

ARTS & HUMANITIES
Program Review Fall 2024



Division/Area Name: Arts and Humanities/Studio Arts and Art History	For Planning Years: 2025-2026
Name of person leading this review: David Babb	
Names of all participants in this review: Dr. Christine Mugnolo, Rae Agahari, Glen Knowles	

Fall 2024 Program Review Report | Instructional Areas

Part 1. Program Overview: *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.

Part 2A: Analyze the [program review data \(retrieval instructions\)](#), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:

Use the following questions to guide your analysis:

Overall (Use the *Success & Retention* and *Program Award* tabs to inform your analysis)

- What are the success and retention rates for your discipline? Did they decrease or increase in the last year?
- What are the trends for the number of awards granted? Are the number of awards going up or down?

Equity (Use the *Success & Retention* tab including S&R by Ethnicity and Gender data to inform your analysis)

- Which ethnic / gender student groups complete their courses at the highest rates?
- Which ethnic / gender student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the *Strengths and Accomplishments* section.

Strengths and Accomplishments: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

ARTS & HUMANITIES
Program Review Fall 2024

The number of offered sections increased by three from the previous cycle to **99**, with an enrollment of **2,018** which is up **53** students from the previous cycle.

Division efforts in scheduling online courses, course offerings at the Palmdale campus, and sourcing campus lecture/classroom spaces beyond the FA1 and FA4 buildings, have contributed to maintaining and growing enrollments.

Awarded degree numbers were **9** in Art History (a decrease of one), and **26** in Studio Art (down three). Awarded degrees are slightly down this cycle.

Discipline retention rates last year were 89.4 % (up by .2%) compared to all AVC 89.2% and success rates dropped slightly to 76.4% (down 2.1%) compared to all AVC 73.3%. The discipline is in line with the college's retention rate and 3.1% higher than the college's success rate.

Opportunities and Challenges: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Although the Hispanic/Latinx demographic has the third highest retention (89.9%) and success rates (76.3%) in the discipline, it is important to analyze this demographic as it has by far the largest enrollments at 1,302 of 2,018 total. The Hispanic/Latinx demographic is slightly above college averages in retention (+.7%) and success rates (+3%).

With an enrollment of 253 (up 63 from the last cycle), African American/Black students had the lowest success rates in the discipline at 64%, 2.7% higher than the college's rate of 61.3%. More analysis and discussions need to be had with the discipline faculty members to find ways to increase success rates and close the disproportionate impact for African American/Black art students.

Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Overall, the discipline is successful in student retention and success. Strategic scheduling and online course offerings have improved student accessibility. Faculty members are coordinating the times for TMC core classes to avoid overlapping, as well as making sure courses are offered at Palmdale, in the evenings, and on weekends.

ARTS & HUMANITIES
Program Review Fall 2024

The Art discipline is unique on campus, with its mission not only focused on instruction and student success, but also providing exposure, outreach, and opportunities in the visual arts through the Antelope Valley College Art Gallery. Bruce McAllister was assigned as the Art Gallery director in the fall of 2023. He successfully programmed exhibitions for students, faculty, and community members, as well as distinguished local and regional artists.

The discipline faculty is excited for the opening of the Rich Sim Art Gallery space in Cedar Hall, scheduled for opening late Spring of 2025. This new exhibition space is an impeccable way to honor Rich's legacy at AVC and will be an asset to the discipline, college, and community.

Discipline instructors exhibited their work in local, state, and national exhibitions, and gave lessons and demonstrations at local schools and the AV Fair. Faculty members are engaged in local, county, state, and national arts organizations. Faculty engagement and professional development, although unquantifiable in terms of data, provides outreach and opportunities for the department as well as guiding it with currency and best practices in the discipline.

After struggling to hire an adjunct instructor in ceramics, Fidelia Anyia was hired as an adjunct instructor last Fall. She was able to teach one section of ceramics and a dual enrollment drawing class at the Palmdale Aerospace Academy in Palmdale. In the Spring of 2024, the discipline offered four sections of Ceramics for the first time in school history. (Fidelia Anyia and Bruce McAllister each teaching two sections.

Despite the best efforts of the discipline to promote and deliver student success, the greatest challenge continues to be limited studio classroom space and trying to function in 50-year-old facilities.

The Studio Arts and Art History department aspires to be a premiere arts educational program, known for its excellence in students' skills and conceptual development. It aspires to provide students with excellent art experiences, facilities, and equipment.

Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data

N/A

ARTS & HUMANITIES
Program Review Fall 2024

Insert Advisory Committee Recommendations here (Please do not insert complete meeting minutes, but just recommendations from the advisory committee.)

Insert Labor Market Data here <https://www.labormarketinfo.edd.ca.gov/commcolleges/>

Part 2C: Review and comment on progress toward past Course Improvement Plans

List your past **Course Improvement Plans** (CIPs) and progress toward meeting those plans.

Past Course Improvement Plans	Progress Made
<p>ART 100 Art Appreciation To maintain success rates, instructors can be encouraged to utilize rubrics, study guides, guided assignments, and provide examples of successful student work. Instructors can inform students of campus resources to improve academic writing skills.</p> <p>ART 110 Drawing To maintain success rates, instructors can be encouraged to provide examples of successful student work. To improve SLO 3, sample lesson plans could be provided to instructors that address “historical and contemporary approaches” to drawing. Installing a computer station with a document camera in FA1, room 101 would also improve SLO 3 by providing students with better access to lecture materials and demonstrations.</p> <p>ART 113 Painting To improve success rates, new or improved classroom space is needed to allow students to meet all SLOs. The timely removal/disposal of oil-soaked towels and rags (by Maintenance), regular cleaning of the sink and organizing and cleaning classroom equipment (drawing horses and easels) is needed for student safety. To improve SLO 3, installing a computer station with a document camera in FA1, room 101 would provide students with better access to lecture materials and demonstrations. Improved lighting in FA1, room 101, will assist student success in SLOs 1 and 2 especially as it relates to color theory and mixing.</p>	<p>More instructors are including campus resources on their syllabi.</p> <p>A computer station with a document camera was installed in FA1, room 101. This technology has provided better access to lecture materials and demonstrations for students. SLO assessments for classes taught in this classroom have shown improvement.</p> <p>More coordination has occurred between maintenance to remove hazardous materials (oil and paint-soaked rags) in a timely manner.</p> <p>A computer station with a document camera was installed in FA1, room 101. This technology has provided better access to lecture materials and demonstrations for students. SLO assessments for classes taught in this classroom have shown improvement.</p>

ARTS & HUMANITIES
Program Review Fall 2024

<p>ART 116 Illustration To maintain student success, more resources could be offered to students to explore the application of “techniques and concepts from the history of art, illustration, and <i>contemporary culture</i>” in SLO 1. More opportunities can be provided for students to display and publish their work.</p> <p>ART 120 Introduction to Printmaking To improve student success, an additional printing press is needed for students to meet SLOs 1 and 2. Additional storage is required for the numerous supplies (silk screen frames, squeegees, brayers, inks, wood and linoleum blocks, papers, etc.) needed to address all SLOs.</p> <p>ART 121 Digital Art and Drawing To maintain student success, continued and improved coordination with the Digital Media program is needed to ensure students have timely access to equipment and lab space to meet all SLOs.</p> <p>ART 132 Introduction to Ceramics Hand Building To maintain and improve student success, a review and possible revision of the ceramic curricula and outcomes should take place. An inventory of supplies and equipment could be helpful in updating program goals and current pedagogy in ceramics.</p> <p>ART 135 Beginning Wheel-Thrown Ceramics To maintain and improve student success, a review and possible revision of the ceramic curricula and outcomes should take place. An inventory of supplies and equipment could be helpful in updating program goals and current pedagogy in ceramics.</p>	<p>None</p> <p>None</p> <p>More coordination has occurred with the Digital Media program and students have had more timely access to equipment.</p> <p>The curriculum has been reviewed and is comparable to other California community colleges. Regional shortages of clay have challenged student’s ability to complete projects.</p> <p>The curriculum has been reviewed and is comparable to other California community colleges. Regional shortages of clay have challenged student’s ability to complete projects.</p>
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ARTS & HUMANITIES
Program Review Fall 2024

ART 136 Intermediate Wheel-Thrown Ceramics

(Overlay course and CIP with ART 132)

ART 140 Watercolor

To maintain student success, instructors are encouraged to (or continue to) design assignments that challenge students' "conceptual and creative development." (SLO 1) To improve SLOs 2 and 3, installing a computer station with a document camera in FA1, room 101 would provide students with better access to lecture materials and demonstrations. Improved lighting in FA1, room 101, will assist student success in SLO 2, especially as it relates to color theory and mixing.

ART 145 2-D Design Basics

To improve success rates for sections that are not taught in FA1, classrooms with sinks allow students to use more of a variety of art media. (SLO 1) As a TMC core, continuing to offer two sections of this course is beneficial for students.

ART 150 3-D Design Basics

To maintain success rates and meet student demand, an additional section could be offered. Additional storage for materials is needed. Having classroom storage for student projects that are in-progress could improve success in SLOs 1 and 2.

ART 163 Painting II

(Overlay course and CIP with ART 113)

A computer station with a document camera was installed in FA1, room 101. This technology has provided better access to lecture materials and demonstrations for students. SLO assessments for classes taught in this classroom have shown improvement.

Two sections of this course were offered in the Fall of 2023 and Spring of 2024. The two sections filled and gave more students to opportunity to take this core TMC class.

None

ARTS & HUMANITIES
Program Review Fall 2024

<p>ART 170 Drawing II (Overlay course and CIP with ART 110)</p> <p>ART 210 Drawing III (Overlay course and CIP with ART 110 and ART 170)</p> <p>ART 213 Painting III (Overlay course and CIP with ART 113 and ART 163)</p> <p>ART 216 Figure Drawing The increase of art model pay at AVC will dramatically improve student success by having professional, dependable models for each class session. Improved lighting in FA1, room 101, will assist student success in SLOs 1 and 2.</p> <p>ART 298 Special Studies in Art This course has not been offered for many years. The limited and impacted classroom spaces in the department, as well as the enrollment demands of the TMC, prohibits us from offering a special studies course at this time.</p>	<p>None</p> <p>None</p> <p>The college raised the pay rates for art models to industry standards. This will greatly improve the course.</p> <p>None</p>
<p>ART 102: History of Art from Renaissance to Modern SLOs 3 & 4 that are tested using writing skills usually yield lower scores in comparison to SLOs 1 & 2 that are tested using objective exams. The</p>	<p>No progress has been made in this area, as this requires curriculum revision. The issue will be raised when ART 102 is up for revision.</p>

ARTS & HUMANITIES
Program Review Fall 2024

<p>situation is more dire post-Covid when students seem to lack basic writing and critical thinking skills. To make matters worse, every decade, Art 102 is pushed to cover ever increasing timespan since the content covers the 1400 to the present. The combination of these two issues – less prepared students and increasing materials to cover – make it difficult to teach the course in an optimal condition. The proposal is to request a reduction in the class size, allowing the instructor to focus on students while covering the materials faster.</p> <p>Since 2022, the department has been expanding this course into the online modality during the academic year (Fall & Spring semesters). It is currently offering one distance education fully online section and hope to add more sections.</p>	<p>One full-time faculty and two adjunct faculty are certified to teach the course online.</p>
<p>ART 103: History of Art: Africa, Oceania and Native North America SLOs success rates are generally good. Mostly students struggle with Non-Western terminologies and concepts that are totally foreign to them. And they become overwhelmed with them if terms, titles, names and locations are not reviewed immediately. The best way to solve this issue is probably to get students to devise a study plan early in the semester by getting a Learning Center staff to discuss study technique etcetera.</p>	<p>No progress has been made. More coordination needs to take place with the Learning Center to organize a “Study Techniques” workshop.</p>
<p>ART 106: History of Art: Asia SLOs success rates are generally good. Mostly students struggle with Non-Western terminologies and concepts that are totally foreign to them. And they become overwhelmed with them if terms, titles, names, and locations are not reviewed immediately. The best way to solve this issue is probably to get students to devise a study plan early in the semester by getting a Learning Center staff to discuss study technique etcetera.</p>	<p>No progress has been made. More coordination needs to take place with the Learning Center to organize a “Study Techniques” workshop.</p>

ARTS & HUMANITIES
 Program Review Fall 2024

Part 2D: Review and comment on progress towards past program review goals:	
List your past program review goals and progress towards those goals.	
Past Goal	Progress Made
<p><i>New or additional classroom space is needed</i> to grow the number of AA-T graduates in Studio Arts and Art History by diversifying the TMC curricula through new and additional course offerings.</p>	<p>The discipline increased enrollment by 53 students. The number of awarded transfer degrees is stable, 9 in Art History (down 1 from the last cycle) and 26 in Studio Arts (down 3). The division has strategically scheduled lecture classes in more buildings on Campus as well as at the Palmdale Campus. This has improved student access and contributed to higher enrollments. More studio classroom space is needed to ensure student access to TMC core classes.</p>
<p><i>Have a projector and computer station installed in FA1 room 101.</i></p>	<p>Dean Kathryn Mitchell and Department Chair Kevin North coordinated with ITS to install a computer station and projector in FA1 room 101. Achieving this goal has made significant improvements to the learning environment for students and instructors in this classroom.</p>
<p><i>Install new track lighting and additional power outlets in the Art Gallery.</i></p>	<p>Replacing the existing track is cost prohibitive. The division continues to research replacing the fixtures.</p>
<p><i>New equipment, storage, and supplies (additional presses, breyers, files, intaglio tools, relief tools, ink) for Printmaking ART 120.</i></p>	<p>Some additional storage was found by cleaning out the storage closet in FA1 room 110. More printmaking supplies were purchased, however, an additional printing press is still needed.</p>
<p><i>Improve SLO assessment rates.</i></p>	

ARTS & HUMANITIES
Program Review Fall 2024

	More outreach between the division and faculty members has increased participation. More work needs to be done to encourage all faculty to assess their SLOs.



Part 3: Based on Part 2 above, please list program/area goals:

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 2. Creative, Critical, and Analytical Thinking	1,2,3,4			Goal #5 Education: Expansion of offerings and effective course scheduling.	<i>New or additional (studio) classroom space is needed</i> to grow the number of	For the development of new and additional classroom spaces, coordination between division faculty	This goal will be achieved by the acquisition of new or additional classroom,

ARTS & HUMANITIES
Program Review Fall 2024

						AA-T graduates in Studio Arts and Art History by diversifying the TMC curricula through new course offerings and offering additional sections of core classes.	members, administration, and Facilities is needed to identify needs and options.	especially studio classroom space.
#2	ILO 2. Creative, Critical, and Analytical Thinking	1,2,3,4			Goal #3 Resources: Increase student awareness about campus resources.	Acquire new track lighting fixtures in classrooms 101 and 110 in FA1 as well as the Art Gallery to facilitate the CORs in Art 110, 113, 120, 140, 163, 170, 210, 213, 216 that cover the student’s understanding of value and perception of light and color.	Discussions need to be had between the dean, faculty members, and Facilities to see if new fixtures and bulbs can be sourced for the existing track. LED lights are more efficient and more ecologically responsible.	This goal will be achieved with the installation of new track lighting fixtures in classrooms 101 and 110 in FA1, and the Art Gallery.
#3	ILO 2. Creative, Critical, and Analytical Thinking	1,2,3,4			Goal #6 Success: Boost success rates by prioritizing the student experience.	New equipment and supplies (additional presses, brayers, shatter-proof glass for inking tables, files, intaglio tools,	For the purchase of larger items, such as an additional press, a price quote, funding sources, procurement of supplies and	This goal will be achieved by acquiring the materials and equipment for ART 120, Printmaking.

ARTS & HUMANITIES
Program Review Fall 2024

						<i>relief tools, ink) for Printmaking ART 120</i> to successfully fulfill its COR.	equipment, and installation of equipment needs to take place.	
#4	ILO 1. Communication	1,2,4			Goal #4 Vision: Being more future-thinking, agile, innovative, and proactive.	Create an alumni network and invite graduated students to share their experiences. This will help students and instructors gage what skills are needed to succeed at the next step.	Instructors can network with current and former students.	This goal will be achieved by creating a network of former students.

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)						
Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Physical/Facilities	<i>New or additional (studio) classroom space.</i>	1,2,3,4	Repeat	variable	One-time	Kathryn Mitchell
Physical/Facilities	<i>Track lighting fixtures for FA1</i>	1,2,3,4	Repeat	\$5,000-7,000	One-time	David Babb
Supplies	<i>Printing press and supplies for Art 120, Printmaking.</i>	1,2	Repeat	\$5,000	One-time	Christine Mugnolo
Choose an item.			Choose an item.		Choose an item.	

ARTS & HUMANITIES
Program Review Fall 2024

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

Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above).

Required:

- Success & Retention tab
- Program Awards tab

Optional:

- Other supporting data/information

ARTS & HUMANITIES
Program Review Fall 2024

Program Awards

Select Academic Year:
Multiple values

Select Ethnicity:
All

Gender
All

(Use these filters add years & disaggregate by ethnicity and gender for both of the visualizations below)

Institutional Awards

Award Type	2022-2023	2023-2024
AA-T/AS-T	734	640
AA/AS	1172	1292
Certificate	1115	1108
AVC Local Certificate	210	194
Bachelor's	16	21
Non-Credit	38	64
Grand Total	3285	3319

Select Program Majors:
Multiple values

< Select Program Major for the chart below

Subject Awards for AA-T Art History & AA-T Studio Arts

Award Type	Degree Desc	Academic ..	
AA-T/AS-T	AA-T Art History	2022-2023	<5
		2023-2024	<5
AA-T Studio Arts	AA-T Studio Arts	2022-2023	29
		2023-2024	26

< Click to go back

Click to go next >

Success and Retention by Modality

Select Academic Year:
Multiple values

Select Modality:
All

Select Subject:
ART

< To select different, use 'Select Subject'

AVC Retention and Success shown in vertical |

Overall Enrollments, # of Sections, Retention and Success by Year for ART

Academic Year	# of Sections	Enrollment	Retention Rate	Success Rate
2022-2023	96	1,965	89.5%	78.5%
2023-2024	99	2,018	89.5%	76.4%

Enrollments, Retention & Success for ART by Ethnicity

Ethnicity	Academic Year	Enrollment	Retention Rate	Success Rate
Hispanic/Latine	2022-2023	1,312	90.5%	79.0%
	2023-2024	1,302	89.9%	76.3%
White	2022-2023	272	87.1%	81.3%
	2023-2024	265	94.0%	81.9%
Black/African American	2022-2023	190	85.8%	72.1%
	2023-2024	253	81.8%	64.0%
Two or more	2022-2023	106	87.7%	73.6%
	2023-2024	69	88.4%	81.2%
Unknown/Masked	2022-2023	85	91.8%	82.4%
	2023-2024	129	93.0%	87.6%

Enrollment, Retention and Success for ART by Gender

Gender	Academic Year	Enrollment	Retention Rate	Success Rate
Women	2022-2023	1,146	90.2%	81.7%
	2023-2024	1,172	89.8%	78.4%
Men	2022-2023	748	88.9%	74.6%
	2023-2024	771	89.1%	73.4%
Unknown/Masked	2022-2023	71	83.1%	69.0%
	2023-2024	75	90.7%	76.0%

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ARTS & HUMANITIES
Program Review Fall 2024



Division/Area Name: <i>Arts & Humanities/Performing Arts/Dance</i>	For Planning Years: 2025-2026
Name of person leading this review: <i>Cynthia Littlefield</i>	
Names of all participants in this review: <i>Gary Heaton-Smith, Rochelle Guardado, Kathleen Burnett</i>	

Fall 2024 Program Review Report | Instructional Areas

Part 1. Program Overview: Briefly describe how the program contributes to the district [mission](#)

The Dance Program at Antelope Valley College is dedicated to the belief that artistic expression reveals the essential nature and diversity of human experience. Our program aims to create a dynamic and stimulating environment where students can engage in creating, performing, researching, and critically analyzing the arts. Offering an Associate of Arts degree, the Dance Program prepares students for transfer to four-year institutions and helps them advance in fulfilling careers. Our dance classes cater to a diverse student body, welcoming individuals from high school age through senior citizens.

In alignment with the college's mission, we strive to serve all community members by fostering interest in our programs, student artists, and performers. We organize activities and events that encourage community participation and engagement. Sharing the college's vision, we are committed to enriching lives through artistic expression and believe in promoting a holistic understanding of human diversity and experience.

Our primary focus is to cultivate an environment where students can demonstrate a wide range of knowledge and experiences in the arts. Ensuring student success, we offer comprehensive educational programs that encompass our discipline's history, theoretical and analytical approaches, and performance courses. Through this robust curriculum, we empower students with the skills and knowledge needed for personal and professional growth in the field of dance.

Part 2A: Analyze the [program review data \(retrieval instructions\)](#), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:

Use the following questions to guide your analysis:

Overall (Use the *Success & Retention* and *Program Award* tabs to inform your analysis)

- What are the success and retention rates for your discipline? Did they decrease or increase in the last year?
- What are the trends for the number of awards granted? Are the number of awards going up or down?

Equity (Use the *Success & Retention* tab including S&R by Ethnicity and Gender data to inform your analysis)

- Which ethnic / gender student groups complete their courses at the highest rates?
- Which ethnic / gender student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the *Strengths and Accomplishments* section.

ARTS & HUMANITIES

Program Review Fall 2024

Strengths and Accomplishments: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Overall Strengths and Accomplishments: The retention and success rates of Dance are high and above the AVC average in number of sections, retention, and success rate, but decreased in number of enrollments from 556 to 515 students. Dance contributes to the culture of AVC's campus through Dance Ensemble, Choreography, and Dance Performance. Students who are engaged in the performing aspects of dance seem to engage with campus community by participating in various events by working together. The Dance program continues to offer quality curriculum and professional instruction through 2 different forms: face-to-face (in person) and asynchronous remote learning (online only). Many of our technique courses offer Zoom instruction with the face-to-face courses in case a student is ill and cannot attend in person.

Two successful dance productions took place in the AVC Performing Arts Theatre: Dance Showings and Dance Dimensions. Dance students engage in the opportunity to perform in front of a live audience with production: costuming, lighting, and stage space.

Equity: No gaps are present and from the data it looks like we are increasing in the male gender and heavily increased in the unknown/masked gender. Hispanic/Latinx ethnicity continues to be the dominant group in enrollment, retention and success, while the Black/African American ethnicity decreased in enrollment, retention, and success.

Opportunities and Challenges: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

More interest in the AA in Dance degree and continued support from the counselors. Because we are not an AA-T degree program, Dance continues to be overlooked as an important transfer major.

Dance is used for personal enrichment, transferability to 4-year universities, better overall physical and mental health, and artistic expression. There are no prominent equity gaps. Student enrollment is identified as our greatest challenge because students need to take dance for their well-being. Many students have trouble enrolling because their major is different than Dance. The students want to take dance for the many positive effects on the brain including enhancing memory and improving mood. It reduces stress and the feel-good hormone serotonin, and especially improves executive function, long-term memory and spatial recognition.

Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

The dance program strives for developing critical thinking skills, analysis, research, history, pedagogy, anatomy, and interdisciplinary approaches in writing, performing, and speaking about dance. We want to be a place where dancers can explore, take risks, and mature in the art of dance before transferring to a 4-year university or continuing a career in dance.

The associate in arts in Dance degree will help provide a clear pathway for students to transfer to the California State University (CSU), or the University of California

(UC) institutions. For transfer, students will need to take additional General Education (CSU or IGETC), depending on their institution, to be transfer ready.

Dance would like to increase enrollment and awareness in our program.

ARTS & HUMANITIES
Program Review Fall 2024

Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data

N/A

Insert Labor Market Data here <https://www.labormarketinfo.edd.ca.gov/commcolleges/>

Selections:

TOP Code(s):

100800 Dance

Geography: Los Angeles County

Includes: Los Angeles County

Annual Job Openings by Occupation

SOC Code	Occupation Title (Linked to "Occupation Profile")	2020 Employment	Annual Job Openings (1)
251121	Art, Drama, and Music Teachers, Postsecondary	5,930	6,730
272031	Dancers	290	660
	Total	6,220	7,390

(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 ye period.

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

Part 2C: Review and comment on progress toward past Course Improvement Plans

List your past **Course Improvement Plans (CIPs)** and progress toward meeting those plans.

Past Course Improvement Plans	Progress Made
<p>CIP #1 -Students need tutorials on Canvas and online tools</p> <p>CIP #2-Microphones in the ceiling like lecture classrooms would be helpful. I have no idea what that would cost.</p> <p>CIP #3-the clock in the room is hung so high that the instructor cannot reach it. We have to call someone to come fix it. It stopped and was replaced by an "atomic" clock that didn't work correctly.</p>	<p>CIP #1-Minimal progress made. There are resources available on campus, but the students do not know how to receive it. Many students use canvas from their phone, but it does not work the same as a computer.</p> <p>CIP #2- Not necessary now. Most classes are taught face-to-face, and the Zoom accessibility is optional for students to see the class or participate from home when they are sick.</p>

ARTS & HUMANITIES

Program Review Fall 2024

<p>As a result, we did not have a working clock in the room for the entire semester!</p> <p>CIP #4-The floor in GYM 140 gets oily rather quickly and easily. Students and faculty have difficulty safely and easily performing required traveling actions because of these spots on the floor. Regular cleaning and monthly buffering will eliminate this problem.</p> <p>CIP #5-The sound system in GYM 140 is quite old. A Bluetooth connectivity option can reduce the amount of time it takes to travel back and forth to the sound system repeatedly throughout the class. This will allow us to accomplish more with the time saved.</p> <p>CIP #6- Technique classes would benefit greatly from separation. As enrollment rises again, we should be able to separate the classes so beginning stands alone and int/adv are the only overlaid classes (in fall and spring only). We should try this with the modern dance classes in the fall term 2024.</p> <p>CIP #7-Although tap dance can be performed without tap shoes, students need the resource to purchase high quality tap shoes. I loaned out multiple pairs of tap shoes over the years.</p> <p>CIP #8-More advertising and publicity of our dance program through the Dance Performance courses would be a change to our department, as well as a traveling show to local high schools for advertisement. We could have the shows on Fridays.</p> <p>CIP #9-Organization of props has become hazardous</p>	<p>CIP #3-A clock from Amazon has been bought and replaced in the place where the “atomic” clock is.</p> <p>CIP #4-Cleaning materials for the floor in GYM 140 have been bought and used regularly. It helps but we still need better cleaning maintenance, especially to get rid of the spiderwebs, bugs, dust, and hair in the corners of the room and around the surfaces. Many times, I stay after to clean and organize props.</p> <p>CIP #5- Bluetooth speaker adapter has not been purchased. Bluetooth receivers can get expensive ranging from around \$600 to over \$1000.</p> <p>CIP #6- The technique classes are still overlaid due to low enrollment in the intermediate and advanced courses.</p> <p>CIP #7- The purchase of tap shoes has been added as equipment in the course revisions in all tap courses. This may solve the problem.</p> <p>CIP #8- Advertising and publicity of the dance program has not been resolved. Counselors’ awareness has increased but the dance program needs more advertisement through campus and community. Instructor has been active at the major’s fairs for 3 years consecutively (I missed this semester due to Covid)</p> <p>CIP #9- The dance closet has been organized and cleaned out, but the Yoga props and tap boards remain outside the closet for various reasons. One reason is the tap boards do not fit. We also have stack of chairs in the corner for “chair yoga” and they do not fit. The yoga classes use blankets, and they do not get folded and put away properly.</p>
<p>Previous CIP: Revision of World Dance to meet Ethnic Studies requirements</p>	<p>Not applicable as an Ethnic Studies requirement anymore, but the course has been revised to a 3-unit lecture course to increase enrollment and help transferability.</p>
<p>Part 2D: Review and comment on progress towards past program review goals:</p>	
<p>List your past program review goals and progress towards those goals.</p>	

ARTS & HUMANITIES
Program Review Fall 2024

Past Goal	Progress Made
1. Promote the AA in dance at AVC to currently enrolled students and future students on campus and within the community.	Very slow progress made. 1. Collaborate with marketing and create advertisements throughout campus and other organizations. 2. Counselors' awareness of the importance of Dance courses for health, well-being and transferability.
2. Provide exposure of AVC Dance program to local High Schools. Dance website needs to be more visual for online access.	No progress made.
3. Gain a better reporting of SLO's, PLO's and Outcomes.	One adjunct instructor has made increased progress in this area.
4. Collaborate with other performing arts faculty and faculty of other disciplines to enhance career options for dance majors.	Slow progress made. Events scheduled with the faculty of other disciplines. Adding a performance class in the summer to prepare students for collaboration.
5. Additional classroom space needed for growth of dance students graduating with AA in Dance and transferring to university.	PA 114 is used for additional rehearsal space and office hours. Students who need extra help in technique and choreography come to my office hour in PA 114 for extra practice. They love the extra practice and individualized attention.

Part 3: Based on Part 2 above, please list program/area goals:								
Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 1. Communication	Dance PLO 1			Goal #4 Vision: Being more future-thinking, agile, innovative, and proactive.	Encourage enrollment in the AA in Dance program at AVC among current and prospective students both on campus and throughout the community. This includes past goals 1, 2, and 4 from above.	1. Awareness campaigns such as promotional materials highlighting the benefits of the program. Create a strong online presence through social media with content like eye-catching videos of performances and	Increased enrollments, enhanced engagements, higher social media interaction, positive feedback from participants in promotional events, new partnerships and collaborations with local studios and instructors, campus media coverage, referral rates increasing due to word of mouth, indicating that alumni and current

ARTS & HUMANITIES
Program Review Fall 2024

						<p>testimonials from students.</p> <ol style="list-style-type: none">2. Workshops and Open House. Work in summer promoting our dance program offering free workshops at AVC including various dance technique classes. Partner with local high schools.3. Involve alumni students to share their experiences and career paths, both in person, and on live platforms.4. Collaborate and partner with local dance studios or provide internship opportunities for dance students.5. Utilize college resources such as the AVC website to spread information about the dance program.6. Engage the faculty and staff to spread the word about dance in their classes and through collaboration in performances such as musical theatre, music or even in the art gallery.	<p>students are promoting the program.</p>
--	--	--	--	--	--	---	--

ARTS & HUMANITIES
Program Review Fall 2024

#2	ILO 2. Creative, Critical, and Analytical Thinking	Dance PLO # 1,2,3			Goal #6 Success: Boost success rates by prioritizing the student experience.	Enhance the accuracy and comprehensiveness of reporting for SLO's and PLO's.	<ol style="list-style-type: none"> 1. Develop clear guidelines and ensure consistence in how data is collected, analyzed and reported. 2. Conduct training sessions for faculty to help them understand the importance. 3. Foster a collaborative approach to improving reporting practices. 4. Research and adopt best practices from other institutions that have successfully improved their reporting metrics. 	<p>Increased accuracy and quality of data, regular and timely reporting, positive feedback from faculty on the accessibility and progress, provide more detailed Action Plans in the SLO reporting, compare current data with past performances or against similar institutions to show improvements.</p> <p>Student performance improvements would indicate the successful assessment.</p>
#3	ILO 4. Career and Specialized Knowledge	Dance PLO #1,2,3			Goal #6 Success: Boost success rates by prioritizing the student experience.	Foster partnerships with faculty from other disciplines, especially Performing Arts, to expand career opportunities for dance majors.	<ol style="list-style-type: none"> 1. Reach out to faculty in the arts, anthropology, biology, English, etc. who might share an interest in interdisciplinary work. 2. Initiate conversations and share the benefits of collaboration with students and faculty. 3. Form a working group or work with Guided Pathways to develop a framework for collaboration. 	<p>Increased student enrollment and participation in related events. Career opportunities secured by dance majors who participate in the collaboration. Active and sustained collaboration with faculty and joint projects funded by AVC or grants.</p> <p>Development of new courses based on the success of the initial interdisciplinary efforts.</p> <p>Achievement of recognition from AVC .</p>

ARTS & HUMANITIES
Program Review Fall 2024

							<p>4. Develop interdisciplinary curriculum and create courses that integrate the elements showing who dance can complement their discipline.</p> <p>5. Secure funding and resources and seek institutional support to fund collaborative projects and initiatives.</p>	
#4	ILO 2. Creative, Critical, and Analytical Thinking	Dance PLO #1,2,3			Goal #2 Equity: Improve the college culture by becoming a more caring, welcoming, accessible, and inclusive campus.	Acquire more classroom space to accommodate the growth of dance students and facilitate personalized instruction.	<p>1. Successfully secure PA 114 or other classroom space that meets the needs of dance.</p> <p>2. An increase in the number of students who can enroll in dance courses, and accommodate more dance students.</p> <p>3. Offer more classes on the peak hours which are usually Monday-Thursdays 11-330pm.</p> <p>4. Improvement in student performance and satisfaction with individualized instruction/</p>	Increased enrollment capacity, expand space utilization, enhance student performance, individualized instruction during office hours, efficient scheduling during peak hours, arrange a recurring budget for cleaning and maintenance of the facilities an dance floor.

ARTS & HUMANITIES
Program Review Fall 2024

							<p>5. The ability to introduce new courses that were previously not feasible due to space limitations.</p> <p>6. Re-vamp Gym 140 with a face lift including painting, more organization space, and up to date equipment to be more appealing and accommodating for students.</p>	
#5.	ILO 4. Career and Specialized Knowledge	Dance PLO #1,2,3			Goal #6 Success: Boost success rates by prioritizing the student experience.	Provide students access to professional theatre production as it relates to dance including costumes, lighting, stage set design, and technology.	<p>1. Evaluate students regarding their experiences and provide resources and funding for costumes.</p> <p>2. Ensure that there is adequate and equitable access for all students who wish to utilize these resources.</p> <p>3. Increased participation in conferences, competitions and performances.</p> <p>4. Provide students with mentorship or hands-on learning experiences.</p>	<p>Track the number of students involved in dance productions and collect feedback on their experience with production elements such as costumes, stage set load-in/strike, lightning and technology. Hire a professional expert to help with costuming, lighting, and stage managing like we used to do before the recession in 2007.</p> <p>Evaluate instructors and student choreographers in their use of production elements in their dances.</p>

ARTS & HUMANITIES

Program Review Fall 2024

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)						
Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Faculty	Request for full-time faculty to help support the program area overall	Goals 1-3	Repeat	80,000 plus benefits	One-time	Cynthia Littlefield
Classified Staff	Help with marketing and advertising of dance, the AA degree, and upcoming performances.	Goal 1	Repeat	3,000	Recurring	Cynthia Littlefield
Technology	Upgrade GYM 140 dance room equipment with Bluetooth and overhead microphones for zoom. Upgrade PA 114 Music sound system. P	Goal 3	New	3,000	One-time	Cynthia Littlefield, Rochelle Guardado
Physical/Facilities	Repair, paint and clean current dance room GYM 140, add storage space on walls for dance conditioning and tap boards. Buy new tap boards to help maintain flooring.	Goal 3	Repeat	5,000	One-time	Cynthia Littlefield, Rochelle Guardado
Supplies	Proper uniforms /costumes/props for the students when performing at High Schools, conferences, and special performances within the community.	Goal 5	Repeat	5,000	One-time	Cynthia Littlefield, Rochelle Guardado
Professional Development	A stipend for professors to collaborate outside of workload in performances for student success and outreach.	Goal 3	Repeat	5,000	Recurring	Cynthia Littlefield
Supplies	Advertisement on billboards throughout the AV.	Goal 1-2	Repeat	1,000-5,000	Recurring	Cynthia Littlefield
Supplies	Dance Conditioning props such as small weights, exercise balls and TheraBand's so we can add our new course "Dance Conditioning" to the class schedule. Other dance classes will also benefit from these resources.	Goal 1-2	New	1,000-5,000	One-time	Cynthia Littlefield, Rochelle Guardado

Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above).

Required:

- Success & Retention tab
- Program Awards tab

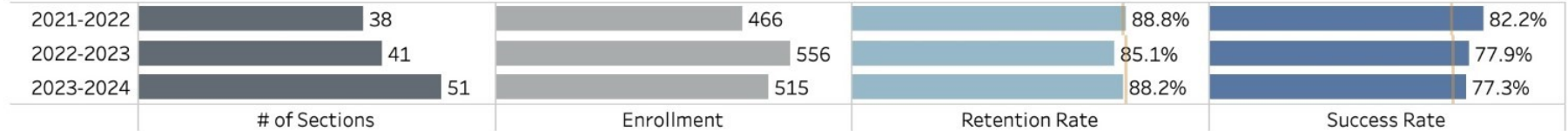
ARTS & HUMANITIES
Program Review Fall 2024

Success and Retention

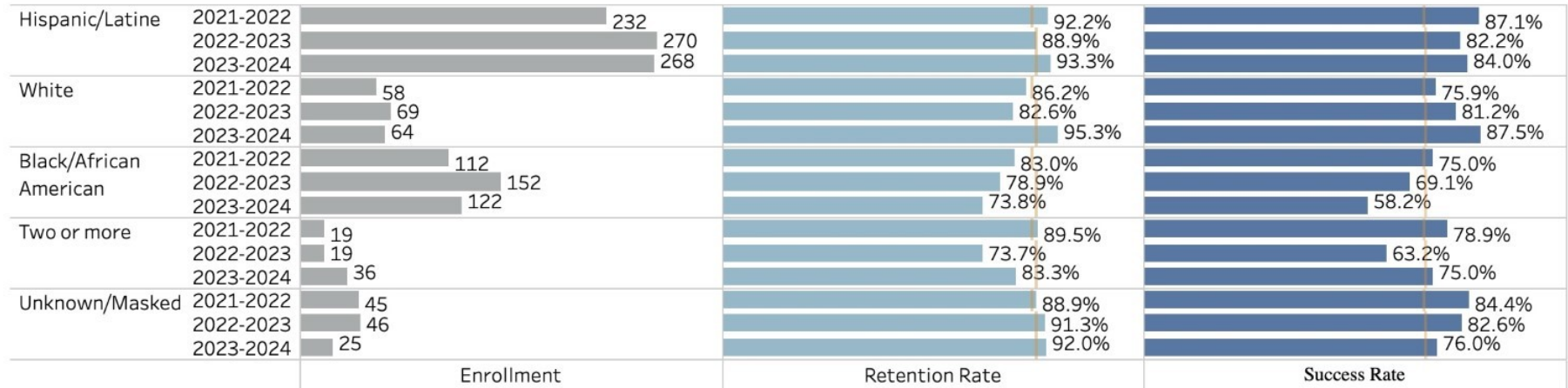
Select Academic Year: 📅 Select Subject: < Select subject here
 (Multiple values) ▼ DA ▼

AVC Retention and Success shown in vertical |

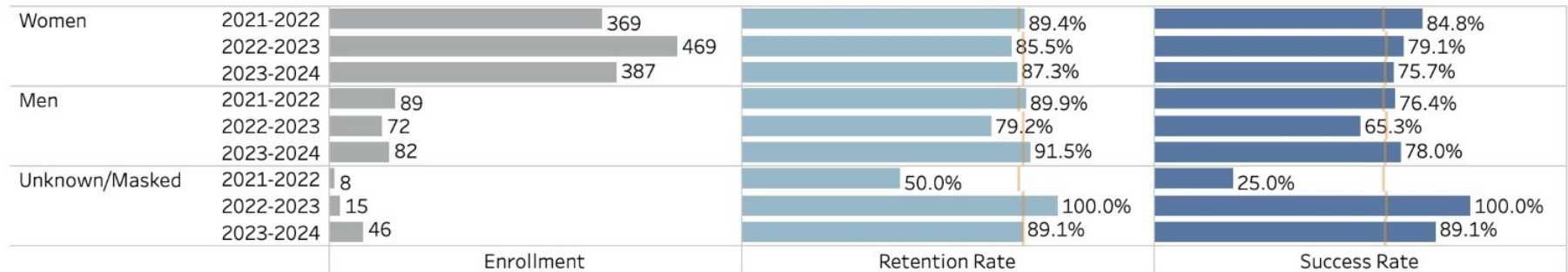
Overall Enrollments, # of Sections, Retention and Success by Year for **DA**



Enrollments, Retention & Success for **DA** by Ethnicity



Enrollment, Retention and Success for **DA** by Gender



ARTS & HUMANITIES
Program Review Fall 2024

Optional:

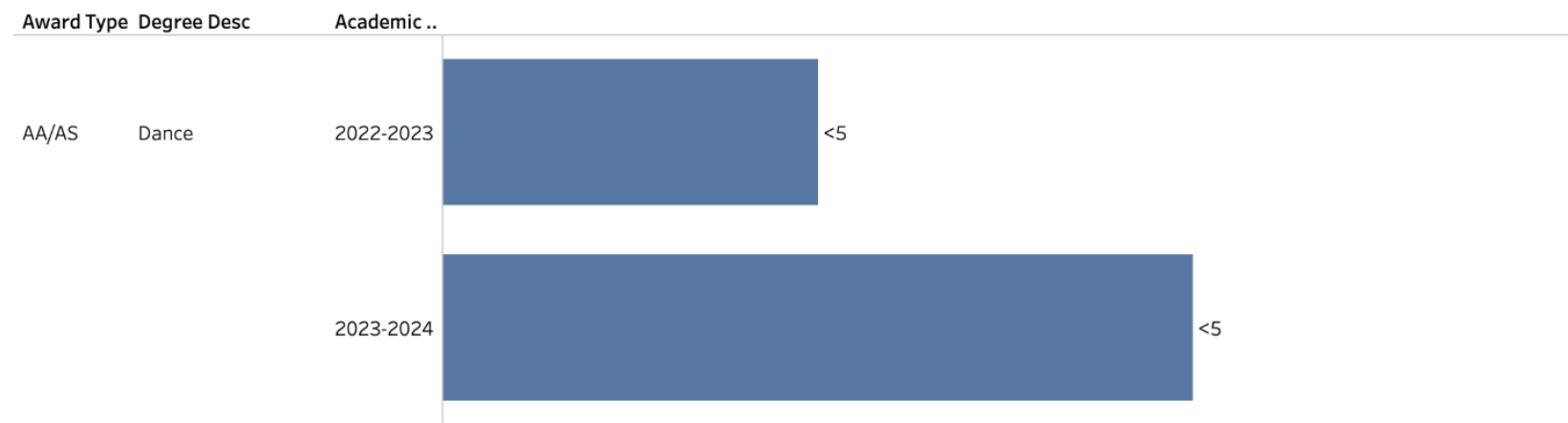
- Other supporting data/information

Select Program Majors:

Dance

< Select Program Major for the chart below

Subject Awards for **Dance**



ARTS & HUMANITIES
Program Review Fall 2024

Select Academic Year: (Multiple values) Select Modality: (All) Select Subject: DA < To select different, use 'Select Subject' > AVC Retention and Success shown in vertical |

Overall Enrollments, # of Sections, Retention and Success by Year for DA

Academic Year	# of Sections	Enrollment	Retention Rate	Success Rate
2021-2022	38	466	88.8%	82.2%
2022-2023	41	556	85.1%	77.9%
2023-2024	51	515	88.2%	77.3%

Enrollments, Retention & Success for DA by Ethnicity

Ethnicity	Academic Year	Enrollment	Retention Rate	Success Rate
Hispanic/Latine	2021-2022	232	92.2%	87.1%
	2022-2023	270	88.9%	82.2%
	2023-2024	268	93.3%	84.0%
White	2021-2022	58	86.2%	75.9%
	2022-2023	69	82.6%	81.2%
	2023-2024	64	95.3%	87.5%
Black/African American	2021-2022	112	83.0%	75.0%
	2022-2023	152	78.9%	69.1%
	2023-2024	122	73.8%	58.2%
Two or more	2021-2022	19	89.5%	78.9%
	2022-2023	19	73.7%	63.2%
	2023-2024	36	83.3%	75.0%
Unknown/Masked	2021-2022	45	88.9%	84.4%
	2022-2023	46	91.3%	82.6%
	2023-2024	25	92.0%	76.0%

Enrollment, Retention and Success for DA by Gender

Gender	Academic Year	Enrollment	Retention Rate	Success Rate
Women	2021-2022	369	89.4%	84.8%
	2022-2023	469	85.5%	79.1%
	2023-2024	387	87.3%	75.7%
Men	2021-2022	89	89.9%	76.4%
	2022-2023	72	79.2%	65.3%
	2023-2024	82	91.5%	78.0%
Unknown/Masked	2021-2022	8	50.0%	25.0%
	2022-2023	15	100.0%	100.0%
	2023-2024	46	89.1%	89.1%

ARTS & HUMANITIES
Program Review Fall 2024



Division/Area Name: Digital Media / Arts & Humanities	For Planning Years: 2025-2026
Name of person leading this review: Paul Taglianetti	
Names of all participants in this review: N/A	

Fall 2024 Program Review Report | Instructional Areas

Part 1. Program Overview: *Briefly describe how the program contributes to the district mission*

The digital media program trains students to be prepared and to enter careers in digital media using CTE educational model.

Part 2A: Analyze the [program review data \(retrieval instructions\)](#), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:

Use the following questions to guide your analysis:

Overall (Use the *Success & Retention* and *Program Award* tabs to inform your analysis)

- What are the success and retention rates for your discipline? Did they decrease or increase in the last year?
- What are the trends for the number of awards granted? Are the number of awards going up or down?

Equity (Use the *Success & Retention* tab including S&R by Ethnicity and Gender data to inform your analysis)

- Which ethnic / gender student groups complete their courses at the highest rates?
- Which ethnic / gender student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the *Strengths and Accomplishments* section.

We serve all students who enroll regardless of race and gender. Typically, students are residents of the Antelope Valley area and surrounding areas as far as Santa Clarita CA.

The success of our program is quantified in several areas/demographics.

The demographics served by DM compared to AVC's service are demographics are similar in terms of students' economic classification and gender demographics.

Hispanic students have subject v retention rate at 90.1 percent. At 92.6 percent is white non-Hispanic students. African American students at 88 percent in 2022-23 school year.

Strengths and Accomplishments: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)

Students are getting trained on industry standard software. Portfolios show great improvement over the previous year. Keeping students current on industry standard hardware and software seems to be improving and student enrollment is up from the previous year by large margins.

Our attempts to streamline the program is going in the right direction. There are too many degrees/certificates offered for the number of students in the programs, so we often have to cancel classes due to low enrollment, making it difficult for the students to graduate. We have revised the curriculum this year and are hopeful this will solve many problems in the future. Expanding student awareness of the program has also helped to increase student enrollments and

ARTS & HUMANITIES
Program Review Fall 2024

retention over the course of the last year. We have recently removed several outdated programs and rewrote course descriptions and outlines, removing outdated technology.

Opportunities and Challenges: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

dealing with changing technologies in digital media and their associated costs. As tech is changing on a daily basis, the challenge for us as instructors is to keep the program relevant and challenging within budget limitations. Better access to equipment is an area we still need to improve in. We are sometimes limited by access to equipment due to labor shortages in our physical equipment distribution offices. This sector is often manned by student work force which has been limited. We are currently working on solutions to this situation.

We have submitted a grant application for SWF in order to increase our equipment for student use, but this is a constant issue in order to remain current and offer students industry-standard instruction.

The DM program needs to be constantly updated because the technology is constantly evolving and changing (ie: Artificial intelligence software, Camera technology, software for CGI etc.). Currently, we are reviewing and restructuring the programs offered in order to streamline the degree/certificate programs and allow students to graduate in a timely manner.

Adapt to equity discrepancies due to economic factors. Allow more flexibility with grading and missed classes due to economic hardships. Target marketing to non-traditional students. This will help close equity gaps.

Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

As an open enrollment school serving students of all genders and backgrounds, typically who reside in Antelope Valley and surrounding areas.

Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data

N/A

Insert Advisory Committee Recommendations here (Please do not insert complete meeting minutes, but just recommendations from the advisory committee.)

Insert Labor Market Data here <https://www.labormarketinfo.edd.ca.gov/commcolleges/>

Part 2C: Review and comment on progress toward past Course Improvement Plans

List your past **Course Improvement Plans** (CIPs) and progress toward meeting those plans.

Past Course Improvement Plans	Progress Made

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

List your past program review goals and progress towards those goals.

ARTS & HUMANITIES
Program Review Fall 2024

Past Goal	Progress Made
Prepare students for work force	
Increase student access to success and career goals	

Part 3: Based on Part 2 above, please list program/area goals:								
Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 1. Communication				Goal #3 Resources: Increase student awareness about campus resources.	Better access to equipment and state of the art software	Applying for more funds and grants to acquire new equipment and resources	Increased student output and increase in enrollment
#2	ILO 2. Creative, Critical, and Analytical Thinking				Goal #5 Education: Expansion of offerings and effective course scheduling.	Helping students access counseling on on-campus resources	Set up informational resources to help students navigate the campus	Better on campus organization
#3	Choose ILO				Choose an item.			
#4	Choose ILO				Choose an item.			

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)						
Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

ARTS & HUMANITIES
Program Review Fall 2024

Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above).

Required:

- Success & Retention tab
- Program Awards tab

Optional:

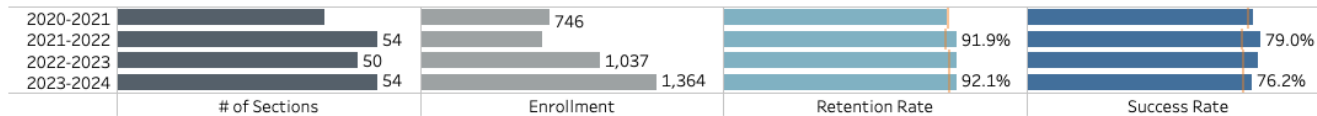
- Other supporting data/information

Success and Retention

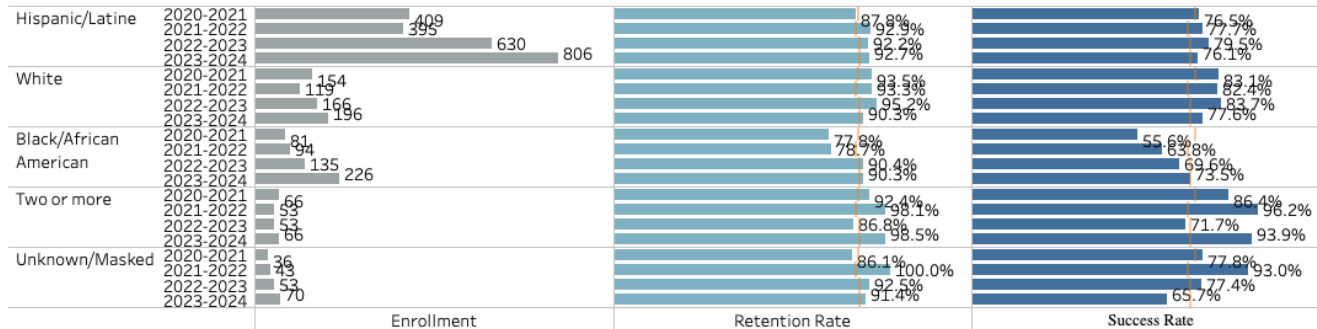
Select Academic Year: Select Subject: [< Select subject here](#)

AVC Retention and Success shown in vertical |

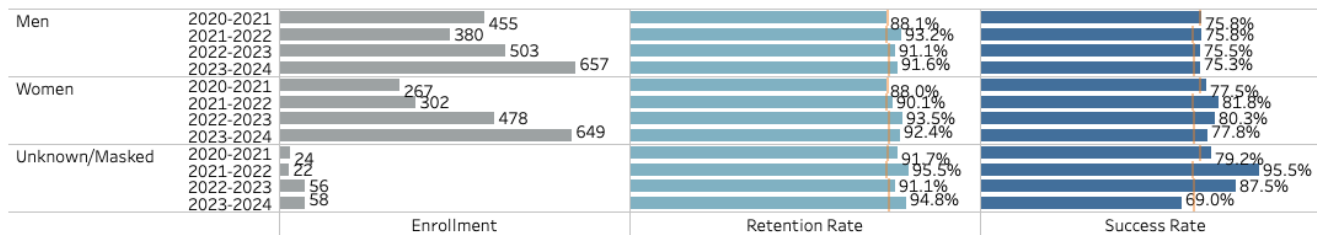
Overall Enrollments, # of Sections, Retention and Success by Year for **DM**



Enrollments, Retention & Success for **DM** by Ethnicity



Enrollment, Retention and Success for **DM** by Gender



ARTS & HUMANITIES
Program Review Fall 2024

Program Awards

Select Academic Year: Select Ethnicity: Gender: (Use these filters add years & disaggregate by ethnicity and gender for both of the visualizations below)

Institutional Awards

Award Type	2021-2022	2022-2023	2023-2024
AA-T/AS-T	860	734	640
AA/AS	1366	1172	1292
Certificate	1426	1115	1108
AVC Local Certificate	189	210	194
Bachelor's	13	16	21
Non-Credit	58	38	64
Grand Total	3912	3285	3319

Select Program Majors: < Select Program Major for the chart below

Subject Awards for Computer Animation, Computer Animation Cert, Digital Photo Imaging and 9 more

Award Type	Degree Desc	Academic ..	Count
AA/AS	Computer Animation	2021-2022	12
		2022-2023	12
	Digital Photo Imagi..	2021-2022	<5
		2022-2023	<5
	Digital Printing	2021-2022	<5
	Graphic Design	2021-2022	15
2022-2023		15	
Certificate	Interactive Media-..	2021-2022	<5
		2022-2023	<5
	Video Design&Prod..	2021-2022	<5
		2022-2023	<5
	Computer Animatio..	2021-2022	<5
		2022-2023	<5
Certificate	Digital Photo Imagi..	2021-2022	<5
		2022-2023	<5
	Digital Printing Cert	2021-2022	<5
		2022-2023	<5
	Graphic Design Cert	2021-2022	18
		2022-2023	18
Interact Media-Web..	2021-2022	<5	
	2022-2023	<5	
Video Design&Prod..	2021-2022	<5	
	2022-2023	<5	

ARTS & HUMANITIES
Program Review Fall 2024



Division/Area Name: Arts & Humanities/ Film & Television	For Planning Years: 2025-2026
Name of person leading this review: Kevin North	
Names of all participants in this review: Kevin North	

Fall 2024 Program Review Report | Instructional Areas

Part 1. Program Overview: *Briefly describe how the program contributes to the district mission*

The Film & Television Program contributes to the Antelope Valley College Mission by providing a comprehensive education in Film Production to a diverse population of learners. 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. This directly supports the Antelope Valley College’s philosophy, vision, mission, and values by teaching students the skills necessary to respond to the requirements of regional business, industry, and public service, as well as the social and cultural needs of the Antelope Valley. The Film & Television program also provides students with curriculum, activities, and services to help them understand their physical, cultural, ethnic, and social environment.

Part 2A: Analyze the [program review data \(retrieval instructions\)](#), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:

Use the following questions to guide your analysis:

Overall (Use the *Success & Retention* and *Program Award* tabs to inform your analysis)

- What are the success and retention rates for your discipline? Did they decrease or increase in the last year?
- What are the trends for the number of awards granted? Are the number of awards going up or down?

Equity (Use the *Success & Retention* tab including S&R by Ethnicity and Gender data to inform your analysis)

- Which ethnic / gender student groups complete their courses at the highest rates?
- Which ethnic / gender student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the *Strengths and Accomplishments* section.

Strengths and Accomplishments: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)

Over the past three years, the Film & Television program has maintained a steady rate of program completions. The program saw 15 graduates for the 2020-2021 school year and kept steady with that number seeing 16 graduates for both the 2021-2022 as well as the 2022-2023 school year. These numbers have remained very steady over the past several years with the exception being 2023-2024 where completions dropped significantly. The data for the 2023-2024 school year shows that the Film & Television program achieved a new record in retention rates at 90.4% and a success rate of 73.2%.

From a historical equity standpoint many of the groups are very similar in completion rates. However, the White Non-Hispanic group has the highest completion rates followed by the Hispanic/ Latinx group and African American/ Black group. Over the past year since the last review the African American/ Black demographic group completed courses with a 58.3% Success rate where the Hispanic/ Latinx group completed at an 75.1% success rate. Both numbers are lower than the White Non-Hispanic group which completes at 78.0% success rate. Although these numbers are down from the rates in the previous year, they

ARTS & HUMANITIES

Program Review Fall 2024

are still very close to the AVC average in similar categories. Based on these numbers it does appear that an equity gap is present between the White Non-Hispanic group and everyone else. Even though the equity gap is relatively small it should still be addressed and have a strategy implemented to make some changes. When looking at the differences in gender Women have a higher success rate than Men with Women trending at 73.3% and Men at 72.7%.

Opportunities and Challenges: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

As seen by the data in section 2A, the Film & Television program has been very successful and has continued to grow and expand. However, over the past year the Film & Television program has seen a decline in degree completions. According to the data the data the program has dropped to the low single digits after averaging near 15 completions per year over the three previous years.

To improve student success, the Film & Television program needs to expand and update classroom, studio, and lab space. This Fall we were approved for Strong Workforce money to create a Green Screen Studio space with new industry standard equipment. This studio will be the 1st phase in a process of creating new state of the art instructional space as well as the opportunity to interface with the public. This space will also increase our capabilities and course offerings. It will also be a step toward solving one of our previous Program Review goals from Fall 2021.

To retain our students, offer quality education and keep up with the industry standards we will need to complete the Green Screen studio and create a sound stage as well. Currently our Film Studies, theory, history and screening classes are being taught in a room that was originally intended to be studio space. Theater style seating and a projection system were added to the room, making it nearly unusable for any type of production, while at the same time making it awkward, and a less-than-ideal screening room for our film studies courses. This space could be renovated to fit the studio needs and would integrate well with where the Green Screen studio is being built. Our film studies, theory, history and screening classes need to be moved into a proper, screening room/ theater type space like what other Community Colleges with Film Programs are using.

Film and media studies is the inroad to equity in the media and without the proper space, teaching pedagogy is being compromised. Without the proper studio/lab and screening space the Film & Television program will not be able to continue providing competitive, consistent learning opportunities to our students. Not having the proper space for our classes is negatively impacting both our film studies classes as well as our film production classes and is stunting the growth of our program.

Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Our Film program would like to be known for graduating students with the required knowledge and skills to transfer to a four-year university program in either Film Production or Film Studies. At the same time, we would like to make sure our students have the basic skill set to pursue a job in the film, television and entertainment industry.

Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data

ARTS & HUMANITIES
Program Review Fall 2024

N/A

Insert Advisory Committee Recommendations here:

The advisory committee is excited at the growth of the Film & Television program. At our last meeting we discussed how the Green Screen space is now funded and how we still need to move forward with trying to update the rest of our facilities so that we have proper Instructional and Lab spaces for our classes. The committee agreed that adding more of the proper types of instructional spaces could help with student success rates, completion and even addressing some of our equity gaps. The idea is that by offering more classes, labs and opportunities for hands on learning we will more easily be able to engage different learning modalities. As part of this the committee also recommended that we purchase more equipment to be utilized in these new classroom spaces so that we can add more diverse course offerings. When discussing course content, projects, completion and success rates in our Film Production classes the Advisory Committee also advised that we look into budgeting and providing production insurance to our students so that they can understand and go through the process of working with the Film LA office to procure film permits. This will give them experience in dealing with professional industry standard paperwork.

Insert Labor Market Data here <https://www.labormarketinfo.edd.ca.gov/commcolleges/>

Projections of Employment by Occupation, 2018 - 2028

Selections:

CIP Code(s):

500602 Cinematography and Film/Video Production

Geography: Los Angeles County

Includes: Los Angeles County

Annual Job Openings by Occupation

SOC Code	Occupation Title (Linked to "Occupation Profile")	2018 Employment	Annual Job Openings (1)
274031	Camera Operators, Television, Video, and Motion Picture	5,310	6,710
274032	Film and Video Editors	14,780	18,330
272012	Producers and Directors	24,520	27,530
	Total	44,610	52,570

(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 11/7/2023 12:04:08 AM

[Save or View in Excel](#)

[Back to Occupation List](#)

[New Search](#)

Exhibit 1: Current employment and occupational demand, Los Angeles and Orange counties⁷

Geography	2022 Jobs	2027 Jobs	2022-2027 Change	2022-2027 % Change	Annual Openings
Los Angeles	32,636	33,397	760	2%	3,437
Orange	1,994	2,061	67	3%	197
Total	34,631	35,458	827	2%	3,635

Detailed Occupation Data

Exhibit 2 displays the current employment and projected occupational demand for each of the target occupations in Los Angeles County. The percentage of workers aged 55+ is included in order visualize upcoming replacement demand for these occupations.

Exhibit 2: Current employment, projected occupational demand, percentage of workers aged 55+, Los Angeles County⁸

Occupation	2022 Jobs	2027 Jobs	5-Yr Change	5-Yr % Change	Annual Openings	% Age 55 and older*
Special Effects Artists and Animators	15,136	15,507	370	2%	1,702	26%
Camera Operators, Television, Video, and Film	5,900	5,988	88	1%	567	20%
Film and Video Editors	11,600	11,902	302	3%	1,168	22%
Total	32,636	33,397	760	2%	3,437	-

*The average percentage of workers aged 55 and older across all occupations in the greater LA/OC region is 27%. These occupations have a smaller share of older workers, which typically indicates fewer replacements needs to offset the amount of impending retirements.

ARTS & HUMANITIES
Program Review Fall 2024

\$21.33 and \$36.65 (Exhibit 3). Experienced workers can expect to earn wages between \$39.19 and \$77.10.

Exhibit 3: Earnings for occupations in Los Angeles County

Occupation	Entry-Level Hourly Earnings (25th Percentile)	Median Hourly Earnings	Experienced Hourly Earnings (75th Percentile)	Median Annual Earnings*
Special Effects Artists and Animators	\$36.65	\$58.67	\$77.10	\$122,000
Camera Operators, Television, Video, and Film	\$21.33	\$35.78	\$39.19	\$74,400
Film and Video Editors	\$23.72	\$33.65	\$57.41	\$70,000

*Rounded to the nearest \$100

Orange County

The majority, 83%, of annual openings for these middle-skill media arts occupations have entry-level hourly wages above the self-sufficiency standard wage for one adult (\$20.63 in Orange County). Typical entry-level hourly wages are in a range between \$18.17 and \$28.15.

Two occupations have entry-level hourly wages above the self-sufficiency standard wage:

- **Special effects artists and animators** - \$28.15
- **Film and video editors** - \$20.65

Experienced workers can expect to earn wages between \$38.76 and \$68.79 per hour, which are higher than the self-sufficiency standard (Exhibit 4).

Exhibit 4: Earnings for Occupations in Orange County

Occupation	Entry-Level Hourly Earnings (25th Percentile)	Median Hourly Earnings	Experienced Hourly Earnings (75th Percentile)	Median Annual Earnings*
Special Effects Artists and Animators	\$28.15	\$48.02	\$68.79	\$99,900
Camera Operators, Television, Video, and Film	\$18.17	\$31.72	\$38.76	\$66,000
Film and Video Editors	\$20.65	\$30.44	\$53.02	\$63,300

*Rounded to the nearest \$100

On average, the entry-level hourly earnings for the occupations in this report are \$26.95; this is above the living wage for one single adult in Los Angeles County (\$18.10). Exhibit 5 shows the average hourly wage for the occupations in this report, for entry-level to experienced workers.

ARTS & HUMANITIES
Program Review Fall 2024

Part 2C: Review and comment on progress toward past Course Improvement Plans	
List your past Course Improvement Plans (CIPs) and progress toward meeting those plans.	
Past Course Improvement Plans	Progress Made
Nearly all our SLO data shows that our students are achieving the SLO's at 70% or better. In some areas we are between 80-90%. It should be noted that the SLO data is very limited because very few instructors have reported data to maintain this success across the board, we should make sure that more instructors are reporting the data and that we are all using the same types of assignments and similar rubrics for assessment.	There has been no progress made on this yet. We hired new adjunct faculty in the area last year, but there were issues with reporting SLO data due to the data load in eLumen being incomplete.
Most of the resources needed for FTV are based around classroom space and equipment. Now the Film Studies courses are being taught in a studio space that was converted to having a projection system and seating in it. The Film Production program is growing, and this space will need to be converted back to studio space and a new space will need to be retro fitted and allocated for the Film Studies courses.	There has been no progress made on this yet.
Part 2D: Review and comment on progress towards past program review goals:	
List your past program review goals and progress towards those goals.	
Past Goal	Progress Made
1. Identify the instructional equipment needs to provide effective instruction that will lead to student success.	1. 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.

ARTS & HUMANITIES
Program Review Fall 2024

<p>2. Continue the process of identifying physical space/room(s) that are needed to provide effective instruction that will lead to student success.</p>	<p>2. 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. As stated above we were working on building a Green Screen Studio with Strong Workforce & Perkins funding. We began the purchasing process for equipment, but now do not have anywhere to set up or utilize the equipment.</p>
<p>3. Hire a Short-Term Hourly to serve as a lab tech for FTV. Our current short term hourly lab tech is awesome but is task saturated and stretched very thin working for Photo, DM and FTV. This person would work with our current Lab Technician and Equipment Checkout support staff to help with equipment checkout as well as facilitate the equipment.</p>	<p>3. This goal is in the process of being completed. A new Short-Term Hourly Lab Tech was hired, but due to other Lab Tech staffing issues the hire has been working at the checkout counter and has not yet been able to work specifically with the FTV program and students.</p>

Part 3: Based on Part 2 above, please list program/area goals:								
Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 4. Career and Specialized Knowledge	1,2			Choose an item.	To prepare students for the career field by purchasing new instructional equipment, software & subscriptions to provide effective instruction that will lead to student success.	Purchase an ongoing subscription to Final Draft Script Writing software as well as music and sound effects libraries. Purchase an ongoing subscription to streaming platforms such as Netflix, Hulu, MAX, & Disney Plus.	This is an ongoing goal to make sure that we are regularly refreshing the computer systems to keep up with industry standards. This should happen on a regular cycle. Software should also be updated yearly. We will also need to keep updating camera and audio equipment.

ARTS & HUMANITIES
Program Review Fall 2024

								This goal will be fulfilled when the subscriptions are purchased for the music and effects libraries as well as for the streaming rights.
#2	ILO 4. Career and Specialized Knowledge				Choose an item.	To improve student success, renovate existing Physical Space for studio use and identify physical space/ rooms that are needed for Film studies classes to provide effective instruction.	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 for the Film Production classes. We also have a need to find storage space for all our Film & Television equipment.	Fulfilling this goal also requires finding storage space for the Film and Television checkout equipment and then moving the equipment into that space.
#3	ILO 4. Career and Specialized Knowledge				Choose an item.	Hire a Short-Term Hourly to serve as a lab tech for FTV as well as Student Workers. Our current short term hourly lab tech is awesome but is task saturated and stretched very thin working for Photo, DM and FTV. This person would work with our current Lab Technician and Equipment Checkout support staff to help with equipment checkout as well as facilitate the equipment. Funding for student workers was cut	Hire a Short-Term Hourly and Student Workers.	When the positions are filled, and the new hires are working with our current lab technician.

ARTS & HUMANITIES
Program Review Fall 2024

						this academic year, so we will need to find a way to fund Student Workers for our programs and equipment checkout rooms.		
#4	ILO 4. Career and Specialized Knowledge				Choose an item.	Prepare students for the career field by purchasing and maintaining Production Insurance through the school and establishing a relationship with Film L.A. as well as The City of Palmdale and City of Lancaster Film Liaison offices. This will help the students to learn the importance of building relationships with the local community and teach them the professional paperwork process for filming in public locations.		When we find a funding source and can consistently provide Production Insurance and local film permits.

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)						
Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Technology	Ongoing request for state of the art, industry standard equipment and computers required for students to acquire and solidify the skills needed to	This supports Goal #1.	Repeat	\$300,000	One-time	Kevin North

ARTS & HUMANITIES
Program Review Fall 2024

	transfer to the university and/or get a job in the industry.					
Physical/Facilities	Ongoing request to provide the proper instructional space needed for students to utilize equipment and gain the skills for success to transfer to a university or to transition into the career field.	This supports Goal #2.	Repeat	\$300,000-\$100,000,000 Rates will vary depending on the going price for the construction, renovation and proper infrastructure needed to create or reallocate space.	One-time	Kevin North
Classified Staff	Staff/ Lab Tech support is needed, especially with the implementation of the FTV Production Degree.	This supports Goal #3.	Repeat	Based on Classified Salary Schedule	One-time	Kevin North
Other	Purchase of a Production Insurance Policy so that students can utilize Film Permits from the local Film L.A. Office as well as the City of Palmdale and City of Lancaster offices.	This supports Goal #4	New	Based on Production Insurance rates.	Recurring	Kevin North
Other	Hire Student Workers to support the FTV program as well as the Equipment Checkout room.	This supports Goal #3.	New	Based on Student Worker Salary	Recurring	Kevin North

Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above).

Required:

- Success & Retention tab
- Program Awards tab

Optional:

- Other supporting data/information

Success and Retention

Select Academic Year: (Multiple values) ▼ Select Subject: FTV ▼ [< Select subject here](#)

AVC Retention and Success shown in vertical |

Overall Enrollments, # of Sections, Retention and Success by Year for FTV

Academic Year	# of Sections	Enrollment	Retention Rate	Success Rate
2021-2022	38	816	91.5%	77.6%
2022-2023	25	888	88.4%	69.0%
2023-2024	29	1,152	90.4%	73.2%

Enrollments, Retention & Success for FTV by Ethnicity

Ethnicity	Academic Year	Enrollment	Retention Rate	Success Rate
Hispanic/Latine	2021-2022	460	90.0%	77.4%
	2022-2023	575	88.3%	68.2%
	2023-2024	742	91.2%	75.1%
White	2021-2022	166	95.2%	80.7%
	2022-2023	119	91.6%	81.5%
	2023-2024	132	89.4%	78.0%
Black/African American	2021-2022	95	88.4%	63.2%
	2022-2023	100	90.0%	62.0%
	2023-2024	151	84.8%	58.3%
Two or more	2021-2022	30	96.7%	80.0%
	2022-2023	51	78.4%	58.8%
	2023-2024	66	89.4%	69.7%
Unknown/Masked	2021-2022	65	95.4%	90.8%
	2022-2023	43	88.4%	74.4%
	2023-2024	61	96.7%	80.3%

Enrollment, Retention and Success for FTV by Gender

Gender	Academic Year	Enrollment	Retention Rate	Success Rate
Men	2021-2022	388	90.5%	77.8%
	2022-2023	446	91.9%	71.3%
	2023-2024	582	91.2%	72.7%
Women	2021-2022	408	92.6%	77.5%
	2022-2023	417	85.1%	66.7%
	2023-2024	551	89.1%	73.3%
Unknown/Masked	2021-2022	20	90.0%	75.0%
	2022-2023	25	80.0%	68.0%
	2023-2024	19	100.0%	84.2%



Reset All

Organization

Search

- Antelope Valley College
 - Arts and Humanities
 - Career and Technical Education
 - Counseling and Matriculation
 - Kinesiology and Athletics
 - Language & Communication Arts
 - Library Services
 - Math, Science, and Engineering
 - Social & Behavioral Sciences

Choose Multiple

Combine Reported Units

Refresh Dataset

Program Review > Faculty Prioritization

Student Course Outcomes



Limits: From 2019-20 to 2023-24

Student Course Outcomes

All Units

	2019-20	2020-21	2021-22	2022-23	2023-24
Retention Rate	78%	79%	77%	78%	78%
Success Rate	78%	79%	77%	78%	78%

ARTS & HUMANITIES
Program Review Fall 2024



Division/Area Name: AHUM, Music	For Planning Years: 2025-2026
Name of person leading this review: Gary Heaton-Smith	
Names of all participants in this review: Gary Heaton-Smith, Cierra Gooden, Elizabeth Fewtrell	

Fall 2024 Program Review Report | Instructional Areas

Part 1. Program Overview: *Briefly describe how the program contributes to the district mission*

The Music AA-T program at Antelope Valley College contributes to the district's mission by providing students with a comprehensive education in music that prepares them for successful transfer to four-year institutions. The program aligns with the college's commitment to fostering academic excellence, enhancing student success, and promoting lifelong learning by offering a curriculum that includes performance, theory, and history, which equips students with the skills and knowledge necessary to pursue advanced studies and careers in music. Additionally, the program supports the district's goal of serving a diverse student population by offering accessible pathways to higher education and the arts.

Part 2A: Analyze the [program review data \(retrieval instructions\)](#), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:

Use the following questions to guide your analysis:

Overall (Use the *Success & Retention* and *Program Award* tabs to inform your analysis)

- What are the success and retention rates for your discipline? Did they decrease or increase in the last year?
- What are the trends for the number of awards granted? Are the number of awards going up or down?

Equity (Use the *Success & Retention* tab including S&R by Ethnicity and Gender data to inform your analysis)

- Which ethnic / gender student groups complete their courses at the highest rates?
- Which ethnic / gender student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the *Strengths and Accomplishments* section.

Strengths and Accomplishments: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)

The Music AA-T program has demonstrated significant growth and resilience, as evidenced by the increase in music sections from 113 to 134 and enrollments from 1,114 to 1,487 (from 2022-2023 to 2023-2024). This growth reflects the program's strengths in offering a diverse and comprehensive curriculum that meets student needs and industry demands.

Key accomplishments include the program's ability to adapt to changing educational environments and the successful implementation of practices aimed at increasing enrollments. These practices included expanding course offerings, enhanced outreach efforts, use of online teaching, and fostering strong connections with local high schools and the community to attract prospective students.

The COVID-19 closure presented considerable challenges, including disruptions to in-person instruction, performance opportunities, and student engagement. However, the program has shown resilience, with a slow but steady recovery. The increase in sections and enrollments suggests that the program has been effective in re-engaging students and rebuilding its offerings post-pandemic. This recovery highlights the program's commitment to providing quality education and its ability to adapt and thrive in the face of adversity.

ARTS & HUMANITIES
Program Review Fall 2024

<p>Opportunities and Challenges: <i>(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)</i></p> <p><i>The overall retention rate of 85.6% and success rate of 71.6% are both below the district norms, indicating that broader strategies to improve student engagement and academic support are necessary.</i></p> <p><i>The program needs to better support Black/African American students, who have a retention rate of 77.1% (compared to the norm of 89.2%) and a success rate of 50.3% (compared to the norm of 72.9%). Additionally, women and students of unknown/masked ethnicity show lower retention and success rates, which suggests a need for targeted interventions.</i></p> <p><i>The awarding of only four degrees indicates issues with student progression through the program. This could be due to various factors, including a lack of academic advising, insufficient support for students in meeting program requirements, or challenges in maintaining student engagement and motivation over the course of their studies. Additionally, there may be barriers preventing students from completing the degree, such as financial difficulties, conflicting responsibilities (e.g., work or family), or a lack of clarity about the career pathways the degree offers. These barriers need to be identified and addressed to improve completion rates.</i></p>
<p>Aspirations: <i>(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)</i></p> <p><i>The Music AA-T program seeks to become a leading transfer pathway for students pursuing advanced degrees in music, with a reputation for its rigorous academic standards, exceptional faculty, and vibrant performance opportunities. The program envisions a future where it consistently produces graduates who are well-prepared for success at four-year institutions and have a strong foundation in music theory, performance, and musicianship. The desired future includes increased degree completion rates, higher retention and success rates across all demographics, and a reputation for excellence in preparing students for diverse careers in music and the arts.</i></p>

Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data

<p><input checked="" type="checkbox"/> N/A</p>
<p>Insert Advisory Committee Recommendations here (Please do not insert complete meeting minutes, but just recommendations from the advisory committee.)</p>
<p>Insert Labor Market Data here https://www.labormarketinfo.edd.ca.gov/commcolleges/</p>

Part 2C: Review and comment on progress toward past Course Improvement Plans

List your past **Course Improvement Plans** (CIPs) and progress toward meeting those plans.

Past Course Improvement Plans	Progress Made
<i>Strengthen communication with students who miss classes or assignments and promote the use of embedded tutors and online resources.</i>	<i>Department-coordinate progress is not made, but individual faculty have implanted procedures with success.</i>
<i>Continue utilizing effective learning tools, such as research-based quizzes, critical essays, and discussion boards, while incorporating instructional videos, self-performance reviews, and university-level rubrics to prepare students for advanced academic and professional challenges.</i>	<i>No progress. This is addressed in the most current CIP</i>
<i>Enhance the structure of performance classes by implementing uniform assessment systems, creating clear performance benchmarks, and establishing a</i>	<i>Implemented, but need data. The Music AA-T program was restructured to control co-requisites to ensure students are in their correct ensembles. A formal</i>

ARTS & HUMANITIES

Program Review Fall 2024

<i>more rigorous audition process. Provide targeted support for music theory analysis and develop resources to help students practice effectively outside of class, addressing the decline in music literacy and skill disparities.</i>	<i>audition and jury (by balanced committee) has been implemented and will occur in Fall 2024. A new theory course—MUS 120—is being offered, with the intention of drilling literacy and fluency.</i>
<i>Address the lack of industry/career awareness by integrating career-focused content into the curriculum, including online learning. Improve online student participation and engagement by utilizing more interactive and effective tools, and consider transitioning key evaluations, like listening quizzes, to in-person settings where feasible to ensure accurate assessment of student understanding.</i>	<i>No progress, but the changes to performance procedures (see above) are a step in the right direction.</i>

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

List your past program review goals and progress towards those goals.

Past Goal	Progress Made
<i>Increase number of degrees to 10 annually</i>	<i>None. However, formalizing and centralizing some of our processes (like auditions and jury) are anticipated to have a positive impact on student retention and success.</i>

Part 3: Based on Part 2 above, please list program/area goals:

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 3. Community/Global Consciousness				Goal #3 Resources: Increase student awareness about campus resources.	<i>Imbed accessible and culturally responsive support services to address unique challenges faced by different groups.</i>	<i>- Build centralized Concert Hour class that requires all MUS and MUSC enroll. -Review Theory and Musicianship curriculum. Aim for 50% Western Art</i>	<i>-Reduced equity gaps</i>

ARTS & HUMANITIES
Program Review Fall 2024

						<p><i>examples, 40% popular examples, and 10% world examples.</i></p> <p><i>-Commit to programming non-traditional works or works from underrepresented composers in three major ensembles.</i></p> <p><i>-Invite support services from the district to Concert Hour course. Include deliverables that require students engage with these services.</i></p> <p><i>-Build a MUS/MUSC auxiliary budget that permits guest lecturers and workshops from professionals who represent our diverse student population</i></p> <p><i>-Hire additional faculty (especially full-time), to allow a better student-to-faculty ratio</i></p> <p><i>-Offer district instruments and district-paid repairs to eliminate barriers</i></p> <p><i>-Challenge the practice room accessibility protocol to allow more equitable</i></p>	
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ARTS & HUMANITIES
Program Review Fall 2024

						<p><i>access to practice facilities. Easy solution: faculty stipends for time. Difficult solution: classified staff/campus security.</i></p>	
#2	ILO 3. Community/Global Consciousness			<p>Goal #2 Equity: Improve the college culture by becoming a more caring, welcoming, accessible, and inclusive campus.</p>	<p><i>Develop student engagement initiatives</i></p>	<p><i>-Encourage a MUS/MUSC (or Performing Arts) club, focused on service and camaraderie.</i></p> <p><i>-Develop interdisciplinary or inter-course collaboration that forces peer groups and project-based learning (e.g. poetry > composers > singers)</i></p> <p><i>-Create a two-year "special event" cycle for the three primary ensembles. Then build auxiliary budgets to fund these special events (e.g. field trips, tours, recording sessions, etc.)</i></p> <p><i>-Encourage, through curriculum design, student cohorts</i></p> <p><i>-Open mic sessions in FA3-162 (or PAT as available), to support student ancillary preparation.</i></p> <p><i>-Open forums for students twice a semester.</i></p>	<p><i>-Increased retention rate</i></p>

ARTS & HUMANITIES
Program Review Fall 2024

Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above).

Required:

- Success & Retention tab
- Program Awards tab

Optional:

- Other supporting data/information

Success and Retention | Subject-Level

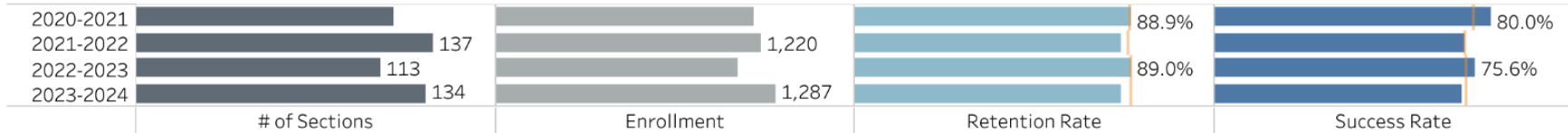
Select Academic Year:
 Multiple values

Select Subject:
 MUS

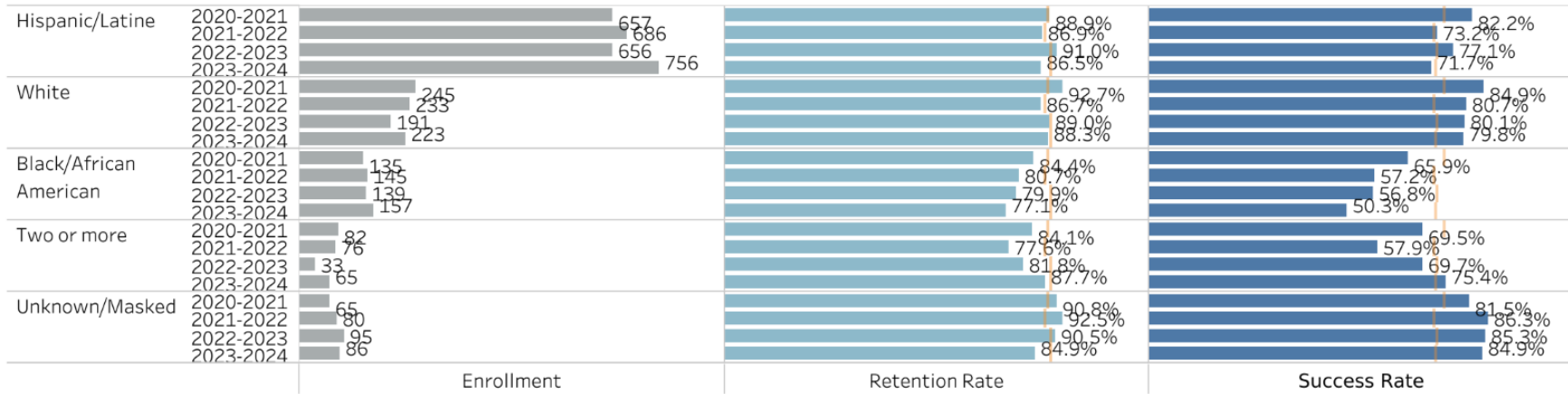
[< Select subject here](#)

AVC Retention and Success shown in vertical |

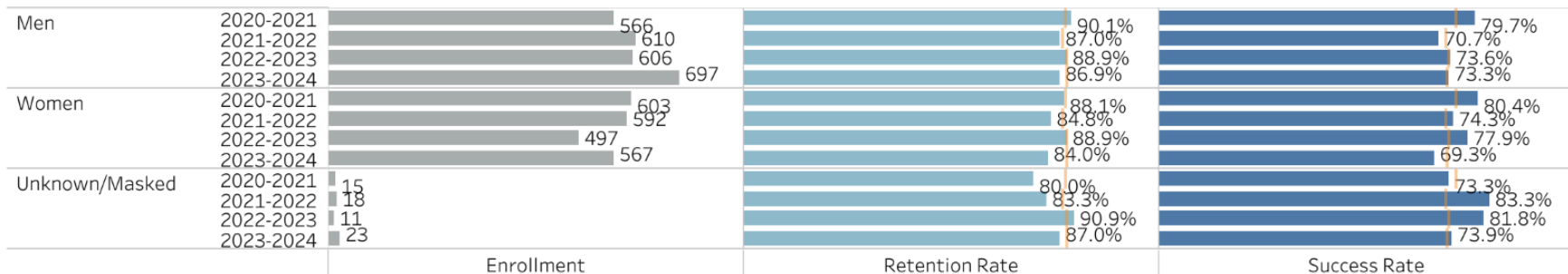
Overall Enrollments, # of Sections, Retention and Success by Year for **MUS**



Enrollments, Retention & Success for **MUS** by Ethnicity



Enrollment, Retention and Success for **MUS** by Gender



[< Click to go back](#)

[Click to go next >](#)

ARTS & HUMANITIES
Program Review Fall 2024

Program Awards

Select Academic Year:
Multiple values

Select Ethnicity:
All

Gender
All

(Use these filters add years & disaggregate by ethnicity and gender for both of the visualizations below)

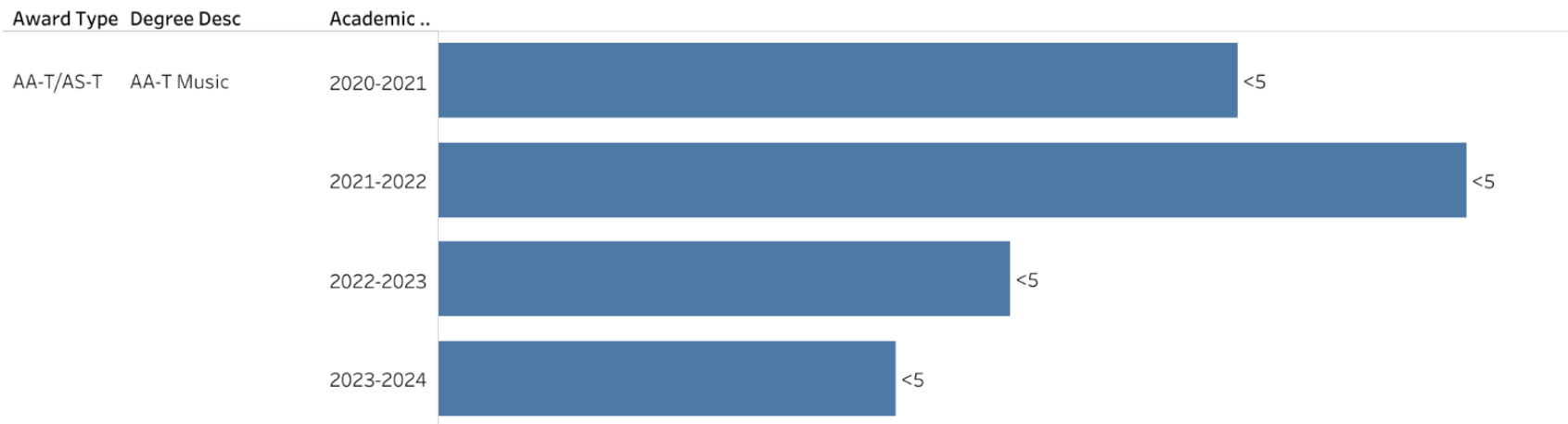
Institutional Awards

Award Type	2020-2021	2021-2022	2022-2023	2023-2024
AA-T/AS-T	790	860	734	640
AA/AS	1184	1366	1172	1292
Certificate	1223	1426	1115	1108
AVC Local Certificate	159	189	210	194
Bachelor's	16	13	16	21
Non-Credit	82	58	38	64
Grand Total	3454	3912	3285	3319

Select Program Majors:
AA-T Music

< Select Program Major for the chart below

Subject Awards for AA-T Music



< Click to go back

Click to go next >

ARTS & HUMANITIES
Program Review Fall 2024



Division/Area Name: AHUM, Commercial Music	For Planning Years: 2025-2026
Name of person leading this review: Gary Heaton-Smith	
Names of all participants in this review: Gary Heaton-Smith, Peggy Martindale, Tina Herbeck, Michael McCully, Jeff Bretz, Cierra Gooden	

Fall 2024 Program Review Report | Instructional Areas

Part 1. Program Overview: *Briefly describe how the program contributes to the district mission*

The Commercial Music AA, Level I Commercial Music Certificate, and Level II Commercial Music Certificate programs at Antelope Valley College contribute to the district's mission by providing students with practical, industry-relevant skills that prepare them for immediate employment in the music industry or further education. These programs align with the college's commitment to workforce development by offering specialized training in areas such as music production, audio engineering, popular performance, songwriting, and music business, which meet the demands of the evolving commercial music field. By fostering technical proficiency and creativity, these programs support the district's goal of promoting student success and lifelong learning, while also contributing to the economic vitality of the community by preparing a skilled workforce.

Part 2A: Analyze the [program review data \(retrieval instructions\)](#), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:

Use the following questions to guide your analysis:

Overall (Use the *Success & Retention* and *Program Award* tabs to inform your analysis)

- What are the success and retention rates for your discipline? Did they decrease or increase in the last year?
- What are the trends for the number of awards granted? Are the number of awards going up or down?

Equity (Use the *Success & Retention* tab including S&R by Ethnicity and Gender data to inform your analysis)

- Which ethnic / gender student groups complete their courses at the highest rates?
- Which ethnic / gender student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the *Strengths and Accomplishments* section.

Strengths and Accomplishments: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)

The Commercial Music program has shown notable progress, with an increase in sections from 66 to 77 and enrollments reaching 1,172 from 1,400 (from 2022-2023 to 2023-2024). This growth in sections reflects the program's commitment to expanding its offerings and adapting to the evolving needs of the music industry.

The program excels in providing students with hands-on, practical training that prepares them for careers in the commercial music field. Among its greatest accomplishments are the development of industry-relevant curricula, the establishment of partnerships with local music professionals, and the enhancement of resources to support student learning.

To increase enrollments, the program has implemented several key practices, such as refining course offerings to better align with industry trends, enhancing marketing efforts to reach a broader audience, and strengthening relationships with high schools and community organizations. These efforts have helped to attract students, even during challenging times.

ARTS & HUMANITIES

Program Review Fall 2024

The COVID-19 closure significantly impacted the program, disrupting in-person learning, access, and live performances, all of which are critical components of the Commercial Music curriculum. Despite these challenges, the program has made a slow but steady recovery, as evidenced by the increase in sections and enrollments.

Opportunities and Challenges: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

The small number of program awards (5 AA degrees, 4 Level 1 certificates, and 4 Level 2 certificates in 2023-2024, a reduction from the previous year), suggests that while students may be enrolling in Commercial Music courses, many are not completing their degrees or certificates. This could be due to a range of factors, including a lack of clear pathways, insufficient support services, or challenges in maintaining student engagement over time.

The retention and success rates for Black/African American students (87.9% retention and 66.8% success) and students of unknown/masked gender (82.5% retention) are below the district norms, indicating that these groups may face additional barriers that need to be addressed.

Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

The Commercial Music area aims to be a hub of innovation and creativity, recognized for its ability to equip students with the skills and knowledge needed to thrive in the fast-paced and evolving music industry. The desired future includes expanding its program offerings to reflect the latest industry trends, increasing the number of certificates and degrees awarded, and maintaining strong industry partnerships that provide students with real-world experience. The program aspires to close equity gaps and ensure that all students have the opportunity to succeed and launch successful careers in commercial music. Ultimately, the program wants to be known for producing graduates who are not only technically proficient but also creatively empowered and industry-ready.

Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data

N/A

Insert Advisory Committee Recommendations here (Please do not insert complete meeting minutes, but just recommendations from the advisory committee.)

- The MUSC Advisory Committee recommends a revision of curricula that emphasizes literacy and fluency, while providing clearer pathways for the student to focus on ultimate career objectives.*
- The MUSC Advisory Committee recommends a Concert Hour class in which all MUS and MUSC majors participate. This would allow all working parts to function towards producing live performance.*

Insert Labor Market Data here <https://www.labormarketinfo.edd.ca.gov/commcolleges/>

ARTS & HUMANITIES
Program Review Fall 2024

SOC Code	Occupation Title (Linked to "Occupation Profile")	2020 Employment	Annual Job Openings (1)
251121	Art, Drama, and Music Teachers, Postsecondary	5,930	6,730
274011	Audio and Video Equipment Technicians	4,350	6,220
272041	Music Directors and Composers	1,480	2,550
274014	Sound Engineering Technicians	2,740	3,440
	Total	14,500	18,940

Part 2C: Review and comment on progress toward past Course Improvement Plans

List your past **Course Improvement Plans** (CIPs) and progress toward meeting those plans.

Past Course Improvement Plans	Progress Made
<i>Overhaul the curriculum, particularly in the technology sequences, to ensure that content remains current and relevant, especially in GE classes. Address the decline in music literacy by integrating more foundational music education across the curriculum.</i>	<i>Our attempt to overhaul the program was delayed by one year. Four new programs (AA and three certs) are built and submitted (Fall 2025 implementation) that addresses this.</i>
<i>Optimize online teaching schedule by ensuring that course materials are clearly organized and accessible. Increase student engagement through consistent weekly discussions, homework assignments, and audio journals, supported by instructional "how to" videos on using Canvas and managing deadlines effectively.</i>	<i>No department-coordinated progress, but individual faculty have implemented this with success.</i>
<i>Address infrastructure needs, including improving internet connectivity in FA3 classrooms and increasing storage space in FA3-176. Invest in a permanent PA system for ensemble classes to ensure that courses like MUSC 143AB can operate at their intended curricular pace.</i>	<i>Some progress. Internet is still an issue. The MUSC 143B instructor got a new job, so a new instructor is hired (for whom we will follow professional recommendations)</i>
<i>Combat cheating, including the misuse of tools like ChatGPT, by implementing stricter academic integrity policies and using multiple communication channels</i>	<i>No department-coordinated progress, but individual faculty have implemented this with success. There is a district-wide initiative to combat this.</i>

ARTS & HUMANITIES
Program Review Fall 2024

<i>to clarify expectations. Develop additional "how to" videos to guide students through proper research and study practices.</i>	
Part 2D: Review and comment on progress towards past program review goals:	
List your past program review goals and progress towards those goals.	
Past Goal	Progress Made
<i>Increase degree/cert completion to 10, with 100% job placement rate</i>	<i>None. The faculty believe this is curricula-dependent, and curriculum was stalled by one year</i>

Part 3: Based on Part 2 above, please list program/area goals:								
Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 4. Career and Specialized Knowledge				Goal #6 Success: Boost success rates by prioritizing the student experience.	<i>-Strengthen the connection between the Commercial Music program and career opportunities</i>	<i>-Connect MUSC 199 program with industry partners and install 199 as a mandate in the curriculum</i> <i>-Develop clearer curriculum pathways that encourage subject depth</i> <i>-Build a MUS/MUSC auxiliary budget that can be used to hire guest speakers and workshop professionals on industry-specific careers and/or hiring</i>	<i>-Internal scan: job placement rate</i>

ARTS & HUMANITIES
Program Review Fall 2024

						<p><i>-Offer district instruments and district-paid repairs to eliminate barriers</i></p> <p><i>-Challenge the practice room accessibility protocol to allow more equitable access to practice/tech facilities. Easy solution: faculty stipends for time. Difficult solution: classified staff/security</i></p>	
#3	ILO 4. Career and Specialized Knowledge			Goal #1 Service: Realign college policies, practices, and processes to remove barriers and to become more effective, efficient, and responsive to students, employees, and the community.	<i>Construct programs that foster enrollment pipelines/onboarding and awarding early-departure students for foundational skill success</i>	<p><i>-Build pre-college non-credit certificate, with mirrored non-credit classes for high school and community members</i></p> <p><i>-Build "one year" stacked certificates to award students who must leave AVC early</i></p>	<i>-Increased number of awards</i>
#4	ILO 3. Community/Global Consciousness			Goal #2 Equity: Improve the college culture by becoming a more caring, welcoming, accessible, and inclusive campus.	<i>Develop student engagement initiatives</i>	<p><i>-Encourage a MUS/MUSC (or Performing Arts) club, focused on service and camaraderie.</i></p> <p><i>-Develop interdisciplinary or inter-course collaboration that forces peer groups and project-based learning</i></p> <p><i>-Create a two-year "special event" cycle for the three</i></p>	<i>-Increased retention</i>

ARTS & HUMANITIES
Program Review Fall 2024

							<p><i>primary MUSC ensembles. Then build auxiliary budgets to fund these special events (e.g. field trips, tours, recording sessions, etc.)</i></p> <p><i>-Encourage, through curriculum design, student cohorts</i></p> <p><i>-Refresh the FA3 building to create a more inviting atmosphere</i></p>
--	--	--	--	--	--	--	---

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)						
Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Faculty	New faculty	#2	Repeat	\$100,000	Recurring	Gary Heaton-Smith
Supplies	Instruments	#2	Repeat	\$100,000	One-time	Gary Heaton-Smith
Other	Practice room accessibility	#2	New	\$5,000	Recurring	Gary Heaton-Smith
Other	Repairs	#2	Repeat	\$5,000	Recurring	Gary Heaton-Smith
Physical/Facilities	FA3 Refresh	#4	Repeat	\$250,000	One-time	Gary Heaton-Smith
Other	Special Event Funding	#4	New	\$25,000	Recurring	Gary Heaton-Smith
Other	Tech Refresh	#1	New	\$250,000	One-time	Gary Heaton-Smith

Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above).

Required:

- Success & Retention tab
- Program Awards tab

Success and Retention | Subject-Level

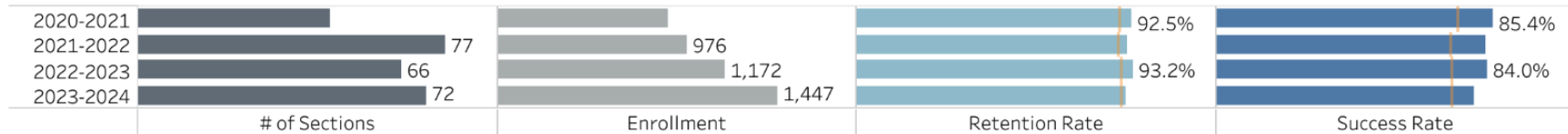
Select Academic Year:
 Multiple values

Select Subject:
 MUSC

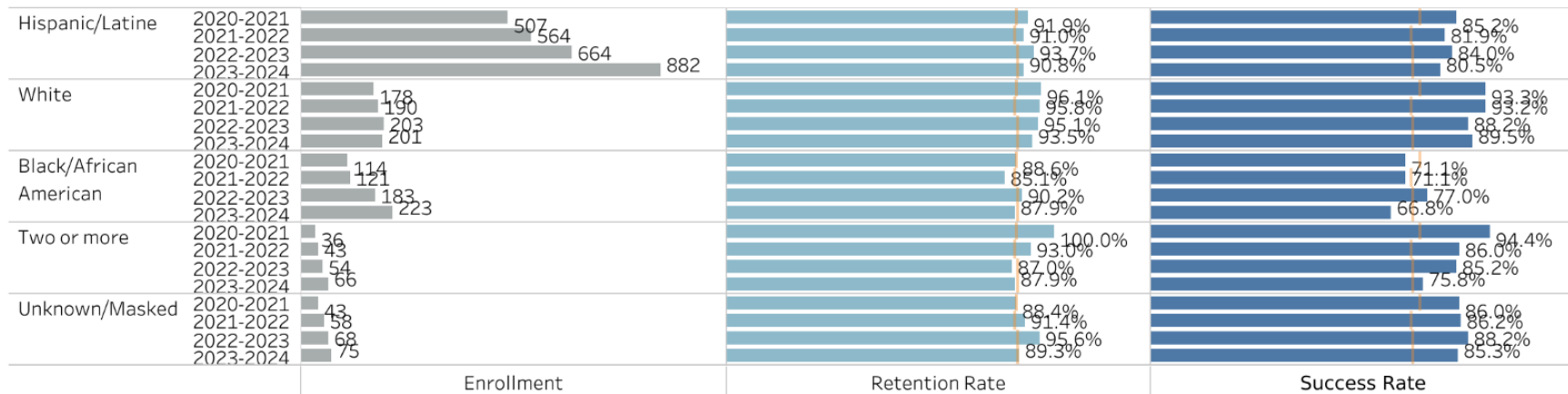
[< Select subject here](#)

AVC Retention and Success shown in vertical |

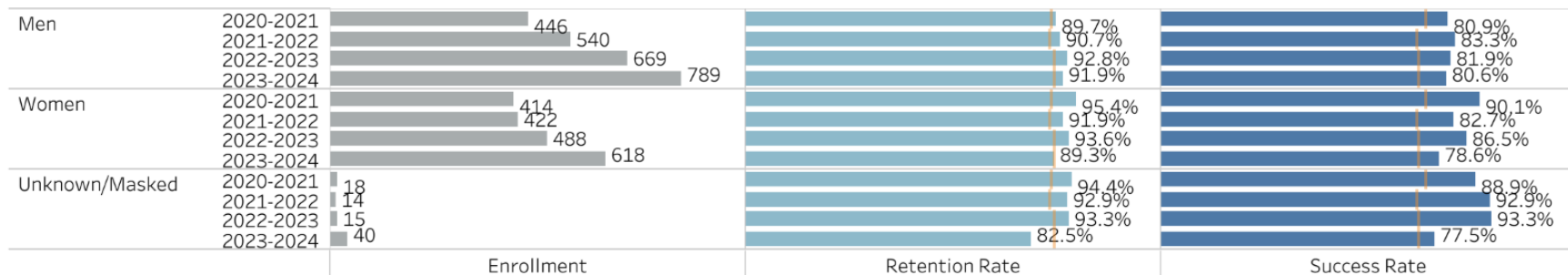
Overall Enrollments, # of Sections, Retention and Success by Year for MUSC



Enrollments, Retention & Success for MUSC by Ethnicity



Enrollment, Retention and Success for MUSC by Gender



[< Click to go back](#)

[Click to go next >](#)

ARTS & HUMANITIES
Program Review Fall 2024



Division/Area Name: Photography/Commercial Photography	For Planning Years: 2025-2026
Name of person leading this review: Tim Meyer	
Names of all participants in this review:	

Fall 2024 Program Review Report | Instructional Areas

Part 1. Program Overview: *Briefly describe how the program contributes to the district mission*

Program Overview:

- The Commercial Photography/Photography Department is dedicated to aligning its mission with that of the district by providing students with a multifaceted education that caters to diverse educational and career goals. Our faculty is committed to delivering hands-on training, fostering skill certification, facilitating continuing education opportunities, supporting professional development, and laying the groundwork for comprehensive subject matter expertise.
- Our course offerings are designed to cater to a broad spectrum of students, including those pursuing a two-year degree, a certificate, transfer to a four-year university, entry into the business workforce, or those simply looking to enhance their skills.
- Specifically, the Commercial Photography program plays a pivotal role in advancing the district's mission by supporting students aiming for technical education and workforce entry, as well as those pursuing the Studio Art Transfer Degree. We provide the necessary coursework and resources to empower students to meet their educational and career objectives.
- Furthermore, through active engagement with the Antelope Valley College Art Gallery and discipline-sponsored events and exhibitions, our students gain invaluable experiences that extend beyond technical skills. They develop a deeper understanding of art production and professional display practices, cultivate an appreciation for diverse perspectives related to art and culture, and actively participate in both individual and collaborative art endeavors while serving the broader community. This holistic approach to education not only contributes to the district's mission but also prepares our students for success in their chosen fields and as engaged, ethical members of the community.
- Curricula are incorporated in the Studio Art AA-T

Part 2A: Analyze the [program review data \(retrieval instructions\)](#), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:

Use the following questions to guide your analysis:

Overall (Use the *Success & Retention* and *Program Award* tabs to inform your analysis)

- What are the success and retention rates for your discipline? Did they decrease or increase in the last year?
- What are the trends for the number of awards granted? Are the number of awards going up or down?

Equity (Use the *Success & Retention* tab including S&R by Ethnicity and Gender data to inform your analysis)

ARTS & HUMANITIES

Program Review Fall 2024

- Which ethnic / gender student groups complete their courses at the highest rates?
- Which ethnic / gender student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the *Strengths and Accomplishments* section.

Strengths and Accomplishments: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Overall

- Sections taught are down for both PHOT and PHTC with Enrollments remaining consistent for PHOT but increasing for PHTC. PHTC has seen a steady increase in enrollments over the last three years. (From 142 in 2021 to 261 in 2024 for PHTC) While the Retention Rate has slipped within the last few years to 85-82%, the Success Rate has remained consistent at about 75% for the PHTC program.
- Growth rates by Ethnicity show that the Hispanic/Latinx sector is far out pacing other groups. Enrollment in most other groups has remained constant, while the Hispanic/Latinx enrollment has almost doubled from 81 to 147 in the last three years.
- Enrollment numbers have remained consistent for women, but male enrollment has almost doubled to 118 students for PHTC.

Equity

- Hispanic/Latinx and White groups share virtually identical Success Rates through the three-year period. Currently 80.3% and 80.4% respectively. Black/African American students have a Success Rate of 43.3% for that same period. Black/African American students have recorded diminishing Success Rates while the other groups seem to be stable over the three-year period.
- Women have the highest Success Rate at 79.6% with men trailing at 70.9%. Women's Success Rates are trending upward, and men are trending downward.
- Grade Distribution seems consistent within all ethnicities except for the Black/African American. Black/African American's trend at 51.5% and all other between 72.7% for Whites and 75.7% for Hispanic/Latinx. Black/African American's have the highest Withdraw rate at 31.8%.

Grants

- The Photography/Commercial Photography has benefited from multiple grants during 2023 and 2024. This has allowed for a tremendous infusion of equipment and supplies strengthening the program's foundations and ability to place students in currently relevant technological environments. There is no data concerning the future potential of grants for the program.

What Our Program Does Well:

Professionalism

- Our program excels in instilling a strong sense of professionalism in our students. Through rigorous training and hands-on experience, we prepare them for the demands of the commercial photography industry, ensuring that they understand and adhere to the highest standards of conduct.

State-of-the-Art Equipment

- We have made substantial investments in cutting-edge photography equipment, giving our students access to the latest technology. This empowers them to develop proficiency with the tools that are prevalent in the industry and ensures they are well-prepared for their careers.

Expertise

ARTS & HUMANITIES

Program Review Fall 2024

- Our dedicated faculty members bring a wealth of industry experience to the program. They are not only skilled photographers themselves but are also passionate educators who impart their knowledge and insights to our students, enabling them to develop the skills necessary for success in the competitive world of commercial photography.

Marketable Skillsets

- Beyond technical skills, our program focuses on cultivating marketable skillsets. We emphasize the importance of adaptability, creativity, and problem-solving, which are vital attributes for thriving in the commercial photography field.

Practices Implemented to Increase Success and Recognition:

To further enhance our program and promote our strengths, we have implemented several practices:

Student Experience

- We emphasize providing students with a professional experience from day one. Through internships, hands-on projects, and industry collaborations, we ensure that our students are well-prepared for the challenges they will face in the commercial photography field.

Networking Opportunities

- We actively facilitate networking opportunities for our students, connecting them with professionals in the industry and alumni who have successfully launched their careers. These connections provide valuable insights and potential job opportunities for our graduates.

Industry-Relevant Curriculum

- Our program constantly updates its curriculum to reflect the latest industry trends and demands. We stay attuned to the evolving needs of the commercial photography sector, ensuring that our graduates are equipped with the most current skills and knowledge.

National Recognition

- A growing number of current students and graduates continue to participate in national print competitions and acquire publishing in national periodicals. This achievement highlights the caliber of our program and the talent of our students, further solidifying our reputation in the industry.

In Conclusion

- The Commercial Photography Program at Antelope Valley College continues to thrive, thanks to our unwavering commitment to professionalism, state-of-the-art resources, expert faculty, and a focus on marketable skillsets.
- Our practices demonstrate our dedication to promoting our program and its strengths. We look forward to building on these achievements and further elevating our program's reputation and the success of our students.

Opportunities and Challenges: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Update and Maintain Existing Cameras

- It's essential to allocate resources for the repair and maintenance of existing film cameras to ensure that they are in good working condition. This will make them more accessible to all students, regardless of their financial resources.

Expand Camera Inventory

- To provide more equitable opportunities for students, we should consider expanding our inventory of film cameras, especially by acquiring newer models that are less prone to problems. This will enable a greater number of students to access these essential tools.

Financial Support

ARTS & HUMANITIES

Program Review Fall 2024

- Establishing a financial assistance program or offering subsidies for students who cannot afford to purchase or rent film cameras can help close equity gaps further. This support would ensure that all students have the chance to experience and learn the art of film photography.

By addressing equipment checkout issues and expanding access to operational film cameras, we can create a more equitable learning environment within our Commercial Photography Program, allowing every student to reach their full potential and succeed in their studies.

In our ongoing commitment to providing an optimal learning environment for our students in the Commercial Photography Program, we would like to highlight some significant challenges and concerns that have arisen regarding our new darkroom and equipment. These issues have affected the quality of our educational offerings and require immediate attention.

Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

The Commercial Photography Program at Antelope Valley College envisions a bright and ambitious future, guided by a set of aspirations that reflect our commitment to excellence and service to our community.

Providing Comprehensive Photographic Education

- We aspire to be known for providing the Antelope Valley and its surrounding areas with a robust and comprehensive education in both commercial and fine art photography.
- We aim to cultivate a program that equips students with the knowledge, skills, and creative vision necessary for success in the diverse fields of photography.

Continued Mentoring Resources

- Our program is committed to fostering a supportive learning environment where mentorship plays a pivotal role. We aspire to be recognized for our dedication to offering ongoing mentoring resources to our students, ensuring that they have access to guidance and support as they progress in their photographic journeys.


Increasing Enrollment Numbers

- We are committed to expanding our reach and impact within the community. Our aspiration is to increase enrollment in our program, offering more students the opportunity to embark on a rewarding educational path in commercial photography.
- We believe that by attracting and nurturing diverse talent, we can contribute to the growth and vitality of the photography industry.

Achieving Excellence in AA and Certificate Programs

- Our program's vision includes becoming synonymous with excellence in both our Associate of Arts (AA) and Certificate programs. We aim to enhance the quality of education we provide and the recognition our graduates receive in the industry. This involves staying current with industry trends, continually updating our curriculum, and ensuring that our students graduate with the skills and knowledge necessary to excel in their chosen fields.

Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data



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Development
Department
State of California




Jobs




Claims



Employers



Newsroom



Search

Projections of Employment by Occupation, 2020 - 2030

Selections:

TOP Code(s):

101100 Photography

Geography: California

Includes: All California Counties

Annual Job Openings by Occupation

SOC Code	Occupation Title (Linked to "Occupation Profile")	2020 Employment	Annual Job Openings (1)
274021	Photographers	14,000	18,080
	Total	14,000	18,080

(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 11/6/2024 3:39:49 PM

Part 2C: Review and comment on progress toward past Course Improvement Plans

List your past **Course Improvement Plans (CIPs)** and progress toward meeting those plans.

ARTS & HUMANITIES

Program Review Fall 2024

- Utilizing the content of the Action Plan Report and conversations with other faculty, address all SLOs that have met and/or exceeded the expected performance.
- The Photography Program has made significant strides in recent years, thanks in large part to the Strong Workforce and Equity grants that have enabled us to upgrade our equipment and resources. While we have seen improvements in various Student Learning Outcomes (SLOs), there is still room for growth and the need for further support.
- Crucial to the programs progress is the successful utilization of grants, the acquisition of new darkroom equipment, in-class teaching assistants, and expanded open lab hours.

Past Course Improvement Plans	Progress Made
Upgraded Equipment <ul style="list-style-type: none">• To sustain this success, we must continue to invest in digital and film camera equipment maintenance, software updates, and regular training for faculty to ensure that our students have access to the latest tools and techniques.• Our current camera inventory is insufficient to meet the demands of our growing student population. The shortage of both digital and film cameras has resulted in students facing delays and challenges in accessing equipment for their coursework. This limitation affects various Student Learning Outcomes (SLOs), including technical proficiency, creative expression, and hands-on learning experiences	Challenges with inventory control and checkout procedures have been ongoing. Staffing of equipment check out and the darkroom lab hours have been a significant issue. Recent advances in staffing have helped. Consistency in this area is essential for proper utilization of equipment and curriculum support. Without proper access, students are unable to implement designed curriculum goals.
New Darkroom Equipment <ul style="list-style-type: none">• While we have made significant improvements in our digital photography resources, our traditional darkroom facilities remain a bottleneck.• Despite budgetary promises for new enlargers and timers we have not received these essential items. This limitation prevents us from providing adequate instruction to all students simultaneously, hampering their learning experience and the faculty's ability to meet the course outline of record for the classes using the darkroom.• To sustain and enhance our success, we urgently need the promised darkroom equipment to align with industry standards and accommodate our growing student population.	Significant advances have been made in the darkroom in 2024. With the additional funding received through an additional Strong Workforce Grant we have been able to supplement the deficiencies in the darkroom. There are still issues with the size of the film changing room, lighting and overall layout. Currently two sections of full classes, 25 students, have been able to work successfully in the environment. Refreshing older equipment and supplies is a continuing challenge.

ARTS & HUMANITIES
Program Review Fall 2024

Part 2D: Review and comment on progress towards past program review goals:	
List your past program review goals and progress towards those goals.	
Past Goal	Progress Made
Remodeling modernizing of Darkroom	Complete to functionality, improvements ongoing
Modernization and updating of photographic equipment to meet curricular needs.	Substantial improvement of inventory and student access to equipment
Revision of curriculum and inserting a Capstone course	Done

Part 3: Based on Part 2 above, please list program/area goals:								
Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 4. Career and Specialized Knowledge	PLOs 1,2,3,4	PHTC200 SLO#		Goal #6 Success: Boost success rates by prioritizing the student experience.	Increase the number of graduates in the Commercial Photography Program	Coordination between administrators, discipline faculty members, and Human Resources to advertise, recruit, and form a hiring committee.	Increased number of Photography Program graduates
#2	ILO 4. Career and Specialized Knowledge	PLOs 1,2,3,4	PHTC200 SLO#		Goal #6 Success: Boost success rates by prioritizing the student experience.	Provide student with Internship opportunities for credit	Include internship course in the Photography Program revision	Students gaining internship opportunities
#3	ILO 2. Creative, Critical, and Analytical Thinking	PLOs 1,2,3,4	PHTC200 SLO#		Goal #5 Education: Expansion of offerings and effective course scheduling.	Substantial revisions to all courses in the Commercial Photography/Photograph Program and revised the Degree and Certificate to include the Advisory	Faculty held advisory meetings and completed a substantial revision of the program	Completed

ARTS & HUMANITIES
Program Review Fall 2024

						Committees recommendations		
#4	Choose ILO				Choose an item.			

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Faculty	Additional full and part time faculty	Goal 4,5	Repeat		Recurring	Dean
Classified Staff	Lab Tech	Goal 4,5	Repeat		Recurring	Dean
Technology	Cameras and support items	Goal 4,5	Repeat	50,000	One-time	Dean
Supplies	Chemistry for the darkroom	Goal 4,5	Repeat		Recurring	Dean
Professional development	Training	Goal 4,5	Repeat	10,000	Recurring	Dean

Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above).

Required:

- Success & Retention tab
- Program Awards tab

Optional:

- Other supporting data/information

ARTS & HUMANITIES
Program Review Fall 2024

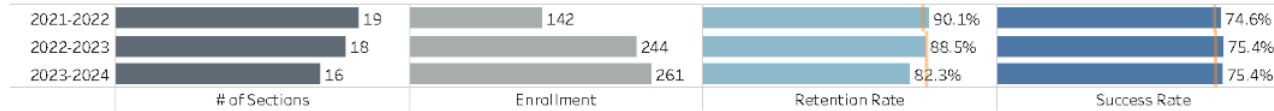
Success and Retention

Select Academic Year:
Multiple values

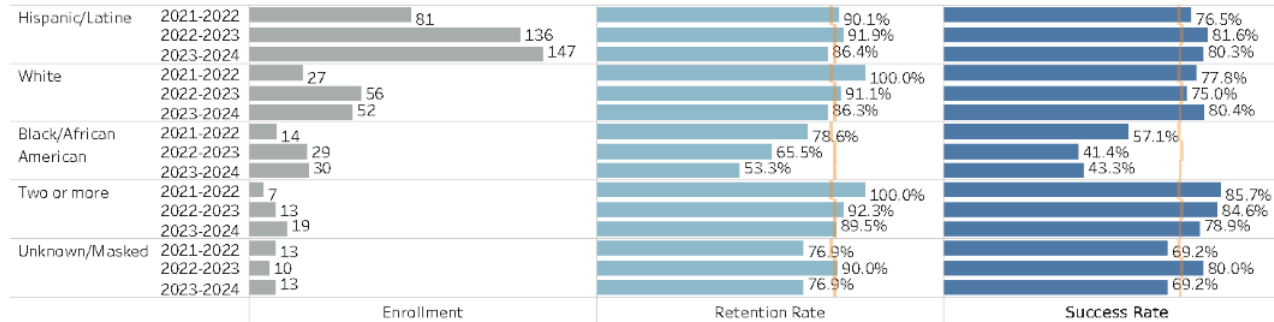
Select Subject:
PHTC < Select subject here

AVC Retention and Success shown in vertical |

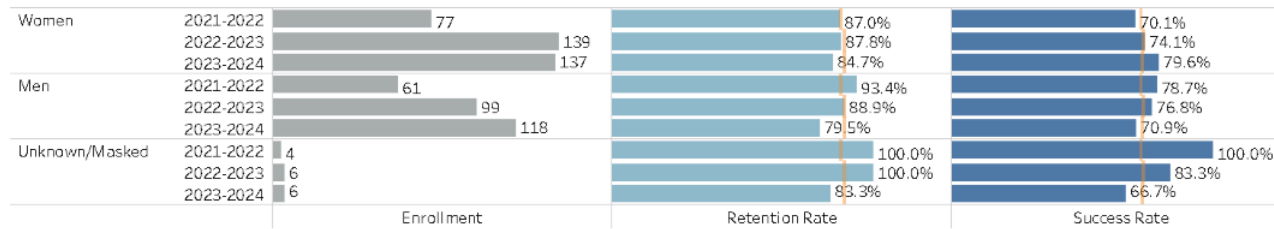
Overall Enrollments, # of Sections, Retention and Success by Year for PHTC



Enrollments, Retention & Success for PHTC by Ethnicity



Enrollment, Retention and Success for PHTC by Gender



< Click to go back

Click to go next >

ARTS & HUMANITIES
Program Review Fall 2024

Grade Distribution

Academic Year
2023-2024

Subject
Multiple values

Overall Grade Distribution for PHOT & PHTC



Grades Distribution for PHOT & PHTC by Ethnicity

Ethnicity	A, B, C, or P	D, F, NP	W	I, RD, IP	EW
Black/African American	51.5%	15.2%	31.8%	1.5%	
Hispanic/Latine	75.9%	9.0%	14.7%		0.4%
Two or more	75.0%	14.3%	10.7%		
Unknown/Masked	73.1%	7.7%	19.2%		
White	72.7%	15.9%	10.2%	1.1%	

Grade Distribution for PHOT & PHTC by Gender

Sex	A, B, C, or P	D, F, NP	W	I, RD, IP	EW
Men	66.5%	14.7%	18.3%	0.5%	
Women	76.3%	8.6%	14.4%	0.4%	0.4%
Unknown/Masked	72.7%	9.1%	18.2%		

< Click to go back

Click to go next >

ARTS & HUMANITIES
Program Review Fall 2024

Institutional Success & Retention

The following shows AVC's success, retention, enrollment, and headcount. Use the filters below to disaggregate by ethnicity and gender. If you are interested in including additional years, you can use the 'Academic Year' filter.

Academic Year	Ethnicity	Gender	Modality		
Multiple values	All	All	All		
2020-2021	3,094	82,586	15,948	88.5%	75.2%
2021-2022	3,837	75,303	15,090	87.9%	72.8%
2022-2023	3,239	82,935	15,886	89.0%	73.3%
2023-2024	3,447	91,944	17,550	89.0%	73.3%
	Number of Sections	Enrollment	Annual Headcount	Retention Rate	Success Rate

[< Click to go back](#)

ARTS & HUMANITIES
Program Review Fall 2024

Program Awards

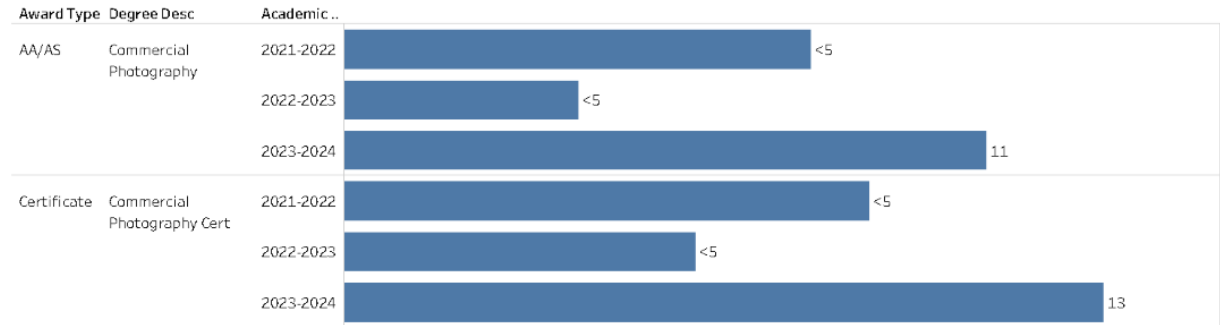
Select Academic Year: Multiple values Select Ethnicity: All Gender: All
 (Use these filters add years & disaggregate by ethnicity and gender for both of the visualizations below)

Institutional Awards

Award Type	2021-2022	2022-2023	2023-2024
AA-T/AS-T	860	734	640
AA/AS	1366	1172	1292
Certificate	1426	1115	1108
AVC Local Certificate	189	210	194
Bachelor's	13	16	21
Non-Credit	58	38	64
Grand Total	3912	3285	3319

Select Program Majors: Multiple values < Select Program Major for the chart below

Subject Awards for Commercial Photography & Commercial Photography Cert



< Click to go back

Click to go next >

ARTS & HUMANITIES
Program Review Fall 2024

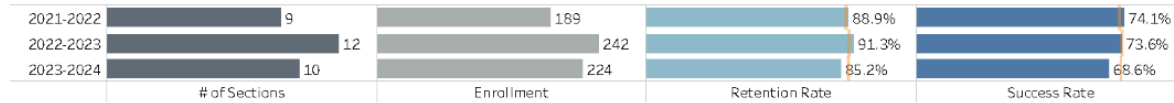
Success and Retention

Select Academic Year:
 Multiple values

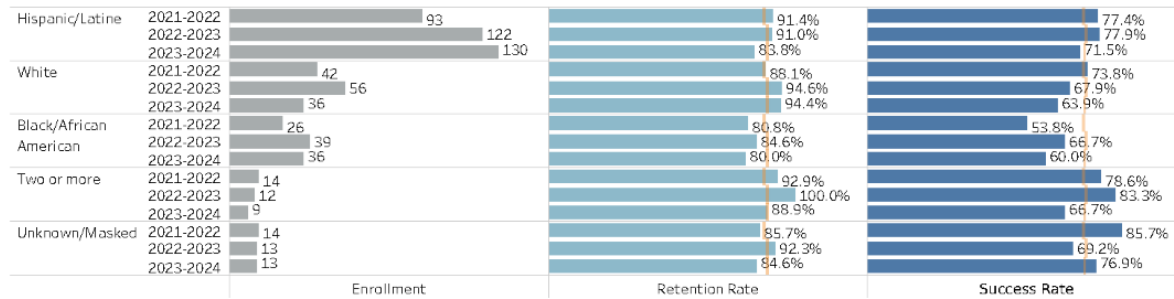
Select Subject: PHOT
[< Select subject here](#)

AVC Retention and Success shown in vertical |

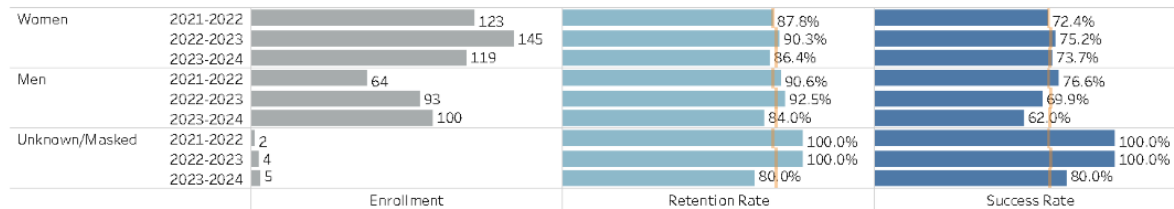
Overall Enrollments, # of Sections, Retention and Success by Year for PHOT



Enrollments, Retention & Success for PHOT by Ethnicity



Enrollment, Retention and Success for PHOT by Gender



[< Click to go back](#)

[Click to go next >](#)

ARTS & HUMANITIES
Program Review Fall 2024



Division/Area Name: AHUM/ THEATRE ARTS	For Planning Years: 2025-2026
Name of person leading this review: CARLA CORONA	
Names of all participants in this review:	

Fall 2024 Program Review Report | Instructional Areas

Part 1. Program Overview: *Briefly describe how the program contributes to the district mission*

(How does your program/area help the college meet its mission?)

The Theatre Arts program contributes to the district’s mission by offering a quality, comprehensive education to a diverse group of students. With diverse expertise from Theatre Arts Faculty, students have access to high quality practicum, and pedagogy. 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 various fields. Theatre Arts also will begin offering a CTE Technical Theatre certificate to help those students that want go directly into a career in the creative sector. Theatre Arts courses provide essential enrichment to the human experience which gives students the tools to navigate in the community and in their own self-discovery as life-long learners. The Theatre Arts program also provides opportunities and skills towards jobs in the creative economy which provides financial stability, ongoing imagination, and creative problem solving.

Part 2A: Analyze the [program review data \(retrieval instructions\)](#), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:

Use the following questions to guide your analysis:

Overall (Use the *Success & Retention* and *Program Award* tabs to inform your analysis)

- What are the success and retention rates for your discipline? Did they decrease or increase in the last year?
- What are the trends for the number of awards granted? Are the number of awards going up or down?

Equity (Use the *Success & Retention* tab including S&R by Ethnicity and Gender data to inform your analysis)

- Which ethnic / gender student groups complete their courses at the highest rates?
- Which ethnic / gender student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the *Strengths and Accomplishments* section.

Strengths and Accomplishments: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Consider the following questions:

- What does your program/area do well, including capabilities and greatest accomplishments?
- What are the practices that were implemented to increase success and retention rates or program awards?

Although there has been a reduction of sections from 40 in 2022-2023 Academic year to 37 in 2023-2024, we have **increased** enrollment from 561 to **682** students for the offered sections. These are the highest numbers of enrollment over the past 4 years.

ARTS & HUMANITIES

Program Review Fall 2024

For 2023-2024, the retention and success rates for THA are slightly above the AVC average. The percentage rate for Success and Retention in 2023-2024 has decreased from 80.2% to **78.2%**. We have continued to offer online sections for two or more courses which allow for more access and options for students to take theatre arts courses.

The Theatre Arts area has continued to create additional courses to enhance and support the AA-T.

- THA 142- Musical Theatre Workshop is a course that has been written and hopefully will be approved for Fall 2025 start date.
- Current Theatre Arts Faculty come from varied areas of expertise and graduate programs/education.
- Offer a variety of theatrical performances for student participation/engagement and community enrichment.
- Through the AVC Library, we continue to provide access to Digital library subscription of BroadwayHD which has enabled us to continue providing access to live (recorded) professional theatre to students and faculty providing equity for all in the access to live theatre.

The new course THA 105-Intro to Theatre Design was offered in Fall 2024 and it gives an additional C-ID course for the ADT. This course is also a lecture only course; therefore, will provide the opportunity for any current Faculty to teach this course.

Faculty are active in engaging the community to speak to students about Arts Internship opportunities with the LA County Department of Arts & Culture by coming every year to promote the paid arts internship opportunities for students.

Opportunities and Challenges: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Consider the following questions:

- What does your program/area need to do better to support/improve student success?
- What actions can be taken to help close equity gaps?

Thinking about Equity Gaps- Ethnicity for Theatre Arts

- Theatre Arts has had an increase of 76 Hispanic/Latine identifying students enrolling in our courses. This is a wonderful opportunity for the Program to be strategic about curriculum, materials, and productions that are relevant to the demographics of students.
- The retention rate of African-Americans decreased by 7% from last academic year with an **increase** of enrollment by 34 students. This data tells us that we've had increased enrollment, but retention is falling. The success rate for African-American students increased by 1% this year from last year. This too is an opportunity to be strategic about course materials and productions that are relevant to the demographics of students.

Thinking about Equity Gaps- Ethnicity and Grade Distribution for Theatre Arts

- Black/African-American students have the highest gap in grade distribution where only **67%** are received A,B,C and **17%** are receiving D, F, NP. With Two or More (Biracial) students have **12.4%** of D,F, NP.
- Black/African-American students have the highest rate of Withdrawals from Theatre Arts courses as well at **15.7%**.
- Males also have the highest rate of D,F or NP at **13%**

Thinking about Equity Gaps- Gender for Theatre Arts

ARTS & HUMANITIES

Program Review Fall 2024

- For 2023-2024, we've seen increase for both Men, Women, and Unknown/Masked areas. Although the success rate for Men dropped by 4% from 78.2% (2022-2023) to 74.4% in 2023-2024.

Although this data certainly creates challenges, it also gives our Program opportunity to address the gaps and continue to focus on Equity in our Program through course materials, ongoing training, hiring diverse faculty, and relevant theatre productions

We have had a decrease in degree completion since 2022-2023 from 11 degrees to 6 degrees in 2023-2024.

To improve student success, we will need to hire faculty with Technical Theatre background and offer the Technical Theatre classes again. It has been a real challenge, but also an opportunity to find resolution.

This year, Full-Time Faculty revised THA 102, THA 103, and THA 121ABC courses to include Faculty Minimum Qualifications per California State requirements for "Stagecraft". This revision and approval will allow us to repost the job posting for Adjunct Faculty and open the pool of applicants to those that do not have a Masters Degree, but have the minimum qualifications to teach these courses. This is a huge opportunity for the Theatre Arts area.

Overall, since Spring 2024, the department has been more inclusive by telling and producing the stories of our demographic population and LGBTQ voices. Also, as an Hispanic Serving Institution, we need to continue to look more critically at producing plays that represent our Latinx population in the stories they tell, not only have POC playwrights but addressing Latinx or other marginalized groups' stories and experiences.

The Performing Arts areas relies heavily on enrollment especially for the Rehearsal & Performance areas which allow for a more competitive audition process. We currently have people enroll first then audition. This may be a disservice to students because they are not going through an actual audition process; however, because our enrollments are still not at the peak of 2019, we use this as an incentive for students. Because of the increase of "Bots" enrolling in our classes making them look "full", beginning in Spring 2025, we will restrict enrollment again. Students must audition/interview first, then receive an add code.

Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Consider the following questions:

- What does your program/area want to be known for?
- What is a desired future?

The opportunities for students to continue performing and participating with live theatrical productions on the AVC campus.

- An aspiration is to provide a full musical theatre production at Antelope Valley College. In the AV, there are two other operating theatre arts community-based organizations, and they have full seasons every year of 2-3 musicals each. They have successful sales and high turnout from the community of auditioners. We believe that this will be the same for AVC. In fact, Cedar Street Theatre uses the AVC Performing Arts Theatre on an ongoing basis. It is upsetting to the Faculty to know that our own enrolled AVC students cannot get on the PAT stage, but the rentals can.

ARTS & HUMANITIES
Program Review Fall 2024

- AVC offers state-of-the-art facilities with the Performing Arts Theatre for students and community to participate and work in and given the numbers for enrollment. We would like more students- more frequently to utilize the instruction space of the Performing Arts Theatre and the PAT classrooms.
- AVC's Theatre Arts department provides two very different spaces for students and faculty to work with i.e Black Box Theatre and the Performing Arts Theatre offering foundational experience with basic spaces and state-of-the-art spaces. It is an aspiration to have the Black Box meet the state-of-the-arts needs equal to the PAT and to have qualified and welcoming faculty to teach the tech courses.
- The desired future is for AVC Theatre Arts to be a model curriculum of inclusivity and diversity for other community colleges.
- The desired future is for more students to continue their theatre arts studies and careers, as well as higher enrollments from students taking theatre as electives.
- Students enrolled in AVC Theatre Arts courses will work towards increasing their passion for and respect towards theatre arts, as well as, compassion towards humanity.

Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data

N/A

Insert Advisory Committee Recommendations here (Please do not insert complete meeting minutes, but just recommendations from the advisory committee.)

Insert Labor Market Data here <https://www.labormarketinfo.edd.ca.gov/commcolleges/>

Part 2C: Review and comment on progress toward past Course Improvement Plans

List your past **Course Improvement Plans** (CIPs) and progress toward meeting those plans.

Past Course Improvement Plans	Progress Made
Continuing to have access to BroadwayHD for students and faculty to use as instructional material.	We continue to have a limited catalog of BroadwayHD through the Library subscription.
Working with other designers and folks in the field to work with students.	Worked with different designers in the 2023-2024 AY and will continue to expand our collaborations with diverse and experienced experts in the field. Need to continue hiring people to meet the needs for technical theatre as either Guest Lecturers or Professional Experts.
More support needed for the Technical Theatre areas within rehearsal and performance classes	Little progress made in using the Instructional Spaces of the Performing Arts Theatre. It has been recommended to the Faculty to plan and schedule with the Division the instructional space for courses. Need to make more progress with this.

ARTS & HUMANITIES

Program Review Fall 2024

Update the Black Box Theatre to meet the needs of Industry Standard for performance and class instruction.	We have come into possession of an updated sound board and light board. Faculty need additional training. Not yet state-of-the-art, but better than previous archaic equipment.
Improve and increase access of Theatre Arts scripts and materials	With funding from AVC Foundation Grant, Prop 20 funds for instructional materials, and organization of the Theatre Arts mini-library, our access to scripts and materials is growing and becoming more diverse to meet the needs of Equity Minded teaching and EDI work in Theatre.
Better collaboration with various production areas (costume, stagecraft/props, etc.) and universal access to existing supplies	Not applicable because no one in those areas.
Musical Theatre support class needed	THA 142: Musical Theatre Workshop course has been written to re-introduce musical theatre to our area. The Musical Theatre Rehearsal and Performance class needs to be offered. No progress.
Utilizing CANVAS for the Theatre Arts courses as a learning management tool for access to help with student success and completion of SLOs.	Some progress made. Not all faculty requiring CANVAS for courses.
Providing access and support to take students to professional theatrical performances	In Fall 2024, the Division supported 20 student tickets. More progress needed.

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

List your past program review goals and progress towards those goals.

Past Goal	Progress Made
1. Provide essential exposure for theatre arts students to professional theatre productions.	In 2023-2024, discussions began with the Division to support student theatre trips in the Academic Year 2024-2025. The Foundation is no longer funding these requests, so Division support will be key. In Fall 2024, the Division supported 20 student tickets.
2. Promote the Theatre Arts Major and Transfer Degree to currently enrolled students on campus .	Have been able to promote the program at the Major's Fair, Registration/ Enrollment events. Ongoing progress.
3. Design and 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.	No progress. However, A & H Division in Fall 2023-Spring 2024 had a student worker to help support theatre arts areas (rehearsal & performance and overall department needs).
4. Provide students with access to professional competition and	No progress.

ARTS & HUMANITIES
Program Review Fall 2024

participation in national theatre festival, which aids in improvement of performance skills, networking opportunities, and exposure to career options.	
5. 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.
6. Increase access to current and more advanced theatre materials and equipment for students in multiple theatrical classrooms and laboratories.	Still a work in progress as Black Box Rehearsal Lights need fixing to have more 21 st century industry-standard lighting instruments and equipment. Wired Communication systems is needed; however, do have temp fix with walkie talkies given to us by the PAT.
7. Continue to increase AA-T Theatre Arts degree completion on an annual basis.	No progress as decreased numbers of degree completion in 2023-2024
8. Create a Certificate in Technical Theatre	Began meeting with a CTE Technical Theatre Advisory Committee in Spring 2024. Has been recommended to move forward for Approval by Advisory Committee. All Elumen materials submitted and approved at AP&P on 10/31/24. In September 2024, State Consortium recommended Program. Great progress being made here.
9. Provide additional financial support for the Rehearsal & Performance Classes that will be presented in the Black Box Theatre and/or the PAT when there is not complete technical theatre support	In Fall 2024, One Acts Festival, did not have a technical person to help with the show; however, Division and PAT have worked out a temporary solution to have one of the PAT employees work with the THA to help with lighting paid for by Division as STH. This is not ideal as this puts us behind schedule constantly and is not teaching students “best practices” for producing a theatrical work. No additional progress in moving forward with Reassigned time from previous Full-Time Faculty Member (12-14 LHE, unclear) for four different theatre positions. (Technical Director, Lighting Designer, Scenic Designer). Producer LHE has remained for Faculty and this is essential to complete the theatrical production duties.
10. Align the needs and interests for students to offer a musical theatre production in the Summer of 2025.	Did not meet goal of offering a musical in Summer 2025; HOWEVER, A new course has been written and submitted called THA 142: Musical Theatre Workshop. It was approved at AP&P Meeting on 10/31/24. Hope is to start offering this in '25-'26 year as there is a deep interest to bring back the Musical to AVC. Last produced musical was Spring 2014.

ARTS & HUMANITIES

Program Review Fall 2024

	Progress has been made.
11. Enrich the technical theatre courses offered to labor market standards, offer and recruit career panels, maintain organization standards in physical theatre spaces, and increase quality and capacity knowledge in technical theatre.	No progress.

Part 3: Based on Part 2 above, please list program/area goals:

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 2. Creative, Critical, and Analytical Thinking				Goal #6 Success: Boost success rates by prioritizing the student experience.	Provide essential exposure for theatre arts students to live professional theatre productions around the LA County area.	<ol style="list-style-type: none"> 1. Create partnerships with theatres to provide student group discounts. 2. Determine appropriate and relevant theatre arts productions for students. 3. Work with the Division to request funding on how they can support this goal as unique opportunity for student success. 	<p>Through more exposure to live professional theatre, students can make more informed creative decisions and provide more thoughtful work and assessment within class discussions and student's body of work.</p> <p>Increase the number of Theatre Arts majors and/or enrollment in courses.</p>
#2	ILO 4. Career and Specialized Knowledge				Goal #1 Service: Realign college policies, practices, and processes to remove barriers and to become more effective, efficient, and responsive to students, employees, and the community.	Promote the Theatre Arts Major and Transfer Degree to currently enrolled students on campus.	<ol style="list-style-type: none"> 1. Increase marketing materials in other areas of the campus to inform students that the Arts & Humanities Division, specifically, Theatre Arts and Faculty offer courses that articulate into their majors or general education courses. 2. Participate in on-campus events with promotional 	Ongoing communication with PAT and AVC Theatre Arts on a development of a program for students towards improving soft skills and skills transferable to a variety of jobs and careers.

ARTS & HUMANITIES
Program Review Fall 2024

						material and highlights from departmental works. 3. Offer a diverse body of work to students for performance and production including, but not limited to, a musical, drama, comedy, TYA (Theatre for Young Audiences), and emerging playwrights. 4. Increase of numbers in both enrollment and degree completion.	
#3	ILO 4. Career and Specialized Knowledge			Goal #1 Service: Realign college policies, practices, and processes to remove barriers and to become more effective, efficient, and responsive to students, employees, and the community.	Design and Implement a program to offer a to-be-determined number of students (per semester) the opportunity to work hands-on with the Technical Theatre and Front of House personnel at the AVC Performing Arts Theatre as part of career development.	1 Create and design a Theatre specific workforce development curriculum for student interns. 2 Work with AVC PAT Staff to create internship program (paid or unpaid). 3. Hire Adjunct Faculty or Professional Expert with Technical Theatre experience to help provide oversight.	Ongoing communication with PAT and AVC Theatre Arts on a development of a program for students towards improving soft skills and skills transferable to a variety of jobs and careers.
#4	ILO 4. Career and Specialized Knowledge			Goal #1 Service: Realign college policies, practices, and processes to remove barriers and to become more effective, efficient, and responsive to students, employees, and the community.	Provide students with access to professional competition and participation in national theatre festival, which aids in improvement of performance skills, networking opportunities,	1. Become an ongoing member/participant of the Kennedy Center American College Theatre Festival – So Ca Region. 8 2. Create a Stipend or Reassigned to time for Faculty to help with the oversight and coordination.	Participating in a Kennedy Center American College Theatre Festival to encourage and promote improvement of performance skills, networking opportunities with other college students, faculty, professionals, and exposure to career options.

ARTS & HUMANITIES
Program Review Fall 2024

						and exposure to career options.		
#5	ILO 4. Career and Specialized Knowledge				Goal 1: Commitment to strengthening institutional effectiveness measures and practices	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.	<ol style="list-style-type: none"> 1. Become an ongoing member/participant of USITT or other relevant technical theatre organization – Regionally or nationally 2. Create a Stipend or Reassigned to time for Faculty to help with the oversight and coordination. 3. Hire Adjunct Faculty or Professional Expert with Technical Theatre experience to help provide oversight. 	Participating in USITT or other relevant technical theatre organization to encourage and promote improvement of performance skills, networking opportunities, and exposure to career options.
#6	ILO 4. Career and Specialized Knowledge				<p>Goal 1: Commitment to strengthening institutional effectiveness measures and practices</p> <p>Goal 4: Advance more students to college-level coursework-Develop and implement effective placement tools</p>	Increase access to current and more advanced theatre materials, equipment, and people for students in multiple theatrical classrooms and laboratories.	<ol style="list-style-type: none"> 1. Update lighting instruments, control boards, theatrical furnishings and complete soft good installation, and audio and projection systems, etc. to meet current theatre and educational theatre settings and maintain relevance with advancements of technical theatre design and production. 2. Refresh and update the Black Box floor with theatrical paint. 3. Hire Technical Director for Theatre Arts. 	Division and Administration will support financially the purchase of required equipment and contracting of personnel

ARTS & HUMANITIES
Program Review Fall 2024

							4. Contract with LA County diverse professionals in technical theatre design.	
#7	ILO 4. Career and Specialized Knowledge				Goal 1: Commitment to strengthening institutional effectiveness measures and practices	Continue to increase AA-T Theatre Arts degree and CTE Technical Theatre Certificate completion on an annual basis.	<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. Participate in the AVUHSD Ghostlight Festival that occurs every Spring.</p> <p>2. Have an ongoing presence at AVC recruitment and outreach events.</p> <p>3. Create and complete high quality promotional material or collateral for the Theatre Arts program indicating all the Theatre Arts courses offered.</p> <p>4. Offer a student work position for the Theatre Arts Department that can help with creation of materials, review/update website, and outreach to local high schools.</p> <p>5. Offer stipend or reassigned time to Adjunct Faculty members to complete outreach to community schools and groups.</p>	Increase of numbers in both enrollment and degree and certificate completion.

ARTS & HUMANITIES
Program Review Fall 2024

#8	ILO 4. Career and Specialized Knowledge				Goal 1: Commitment to strengthening institutional effectiveness measures and practices	1. Align the needs and interests for students to offer a musical theatre production in the Academic Year of 2025-2026.	<p>1. Communicate with local theatre producing organizations to work collaboratively on scheduling non-conflicting musical theatre productions or collaborate on a production to be held at AVC PAT.</p> <p>2. Coordinate and strategize the most effective way and best practice to offer students a full musical theatre production.</p> <p>3. Coordinate and partner with other Arts program areas for an interdisciplinary approach to a musical theatre production.</p> <p>4. Hire Technical Director or Part-time Technical Expert for Theatre Arts department.</p> <p>5. Outreach to LA County professionals to assist in Design areas of a musical theatre production.</p>	<p>Division and Administration would support financially the scheduling of a Musical Theatre Course for faculty and space.</p> <p>New Course THA 142: Musical Theatre Workshop will be offered.</p> <p>THA 117: R&P- Musical Theatre class</p> <p>Collaborate with local CBO to co-produce full length musical production.</p> <p>Apply for Strong Workforce Grant</p>
#9	ILO 4. Career and Specialized Knowledge					Enrich the technical theatre courses offered to labor market standards, offer and recruit career panels, maintain organization standards in physical theatre spaces, and increase quality and capacity knowledge in technical theatre.	<p>1. Install/Build additional storage for COSTUMES.</p> <p>2. Install/Build additional storage for PROPS</p> <p>3. Invest in OSHA standard - theatre safety online certification for faculty and students.</p> <p>4. Invest in a Theatre Arts Department QLAB sound license to use for students.</p>	Apply for Strong Workforce Grant to assist with CTE Technical Theatre areas.

ARTS & HUMANITIES
Program Review Fall 2024

						<p>5. Moderately update the Vanity tables and light fixtures in FA2-132 at reasonable cost.</p> <p>6. Hire Costumer to serve as Department Costume Designer and Costume Shop Coordinator.</p> <p>7. Hire Faculty to teach Costume Course in the Theatre Arts department.</p>	
#10	ILO 4. Career and Specialized Knowledge				<p>Offer all the Technical Theatre courses at least once per 2-year cycle or create new courses in tech theatre (This includes but not limited to Stage Design, Stagecraft, Lighting, Video/Projections, Costume, Makeup, Sound, Technical Production)</p>	<p>1. Hire Faculty(s) to teach Stagecraft, Lighting, and Technical Production</p> <p>2. Hire Faculty to teach Costume and/or Makeup for the Stage class.</p> <p>3. Hire Costumer to serve as Theatre Arts Department Costume Designer and Costume Shop Coordinator.</p> <p>4. Hire Technical Director or Part-time Technical Expert for Theatre Arts department to be liaison with PAT Technical Director.</p> <p>5. Upgrade Black Box to be equivalent to state-of-the-art PAT building.</p> <p>6. Provide Reassigned time and/or Stipend for Designers and TD to</p>	<p>Students will complete degree in Theatre Arts.</p> <p>Students will complete CTE Technical Theatre Certificate</p> <p>Courses will be offered at least once every two years to suit the needs of students.</p> <p>Apply Strong Workforce Grant</p> <p>Work in collaboration with Theatre Arts Faculty to produce theatrical works in both Black Box and PAT.</p>

ARTS & HUMANITIES
Program Review Fall 2024

							support Theatre Arts Department Productions.	
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Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)						
Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Other	Theatre Arts Performance Trips for Students	#1, #2, #4, #5, #7, #10	Repeat	\$5,000	Recurring	
Professional development	OTHER OSHA Training for all Tech Theatre Students and Faculty	#3, #5, #7, #8, #10	Repeat		Recurring	
Other	Participation and Membership in USITT and KCACTF for AVC Theatre Arts.	#3, #5, #7, #8, #10	Repeat	\$10,000	Recurring	
Classified Staff	Hire Technical Director staff for Theatre Arts Department (part-time). Can be housed in PAT office that was previously for THA Tech Director.	#2, #3, #5, #6, #9, #10	Repeat	\$50,000	Recurring	
Other	Stipends for LA County Technical Theatre Designers to enhance and diversify theatrical concepts.	#3-#10	Repeat	\$15,000	Recurring	
Physical/Facilities Supplies	Install/Build Secure, Spacious, and Appropriate Storage for props and costumes	#9 and #10	Repeat	\$15,000	One Time	
Physical/Facilities Technology	Update/Refresh all aspects of FA2 130 – Lighting Instruments, Audio, Headsets, Sound Software	#1-#10	Repeat	\$50,000	Repeat	

Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above).

Required:

- Success & Retention tab
- Program Awards tab

Optional:

- Other supporting data/information

Grade Distribution

Academic Year
Multiple values

Subject
THA

Overall Grade Distribution for THA



Grades Distribution for THA by Ethnicity

Ethnicity	A,B,C, or P	D,F,NP	W	I,RD,IP	MW	EW
Black/African American	67.0%	17.0%	15.7%			0.4%
Hispanic/Latine	79.3%	9.3%	10.9%	0.1%	0.1%	0.3%
Two or more	75.1%	12.4%	12.4%			
Unknown/Masked	84.8%	8.6%	6.6%			
White	85.5%	7.3%	7.0%	0.2%		

Grade Distribution for THA by Gender

Sex	A,B,C, or P	D,F,NP	W	I,RD,IP	MW	EW
Men	74.9%	13.0%	11.7%	0.1%	0.1%	0.3%
Women	80.3%	9.0%	10.4%	0.1%		0.2%
Unknown/Masked	81.8%	6.1%	12.1%			

< Click to go back

Click to go next >

Success and Retention

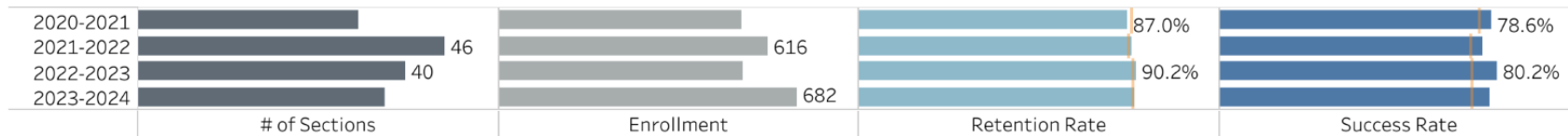
Select Academic Year:
 Multiple values

Select Subject:
 THA

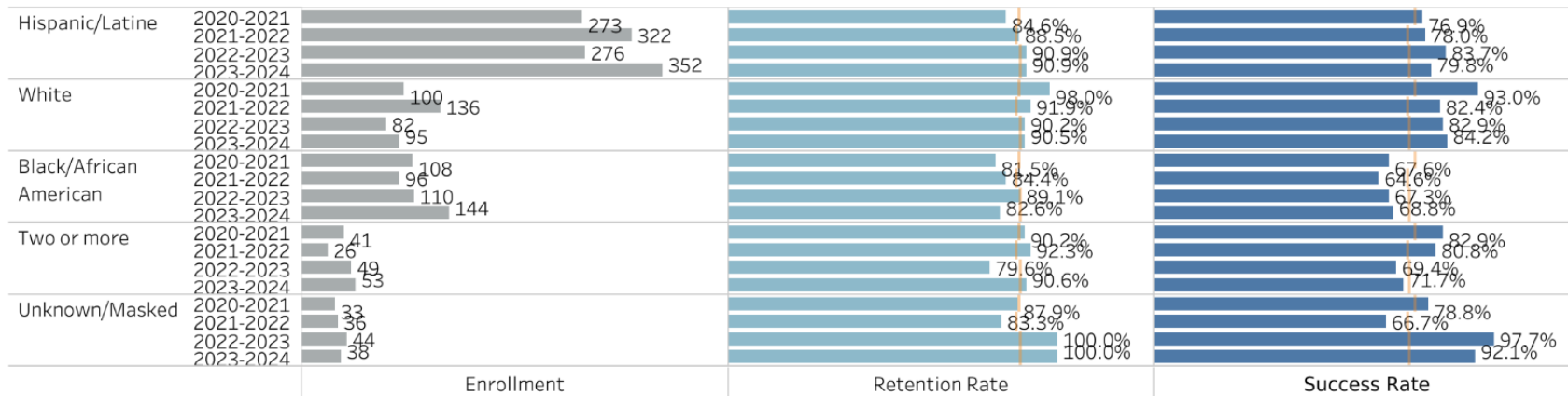
[< Select subject here](#)

AVC Retention and Success shown in vertical |

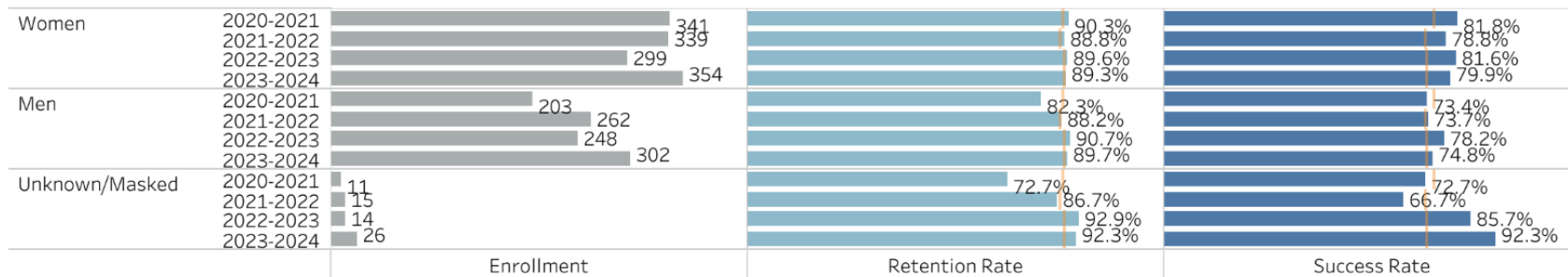
Overall Enrollments, # of Sections, Retention and Success by Year for **THA**



Enrollments, Retention & Success for **THA** by Ethnicity



Enrollment, Retention and Success for **THA** by Gender



[< Click to go back](#)

[Click to go next >](#)

ARTS & HUMANITIES
Program Review Fall 2024

Program Awards

Select Academic Year:
Multiple values

Select Ethnicity:
All

Gender
All

(Use these filters add years & disaggregate by ethnicity and gender for both of the visualizations below)

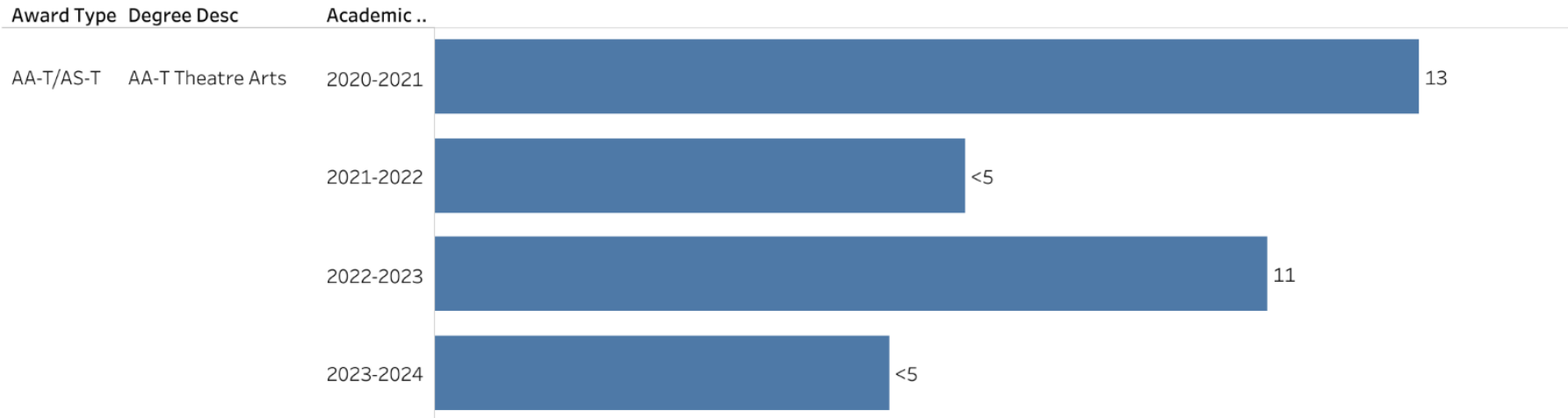
Institutional Awards

Award Type	2020-2021	2021-2022	2022-2023	2023-2024
AA-T/AS-T	790	860	734	640
AA/AS	1184	1366	1172	1292
Certificate	1223	1426	1115	1108
AVC Local Certificate	159	189	210	194
Bachelor's	16	13	16	21
Non-Credit	82	58	38	64
Grand Total	3454	3912	3285	3319

Select Program Majors:
AA-T Theatre Arts

< Select Program Major for the chart below

Subject Awards for AA-T Theatre Arts



< Click to go back

Click to go next >

ARTS & HUMANITIES
Program Review Fall 2024

Program Awards

Select Academic Year:
Multiple values

Select Ethnicity:
All

Gender
All

(Use these filters add years & disaggregate by ethnicity and gender for both of the visualizations below)

Institutional Awards

Award Type	2020-2021	2021-2022	2022-2023	2023-2024
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Select Program Majors:
Multiple values

< Select Program Major for the chart below

Subject Awards for AS-T Business Admin 2.0, AS-T Business Administration, General Business and 1 more

Award Type	Degree Desc	Academic ..	
AA-T/AS-T	AS-T Business Admin 2.0	2021-2022	
		2022-2023	68
		2023-2024	90
	AS-T Business Administration	2020-2021	
2021-2022			111
2022-2023		51	
2023-2024		16	
AA/AS	General Business	2020-2021	
		2021-2022	20
		2022-2023	13
		2023-2024	32
Certificate	General Business Cert	2020-2021	
		2021-2022	19
		2022-2023	13
		2023-2024	33

< Click to go back

Click to go next >