

AP&P Agenda

Thursday, May 9, 2019

BE 324

3:00 pm – 5:30 pm

Type of Meeting: *Regular*

Note Taker: *Cheyenne Odenthal*

Please Review/Bring: The past minutes for accuracy.

Committee Members:

Dr. Darcy Wiewall, Co-chair

Riley Dwyer, Co-chair

Jeffrie Ahmad, Faculty Division Rep

Dr. Ronald Chapman, Faculty Division Rep

Dr. Maria Clinton, Faculty Division Rep

Greg Bormann, Academic Dean

Dr. Jessica Eaton, Articulation Officer

Luis Echeverria, Faculty Division Rep

Dr. Ibrahim Ganley, Faculty Division Rep

Tooraj Gordi, Faculty Division Rep

Dr. Richie Neil Hao, Faculty Division Rep

Michael Hutchison, Faculty Division Rep

Dr. Scott Lee, Faculty Division Rep/Librarian/DE Liaison

Cynthia Littlefield, Faculty Division Rep

Dr. Mark McGovern, Faculty Division Rep

Alberto Mendoza, Adjunct Rep

Terry Rezek, Faculty Division Rep

Dr. Deborah Sullivan-Ford, Faculty Division Rep

LaDonna Trimble, Student Services Dean

Dr. Les Uhazy, Technical Education Dean

Items	Person	Action
I. Opening comments from the Co-chair	Darcy	
II. Minutes 4/25/2019	All	<p><u>Issues Discussed:</u></p> <p><u>Action Taken:</u></p> <p><u>Follow Up Items:</u></p>
<p>III. Informational Item</p> <ul style="list-style-type: none"> - 2018-2019 Meeting schedule: 5/23/19 2019-2020 AP&P Committee Reps <ul style="list-style-type: none"> - H&S Rep, Tooraj Goordi, Luis Echeverria, - Call for the AP&P Adjunct Rep has been announced. Letter of interest due by May 20, 2019. 2018-2019 AP&P Goals - Volunteers <ul style="list-style-type: none"> - BP 4020/AP 4021 Review & Revision Recommendations - Develop a training and implementation of eLumen for AP&P Committee members and faculty - Revise the AP&P Handbook ADT Nutrition & Dietetics template added AS Administrative Asst Math 124 added <p>Course deactivation</p> <p>PHTC 101L Beginning Black&White Photography Lab</p> <p>PHTC 125L Beginning Digital Photography Lab</p>	Darcy	<p><u>Issues Discussed:</u></p> <p><u>Action Taken:</u></p> <p><u>Follow Up Items:</u></p>

<p>IV. Report</p> <ul style="list-style-type: none"> - 2019-2020 AP&P Committee Reps <ul style="list-style-type: none"> -H&S -Math & Sciences -Counseling - Luis Echeverria -Adjunct - Discipline List & Minimum Qualifications - Instructional Material Fees List - BP 4020/AP 4021 Review & Revision Recommendations - Revisions to AP&P Handbook 	<p><i>Darcy</i></p>	<p><u>Issues Discussed:</u></p> <p><u>Action Taken:</u></p> <p><u>Follow Up Items:</u></p>
<p>V. Discussion</p> <ul style="list-style-type: none"> - 2018-2019 Outstanding Program and Course revisions (see addendum) 	<p><i>Darcy</i></p>	<p><u>Issues Discussed:</u></p> <p><u>Action Taken:</u></p> <p><u>Follow Up Items:</u></p>
<p>VI. Action</p> <ul style="list-style-type: none"> • Discipline List & Minimum Qualifications • Instructional Material Fees List • Clothing & Textiles Program Discontinuance • Interior Design Program Discontinuance <p><i>Community & Corporate Education</i> CCBA Certification Training-Online Certified Global Business Professional – Online Certified Credit Counselor – Online</p> <p>Instructional Material Fee Revision VN 113, Nursing Leadership in Medical-Surgical Nursing</p> <p><i>New Program Development:</i> Dance, Associate in Arts</p> <p><i>Course Deactivation:</i> DM 206L, Video Design and Production II Lab</p>	<p><i>Darcy</i></p>	<p><u>Issues Discussed:</u></p> <p><u>Action Taken:</u></p> <p><u>Follow Up Items:</u></p>
<p>NEXT MEETING DATE: May 23, 2019</p>		

I. **2018-19 AP&P Deadline – Courses and Programs need to be approved by 11/8/2018 for Fall 2019 inclusion**

- CORs due 2016-2017 academic year – List at the end of the agenda
- CORs due 2018-2019 academic year – List at the end of the agenda
- TMC Degrees that may need to be developed and brought to AP&P – List at the end of the agenda
- C-ID Approval needed, COR revised and brought to AP&P – List at the end of the agenda
- Course Deactivations Impact on Other Programs/Courses– List at the end of the agenda

II. **SB 1440 AA-T/AS-T that need to be developed and submitted to AP&P**

Area of Study	CCCCO Template	Articulation Agreements	P L O	Recommended Plan of Study	CurricUNET Status
1. Agriculture Animal Sciences	X				Not developing
2. Agriculture Business	X				Not developing
3. Agriculture Plant Sciences	X				In Progress – status?
4. Child and Adolescent Development	X				
5. Computer Science	X				
6. Elementary Teacher Education	X		X	X	Board Approved 12-10-18 CO requested revisions 5.2.19
7. Environmental Sciences	X				
8. Film, Television and Electronic Media	X		X	X	Fully Approved
9. Global Studies	X				
10. Hospitality Management	X				
11. Journalism	X				Cannot develop, no full-time faculty in area
12. Law, Public Policy, and Society	X				
13. Nutrition and Dietetics	X		X	X	Senate Approved 5.2.19 Board Agenda 5.13.19
14. Public Health Science	X				
15. Social Justice Studies	X				
16. Social Work and Human Services	X				



III. C-ID REPORT FOR TMC's

COURSE	C-ID DESC.	STATUS	EXPIRES	A	STATUS
AGRI 234	AG-EH 112L	APPROVED			
ANTH 102	ANTH 120	EXPIRED	4/2/19		Submitted 5/8/19
ART 101	ARTH 110	IN PROGRESS		Art History	Submitted 7/26/18
ART 102	ARTH 120	IN PROGRESS		Art History	Submitted 7/26/18
ART 103	ARTH 140	CONDITIONAL	09/01/19	Art History	Revised Fall 2016?
ART 106	ARTH 140	IN PROGRESS			Submitted 5/23/17
ART 121	ARTS 250	EXPIRED	4/2/19		Submitted 5/8/19
CA 103	BUS 140	Expired	1/13/16		Approved CO 1.22.19
CIS 111	COMP 122	Expired	5/9/2016		Submitted 5/1/19
COMM 215	JOUR 150	IN PROGRESS			Submitted 1/18/18
ED 140	EDUC 200	CONDITIONAL	09/01/19		Submitted 2/15/18; Needs revised and resubmitted
FTV 244	FTVE 150	IN PROGRESS			Submitted 9/8/15
FTV 121	FTVE 130	IN PROGRESS			Approved Senate 3.21.19; on BOT agenda 5.13.19
JOUR 123	JOUR 210	Expired	2/8/2014		
MATH 116	MATH 110	CONDITIONAL	09/01/19		Launched 4.24.19; will need to resubmit in Fall 2019
MATH 120	MATH 120	Expired	09/01/2017		Approved CO 1.16.19
MATH 124	MATH 130	APPROVED		Economics	
MATH 140	MATH 155	CONDITIONAL	09/01/19		
MATH 150 MATH 160	MATH 900S	APPROVED		Chemistry Mathematics Physics	
MATH 230	MATH 240	APPROVED		Mathematics	Submitted
MATH 250	MATH 230	CONDITIONAL	09/01/19	Economics Mathematics Physics	
MUSC 143 (now 143A)	CMUS 120X	CONDITIONAL	09/01/19		Approved CO 1.28.19
MUSC 113	CMUS 150X	CONDITIONAL	09/01/19		
MUSC 223	MUS 185	CONDITIONAL	09/01/19		
NF 100	NF 110	APPROVED			
SOC 116	SOCI 140	CONDITIONAL	09/01/19		Approved CO 1.15.19

IV. 2016-2017 Course by Division that need to be revised and submitted to AP&P

Div	Course	UC Transferable	Last Offered	Scheduling Restrictions	Status
Career Technical Education					
	AUTO 176			Cannot schedule 17-18	Submitted - Pending Faculty revise program

V. 2018-2019 Course by Division that need to be revised and submitted to AP&P

Div	Course	Last Offered	Revision Type	Status
AAH	MUSC 234 Studio Music Production IV			AO
AAH	PHTC 101L, Beginning Black and White Photography Lab			Deactivation Submitted
AAH	PHTC 125L, Beginning Digital Photography Lab			Deactivation Submitted
CTE	DRFT 130 Architectural Drafting I			NOT SUBMITTED
CTE	DRFT 240 Electronic Drafting		Non-sub	HOLD-Originator
HSS	FTEC 250 (I-300) Intermediate Incident Command System			NOT SUBMITTED

VI. 2018-2019 Programs by Division that need to be revised and submitted to AP&P

Div	Program Title	Program Type		Status/Date
COUN	CSU General Education	Certificate of Achievement:18 or greater units	Substantial	Will wait to submit in eLUMEN system
COUN	IGETC General Education	Certificate of Achievement:18 or greater units	Substantial	In CurricUNET—But will wait to submit in eLUMEN system

VIII. Course Deactivations Impact on Other Programs/Courses

A. PHTC 101L, Beginning Black and White Photography Lab

- a. Associate in Arts in Studio Arts for Transfer AA-T Degree (transfer)
- b. Associate in Science in Film, Television, and Electronic Media for Transfer AS-T Degree (transfer)

B. PHTC 125L, Beginning Digital Photography Lab

- a. Associate in Arts in Studio Arts for Transfer AA-T Degree (transfer)

AP&P Minutes

Thursday, April 25, 2019
BE 324
3:00 pm – 5:30 pm

Type of Meeting: *Regular*

Note Taker: *Cheyenne Odenthal*

Please Review/Bring: The past minutes for accuracy.

Committee Members:

Dr. Darcy Wiewall, Co-chair

Riley Dwyer, Co-chair

Jeffrie Ahmad, Faculty Division Rep

Dr. Ronald Chapman, Faculty Division Rep

Dr. Maria Clinton, Faculty Division Rep

Greg Bormann, Academic Dean

Luis Echeverria, Faculty Division Rep

Dr. Ibrahim Ganley, Faculty Division Rep

Tooraj Gordi, Faculty Division Rep

Dr. Richie Neil Hao, Faculty Division Rep

Michael Hutchison, Faculty Division Rep

Cynthia Littlefield, Faculty Division Rep

Dr. Mark McGovern, Faculty Division Rep

Alberto Mendoza, Adjunct Rep

Terry Rezek, Faculty Division Rep

LaDonna Trimble, Student Services Dean

Dr. Les Uhazy, Technical Education Dean

Committee Members no in attendance:

Dr. Jessica Eaton, Articulation Officer

Dr. Scott Lee, Faculty Division Rep/Librarian/DE Liaison

Dr. Deborah Sullivan-Ford, Faculty Division Rep

Items	Person	Action
I. Opening comments from the Co-chair	Darcy	Dr. Wiewall called the meeting to order at 3:11pm
II. Minutes 2/28/2019, 4/11/2019	All	<p>Issues Discussed:</p> <p>Action Taken: Minutes for 2/28/2019 – Approved Minutes for 4/11/2019 – Approved pending changes</p> <p>Follow Up Items:</p>
III. Informational Item <ul style="list-style-type: none"> - 2018-2019 Meeting schedule: 5/9/19, 5/23/19 - 2019-2020 AP&P Committee Representatives: H&S Rep, Tooraj Goordi, Luis Echeverria, Alberto Mendoza - Discipline List & Minimum Qualifications - Instructional Material Fees List 	Darcy	<p>Issues Discussed: Tooraj Goordi Luis Echeverria Alberto Mendoza</p> <p>Course deactivations: These courses cannot be deactivated because the programs they are associated with have not been brought to APP for revision.</p>

<p>Course deactivation DM 206L Video Design and Production II Lab PHTC 101L Beginning Black&White Photography Lab PHTC 125L Beginning Digital Photography Lab</p>		<p>Action Taken:</p> <p>Follow Up Items: APP Division Rep will have discipline faculty review the instructional fees list as well as Discipline List & Minimum Qualifications</p>
<p>IV. Report</p> <ul style="list-style-type: none"> - 2019-2020 AP&P Committee Representatives - Courses not taught in 2 years - Courses never taught - eLumen descriptors for Methods of Evaluation and Methods of Instruction 	<p><i>Darcy</i></p>	<p>Issues Discussed: Tooraj Goordi – will report back at 5/9/2019 meeting Luis Echeverria – Approved to continue, memo was sent to Cheyenne Odenthal and Dr. Wiewall Alberto Mendoza – A call out will be submitted to Nancy Masters H&S – will report back at 5/9/2019 meeting</p> <p>eLumen descriptors for Methods of Evaluation and Methods of Instructions: Division Reps received positive feedback overall</p> <ul style="list-style-type: none"> • Social and Behavioral Sciences received positive feed back • Rhetoric and Literacy received positive feedback • Arts and Humanities received positive feedback • Maria Clinton received positive feedback • Health and Safety sciences has not yet received feedback • Math and Sciences have not yet received feedback <p>Action Taken:</p> <p>Follow Up Items:</p>
<p>V. Discussion</p> <ul style="list-style-type: none"> - 2018-2019 Outstanding Program and Course revisions (see addendum) - eLumen Descriptors: Methods of Instruction & Methods of Evaluation <p><i>2018-2019 AP&P Goals - Volunteers</i></p> <ul style="list-style-type: none"> • BP 4020/AP 4021 Review & Revision Recommendations • Develop a training and implementation of 	<p><i>Darcy</i></p>	<p>Issues Discussed: Training for eLumen will begin mid June to end of June 2019. The following AP&P Reps will be available over summer break: Dr. Mark McGovern Dr. Maria Clinton Micheal Hutchinson Tooraj Goordi Kathryn Mitchel Dr. Darcy Wiewall</p>

<p>eLumen for AP&P Committee members and faculty</p> <ul style="list-style-type: none"> • Revise the AP&P Handbook 		<p>Revise the AP&P Handbook : Minimal revisions can be made.</p> <p>BP 4020/AP 4021 Review & Revision Recommendations : Dr. Mark McGovern, Dr. Richie Neil Hoa and Jeffrie Ahmad</p> <p><u>Action Taken:</u></p> <p><u>Follow Up Items:</u></p>
<p>VI. Action</p> <ul style="list-style-type: none"> • Credit by Exam List • eLumen Descriptors: Methods of Instruction & Methods of Evaluation • Credit for Prior Learning Petition Form <p><i>Community & Corporate Education</i> None</p> <p><i>Non Substantial Course Revision:</i> AUTO 231 Automatic Transmissions (General Motors) AUTO 232 Automatic Transmissions (Ford/Chrysler) AUTO 277 Electronic Engine Controls-General Motors Systems AUTO 278 Electronic Engine Controls-Ford/Chrysler Systems HD 103 Career Planning PHOT 107 History of Photography WE 199 Occupational Work Experience</p> <p><i>New Course Development:</i> IMTA 255 Transition to Trainer: Your role as a Journey Worker [455-455]</p> <p><i>Substantial Course Revision:</i> None</p>	<p>Darcy</p>	<p><u>Issues Discussed:</u></p> <p><u>Action Taken:</u> A motion was made and seconded to approve Credit by examination List</p> <ul style="list-style-type: none"> • Pending the deletion of MATH 70 <p>Motion carried</p> <p>A motion was made and seconded to approve eLumen Descriptors Motion carried</p> <p>A motion was made and seconded to approve Petition for Credit for prior learning Form Motion carried</p> <p>A motion was made and seconded to approve Courses listed under Non Substantial Course Revision Motion carried</p> <p>A motion was made and seconded to approve Courses listed under New Course Development Motion carried</p> <p>A motion was made and seconded to approve Programs listed under Substantial Program Revision</p> <ul style="list-style-type: none"> • Pending clarification from discipline on MATH 125 being replaced with MATH 124 and 128

<p><i>Non Substantial Program Revision:</i> None</p> <p><i>Substantial Program Revision:</i> Administrative Assistant , Associate in Science</p> <p><i>New Program Development:</i> Associate in Science in Nutrition and Dietetics AS-T</p> <p><i>Course Deactivation:</i> DM 105L Interactive Media Lab DM 113L Photoshop I Lab ENGL 099, Composition Portfolio B MUSC 124 Jazz Improvisation MUSC 133L Studio Music Production Lab I MUSC 134L Studio Music Production II Lab MUSC 233L Studio Mus Production III MUSC 234L Studio Music Production IV Lab ENGR 220L Strength of Materials Lab ENGR 220PL Strength of Materials Problem Solving Session</p> <p><i>Program Deactivation:</i> Mathematics, Associate in Science</p>		<p>Motion Carried</p> <p>A motion was made and seconded to approve Programs listed under New Program Development</p> <ul style="list-style-type: none"> • Pending the form for AD-T attachment prior to submission <p>Motion carried</p> <p>A motion was made and seconded to approve Courses listed under Course Deactivations</p> <p>Motion carried</p> <p>A motion was made and seconded to approve Programs listed under Program Deactivations</p> <p>Motion carried</p> <p><u>Follow Up Items:</u></p>
<p>NEXT MEETING DATE: May 9, 2019</p>		<p>Meeting ended at 4:18</p>

To: Mr. Van Rider, President, Academic Senate
Mr. Edward Knudson, Acting Vice President of Academic Affairs
From: The Taskforce on Discontinuing the Clothing and Textiles programs
Re: Our Conclusions and Recommendations

In accordance with AP 4021, a committee was constituted to discuss the disposition of the Clothing and Textiles programs. The committee was comprised of Dr. Susan Lowry, representing the Senate; Melissa Ramiro, representing the faculty of Clothing and Textiles; Susan Knapp, representing the Union; Dr. Irit Gat, the Dean of the relevant Division; Laureano Flores, the Dean of CTE, as the CT program is a technical program; Brenna Humann, representing Counseling; and Dr. Meeta Goel, from DIERP, who provided data and helped us to interpret it.

The committee met three times. Our first meeting in early March involved discussing the process for decision-making and our need for certain data. We set up a repository for documents and agreed to meet at least twice more to go over data and make a decision. At our second meeting, we had some data, but the precipitate nature of the withdrawal of the program rendered analysis of some data difficult, and there had been no comprehensive labor market study done in some time, so we came up with other data needs and agreed to meet at least one more time to discuss data. At our final meeting, we came to several conclusions, which we will outline here:

- 1) According to AP 4021, the criteria for considering Program Discontinuance are these:
 - a. Statistically significant decline in class enrollment throughout the program over four consecutive semesters.
 - b. A consistently low enrollment of 50% below maximum seat load capacity over four consecutive semesters.
 - c. Retention of less than 50% from the beginning term class roster for four terms (need not be consecutive semesters).
 - d. Student success of less than 50% of students obtaining a grade of C or better and /or credit for the final course grade in all courses of the program over four terms (need not be consecutive semesters) in that program.

In the case of this program, these criteria were not clearly indicated—the program was certainly experiencing a slow decline, but retention and success metrics were not troubling at all. Enrollment was stable, by and large, though in a bit of a decline. Nevertheless, it was clear that the program was languishing well before it was precipitately “put on hiatus” in the Fall of 2018. This “hiatus”, we all agreed, was not the best path to have taken, but an examination of the program was clearly warranted. The discontinuance process exists for exactly this purpose.

- 2) According to AP 4021, the criteria for making a decision regarding the discontinuance of a program are these:
 - Needs of the community
 - Workforce development
 - Program Review (most recent)
 - Core indicators from System’s Office
 - Integration/cross discipline in which the program is involved
 - FTES generated by program
 - Local labor market information through EDD/employer program advisory committees and surveys

We had partial data in many of these areas, including System Office data, FTES data, Workforce data and local labor-market information (and thus, some idea of community needs). We also had useful data from a survey designed and administered by Ms. Humann that suggested more than half of the students in the program planned to stay in the Antelope Valley area, rather than travel to LA or further away to seek work. In looking at this data, it became clear that the program was training students for jobs that may exist somewhere, but do not

exist in the Antelope Valley. About half of students responding indicated that they chose the AVC program with the intention of seeking a local career -- roughly equivalent with those who may have been identified as seeking careers in which a transfer degree may not have been required. The other half indicated the intention of travel to seek a career in Los Angeles or further -- roughly equivalent with those who may have been identified as seeking careers in which a transfer degree would be required or would boost earning potential.

- 3) It also became clear that it is never a good idea to staff an entire program on the back of adjunct faculty members, who do not have the time or the operational knowledge to do an adequate job of Program Review, labor data mining, Advisory Committee Coordination, or AP&P updates. As hard as Melissa Ramiro worked, the program needed more than she could give. We commend her efforts, but she was poorly served for several years by a Dean who was not well-versed in Career and Technical program requirements. Her new Dean, Dr. Gat, is better versed in these issues and more attentive to boot.
- 4) We all agreed that there were other venues for courses related to the design and manufacture of textiles and clothing, and a clearly active group of students and community members with an interest in the program, so we were unwilling to let the program go entirely. Therefore, we agreed that if the program were discontinued, we would also give direction to save it from utter dissolution, though that was not exactly part of our brief. The next two points will outline our recommendations regarding the program.
- 5) Given the state of the job market for this program, and the nebulosity of transfer and/or immediate career opportunities for students seeking to move on (also, as it is a Technical and Career program, jobs are of paramount importance to its rationale), we recommend that the Clothing and Textiles program as currently constituted, with its Certificate and Transfer Programs, should be discontinued as soon as the current crop of students can be matriculated. No more students should be allowed to start the program. Dr. Gat and Ms. Ramiro have already worked on a plan to get these students through by the end of the Spring 2020 semester.
- 6) We also recommend the following as conditions of discontinuance, and both Ms. Ramiro and Dr. Gat have agreed to follow through.
 - a. Because there is clearly an interest in these courses, even if there is no job market for graduates, Dr. Gat and Ms. Ramiro will work with Cathy Hart, the Dean of Corporate and Community Education to create a program of C&CE courses for people to take. This is possible because we have the equipment and the space, and we cannot do anything else with it until the program has wound down a year from now, so we might as well explore other avenues.
 - b. One model that people pointed to for the continuance of some of these courses is through the Theater Arts Department. East Los Angeles CC has a large C&T program associated with the theater. We do not suggest the creation of a full-fledged program, but we do suggest that Dr. Gat and Ms. Ramiro explore with Duane Rumsey, the Dean of HFA, the possible creation of one or two specific classes to be offered in the Theater Arts Department. We understand there may be issues with minimum qualifications and so forth, but we suggested that they explore it in any case.

We request that this memo be put into the minutes of both the AVC Board of Trustees and the Academic Senate, to provide a roadmap for future committees seeking to discontinue programs, as well as to provide some material to help people to revise the current process.

Respectfully Submitted,

Dr. Susan Lowry (on behalf of the rest of the Taskforce on C&T Program Discontinuance)

To: Mr. Van Rider, President, Academic Senate
 Mr. Edward Knudson, Acting Vice President of Academic Affairs

From: The Interior Design Discontinuance Taskforce (per AP4021, Program Discontinuance)

Dr. Meeta Goel, Dean IERP/Library Services
 Dr. Irit Gat, program Dean, Social and Behavioral Sciences
 Anna Frise, Interior Design Adjunct Faculty
 Laureano Flores, Dean Career Technical Education
 May Sanicolas, Counseling Faculty
 Richard Biritwum, Computer Information Science Faculty, Faculty Union representative
 Dr. Jessica Harper, Chemistry Faculty, Academic Senate representative, Taskforce Chair

Subject: Conclusions and Recommendations

The taskforce met on 25 Mar and 6 May. Data was collected to evaluate the criteria outlined in AP4021.

I. Is a declining trend indicated by one or more of these four markers?

a. Statistically significant decline in class enrollment throughout the program over four consecutive semesters.

			2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Sections	Independent Study		3	3	3	4	4	
	Classroom		18	17	17	16	17	
Enrollment	Independent Study		4	3	3	9	4	
	Classroom		329	284	232	251	301	
	TOTAL		333	287	235	260	305	140

(2013-2018 values from Program Review Data; 18-19 from schedule of classes)

The decline in enrollment from 2013 to 2016 raised alarm within the program. Outreach efforts targeting local high schools were undertaken and seem to have been effective. However, with faculty no longer available to sustain outreach, program enrollment is expected to decline again. The precipitous decline in the last year was likely caused by students hearing that the program was in “hiatus” and thus choosing one with a more promising future.

Ms. Frise noted that while outreach to high schools had a positive impact on enrollment, there is a much larger demographic of people to target. Particular attention should be on those who are watching home design TV shows. The success of these programs may indicate that there is strong interest in studying interior design.

b. A consistently low enrollment of 50% below maximum seat load capacity over four consecutive semesters.

Low enrollment led to cancellation of four classes in fall 2018. Class cancellation had also occurred occasionally in previous years.

In spring 2019, the three classes had fill rates of 55%, 90%, and 50%. This may be due to students moving on to College of the Canyons when they were informed that the AVC program was in jeopardy. Ms. Frise noted that students from her roster before the start of the semester are now in class at College of the Canyons.

- c. Retention of less than 50% from the beginning term class roster for four terms.

Retention has not been a problem for these classes. Program review data indicate that annual retention rates were 88% in 2013-2014, but exceeded 90% for subsequent years.

Few of the students enrolled in the introductory ID classes ultimately enroll in the higher level classes. This means a lot of students take the first class just out of interest or perhaps to fill a GE requirement but are not considering a certificate.

Ms. Frise noted that this situation may be an artifact of the outreach to high schools, rather than general population. There has not been concerted outreach for the program as a whole.

If students truly are interested only in introductory information, rather than pursuing a certificate in interior design, community and community education could be a better fit for this population.

- d. Student success of less than 50% of students obtaining a grade of C or better and /or credit for the final course grade in all courses of the program over four terms.

Student success has not been a problem in these classes. Annual rates of success ranged from 71.8% in 2013-2014 to a high of 81.1% in 2016-2017.

II. Information about the program status and outlook

- a. Needs of the community

While the AV does not have a need for a huge number of interior designers, anecdotal evidence indicates that opportunities continually present themselves. Program graduates are hired readily, with many placements coming through word of mouth as employers call the school when they have an opening. A check of online posted job openings this week showed approximately 25 available in the AV. There are additional opportunities in the southern California area.

AVC graduates may compete with students from College of the Canyons, which is not too far away. The interior design program at that school is very robust. It is coupled with Architecture and is thus able to share resources. Dr. Gat found that they spend about \$20,000 a year on basic maintenance of computers and software.

- b. Workforce development

Published Occupational Data forecasts a 0.5% average annual growth rate, over 5-years, for Interior

Design in the AV, where total occupation growth is 0.8%. This is bigger than the 5-year average 0.2% growth rate in LA County, where total occupation growth is 0.5%. This corresponds to an estimated employment of only 50 jobs in the AV vs. 3500 in LA.

However, because of the vast number of specializations in the interior design field, there are few large employers. Many places hire one or two people for specific types of design, such as spaces for children with special needs, or historic preservation. (The supporting documentation has a list of Specializations within the Field).

Additionally, many graduates are self-employed entrepreneurs. It is very difficult to track this data.

c. Program Review

No faculty were available to conduct a review in 2018-2019. Student Learning Outcomes, Program Learning Outcomes, and AP&P curriculum review are also being neglected. This is a perilous situation for a CTE program because, as noted in AP4021, “each Career and Technical Education Program will be reviewed in a two year cycle to ensure that they meet legal standards”. For a program out of compliance the Superintendent/President can make a decision to discontinue it.

The division dean prepared a program review referencing the one from the previous year. The 2017-2018 program review requested \$200K for a computer lab and software to bring the program up to date. Dean Flores noted that a new computer lab built for other campus programs and a 3D printer could be shared with ID. Perkins funding might be available for software.

From the 2017-2018 review: “Outreach efforts need to be ongoing to keep program viable. Efforts over the past three years have been successful in turning around a declining enrollment trend.” With no full-time faculty member in this area, that necessary effort cannot be sustained.

d. Core indicators from System’s Office

Degrees and Certificates	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
FCE: Interior Design	0	1	0	0	0
Interior Design	11	5	6	9	8
Interior Design Certificate	15	6	9	11	7

This is a small, but non-zero, number of certificate/degree completions. Some other viable programs have similar award completion numbers, but have full-time faculty and resources. Looking at a list of programs and numbers of awards, ID is approximately in the middle of the list.

Staffing for this program is problematic. There will be no full-time faculty teaching and there were only two adjunct instructors teaching in spring 2019.

Ms. Sanicolas researched transfers to CSU schools for interior design over the past 10 years and confirmed approximately 20 students. The number is likely higher though. Data was difficult to find because the students who transferred to CSUN may have been categorized in Home Economics in Family and Consumer Sciences. There were 41 students in this category. Three students were definitively admitted as Interior Design majors.

CSUN, CSULB, San Jose and Sacramento are the four primary transfer universities. Ms. Sanicolas noted that our articulation agreements with these are not clear. (The supporting documentation has reports from assist.org for these institutions). To help students transfer, AVC would need to work on better articulating ID classes. This would be another responsibility for a full time faculty member.

Additional students are known to have transferred to Cal Arts, the school of Fashion, Interior Design and Merchandizing, UCSB, UCLA extension, Parsons, Woodbury, and additional private institutions. These students are uncouncted in the number of transfers.

One other measure of success would be the number of students who have passed the interior design certification exam, CID. However, this has not been tracked and thus no data is available. Because of the broad nature of the field, not all employers require CID but it is an industry licensure standard, requiring continuing education to maintain after passing the initial exam.

e. Integration/cross discipline in which the program is involved.

ID 150 History of Design I and ID 201 History of Design II count towards the Area C, Humanities, requirement while ID 100 Introduction to Interior Design and ID 120 Interior Design and the Element of Color count towards Area E, Additional Breadth.

Yet, in Fall 2018 one section of each of these was offered (except ID 150 which was offered as independent study), and each was cancelled before the start of the semester due to low enrollment.

f. FTES generated by program

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	
FTES	18.5	14.9	14.1	18.6	

g. Local labor market information through EDD/employer program advisory committees and surveys

An advisory board exists/has met, but not within the last year. Notes from meetings were not available.

Ms. Frise suggests that the makeup of this board is not ideal. It needs to include more employers, such as Home Depot, Ashley Furniture, department stores, home builders, etc.

h. Or initiate an independent, external needs assessment to determine market demand.

This was not done.

III. Recommendation

The recommendation is for discontinuance due to declining enrollment. The program did not have enough students to gamble on scheduling classes, which may or may not fill, in fall 2019.

With steady certificate numbers and enrollment that was clearly boosted by outreach, the interior design program was not in evident jeopardy until 2018-2019. Thus, it is troubling to decide that it should be cut. However, the program is untenable without a full-time instructor to maintain and update the program needs that have been identified during this review.

The decline of the program could likely be reversed with an investment of resources. The resource most needed is a full-time faculty member to reinvigorate the program. This work would include gathering an advisory board that has familiarity with local ID job prospects, purchasing the software that is the current industry standard, revising courses to include this technology, articulating classes, and attracting students to enroll in the courses. The program and AP&P course reviews would also need to be accomplished to get the program back in academic legal compliance.

Meanwhile, Ms. Frise has already created a workshop series for Corporate and Community Education and presented it to the Dean of the Palmdale Center and Extended Learning. These workshops might be especially appealing to those who are drawn to TV home shows—the demographic that previous outreach efforts neglected. A worry was raised at the final taskforce meeting that resources heretofore in use for the ID program might not be available for C&CE. Discussion led to an idea that perhaps a mechanism of leasing the equipment by C&CE would still allow the workshops to continue. It would be a terrible loss to cut ID completely from the college.

The C&CE series will also be an excellent way to keep an eye on the need for and interest in this field. In the course of advertising these workshops, data on the demand for ID within our service area should be collected. If possible, a survey should be conducted to concretely assess the need of the community.

If this job area grows significantly in the future, which is possible considering construction growth prospects in the AV, AVC would be well positioned to reestablish a degree/certificate granting interior design program.

If it were possible to reestablish this program, it is recommended that the program be incorporated into the CTE division. The taskforce noted that some of its difficulties come from it being isolated in the Social and Behavior Sciences division rather than in CTE where it could share resources with similar programs. This also would have helped with maintaining the documentation for a CTE program.

Ideally, the taskforce would like to see the college hire a full-time faculty member and establish an interior design program in the CTE division. This faculty member could draw on the cross-disciplinary nature of the field, which incorporates history, art, drafting, and photography for example, to more solidly establish interior design's position at the college and draw from additional demographics of students. Unfortunately, this is not a possibility for 2019-2020.