1. Several major renovations to the Music building (FA3) took place in 2014-16 as advocated for many years in multiple program reviews. The effect of these program improvements is enormous on the ability of instructors to teach using 21st Century technology in a presentable and acoustically appropriate room. These include:
 - Audio/Visual (internet/computers/projectors) in 151, 162, and 176
 - New flooring, permanent seating (in 162), and painting
 - Sound acoustical treatments (wall panels and ceiling tiles) in 162 and 176 and to the main lobby

- The Audio cabinet is still a makeshift work in progress at this point though

12. Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2019-2020. Discipline/area goals must be guided by **district Strategic Goals** in the Educational Master Plan (EMP), p.90. They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or Outcomes	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
1.	Increase the combined total of Level 1 or 2 Commercial Music Certificates to 12 per year.	1. Commitment to strengthen Institutional Effectiveness measures and *2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services *3. Focus on utilizing proven instructional strategies that will foster transferable intellectual skills 5. Align instructional programs to the skills identified by the labor market	Reassign one counselor. Creating at least one Performing Arts counselor would help provide students consistent and correct information, which will increase their success. Complete renovation of FA3-176 audio-video equipment and electrical wiring. Increase Commercial Music equipment and repair budgets. Renovate FA4 building. Hire full-time Commercial Music faculty Annual software updates for production lab	Yes
		Choose an item. Choose an item. Choose an item. Choose an item.		Choose an item.
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				item.
		Choose an item. Choose an item. Choose an item. Choose an item.		Choose an item.

****Action plan verbs: expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.**

13. Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/program goal(s) from #12 guide this need.**

Indicate which Goal(s) guide this need	Type of Request (Personnel ¹ , Technology ² , Physical ³ , Professional development ⁴ , Other ⁵)	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?	Contact's name
1.	Personnel	Repeat	Dedicated Performing Arts Counselor	Unknown	Recurring	Heaton-Smith
1.	Technology	Repeat	Complete renovation of FA3 176 A/V	Unknown	One-time	Heaton-Smith
1.	Other	Choose an item.	Increase repair/equipment budgets	\$10,000	Recurring	Heaton-Smith
1.	Physical	Choose an item.	Renovation of FA4	\$200,000	One-time	Heaton-Smith
1.	Personnel	Choose an item.	Hire additional FT Commercial Music faculty	Unknown	Recurring	Heaton-Smith
1.	Technology	Choose an item.	Annual Software updates	Unknown	Recurring	Heaton-Smith
	Choose an item.	Choose an item.			Choose an item.	

¹List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.

²List needed technology resources in priority order.

³In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.

⁴List needed professional development resources in priority order. This request will be reviewed by the professional development committee.

⁵List any other needed resources in priority order.



2017-2018 Instructional Program Review Annual Update

1. Discipline/Area Name: PHILOSOPHY	For:
2. Name of person leading this review: Claude Gratton	
3. Names of all participants in this review: Sherri Zhu	
4. Status Quo option: Year 1: Comprehensive review <input type="checkbox"/> Year 2: Annual update or status quo option <input type="checkbox"/> Year 3: Annual update <input checked="" type="checkbox"/> Year 4: Annual update or status quo option <input type="checkbox"/>	In years two and four of the review cycle, programs may determine that the program review conducted in the previous year will guide program and district planning for another year. <input type="checkbox"/> Check here to indicate that the program review report written last year accurately reflects program planning for the current academic year. (Only programs with no updates or changes may exercise the status quo option. All others will respond to questions 6 – 13.)

Number of Full-time Faculty

Number of Part-time Faculty

Data/Outcome Analysis and Use

5. Please review the subject level data and comment on trends (data is available on the [Program Review web page](#)):

Indicator	2013-2014	2014-2015	2015-2016	2016-2017	Recent trends?	Comment
Enrollment #	2,164	2,356	2,106	2,164	No Change	
# of Sections offered	62	73	70	67	Decrease	
# of Online Sections offered	2	3	5	6	Increase	
# of Face-to-Face Sections offered	60	70	65	61	No Change	
# of Sections offered in Lancaster	52	63	62	60	Increase	Increase, then slow decrease
# of Sections in other locations	10	10	8	7	Decrease	
# of Certificates awarded	0	0	0	0	No Change	Certificate not available
# of Degrees awarded	0	0	1	1	Increase	AA-T is new
Subject Success Rates	72.8%	66.4%	67.8%	67.4%	No Change	In last three years change is not significant
Subject Retention Rates	85.4%	81.2%	82.3%	82.6%	No Change	In last three years change is not significant

Full-time Load (Full-Time FTEF)	1.5	3	2.5	2	No Change	Change is not significant
Part-time Load (Part-time FTEF)	4	3.3	3.47	3.67	No Change	Change is not significant
PT/FT FTEF Ratio	2.6	1.1	1.38	1.83	Decrease	Change is due to retirement of a full time faculty
Other measure						

#	Indicator	Comments and Trend Analysis																																		
7.	If applicable, report program/area data showing the quantity of services provided over the past four years (e.g. # of workshops or events offered, ed. plans developed, students served)	<p>Students served:</p> <p>2016-2017: 1,985</p> <p>2015-2016: 2,106</p> <p>2014-2015: 2,356</p> <p>2013-2014: 2,164</p>																																		
8.	Student success and retention rates by equity groups within discipline	<p>Review and interpret the subject data by race/ethnicity and gender. Identify achievement gaps. List actions that are planned to meet the Institutional Standard of 69.1% for student success and to close achievement gaps:</p> <p>Success % (Number of students enrolled)</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="4">Academic Year</th> <th rowspan="2">Grand Total</th> </tr> <tr> <th>2013-2014</th> <th>2014-2015</th> <th>2015-2016</th> <th>2016-2017</th> </tr> </thead> <tbody> <tr> <td>Females:</td> <td>74.0% (1,344)</td> <td>67.7% (1,474)</td> <td>67.6% (1,328)</td> <td>67.6% (1,211)</td> <td>69.2% (5,357)</td> </tr> <tr> <td>Males:</td> <td>70.9% (808)</td> <td>64.3% (869)</td> <td>68.2% (767)</td> <td>66.7% (761)</td> <td>67.5% (3,205)</td> </tr> <tr> <td>Neutral:</td> <td>75.0% (12)</td> <td>61.5% (13)</td> <td>54.5% (11)</td> <td>84.6% (13)</td> <td>69.4% (49)</td> </tr> <tr> <td></td> <td>72.8% (2,164)</td> <td>66.4% (2,356)</td> <td>67.8% (2,106)</td> <td>67.4% (1,985)</td> <td>68.6% (8,611)</td> </tr> </tbody> </table> <p>The yearly smaller male enrollment is a trend that seems to have been occurring in higher education for about two decades.</p>		Academic Year				Grand Total	2013-2014	2014-2015	2015-2016	2016-2017	Females:	74.0% (1,344)	67.7% (1,474)	67.6% (1,328)	67.6% (1,211)	69.2% (5,357)	Males:	70.9% (808)	64.3% (869)	68.2% (767)	66.7% (761)	67.5% (3,205)	Neutral:	75.0% (12)	61.5% (13)	54.5% (11)	84.6% (13)	69.4% (49)		72.8% (2,164)	66.4% (2,356)	67.8% (2,106)	67.4% (1,985)	68.6% (8,611)
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Success % (Number of students enrolled)

	2013-2014	2014-2015	2015-2016	2016-2017	Grand Total
African American	59.4% (347)	58.4% (368)	57.7% (333)	55.7% (266)	57.9% (1,314)
American Indian	*** ()	57.1% (14)	*** ()	*** ()	58.1% (31)
Asian	87.3% (102)	77.6% (98)	81.5% (92)	70.7% (102)	79.3% (394)
Hispanic	73.5% (971)	64.8% (1,177)	67.0% (1,043)	67.1% (1,037)	67.9% (4,228)
Other	74.4% (39)	65.5% (29)	78.9% (19)	64.7% (17)	71.2% (104)
Pacific Asian	*** ()	*** ()	*** ()	*** ()	66.7% (12)
2 or more races	70.0% (110)	65.7% (99)	67.4% (95)	67.9% (88)	67.8% (392)
White	78.0% (588)	73.4% (568)	73.0% (512)	73.6% (468)	74.6% (2,136)
Grand Total	72.8% (2,164)	66.4% (2,356)	67.8% (2,106)	67.4% (1,985)	68.6% (8,611)

The members of the philosophy faculty genuinely work to help all students within each course. However, the educational, sociological, economic, and emotional causes of the academic challenges of our African American students arise long before they venture into philosophy. It is unknown whether they follow our suggestions to make use of the Learning Center resources. We should at least mention some of those resources in our syllabi.

9. Career Technical Education (CTE) programs: Review
 Comment on the occupational projections for employment in your discipline for the next two years and how the projections affect your planning:
Not applicable

the labor market data on the <u>California Employment Development Department</u> website for jobs related to your discipline.	
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10. Cite examples of using action plans (for SLOs, PLOs, OOs, ILOs) as the basis for resource requests and how the allocation of those resources or other changes resulted in improved outcomes over the past four years.

SLO/PLO/OO/ILO	Action Plan	Current Status	Impact of Action
The aggregated numbers do NOT point to what individual instructors or what all the instructors need to change. But SLOs are achieved		Choose an item.	Not applicable
		Choose an item.	
		Choose an item.	
		Choose an item.	

11. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals.

Goals/Objectives	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
TMC for philosophy	Completed	No relevant information
	Choose an item.	
	Choose an item.	
Briefly discuss your progress in achieving those goals:		
Please describe how resources provided in support of previous program review contributed to program improvements: Not applicable. The full-time instructor who retired was not replaced.		

12. Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2019-2020. Discipline/area goals must be guided by **district Strategic Goals** in the Educational Master Plan (EMP), p.90. They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or Outcomes	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
1	In order increase the probability that students genuinely acquire critical thinking skills AND dispositions AND transfer them to all the disciplines AND to their personal lives, ALL the disciplines need to adopt the same BASIC critical thinking vocabulary and skills. Philosophy instructors should be the first to model the attempt to work toward the vocabulary and skills among themselves.	*4. Advance more students to college-level coursework. 5.Align instructional programs to the skills identified by the labor market - Supporting PLO(s), SLO(s), OO(s), ILO(s) Choose an item.	The philosophy instructors need to meet regularly and work toward that vocabulary and skills by presenting to each other how they methodically proceed to evaluate claims, arguments, arguments, AND how to address unconscious biases, AND how they teach those methods to their students. A MOOC should be created so that part-time colleagues may easily participate in the process.	No
		Choose an item. Choose an item. Choose an item. Choose an item.		Choose an item.
		Choose an item. Choose an item. Choose an item. Choose an item.		Choose an item.
		Choose an item. Choose an item. Choose an item. Choose an item.		Choose an item.
		Choose an item. Choose an item. Choose an item. Choose an item.		Choose an item.
		Choose an item. Choose an item. Choose an item. Choose an item.		Choose an item.

****Action plan verbs: *expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.***

13. Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/program goal(s) from #12 guide this need.**

Indicate which Goal(s) guide this need	Type of Request (Personnel ¹ , Technology ² , Physical ³ , Professional development ⁴ , Other ⁵)	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?	Contact's name
1	Choose an item.	Choose an item.	Not applicable.		Choose an item.	
	Choose an item.	Choose an item.			Choose an item.	
	Choose an item.	Choose an item.			Choose an item.	
	Choose an item.	Choose an item.			Choose an item.	
	Choose an item.	Choose an item.			Choose an item.	
	Choose an item.	Choose an item.			Choose an item.	
	Choose an item.	Choose an item.			Choose an item.	

¹List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.

²List needed technology resources in priority order.

³In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.

⁴List needed professional development resources in priority order. This request will be reviewed by the professional development committee.

⁵List any other needed resources in priority order.



2017-2018 Instructional Program Review Annual Update

1. Discipline/Area Name: Photography/Commercial Photography	For: 2019-2023
2. Name of person leading this review: Lisa Karlstein	
3. Names of all participants in this review: Lisa Karlstein	
4. Status Quo option: Year 1: Comprehensive review <input type="checkbox"/> Year 2: Annual update or status quo option <input type="checkbox"/> Year 3: Annual update <input checked="" type="checkbox"/> Year 4: Annual update or status quo option <input type="checkbox"/>	In years two and four of the review cycle, programs may determine that the program review conducted in the previous year will guide program and district planning for another year. <input type="checkbox"/> Check here to indicate that the program review report written last year accurately reflects program planning for the current academic year. (Only programs with no updates or changes may exercise the status quo option. All others will respond to questions 6 – 13.)

Number of Full-time Faculty

Number of Part-time Faculty

Data/Outcome Analysis and Use

5. Please review the subject level data and comment on trends (data is available on the [Program Review web page](#)):

Indicator	2013-2014	2014-2015	2015-2016	2016-2017	Recent trends?	Comment
Enrollment #					Choose an item.	
# of Sections offered	53	47	45	42	Decrease	Number sections offered decreased from 2013-2014 academic year.
# of Online Sections offered	2	2	0	2	No Change	The Photography department should work to add on-line sections for a Beginning Digital course.
# of Face-to-Face Sections offered	51	45	45	40	Decrease	
# of Sections offered in Lancaster	53	47	45	42	Decrease	The Photography
# of Sections in other locations	0	0	0	0	No Change	The Photography department has added a section of PHOT 107 in Palmdale and is considering adding a Beginning Digital course.
# of Certificates awarded	N/A	N/A	N/A	N/A	Choose an item.	

# of Degrees awarded	5	11	12	9	Decrease	Commercial Photography Degrees have decreased in the past year.
Subject Success Rates	67%	69%	72%	75%	Increase	Success Rates have increased during the time period.
Subject Retention Rates	88%	86%	88%	90%	Increase	The Photography department retention rate is in line or slightly higher than that of AVC.
Full-time Load (Full-Time FTEF) (overload in brackets)	2.16	1.81	1.71	1.67	Decrease	Full-time FTEF decreased
Part-time Load (Part-time FTEF)	1.84	1.63	2.02	1.93	Increase	Part-time FTEF increased
PT/FT FTEF Ratio	0.08	0.9	1.18	1.15	Increase	PT/FT FTEF Ratio has increased
Other measure						

#	Indicator	Comments and Trend Analysis
7.	If applicable, report program/area data showing the quantity of services provided over the past four years (e.g. # of workshops or events offered, ed. plans developed, students served)	Overall enrollment in the Photography Subject area is 23% lower since 2011. Despite the increasing economy, the Commercial Photography Department lower enrollment numbers is showing enrollment numbers in the last 5 years. Unemployment has decreased since 2011 and with the loss of repeatability it has negatively impacted enrollment.
8.	Student success and retention rates by equity groups within discipline	<p>RACE/ETHNICITY</p> <p>African American: The Photography department has seen a tremendous increase in this demographic. In 2012-13, the success rate is 33.3% while in 2016-17, the success rate is 81.3%.</p> <p>Hispanic: The Photography department success rate in this group in the last five years has been exceeding the Institutional Standard, ranging between 64.6% to 80.2%.</p> <p>White Non-Hispanic: The Photography department success rate in this group in the last five years has been exceeding the Institutional Standard, ranging between 59% to 82%.</p> <p>Other: The Photography department success rate in this group in the last five years has been exceeding the Institutional Standard, ranging between 67% to 83.3%.</p> <p>GENDER Female: The Photography department success rate in this group in the last five years has been exceeding the Institutional Standard, ranging between 67% to 74%.</p> <p>Male: The last time the ART department did not meet the Institutional Standard for student success was in 2012-2013. In the last four years, the success rate, ranging between 74% to 66%.</p> <p>“N”: In the two four out of the five years, the Photography department has had a total of 9 students in this demographic. No data provided to determine the success rate.</p>
9.	Career Technical Education (CTE)	Comment on the <u>occupational projections</u> for employment in your <u>discipline</u> for the next two

<p>programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline.</p>	<p>years and how the projections affect your planning:</p> <p>Occupational projections solely in Los Angeles County data provided by the Employment Development Department showed jobs available in areas such as Art, Drama and Postsecondary education 4,210 positions between 2012-2022. Positions for Photographers for 2012-2022 are projected at 6,170.</p> <p>Photography students take our classes for a variety of reasons (e.g. for GE credit, as a hobby/passion, in order to transfer and/or receive an Associate's Degree). Many come for the lifelong skills that community colleges used to prioritize. Still others take our classes as Special Admit high school students in order to be better prepared for college placement. Some of these students will find or create careers in Photography after further study or immediately, but success for our programs means serving all of the needs of the various students that we educate.</p>
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10. Cite examples of using action plans (for SLOs, PLOs, OOs, ILOs) as the basis for resource requests and how the allocation of those resources or other changes resulted in improved outcomes over the past four years.

SLO/PLO/OO/ILO	Action Plan	Current Status	Impact of Action
<p>PLO #1 Students will explore advances in photographic equipment and technology</p>	<p>New or remodeled facilities.</p>	<p>Ongoing</p>	<p>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 24 sections of photography classes (including labs, 12 are 4 hours weekly and 2 hours for lab) classrooms.</p> <p>Although new enlargers have been purchased (to replace the 20 year old enlargers) and installed in the darkroom with a grant we received through Perkins funding in 2013 new, additional, or remodeled facilities are essential and are the foundation to achieving Photography PLO #1 and Photography Department Goals</p>
		<p>Choose an item.</p>	
		<p>Choose an item.</p>	

		Choose an item.	
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11. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals.

Goals/Objectives	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
1. New/remodeled Facilities	Not started	Impacts all aspects of the program
2. Revise Program	Ongoing	Currently we award 7-11 degrees annually. This number can increase if we revise our program per the recommendations of the advisory committee.
3. Equipment	Ongoing	Impacts all aspects of the program

Briefly discuss your progress in achieving those goals:

1. New/remodeled facilities- Plans for the Photography Department Darkroom Facility are uncertain. The Program is in an antiquated space, a state of the darkroom have been ongoing need for 20 years. The AVC Darkroom is housed in another building making it difficult for students, faculty and staff to work in an interconnected manner with the rest of the Photography Department faculty and staff.

Updated facilities, classroom furniture, and instructional equipment is needed to adequately meet this goal.

2. Program Revision in progress.

3. Equipment has been updated with Perkins Funding, Lisa Karlstein will continue to apply for Perkins Grants in order to provide the students with state of the art equipment.

Please describe how resources provided in support of previous program review contributed to program improvements:

Upgrades to Darkroom equipment have been purchased and installed, new cameras have been purchased and are available to students.

12. Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2019-2020. Discipline/area goals must be guided by **district Strategic Goals** in the Educational Master Plan (EMP), p.90. They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or Outcomes	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
1	Increase the annual number of photography degrees to 25 and increase transfer.	*4. Advance more students to college-level coursework. *2. Increase efficient and effective use of all resources:	Expand the number of sections of art classes that are part of the degrees by 15% by 2019.	Yes

		Technology, Facilities, Human Resources, Business Services *3. Focus on utilizing proven instructional strategies that will foster transferable intellectual skills *4. Advance more students to college-level coursework.	Revise Program Courses Expand student exposure to the Commercial Photographic Community -market opportunities for aspiring and professional photographers by providing students with guest lecturers and workshops.	
		Choose an item. Choose an item.		
		Choose an item. Choose an item. Choose an item. Choose an item.		Choose an item.
		Choose an item. Choose an item. Choose an item. Choose an item.		Choose an item.
		Choose an item. Choose an item. Choose an item. Choose an item.		Choose an item.
		Choose an item. Choose an item. Choose an item. Choose an item.		Choose an item.

****Action plan verbs: expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.**

13. Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/program goal(s)** from #12 guide this need.

Indicate which Goal(s) guide this need	Type of Request (Personnel ¹ , Technology ² , Physical ³ , Professional development ⁴ , Other ⁵)	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?	Contact's name
1	Physical	New	Provide students with new, remodeled and additional facilities.	Based on going rate \$	One-time	Lisa Karlstein Duane Rumsey
1	Physical	New	Additional Studio Space will be needed, Photography, Digital Media and Film Production share facilities.		Recurring	Lisa Karlstein Duane Rumsey
1	Personnel	Repeat	This is a new request for an additional full-time	Based on	Recurring	Lisa Karlstein

			faculty that will help student retention and success rates by being able to offer the number of sections students need in order to obtain degrees.	certificated salary scales.		Duane Rumsey
1	Personnel	New	Hire additional classified staff to provide support for labs and equipment. These are often staffed by rotating student workers, and having permanent on-going staff will mean those workers will have developed "expert" status in the support they provide as opposed to having to train several new student-workers on a semester by semester basis and who will not have the same level of knowledge and skill that a permanent worker would have	Based on classified salary scales.	Recurring	Lisa Karlstein Duane Rumsey
1	Other	New	The Photography Department needs a budget for guest speakers and student workshops.	Based going rate	Recurring	Duane Rumsey
1	Professional Development	Ongoing	Provide Faculty and Staff with industry workshops	Based on Industry Workshop rates	Recurring	Lisa Karlstein Duane Rumsey
1	Update Equipment	Ongoing	Provide students with state of the art equipment as it is essential that they use the equipment they will be required to know when they enter the workforce	Based on Industry Equipment costs	Recurring	Lisa Karlstein Duane Rumsey

¹List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.

²List needed technology resources in priority order.

³In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.

⁴List needed professional development resources in priority order. This request will be reviewed by the professional development committee.

⁵List any other needed resources in priority order.



2017-2018 Instructional Program Review Annual Update

1. Discipline/Area Name: Spanish	For: 2019-2020
2. Name of person leading this review: Dr. Ariel Zatarain Tumbaga	
3. Names of all participants in this review: One - Spanish AA-T	
4. Status Quo option: Year 1: Comprehensive review <input type="checkbox"/> Year 2: Annual update or status quo option <input type="checkbox"/> Year 3: Annual update <input checked="" type="checkbox"/> Year 4: Annual update or status quo option <input type="checkbox"/>	In years two and four of the review cycle, programs may determine that the program review conducted in the previous year will guide program and district planning for another year. <input type="checkbox"/> Check here to indicate that the program review report written last year accurately reflects program planning for the current academic year. (Only programs with no updates or changes may exercise the status quo option. All others will respond to questions 6 – 13.)

Number of Full-time Faculty

1

Number of Part-time Faculty

11

Data/Outcome Analysis and Use

5. Please review the subject level data and comment on trends (data is available on the [Program Review web page](#)):

Indicator	2013-2014	2014-2015	2015-2016	2016-2017	Recent trends?	Comment
Enrollment #	1,015	1,005	1,194	1,334	Increase	Enrollment growth reflects greater section offerings.
# of Sections offered	32	36	43	51	Increase	
# of Online Sections offered	4	7	4	7	Increase	
# of Face-to-Face Sections offered	28	28	39	44	Increase	
# of Sections offered in Lancaster	28	34	36	41	Increase	
# of Sections in other locations	4	2	7	10	Increase	Expansion at Palmdale Center
# of Certificates awarded					Choose an item.	
# of Degrees awarded			4	6	Increase	Degree was new in 2016 year.
Subject Success Rates	79.2%	78%	75%	80.1%	No Change	
Subject Retention Rates	88%	88.4%	86.3%	89.5%	No Change	
Full-time Load (Full-Time FTEF)	3.00	3.00	3.00	0.00	Decrease	

Part-time Load (Part-time FTEF)	1.83	2.33	3.17	7.27	Increase	
PT/FT FTEF Ratio (Fall only?)	.61	.77	1.05	0.00	Decrease	All 3 Full Time Faculty members left AVC.
Other measure						

#	Indicator	Comments and Trend Analysis
7.	If applicable, report program/area data showing the quantity of services provided over the past four years (e.g. # of workshops or events offered, ed.plans developed, students served)	N/A
8.	Student success and retention rates by equity groups within discipline	<p>Review and interpret the subject data by race/ethnicity and gender. Identify achievement gaps. List actions that are planned to meet the Institutional Standard of 69.1% for student success and to close achievement gaps:</p> <p>African American 64.5% (2013-2014), 60.5% (2014-2015), 44.4% (2015-2016), 57.8% (2016-2017) – Grand Total of 56.8% Success Rate (76.5% Retention)</p> <p>Native American (American Indian/AK Native) is consistently very low %</p> <p>Pacific Islander is consistently very low %</p> <p>Asian American 87.5% (2013-2014), 81.8% (2014-2015), 81.4% (2015-2016), 92.9% (2016-2017) – 86.3% Success Rate (89.3% Retention) Grand Total</p> <p>Hispanic 82.4% (2013-2014), 84% (2014-2015), 83.4% (2015-2016), 85.6% (2016-2017) – Grand Total of 84% Success Rate (91.8% Retention)</p> <p>Anglo American (White) 82.2% (2013-2014), 73% (2014-2015), 70% (2015-2016), 77.1% (2016-2017) - Grand Total of 75.4% Success Rate (84.8% Retention)</p> <p>Two or more races 69.2% (2013-2014), 76.2% (2014-2015), 63.4% (2015-2016), 77.6% (2016-2017) – Grant Total of 72.2% Success Rate (86.2% Retention)</p> <p>Other 76.5% (2013-2014), very low % (2014-2015), 76.5% (2015-2016), 75.0% (2016-2017) – Grand Total of 76.4% Success Rate (89.3% Retention)</p> <p>Overall 78.1% Success Rate between 2013-2104 and 2016-2017 Success Rate grew from 75.0% (2015-2016) to 80.1% (2016-2017)</p> <p><u>Interpretation:</u> African American have consistently been below the 69.1% in the last 4 academic years, but</p>

		<p>suffered a substantial dip in the 2014-2015 year and appears to be in recovery to its prior numbers.</p> <p>The Hispanic population taking our Spanish courses are the overall success in that it has been slowly rising but consistently since 2013-2014, notwithstanding a small 2014-2015 dip. Anglo American student numbers have also risen in reaction to a large dip in 2014-2015. The Asian American population is an impressive success, and it is noteworthy that it amounts to a total 131 students, while the Hispanic population represents a total of 2,753 students.</p> <p><u>Action Plan:</u></p> <ul style="list-style-type: none"> - continue to foster the Hispanic population success rate by improving marketing of Spanish courses to students - recognize and address the crisis levels in African American student success rates in Spanish courses (consistently below 69.1%) by collaborating with tutor and counseling services, and assigning a faculty member to African American student and community outreach
9.	Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline.	<p>Comment on the occupational projections for employment in your discipline for the next two years and how the projections affect your planning:</p> <p>N/A</p>

10. Cite examples of using action plans (for SLOs, PLOs, OOs, ILOs) as the basis for resource requests and how the allocation of those resources or other changes resulted in improved outcomes over the past four years.

SLO/PLO/OO/ILO	Action Plan	Current Status	Impact of Action
PLO 1,2,3 We will be able to offer the courses needed for our students. Students will be able to reach their academic goal, by mastering and completing the material required for the course. This semester the	Improve student success and retention with the increase of 10% more than 2015-2016.	Completed	Hire an additional Full time faculty

<p>instruction was interrupted, since a full time Spanish faculty resigned. The students had to switch from one instructor to another in order to finish the semester. Student learning acquisition was affected by this situation.</p> <p>Note explanatory: Our Program is large and full-timers and adjunct faculties are already taking emergency full loads and overloads. We urgently need to hire an additional full time Spanish faculty member.</p>			
		Choose an item.	
		Choose an item.	
		Choose an item.	

11. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals.

Goals/Objectives	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
Development of new Composition (Span 220SS)	Completed	This approved course strengthens the Spanish AA-T degree by expanding courses in Spanish and offering advanced instruction in writing in Spanish.

course		
Improve student success and retention with the increase of 10% more than 2015-2016.	Ongoing	Success Rate grew from 75.0% (2015-2016) to 80.1% (2016-2017).
	Choose an item.	
Briefly discuss your progress in achieving those goals:		
Please describe how resources provided in support of previous program review contributed to program improvements:		

12. Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2019-2020. Discipline/area goals must be guided by **district Strategic Goals** in the Educational Master Plan (EMP), p.90. They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or Outcomes	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
1	Improve student success and retention with the increase of 10% more than 2015-2016.	*2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services Choose an item. Choose an item. Choose an item.	Success Rate grew from 75.0% (2015-2016) to 80.1% (2016-2017). African American students have consistently been below the 69.1% in the last 4 academic years, but suffered a substantial dip in the 2014-2015 year and appears to be in recovery. 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.	Yes
2	Improve student success and retention overall for Heritage Speakers and Spanish Language Learners by identifying and	1. Commitment to strengthen Institutional Effectiveness measures and *3. Focus on utilizing proven instructional strategies that will foster transferable intellectual skills 5. Alien instructional programs	Implement a Language Placement Exam that identifies the language acquisition level of each incoming student taking Spanish classes. This test, which we piloted for free in Spring 2018, will help place Spanish Language	Yes

	offering language courses that are appropriate to each incoming student's level of language acquisition		Learners (SLL) with a cohort of students at their level, and place Heritage Speaker students in classes that engage with their speaking skills and cultural knowledge. As such, SLLs will be more likely to take classes beyond first year Spanish.	
3	Strengthen Spanish AA-T and Spanish Program curricular consistency by improving marketing to students and fostering relationships campus counseling and tutoring services, as well as providing consistent instructor evaluations of teaching and course materials.	1. Commitment to strengthen Institutional Effectiveness measures and *2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services *3. Focus on utilizing proven instructional strategies that will foster transferable intellectual skills Choose an item.	The Spanish Program needs to hire an additional full-time Spanish instructor to participate in the instructional and the non-instructional duties required to make the Spanish AA-T a success.	Yes
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.	1. Commitment to strengthen Institutional Effectiveness measures and 5. Align instructional programs to the skills identified by the labor market Choose an item. Choose an item.	Collaborate with the Dean and Chair's office in the creation, implementation, and administration of a Spanish Translation and Interpretation Degree and Certificate.	No
		Choose an item. Choose an item. Choose an item. Choose an item.		Choose an item.
		Choose an item. Choose an item. Choose an item. Choose an item.		Choose an item.

****Action plan verbs: expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.**

13. Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/program goal(s) from #12 guide this need.**

Indicate which Goal(s) guide this need	Type of Request (Personnel ¹ , Technology ² , Physical ³ , Professional development ⁴ , Other ⁵)	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?	Contact's name
Goal 1	Personnel	New	Reassign an instructor and/or counselor to work		Recurring	Dr. Ariel

			with counselors, tutors and to reach out the African American student body and community about Afrolatin culture and history.			Zatarain Tumbaga
Goal 2	Technology	New	Language Placement Exam	Through WebScape the exam will cost about \$1700 annually, based on our Spanish 101 numbers and not including an initial set-up fee. We will work to try to negotiate prices.		Dr. Ariel Zatarain Tumbaga
Goal 3	Personnel	New	Hire an additional Full-Time Spanish Faculty to support goals 1, 2, and 4.	Faculty Salary and Benefits	One-time	Dr. Ariel Zatarain Tumbaga
					Recurring	
	Choose an item.	Choose an item.			Choose an item.	
	Choose an item.	Choose an item.			Choose an item.	
	Choose an item.	Choose an item.			Choose an item.	

¹List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.

²List needed technology resources in priority order.

³In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.

⁴List needed professional development resources in priority order. This request will be reviewed by the professional development committee.

⁵List any other needed resources in priority order.



2017-2018 Instructional Program Review Annual Update

1. Discipline/Area Name: Theatre Arts	For: 2019-2020
2. Name of person leading this review: Jonet Leighton, Eugenie Trow, and Carla Corona	
3. Names of all participants in this review: Jonet Leighton, Eugenie Trow, and Carla Corona	
4. Status Quo option: Year 1: Comprehensive review <input type="checkbox"/> Year 2: Annual update or status quo option <input type="checkbox"/> Year 3: Annual update <input checked="" type="checkbox"/> Year 4: Annual update or status quo option <input type="checkbox"/>	In years two and four of the review cycle, programs may determine that the program review conducted in the previous year will guide program and district planning for another year. <input type="checkbox"/> Check here to indicate that the program review report written last year accurately reflects program planning for the current academic year. (Only programs with no updates or changes may exercise the status quo option. All others will respond to questions 6 – 13.)

Number of Full-time Faculty

Number of Part-time Faculty

Data/Outcome Analysis and Use

5. Please review the subject level data and comment on trends (data is available on the [Program Review web page](#)):

Indicator	2013-2014	2014-2015	2015-2016	2016-2017	Recent trends?	Comment
Enrollment #	1008	899	932	894	Decrease	
# of Sections offered	43	38	43	56	Increase	
# of Online Sections offered	0	0	0	0	No Change	
# of Face-to-Face Sections offered	43	38	43	56	Increase	
# of Sections offered in Lancaster	43	38	43	56	Increase	
# of Sections in other locations	0	0	0	0	No Change	
# of Certificates awarded	n/a	n/a	n/a	n/a	No Change	
# of Degrees awarded	n/a	n/a	3	11	Increase	
Subject Success Rates	77.1%	73.5%	76.6%	82.9%	Increase	
Subject Retention Rates	86.5%	85.0%	88.1%	90.4%	Increase	
Full-time Load (Full-Time FTEF)	.95	.74	.94	.96	No Change	
Part-time Load (Part-time FTEF)	3.73	2.99	3.21	3.47	No Change	

PT/FT FTEF Ratio	3.92	4.04	3.41	3.61	Decrease	
Other measure						

#	Indicator	Comments and Trend Analysis
7.	If applicable, report program/area data showing the quantity of services provided over the past four years (e.g. # of workshops or events offered, ed.plans developed, students served)	
8.	Student success and retention rates by equity groups within discipline	<p>Review and interpret the subject data by race/ethnicity and gender. Identify achievement gaps. List actions that are planned to meet the Institutional Standard of 69.1% for student success and to close achievement gaps:</p> <p>STUDENT SUCCESS: Over the four year period 2013-2017 the Grand Total for Race/Ethnicity in Student Success is as follows: African American/Black: 63.7% American Indian/AK Native: 71.4% Asian: 90.7% Hispanic: 82.4% Other/Unknown: 74.1% Pacific Islander: 0% Two or more races: 76.2% White Non-Hispanic: 84.4%</p> <p style="text-align: center;">Grand Total: 77.5%</p> <p>In order to help meet the 69.1% student success rate for African-American students, Theatre Arts will work closely with Student Equity to collaborate and help bridge gaps with possible programming and outreach during each semester to help close those achievement gaps.</p> <p>Over the four year period 2013-2017 the Grand Total for Gender in Student Success is as follows:</p>

		<p>Female: 79% Male: 75.6% N: 78.9% Grand Total: 77.5%</p> <p>RETENTION: Over the four year period 2013-2017 the Grand Total for Race/Ethnicity in retention is as follows: African American/Black: 81.6% American Indian/AK Native: 95.2% Asian: 96.3% Hispanic: 89.6% Other/Unknown: 96.3% Pacific Islander: 0% Two or more races: 85.2% White Non-Hispanic: 89.8%</p> <p>Over the four year period 2013-2017 the Grand Total for Gender in retention is as follows: Female: 87.9% Male: 86.9% N: 89.7%</p>
9.	Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline.	Comment on the <u>occupational projections</u> for employment in your <u>discipline</u> for the next two years and how the projections affect your planning:

10. Cite examples of using action plans (for SLOs, PLOs, OOs, ILOs) as the basis for resource requests and how the allocation of those resources or other changes resulted in improved outcomes over the past four years.

SLO/PLO/OO/ILO	Action Plan	Current Status	Impact of Action
101/110 SLO's 1-3	Hire replacement FT instructor	Ongoing	Based on the 2015-2016 Comprehensive VAPA plan, this action plan has not been completed.
218 SLO's 1-2	Update AV Equipment	Ongoing	In the Spring 2018, FA2-130 received the "smart room" technology. The room is now equipped with a Media Box which includes laptop and disc drive. The room now has a

			projector and audio capacity for the media box. However, the DVD player does not accept DVD's and the computer gives a "Needs Auxiliary Power" message when a flash drive is inserted.
		Choose an item.	
		Choose an item.	

11. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals.

Goals/Objectives	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
Technology	Ongoing	In the Spring 2018, FA2-130 received the "smart room" technology. The room is now equipped with a Media Box which includes laptop and disc drive. The room now has a projector and audio capacity for the media box. Goal will be achieved one the few remaining technological errors are fixed. See #10 for more information.
2nd FT Theatre Instructor	Ongoing	No action taken.
	Choose an item.	
Briefly discuss your progress in achieving those goals: In Fall 2015, a replacement FT Theatre Faculty position was voted as a low priority by the Chair/Deans Committee		
Please describe how resources provided in support of previous program review contributed to program improvements:		

12. Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2019-2020. Discipline/area goals must be guided by district Strategic Goals in the Educational Master Plan (EMP), p.90. They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or Outcomes	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
1.	<u>Discipline:</u> Theatre Arts <u>Goal/Obj:</u> Increase AA-T Theatre Arts Degree Completion on an	1. Commitment to strengthen Institutional Effectiveness measures and - Supporting PLO(s), SLO(s), OO(s), ILO(s)	1. Increase access and resources to local high schools and middle schools in order to provide information and knowledge of the Theatre Arts Department at	Yes

Choose an item.
Choose an item.

	annual basis		<p>AVC</p> <ol style="list-style-type: none"> 2. Create complete and high quality promotional material or collateral for the Theatre Arts program indicating all the Theatre Arts courses offered. 3. Offer a student work position for the Theatre Arts Department that can help with creation of materials, update of website, and outreach to local high schools. 4. Offer stipend to Adjunct Faculty members to complete outreach to community schools and groups. 5. Hire FT Theatre Instructor to assist in oversight and implementation. 	
2.	<p><u>Discipline:</u> Theatre Arts <u>Goal/Obj:</u> Promote the Theatre Arts Major and Transfer Degree to currently enrolled students on campus</p>	<p>1. Commitment to strengthen Institutional Effectiveness measures and - Supporting PLO(s), SLO(s), OO(s), ILO(s) Choose an item. Choose an item.</p>	<ol style="list-style-type: none"> 1. Increase marketing materials in other areas of the campus to inform students that the Arts & Humanities Division, specifically Theatre Arts Department and Faculty offer courses that increase the competitiveness for hiring of their majors. 2. Participate in on-campus events with promotional material and highlights from departmental works. 3. Offer a diverse body of work to students for performance and production including, but not limited a summer musical, drama, comedy, TYA (Theatre for Young Audiences, and emerging playwrights) 4. Hire FT Theatre Instructor to assist in oversight and implementation. 	Yes
3.	<p><u>Discipline:</u> Theatre Arts <u>Goal/Obj:</u> Implement 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>	<p>*4. Advance more students to college-level coursework. 1. Commitment to strengthen Institutional Effectiveness measures and *2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services Choose an item.</p>	<ol style="list-style-type: none"> 1. Create and design a theatre specific workforce development curriculum for student interns. 2. Work with AVC Performing Arts Theatre Staff to create internship program (paid or unpaid). 3. Hire FT Theatre Instructor to assist in oversight and implementation. 	Yes

4.	<u>Discipline:</u> Theatre Arts <u>Goal/Obj:</u> Provide students with access and exposure to professional competition and participation in national theatre festival, which aids in improvement of performance skills, networking opportunities, and exposure to career options.		<ol style="list-style-type: none"> 1. Become an ongoing member/participant of the Kennedy Center American College Theatre Festival- So Cal Region 2. Hire FT Theatre Instructor to assist in oversight and implementation. 	Yes
5.	<u>Discipline:</u> Theatre Arts <u>Goal/Obj:</u> Provide students with access and exposure to professional participation in national technical theatre organization, which aids in networking opportunities, possible internships, and career development.	- Supporting PLO(s), SLO(s), OO(s), ILO(s) 1. Commitment to strengthen Institutional Effectiveness measures and Choose an item. Choose an item.	<ol style="list-style-type: none"> 1. Become an ongoing member of USITT or other relevant technical theatre organization-Regionally or nationally 2. Hire FT Theatre Instructor to assist in oversight and implementation. 	Yes
6.	<u>Discipline:</u> Theatre Arts <u>Goal/Obj:</u> Increase access to current and more advanced theatre trend materials and equipment for students.	*4. Advance more students to college-level coursework. 1. Commitment to strengthen Institutional Effectiveness measures and - Supporting PLO(s), SLO(s), OO(s), ILO(s) Choose an item.	<ol style="list-style-type: none"> 1. Update lighting equipment, boards, and audio systems, flooring, etc in Black Box Theatre (FA2-130) and FA2-132 to meet current theatre and educational theatre setting 	Yes

****Action plan verbs: *expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.***

13. Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/program goal(s) from #12 guide this need.**

Indicate which Goal(s) guide this need	Type of Request (Personnel ¹ , Technology ² , Physical ³ , Professional development ⁴ , Other ⁵)	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?	Contact's name
1 and 2	Other	New	Funds for marketing and promotional materials	5,000	Recurring	
1	Personnel	New	Work Study student to work in the Theatre Arts Department	5,000	Recurring	
3.	Other	New	Resources for the creation of an internship program	7,000	Recurring	
4	Other	New	Cost for registration and participation in the	4,500	Recurring	

			Festival regionally for 15 students annually, to increase number annually			
5	Other	New	Cost for registration and participation in the Festival regionally for 15 students annually, to increase number annually	4,500	Recurring	
1-5	Personnel	Repeat	Hire a Full Time Theatre Instructor	90,000	One-time	
6	Technology Other	New	Cost to upgrade equipment and physical space of FA2 130 (and entire Black Box Theatre spaces) and FA2 132	25,000	One-time	

¹List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.

²List needed technology resources in priority order.

³In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.

⁴List needed professional development resources in priority order. This request will be reviewed by the professional development committee.

⁵List any other needed resources in priority order.

