
Arts & Humanities Program Review Report Fall 2021



2020-2021 Program Review Report

Division/Area Name: Arts and Humanities/Studio Art and Art History	For Planning Years: 2022-2023
Name of person leading this review: David Babb	
Names of all participants in this review: Rae Agahari, Dr. Christine Mugnolo	

Part 1. Program Overview:

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

The Studio Arts and Art History disciplines provide General Education courses required for graduation and transfer, where students apply critical thinking skills by analyzing and interpreting art concepts, works of art, and methodologies; demonstrate effective verbal, written, and visual communication; develop knowledge, skills, and understanding of art production; develop an understanding of the theoretical, cultural, and historical contexts of art from pre-history to the contemporary.

Through the Antelope Valley College Art Gallery and discipline sponsored events and exhibitions, students develop knowledge and understanding of art production and professional display practices, appreciation for diverse perspectives dealing with art and culture, and become ethically involved in both individual and collaborative art experiences and service to the community.

AA-T curricula are offered in Studio Arts and Art History.

1.2.State briefly program highlights and accomplishments

Three AA-T degrees in Art History and 24 (up two from the last cycle) AA-T degrees in Studio Arts were awarded during 2020-2021 cycle.

A major accomplishment for the Studio Arts discipline is the adaption of activity-based curricula to an online format and maintaining success and retention rates at or above AVC averages.

Virtual exhibitions were curated in the Art Gallery.

ART 103 has a substantial course revision in Fall 2021 to align with C-ID Descriptors. It is now History of Art: Africa, Oceania and Indigenous North America (previously History of Art: Africa, Oceania and the Americas).

Rae Agahari went through AVC's Online Teacher Training during the summer of 2020 and will pilot ART 102, an asynchronous distance education online class in the Fall semester 2022.

Dr. Christine Mugnolo developed and articulated a new printmaking course that will be offered in the Spring 2022 semester.

Dr. Christine Mugnolo earned a PhD in Art History in the spring of 2021.

The Studio Art Department won a Foundation Grant for the purchase of 24 Wacom tablets. These Wacom tablets will be dedicated to our Studio Art classes and students, specifically to our Digital Drawing course, ART 121.

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

<input checked="" type="checkbox"/> Communication	<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	<input checked="" type="checkbox"/> Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. <input type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.

<input checked="" type="checkbox"/> Community/Global Consciousness	<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	<input checked="" type="checkbox"/> Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.
1.4. Check each Educational Master Plan (EMP)/Strategic Plan Goal supported by the program. Type an "X" if checkbox is unavailable.	
<input checked="" type="checkbox"/> Goal 1: Commitment to strengthening institutional effectiveness measures and practices.	
<input type="checkbox"/> Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.	
<input checked="" type="checkbox"/> Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.	
<input type="checkbox"/> Goal 4: Advance more students to college-level coursework-Develop and implement effective placement tools.	
<input type="checkbox"/> Goal 5: Align instructional programs to the skills identified by the labor market.	

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

The discipline has organized an Art Gallery Committee (currently ad hoc) to assist and advise the gallery director in operations, programming, and outreach.

Discipline faculty members have affiliations and relationships with local arts organizations:

- Lancaster MOAH
- City of Palmdale Public Art
- Lakes and Valleys Art Guild
- Art in Residence
- We Are Community Arts (art gallery in Palmdale)
- Sagebrush Café and Art Gallery (Quartz Hill)

Discipline faculty members have affiliations and relationships with county organizations:

- Los Angeles County Department of Arts and Culture
- Los Angeles County Arts Ed Collective
- Los Angeles County Department of Arts and Culture, Cultural Equity Committee

Discipline faculty members have memberships and affiliations with professional organizations:

- CAA (College Art Association)
- FATE (Foundations in Art Theory and Education)
- Association of Historians of American Art
- Association of Academic Museums & Galleries

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

<p>Strengths</p>	<p>The number of offered sections decreased by four from the previous cycle at 87, with an enrollment of 1,659 (1,304 unduplicated students) which is down only 27 students from the previous cycle. Declared majors continue to increase. Awarded degree numbers were 3 in Art History (down from 10), and 24 in Studio Art (up from 22). Discipline retention rates last year were 86.8 % (down by 1.2%) compared to all AVC 88.6% and success rates dropped slightly to 75.3% (down 2.1%) compared to all AVC 74.8%. The ratio of full-time to part-time instructors is .7%</p> <p>Dr. Christine Mugnolo developed a Printmaking course that was approved and added to the transfer model curriculum. It will provide diversity and enrichment to the program and will be offered in the Spring 2022 semester.</p>
<p>Weaknesses</p>	<p>The discipline shows weakness in <i>equity</i> in the success and retention rates of students who identify as African American/Black. The retention rate for Art in this category was 74.1% (all AVC students 88.6%) compared to 82.8% of AVC students in this category. The success rate of African American/Black students in Art was 57.2% (all AVC students 74.8%) compared to 61.1% of AVC students in this category.</p> <p>Consideration is needed to analyze the reasons African American/Black art students not completing and succeeding. Strategies need to be designed to improve this discipline weakness.</p>
<p>Opportunities</p>	<p>Four sections were offered at the Palmdale campus during the last cycle. More sections could be offered in Palmdale. 2-D Design Basics has been offered in Palmdale and demonstrates that studio courses can be successfully accommodated there.</p>

Threats	Although overall sections offered and enrollment numbers were strong during the last cycle, they are down significantly in the current cycle. To build enrollments post-pandemic, more dedicated online courses could be developed. The successful delivery of synchronous online courses during the pandemic in art and art history demonstrates that dedicated online courses could be developed and offered.
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Part 2.C. Review and comment on progress towards SLO/PLO/OO Outcomes Analysis (fka Action Plans):

More outreach and encouragement is needed to train all art faculty members in eLumen to improve SLO assessment rates. More coordination is needed between faculty members to address outcomes analysis, especially in courses that have multiple sections with multiple instructors. It is challenging for faculty members to access aggregate SLO data to develop outcomes analysis. At this time every instructor can create outcomes analysis/action plans for their courses regardless of departmental consensus. For the purpose of program review, in addition to the department chair, a lead full-time faculty member should have access to the SLO Data Page to allow for more consistent outcomes analysis/action plans for the discipline.

Most notable post-pandemic is the outcomes analysis for PLO 2, Studio Arts program. It is crucial to reengage students and provide a sense of community and support through interaction and dialog in the artmaking process.

PLO 2

Develop an appreciation for diverse perspectives dealing with art and culture and become ethically involved in both individual and collaborative art experiences.

Action Plan: Develop more opportunities for students to exhibit their work and participate in collaborative art projects.

No progress has been made on assessment analysis for ART 110 (the course with the most section offerings in the discipline), but are notable here as they are directly linked to the program goals in this review. These SLOs have lower success rates.

ART 110, SLO 2

Demonstrate basic perceptual drawing techniques that incorporate the elements of design (contour, gesture, sketching lines, positive and

negative shapes, perspective, volume and mass).

Action Plan:

Equip the FA1 classrooms, 101 and 110 with adequate and effective lighting for still lifes and models. (New track lighting.)

ART 110, SLO 3

Analyze the elements of design and the principles of art through both historical approaches, contemporary developments, and social practices in drawing.

Action Plan: Equip FA1, room 101 with a computer station, speakers, projection screen, and document camera (the same equipment and technology currently in FA1, room 110) to effectively give students audio and visual lectures and demonstrations to improve their access and understanding of historical approaches and contemporary developments in drawing.

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

The program goal of maintaining enrollments and growing the number of graduates is still a priority even post-pandemic. Emphasis is in maintaining student access and opportunities, and progress has been made towards this goal. Dr. Christine Mugnolo has developed a Printmaking course as well as created “families” of courses in drawing and painting, diversifying and enriching curriculum offerings. Rae Agahari has developed an online (Distance Education) course in Art History (ART 102) which will provide enrollment opportunities. ART 102, History of Art, Renaissance to Modern, is a required course for both the AA-T degrees in Studio Art and Art History.

Part 3. Based on Part 2 above, please list program/area goals for 2021-2022:

Program/Area Goal #	Goal supports which ILO/PLO/SLO/OO?	Description of Goal	Steps to be taken to achieve goal?
#1 Ensure the Course Outlines of Record	ILOs 1,2,3,4, PLOs 1,2,3,4	Projector and computer station in FA1 room 101	An initial discussion with IT services took place in September 2021 to address the need for a projector and

<p>are being fully addressed in classroom instruction. Maintain and improve learning outcomes addressing student understanding of Art History and contemporary culture (which need improvement across the discipline).</p>		<p>Outcome: All courses that occur in room 101 require in their COR's an understanding of visual elements and material practices applicable across all eras and cultures. This COR is fulfilled primarily through image and video presentation, which requires a projector and computer. Some courses, like ART 100, use image projection to deliver almost 100% of course content.</p> <p>Reason: Instructors currently fulfill this COR by projecting from a system on a wheelable cart. This system has become hazardous and unsustainable. It creates a tripping hazard. It clogs an already packed classroom, exacerbating the consequences of tripping. The constant wheeling of equipment means it becomes easily broken. Often, because of this, it breaks down, draining class time and eliminating important lectures. A projection system has been installed in room 110 and it has revolutionized classes in this space, which can now easily and safely transition between slide projection and demonstrations.</p> <p>The exact same classes take place</p> <p><i>New track lighting in classrooms 101 and 110 in FA1</i></p> <p>Outcome: New track lighting in the classroom is essential for faculty to light still lifes and other subject matter for painting and drawing. It is</p>	<p>computer station in rm 101 and to discuss the physical challenges of the room. IT has agreed to address this need in collaboration with the faculty at a later date in the near future, to be determined once the emergency technical installations brought on by HyFlex courses begin to calm down. Once this project is underway, funding sources, human resources, and scheduling to install and complete the project will be identified.</p>
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		key to fulfilling CORs in ART 110, 113, 120, 140, 163, 170, 210, 213, 216 that cover the student's understanding of value, perception of light, and its translation to paper and canvas.	
#2 Grow the number of AA-T graduates in Studio Arts and Art History by diversifying the TMC curricula through new course offerings.	ILOs 1,2,3,4, PLOs 1,2,3,4	<p><i>New or additional classroom space is needed.</i></p> <p>Outcome: With steady demand and enrollments, increased declared majors, increased graduates, impacted classrooms, inadequate facilities and storage to effectively instruct course outlines and achieve outcomes, with new course development, new and additional classroom space is needed.</p> <p>The discipline is losing dedicated classroom space. Art history courses have been taught in FA 4, room 190 for over thirty years with faculty in adjacent offices.</p> <p>Supply storage space is needed at the Palmdale campus center for ART 145, 2D Design Basics, and other Studio Art courses that are taught there in the future.</p> <p><i>New equipment and supplies (additional presses, plexi-glass, breyers, files, intaglio tools, relief tools, ink) for Printmaking ART 120.</i></p>	<p>Rm 182 in FA4 has been outfitted as a lecture hall that allows windows to be shuttered and lights dimmed for art history slide lectures. This is an improvement on the facilities that were previously available in room 190 which did not allow for control of light. In Fall of 2021, the computers in lab T300A were outfitted with Photoshop and Wacom drivers, opening up a much needed digital art classroom for instruction in Digital Drawing.</p> <p>For the development of new classroom spaces, coordination between division faculty, administration, and Facilities to identify needs, design, and plan the project. We will identify funding sources, human resources, and scheduling to install and complete the project.</p> <p>For Printmaking, inks, papers, squeegees, intaglio tools, and silk screens have been procured with the surplus of funds leftover from Art Gallery funds, a consequence of the Art Gallery switching to an all virtual format for the 2020-2021 pandemic year. Plexi-glass from previous</p>

		<p>Outcome: Printmaking ART 120 is approved and will be offered for the first time in Spring 2022. This course requires specialized equipment to successfully fulfill its CORs.</p> <p>Reason: The Art Department has a few baseline tools for printmaking which have been used to incorporate printmaking processes into drawing and art appreciation classes. These tools suffice for a one-time quick introduction to practices. A class fully focused on printmaking needs dedicated equipment and enough of it to run efficiently and successfully. If we operate the class only on the equipment we currently have, students will be spending a lot of time waiting for fellow classmates to finish using tools and will not learn professional studio practices.</p>	<p>exhibits will be recycled to create inking tables. Inquiries into additional resources for recycled plexi-glass are currently being made.</p> <p>For the purchase of larger items, such as an additional press, a price quote, funding sources, procurement of supplies and equipment, and installation of equipment needs to take place.</p>
<p>#3 Maintain and improve the effectiveness of the Antelope Valley College Art Gallery.</p>	<p>ILOs 1,2,3,4, PLOs 1,2,3,4</p>	<p><i>Install new track lighting and additional power outlets.</i> Outcomes: The Art Gallery connects students directly with theories, practices, and trends occurring in today’s art world. The Art Gallery has the ability to present these trends in a format especially curated to teach these developments to students, connect to their lived experience, and welcome especially those of disadvantaged backgrounds into dialogs occurring in Fine Art. The Art Gallery also crucially introduces</p>	<p>The Art Gallery has been undergoing new directorship on an almost yearly basis for the past 3 years. In addition, the closure of the campus for over a year meant all improvements and considerations in the building were put on hold. At the beginning of Fall 2021, the Arts and Humanities division led under Kathryn Mitchell implemented clear guidelines for applying to the position of Gallery Director. We now have an Art Gallery director confirmed for the next two years and have formed an Art Gallery Ad Hoc</p>

		<p>students to professional standards of hanging and displaying art work.</p> <p>How request supports outcome: New track lighting in the Art Gallery is essential for gallery staff to safely and professionally illuminate their exhibitions. Gallery shows present critical ideas in a visual format and lighting is key for curators to present concepts for critical thinking. Professional lighting also introduces students to professional exhibition standards they will be expected to know in the gallery and museum world.</p>	<p>committee to support the director in improving facilities. With this in place, we can begin coordination between division faculty and Facilities to identify needs, design, and plan the project. The Gallery director with the Art Gallery Ad Hoc committee identify funding sources, human resources, and scheduling to install and complete the project.</p>
<p>#4 Recruit and hire an adjunct Art History instructor.</p>	<p>ILOs 1,2,3,4, PLOs 1,2,3</p>	<p>Outcome: To accommodate the number of course and section offerings in Art History, another adjunct Art History instructor is needed.</p> <p>Reason: To maintain and grow the AA-T in Art History program, required and elective Art History courses need to be available to students. ART 102, History of Art, Renaissance to Modern is a required TMC course for the AA-T in Studio Arts. Offering a range of Art History courses is a benefit to AVC students who can double-major in Art History and Studio Arts by taking two additional Art History courses. Current adjunct instructors teaching Art History classes have studio art backgrounds. To benefit the discipline, an adjunct hire with a specialty and education in Art History is ideal.</p>	<p>Coordination between administrators, discipline faculty members, and Human Resources to advertise, recruit, and form a hiring committee.</p>

<p>#5 Improve equity in the success and retention rates of students from vulnerable communities, particularly those who identify as African American/Black, by improving more opportunities for student engagement and collaboration</p>	<p>ILO 3, PLO 2</p>	<p>Outcome: We need to ensure that all students, particularly those who identify as African American/Black, are provided the opportunities and the nurturing tuition necessary to succeed. Reason: This is an ethical responsibility to our community. In addition, it is the diverse perspectives and experiences of our community that will bring our program to its fullest potential and enrich the practice of Studio Art.</p>	<p>Initial steps had already been taken to reach out to vulnerable communities. Rich Sim has been hosting intermittent exhibitions of veterans' ceramics since at least Spring 2017. In Spring of 2017 the Art Gallery also hosted "Eyes of Freedom", an exhibition honoring veterans who gave their lives to their country. To address outreach to our specifically African American / Black identifying students, in Spring 2020 Dr. Christine Mugnolo discussed with Vejea Jennings the potential of inviting students of the AAMEND group and other campus collectives focused on African American / Black identity for an art or printmaking workshop focused on self-expression, personal narrative, and empowerment. Now that we are back on campus, we will reach out again for the potential of co-hosting such an event through the Art Gallery in Spring 2022.</p> <p>A number of students have inquired whether an Art Club is available, though none have come forward with an interest in founding or directing such a club. An Art Club would be a crucial vehicle by which students could connect across campus, provide each other with emotional and career support, and band together to launch student generated projects. Faculty sponsors and advisors could support these projects</p>
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			by providing resources and education that specifically highlights the histories and contributions of Africa and artists with African / Black heritage. Faculty will meet to discuss the process of how we might catalyze our non-existent Art Club into a reality by investigating the formal process of founding a student club and gauging student interest.
#6 Improve SLO collection	ILO 1, 3, 4, PLO 1, 2, 3, 4	Outcome: Achieve 100% recording of SLO's to permit an accurate assessment of program success and need for improvements	The problem has been identified. Previously SLO's were reported to the SLO coordinator and thus one faculty member monitored which faculty were successfully turning in their SLO's and which needed to be prompted. With the switch to ELumen, many faculty seem unaware of how SLO collection is supposed to work, particularly with the upheavals that happened during remote teaching. We are discussing how to reach out to faculty at the end of the Fall 2021 semester and provide instructions for SLO entry. We are also discussing methods for monitoring SLO collection so that non-complying faculty can be contacted and assisted.

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

<i>Type of Resource Request</i>	<i>Summary of Request</i>	<i>New or Repeat Request</i>	<i>Amount of Request, \$</i>	<i>One-Time or Recurring Cost, \$</i>	<i>Contact's Name</i>
Faculty	Hire an adjunct Art History instructor	New request	Undetermined	Recurring	Kathryn Mitchell, Rae Agahari, Dr. Christine Mugnolo.
Classified Staff					

Technology	Install a projector and computer station in FA1 room 101	Repeat request	Undetermined	One-time	David Babb, Dr. Christine Mugnolo, Kathryn Mitchell
Physical/Facilities	Install new track lighting in the AVC Art Gallery and classrooms 101 and 110 in FA1. New or additional classroom space.	Repeat request	Undetermined	One-time	David Babb, Dr. Christine Mugnolo, Larissa Nickel, Kathryn Mitchell
Supplies	Acquire additional printing presses, plexi-glass, breyers, files, intaglio tools, relief tools, ink	Repeat request	Undetermined	One-time	Dr. Christine Mugnolo
Professional Development					
Other					

****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:** <https://www.surveymonkey.com/r/20-21ProgramReview>

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

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

Select Subject: ART | Select Subject again: ART | Select Program Major(s): Multiple Values | Academic Year: 2020-2021

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



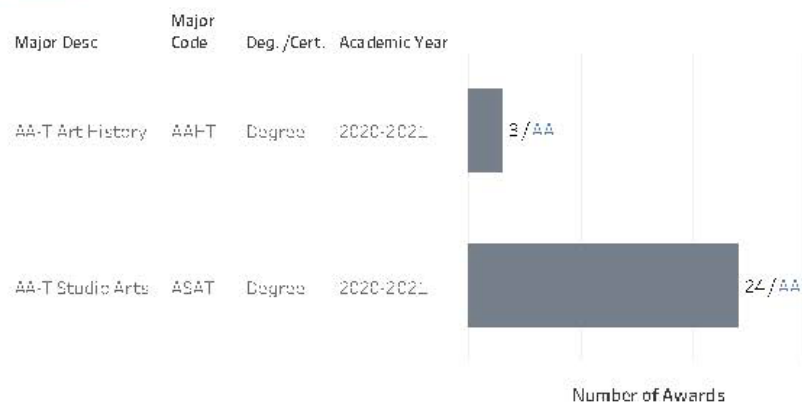
Enrollment and Number of Sections by **Modality** in ART

	Instr. Method	2020-2021
Number of Sections	Traditional	83
	Hybrid	0
Enrollment	Traditional	1,660
	Hybrid	0

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

	Location	2020-2021
Number of Sections	Lancaster	79
	Palm Dale	4
Enrollment	Lancaster	1,540
	Palm Dale	120

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



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

	Fall 2017	Fall 2018	Fall 2019	Fall 2020
PT (Adjunct) FTEF	3.5	3.7	4.0	3.8
FT (Regular) FTEF	4.6	5.3	4.2	5.1
FT (Overload) FTEF	0.3		0.3	0.7
TOTAL FTEF	8.4	9.0	8.5	9.6
PT/FT FTEF Ratio	0.8	0.7	1.0	0.7
FTES	132.0	132.7	124.8	133.1
FTES/FTEF Ratio	15.7	14.7	14.6	13.9
WSCH/FTEF Ratio	471.5	442.4	438.9	415.8

Click [here](#) to see AVC's Program awards dashboard



2020-2021 Program Review Report

Division/Area Name: Chinese	For Planning Years: 2022-2023
Name of person leading this review:	Cole McCandless
Names of all participants in this review:	Cole McCandless

Part 1. Program Overview:

1.1. Briefly describe how the program contributes to the district <u>mission</u>	
Chinese contributes to student learning in the area of Humanities and can enhance students' knowledge and skills leading to employment in related areas such as international business and Chinese studies. Also, the study of Chinese increases our students' knowledge of other disciplines, such as geography, history, and natural sciences by learning about new places, cultures, technology, etc.	
1.2. State briefly program highlights and accomplishments	
Our Chinese program is relatively new. Covid has had an adverse impact on our Chinese courses. One of the highlights of our program is that it helps students to acquire basic skills of Chinese ways of life as well as Chinese history.	
1.3. Check each <u>Institutional Learning Outcome (ILO)</u> supported by the program. Type an "X" if checkbox is unavailable.	
X Communication	<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

X Creative, Critical, and Analytical Thinking	X Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. <input type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
X Community/Global Consciousness	X Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment. X Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
X Career and Specialized Knowledge	X Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

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

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

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

It appears that Chinese is in higher demand and is becoming more a more common and popular choice as many colleges are beginning to offer Chinese courses. Pasadena City College offers numerous sections of Chinese at three different levels every year. College of Canyons offers two classes per year. At UCLA, about 40 sections in Chinese language are offered per year. At UCI, 30 classes in Chinese language are offered per year. Recently, one of our local highschools that feed our enrollment enquired about offering Chinese as a college course on their campus.

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

Strengths	Though Chinese is an elective and not a mandatory course, our Chinese 101 courses always fill well. The students who are enrolled Chinese 101 are simply interested in learning Chinese. Therefore, they tend to work very hard, and the success rate is also high.
Weaknesses	Currently, one class of Chinese 101 is offered in the spring semester only. Hence the Chinese program is not consistent. Hopefully, at least, one class in Chinese 101 is offered every semester, and one class in Chinese 102 is offered every year. Unfortunately, we currently only have one adjunct faculty member in Chinese who can only teach one course and only in the Spring.
Opportunities	China is the largest trade partner of the USA. Students who are fluent in Chinese possess will definitely have an advantage to get jobs in the areas where Chinese is used or preferred. Also, BYD, a Chinese owned company is located here in Lancaster. There may be some opportunity to work with them to encourage their employees to take Chinese courses.
Threats	Not enough Faculty to grow the program beyond 1-2 courses per year.

Part 2.C. Review and comment on progress towards SLO/PLO/OO Outcomes Analysis (fka Action Plans):

Not enough data was collected in the last year to note progress in either direction, which may be indicative of a problem in and of itself.

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

None. The goal has been and continues to be, to increase the number of students who register to take Chinese 101. No progress has been made.

Part 3. Based on Part 2 above, please list program/area goals for 2021-2022:

Program/Area Goal #	Goal supports which ILO/PLO/SLO/OO?	Description of Goal	Steps to be taken to achieve goal?
#1 increase the number of students who	Supports SLO 2, and ILO 3 and 4	We want to increase the number of students who take Chinese 101.	We need to hire more faculty. We currently have 0 full-time faculty and only 1 adjunct faculty who is retired

register to take Chinese 101.			and can only teach one course per semester.
#2			
#3			

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

<i>Type of Resource Request</i>	<i>Summary of Request</i>	<i>New or Repeat Request</i>	<i>Amount of Request, \$</i>	<i>One-Time or Recurring Cost, \$</i>	<i>Contact's Name</i>
Faculty	Full-time faculty hire	Repeat	Cost of full-time faculty (approx.. 60,000 annually)	Recurring	Kathryn Mitchel
Classified Staff					
Technology					
Physical/Facilities					
Supplies					
Professional Development					
Other					

****REQUIRED:** After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee: <https://www.surveymonkey.com/r/20-21ProgramReview>

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

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

Select Subject
CHIN

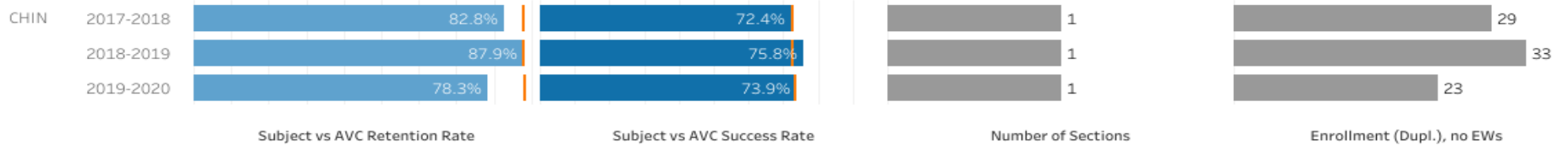
Select Subject again
CHIN

Select Program Major(s)
None

Academic Year
Multiple values



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



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

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

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

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

Number of Degrees/Certificates Awarded in None

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

	Fall 2017	Fall 2018	Fall 2019	Fall 2020
FT (Regular) FTEF				
TOTAL FTEF	0		0	0

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awards dashboard



2020-2021 Program Review Report

Division/Area Name: <i>Arts & Humanities/Dance</i>	For Planning Years: 2022-2023
Name of person leading this review: Cynthia Littlefield	
Names of all participants in this review: Cynthia Littlefield, Rochelle Guardado	

Part 1. Program Overview:

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

The Dance program at Antelope Valley College is committed to the perception that artistic expression uncovers the basic nature and diversity of human experience. Dance strives to provide a stimulating environment in which students create, perform, research, and think critically about the arts. The Dance Program offers an AA degree, and students are prepared for transfer to four-year institutions, or advance in rewarding careers. Dance classes serve a diverse student population, enrolling students from high school age to senior citizens.

In addition, we serve all members of our community in the true spirit of the mission of the college. The Dance program seeks to promote and generate community interest in the departmental programs and student artists and performers through activities and events which allow community participation. We share the vision of the college to enrich lives and believe that artistic expression reveals the essential nature and diversity of human experience. Our primary focus is to create an environment where our students can demonstrate a breadth of knowledge and experiences from the arts.

Dance ensures student success by providing comprehensive educational programs that cover the breadth of the program's disciplines. Included in its curricula are courses on discipline history, theoretical and analytical approaches, as well as performance courses.

Dance is very visible in the community, and because its faculty members recruit, Dance creates students out of community members. Often, Dance students enroll only in single classes for personal enrichment. Some of these students who begin with interest only in a single class expand their involvement with AVC to earn degrees or certificates.

1.2.State briefly program highlights and accomplishments

The Dance department continued to offer quality curriculum and professional instruction to students through remote learning. A variety of dance courses were offered and taught through synchronous and asynchronous instruction. AVC Dance instructors completed the online teacher training and made all dance courses easily accessible to students. The AA in Dance was approved by AP&P and the Chancellor’s Office.

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

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

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

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

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

X **Goal 3:** Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.

X **Goal 4:** Advance more students to college-level coursework-Develop and implement effective placement tools.

X **Goal 5:** Align instructional programs to the skills identified by the labor market.

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

More students are interested in the AA in Dance. Dancers who finished their AA degree at AVC have asked about the completion of the AA in Dance. Cal Works for jobs related to Dance is available.
No other

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

Strengths	Although the AA in Dance major is not listed in the program review data yet, I know there is at least 3 students who have their major listed as Dance. Dance courses such as DA 101, DA 111, and DA 103 are listed as required electives in the Kinesiology AA-T.
Weaknesses	No AA-Transfer dance degree offered because none is written in State of CA. Dance is a performance visual art, as well as a physical activity, and due to co-vid restrictions, we have lost students' interest to take classes "virtually". All performances were cancelled due to co-vid restrictions. A web designer is needed to enhance our dance program online.
Opportunities	Dance offers opportunities to transfer to a 4-year university through all dance courses which are transferable. Students can find employment at local dance studios after their experience in performance classes with AVC dance.
Threats	In 2020-21, number of sections offered decreased from 38 to 25, and the number of enrollment decreased from 634 to 324. I believe it dropped due to closure of "face-to-face" courses, and students not having the correct resources to take classes online. Budget and scheduling support for dance performances using the Performing Arts Theatre facility. Keeping counselors aware of the importance of dance courses for students, even without the offering of an AA-T in Dance. Cancellation of classes prior to first meeting holds a threat to students.

Part 2.C. Review and comment on progress towards SLO/PLO/OO Outcomes Analysis (fka Action Plans):

Dance courses are fully accessible online through Canvas and multimedia equipment in Dance Room (GYM 140) is up to date. No other progress has been made, from the SLO's.

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

Technology on campus and workable WiFi has progressed since past program review.

Part 3. Based on Part 2 above, please list program/area goals for 2021-2022:

Program/Area Goal #	Goal supports which ILO/PLO/SLO/OO?	Description of Goal	Steps to be taken to achieve goal?
#1 Promote AA	ILO: Demonstrate a breadth of knowledge and experiences from the Humanities, Social and Behavioral Sciences, Arts, Natural Sciences, and Mathematics. ILO: Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.	Promote the AA in Dance at AVC to currently enrolled students and future students on campus and within the community.	<ol style="list-style-type: none"> 1. Counselors' awareness of importance of dance courses for transferability. 2. More advertisement throughout campus and working with Marketing and other organizations.

	Dance PLO #1: Demonstrate knowledge of various dance techniques, dance vocabulary, choreography, performance, and history of various dance forms.		
#2 Strengthen awareness of Dance at AVC.	ILO: Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment. Dance PLO #3: Communicate dramatic or emotional content by expression through choreography and dance performance.	Provide exposure of AVC Dance program to local high schools. Dance website for online access.	<ol style="list-style-type: none"> 1. Dance shows at local High Schools aware of the AVC Dance Program. 2. Make a Dance website. 3. Offer a stipend to adjunct faculty to help with community outreach to high schools and local dance studios.
#3 Revise DA 113: World Dance: Ethnic Forms	ILO: Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions Dance PLO: #1,2,3	Revise DA 113 to be considered for the newly created CSU area F.	<ol style="list-style-type: none"> 1. Work with Jessica Eaton our articulation officer to revise and create a 3-unit World Dance: Ethnic Forms course. 2. Research other schools who already have approved CSU area F Dance Ethnic Studies courses.

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


<i>Type of Resource Request</i>	<i>Summary of Request</i>	<i>New or Repeat Request</i>	<i>Amount of Request, \$</i>	<i>One-Time or Recurring Cost, \$</i>	<i>Contact's Name</i>
Faculty	Additional Full Time Dance Instructor	Repeat	70,000 approx. starting salary + benefits	recurring	Cynthia Littlefield
Classified Staff	1. Web designer for Dance Program 2. Counselor for dance students and program 3. Professional Dance	Repeat	Approx. 5,400 to 9,600 for each staff	recurring	Cynthia Littlefield

	Assistant 4. costume designer 5. Dance accompanist (for face-to-face classes)				
Technology	Updated computer for Gym 140 and office	Repeat; new	Approx 1,500-2,500 for each	One-time	Cynthia Littlefield
Physical/Facilities	New floor surface for Gym 140: old one is from 1990's Clean/paint/repair walls in Gym 140	Repeat	25,000 2,000	One-time	Cynthia Littlefield
Supplies	15 New Tap Boards/old ones damaged	Repeat	5,000	One-time	Cynthia Littlefield
Professional Development	ACDA (American College Dance Association) registration enrollment for 2 instructors	New	1,000	Recurring yearly	Cynthia Littlefield
Other	Hiring staff for cleaning of dance closet, organizing costumes	Repeat	2,000-3,000	One-time	Cynthia Littlefield

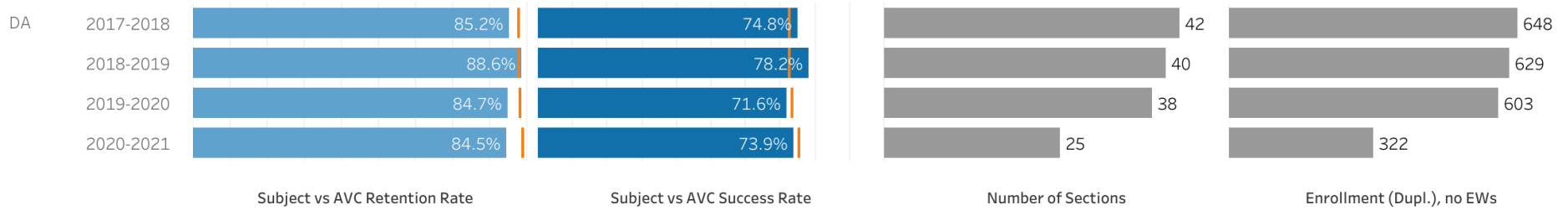
****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:** <https://www.surveymonkey.com/r/20-21ProgramReview>

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

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

Select Subject DA	Select Subject again DA	Select Program Major(s) None	Academic Year Multiple values	
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Retention, Success, Number of Sections, & Enrollment in DA (Total AVC rates are shown as | *hover over to see data*)



Enrollment and Number of Sections by *Modality* in DA

	Instr. Method	2017-2018	2018-2019	2019-2020	2020-2021
Number of Sections	Traditional	42	40	38	25
	Enrollment	648	629	634	324

Enrollment and Number of Sections by *Location* in DA

	Location	2017-2018	2018-2019	2019-2020	2020-2021
Number of Sections	Lancaster	42	40	38	25
	Enrollment	648	629	634	324

Number of Degrees/Certificates Awarded in None

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

	Fall 2017	Fall 2018	Fall 2019	Fall 2020
PT (Adjunct) FTEF	1.2	1.2	0.9	0.4
FT (Regular) FTEF	1.0	1.0	1.0	0.8
FT (Overload) FTEF		0.1	0.2	0.2
TOTAL FTEF	2.2	2.3	2.1	1.4
PT/FT FTEF Ratio	1.2	1.2	0.9	0.5
FTES	32.7	35.6	30.8	16.7
FTES/FTEF Ratio	14.8	15.2	14.4	11.9
WSCH/FTEF Ratio	445.4	457.2	432.7	357.4

Click [here](#)
to see AVC's Program
awards dashboard



2020-2021 Program Review Report

Division/Area Name: Arts & Humanities / Deaf Studies & Interpreter Training	For Planning Years: 2022-2023
Name of person leading this review:	Cole McCandless
Names of all participants in this review:	Dan Humphrey, Maurice Boyd, Cole McCandless

Part 1. Program Overview:

<p>1.1. Briefly describe how the program contributes to the district <u>mission</u></p> <p>The Deaf Studies & Interpreter Training Programs contribute to the district mission by providing a quality, comprehensive education to a diverse population of learners. Our program is committed to student success offering value and opportunity, in service to our community. Further, our programs offer students the opportunity to earn an Associate's degree, or Certificate. Additionally, our programs prepare students to either enter the work force or to transfer to a 4-year university.</p>
<p>1.2. State briefly program highlights and accomplishments</p> <p>We recently created a new course that focuses on privilege, power, and oppression. The addition of this course will ensure students leave here with the knowledge and training needed to enter into today's workforce.</p> <p>Our program's club continues to offer 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. Additionally, we have continued offering our options for students to take our language courses in back-to-back 8 week sessions. This allows a student to complete two semesters of language courses in one semester! These courses have had some of the highest student enrollment, retention, and success of all of our courses.</p>
<p>1.3. Check each <u>Institutional Learning Outcome (ILO)</u> supported by the program. Type an "X" if checkbox is unavailable.</p>

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

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

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

According to the California Employment Development Department, there is projected need for 3,400 more interpreters, and 1400 more special education instructors by 2024. We will continue to meet with stakeholders and to track changes and trends in the industry so that we can incorporate them into our programs to ensure that our students are industry ready. See attached LMI and advisory minutes.

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

Strengths	
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Weaknesses	Lack of alignment with the field of Deaf Studies an Interpreting. Without a cohesive structure to teach students about privilege, and oppression, both of which are concepts students need to be greatly aware and knowledgeable of, we were not able to ensure students possessed what are now baseline competencies needed to enter the field. To remedy this, we just created a new course (DFST 110 Power, Privilege, and Oppression which is in the approval process now.
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	Without a full-time faculty member for Palmdale campus, we will be unable to meet our goal of growing a strong program offering there. At current we have exhausted our adjunct faculty pool and in the last few years have lost several adjunct faculty to retirements or to other opportunities. We have lost two more adjunct faculty since last year. The result is the loss of 32 units of instruction or the equivalent of 2 FTFE.
Opportunities	Creating more 8-week language sections may continue to bolster enrollment and retention. Building the program at Palmdale campus's DFST and INT program will ensure that our programs are accessible to more students. We are hopeful that a return to fully F2F (Covid permitting) will allow us to offer more 8-week sections.
Threats	Our Interpreting courses are too large to effectively train students with the level of attention required. Effective teaching of interpretation and transliteration skills mandates very small class size. In addition to using a visual language (ASL) or visual coded form of English (MCE or PSE), courses require extensive individual instruction, critique and modeling due to the extremely complex nature of the task. Ideally, students have developed bilingual/bicultural skills prior to entering a course of study in interpretation or transliteration. However, this is rarely the case due to the time restrictions imposed by colleges and universities. It is therefore necessary for instructors to provide feedback on the general linguistic performance of students, specifically in the areas of semantic selection, grammatical correctness and complexity of sentence structure, and register of utterance. This applies to both English and ASL. In addition, skills in interpretation and transliteration must be taught. Extensive individual instruction, critique and modeling are required due to the extremely complex nature of the task. Drills must be conducted in the area of visual and auditory closure, prediction, perception, and discrimination; visual/auditory short and long-term memory must be developed and refined; text analysis must be taught enabling the reproduction of the source language message into target language. In each of these steps, one-half of the process takes place in a visual rather spoken language or code. It is essential that students be able to see each other, as well as the instructor. Use of hands and upper torso should not be restricted by tables or other fixed objects in the room. Lighting in the classrooms must be maximal, eliminating facial shadows. "Class size must be small to allow an appropriate amount of individual instruction and skills development. As the medical student must have hands-on practice to perfect surgical procedures, the interpreter training students must have maximal hands-on experience in developing interpreting and transliterating skills utilizing a variety of texts appropriate to a variety of clients. Videotaping must be used extensively, allowing students to analyze their own

performance and to compare their performance to that of several models. This mandates the availability of camera(s) and multiple playback capabilities, which have freeze frame and slow motion capabilities. The Conference of Interpreters Trainers recommends a class size of 6-10 students for interpreting/transliterating classes. The American Sign Language Teachers Association (ASLTA) recommends an optimal instructional class size for classes in American Sign Language of 8 to 20 students. To remedy this we have sent many of our Interpreting courses in for revision to reduce the maximum enrollment.

We are currently working to grow our program over at the Palmdale Campus. However, without a full-time faculty and the stability and continuity they bring, we are concerned as to whether we will be able to continue to provide the level of high quality instruction we are accustomed to.

Part 2.C. Review and comment on progress towards SLO/PLO/OO Outcomes Analysis (fka Action Plans):

Given the volatility of Covid, measuring progress can be tricky. Thus, we feel the best way forward would be to maintain our current SLO/PLO/OO thresholds.

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

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

Part 3. Based on Part 2 above, please list program/area goals for 2021-2022:

<i>Program/Area Goal #</i>	<i>Goal supports which ILO/PLO/SLO/OO?</i>	<i>Description of Goal</i>	<i>Steps to be taken to achieve goal?</i>
#1	ILO4 / PLO 2	Increase student success in interpreting program	Decrease class size to align with best practices and industry standard for interpreter training program.
#2	ILO 3 / PLO 3	Increase the number of students in our DFST programs.	Hire a 4 th full time faculty for the Palmdale campus.
#3			

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

<i>Type of Resource Request</i>	<i>Summary of Request</i>	<i>New or Repeat Request</i>	<i>Amount of Request, \$</i>	<i>One-Time or Recurring Cost, \$</i>	<i>Contact’s Name</i>
Faculty	We need a 4th full time faculty member for the Palmdale Campus.	Repeat	Full time Faculty Salary Approx.: (\$ 65,000)	Recurring	Kathryn Mitchel
Classified Staff	Staff (fluent in ASL) for a lab space dedicated to the Deaf Studies ASL and INT programs.	Repeat	Part time hourly pay. Approx. (\$ 24,000)	Recurring	Kathryn Mitchel

			annually		
Technology	Funding for program access to Go- React subscriptions for students.	Repeat	Contingent on current pricing and number of students.	Recurring	Kathryn Mitchel
Physical/Facilities	A lab space dedicated to the Deaf Studies ASL and Interpreter Training	Repeat	N/A	Recurring	Kathryn Mitchel

	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.				
<i>Supplies</i>					
<i>Professional Development</i>					
<i>Other</i>					

****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee: <https://www.surveymonkey.com/r/20-21ProgramReview>**

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

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

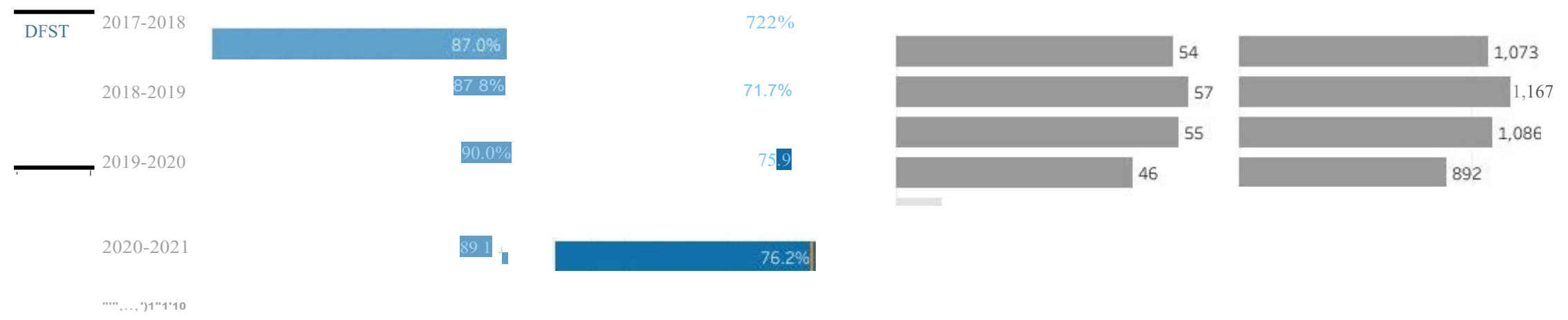
Select Subject Multiple values

Select Subject again Multiple values

Select Program Major(s) Multiple values

Academic Year Multiple values

Retention, Success, Number of Sections, & Enrollment in All (Total AVC rates are shown as **100%** hoverover to see data)



Subject vs AVC Retention Rate

Subject vs AVC Success Rate

Number of Sections

Enrollment (Dupl.), no EWs

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

	Instr. Method	2017-2018	2018-2019	2019-2020	2020-2021
Number of Sections	Other Indep Study		1		
	Traditional	54	57	55	46
Enrollment	Work Experience	1			
	Other Indep Study		1		
	Traditional	155	110	173	89
	Work Experience	1			15

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

	Location	2017-2018	2018-2019	2019-2020	2020-2021
Number of Sections	Lancaster	43	39	38	32
	Lancaster ..	3	3	3	2
Enrollment	Palmdale	8	15	14	12
	Lancaster	828	787	775	598
	Lancaster ..	73	69	67	43
	Palmdale	172	311	280	251

Number of Degrees/Certificates Awarded in **Deaf Studies: ASL (DSA)** **Deaf Studies: ASL Cert**

Deaf Studies :	DSII	Cert/Flca..	2017-2018	2018-2019
			14/AA	14/CT
			9/CT	14/CT

Number of Awards

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

410.9	432.2	402.7	338.9	343.8	316.4	408.8	364.8
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Click [here](#)

to see AVC's Program

(DSA,I) Deaf Studies:Interp Trng (DSI) and 1 more

Major Desc	Code	Deg. / Cert.	Academic Year	Number of Awards
Deaf Studies :ASL	DSA	Degree	2017-2018	[REDACTED]
			2018-2019	[REDACTED]
			2019-2020	[REDACTED] 16 / AA
			2020-2021	[REDACTED]
Deaf Studies : ASL	DSAI	Cert1f1ca..	2017-2018	[REDACTED] 16 / CT
			2018-2019	[REDACTED] 15 / CT
			2019-2020	[REDACTED]
			2020-2021	[REDACTED]
Deaf Studies : nterpr Trng	DSI	Degree	2017-2018 ¹¹	[REDACTED] / AA ¹
			2018-2019	[REDACTED]
			2019-2020	[REDACTED] 14/ AA
Deaf Studies :	DSII	Cert1f1ca..	2020-2021	[REDACTED] 14/ CT
Interp Trng Cert			2017-2018	[REDACTED] 9/ CT
			2018-2019	[REDACTED] 14/ CT

INT

	2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
PT(Adjunct) FTEF	.3	2.9	2.7	2.6	0.5	0.5	0.5	0.5
FT(Regular) FTEF	2.4	1.9	2.1	2.7	0.5	0.5	0.5	0.5
FT(Overload) FTEF	0.3	0.7	0.8			0.3		0.2
TOTAL FTEF	5.0	5.5	5.7	5.3	1.0	1.3	1.0	1.2
PT/FT FTEF Ratio	1.0	1.5	1.3	1.0	1.2	1.2	1.2	1.0
HES	68.1	79.5	75.9	59.9	11.7	13.6	13.9	14.6
FTES/FTEFRatio	13.7	14.4	13.4	11.3	11.5	10.5	13.6	12.2

WSCH/FTEFRatio 410.9 432.2 402.7 338.9 343.8 316.4 408.8 364.8

Click [here](#)

to see AVC's Program

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

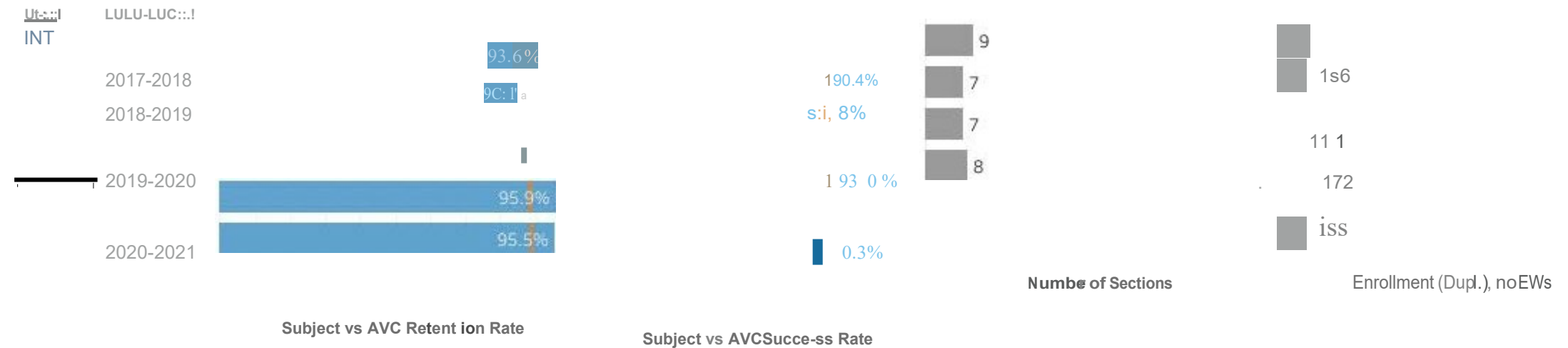
Select Subject
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Select Subject again
Multiple values

Select Program Major(s)
Multiple values

Academic Year
Multiple values

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



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

	Instr, Method	2017-2018	2018-2019	2019-2020	2020-2021
Number of Sections	Other/Indep Study		1		
	Traditional	54	57	55	46
	Work Experience	1			
Enrollment	Other/Indep Study		1		
	Traditional	155	111	173	89
	Work Experience	1			2

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

	Location	2017-2018	2018-2019	2019-2020	2020-2021
Number of Sections	Lancaster	43	39	38	32
	Lancaster..	3	3	3	2
	Palmdale	8	15	14	12
Enrollment	Lancaster	828	787	775	598
	Lancaster..	73	69	67	43
	Palmdale	172	311	280	251

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

	Year	Number of Awards
Deaf Studies: DSII Cert/fca..	2020-2021	14/AA
	2017-2018	9/CT
	2018-2019	14/CT

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

WSCH/FTEF Ratio	2017-2018	2018-2019	2019-2020	2020-2021
	410.9	432.2	402.7	338.9
	343.8	316.4	408.8	364.8

Click [here](#)

to see AVC's Program

INT

MajorDesc	Major Code	Deg/Cert	AcademicYear		PT(Adjunct) FTEF	2 ..	Fall 2..	Fall2..	Fall 2..	Fall2..	Fall 2..	Fall 2..	Fall 2..
DeafStudies: ASL	DSA	Degree	2017-2018			.3	2.9	2.7	2.6	0.5	0.5	0.5	0.5
			2018-2019		FT(Regular) FTEF	2.4	1.9	2.1	2.7	0.5	0.5	0.5	0.5
			2019-2020	16/ AA	FT(Overload) FTEF	0.3	0.7	0.8			0.3		0.2
			2020-2021		TOTALFTEF	5.0	5.5	5.7	5.3	1.0	1.3	1.0	1.2
Deaf Studies: ASL	DSAI	Cert1f1ca..	2017-2018	16/ CT									
			2018-2019	15/ CT	PT/FT FTEF Ratio	1.0	1.5	1.3	1.0	1.2	1.2	1.2	1.0
			2019-2020		H ES	68.1	79.5	75.9	59.9	11.7	13.6	13.9	14.6
			2020-2021		FTES/FTEFRatio	13.7	14.4	13.4	11.3	11.5	10.5	13.6	12.2
Deaf Studies: Interp Trng	DSI	Degree	2017-2018, 2018-2019	/ AA									

			2019-2020	14/ AA									
Deaf Studies: Intern Trng Cert	DSII	Cert1f1ca..	2020-2021	14/ CT	WSCH/FTEFRatio	410.9	432.2	402.7	338.9	343.8	316.4	408.8	364.8
			2017-2018	9/ CT									
			2018-2019	11/ CT									

Number of Awards

Click [here](#)

to see AVC's Program



Sign Language Interpreting TOP: 0850.10

June 2021

Prepared by the South Central Coast Center of Excellence
for Labor Market Research

Program Recommendation

This report was compiled by the South Central Coast¹ Center of Excellence to provide regional labor market data for the program recommendation – Sign Language Interpreting. This report can help determine whether there is demand in the local labor market that is not being met by the supply from programs of study (CCC and non-CCC) that align with this occupation group.

Key Findings

- In the South Central Coast region, **the number of jobs related to Sign Language Interpreting are expected to remain steady** for Interpreters and Translators.
- Sign Language Interpreting is anticipated to experience a **low risk of automation** for Interpreters and Translators.
- In 2019 there were 167 regional completions in programs related to the occupations identified as aligned with Sign Language Interpreting and 126 openings.
- Typical entry-level education is a **Bachelor's degree*** for the related occupation.
*A Bachelor's degree is only required to take the National certification test (known as the National Interpreter Certification). National certification is only required (in California) for K-12 and court interpreting. The vast majority of interpreting assignments/ gigs do not require national certification nor a BA degree.
- Completers of Sign Language Interpreting programs from the 2017-2018 academic year in the South Central Coast region had a **median annual wage upon completion of \$19,020**.
- 78% of students are **employed within a year** after completing a program.

- 69% of students were **part time**, 8% **skill builders**, 43% **first-generation**, and 83% **economically disadvantaged**.

¹ The South Central Coast Region consists of San Luis Obispo County, Santa Barbara County, Ventura County, and the following cities from North Los Angeles County: Canyon Country, Castaic, Lake Hughes, Lancaster, Littlerock, Llano, Newhall, Palmdale, Pearblossom, Santa Clarita, Stevenson Ranch, and Valencia.

Occupation Codes and Descriptions

There is one occupation in the standard occupational classification (SOC) system that was identified as related to Sign Language Interpreting for this analysis. The occupation title and description, as well as reported job titles are included in Exhibit 1.

Exhibit 1 – Occupation, description, and sample job titles

SOC Code	Title	Description	Sample of Reported Job Titles
27-3091	Interpreters and Translators	Interpret oral or sign language, or translate written text from one language into another.	Court Interpreter, Deaf Interpreter, Educational Interpreter, Interpreter, Medical Interpreter, Paraprofessional Interpreter, Sign Language Interpreter, Spanish Interpreter, Technical Translator, Translator

Source: O*NET Online

Current and Future Employment

In the South Central Coast region, the number of jobs related to Sign Language Interpreting are expected to remain steady for Interpreters and Translators

Exhibit 2 – Five-year projections for Sign Language Interpreting in the South Central Coast Region

SOC	Occupation	2019 Jobs	2024 Jobs	2019-2024 Change	2019-2024 % Change
27-3091	Interpreters and Translators	637	655	18	3%

Source: Economic Modeling Specialists International (EMSI)

Earnings

In the South Central Coast region, the average wage for the listed occupations is \$26.61 per hour.

Exhibit 3 contains hourly wages and annual average earnings for these occupations. Entry-level hourly earnings are represented by the 25th percentile of wages, median hourly earnings are represented by the 50th percentile of wages, and experienced hourly earnings are represented by the 75th percentile of wages, demonstrating various levels of employment.

Exhibit 3 – Earnings for Sign Language Interpreting in the South Central Coast Region

SOC	Occupation	Entry-Level Hourly Earnings	Median Hourly Earnings	Experienced Hourly Earnings
27-3091	Interpreters and Translators	\$20.08	\$26.61	\$38.75

Source: Economic Modeling Specialists International (EMSI)

Employer Job Postings

In this research brief, real-time labor market information is used to provide a more nuanced view of the current job market, as it captures job advertisements for occupations relevant to the field of study. Employer job postings are consulted to understand who is looking for interpreters and what they are looking for in potential candidates. To identify job postings related to Sign Language Interpreting the following standard occupational classification was used:

27-3091 Interpreters and Translators

Top Occupations

In 2019, there were 181 employer postings for the occupations related to Sign Language Interpreting.

Exhibit 4 – Top occupations in job postings and risk of automation tables

SOC Code	Occupation	Job Postings, Full Year 2019
27-3091	Interpreters and Translators	181

Source: Labor Insight/Jobs (Burning Glass)

SOC Code	Occupation	Risk of Automation
27-3091	Interpreters and Translators	Low

Source: Labor Insight/Jobs (Burning Glass)

Top Titles

The top job titles for employers posting ads for jobs related to Sign Language Interpreting are listed in Exhibit 5. Educational Sign Language Interpreter is mentioned as the job title in 6% of all relevant job postings (10 postings).

Exhibit 5 –Job Titles

Title	Job Postings, Full Year 2019
Educational Sign Language Interpreter	10
Sign Language Interpreter	10
American Sign Language Interpreter	6
Trilingual District Translator	4
Behavioral Wellness Practitioner I, English/English-Spanish	3

Source: Labor Insight/Jobs (Burning Glass)

Top Employers

Exhibit 6 lists the major employers hiring professionals in the Sign Language Interpreting field. The top employer posting job ads was Santa Maria Bonita School District. The top worksite cities in the region for these occupations were Santa Barbara, Santa Maria, Oxnard, Camarillo, and Ventura.

Exhibit 6 – Top Employers (n=94)

Employer	Job Postings, Full Year 2019
Santa Maria Bonita School District	11
Simi Valley Unified School District	7
Cottage Health System	5
Homeland Language Services	5
Santa Maria Joint Union High School District	5

Source: Labor Insight/Jobs (Burning Glass)

Skills

Teaching is the most sought after skill for employers hiring for jobs related to Sign Language Interpreting.

Exhibit 7 –Job Skills (n=75)

Skills	Job Postings, Full Year 2019
Teaching	13
Scheduling	12
Customer Service	7
Broadcast Industry Knowledge	6
Clerical Duties	6
Patient Privacy	6
Proofreading	6

Source: Labor Insight/Jobs (Burning Glass)

Industry Concentration

Exhibit 8 shows the industries with the most Sign Language Interpreting postings in the South Central Coast. Note: 12% of records have been excluded because they do not include an industry. As a result, the chart below may not be representative of the full sample.

Exhibit 8 – Industries employing the most in the Sign Language Interpreting field, 2019

Industry	Occupation Group Jobs in Industry	% of Occupation Group in Industry
Educational Services	54	33.3%
Professional, Scientific, and Technical Services	38	23.5%
Administrative and Support and Waste Management and Remediation Services	35	21.6%
Health Care and Social Assistance	19	11.7%

Source: Labor Insight/Jobs (Burning Glass)

Education and Training

Exhibit 9 shows the typical entry-level education requirement for the occupations of interest, along with the typical on-the-job training needed to attain competency in the occupation.

Exhibit 9 – Education and Training Requirements

SOC	Occupation	Typical entry-level education	Typical on-the-job training
27-3091	Interpreters and Translators	Bachelor's degree*	None

Source: Bureau of Labor Statistics Employment Projections (Educational Attainment)

*A Bachelor's degree is only required to take the National certification test (known as the National Interpreter Certification). National certification is only required (in California) for K-12 and court interpreting. The vast majority of interpreting assignments/ gigs do not require national certification nor a BA degree.

Regional Completions and Openings

There were 167 regional completions (2019) and 126 regional openings (2019) in the South Central Coast region in programs related to the occupations identified as related to Sign Language Interpreting.

Exhibit 10 – Completions and Openings

6 Regional Institutions had Related Programs (2019)	167 Regional Completions (2019)	126 Annual Openings (2019)
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Source: Economic Modeling Specialists International (EMSI)

Related Programs

CIP Code	Program	Completions (2019)
16.0102	Linguistics	61

16.1603	Sign Language Interpretation and Translation	38
13.1001	Special Education and Teaching, General	37
16.1601	American Sign Language (ASL)	31
16.0103	Language Interpretation and Translation	0

Source: Economic Modeling Specialists International (EMSI)

Student Outcomes

The CTE LaunchBoard provides student outcome data on the effectiveness of CTE programs. The following student outcome information was collected from exiters of Sign Language Interpreting Programs (TOP: 2104.40) in the South Central Coast region for the 2017-18 academic year.

- Completers of Sign Language Interpreting programs from the 2017-2018 academic year in the South Central Coast region had a **median annual wage upon completion of \$19,020**.
- 78% of students are **employed within a year** after completing a program.
- 69% of students were **part time**, 8% **skill builders**, 43% **first-generation**, and 83% **economically disadvantaged**.

Source: CTE LaunchBoard

Sources

O*Net Online, Labor Insight/Jobs (Burning Glass), Economic Modeling Specialists International (EMSI), MIT Living Wage Calculator, Bureau of Labor Statistics (BLS) Education Attainment, California Community Colleges Chancellor's Office Management Information Systems (MIS) Data Mart, CTE LaunchBoard, Statewide CTE Outcomes Survey, Employment Development Department Unemployment Insurance Dataset

Notes

Data included in this analysis represent the labor market demand for relevant positions most closely related to Sign Language Interpreting. Traditional labor market information was used to show current and projected employment based on data trends, as well as annual average awards granted by regional community colleges. Real-time labor market information captures job post advertisements for occupations relevant to the field of study and can signal demand and show what employers are looking for in potential employees, but is not a perfect measure of the quantity of open positions. All representations have been produced from primary research and/or secondary review of publicly and/or privately available data and/or research reports. The most recent data available at the time of the analysis was examined; however, data sets are updated regularly and may not be consistent with previous reports. Efforts have been made to qualify and validate the accuracy of the data and findings; however, neither the Centers of Excellence for Labor Market Research (COE), COE host district, nor California Community Colleges Chancellor's Office are responsible for the applications or decisions made by individuals and/or organizations based on this study or its recommendations.

Deaf Studies / Interpreter Training Advisory Committee

February 5th, 2021

Committee Members:

Present Members

Cole McCandless- Full-time Faculty, Alumni

Maurice Boyd – Full-Time Faculty, Alumni, Community Stake Holder

Jeff Pollock- Faculty CSUN Interpreter Education Program

Brittany Applen – Faculty COC Interpreter Training Program

Gene Balatayo – Community Interpreter and adjunct faculty

Items	Person	Action
1. Review and approval of minutes	<i>Cole McCandless</i>	<p><u>Issues Discussed:</u> Review of minutes</p> <p><u>Action Taken:</u> Motion to approve by Brittany Applen Seconded by Jeff Pollock Minutes accepted 5-0</p> <p><u>Follow Up Items:</u> N/A</p>
2. Discussion of Program History.	<i>Cole McCandless</i>	<p><u>Issues Discussed:</u> <i>Students can obtain: AA degree in DFST-ASL; AA degree in DFST-INT; Certificate in DFST- ASL; Certificate in DFST-INT</i></p> <p><u>Action Taken:</u> Information only</p> <p><u>Follow Up Items:</u> N/A</p>
3. Discussion of changes to course offerings and plans for new courses.	Cole McCandless	<p><u>Issues Discussed:</u> Desired competencies of entry level ASL users. Desired competencies of entry level interpreters.</p> <p><u>Action Taken:</u> None</p> <p><u>Follow Up Items:</u> N/A</p>

<p>4. Discussion of potential articulation agreement with CSUN's Deaf Studies, Interpreter Education Program</p>	<p><i>Cole McCandless</i></p>	<p><u>Issues Discussed:</u> Feasibility of creating an articulation agreement for AVC students to transfer to CSUN's Deaf Studies program.</p> <p><u>Action Taken:</u> None, exploratory discussion only.</p> <p><u>Follow Up Items:</u> Jeff Pollock will discuss with Department Chair.</p>
<p>5. Covid-19 impact on program</p>	<p><i>Cole McCandless</i></p>	<p><u>Issues Discussed:</u> Online instruction has presented numerous challenges. Many of our students did not have access a computer and or stable high-speed internet. Though AVC was able to loan students laptop computers and Wi-Fi hotspots, students often had a hard time maintaining the type of stable and smooth connection needed for streaming video lectures.</p> <p><u>Action Taken:</u> None</p> <p><u>Follow Up Items:</u> Continue to advocate for an improvement to our campus infrastructure and ensure that more current technology with adequate hardware and software is available should the need to go back to remote instruction occur again in the future.</p>
<p>6. Program Update</p>	<p><i>Cole McCandless</i></p>	<p><u>Issues Discussed:</u> 8-week ASL courses allow students to complete 2 semesters of Language in one semester- Great results so far. AVC plans to be F2F in Fall 2021</p> <p><u>Action Taken:</u> NONE- Discussion only</p> <p><u>Follow Up Items:</u> Track number of transfer students to CSUN who are a product of the 8-week courses.</p>
<p>7. Future plans</p>	<p><i>Cole McCandless</i></p>	<p><u>Issues Discussed:</u> On campus Internship for final semester cohort. On campus mentorship program.</p>



		<p>Possible revamp of interpreting program course offerings.</p> <ul style="list-style-type: none">-Possible addition of a course on Audism, Power, & Privilege.-Possible deletion of Transliteration course and instead combining the content with our Simultaneous interpreting course. <p>Discussion of course text and source materials.</p> <p>Discussion of creation of in-house source material as well of topics of source material.</p>
NEXT MEETING DATE:	Feb 4th, 2021	



2020-2021 Program Review Report

Division/Area Name: Digital Media	For Planning Years: 2022-2023
Name of person leading this review: Lisa Karlstein	
Names of all participants in this review: Lisa Karlstein	

Part 1. Program Overview:

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

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

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

1.2. State briefly program highlights and accomplishments

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

1.3. Check each <u>Institutional Learning Outcome (ILO)</u> supported by the program. Type an "X" if checkbox is unavailable.	
X Communication	<p>X Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis.</p> <p>X Demonstrates listening and speaking skills that result in focused and coherent communications</p>
X Creative, Critical, and Analytical Thinking	<p>X Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills.</p> <p>X Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.</p>
X Community/Global Consciousness	<p>X Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment.</p> <p>X Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.</p>
X Career and Specialized Knowledge	<p>X Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.</p>
1.4. Check each <u>Educational Master Plan (EMP)/Strategic Plan Goal</u> supported by the program. Type an "X" if checkbox is unavailable.	
X Goal 1: Commitment to strengthening institutional effectiveness measures and practices.	
X Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.	
X Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.	
X Goal 4: Advance more students to college-level coursework-Develop and implement effective placement tools.	
X Goal 5: Align instructional programs to the skills identified by the labor market.	

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

Advisory Committee has not met during the pandemic.

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

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

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

Part 2.C. Review and comment on progress towards SLO/PLO/OO Outcomes Analysis (fka Action Plans):

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

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

Part 3. Based on Part 2 above, please list program/area goals for 2021-2022:

Program/Area Goal #	Goal supports which ILO/PLO/SLO/OO?	Description of Goal	Steps to be taken to achieve goal?
#1 Prepare students for the workforce.	ILO 3,4	Better prepare students for the workforce through exposure to guided practice and language foundation.	To meet this goal, we need to obtain another full time faculty to expand our Animation Degree to bring on a "gaming" component which would allow students to tap into an industry that we have not been able to provide students with relevant knowledge to prepare them to enter the field. Animation a growing field, our students would have the opportunity to work in many fields as animation is used in many industries.
#2 Increase graduation and transfer. I	ILO 3,4 PLO 2, 3	Increase the number of students who graduate/ transfer with a DFST/ INT certificate or Degree.	To meet this goal, we need to hire a second full time faculty member that is dedicated to grow the Animation

			Department. Doing so would allow for sections which are not currently able to be offered to be offered thus allowing for students to complete the program entirely within a two-year period.
#3 Increase access to success.	ILO 1,2,5	Increase student access to success and effectiveness of instruction.	Our classes require that our equipment and programs are state of the art. Our program needs updated equipment for the classrooms. Additionally students need to have access to laptops and programs for checkout as many of the Digital Media classes are approved to be taught as distance education courses. Access to this equipment off campus would increase student success. The cost of the appropriate equipment and programs is more than many of our students (who come from low socioeconomic backgrounds) can bear. In addition, we share the classrooms with Commercial Music, Film & Television and Photography programs. Scheduling the courses for students to complete the program becomes problematic when our facilities are tremendously impacted.

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

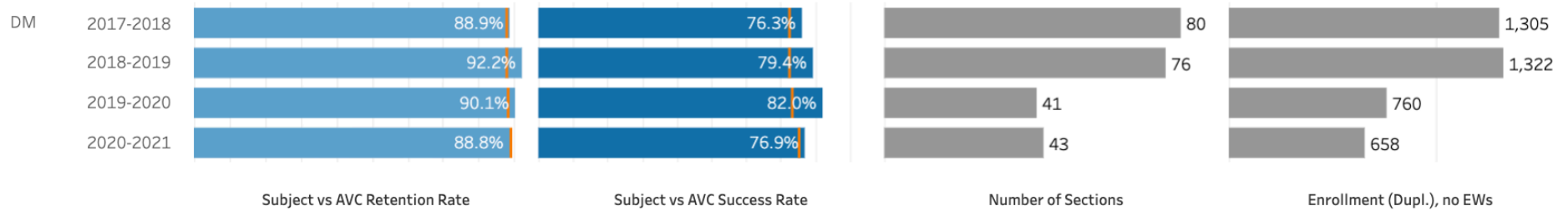
<i>Type of Resource Request</i>	<i>Summary of Request</i>	<i>New or Repeat Request</i>	<i>Amount of Request, \$</i>	<i>One-Time or Recurring Cost, \$</i>	<i>Contact's Name</i>
Faculty	We need a second full time faculty member.	Repeat	Full time Faculty	Recurring	Lisa Karlstein and Kathrine Mitchell

Classified Staff	We need a second Full Time Lab Tech	Repeat	Full time Lab Tech	Recurring	Lisa Karlstein and Kathrine Mitchell
Technology	State of the art Apple Computers, laptops for checkout, printer, updated software and Wacom tablets	Repeat	\$200,000.	Recurring	Lisa Karlstein and Kathrine Mitchell
Physical/Facilities	1 Additional Classroom	Repeat	Unknown	Recurring	Lisa Karlstein
Supplies	Paper and Ink	Repeat	5,000	Recurring	Lisa Karlstein
Professional Development	Conferences and Trainings	Repeat	15,000.	Recurring	Lisa Karlstein
Other					

****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:** <https://www.surveymonkey.com/r/20-21ProgramReview>

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

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



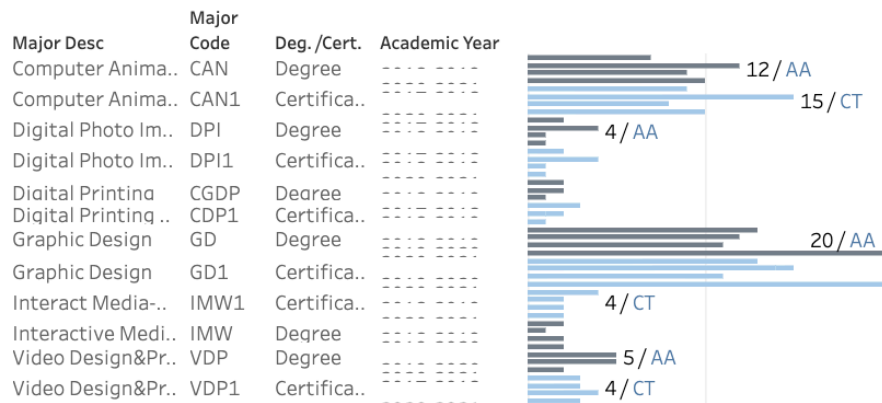
Enrollment and Number of Sections by *Modality* in DM

	Instr. Method	2017-2018	2018-2019	2019-2020	2020-2021
Number of Sections	Online				1
	Other Indep Study	8	10	3	4
	Traditional	72	66	38	38
Enrollment	Online				23
	Other Indep Study	22	10	5	10
	Traditional	1,283	1,312	762	625

Enrollment and Number of Sections by *Location* in DM

	Location	2017-2018	2018-2019	2019-2020	2020-2021
Number of Sections	Lancaster	78	69	41	43
	Lancaster [Off	2	4		
	Palmdale		3		
Enrollment	Lancaster	1,261	1,197	767	658
	Lancaster [Off	44	74		
	Palmdale		51		

Number of Degrees/Certificates Awarded in [Computer Animation \(CAN\)](#), [Computer Animation Cert \(CAN1\)](#), [Computer Graphics \(CG\)](#) and 11 more



Number of Awards

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

	Fall 2017	Fall 2018	Fall 2019	Fall 2020
PT (Adjunct) FTEF	2.8	3.1	3.3	4.3
FT (Regular) FTEF	2.1	2.1	1.7	2.3
TOTAL FTEF	4.9	5.2	5.0	6.6
PT/FT FTEF Ratio	1.3	1.5	2.0	1.9
FTES	45.8	56.9	74.5	67.4
FTES/FTEF Ratio	9.3	10.9	15.1	10.2
WSCH/FTEF Ratio	280.1	326.6	451.8	306.4

Click [here](#) to see AVC's Program awards dashboard



2020-2021 Program Review Report

Division/Area Name: Arts & Humanities/Film & Television	For Planning Years: 2022-2023
Name of person leading this review: Kevin North	
Names of all participants in this review: Kevin North	

Part 1. Program Overview:

1.1. Briefly describe how the program contributes to the district <u>mission</u>	
<p>The Film & Television Program contributes to the Antelope Valley College Mission by providing a comprehensive education in Film Production to a diverse population of learners. The Film & Television program provides students with the knowledge and skills associated with every phase of motion picture production from writing and producing to directing, sound design, cinematography & editing. This provides value and opportunity by allowing students the ability to explore “hands-on” filmmaking. This process allows them to develop skills in all areas of the craft experimenting with both creative and technical jobs through all aspects of production.</p>	
1.2. State briefly program highlights and accomplishments	
<p>Despite the difficulties created by COVID-19, the Film & Television program has maintained a success rate of (83%) and saw 15 graduates over the past year. The FTV program has also been strengthened by the hiring of its first Full-Time faculty member. FTV has begun expanding its course offerings and adding new Film Production courses such as FTV 242- Writing and Pre-Production of the Short Film, FTV 244- Production & Post-Production of the Short Film & FTV 215- Directing for Film & Television.</p>	
1.3. Check each <u>Institutional Learning Outcome (ILO)</u> supported by the program. Type an “X” if checkbox is unavailable.	
X Communication	<p>X Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis.</p> <p>X Demonstrates listening and speaking skills that result in focused and coherent communications</p>
X Creative, Critical, and Analytical Thinking	<p>X Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills.</p> <p>X Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.</p>

X Community/Global Consciousness	Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment. X Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
X Career and Specialized Knowledge	X Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.
1.4. Check each Educational Master Plan (EMP)/Strategic Plan Goal supported by the program. Type an "X" if checkbox is unavailable.	
<input type="checkbox"/>	Goal 1: Commitment to strengthening institutional effectiveness measures and practices.
X	Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.
X	Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
X	Goal 4: Advance more students to college-level coursework-Develop and implement effective placement tools.
X	Goal 5: Align instructional programs to the skills identified by the labor market.

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

The FTV Film Production Program has an advisory committee that meets annually. At the last meeting in April 2021 the Advisory Committee recommended that we continue to upgrade equipment as well as computers for post-Production and editing. The committee also advised that the FTV program should continue to try and expand and offer other Film Production classes found in the College Catalog. Classes such as FTV 215 Directing for Film & TV & FTV 230 Digital Cinematography. The belief at the meeting was that this would give the students a more well-rounded experience and education. Some of the main agenda items for the next meeting this upcoming Spring will be:

- The creation of a Certificate in Film production
- Apply for Perkins funding for new equipment to support and sustain the added production classes as well as the possible addition of a Certificate Program.

Exhibit 6. Los Angeles and Orange Counties

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

Producers and Directors (27-2012)	1,481	1,448	(32)	(2%)	123	\$26.55	\$41.56	\$65.67
Camera Operators, Television, Video, and Film (27-4031)	284	305	21	8%	30	\$14.84	\$25.04	\$43.75
Film and Video Editors (27-4032)	449	503	54	12%	52	\$19.63	\$32.76	\$59.10
Lighting Technicians and Media and Communication Equipment Workers, All Other (27-4098)	695	639	(56)	(8%)	65	\$21.27	\$36.83	\$43.35
Total	2,908	2,895	(13)	(0%)	269			

Exhibit 5. Los Angeles County

Occupation (SOC)	2019 Jobs	2024 Jobs	5-Yr Change	5-Yr % Change	Annual Openings	Entry-Level Hourly Earnings (25th Percentile)	Median Hourly Earnings	Experienced Hourly Earnings (75th Percentile)
Producers and Directors (27-2012)	29,555	28,776	(779)	(3%)	2,431	\$31.33	\$47.99	\$74.68
Camera Operators, Television, Video, and Film (27-4031)	5,005	5,248	242	5%	495	\$17.48	\$28.72	\$48.37
Film and Video Editors (27-4032)	12,002	12,473	471	4%	1,179	\$24.74	\$39.04	\$69.22
Lighting Technicians and Media and Communication Equipment Workers, All Other (27-4098)	8,057	7,670	(387)	(5%)	783	\$23.75	\$41.29	\$48.63
Total	54,619	54,166	(453)	(1%)	4,888			

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

Strengths	The program is in its fourth year and currently seeing good enrollment numbers, success rates and retention. We have over 97 majors in the program.
Weaknesses	The program doesn't have enough useable storage space for equipment or useable studio/classroom space.
Opportunities	With the proper resources the Film & Television program can grow. We need to look into funding to build more studio/lab classroom space to handle our Film Production classes and equipment. Eventually, we will also need to update classroom space and equipment for our theory, history & screening classes as well.
Threats	Without proper space, infrastructure and facilities the FTV Program will not be able to handle growth and expansion. Also, without the proper studio/ lab space the program will not be able to continue providing competitive, consistent learning opportunities to our students.

Part 2.C. Review and comment on progress towards SLO/PLO/OO Outcomes Analysis (fka Action Plans):

- 1.) Improvements could be made with improved instructional facilities including studio space as well as an actual screening/ theater style classroom equipped with industry standard lighting, projection, and sound equipment.
- 2.) More camera and audio equipment must be purchased to keep expanding Film Production course offerings.
- 3.) Instructing Film & Television courses during the pandemic showed a need to have access to standard streaming platforms (e.g. Netflix, Hulu, HBO MAX & Disney Plus).
- 3.) Students would be more successful if scriptwriting software was purchased and students in Screenwriting and Film Production classes were given access to it.

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

- 1.) The FTV program now has a Full-Time faculty member to coordinate, facilitate and lead the program. New classes have been consistently added to the schedule over the past three semesters. This will help to assess the needs of adding Adjunct Instructors to continue growing our course offerings.
- 2.) Identify the instructional equipment needs to provide effective instruction that will lead to student success. This goal remains partially complete. With the addition of several new Film Production classes, there is an ongoing need to keep equipment updated to industry standards for students to solidify the skills needed to transfer to the university and/or to get a job in the industry. Within the last year we have identified a need to purchase new camera and audio equipment so that there is enough equipment for students to use in the classes. It is also a requirement for the program to keep state of the art industry standard equipment.
- 3.) Continue the process of identifying physical space/room(s) that are needed to provide effective instruction that will lead to student success. This goal is incomplete as the FTV Film Production Program is currently sharing space and infrastructure with the Digital Media and Commercial Photography programs. As the Film & Television Program continues to grow it will require new screening, studio/lab space as well as storage space for equipment.

Part 3. Based on Part 2 above, please list program/area goals for 2021-2022:

Program/Area Goal #	Goal supports which ILO/PLO/SLO/OO?	Description of Goal	Steps to be taken to achieve goal?
#1	This goal Supports PLO #1 & 2 for the AS-T in Film Production as well as ILO #1,2,3 & 4.	To prepare students for the career field identify new instructional equipment, software & subscription needs to provide effective instruction that will lead to student success.	<p>Upgrade and update classroom computers for film, video, and audio editing to industry standard systems.</p> <p>Identify new equipment to keep up with changing industry skill set standards.</p> <p>Research the possibility of purchasing an ongoing subscription to a music & sound effects library.</p> <p>Research the possibility of purchasing an ongoing subscription to streaming platforms such as Netflix, Hulu, HBO MAX, & Disney Plus.</p>
#2	This goal supports PLO #1,2 &3 for the AS-T in Film Production as well as ILO #1,2,3 &4.	To improve student success, identify the physical space/rooms that are needed in order to provide effective instruction.	<p>Continue to evaluate the needs of rooms and space as the program grows.</p> <p>Consider looking for new ways to utilize existing space within Yoshida Hall to house classes and equipment for the FTV program. This includes creating a screening room for film studies classes and creating an actual studio and green screen studio for Film Production classes.</p>

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

Type of Resource Request	Summary of Request	New or Repeat Request	Amount of Request, \$	One-Time or Recurring Cost, \$	Contact's Name
Faculty	This is an ongoing request for keeping a pool of specialized adjunct faculty that will help student retention and completion of the AS-T that is currently being offered.	Repeat	Based on faculty salary schedule.	Recurring	Kevin North
Classified Staff	Staff/ Lab Tech support is needed, especially with the implementation of the FTV Production Degree.	Repeat	Based on Classified Salary Schedule.	Recurring	Kevin North
Technology	Ongoing request for state of the art, industry standard equipment and computers required for students to acquire and solidify the skills needed to transfer to the university and/or get a job in the industry. This also includes access to standard streaming services such as Netflix, Hulu, HBO MAX, Disney Plus etc.	Repeat	100,000	One-Time	Kevin North
Physical/Facilities	Ongoing request to provide the proper instructional space needed for students to utilize equipment and gain the skills for success including transfer and/ or entering the career field.	Repeat	500,000	One- Time	Kevin North
Supplies	Miscellaneous	Repeat	5,000	Recurring	Kevin North
Professional Development	Faculty and Support staff to attend Conferences and Workshops. Advisory Committee & Outreach	Repeat	FPD/10,000	Recurring	Kevin North
Other					

****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee: <https://www.surveymonkey.com/r/20-21ProgramReview>**

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


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

Select Subject
FTV

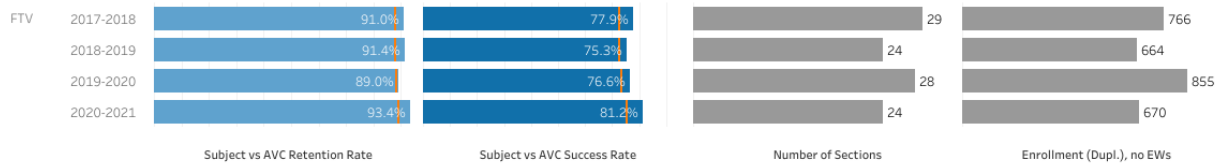
Select Subject again
FTV

Select Program Major(s)
AS-T Film, TV, Electronic (FTVT)

Academic Year
Multiple values



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



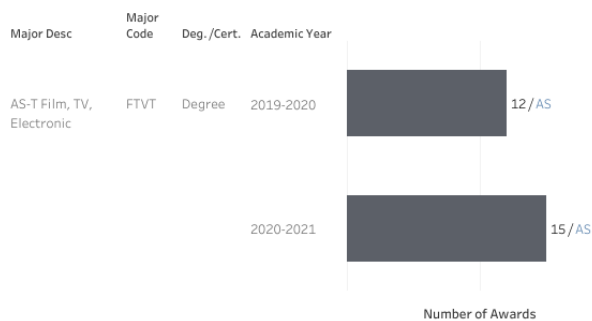
Enrollment and Number of Sections by **Modality** in FTV

Instr. Method	2017-2018	2018-2019	2019-2020	2020-2021
Number of Sections				
Online	2	1	1	
Traditional	27	23	27	24
Enrollment				
Online	65	34	28	
Traditional	701	630	844	670

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

Location	2017-2018	2018-2019	2019-2020	2020-2021
Number of Sections				
Lancaster	27	23	27	24
Palmdale	2	1	1	
Enrollment				
Lancaster	701	630	844	670
Palmdale	65	34	28	

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



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

	Fall 2017	Fall 2018	Fall 2019	Fall 2020
PT (Adjunct) FTEF	2.7	2.6	2.7	1.5
FT (Regular) FTEF			0.1	1.1
TOTAL FTEF	2.7	2.6	2.9	2.6
PT/FT FTEF Ratio			19.2	1.4
FTES	36.1	35.4	45.5	38.1
FTES/FTEF Ratio	13.2	13.6	15.8	14.6
WSCH/FTEF Ratio	396.4	407.9	475.1	439.0

Click [here](#) to see AVC's Program awards dashboard



MAJORS AMONG ENROLLED STUDENTS BY TERM

Hover over the numbers of majors to see trends

To see details for a report, click on the [Major](#) in the table below ↴

* Census Day Snapshot

Term
Multiple values

Major
AS-T Film, TV, Electronic

	Fall 2018*	Fall 2019*	Fall 2020*	Fall 2021
FTVT AS-T Film, TV, Electronic	32	118	104	97
Grand Total	32	118	104	97



2020-2021 Program Review Report

Division/Area Name: Arts and Humanities / French	For Planning Years: 2022-2023
Name of person leading this review: Cole McCandless	
Names of all participants in this review: Cole McCandless	

Part 1. Program Overview:

1.1. Briefly describe how the program contributes to the district <u>mission</u>	
<p>The French program is committed to the teaching of introductory and intermediate French language and culture courses to a diverse student population. After English, Mandarin, Hindi, and Spanish, French is the 5th most widely spoken language with a total of 280 million speakers. It is the official language in 29 countries across 5 different continents and it is the second most studied language in the world, after English. It is the goal of our French program to teach our students to understand and to be understood in their world-wide neighborhood. The acquisition of linguistic and cultural understanding and insight, as well as the awareness of diversity that comes with foreign language studies, is a requisite for the life of any global citizen.</p>	
1.2. State briefly program highlights and accomplishments	
<p>None. This has been a tough year for French. We lost our last remaining Full-time faculty as well as the rest of our adjuncts. We currently have no faculty and are offering no courses.</p>	
1.3. Check each <u>Institutional Learning Outcome (ILO)</u> supported by the program. Type an "X" if checkbox is unavailable.	
<input checked="" type="checkbox"/> Communication	<ul style="list-style-type: none"> x Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. x Demonstrates listening and speaking skills that result in focused and coherent communications
<input checked="" type="checkbox"/> Creative, Critical, and Analytical Thinking	<ul style="list-style-type: none"> x Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. x Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
<input checked="" type="checkbox"/> Community/Global Consciousness	<ul style="list-style-type: none"> x Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment. x Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
<input type="checkbox"/> Career and Specialized	<ul style="list-style-type: none"> x Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal

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

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

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

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

Strengths	
Weaknesses	In 2014, we had 10 sections (263 students). In 2015-16, when Marthe, our full-time French instructor, was on sabbatical, the number of sections and enrollment dropped to 8 sections (194 students). When she returned, the number of sections went back up to 10 (213 students), but then dropped again sharply in 2017-18 to 8 sections (162 students), after she retired. We lost an additional section in the spring 2019, because one of our adjunct French instructors could not keep his commitment to teach 2 classes, due to unforeseen circumstances. He could only teach 1 class. Instead of finding a replacement for him, the class was cancelled, even though the adjunct instructor gave us plenty of notice. Then we lost Liette and then our last adjunct faculty. This further hurt our program. We currently have 0 faculty, 0 classes offered and 0 students.
Opportunities	We need to replace the lost full-time position due to retirement in order to be able to offer more sections.
Threats	Lack of faculty.

Part 2.C. Review and comment on progress towards SLO/PLO/OO Outcomes Analysis (fka Action Plans):

Unable to offer courses due to lack of instructors.

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

None

Part 3. Based on Part 2 above, please list program/area goals for 2021-2022:

<i>Program/Area Goal #</i>	<i>Goal supports which ILO/PLO/SLO/OO?</i>	<i>Description of Goal</i>	<i>Steps to be taken to achieve goal?</i>
#1#1 Increase course offerings in Introductory French.	ILO # 3: Community/Global Consciousness ILO # 4: Career and Specialized Knowledge	Increase the number of sections of French 101 and bring it back to previous levels of 4 French 101 courses per semester.	Hire minimum of 2-3 full-time faculty.
#2			
#3			

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

<i>Type of Resource Request</i>	<i>Summary of Request</i>	<i>New or Repeat Request</i>	<i>Amount of Request, \$</i>	<i>One-Time or Recurring Cost, \$</i>	<i>Contact's Name</i>
Faculty	2 FT faculty (replacement of lost position due to retirement, and replacement of position due to death.	Repeat	Cost of full-time faculty hire (approx. \$65,000 x2)	Recurring	Kathryn Mitchel
Classified Staff					
Technology					
Physical/Facilities					
Supplies					
Professional Development					
Other					

****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee: <https://www.surveymonkey.com/r/20-21ProgramReview>**

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

Select Subject
FREN

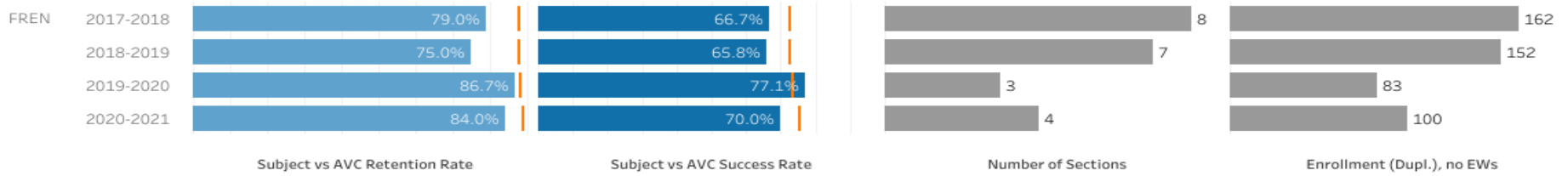
Select Subject again
FREN

Select Program Major(s)
None

Academic Year
Multiple values



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



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

	Instr. Method	2017-2018	2018-2019	2019-2020	2020-2021
Number of Sections	Traditional	8	7	3	4
	Enrollment	162	152	84	100

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

	Location	2017-2018	2018-2019	2019-2020	2020-2021
Number of Sections	Lancaster	8	7	3	4
	Enrollment	162	152	84	100

Number of Degrees/Certificates Awarded in **None**

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

	Fall 2017	Fall 2018	Fall 2019	Fall 2020
PT (Adjunct) FTEF	1.3	1.3	0.3	0.7
FT (Regular) FTEF				
TOTAL FTEF	1.3	1.3	0.3	0.7
PT/FT FTEF Ratio				
FTES	12.0	14.6	5.1	8.9
FTES/FTEF Ratio	9.0	11.0	15.2	12.8
WSCH/FTEF Ratio	269.1	329.4	454.5	382.7

Click [here](#)
to see AVC's Program
awards dashboard



2020-2021 Program Review Report

Division/Area Name: Arts & Humanities/German	For Planning Years: 2022-2023
Name of person leading this review: Cole McCandless	
Names of all participants in this review: Cole McCandless	

Part 1. Program Overview:

1.1. Briefly describe how the program contributes to the district <u>mission</u>	
<p>It is the mission of the German program to provide a quality, comprehensive education to a diverse student population and to serve the community by placing student success and student-centered learning as our priority. Our German program is dedicated to fulfill the district's mission by providing opportunities to our students and the community to learn German for academic, professional, and personal purposes at the beginners' and intermediate level. We offer high quality education of the German language, culture, and literature. We foster and promote intercultural understanding and increase our students' ability to see connections in the world. The study of German increases our students' knowledge of other disciplines, such as geography, history, and natural sciences by learning about new places, cultures, technology, etc. Furthermore, proficiency in German enhances our students' marketability on an ever-changing labor market here and abroad.</p>	
1.2. State briefly program highlights and accomplishments	
<p>Covid had an adverse impact on enrollment. Then Liette, our last Full-time faculty in German passed away. Without her we have struggled to maintain the program. We currently are down to two adjunct faculty, and one of them will no longer be available after this Fall. French is worse off than German. We at least have 3 classes offered.</p>	
1.3. Check each <u>Institutional Learning Outcome (ILO)</u> supported by the program. Type an "X" if checkbox is unavailable.	
X Communication	<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
X Creative, Critical, and Analytical Thinking	<input checked="" type="checkbox"/> Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. <input type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
X Community/Global	<input checked="" type="checkbox"/> Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-

Consciousness	being of society and the environment. X Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
X Career and Specialized Knowledge	X Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.
1.4. Check each <u>Educational Master Plan (EMP)/Strategic Plan Goal</u> supported by the program. Type an "X" if checkbox is unavailable.	
X Goal 1: Commitment to strengthening institutional effectiveness measures and practices.	
X Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.	
X Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.	
<input type="checkbox"/> Goal 4: Advance more students to college-level coursework-Develop and implement effective placement tools.	
X Goal 5: Align instructional programs to the skills identified by the labor market.	

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

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

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

Strengths	
Weaknesses	With the retirement of full-time instructor Heidi Preschler, in spring 2016, our program has seen a constant decline in number of sections (from 10 to 8) and in student enrollment (from 203 to 147). Then with the loss of more adjunct faculty and then Liette, our last full-time faculty member, the program has shrunk down to 4 sections and 44 students.
Opportunities	Hire full-time faculty!!!
Threats	Not hiring full-time faculty.

Part 2.C. Review and comment on progress towards SLO/PLO/OO Outcomes Analysis (fka Action Plans):

SLO data shows that we are meeting our goals.

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

Our #1 goal in our past program review was to hire a replacement for the lost German full-time position due to retirement in June 2016. So far, that position has not been filled.

Part 3. Based on Part 2 above, please list program/area goals for 2021-2022:

<i>Program/Area Goal #</i>	<i>Goal supports which ILO/PLO/SLO/OO?</i>	<i>Description of Goal</i>	<i>Steps to be taken to achieve goal?</i>
#1 Increase class offerings	ILO # 3: Community/Global Consciousness ILO # 4: Career and Specialized Knowledge	Consistently offer 4 German 101 classes every semester Improve PT/FT ratio	Replace lost FT positions in German (2 total).
#2			
#3			

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

<i>Type of Resource Request</i>	<i>Summary of Request</i>	<i>New or Repeat Request</i>	<i>Amount of Request, \$</i>	<i>One-Time or Recurring Cost, \$</i>	<i>Contact's Name</i>
Faculty	2 FT faculty (replacement of lost position due to retirement and due to death)	Repeat	2 Full-time faculty hires (approx.. \$65,000 x 2).	recurring	Kathryn Mitchel
Classified Staff					
Technology					
Physical/Facilities					
Supplies					
Professional Development					
Other					

****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee: <https://www.surveymonkey.com/r/20-21ProgramReview>**

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

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

Select Subject
GER

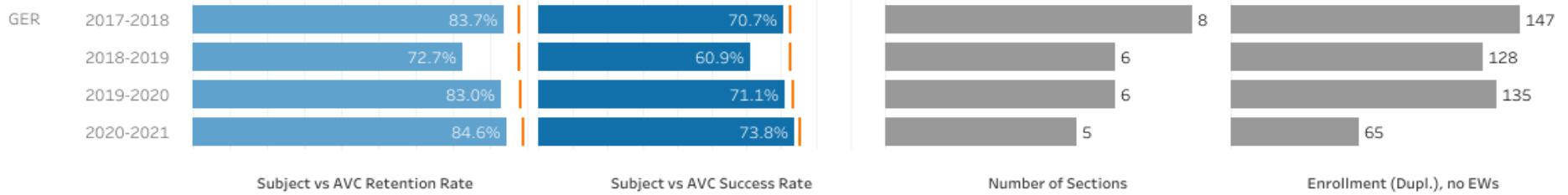
Select Subject again
GER

Select Program Major(s)
None

Academic Year
Multiple values



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



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

	Instr. Method	2017-2018	2018-2019	2019-2020	2020-2021
Number of Sections	Traditional	8	6	6	5
	Enrollment	147	128	138	65

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

	Location	2017-2018	2018-2019	2019-2020	2020-2021
Number of Sections	Lancaster	8	6	6	5
	Enrollment	147	128	138	65

Number of Degrees/Certificates Awarded in **None**

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

	Fall 2017	Fall 2018	Fall 2019	Fall 2020
PT (Adjunct) FTEF	1.0	1.0	0.7	0.7
FT (Regular) FTEF	0.6	0.3	0.3	
TOTAL FTEF	1.6	1.3	1.0	0.7
PT/FT FTEF Ratio	1.7	3.8	2.0	
FTES	14.5	13.7	12.1	4.0
FTES/FTEF Ratio	9.1	10.8	12.1	5.7
WSCH/FTEF Ratio	272.3	324.0	363.9	170.6

Click [here](#)
to see AVC's Program
awards dashboard



2020-2021 Program Review Report

Division/Area Name: Arts & Humanities/Latin	For Planning Years: 2022-2023
Name of person leading this review: Cole McCandless	
Names of all participants in this review: Cole McCandless	

Part 1. Program Overview:

1.1. Briefly describe how the program contributes to the district <u>mission</u>	
<p>The Latin program at AVC contributes to the district mission by offering a quality, comprehensive education to a diverse population of learners. The Latin program is committed to student success offering opportunity for student advancement in education and better service to our community. The Latin program offers students a unique opportunity to learn a language that up until about 100 years ago was the foundation of education in the Western world. Latin helps students from any background improve their vocabulary comprehension [especially useful to the medical field, sciences, law, and arts & literature], writing skills and understanding of world history. Latin on a transcript is a statement about the quality and comprehensiveness of a student's education and helps students transferring to 4-year universities.</p>	
1.2. State briefly program highlights and accomplishments	
<p>Past students have kept in contact and gone on to study Latin at UC Irvine and UCLA; students have reported the benefit of Latin in law classes, medical classes & sciences, and arts and literature.</p>	
1.3. Check each <u>Institutional Learning Outcome (ILO)</u> supported by the program. Type an "X" if checkbox is unavailable.	
X Communication	<p>X Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. X Demonstrates listening and speaking skills that result in focused and coherent communications</p>
X Creative, Critical, and Analytical Thinking	<p>X Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. X Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.</p>
X Community/Global Consciousness	<p>X Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment. X Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.</p>

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

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

None at this time.

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

Strengths	Our student success rate continues to remain above the overall AVC campus wide student success rate.
Weaknesses	Enrollment continues to struggle during Covid. Additionally, we currently only have one adjunct instructor of Latin. We need to grow our pool.
Opportunities	Better promotion of Latin Pathways programs, especially Pre-Law. On-line class option might be explored. Continued promotion at the Arts and Humanities Festival every Spring. Distribute ½ page Latin flyer to counselors/meet with counselors. Outreach to area high schools. Promote Latin 102 better in Latin 101 class – Field Trips Upgrade to higher interest class material through introduction of more original Latin material from famous authors.
Threats	Lack of faculty is the single largest threat to our Latin Program. Overall lower enrollment in World Languages continues to affect Latin negatively as well.

Part 2.C. Review and comment on progress towards SLO/PLO/OO Outcomes Analysis (fka Action Plans):

We will continue to review the Midterm Vocabulary test re-take option, as it has improved percentages of students meeting SLO for Vocabulary. [Use of Quizlet for flashcards—for Midterm and Final study—linked in Canvas—has been employed and used by students]

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

The current policy of offering Latin 101 for two consecutive semesters to build numbers for Latin 102 [every 3rd semester], though not ideal, has worked to date. To make progress in this area we need more Latin instructors so that we can offer more 101 courses.

Part 3. Based on Part 2 above, please list program/area goals for 2021-2022:

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

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

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

****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee: <https://www.surveymonkey.com/r/20-21ProgramReview>**

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

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

Select Subject
LATN

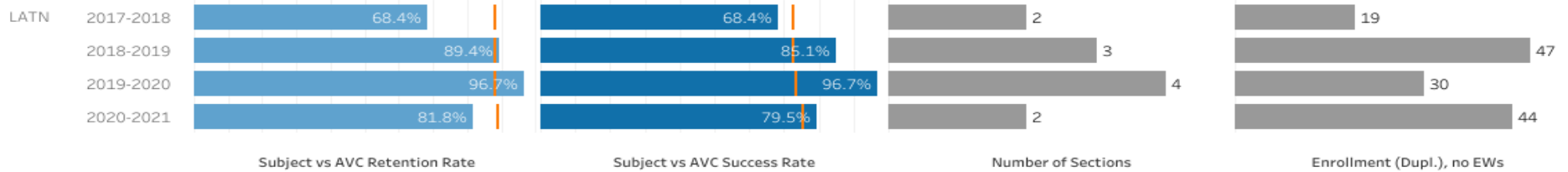
Select Subject again
LATN

Select Program Major(s)
None

Academic Year
Multiple values



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



Enrollment and Number of Sections by *Modality* in LATN

	Instr. Method	2017-2018	2018-2019	2019-2020	2020-2021
Number of Sections	Other Indep Study	1	1	2	
	Traditional	1	2	2	2
Enrollment	Other Indep Study	1	1	2	
	Traditional	18	46	29	44

Enrollment and Number of Sections by *Location* in LATN

	Location	2017-2018	2018-2019	2019-2020	2020-2021
Number of Sections	Lancaster	2	3	4	2
Enrollment	Lancaster	19	47	31	44

Number of Degrees/Certificates Awarded in None

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

	Fall 2017	Fall 2018	Fall 2019	Fall 2020
PT (Adjunct) FTEF	0.3	0.3	0.3	0.3
FT (Regular) FTEF				
TOTAL FTEF	0.3	0.3	0.3	0.3
PT/FT FTEF Ratio				
FTES	3.0	4.9	2.0	5.1
FTES/FTEF Ratio	9.1	14.6	6.0	16.8
WSCH/FTEF Ratio	272.7	439.2	180.9	505.0

Click [here](#)
to see AVC's Program
awards dashboard



2020-2021 Program Review Report

Division/Area Name: A&H, Music	For Planning Years: 2022-2023
Name of person leading this review: Gary Heaton-Smith	
Names of all participants in this review: Gary Heaton-Smith, Heather KinKennon	

Part 1. Program Overview:

1.1. Briefly describe how the program contributes to the district <u>mission</u>	
The AVC Music area is committed to student success by offering value (through world-class faculty in an equitable environment), opportunity (by offering a variety of applied, theoretical, and historical courses), and in service to the Antelope Valley community (by engaging with the community through performance).	
1.2. State briefly program highlights and accomplishments	
Despite diminished enrollment and <i>incredible</i> challenges is sustaining a music program through the COVID-19 closure, the MUS program continued to produce graduates at an increased pace (although far short of our goal). Retention rates are now above AVC average and success rates have sustained above AVC average. Curriculum revisions are beginning to pay dividends, as students are better prepared for higher-level theory than they were in the past.	
1.3. Check each <u>Institutional Learning Outcome (ILO)</u> supported by the program. Type an "X" if checkbox is unavailable.	
<input checked="" type="checkbox"/> Communication	<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 type="checkbox"/> Creative, Critical, and Analytical Thinking	<input type="checkbox"/> Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. <input type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
<input checked="" type="checkbox"/> Community/Global Consciousness	<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.

X Career and Specialized Knowledge	X Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.
1.4. Check each <u>Educational Master Plan (EMP)/Strategic Plan Goal</u> supported by the program. Type an "X" if checkbox is unavailable.	
<input type="checkbox"/>	Goal 1: Commitment to strengthening institutional effectiveness measures and practices.
X	Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.
X	Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
X	Goal 4: Advance more students to college-level coursework-Develop and implement effective placement tools.
X	Goal 5: Align instructional programs to the skills identified by the labor market.

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

Interviews have demonstrated that the AA-T in music is the most reliable degree option for *all* music-area students looking to transfer (including Commercial Music). Of the students who received the AA-T in music in 2020, three transferred to CSU or UC systems. The remaining three intend to but wanted more clarity regarding COVID-19 practices at four years. Graduates from previous years within this cycle have been accepted to State Credential Programs (3) and Graduate Programs (2).

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

Strengths	Despite lower enrollments, our graduation rates have increased to six (down from 15, but that was an outlier year).
Weaknesses	Enrollment is incredibly low campus-wide, but we expect increases as instruction normalizes post-closure.
Opportunities	As retention increases to above AVC average, we expect to see more consistent numbers in our courses and program.
Threats	The low enrollment regularly threatens core classes and "student life" classes (like ensembles) that help retention.

Part 2.C. Review and comment on progress towards SLO/PLO/OO Outcomes Analysis (fka Action Plans):

Great progress has been made!
 -The campus has received Sibelius (music notation) licensing in its DA lab
 -Additional instruments were purchased for band to help close equity gaps
 -"Live Concert Reports" have been removed from CORs
 -Although still primitive, a facilities management system is now in place that is flexible enough to work with our everchanging MUS 291/292 schedule
 -Certain sections of MUS 105 are now using OER to increase equity.

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

- Outreach protocol was rerouted during the COVID-19 closure, but outreach continued (and was easier) as it could be done remotely. This is still a work in progress.
- Retention is now above average. Many students who paused their music studies during the closure returned.
- A hiring cycle is about to begin for specialized MUS 291 faculty
- Some instruments were purchased for band (but still need more)
- Many curriculum roadblocks were removed and seem to be working.

Part 3. Based on Part 2 above, please list program/area goals for 2021-2022:

<i>Program/Area Goal #</i>	<i>Goal supports which ILO/PLO/SLO/OO?</i>	<i>Description of Goal</i>	<i>Steps to be taken to achieve goal?</i>
#1	PLO#5, ILO #1 & #4	Increase # of AA-T degrees awarded annually to 10	<ul style="list-style-type: none"> -Continue to develop an outreach protocol to better funnel high school students to AVC, including off-campus enrollment and auditions. -Increase retention to >90% -Hire specialized faculty for MUS 291 (woodwinds, cello, violin, horn, trombone). -Hire additional full-time faculty to increase on-campus-faculty engagement with students -Increase instrument repair/purchase budget to create a more equitable environment for instrumentalists (e.g. instrument check-out) -Create a department-wide protocol for advising new students (including working with the counseling office on degree subtleties) -Make guest lectures and touring a substantial part of the learning process to keep students engaged.

			<p>-Create better onboarding practices for MUS 292/291/Large Ensemble including revisiting the large ensemble co-requisite</p> <p>-Offer ensembles for different levels of students</p>
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Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):

<i>Type of Resource Request</i>	<i>Summary of Request</i>	<i>New or Repeat Request</i>	<i>Amount of Request, \$</i>	<i>One-Time or Recurring Cost, \$</i>	<i>Contact's Name</i>
Faculty	Full-time and specialized adjunct	Repeat	\$100,000	Recurring	Gary Heaton-Smith
Classified Staff					
Technology					
Physical/Facilities	Instrument Repair	Repeat	\$10,000	Recurring	Gary Heaton-Smith
Supplies	Instrument Purchase	New	\$50,000	One-Time	Gary Heaton-Smith
Professional Development	Outreach, Advisory	Repeat	\$2,000 OR FPD	Recurring	Gary Heaton-Smith
Other	Guest Lecture, Touring	New	\$4,000	Recurring	Gary Heaton-Smith

****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee: <https://www.surveymonkey.com/r/20-21ProgramReview>**

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

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

Select Subject
MUS

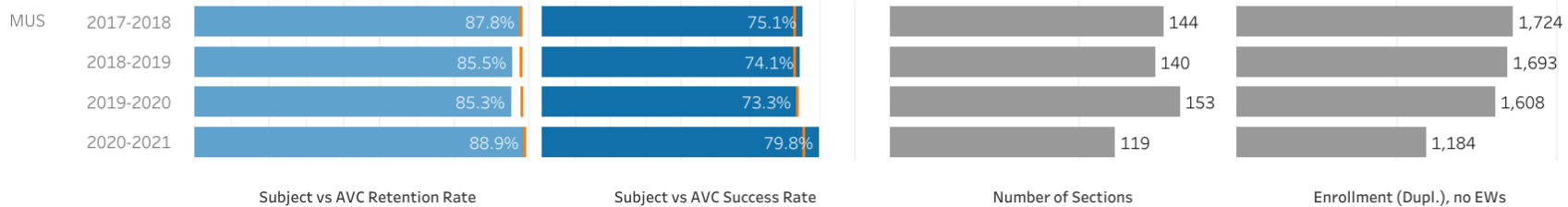
Select Subject again
MUS

Select Program Major(s)
AA-T Music (MUST)

Academic Year
Multiple values



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



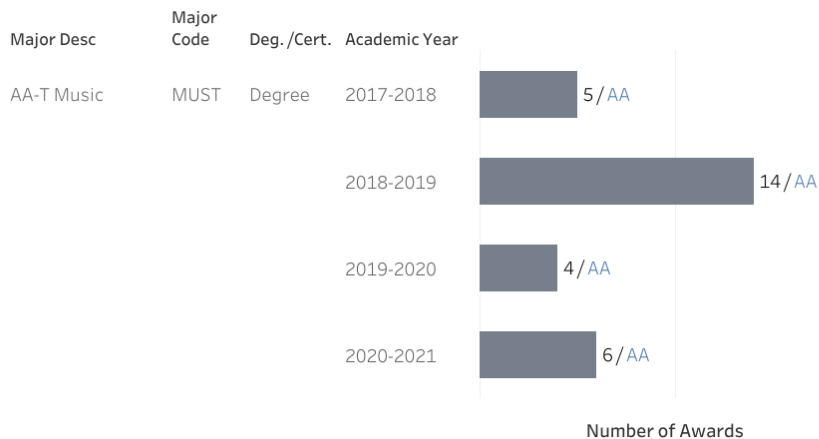
Enrollment and Number of Sections by *Modality* in MUS

	Instr. Method	2017-2018	2018-2019	2019-2020	2020-2021
Number of Sections	Online	3	5	6	8
	Other Indep Study		1		
	Traditional	141	134	147	111
Enrollment	Online	169	199	228	223
	Other Indep Study		1		
	Traditional	1,555	1,493	1,443	961

Enrollment and Number of Sections by *Location* in MUS

	Location	2017-2018	2018-2019	2019-2020	2020-2021
Number of Sections	Lancaster	138	133	145	110
	Palmdale	6	7	8	9
Enrollment	Lancaster	1,483	1,426	1,391	940
	Palmdale	241	267	280	244

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



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

	Fall 2017	Fall 2018	Fall 2019	Fall 2020
PT (Adjunct) FTEF	6.6	5.8	6.4	4.9
FT (Regular) FTEF	1.5	1.6	1.1	0.9
FT (Overload) FTEF		0.1	0.5	0.1
TOTAL FTEF	8.1	7.5	7.9	5.9
PT/FT FTEF Ratio	4.5	3.7	6.0	5.4
FTES	82.4	80.8	76.4	51.6
FTES/FTEF Ratio	10.2	10.7	9.7	8.7
WSCH/FTEF Ratio	305.1	321.6	290.0	262.5

Click [here](#) to see AVC's Program awards dashboard



2020-2021 Program Review Report

Division/Area Name: A&H, Commercial Music	For Planning Years: 2022-2023
Name of person leading this review: Gary Heaton-Smith	
Names of all participants in this review: Gary Heaton-Smith, Nate Dillon, Peggy Martindale, Jeffrey Bretz, Michael McCully	

Part 1. Program Overview:

1.1. Briefly describe how the program contributes to the district <u>mission</u>	
The AVC Commercial Music area is committed to student success by offering value (through world-class faculty in an equitable environment), opportunity (by offering a variety of applied, theoretical, and historical courses), and in service to the Antelope Valley community (by engaging with the community through performance).	
1.2. State briefly program highlights and accomplishments	
Despite decreasing enrollment, the MUSC program has maintained higher than average success (85.4%) and retention (92.5%) rates. The program has been bolstered immensely by the hiring of its first full-time faculty member (Nate Dillon) and additional specialized adjuncts. The program continues to engage with the campus by expanding program electives to include courses from FTV, ELEC, and WE. The program recently trained faculty for AVID software instruction, gaining licenses in Sibelius and ProTools. The training of our students on this software leads to industry-leading certification and is imbedded in the Studio Music Production course sequence and will be imbedded in MUSC 160B (beginning Fall 2022). Additionally, the Marching Arts Certificate has been revised and expanded into a Music Education certificate to help serve those students looking to pursue jobs in private and classified music education. Lastly, the program sequence is being reduced to one year for student access.	
1.3. Check each <u>Institutional Learning Outcome (ILO)</u> supported by the program. Type an "X" if checkbox is unavailable.	
<input checked="" type="checkbox"/> Communication	<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"/> X Creative, Critical, and Analytical Thinking	<input type="checkbox"/> X Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. <input type="checkbox"/> X Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
<input type="checkbox"/> X Community/Global Consciousness	X Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment. X Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
X Career and Specialized Knowledge	X Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

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

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

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

<p>An advisory committee meeting will occur in November 2021. Action items from the meeting are as follows:</p> <ul style="list-style-type: none"> -Apply for Perkins funding for audio new equipment and program development -Addition and creation of MUSC 109 History of Motown course as an option for "History of..." component -Add ELEC 110 as option for Commercial Music elective credit. -Add Media Scoring course -Revise Marching Arts Certificate to broaden into Music Education Certificate (including courses in Music Ed Foundations and Basic Arranging and Techniques) -TOP 100500 Employment Projections are favorable for our unique program in the state of California
--



Jobs



Claims



Employers



Newsroom



Search

Projections of Employment by Occupation, 2018 - 2028

Selections:

TOP Code(s):

- 100500 Commercial Music

Geography: California

Includes: All California Counties

Annual Job Openings by Occupation

SOC Code	Occupation Title (Linked to "Occupation Profile")	2018 Employment	Annual Job Openings (1)
251121	Art, Drama, and Music Teachers, Postsecondary	11,900	11,700
274011	Audio and Video Equipment Technicians	16,100	20,860
272041	Music Directors and Composers	2,500	2,970
274014	Sound Engineering Technicians	4,700	5,600
	Total	35,200	41,130

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

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

Table Generated on 10/20/2021 2:36:08 PM

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

Strengths	Retention and success rates are remarkably stable and above average
Weaknesses	Enrollment is down campus-wide.

Opportunities	Stable retention and success—despite depreciating enrollment and section numbers—allows the faculty to focus more intently on the core classes that have been offered. This has also directed the faculty to offer more electives outside of the MUSC program.
Threats	Low enrollment has caused many sections to be cancelled. Because we do not have a lot of sections of each course, that means many courses (primarily electives) are not being offered. Some of these courses impact the quality of others (e.g. Stage Voice > Commercial Music Ensemble) while some are “student life” courses and are challenging our ability to retain students (although its not shown in the numbers, e.g. Rock Band)

Part 2.C. Review and comment on progress towards SLO/PLO/OO Outcomes Analysis (fka Action Plans):

-Notation and sequencing software has been purchased/licensed and implemented into the curriculum (including new desks in the DA lab)
 -A performance rubric is not complete, but all SLOs now align, allowing for the rubric to be created more easily.
 -After further review, the MUSC 143 text is suitable, especially considering MUSC 133 sequence students will be using the ProTools manual (and both classes are required)

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

-The previous goal of maintaining 20 awarded degrees/certs was not accomplished. However, the department had *many* challenges in teaching Commercial Music during the COVID-19 closure. It is expected that enrollment—and therefore degree completion—will increase as instruction is stabilized.
 -Increasing public exposure has been difficult during the closure. However, the Commercial Music ensemble recorded an album (remotely) with portions being released to the public through AVC Marketing. Remote clinics at high schools were also accomplished, although this outreach is thought to be a temporary solution while not allowed on campus. The program is having a high profile guest in Fall 2021 which is expected to increase exposure.

Part 3. Based on Part 2 above, please list program/area goals for 2021-2022:

Program/Area Goal #	Goal supports which ILO/PLO/SLO/OO?	Description of Goal	Steps to be taken to achieve goal?
#1	ILO #4	Increase degree/cert completion #s to 20	-Increase communication with Arts & Humanities Counselor -Continue annual advisory panel that students attend at the beginning of the year and invite guests -Create an outreach protocol to reach area students who are in the college selection process -Launch Music Education Cert -Launch additional courses that attract more students, including a Media Scoring course.

			<ul style="list-style-type: none"> -Continue to assess and eliminate roadblocks in the curriculum -Increase access to modern learning tools (like documentaries on standard streaming services, Study.com, and other OERs) to increase student interest
#2	ILO #2, #3, #4 Level I Cert PLO #2, #5 Level II Cert PLO #1, #2 AA Degree PLO #1,	Increase performance opportunities and public exposure for students as a form of outreach for the program.	<ul style="list-style-type: none"> -Participate in High school outreach opportunities in coordination with Student Activities and Outreach. -Schedule more student performances on and off campus, in coordination with Student Services and outside business.

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

<i>Type of Resource Request</i>	<i>Summary of Request</i>	<i>New or Repeat Request</i>	<i>Amount of Request, \$</i>	<i>One-Time or Recurring Cost, \$</i>	<i>Contact's Name</i>
Faculty					
Classified Staff	Producer / Technical Director, for all Performing Arts events (Commercial Music Included)	Repeat	\$20,000	Recurring	Gary Heaton-Smith
Technology	Access to premium curriculum services (Study.com) and standard streaming services (Netflix, Hulu, etc) for documentary access	New	\$1,000	Recurring	Gary Heaton-Smith
Physical/Facilities					
Supplies					
Professional Development	Advisory Panel, Outreach	Repeat	FPD	Recurring	Gary Heaton-Smith
Other					

****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee: <https://www.surveymonkey.com/r/20-21ProgramReview>**

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

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

Select Subject
MUSC

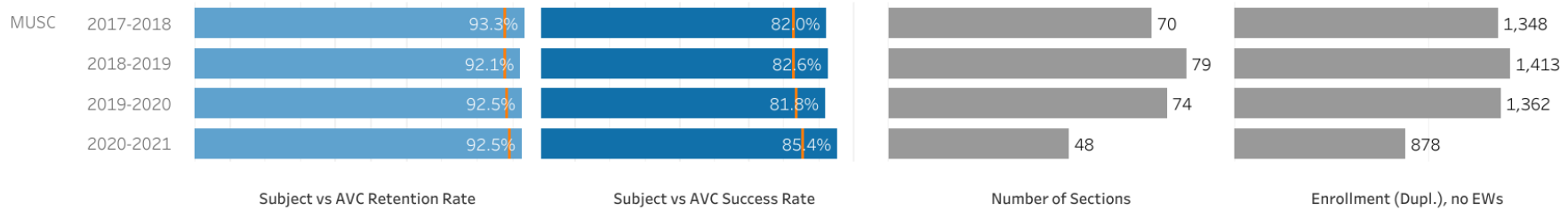
Select Subject again
MUSC

Select Program Major(s)
Multiple values

Academic Year
Multiple values



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



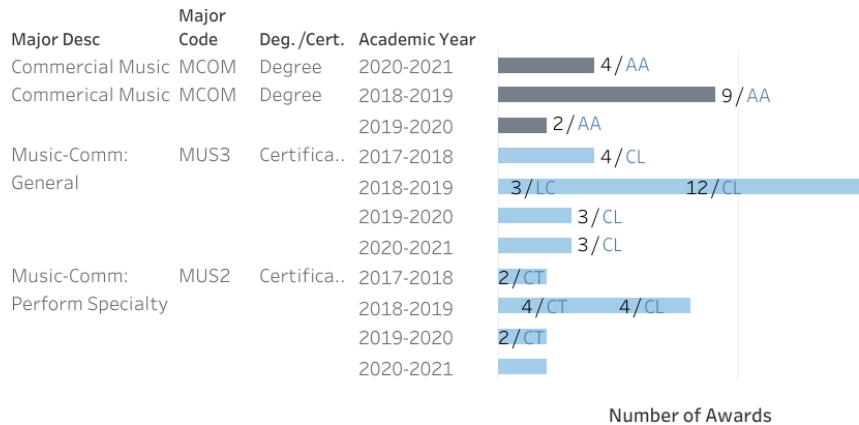
Enrollment and Number of Sections by *Modality* in MUSC

Instr. Method	2017-2018	2018-2019	2019-2020	2020-2021
Number of Sections				
Online				2
Other Indep Study				1
Traditional	70	79	74	45
Enrollment				
Online				68
Other Indep Study				4
Traditional	1,348	1,413	1,393	806

Enrollment and Number of Sections by *Location* in MUSC

Location	2017-2018	2018-2019	2019-2020	2020-2021
Number of Sections				
Lancaster	66	74	69	44
Lancaster [Off Ca..			3	
Palmdale	4	5	2	4
Enrollment				
Lancaster	1,244	1,303	1,284	757
Lancaster [Off Ca..			71	
Palmdale	104	110	38	121

Number of Degrees/Certificates Awarded in Commercial Music (MCOM), Commerical Music (MCOM), Music-Comm: General (MUS3) and 1 more



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

	Fall 2017	Fall 2018	Fall 2019	Fall 2020
PT (Adjunct) FTEF	4.3	4.4	3.9	3.5
FT (Regular) FTEF	0.2	0.1	0.4	0.2
FT (Overload) FTEF		0.2	0.4	
TOTAL FTEF	4.5	4.7	4.6	3.7
PT/FT FTEF Ratio	21.6	32.9	10.6	17.5
FTES	61.4	60.4	64.1	47.3
FTES/FTEF Ratio	13.6	12.8	13.8	12.8
WSCH/FTEF Ratio	407.3	383.9	413.8	383.3

Click [here](#) to see AVC's Program awards dashboard



2020-2021 Program Review Report

Division/Area Name: Philosophy	For Planning Years: 2022-2023
Name of person leading this review: Claude Gratton	
Names of all participants in this review: Approved by Sherri Zhu, Estiphan Panoussi, Alberto Mendoza	

Part 1. Program Overview:

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

The philosophy program contributes to the general education and personal enrichment, especially as it relates to epistemic and moral values, and reasoning skills. The program contributes to the achievement of all four ILOs.

1.2. State briefly program highlights and accomplishments

The SLOs were achieved in each course.

Report Totals:								
	Meets and Exceeds		Meets		Does not meet		Total	
Spring 2021	0	0.00%	465	82.45%	99	17.55%	564	100.00%
Fall 2020	0	0.00%	709	79.22%	186	20.78%	895	100.00%
Summer 2020	0	0.00%	192	58.36%	137	41.64%	329	100.00%
Totals	0	0.00%	1366	76.40%	422	23.60%	1788	100.00%

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

X Communication	X Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. X Demonstrates listening and speaking skills that result in focused and coherent communications
------------------------	--

X Creative, Critical, and Analytical Thinking	X Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. <input type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
X Community/Global Consciousness	X Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment. X Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
X Career and Specialized Knowledge	X Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

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

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

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

None.

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

Strengths	All SLOs have been achieved.
Weaknesses	We have not yet begun discussing about (1) a pedagogy of critical thinking virtues, (2) common critical thinking methods and vocabulary, and (3) effective pedagogical ways of helping students to transfer these virtues and skills to their everyday thinking and decision-making.
Opportunities	
Threats	If we fail to achieve any sound consensus among us philosophers to address the three weaknesses, it will be even more difficult to reach a deep and broad consensus among most other faculty on a common critical thinking vocabulary, common interdisciplinary approaches to evaluating claims, arguments, and explanations, and common effective modelling of critical thinking virtues (i.e., fair-mindedness, open-mindedness, intellectual humility, honesty, courage, patience, persistence, empathy, curiosity, and a love for truth and the

standards or reasoning). Without a solid consensus on these core issues **across disciplines**, students experience any exposure to “critical thinking” as just each a specific instructor’s intellectual games to which they need to conform **only** in her/his course **only** in order to pass the course. The current intellectual, emotional, moral, political, and ecological conditions of our country are partly a consequence of our **collective** failure as educators to develop minds as deeply and as broadly as we should – despite our **individual** efforts.

Part 2.C. Review and comment on progress towards SLO/PLO/OO Outcomes Analysis (fka Action Plans):

All SLOs continue to be achieved.

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

There was **no** progress **whatsoever!**

Part 3. Based on Part 2 above, please list program/area goals for 2021-2022:

<i>Program/Area Goal #</i>	<i>Goal supports which ILO/PLO/SLO/OO?</i>	<i>Description of Goal</i>	<i>Steps to be taken to achieve goal?</i>
#3	Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.	Invite colleagues to discuss and improve a procedure to evaluate arguments and explanations that applies across all disciplines. Use the discussions to work toward a precise common critical thinking vocabulary.	Email those procedures. Set up meetings on Zoom to apply and improve the procedures. An online “course” where faculty could discuss various critical thinking issues will be finished in about two years.

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

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

Supplies	None.				
Professional Development	None.				
Other	None.				

Enrollment and Number of Sections by *Modality* in PHIL

	Instr. Method	2017-2018	2018-2019	2019-2020	2020-2021
Number of Sections	Online	5	5	8	8
	Other Indep Study	1			
	Traditional	59	56	53	47
Enrollment	Online	158	193	280	300
	Other Indep Study	2			
	Traditional	1,665	1,582	1,493	1,329

+++++

n 2020-2021 , **PHIL**

Retention Rate **81.2%** vs. **88.6%** AVC Annual Retention Rate

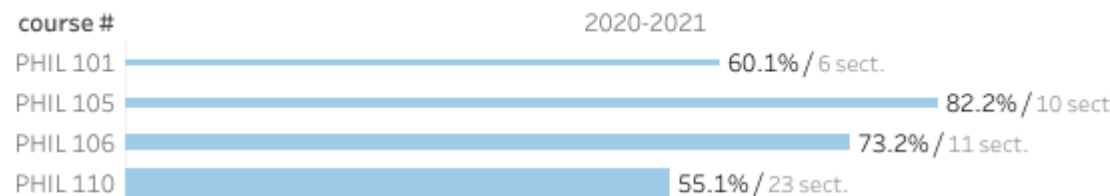
Success Rate **65.9%** vs. **74.8%** AVC Annual Success Rate

Number of Sections: **55**

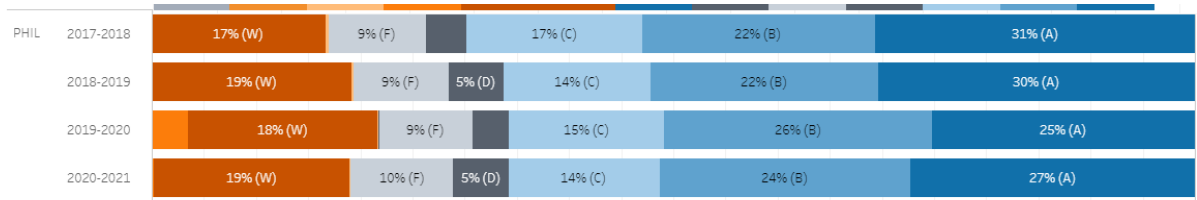
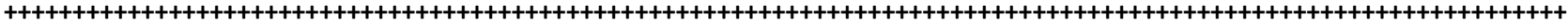
Enrollment: **1,629** (Unduplicated Number of Students **1,510**)

COVID-19 Number of EWs 3

Spring 2020: Success Rate Including EWs: 65.7% vs AVC74.7%



Success if # of CRNs > 5





2019-2020 Program Review Report

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

Part 1. Program Overview:

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

The faculty and staff of the Commercial Photography/Photography Department are dedicated to providing students with hands-on training required for skill certification, continuing education classes, professional development, and the opportunity to learn the fundamentals necessary to be well educated in a particular discipline. Courses are provided for students who wish to complete a two-year degree or certificate, transfer to a four-year university, enter the business workforce, or simply upgrade their skills. The Commercial Photography program specifically contributes to the district mission by supporting students seeking technical education to enter the workforce and students seeking to transfer under the Studio Art Transfer Degree, by providing the required coursework.

Through the Antelope Valley College Art Gallery and discipline sponsored events and exhibitions, students develop knowledge and understanding of art production and professional display practices, appreciation for diverse perspectives dealing with art and culture, and become ethically involved in both individual and collaborative art experiences and service to the community.

Curricula are incorporated in the Studio Arts AA-T

1.2. State briefly program highlights and accomplishments

- *Commercial Photography Faculty contributed to the Development and participation of the Arts and Humanities festival*

- *Adjunct Faculty and Art Gallery Director Tim Meyer has worked to procure successful Student, Faculty and Visiting Artist shows to include the Visual Arts Departments and as well as the AVC Photography Club. This was especially welcomed and successful as it was a virtual gallery to accommodate the restrictions in place due to Covid 19.*
- The Commercial Photography faculty have created a Portfolio Review for students to meet with industry professionals.
- *Per recommendation by Commercial Photography advisory committee all of the Commercial Photography courses and program have gone through a complete substantial revision as well as the AA Degree and Certificate.*

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

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

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

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

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

*Indicates College-Wide Priorities for 2019-2020

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

The Commercial Photography Program has an advisory committee that meets annually. At the last meeting in held on September 8th the Advisory Committee recommended that we continue to upgrade equipment. The committee also advised that the Commercial Photography Program should require courses that are specific to the needs of a photographer. The following courses recommended by the committee are: Photographers Portfolio, Social Media and Job Search, Photoshop for Photographers and The Business of Photography as these courses address the specific needs of today’s photographer. The committee

recommended that students attend conferences and visit photography studios as this would increase opportunities to network with industry professionals and provide students with opportunities to increase their chances of employment.

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

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

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

SLO assessments are improving with eLumen, although the number of instructors participating and the number of assessed sections is not known at this time. Progress needs to be made in assessing PLOs and developing and updating action plans. Action Plans are in progress. Aggregate data from courses with multiple sections has been challenging to access and evaluate. SLOs are also under revision for many sections.

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

All courses and the program has been revised and are in process of approval through AP&P. The Darkroom is planned to be moved into the Fine Arts Area which is further from the Applied Arts Building where all of the equipment, studios and lecture rooms are currently housed. Moving the darkroom further away from the APL building will further disrupt the access to equipment and instruction.

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

Goal #1 Increase the number of graduates in the Commercial Photography Program

Goal #2 Internships

Goal #3 Substantial revisions to all of the courses in the Commercial Photography/Photography Program and revised the Degree and Certificate to include the Advisory Committees recommendations.

Goal #4 Update and replacement of equipment is ongoing and necessary.

Goal #5 Facilities

Goal #6 Additional Fulltime Faculty

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

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

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

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

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

Program Review by IERP

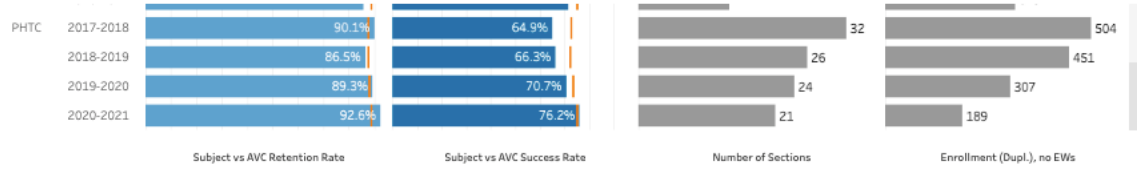


Program Review Data | S&R by Demographic Groups | Equity | With EW | Grade Distribution | PT/FT, FTES/FTEF | **FTEF | Annual FTEF* | Access | Success & Retention

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

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

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



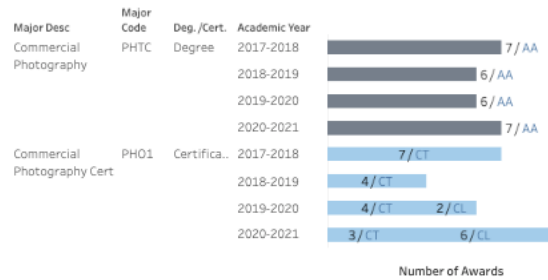
Enrollment and Number of Sections by **Modality** in All

Instr. Method	2017-2018	2018-2019	2019-2020	2020-2021
Number of Sections				
Online	2	4	5	9
Traditional	8	32	11	26
	10	24	5	20
Enrollment				
Online	56	106	134	213
Traditional	232	504	275	451
	237	319	106	183

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

Location	2017-2018	2018-2019	2019-2020	2020-2021
Number of Sections				
Lancaster	8	32	11	26
Palmdale	2	4	7	9
	5	24	5	20
Enrollment				
Lancaster	232	504	275	451
Palmdale	56	106	178	213
	106	183	106	183

Number of Degrees/Certificates Awarded in **Commercial Photography (PHTC) & Commercial Photography Cert (PH01)**



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

	Fall 2..	Fall 2..	Fall 2..	Fall 2..	Fall 2..	Fall 2..	Fall 2..
PT (Adjunct) FTEF	0.8	0.4	0.2	1.2	1.3	1.3	1.3
FT (Regular) FTEF	0.6	0.2	0.4	1.0	1.3	0.8	1.0
FT (Overload) FTEF		0.4	0.2	0.1	0.2		0.3
TOTAL FTEF	0.6	1.0	1.2	1.4	2.6	2.3	2.3
PT/FT FTEF Ratio	0.0	4.0	1.0	0.2	0.9	1.6	1.3
FTES	10.0	14.7	15.0	14.1	22.5	16.6	30.2
FTES/FTEF Ratio	16.6	14.7	12.5	10.1	8.6	7.3	13.1
WSCH/FTEF Ratio	498.5	442.2	375.5	303.0	257.8	218.3	391.9

Click here to see AVC's Program awards dashboard



2020-2021 Program Review Report

Division/Area Name: Spanish Program	For Planning Years: 2022-2023
Name of person leading this review: Dr. Ariel Zatarain Tumbaga	
Names of all participants in this review: Monica Esquivel	

Part 1. Program Overview:

1.1. Briefly describe how the program contributes to the district <u>mission</u>	
<p>Spanish is the fourth most spoken language in the world. While Latinas/os account for 18.5% of the US population, according to 2019 Census data the 44.7% of Antelope Valley inhabitants are Latina/o. The AVC Spanish Program provides quality second language courses for student transfer and offers a Spanish AA(T) degree. The Spanish Program's courses and AA(T) offer students the opportunity to think critically and to communicate clearly and effectively in the Spanish language both orally and in writing. Our goal is to better prepare our students to be professionally competitive and to engage with the wider Spanish speaking Southern California community and Global Market.</p>	
1.2. State briefly program highlights and accomplishments	
<p>In the 2020-2021 academic year, the Spanish Program reported a success rate of 81.8%, impressively up from the previous year success rate of 80.9%, considering the negative impact of the global COVID-19 pandemic on enrollment. And it is further impressive when we recognized that it reflects an upward trend from the 2018-2019 79.4% success rate.</p> <p>The Spanish AA(T) award rate sustained at 11 awardees in the 2020-2021 academic year, which, though it was a big drop from the previous year, is nonetheless above the 2017-2018 and 2018-2019 academic years.</p> <p>Spanish Program instructors trained, became proficient, and successfully taught all levels of Spanish language courses in the new Hyflex modality.</p>	
1.3. Check each <u>Institutional Learning Outcome (ILO)</u> supported by the program. Type an "X" if checkbox is unavailable.	
X Communication	X Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis.

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

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

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

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

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

Strengths	Spanish Program success rate was above was significantly above the AVC campus success rate of 74.7%. The Spanish Program awarded 11 SPAN AA(T) degrees, despite the negative impacts of the COVID-19 pandemic. The program's African American student success rate rose again from 63.9% in 2019-2020 to 70.5% in the 2020-2021 academic year. This reveals an upward trend starting in 2018.
Weaknesses	The Spanish Program's African American student success and retention rates are still below the AVC campus success and retention rates. The Spanish Program's success rates among Latina/o students demonstrates a slow 2.2% since 201-2019, which is consistent with a drop in a 2.9% general decline in Male students.
Opportunities	As communities implement more bilingual/dual immersion schools, there will be opportunities for students to continue Spanish studies upon transfer and pursue an MA or Credential in Spanish Teaching. California Community Colleges, for example, offer competitive salary and benefit career opportunities for potential CC instructors. Conversations with translation/interpretation experts reveal a need for qualified Spanish language interpreters and translators.

Threats	<p>Fluent Spanish Speakers (aka Heritage/Native Speakers) continued to enroll in rudimentary courses for non-Spanish Speakers. I feel that this continues to intimidate and discourage Spanish language learners from continuing their education in Spanish, thereby impacting the growth of the Spanish AA(T).</p> <p>Student enrollment in second year courses continues to be very low, which impacts our program growth negatively.</p>
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Part 2.C. Review and comment on progress towards SLO/PLO/OO Outcomes Analysis (fka Action Plans):

- The program has again increased African American student success by 6.6% from the previous year and remains below the program and AVC average despite a clear upward trend. I attribute this trend partly to the Spanish Program faculty's commitment to including Afro-Latin American and Afro-Latina/o/x populations and cultures in their curricula.

- We continue to struggle with the enrollment of Heritage Speaker and Language Learner students into their respective tracks. While our Hispanic student success has dropped slightly to 83.8%, it remains above the AVC campus 74.8% average.

- The Spanish AA(T) conferral number was negatively impacted due to the COVID-19 pandemic enrollment. However, the program could return to higher awardees with greater dedication to the degree's marketing on and off campus.

- The Spanish program continues to consider the implementation of a Spanish Translation and Interpretation Degree and Certificate. While the infrastructure may already exist in the form of the ASL Program, a curricula has been established but an instructor has yet to be assigned.

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

Student Success: Student success rates continued to demonstrate humble improvement, despite pandemic era impacts.

Program Success: Spanish AA(T) awards were cut in half, from 21 to 11, in 2020-2021, likely due to pandemic enrollment challenges. As the Spanish Program full time faculty member, I met multiple times with Counseling to promote an emphasis on SPAN 110SS to new students who already speak Spanish.

Program Growth: As the Spanish Program full-time faculty member, I continued to meet with Chair of World Languages and Dean of Arts and Humanities to develop a certificate in Spanish Language Interpretation and Translation.

Part 3. Based on Part 2 above, please list program/area goals for 2021-2022:

<i>Program/Area Goal #</i>	<i>Goal supports which ILO/PLO/SLO/OO?</i>	<i>Description of Goal</i>	<i>Steps to be taken to achieve goal?</i>
#1 Student Success	ILO 3	Improve student success & retainment	Despite pandemic era enrollment and instructional challenges, the overall student success rate increased for the

			third year in a row. However, at 70.5% the African American student success rate was again below the AVC campus average of 74.8%. Nonetheless, Spanish Program African American student rates demonstrate an impressive upward trend since 2018-2019 (50%) and 2019-2020 (63.9%). As the campus and Spanish Program gap closes, I will continue to encourage instructors to highlight Afro-Latin American and Afro-Latina/o/x populations and cultures. There is a slight downward success rate trend in Latina/o students since 2018, that is nonetheless above the AVC campus rate.
#2 Program Success	PLO 1, 2, 3	Increase efforts to strengthen Spanish AA-T and Spanish Program curricular consistency by improving marketing to students and fostering relationships with campus organizations like First Year Experience, AVC Dreamer Center, and PUENTE in order to create greater campus visibility and engagement. Provide consistent instructor evaluations of teaching and course materials.	The Spanish Program should hire two full-time Spanish instructors to support the program's instructional and the non-instructional duties required to make the Spanish AA(T) a success and to create a Spanish Translation and Interpretation Degree and Certificate. The program's only full-time instructor currently handles basic administration of the program (i.e. teaching materials, adjunct training, Credit by Examination, Adjunct Instructor Observations & Evaluations, textbook requisitions, in addition to regular faculty duties), in addition to satisfying faculty committee, teaching, and FPD obligations.
#3 Program Growth	ILO 4	Create and implement a degree and/or certificate that will offer AVC students opportunities in the fields of translation and interpretation, servicing the Spanish speaking Latinx community.	In collaboration with the Dean and Chair's offices, the Spanish Interpretation and Translation program's design is nearly complete and in the coming years will require its implementation and administration by a dedicated Spanish Instructor.

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

<i>Type of Resource Request</i>	<i>Summary of Request</i>	<i>New or Repeat Request</i>	<i>Amount of Request, \$</i>	<i>One-Time or Recurring Cost, \$</i>	<i>Contact's Name</i>
Faculty	The Spanish program still needs 2 full-time/tenure track Spanish instructors to foment Spanish AA(T) success and growth. AVC's dedication to its Latinx student body, now at 57%, and its responsibility as a Title V grant Hispanic Serving Institution, requires a larger Spanish Program faculty dedicated to	Repeat	140,000	Recurring	Dr. Ariel Zatarain Tumbaga

	extracurricular cultural-academic programming and engagement with programs like First Year Experience, ASB and the Learning Center. In the pursuit of the CTE program of Spanish Interpretation/Translation AA(T) and Certificate, an additional full-time instructor will be needed.				
Classified Staff					
Technology					
Physical/Facilities					
Supplies	Afro-Latin American teaching materials: film, videos, academic books, etc.	Repeat	\$750	One-Time	Dr. Ariel Zatarain Tumbaga
Professional Development	Fund Afro-Latin American events and research trips to museums, workshops, and events.	Repeat	\$2,000	Recurring	Dr. Ariel Zatarain Tumbaga
Other	Campus investment in marketing of the Spanish AA(T) on and off campus	Repeat		Recurring	Dr. Ariel Zatarain Tumbaga

****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:** <https://www.surveymonkey.com/r/20-21ProgramReview>

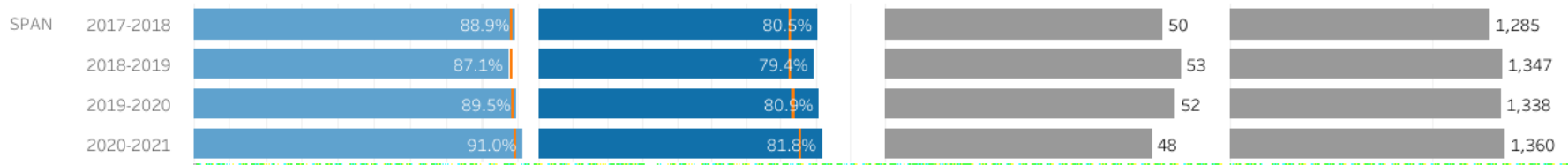
Part 5. Insert your Program Review Data here, as well as any other supporting data. (See Part 2.B above.)

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

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



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



Subject vs AVC Retention Rate

Subject vs AVC Success Rate

Number of Sections

Enrollment (Dupl.), no EWs

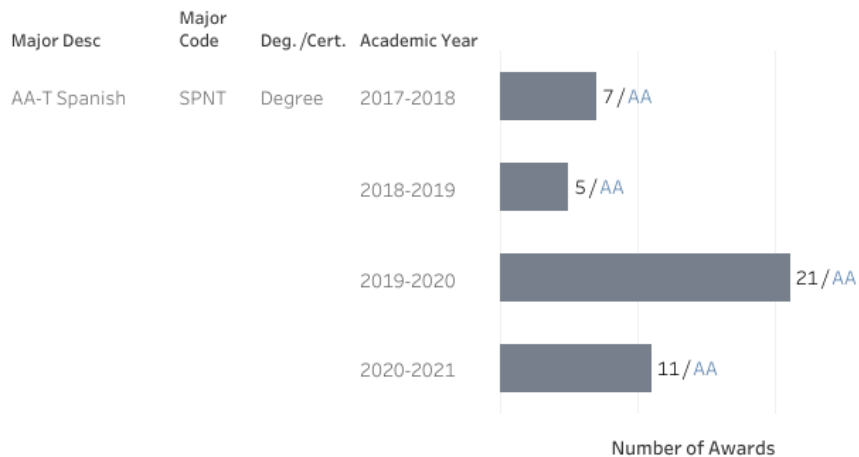
Enrollment and Number of Sections by *Modality* in SPAN

	Instr. Method	2017-2018	2018-2019	2019-2020	2020-2021
Number of Sections	Online	4	4	4	7
	Other Indep Study		1	1	
	Traditional	46	48	47	41
Enrollment	Online	122	96	134	184
	Other Indep Study		1	2	
	Traditional	1,163	1,251	1,228	1,176

Enrollment and Number of Sections by *Location* in SPAN

	Location	2017-2018	2018-2019	2019-2020	2020-2021
Number of Sections	Lancaster	38	35	38	33
	Lancaster [Off Ca..		3	2	2
	Palmdale	12	15	12	13
Enrollment	Lancaster	970	904	985	938
	Lancaster [Off Ca..		51	37	50
	Palmdale	315	393	342	372

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

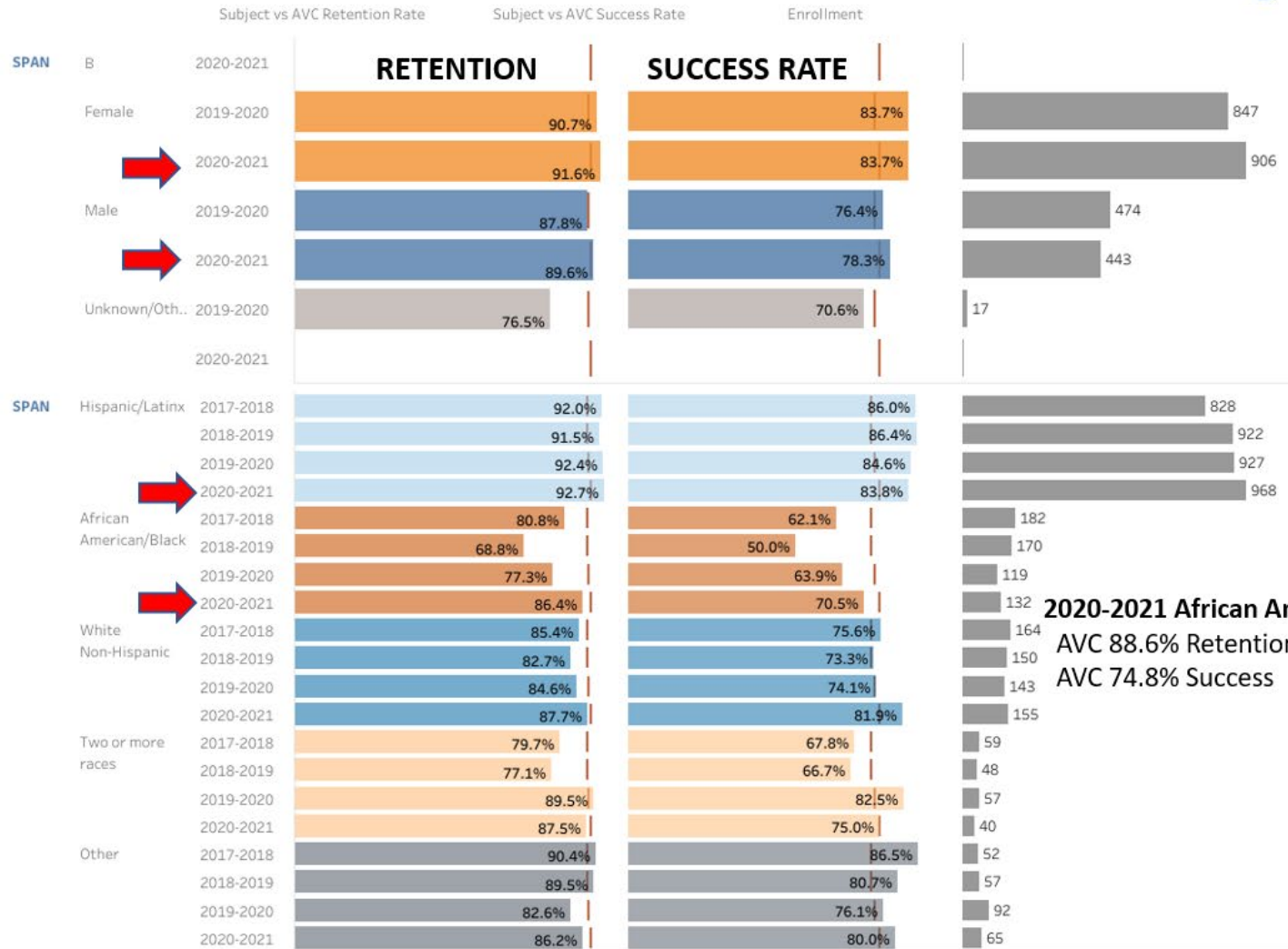


FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in SPAN

	Fall 2017	Fall 2018	Fall 2019	Fall 2020
PT (Adjunct) FTEF	6.0	6.3	6.3	6.0
FT (Regular) FTEF	1.0	1.0	1.0	1.0
TOTAL FTEF	7.0	7.3	7.3	7.0
PT/FT FTEF Ratio	6.0	6.3	6.3	6.0
FTES	88.3	96.8	104.7	105.7
FTES/FTEF Ratio	12.6	13.2	14.3	15.1
WSCH/FTEF Ratio	378.6	396.1	428.3	453.0

Click [here](#) to see AVC's Program awards dashboard

Subject-Level Retention, Success, and Enrollment by Gender & Race/Ethnicity as Compared to AVC's Rates (I)



2020-2021 African American/Black
 AVC 88.6% Retention
 AVC 74.8% Success



2020-2021 Program Review Report

Division/Area Name: Arts & Humanities/Theatre Arts	For Planning Years: 2022-2023
Name of person leading this review: Jonet Leighton	
Names of all participants in this review: Jonet Leighton, Carla Corona, and Suzanne Wakefield	

Part 1. Program Overview:

1.1. Briefly describe how the program contributes to the district <u>mission</u>	
<p>The Theatre Arts program contributes to the district mission by offering transfer/general education courses. Theatre Arts provides an AA-Transfer degree in Theatre Arts which can assist in opportunities for career advancement not only in Theatre Arts, but in any field. Also, Theatre Arts courses provide essential enrichment to the human experience which then will give people tools to better serve our community.</p>	
1.2. State briefly program highlights and accomplishments	
<p>In light of the COVID-19 pandemic, we were able to successfully pivot to online performance structures.</p> <p>Even with quarantine and lockdown, the number of public performances that were offered during the academic year were sustained which enriched students, the campus, and community as a whole. The collaborations continued to grow with local arts organizations and educational opportunities.</p> <p>Students relayed the message that they were grateful for the space to perform and voice their feelings about coping with the pandemic.</p> <p>Also, classes created a sense of community, unity, and friendship through a creative outlet.</p> <p>Theatre Arts built a collaboration with another area of study on campus, specifically with FTV.</p>	
1.3. Check each <u>Institutional Learning Outcome (ILO)</u> supported by the program. Type an "X" if checkbox is unavailable.	
X Communication	<p>x Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis.</p> <p>x Demonstrates listening and speaking skills that result in focused and coherent communications</p>

X Creative, Critical, and Analytical Thinking	<ul style="list-style-type: none"> x Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. x Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
X Community/Global Consciousness	<ul style="list-style-type: none"> x Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment. x Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
X Career and Specialized Knowledge	<ul style="list-style-type: none"> x Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

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

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

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

In January 2021, Theatre Arts offered an online "Open House" to past and present students where they were able to ask questions about online formats, classes, and performances. Results were that they were excited that we are going to proceed with these structures of classes and performances.

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

Strengths	<ul style="list-style-type: none"> Continue to create additional courses which enhances and supports the AA-T. Current Theatre Arts Faculty are from varied areas of expertise and graduate programs/education. Offer a variety of theatrical performances for student participation/engagement and community enrichment. Engage the County prison population with Theatre Arts courses Ability to pivot to online platforms for performances and classes. Began rotating Directors for performances to bring different points of view to our students. The THA faculty came together to support each other to help move to all online teaching, which became a monthly meeting. Subscription to BroadwayHD enabled us to continue providing access to live (recorded) professional theatre.
Weaknesses	<ul style="list-style-type: none"> The process of pivoting to online was exhausting due to the limited Institutional support and lack of compensation. The adjunct and full-time ratio underserves the Theatre Arts student enrollments. Offer more of a variety of times and days when classes are offered. Lack of space for instruction including rehearsal, storage, technical theatre aspects (set building, costume construction, and props), and performances.

	<p>The AVC Foundation is no longer funding theatre arts trips for enrolled students.</p> <p>Lack of support from Administration for <i>Theatre for Young Audiences</i> which caused the cancellation of the Spring 2020 touring show which serves 2,000 elementary school students in the Antelope Valley and surrounding areas.</p> <p>Lack of clerical guidance for the Faculty (i.e. completing paperwork, how-to's of clerical matters, etc.)</p>
Opportunities	<p>Engage with prospective students in high schools and middle schools.</p> <p>Participation in conferences, seminars, and workshops offered by national and regional theatre organizations.</p> <p>Providing funding to allow all THA faculty to meet in-person for Departmental planning.</p>
Threats	<p>Disparity of budgetary support for theatrical productions and performances.</p> <p>Disparity in supporting excellence in programs in the arts versus other areas on campus.</p> <p>Cancellation of classes prior to first meeting.</p>

Part 2.C. Review and comment on progress towards SLO/PLO/OO Outcomes Analysis (aka Action Plans):

THA 133: SLO 1. Understand the use of makeup as part of a complete theatrical production.

THA 104: SLO 1. 1. Students will demonstrate the knowledge of and be able to safely use all costume shop tools to construct a theatrical costume.

- In 2020, faculty was told that the room where THA 104 & THA 133 are taught would become a *smart* classroom; however, to date, the room (PA 109) remains untouched and not up to date with the technological needs for the courses to help fulfill the SLOs.

THA 101: SLO 1: Distinguish the elements of theatre in artistic, historical, social and cultural contexts.

THA 239 SLO 1: Evaluate a play in terms of its intercultural and/or feminist significance.

- As part of these SLOs for THA 101 and THA 239, it is important for students to have access and exposure to live high-quality theatre performances. There was no progress in this area in 2020 due to lack of financial support, and then later COVID. We did however in late 2020 get access to a very limited collection on BroadwayHD. The students will get more from live performances versus recorded performance because it is a different learning experience and emotional connection. BroadwayHD has created a beneficial opportunity for students during this time because of the remote access.

THA 102 SLO: #1 Identify, define and discuss the different physical forms in which theatre is presented and the organization of various technical personnel involved in a theatrical production.

- The Action Plan from 2020 seems to have had a beneficial effect - the additional time spent on these areas has resulted in 100% success rate.

THA 103: SLO: Recognize and identify the equipment used to light the stage, including how to read a light plot and how to troubleshoot problems with implementation.

- No progress has been made because the Black Box booth equipment has not been upgraded to more recent technology. This prevents the students from being fully prepared for the 21st century creative workforce.

THA 110 SLO #1: Analyze a script from the actor's perspective.

THA 125 SLO #2: Perform an 8-10 minute scene with a partner.

THA 225 SLO #1: Identify key terms when analyzing dramatic literature including dramatic theory.

- Progress has been made in Fall 2021 towards this SLO because the AVC Library has asked Theatre Arts for suggestions on how to increase and update their Theatre Arts play and monologue collection to better represent the AVC student body and provide diverse works. To date, we don't know what collections will be purchased and this is ongoing to continue to support the department.

THA 115 R&P Drama SLO #1 Formulate, rehearse and perform a role in a theatrical drama. (Spring 2021 & Summer 2021)

THA 116 R&P Comedy SLO #1 Formulate, rehearse and perform a role in a theatrical comedy. (Fall 2021)

THA 118 R&P Children's SLO #1 Formulate, rehearse and perform a role in a theatrical children's theatre. (Spring 2021)

- We made progress on these SLO's during COVID by having these four performances pivot online which was beneficial to the students and for the department.
- Even during COVID and campus switching to online modality, the Theatre Arts department was able to outreach, recruit, and rehearse these performances.

THA 117 Musical SLO #1 Formulate, rehearse and perform a role in a musical.

- In Spring 2020, SLO was not complete because of COVID and performance (*Green Day's American Idiot*) could not happen because the show could not be performed online.
- Unfortunately, the Strong Workforce Grant which funded and supported the Musical has ended and the Department does not have the financial resources or support to offer another Musical.

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

Provide essential exposure for theatre arts students to professional theatre productions. Due to Covid-19, all theatres we shut down which did not allow for us to pursue this goal. However, we did receive limited access to BroadwayHD through the AVC Library.

Promote the Theatre Arts Major and Transfer Degree to currently enrolled students on campus. We continue to promote to the best of our ability; however, with COVID enrollment declined. Also, the processes for Marketing to request promotional items for our Department became more of an obstacle for Faculty (i.e., by requiring more lead time and more steps where previously this was not required).

Implement a program to offer an unknown 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. No progress has been made because of COVID and campus shutdown.

Provide students with access to professional competition and participation in national theatre festival, which aids in improvement of performance skills, networking opportunities, and exposure to career options. No progress has been made because of COVID and lack of funds.

Provide students with access and exposure to professional participation in national technical theatre organization, which aids in improvement of performance skills, networking opportunities, and exposure to career options. No progress has been made because of COVID and lack of funds.

Increase access to current and more advanced theatre materials and equipment for students. No progress because of lack of funding.

Increase AA-T Theatre Arts degree completion on an annual basis. We have had a small increase in this but would like to continue to grow our program.

Create a Certificate in Technical Theatre No progress has been made because of lack of Faculty time and resources.

Create a Local Degree in Theatre Arts No progress has been made because of lack of Faculty time and resources.

Part 3. Based on Part 2 above, please list program/area goals for 2021-2022:

<i>Program/Area Goal #</i>	<i>Goal supports which ILO/PLO/SLO/OO?</i>	<i>Description of Goal</i>	<i>Steps to be taken to achieve goal?</i>
#1	1. Commitment to strengthen institutional Effectiveness Measures.	Provide essential exposure for theatre arts students to professional theatre productions.	1. Create partnerships with theatres to provide student group discounts 2. Determine appropriate and relevant theatre arts productions for students.
#2	1. Commitment to strengthen Institutional Effectiveness measures and Supporting PLOs.	Promote the Theatre Arts Major and Transfer Degree to currently enrolled students on campus.	1. Increase marketing materials in other areas of the campus to inform students that the Arts & Humanities Division, specifically, Theatre Arts Department and Faculty offer courses that increase the competitiveness for hiring of their majors. 2. Participate in on-campus events with promotional material and highlights from departmental works. 3. Offer a diverse body of work to students for performance and production including, but not limited to, a musical,

			<p>drama, comedy, TYA (Theatre for Young Audiences), and emerging playwrights.</p> <p>4. Hire FT Theatre Instructor to assist in oversight and implementation.</p> <p>5. Provide reassigned time for a Faculty Costume Designer.</p> <p>6. Hire an Arts Information Officer.</p>
#3	<p>4 Advance more students to college-level coursework.</p> <p>1 Commitment to strengthen Institutional Effectiveness measures.</p> <p>2 Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services.</p>	<p>Implement a program to offer a to be determined number of students (per semester) the opportunity to work hands-on with the Technical Theatre and Front of House personnel at the AVC Performing Arts Theatre as part of career development.</p>	<p>1 Create and design a theatre specific workforce development curriculum for student interns.</p> <p>2 Work with AVC PAT Staff to create internship program (paid or unpaid).</p> <p>3 Hire FT Theatre Instructor to assist in oversight and implementation.</p> <p>4. Provide reassigned time for a Faculty Costume Designer.</p>
#4	<p>Commitment to strengthen Institutional Effectiveness measures.</p>	<p>Provide students with access to professional competition and participation in national theatre festival, which aids in improvement of performance skills, networking opportunities, and exposure to career options.</p>	<p>1. Become an ongoing member/participant of the Kennedy Center American College Theatre Festival – So Ca Region. 8</p> <p>2. Hire FT Theatre Instructor to assist in oversight and implementation.</p> <p>3. Provide reassigned time for a Faculty Costume Designer.</p> <p>4. Hire an Arts Information Officer.</p>
#5	<p>Commitment to strengthen Institutional Effectiveness measures.</p>	<p>Provide students with access and exposure to professional participation in national technical theatre organization, which aids in improvement of performance skills, networking opportunities, and exposure to career options.</p>	<p>1. Become an ongoing member/participant of USITT or other relevant technical theatre organization – Regionally or nationally</p> <p>2. Hire FT Theatre Instructor</p>

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

#8	1. Commitment to Strengthen Institutional Effectiveness Measures.	Create a Certificate in Technical Theatre	<ol style="list-style-type: none"> 1. Research and determine needs and requirements for a certificate in technical theatre. 2. Write any new courses that may be required as well as the certificate. 3. Submit to appropriate committees (AP&P, Senate, Outcomes, etc.) for approval. 4. Hire Adjunct Instructors, as needed. 5. Hire FT Theatre instructor to assist in oversight and implementation. 6. Provide reassigned time for a Faculty Costume Designer.
#9	1. Commitment to Strengthen Institutional Effectiveness Measures.	Create a Local Degree in Theatre Arts	<ol style="list-style-type: none"> 1. Research and determine needs and requirements for a Local Degree in Theatre Arts. 2. Write any new courses that may be required as well as the degree program. 3. Submit to appropriate committees (AP&P, Senate, Outcomes, etc.) for approval. 4. Hire Adjunct Instructors, as needed. 5. Hire FT Theatre instructor to assist in oversight and implementation. 6. Provide reassigned time for a Faculty Costume Designer.

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

<i>Type of Resource Request</i>	<i>Summary of Request</i>	<i>New or Repeat Request</i>	<i>Amount of Request, \$</i>	<i>One-Time or Recurring Cost, \$</i>	<i>Contact's Name</i>
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Faculty	#1 Hire Full Time faculty member in Theatre Arts	Repeat	\$80,000	Recurring	
	To create reassigned time for Costume Designer in the amount of 4.5 LHE.	New	\$7,000	Recurring	
Classified Staff	#2 Arts Information Officer	Repeat	\$50,000	Recurring	
Technology	#3 Upgrade computerized lighting and sound control and purchase 21 st Century lighting instruments, including LED technology. Refresh the computer in PA-107 and update to a smart classroom for PA 109	Repeat	\$50,000	One Time	
Physical/Facilities	#4 Upgrade equipment and physical space of FA2. Increase of storage spaces. Original plans were for a new Studio Theatre space which have been shelved; therefore, the request allows for a refresh of the FA2 complete space.	Repeat	\$500,000	One Time	
Supplies	White Boards, Office Supplies, etc.	New	\$3,000	Recurring	
Professional Development	#5 Cost for registration and participation in USITT National Conference.	Repeat	\$3,000	Recurring	
Professional Development	#1 Cost of participation and preparation for Departmental Planning	Repeat	\$3,000	Recurring	
Other	#5 Funds for marketing and promotional materials	Repeat	\$5000	Recurring	
Other	#6 Cost for tickets for students to see professional theatre.	Repeat	\$5000	Recurring	
Other	#7 Cost for registration and participation in the Kennedy Center Festival regionally for 15 students annually.	Repeat	\$4500	Recurring	
Other	#8 Cost for registration and participation in the USITT regionally for 6 students annually.	Repeat	\$2500	Recurring	
Other	#9 Student Assistant to work in Theatre Arts Department	Repeat	\$5000	Recurring	

<i>Other</i>	#10 Resources for the creation of an internship program	Repeat	\$7000	Recurring	
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****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:** <https://www.surveymonkey.com/r/20-21ProgramReview>

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

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

Select Subject
THA

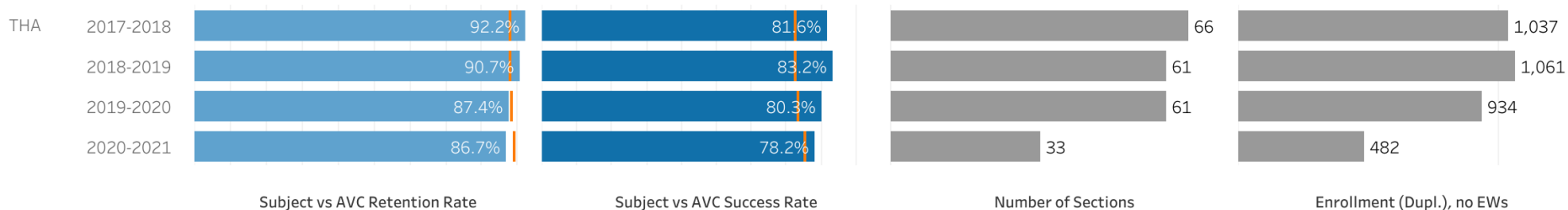
Select Subject again
THA

Select Program Major(s)
AA-T Theatre Arts (THAT)

Academic Year
Multiple values



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



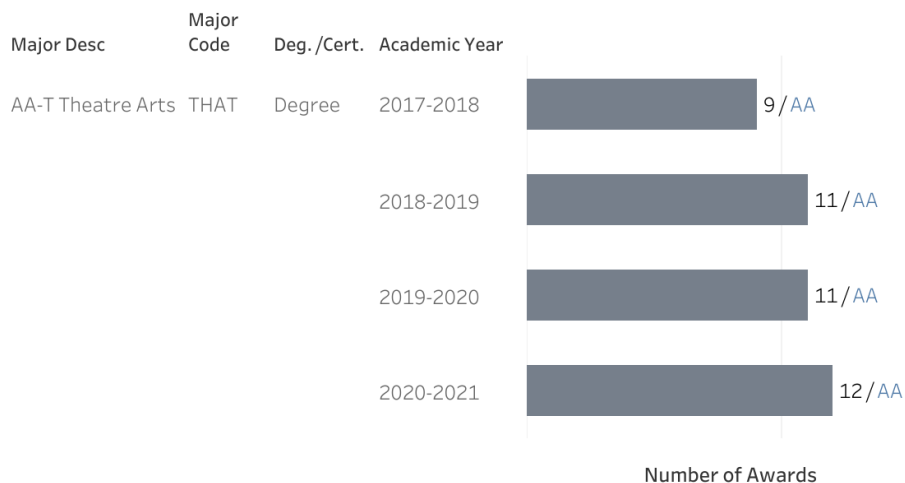
Enrollment and Number of Sections by *Modality* in THA

	Instr. Method	2017-2018	2018-2019	2019-2020	2020-2021
Number of Sections	Other Indep Study	1			
	Traditional	65	61	61	33
Enrollment	Other Indep Study	1			
	Traditional	1,036	1,061	962	484

Enrollment and Number of Sections by *Location* in THA

	Location	2017-2018	2018-2019	2019-2020	2020-2021
Number of Sections	Lancaster	62	58	58	33
	Lancaster [Off Ca..		2	3	
	Palmdale	4	1		
Enrollment	Lancaster	961	1,011	917	484
	Lancaster [Off Ca..		32	45	
	Palmdale	76	18		

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



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

	Fall 2017	Fall 2018	Fall 2019	Fall 2020
PT (Adjunct) FTEF	3.9	3.8	4.0	3.0
FT (Regular) FTEF	1.0	1.0	0.7	0.7
FT (Overload) FTEF			0.3	
TOTAL FTEF	4.9	4.8	4.9	3.7
PT/FT FTEF Ratio	4.1	4.0	5.8	4.3
FTES	60.0	56.2	55.0	33.2
FTES/FTEF Ratio	12.3	11.8	11.2	9.0
WSCH/FTEF Ratio	367.6	352.8	334.5	269.5

Click [here](#) to see AVC's Program awards dashboard