



Fall 2022 Program Review Report

Division/Area Name: <i>Arts & Humanities/Performing Arts/Dance</i>	For Planning Years: 2023-2024
Name of person leading this review: <i>Cynthia Littlefield</i>	
Names of all participants in this review: <i>Rochelle Guardado, Kathleen Burnett</i>	
Part 1. Program Overview: Briefly describe how the program contributes to the district <u>mission</u>	
<p>The Dance program at Antelope Valley College is committed to the perception that artistic expression uncovers the basic nature and diversity of human experience. Dance strives to provide a stimulating environment in which students create, perform, research, and think critically about the arts. The Dance Program offers an AA degree, and students are prepared for transfer to four-year institutions, or advance in rewarding careers. Dance classes serve a diverse student population, enrolling students from high school age to senior citizens.</p> <p>In addition, we serve all members of our community in the true spirit of the mission of the college. The Dance program seeks to promote and generate community interest in the departmental programs and student artists and performers through activities and events which allow community participation. We share the vision of the college to enrich lives and believe that artistic expression reveals the essential nature and diversity of human experience. Our primary focus is to create an environment where our students can demonstrate a breadth of knowledge and experiences from the arts.</p> <p>Dance ensures student success by providing comprehensive educational programs that cover the breadth of the program’s disciplines. Included in its curricula are courses on discipline history, theoretical and analytical approaches, as well as performance courses.</p>	
Part 2A: Analyze the <u>program review data (retrieval instructions)</u> focusing on equity 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:	
Strengths and Accomplishments: (Guiding Question: What does your program/area do well, including capabilities and greatest accomplishments?)	
<p>The Dance program continues to offer quality curriculum and professional instruction through 3 different forms: face-to-face (in person) remote learning (online only) or Hyflex (both in person and on zoom).</p> <p>Two successful dance productions took place in the AVC Performing Arts Theatre: Dance Showings and Dance Dimensions. Dancers were thrilled to perform again and had the opportunity to dance in front of a live audience.</p> <p>Although ACDA (American College Dance Association) Baja conference was cancelled due to Covid during 2021, Loyola Marymount University hosted a 1-day event in March 2022. 5 students were able to attend.</p> <p>Overall, the students who attend face-to-face classes are extremely grateful for dance instruction, and the dance program is slowing building interest again. (A rebound in retention and success rates post-COVID from 322-369)</p>	
Opportunities and Challenges: (Guiding Question: What does your program/area need to do better to support/improve student success?)	
<ul style="list-style-type: none"> • More interest in the AA in Dance degree. No degrees were awarded in the 2021-2022 year. • Keeping counselors aware of the importance of dance courses for students: Personal enrichment, transferability to 4-year universities, better overall health, artistic expression. 	

- Cancellation of classes prior to first meeting holds a threat to students. Holding the classes for one week before cancelling would help. The number of sections offered, and enrollment has increased slightly since 2020-21, however still below average. The dance program will like the numbers to increase like they were in 2018-2019 or beyond.
- More resources for advertisement and social media platforms. Retention was below the AVC average.

Aspirations: (Guiding Questions: What does your program/area want to be known for? What is a desired future?)

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.

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

Selections:

TOP Code(s):

- 100800 Dance

Geography: California

Includes: All California Counties

Annual Job Openings by Occupation

SOC Code	Occupation Title (Linked to "Occupation Profile")	2018 Employment	Annual Job Openings (1)
251121	Art, Drama, and Music Teachers, Postsecondary	11,900	11,700
272031	Dancers	2,000	3,480
	Total	13,900	15,180

(1) Total Job Openings are the sum of new jobs from growth plus net replacements. Annual job openings are

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

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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")	2018 Employment	Annual Job Openings (1)
251121	Art, Drama, and Music Teachers, Postsecondary	4,110	4,290
	Total	4,110	4,290

(1) Total Job Openings are the sum of new jobs from growth plus net replacements. Annual job openings are

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

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

Part 2C: Review and comment on progress toward past SLO/PLO/OO Analysis (fka Action Plans):

Progress has remained the same since last program review. Most SLO data is either 0% (non-reporting) or 100%. Some reports are missing.

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

Goal #1: Promote the AA Degree in Dance. Counselors' awareness has increased but the dance program needs more advertisement through campus and community.

Goal #2: Strengthen awareness in dance program: no progress other than the two performances in the AVC Performing Arts Theatre.

Goal #3: Revise DA 113: World Dance: Ethic Forms: Received a better understanding of what needs to be done to complete this goal.

Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:								
Program /Area Goal #	Goal Supports which:				EMP Goal Primarily Supported:	Description of Goal	Steps to be taken to achieve goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 4. Career and Specialized Knowledge	Dance PLO #1			Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills	Promote the AA in Dance at AVC to currently enrolled students and future students on campus and within the community.	<ol style="list-style-type: none"> 1. Counselors' awareness of importance of dance courses for transferability. 2. More advertisement throughout campus and working with Marketing and other organizations. 	Through the number of students who choose dance as their major.
#2	ILO 3. Community /Global Consciousness	Dance PLO #3			Goal 4: Advance more students to college-level coursework- Develop and implement effective placement tools	Provide exposure of AVC Dance program to local high schools. Dance website for online access.	<ol style="list-style-type: none"> 1. Dance performances at local High Schools for awareness of the AVC's Dance Program. 2. Make a Dance website. 3. Offer a stipend to adjunct faculty to help with community outreach to high schools and local dance studios. 	Through the increase in the amount of dance students in the classes. (SLO and program review data)
#3	ILO 3. Community /Global Consciousness	Dance PLO #1,2,3			Goal 1: Commitment to strengthening institutional effectiveness measures and practices	Revise DA 113 to be considered for the newly created CSU area F.	<ol style="list-style-type: none"> 1. Start the process of revising the course in Spring 2023. 2. Work with the articulation officer. 3. Continue the research of other schools who already have the approved CSU area F Dance Ethnic Studies course. 	Approval of the course through AP&P.

#4	ILO 4. Career and Specialized Knowledge	Dance PLO #1,2,3	All		Goal 1: Commitment to strengthening institutional effectiveness measures and practices	Gain a better reporting of SLO's.	1. Examine assessment tools and data. 2. All dance faculty onboard to complete action plans in eLumen.	The yearly reporting data of SLO's and PLO's will be documented.
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Part 4: Resource Requests that Support Program Needs (based on above analysis)

Fill out your resource request via Survey Monkey: https://www.surveymonkey.com/r/AVC_ProgramReviewFall2022

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

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

Select Subject
DA

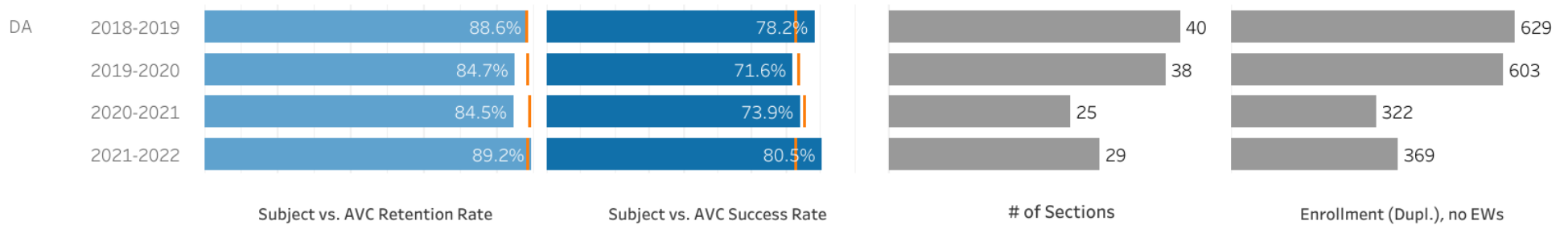
Select Subject *again*
DA

Select Program Major(s)
None

Academic Year
Multiple values



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



Enrollment and Number of Sections by *Modality* in DA

	Instr. Method	2018-2019	2019-2020	2020-2021	2021-2022
Number of Sections	Online				3
	Traditional	40	38	25	26
Enrollment	Online				135
	Traditional	629	634	324	234

Enrollment and Number of Sections by *Location* in DA

	Location	2018-2019	2019-2020	2020-2021	2021-2022
Number of Sections	Lancaster	40	38	25	26
	Palmdale				3
Enrollment	Lancaster	629	634	324	234
	Palmdale				135

Number of Program Awards in None

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

	Fall 2018	Fall 2019	Fall 2020	Fall 2021
PT (Adjunct) FTEF	1.2	0.9	0.4	0.5
FT (Regular) FTEF	1.0	1.0	0.8	1.0
FT (Overload) FTEF	0.1	0.2	0.2	0.2
TOTAL FTEF	2.3	2.1	1.4	1.7
PT/FT FTEF Ratio	1.2	0.9	0.5	0.5
FTES	35.6	30.8	16.7	17.8
FTES/FTEF Ratio	15.2	14.4	11.9	10.3
WSCH/FTEF Ratio	457.2	432.7	357.4	308.1

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

Last Update: 09/30/2022 .Data Sources: AVC's
Banner, ARGOS reports

Division/Area Name: AH, Music	For Planning Years: 2023-2024
Name of person leading this review: Gary Heaton-Smith	
Names of all participants in this review: Gary Heaton-Smith, Elizabeth Fewtrell, David Newby	

Fall 2022 Program Review Report

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

The AVC Music area is committed to student success by offering value (through world-class faculty in an equitable environment), opportunity (by offering a variety of applied, theoretical, and historical courses), and in service to the Antelope Valley community (by engaging with the community through performance).

Part 2A: Analyze the [program review data \(retrieval instructions\)](#) focusing on equity 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:

Strengths and Accomplishments: (Guiding Question: What does your program/area do well, including capabilities and greatest accomplishments?)

Despite an enrollment reduction of 470 students from 2018 to 2022, our credential award rates have remained steady. The faculty agrees that 2018-2019 award numbers were an outlier; current numbers are consistent with how the program has performed in the past. Additionally, the number of majors has remained consistent for the last two years while enrollment dropped.

Opportunities and Challenges: (Guiding Question: What does your program/area need to do better to support/improve student success?)

The Performing Arts area depends heavily on enrollment. Higher enrollment encourages healthy competition in ensembles, modeling in our Applied Music courses, and more consistent course offerings. Despite our award numbers remaining consistent, our courses (specifically our applied courses) have struggled with the reduced enrollment. Additionally, retention continues to be a problem.

Aspirations: (Guiding Questions: What does your program/area want to be known for? What is a desired future?)

The faculty recognizes that it may not be realistic to expect a complete rebound in enrollment. We need curricular reform to support our diminished enrollment and allow to siloed areas (Music and Commercial Music) to support each other in enrollment and increase the health of our courses. We would love to increase the rigor of our area to better prepare our students for transfer. Additionally, we would like to diversify our course offerings and remove roadblocks in hopes of elevating retention.

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

Not available, not a CTE program

SOC Code	Occupation Title (Linked to "Occupation Profile")	2018 Employment	Annual Job Openings (1)
272042	Musicians and Singers	14,300	17,340
252031	Secondary School Teachers, Except Special and Vocational Education	124,000	95,370
	Total	138,300	112,710

Part 2C: Review and comment on progress toward past SLO/PLO/OO Analysis (fka Action Plans):

- Access to Sibelius: ongoing. It is available in the lab, but the lab is not as available as it needs to be for our students. There are also many paywalls with the software that makes its use in theory class impractical
- Access to technology for DE MUS 291: no progress. In the next funding cycle, this will be prioritized.
- Better onboarding for MUS 291: complete. Auditions are more uniform and telling. The quality of the students is increasing.

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

-Increase # of AA-T degrees awarded annually to 10: have yet reached, but we are impressed with the number of credentials awarded considering our diminished enrollment.

Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:

Program /Area Goal #	Goal Supports which:				EMP Goal Primarily Supported:	Description of Goal	Steps to be taken to achieve goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 1. Communication	#5			Goal 4: Advance more students to college-level coursework- Develop and implement effective placement tools	Increase # of AA-T degrees awarded annually to 10	<ul style="list-style-type: none"> -Continue to develop an outreach protocol to better funnel high school students to AVC, including off-campus enrollment and auditions. -Increase retention to >90% -Hire specialized faculty for MUS 291 (woodwinds, cello, violin, horn, trombone). -Hire additional full-time faculty to increase on-campus-faculty engagement with students -Increase instrument repair/purchase budget to create a more equitable environment for instrumentalists (e.g. instrument check-out) -Create a department-wide protocol for advising new students (including working 	-Program Review

						<p>with the counseling office on degree subtleties)</p> <p>-Make guest lectures and touring a substantial part of the learning process to keep students engaged.</p> <p>-Create better onboarding practices for MUS 292/291/Large Ensemble including revisiting the large ensemble co-requisite</p> <p>-Offer ensembles for different levels of students</p> <p>-Curricular reform to embrace new generation of music students (also should help increase retention)</p> <p>-Facilities reform to support our programs more effectively. The storage in FA3-176 and FA3-162 have become problematic and impact instruction.</p>	
#2	Choose ILO				Choose an item.		
#3	Choose ILO				Choose an item.		

Part 4: Resource Requests that Support Program Needs (based on above analysis)

Fill out your resource request via Survey Monkey: https://www.surveymonkey.com/r/AVC_ProgramReviewFall2022

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

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

Select Subject
MUS

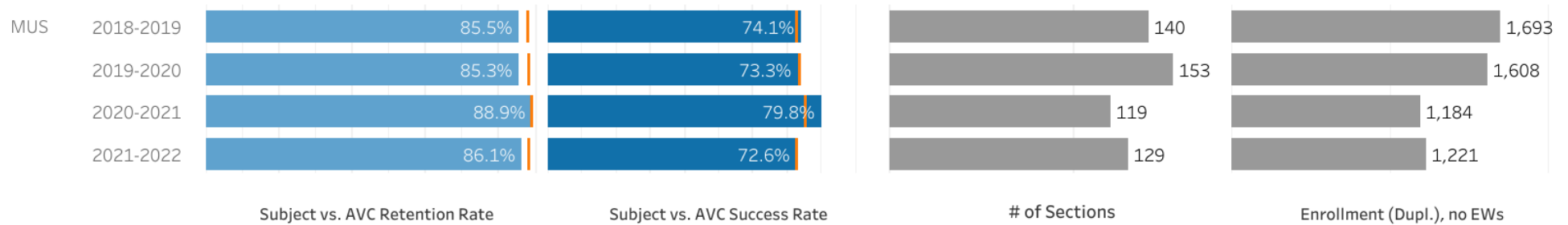
Select Subject *again*
MUS

Select Program Major(s)
Multiple values

Academic Year
Multiple values



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



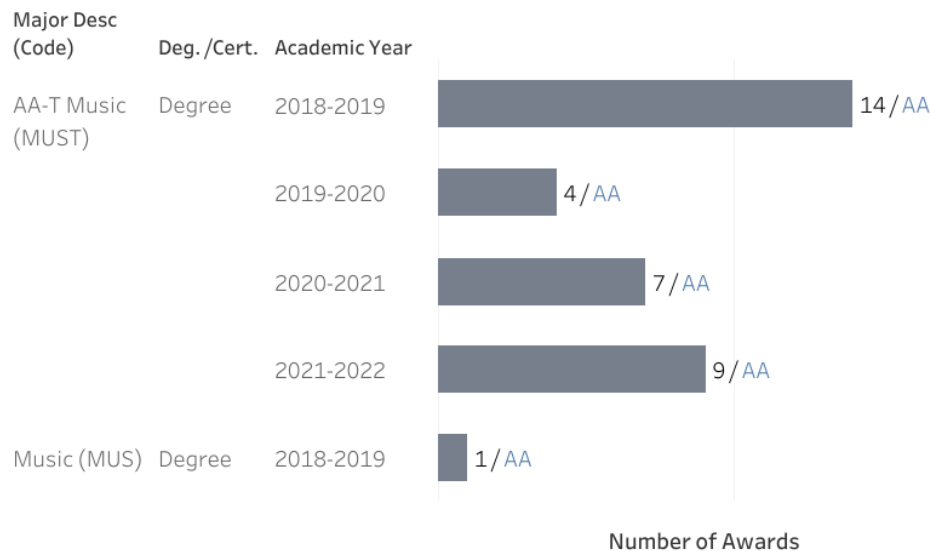
Enrollment and Number of Sections by *Modality* in MUS

	Instr. Method	2018-2019	2019-2020	2020-2021	2021-2022
Number of Sections	Online	5	6	8	13
	Other Indep Study	1			
	Traditional	134	147	111	116
Enrollment	Online	199	228	223	519
	Other Indep Study	1			
	Traditional	1,493	1,443	961	703

Enrollment and Number of Sections by *Location* in MUS

	Location	2018-2019	2019-2020	2020-2021	2021-2022
Number of Sections	Lancaster	133	145	110	116
	Palmdale	7	8	9	13
Enrollment	Lancaster	1,426	1,391	940	702
	Palmdale	267	280	244	520

Number of Program Awards in AA-T Music (MUST) & Music (MUS)



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

	Fall 2018	Fall 2019	Fall 2020	Fall 2021
PT (Adjunct) FTEF	5.8	6.4	4.9	5.2
FT (Regular) FTEF	1.6	1.1	0.9	1.3
FT (Overload) FTEF	0.1	0.5	0.1	0.6
TOTAL FTEF	7.5	7.9	5.9	7.1
PT/FT FTEF Ratio	3.7	6.0	5.4	4.1
FTES	80.8	76.4	51.6	56.4
FTES/FTEF Ratio	10.7	9.7	8.7	7.9
WSCH/FTEF Ratio	321.6	290.0	262.5	238.3

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

Division/Area Name: AH, Commercial Music	For Planning Years: 2023-2024
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Name of person leading this review: Gary Heaton-Smith
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Names of all participants in this review: Gary Heaton-Smith, Peggy Martindale, Tina Herbeck, Drew Kowalski

Fall 2022 Program Review Report

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

The AVC Commercial Music area is committed to student success by offering value (through world-class faculty in an equitable environment), opportunity (by offering a variety of applied, theoretical, and historical courses), and in service to the Antelope Valley community (by engaging with the community through performance).

Part 2A: Analyze the [program review data \(retrieval instructions\)](#) focusing on equity 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:

Strengths and Accomplishments: (Guiding Question: What does your program/area do well, including capabilities and greatest accomplishments?)

Retention and success rates are high and above the AVC average. The MUSC area contributes to the culture of the campus through ensembles like Test Flight, Marching Percussion Ensemble, and the Jazz Ensembles. We find that students engage with the campus better when they are part of these “student life” groups. Additionally, the faculty is very active in bringing in guest lecturers and artists (Brett Anderson, Jamie Thierman). These are productive events that tend to empower both students and faculty.

Opportunities and Challenges: (Guiding Question: What does your program/area need to do better to support/improve student success?)

The Performing Arts area depends heavily on enrollment. Higher enrollment encourages healthy competition in ensembles, modeling in our Applied Music courses, and more consistent course offerings. Our courses (specifically our applied courses) have struggled with the reduced enrollment. Enrollment has dropped by 437 from 2018 to 2022.

Aspirations: (Guiding Questions: What does your program/area want to be known for? What is a desired future?)

The faculty recognizes that it may not be realistic to expect a complete rebound in enrollment. We need curricular reform to support our diminished enrollment and allow to siloed areas (Music and Commercial Music) to support each other in enrollment and increase the health of our courses. We would love to increase the rigor of our area to better prepare our students for transfer. Additionally, we would like to diversify our course offerings and remove roadblocks in hopes of elevating retention.

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

1. Class reduction of maximums
2. Change Test Flight format and/or staffing
3. Make Studio Music production available for recording
4. Song Writing, Studio Production, Concert Management, and Test Flight collaboration

SOC Code	Occupation Title (Linked to "Occupation Profile")	2018 Employment	Annual Job Openings (1)
274011	Audio and Video Equipment Technicians	16,100	20,860
272041	Music Directors and Composers	2,500	2,970
274014	Sound Engineering Technicians	4,700	5,600
	Total	23,300	29,430

Part 2C: Review and comment on progress toward past SLO/PLO/OO Analysis (fka Action Plans):

- Access to documentaries: no progress. At the next library call, we will request these resources.
- Staff accompanist for MUSC 220: beginning Spring 2023
- Better technology in classrooms: complete. New technology has been implemented in all our workspaces and we continue to request additional support (like dual monitors)

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

- Increase degree/cert completion #s to 20: ongoing. This goal may be too lofty given enrollment. Despite stable retention and success, the # of degrees has consistently dropped. We believe curricular reform may be warranted.
- Increase performance opportunities and public exposure for students as a form of outreach for the program: ongoing. A tour is scheduled for spring 2023.

Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:

Program /Area Goal #	Goal Supports which:				EMP Goal Primarily Supported:	Description of Goal	Steps to be taken to achieve goal?	Measure of Success (How would you know you've achieved your goal?)
	<u>ILO</u>	PLO	SLO	OO				
#1	ILO 4. Career and Specialized Knowledge	AA: #1 Cert I: #2, #5 Cert II: #1, #2			Goal 4: Advance more students to college- level coursework- Develop and implement effective placement tools	Increase degree/cert completion #s to 10	-Increase communication with Arts & Humanities Counselor -Continue annual advisory panel that students attend at the beginning of the year and invite guests -Create an outreach protocol to reach area	-Program Review

						<p>students who are in the college selection process</p> <p>-Curriculum reform to diversify and simplify offerings and connect better with Music</p> <p>-Participate in High school outreach opportunities in coordination with Student Activities and Outreach.</p> <p>-Schedule more student performances on and off campus, in coordination with Student Services and outside business.</p> <p>-Facilities reform to support our programs more effectively. The storage in FA3-176 and FA3-162 have become problematic and impact instruction.</p>	
#2	Choose ILO				Choose an item.		
#3	Choose ILO				Choose an item.		

Part 4: Resource Requests that Support Program Needs (based on above analysis)
 Fill out your resource request via Survey Monkey: https://www.surveymonkey.com/r/AVC_ProgramReviewFall2022

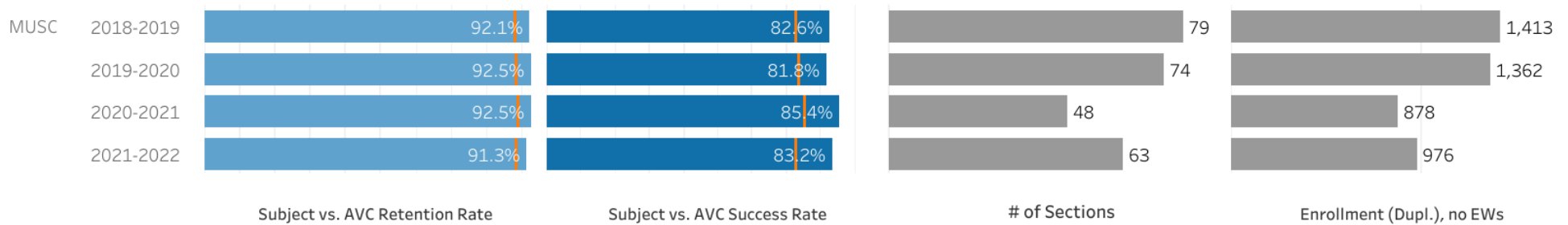
Part 5: Insert your Program Review Data here, as well as any other supporting data. (See Part 2A above).

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

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



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



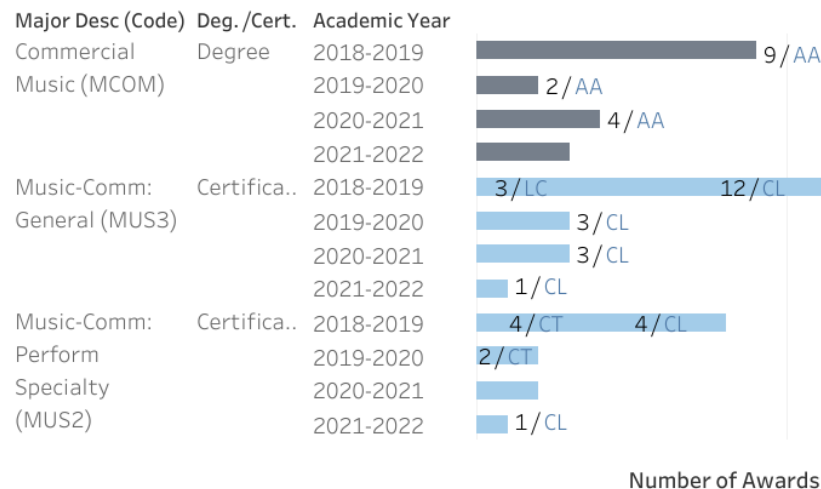
Enrollment and Number of Sections by *Modality* in MUSC

	Instr. Method	2018-2019	2019-2020	2020-2021	2021-2022
Number of Sections	Online			2	13
	Other Indep Study			1	
	Traditional	79	74	45	50
Enrollment	Online			68	537
	Other Indep Study			4	
	Traditional	1,413	1,393	806	439

Enrollment and Number of Sections by *Location* in MUSC

	Location	2018-2019	2019-2020	2020-2021	2021-2022
Number of Sections	Lancaster	74	69	44	49
	Lancaster [O..		3		
	Palmdale	5	2	4	14
Enrollment	Lancaster	1,303	1,284	757	435
	Lancaster [O..		71		
	Palmdale	110	38	121	541

Number of Program Awards in Commercial Music (MCOM), Music-Comm: General (MUS3), Music-Comm: Perform Specialty (MUS2)



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

	Fall 2018	Fall 2019	Fall 2020	Fall 2021
PT (Adjunct) FTEF	4.4	3.9	3.5	4.1
FT (Regular) FTEF	0.1	0.4	0.2	0.2
FT (Overload) FTEF	0.2	0.4		1.0
TOTAL FTEF	4.7	4.6	3.7	5.2
PT/FT FTEF Ratio	32.9	10.6	17.5	24.6
FTES	60.4	64.1	47.3	50.6
FTES/FTEF Ratio	12.8	13.8	12.8	9.8
WSCH/FTEF Ratio	383.9	413.8	383.3	293.0

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



Fall 2022 Program Review Report

Division/Area Name: Arts & Humanities/Theatre Arts	For Planning Years: 2023-2024
Name of person leading this review: Jonet Leighton and Carla Corona	
Names of all participants in this review: Jonet Leighton, Carla Corona, Suzanne Wakefield, and Jane Macfie	
Part 1. Program Overview: <i>Briefly describe how the program contributes to the district mission</i>	
<p>The Theatre Arts program contributes to the district mission by offering transfer/general education courses. Theatre Arts provides an AA-Transfer degree in Theatre Arts which can assist in opportunities for career advancement not only in Theatre Arts, but in any field. Also, Theatre Arts courses provide essential enrichment to the human experience which then will give people tools to better serve our community.</p>	
Part 2A: Analyze the program review data (retrieval instructions) focusing on equity 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:	
Strengths and Accomplishments: (Guiding Question: What does your program/area do well, including capabilities and greatest accomplishments?)	
<ul style="list-style-type: none"> • Continue to create additional courses which enhance and support the AA-T. • Current Theatre Arts Faculty are from varied areas of expertise and graduate programs/education. • Offer a variety of theatrical performances for student participation/engagement and community enrichment. • Through the AVC Library, we continue to provide access to Digital library subscription of BroadwayHD has enabled us to continue providing access to live (recorded) professional theatre to students and faculty. 	
Opportunities and Challenges: (Guiding Question: What does your program/area need to do better to support/improve student success?)	
<ul style="list-style-type: none"> • Reengage the County prison population with Theatre Arts courses • Working towards rotating Directors for performances to bring different points of view to our students. • The adjunct and full-time ratio underserves the Theatre Arts student enrollments. • Offer more of a variety of times and days when classes are offered. • Lack of space for instruction including rehearsal, storage, technical theatre aspects (set building, costume construction, and props), and performances. • The AVC Foundation is no longer funding theatre arts trips for enrolled students. • The need Administration to financially support the local school district's requirements for TB test, fingerprinting and scan, etc. because tour cannot happen without these requirements fulfilled for all participants of the Theater for Young Audience's productions. • Engage with prospective students in high schools and middle schools. • Participation in conferences, seminars, and workshops offered by national and regional theatre organizations. • Providing funding to allow all THA faculty to meet in-person for Departmental planning. • Disparity of budgetary support for theatrical productions and performances. • Disparity in supporting excellence in programs in the arts versus other areas on campus. • Cancellation of classes prior to first meeting. 	

- Challenge is to increase and give wider access to available digital subscription libraries ie National Theatre Live to help continue providing access to live (recorded) professional theatre for students and faculty.
- The current format of THA 119 which can be linked with the ongoing One Acts Festival is challenging due to limited Department support. Having the two faculty working beyond the hours of 2.5 LHE each is a problem. The amount of work it takes to produce, design, direct, instruct, rehearse, tech, etc is not sustainable to the quality the AVC students deserve.

Aspirations: (Guiding 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.
- AVC offers state-of-the-art facilities with the Performing Arts Theatre for students and community to participate and work in.
- AVC’s Theatre Arts department provides two very different spaces for students and faculty to work with i.e Black Box Theatre and the PAT offering foundational experience with basic spaces and state-of-the-art spaces.
- AVC Theatre Arts offers a full range of courses in all aspects of theatre including but not limited to multicultural, LGBTQ, student-created, and technical and performance-based theatre.
- Our desired future is for AVC Theatre Arts to be a model curriculum of inclusivity and diversity for other community colleges.
- Our 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

Insert Advisory Committee Recommendations here

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

Projections of Employment by Occupation, 2018 - 2028

Occupations Matched to Top Code(s):

100600 *Technical Theater*

100700 *Dramatic Arts*

Geography: Los Angeles County

Counties: Los Angeles County

Annual Job Openings by Occupation

SOC Code	Occupation Title (Link to Occupation Profile)	2018 Employment	Annual Job Openings ¹
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272011	Actors	15,650	19,110
	Entertainers and Performers, Sports and		
272099	Related Workers, All Other	5,430	6,850
272012	Producers and Directors	24,520	27,530
271027	Set and Exhibit Designers	2,380	2,710
	Total	47,980	56,200

(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.

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Part 2C: Review and comment on progress toward past SLO/PLO/OO Analysis (fka Action Plans):

List your past outcomes analysis (Action Plans) and progress towards those goals.

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

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

- 2020 through 2022, faculty has been told that the room where THA 104 & THA 133 are taught would become a smart classroom; however, to date, the room (PA 109) remains untouched and not up to date with the technological needs for the courses to help fulfill the SLOs.

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

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

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

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

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

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

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

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

- In 2021-2022, the AVC Theatre Arts Department library has been expanded and a catalog has been created.
- In order to maintain success of SLO, continue to expand and upgrade digital access and subscriptions to text as well as multimedia/performances.

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

- In 2021-2022, the AVC Theatre Arts Department library has been expanded and a catalog has been created.
- In order to maintain success of SLO, continue to expand and upgrade digital access and subscriptions to text as well as multimedia/performances.

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

- In 2021-2022, the AVC Theatre Arts Department library has been expanded and a catalog has been created.
- In order to maintain success of SLO, continue to expand and upgrade digital access and subscriptions to text as well as multimedia/performances.

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

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

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

THA 119 R&P One Acts & New Works SLO #1 Formulate, rehearse and perform a role in a one acts or new work.

- As we have returned to face-to-face classes and productions, students have returned for the opportunity to perform in front of a live audience which has reinvigorated and inspired both students and audiences.
- In Spring 2022, we offered THA 119 for the first time for the One Act Festival allowing students to participate in a wider variety of productions.

THA 121 Theatre Production: SLO #1 Analyze and perform the role of an individual as part of an ensemble in the preparation and strike of a theatrical production.

- As we have returned to face-to-face classes and productions, students have returned for the opportunity to perform in front of a live audience which has reinvigorated and inspired both students and audiences.

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

- Unfortunately, the Strong Workforce Grant which funded and supported the Musical has ended and the Department does not have the financial resources or support to offer another Musical.

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

#1 Provide essential exposure for theatre arts students to professional theatre productions. – No progress.

- #2 Promote the Theatre Arts Major and Transfer Degree to currently enrolled students on campus. – Some progress through participation by some faculty in on-campus events.
- #3 Implement a program to offer students 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.
- #4 Participation in Kennedy Center American College Theatre Festival. – No progress.
- #5 Participation in USITT. – No progress.
- #6 Update technology in FA2 130 – No progress.
- #7 – Increase AA-T THA degree completion – No progress.
- #8 Create Certificate in Technical Theatre – No progress.
- #9 – Create Local Degree in THA – No progress.

Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:

Program /Area Goal #	Goal Supports which:				EMP Goal Primarily Supported:	Description of Goal	Steps to be taken to achieve 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 1: Commitment to strengthening institutional effectiveness measures and practices	Provide essential exposure for theatre arts students to professional theatre productions.	1. Create partnerships with theatres to provide student group discounts 2. Determine appropriate and relevant theatre arts productions for students.	Through more exposure to live professional theatre, students are able to make more informed creative decisions and provide more thoughtful work within their class discussions and student's body of work.
#2	ILO 4. Career and Specialized Knowledge				Goal 1: Commitment to strengthening institutional effectiveness measures and practices	Promote the Theatre Arts Major and Transfer Degree to currently enrolled students on campus.	1. Increase marketing materials in other areas of the campus to inform students that the Arts & Humanities Division, specifically, Theatre Arts Department and Faculty offer courses that increase the competitiveness for hiring of their majors. 2. Participate in on-campus events with promotional material and highlights from departmental works. 3. Offer a diverse body of work to students for performance and production including, but	Increase of numbers in both enrollment and degree completion.

						not limited to, a musical, drama, comedy, TYA (Theatre for Young Audiences), and emerging playwrights. 4. Hire FT Theatre Instructor to assist in oversight and implementation. 5. Provide reassigned time for a Faculty Costume Designer. 6. Hire an Arts Information Officer.		
#3	ILO 4. Career and Specialized Knowledge				4 Advance more students to college-level coursework.1 Commitment to strengthen Institutional Effectiveness measures.2 Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services.	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 FT Theatre Instructor to assist in oversight and implementation. 4. Provide reassigned time for a Faculty Costume Designer.	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				Commitment to strengthen Institutional Effectiveness measures.	Provide students with access to professional competition and participation in national theatre festival, which aids in improvement of performance skills, networking opportunities,	1. Become an ongoing member/participant of the Kennedy Center American College Theatre Festival – So Ca Region. 8 2. Hire FT Theatre Instructor to assist in oversight and implementation. 3. Provide reassigned time for a	Participating in a Kennedy Center American College Theatre Festival to encourage and promote improvement of performance skills, networking opportunities, and exposure to career options.

						and exposure to career options.	Faculty Costume Designer. 4. Hire an Arts Information Officer.	
#5	ILO 4. Career and Specialized Knowledge				Commitment to strengthen Institutional Effectiveness measures.	Provide students with access and exposure to professional participation in national technical theatre organization, which aids in improvement of performance skills, networking opportunities, and exposure to career options.	1. Become an ongoing member/participant of USITT or other relevant technical theatre organization – Regionally or nationally 2. Hire FT Theatre Instructor to assist in oversight and implementation. 3. Provide reassigned time for a Faculty Costume Designer. 4. Hire an Arts Information Officer.	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				4 Advance more students to college-level coursework. 1 Commitment to strengthen Institutional Effectiveness Measures	Increase access to current and more advanced theatre materials and equipment for students in multiple theatrical classrooms and laboratories.	1. Update lighting equipment, control boards, theatrical furnishings and soft goods, and audio systems, etc. to meet current theatre and educational theatre settings.	Division and Administration will support financially the purchase of required equipment.
#7	ILO 4. Career and Specialized Knowledge				1. Commitment to Strengthen Institutional Effectiveness Measures.	Continue to increase AA-T Theatre Arts degree completion on an annual basis.	1. Increase access and resources to local high schools and middle schools to provide information and knowledge of the Theatre Arts program at AVC. 2. Create and complete high quality promotional material or collateral for the Theatre Arts program indicating all the Theatre Arts courses offered.	Increase of numbers in both enrollment and degree completion.

						<p>3. Offer a student work position for the Theatre Arts Department that can help with creation of materials, update website, and outreach to local high schools.</p> <p>4. Offer stipend to Adjunct Faculty members to complete outreach to community schools and groups.</p> <p>5. Hire FT Theatre instructor to assist in oversight and implementation.</p> <p>6. Provide reassigned time for a Faculty Costume Designer.</p> <p>7. Hire an Arts Information Officer.</p>	
#8	ILO 4. Career and Specialized Knowledge			1. Commitment to Strengthen Institutional Effectiveness Measures.	Create a Certificate in Technical Theatre	<p>1. Research and determine needs and requirements for a certificate in technical theatre.</p> <p>2. Write any new courses that may be required as well as the certificate.</p> <p>3. Submit to appropriate committees (AP&P, Senate, Outcomes, etc.) for approval.</p> <p>4. Hire Adjunct Instructors, as needed.</p>	Division and Administration will support financially the development of Certificate in TT.

						5. Hire FT Theatre instructor to assist in oversight and implementation. 6. Provide reassigned time for a Faculty Costume Designer.		
#9	ILO 4. Career and Specialized Knowledge				1. Commitment to Strengthen Institutional Effectiveness Measures.	Create a Local Degree in Theatre Arts	<p>1. Research and determine needs and requirements for a Local Degree in Theatre Arts.</p> <p>2. Write any new courses that may be required as well as the degree program.</p> <p>3. Submit to appropriate committees (AP&P, Senate, Outcomes, etc.) for approval.</p> <p>4. Hire Adjunct Instructors, as needed.</p> <p>5. Hire FT Theatre instructor to assist in oversight and implementation.</p> <p>6. Provide reassigned time for a Faculty Costume Designer.</p>	Division and Administration will support financially the development of Certificate in TT.
#10	ILO 4. Career and Specialized Knowledge				2 Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services.	Provide additional financial support for the One Acts Festival (via student worker and faculty stipend)	<p>1. Calculate the hours needed for a full Black Box production of the One Acts Festival or New works production</p> <p>2. Offer appropriate stipend or additional</p>	Division and Administration will support financially the hours worked for a quality production of the Black Box presented THA 119 One Acts & New Works Course.

							<p>instructional hours to Adjunct Faculty members that are teaching this course.</p> <ol style="list-style-type: none"> 3. Hire Student Worker to assist with production needs. 4. Hire FT Theatre instructor to assist in oversight and implementation. 5. Provide reassigned time for a Faculty Costume Designer. 	
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Part 4: Resource Requests that Support Program Needs (based on above analysis)

Fill out your resource request via Survey Monkey: https://www.surveymonkey.com/r/AVC_ProgramReviewFall2022

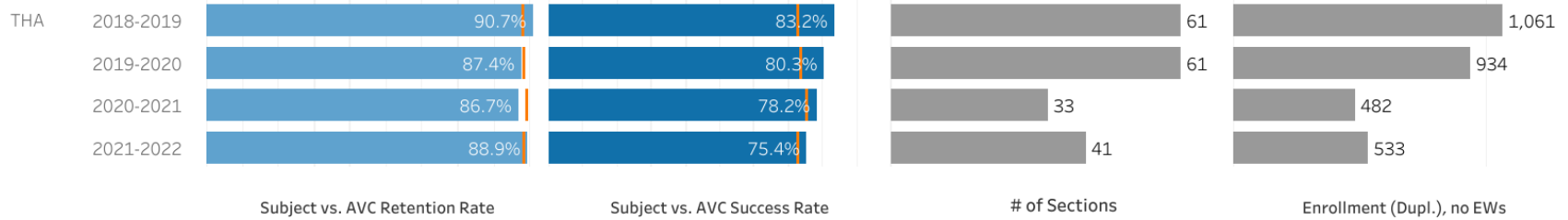
Part 5: Insert your Program Review Data here, as well as

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

Select Subject: THA | Select Subject again: THA | Select Program Major(s): AA-T Theatre Arts (THAT) | Academic Year: Multiple values



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



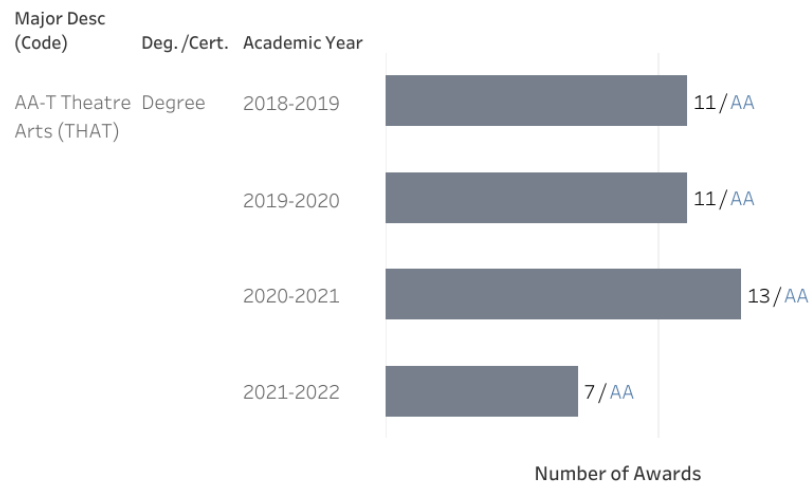
Enrollment and Number of Sections by *Modality* in THA

Instr. Method	2018-2019	2019-2020	2020-2021	2021-2022
Number of Sections				
Online				5
Traditional	61	61	33	36
Enrollment				
Online				165
Traditional	1,061	962	484	369

Enrollment and Number of Sections by *Location* in THA

Location	2018-2019	2019-2020	2020-2021	2021-2022
Number of Sections				
Lancaster	58	58	33	34
Lancaster [O..	2	3		1
Palmdale	1			5
Palmdale [Of..				1
Enrollment				
Lancaster	1,011	917	484	325
Lancaster [O..	32	45		24
Palmdale	18			165
Palmdale [Of..				20

Number of Program Awards in AA-T Theatre Arts (THAT)



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

	Fall 2018	Fall 2019	Fall 2020	Fall 2021
PT (Adjunct) FTEF	3.8	4.0	3.0	3.3
FT (Regular) FTEF	1.0	0.7	0.7	0.0
FT (Overload) FTEF		0.3		0.5
TOTAL FTEF	4.8	4.9	3.7	3.9
PT/FT FTEF Ratio	4.0	5.8	4.3	
FTES	56.2	55.0	33.2	31.5
FTES/FTEF Ratio	11.8	11.2	9.0	8.1
WSCH/FTEF Ratio	352.8	334.5	269.5	244.0

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

Last Update: 09/30/2022 . Data Sources: AVC's Banner, ARGOS reports

any other

supporting data. (See Part 2A above).



Fall 2022 Program Review Report

Division/Area Name: Arts and Humanities/Studio Art and Art History For Planning Years: 2023-2024

Name of person leading this review: David Babb

Names of all participants in this review: Dr. Christine Mugnolo, Rae Agahari, Frank Dixon, Kevin North, Larissa Nickel

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) focusing on equity 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:

Strengths and Accomplishments: (Guiding Question: What does your program/area do well, including capabilities and greatest accomplishments?)

The number of offered sections increased by five from the previous cycle at 88, with an enrollment of 1,532 (1,169 unduplicated students) which is down 128 students from the previous cycle. Compared to AVC's drop in enrollment, being down only 128 students is remarkable. Division efforts in scheduling are notable. 12 sections were offered at the Palmdale campus this cycle compared to four during the previous cycle. Ten online sections were offered. This is the first time dedicated online courses have been offered in the discipline.

Awarded degree numbers were 7 in Art History (up from 4), and 27 in Studio Art (up from 24). Discipline retention rates last year were 89.2 % (up by 1.2%) compared to all AVC 88% and success rates rose slightly to 77.2% (up 4.8%) compared to all AVC 72.4%.

The ratio of full-time to part-time instructors is .8%

The previous cycle (20-21) showed a discipline weakness in equity in the success and retention rates of students who identify as African American/Black. The retention rate for Art in this category was 74.1% (all AVC students 86.6%) compared to 82.8% of AVC students in this category. The success rate of African American/Black students in Art was **57.2%** (all AVC students 74.8%) compared to 61.1% of AVC students in this category.

During the current cycle (21-22) the retention rates were inexplicably much higher, with the retention rate for Art in this category at **91.1%** (all AVC students 88%) compared to 83% of AVC students in this category. The success rate of African American/Black students in Art was 70.7% (all AVC students 72.4%) compared to 60.5% of AVC students in this category.

The Studio Arts and Art History department is excelling in providing a well-rounded art education and preparing students for transfer and success in the university system.

The Antelope Valley College Art Gallery produced six exhibitions during the cycle. The exhibition program provided students with access and exposure to contemporary and diverse artwork. The program included a student exhibition, a community engagement driven Friends of the Gallery exhibition, and an exhibition of artwork from indigenous artists from California tribes.

Department instructors have exhibited their work in local, state, and national exhibitions, and given lessons and demonstrations at local schools and the AV Fair. Faculty members are engaged in local, county, state, and national arts organizations. Faculty engagement, although unquantifiable in terms of data, provides outreach for the department and direct it through currency and best practices in the discipline, and provides opportunities.

Rae Agahari contributed as an “Asia Field Expert” in the publication of the OERI (Open Education Resources Initiative) textbook, [A World Perspective of Art History: 1400 to 21st Century](#), writing sections [Japanese Woodblock Prints](#), [Modern Japanese Paintings](#), and [Korean Art in the Joseon Period](#).

Rae Agahari is researching “Excellence in Online Instruction: Art Education” on a sabbatical this semester.

Opportunities and Challenges: (Guiding Question: What does your program/area need to do better to support/improve student success?)

Challenges to lowered enrollment numbers have been met by strategic scheduling by the division and initiative and work by discipline faculty to develop and offer online courses.

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

Aspirations: (Guiding Questions: What does your program/area want to be known for? What is a desired future?)

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

NA

Part 2C: Review and comment on progress toward past SLO/PLO/OO Analysis (fka Action Plans):

SLO assessments improved during this last cycle, however, more outreach and encouragement is still needed to train adjunct faculty members in eLumen to improve SLO assessment rates. More coordination is needed between faculty members to address outcomes analysis, especially in courses that have multiple sections with multiple instructors. It is challenging as faculty members to access aggregate SLO data to develop outcomes analysis. For the purpose of program review, in addition to the department chair, a lead full-time faculty member should have access to the SLO Data Page to allow for more consistent outcomes analysis/action plans for the discipline.

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

PLO 2

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

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

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

ART 110, SLO 2

Demonstrate basic perceptual drawing techniques that incorporate the elements of design (contour, gesture, sketching lines, positive and negative shapes, perspective, volume and mass).

Action Plan:

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

ART 110, SLO 3

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

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

List your past outcomes analysis (Action Plans) and progress towards those goals.

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

The program goal of maintaining enrollments and growing the number of graduates is still a priority. Emphasis is in maintaining student access and opportunities, and progress has been made towards this goal. Despite dropping enrollments, six more AA-T degrees were awarded this last cycle over the previous. Strategic scheduling of eight additional sections at the Palmdale campus by the division has allowed more student access. Dedicated online courses have been developed and offered for the first time in

the discipline. Rae Agahari is currently researching online teaching strategies for visual arts on sabbatical this semester. Offering multiple course modalities has improved student access and mitigated lower enrollments post-pandemic.

Some progress has been made toward the goal of new and additional classroom space. Art 121, Digital Art and Drawing was scheduled and successfully taught in Yoshida Hall in the Spring semester, 2022. This was a welcome improvement from the temporary classroom (T300A) where the course was taught the previous cycle.

Some progress has been made in acquiring materials and equipment for Art 120 Printmaking, with a palette of Plexiglas donated from the college surplus.

Some progress has been made in the SLO assessment rates in the discipline. The division and faculty members have created guides to inform and assist faculty members in the process. More outreach is needed, especially to adjunct faculty members to encourage them to participate.

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

Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:

Program /Area Goal #	Goal Supports which:				EMP Goal Primarily Supported:	Description of Goal	Steps to be taken to achieve 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 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services	<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.	For the development of new and additional classroom spaces, coordination between division faculty members, administration, and Facilities is needed to identify needs and options.	This goal will be achieved by the acquisition of new or additional classroom space.

#2	ILO 2. Creative, Critical, and Analytical Thinking	1,2,3,4			Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services	<i>Have a projector and computer station installed in FA1 room 101</i> to ensure the Course Outlines of Record are being fully addressed in classroom instruction, and to maintain and improve learning outcomes addressing student understanding of Art History and contemporary culture (which need improvement across the discipline).	An initial discussion with IT services took place in September 2021 to address the need for a projector and computer station in rm 101 and to discuss the physical challenges of the room. IT has agreed to address this need in collaboration with the faculty at a later date. As of November 2022, no actions have been taken.	This goal will be achieved by the acquisition and installation of a projector and computer station in FA1, room 101.
#3	ILO 2. Creative, Critical, and Analytical Thinking	1,2,3,4			Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services	<i>Install new track lighting in classrooms 101 and 110 in FA1</i> to facilitate the CORs in Art 110, 113, 120, 140, 163, 170, 210, 213, 216 that cover the student's understanding of value, perception of	Discussions need to be had between the dean, department chair, and faculty members and Facilities to over the logistics of this goal.	This goal will be achieved with the installation of new track lighting in classrooms 101 and 110 in FA1.

						light, and its translation to paper and canvas.		
#4	ILO 2. Creative, Critical, and Analytical Thinking	1,2,3,4			Goal 1: Commitment to strengthening institutional effectiveness measures and practices	Improve SLO assessment rates.	Outreach and encouragement from the division to faculty members is needed to achieve this goal.	This goal will be achieved by having 100% SLO assessment rates in the discipline.
#5	ILO 2. Creative, Critical, and Analytical Thinking	1,2,3,4			Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services	<i>Install new track lighting and additional power outlets</i> to maintain and improve the effectiveness of the Antelope Valley College Art Gallery.	Larissa Nickel was hired as the Art Gallery director during the 2021-2022 cycle. An ad hoc committee was formed to assist Larissa in gallery programming and operations. Coordination between Larissa, the dean, and the ad hoc committee, and Facilities is needed to achieve this goal.	This goal will be achieved by the installation of new track lighting and additional power outlets in the AVC Art Gallery.
#6	ILO 2. Creative, Critical, and Analytical Thinking	1,2,3,4	1,2		Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services	<i>New equipment and supplies (additional presses, blenders, files, intaglio tools, relief tools, ink) for Printmaking ART 120</i> to successfully fulfill its COR.	For the purchase of larger items, such as an additional press, a price quote, funding sources, procurement of supplies and equipment, and installation of	This goal will be achieved by acquiring the materials and equipment for ART 120, Printmaking.

							equipment needs to take place.	
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Part 4: Resource Requests that Support Program Needs (based on above analysis)
Fill out your resource request via Survey Monkey: https://www.surveymonkey.com/r/AVC_ProgramReviewFall2022

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

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

Select Subject
ART

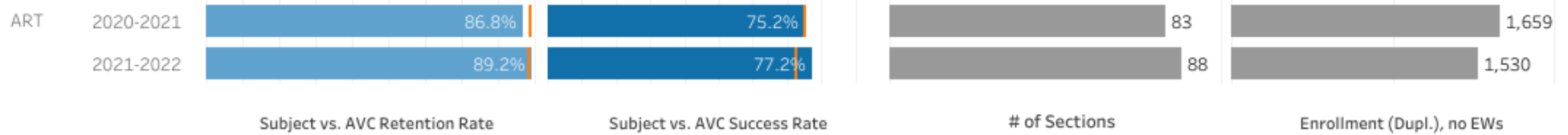
Select Subject **again**
ART

Select Program Major(s)
Multiple values

Academic Year
Multiple values



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



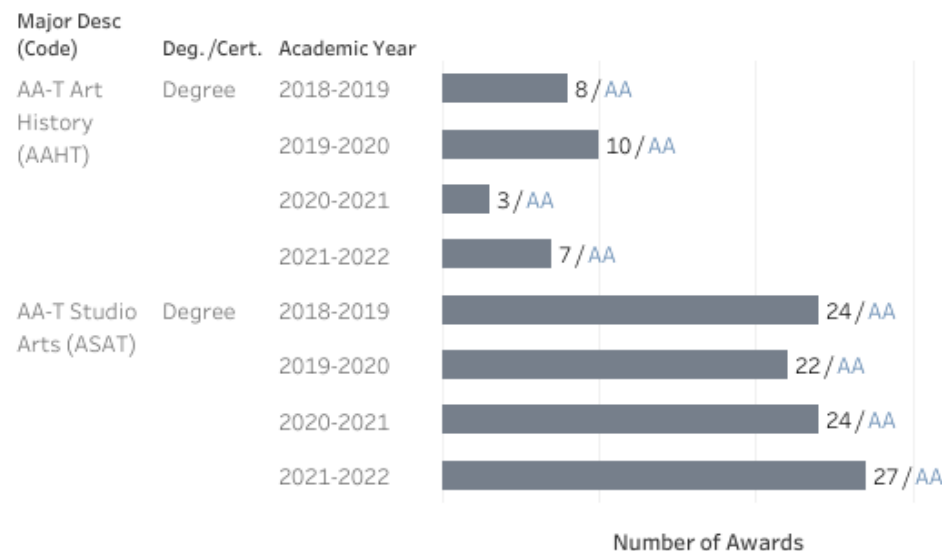
Enrollment and Number of Sections by *Modality* in ART

	Instr. Method	2020-2021	2021-2022
Number of Sections	Online		10
	Traditional	83	78
Enrollment	Online		465
	Traditional	1,660	1,067

Enrollment and Number of Sections by *Location* in ART

	Location	2020-2021	2021-2022
Number of Sections	Lancaster	79	76
	Palmdale	4	12
Enrollment	Lancaster	1,540	1,022
	Palmdale	120	510

Number of Program Awards in AA-T Art History (AAHT) & AA-T Studio Arts (ASAT)



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

	Fall 2018	Fall 2019	Fall 2020	Fall 2021
PT (Adjunct) FTEF	3.7	4.0	3.8	4.0
FT (Regular) FTEF	5.3	4.2	5.1	5.0
FT (Overload) FTEF		0.3	0.7	0.7
TOTAL FTEF	9.0	8.5	9.6	9.7
PT/FT FTEF Ratio	0.7	1.0	0.7	0.8
FTES	132.7	124.8	133.1	87.6
FTES/FTEF Ratio	14.7	14.6	13.9	9.0
WSCH/FTEF Ratio	442.4	438.9	415.8	269.8

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

Last Update: 09/30/2022 .Data Sources: AVC's Banner, ARGOS reports



Fall 2022 Program Review Report

Division/Area Name: Digital media For Planning Years: 2023-2024

Name of person leading this review: Cynthia Kincaid, Paul Taglianetti

Names of all participants in this review: Cynthia Kincaid, Paul Taglianetti

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

The Digital Media department provides training for 21st century jobs, one of the highest in demand and fastest growing job industries in the United States. Students will learn how to use creative applications as well as more practical applications such as Google’s online G Suite. Graduates of the program may receive an AVC certification that shows they have the knowledge and experience in a variety of career technical fields. All graduates will be job ready for a career for today and in the future. Currently the only area to have a separately stated mission from that of the college is Digital Media, as follows: The mission of the Digital Media program is to prepare students in the Digital Media degree/certificate programs to be competitive in their search for industry jobs. VAPA addresses Antelope Valley College Institutional Learning Outcomes via the following objectives for students: To develop a conscious personal awareness of basics in an artistic discipline and of aesthetics in the discipline; To develop an awareness of how the arts reflect culture by building their life long skills in an art form that will be used for employment, transfer education, certificate completion and/or personal development; To increase an awareness and respect for the opinions of others and their perspectives on working and expressing themselves; In addition, we serve all members of our community in the true spirit of the mission of the college. Our programs seek to promote and generate community interest in the departmental programs and student artists and performers through activities and events that allow community participation.

Part 2A: Analyze the program review data (retrieval instructions) focusing on equity 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:

Strengths and Accomplishments: (Guiding Question: What does your program/area do well, including capabilities and greatest accomplishments?)

The digital media program has a retention rate of 78.6% which is down from previous year average but strong. There are areas that we can make improvement here, but it is an area where students are very interested in and has very strong job market potential for graduating students. Students that go through the digital media program can use the skills they’ve learned in almost any type of job they are seeking due to the fact that most jobs are now incorporating a digital media component.

Advisory input included comments from professionals sitting on the DM committee who stated that a strong fine arts or basic traditional arts training was important in securing a job in digital media fields such as animation, graphic and web design

Opportunities and Challenges: (Guiding Question: What does your program/area need to do better to support/improve student success?)

Our courses are not entirely transferable; the courses offered in digital media aren’t transferring to state colleges until an articulation agreement has been created. Local high school and current AVC students aren’t fully aware of the program because we don’t have as strong a promotional/media extension to promote the course. This is an area we hope to improve in to get more students in enroll.

In addition, another area we can improve in will be to make sure the students are aware of the requirements for the classes such as purchasing software needed to complete the courses. Many students are often unaware that they need to purchase software taking online classes.

Aspirations: (Guiding Questions: What does your program/area want to be known for? What is a desired future?)

The Digital Media dept would like to create an online platform to feature and promote the work of the students at AVC. In addition, we would like to use this material to help promote and increase enrollment in the program.

We continue to strive for a high student retention rate. We also hope to develop and promote a Digital Media/Film video internship program articulated with local business to give AVC students a practical way to apply their skills.

Expanding the software catalog to keep with the industry standard is another area we are working in. Unreal engine is a program that is used primarily for 3D environment creation that is quickly becoming film and game design industry standard.

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

Advisory Committee recommendations (Digital media Sept 2022)

- Train with industry standard software
- High recommendations: Adobe creative suite, Unreal engine for 3D, Adobe after effects for 2D
- Areas of digital media that have high demand: web design, 2D animation, graphic content creation

Labor market data from Employment Development Dept of CA
In Digital media. This is job data for state of CA

Digital media Jobs in 2018. Total number of media jobs under digital media category 7,000
Digital media jobs openings n 2022 (as of 11/2022). 6,390

This data covers Communications and media educators. Digital desktop publishing and press technicians and workers.

Media communications jobs in 2018 -39,000
Media communication jobs as of 11/4/2011- 43450

Overall numbers in general media communications are up slightly
Media communications numbers covers digital editors, media reporters, writers and authors of digital media and online content

Website design and development jobs in 2018 – 109,800
Website design and development jobs as of 11/4/22- 111,760

Overall numbers show a rise in overall job numbers since 2018.

These jobs include graphic designers, programmers, artist and animators and web developers

Part 2C: Review and comment on progress toward past SLO/PLO/OO Analysis (fka Action Plans):

Strengths: The Digital Media program has a higher-than-average retention rate when compared to AVC as a whole. The success rates in digital media are higher than other courses at AVC. One of the main strengths of Digital Media is that every aspect of a student's life has a digital media component. From a student's cell phone, social media and even to video games, the student's entire world has digital media, and all sector indicators show that digital is going to keep growing. Another strength is that nearly every new career has a digital media component now. Most future jobs will have some form of digital media involvement and our courses can cover that. Last but not least, the faculty and adjunct instructors have diverse professional backgrounds which gives students the opportunity to learn from industry professionals from all types of digital media careers.

Weaknesses: Our courses are not entirely transferable, the courses offered in digital media aren't transferring to state colleges until an articulation agreement has been created. Local high school and current AVC students aren't fully aware of the program because we aren't as visible as we could be.

We also need more full-time staff members to be visible and develop a rapport with students and get them more interested in completing our degree and certificate programs.

Opportunities: With the growing industry we have the opportunity to be completely visible and entrenched in the AVC student's life. From theatre, sporting events, live music and more, our program could help promote these other events while also being highly visible to the AVC student. The future is an opportunity if we can adapt correctly. Since it's a growing sector in the job market, we can adapt and incorporate new classes and technologies to become more exciting and relevant.

Threats Easy to use creative software can be a threat if the student is not educated about the digital media industry and industry standard software. Not advancing with technology and the industry is a threat because it's an ever-changing industry. Digital media is now more than just design work, it's everything we do from sharing documents, emails, slideshows and more and we must adapt.

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

Our previous goal was to increase graduates by 1%. In an effort to increase that goal we wanted to make sure all courses are up to date in the AP&P which they are now. Our overall course success rate is still above AVC's annual success rate and since 2016-17 we have increased our success rate by 1.2%, which should directly affect graduate numbers in a positive way. Although our retention numbers are down it is by a relatively small margin (Likely effected by COVID pandemic). A strong promotional push to increase awareness of the department's educational programs can help shift the numbers back up

Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:								
Program /Area Goal #	Goal Supports which:				EMP Goal Primarily Supported:	Description of Goal	Steps to be taken to achieve goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1 Prepare students for the workforce.	ILO 4. Career and Specialized Knowledge				Goal 5: Align instructional programs to the skills identified by the labor market	Better prepare students for the workforce through exposure to guided practice and language foundation.	To meet this goal, we need to obtain another full-time faculty to expand our Animation Degree to bring on a "gaming" component which would allow students to tap into an industry that we have not been able to provide students with relevant knowledge to prepare them to enter the field. Animation a growing field, our students would have the opportunity to work in many fields as animation is used in many industries	
#2	ILO 3. Community /Global Consciousness	PLO 2,3			Choose an item.	Increase the number of students who graduate/ transfer with a DFST/ INT certificate or Degree.	To meet this goal, we need to hire a second full time faculty member that is dedicated to grow the Animation Department. Doing so would allow for	

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

Part 4: Resource Requests that Support Program Needs (based on above analysis)
 Fill out your resource request via Survey Monkey: https://www.surveymonkey.com/r/AVC_ProgramReviewFall2022

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

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

Select Subject
DM

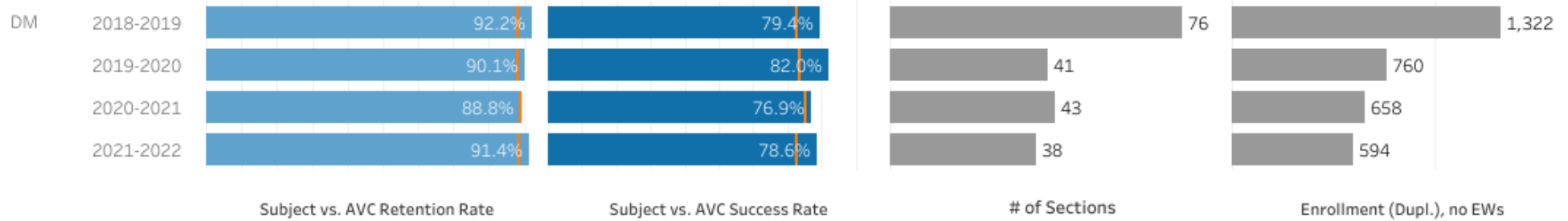
Select Subject again
DM

Select Program Major(s)
Multiple values

Academic Year
Multiple values



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



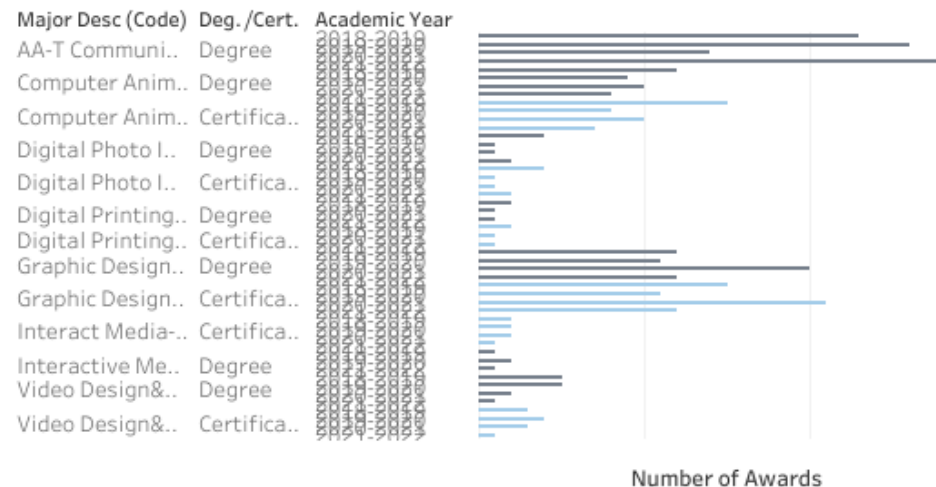
Enrollment and Number of Sections by *Modality* in DM

	Instr. Method	2018-2019	2019-2020	2020-2021	2021-2022
Number of Sections	Online			1	3
	Other Indep Study	10	3	4	3
	Traditional	66	38	38	32
Enrollment	Online			23	218
	Other Indep Study	10	5	10	3
	Traditional	1,312	762	625	374

Enrollment and Number of Sections by *Location* in DM

	Location	2018-2019	2019-2020	2020-2021	2021-2022
Number of Sections	Lancaster	69	41	43	35
	Lancaster [O..	4			
	Palmdale	3			3
Enrollment	Lancaster	1,197	767	658	377
	Lancaster [O..	74			
	Palmdale	51			218

Number of Program Awards in [AA-T Communication Studies \(COMT\)](#), [Computer Animation \(CAN\)](#), [Computer Animation Cert \(CAN1\)](#) and 10 more



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

	Fall 2018	Fall 2019	Fall 2020	Fall 2021
PT (Adjunct) FTEF	3.1	3.3	4.3	3.4
FT (Regular) FTEF	2.1	1.7	2.3	1.0
TOTAL FTEF	5.2	5.0	6.6	4.4
PT/FT FTEF Ratio	1.5	2.0	1.9	3.5
FTES	56.9	74.5	67.4	36.7
FTES/FTEF Ratio	10.9	15.1	10.2	8.3
WSCH/FTEF Ratio	326.6	451.8	306.4	248.9

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

Last Update: 09/30/2022 .Data Sources: AVC's Banner, ARGOS reports



Fall 2022 Program Review Report

Division/Area Name: Arts & Humanities/ Film & Television	For Planning Years: 2023-2024
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Name of person leading this review: Kevin North
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Names of all participants in this review: Kevin North
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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 \(retrieval instructions\)](#) focusing on equity 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:

Strengths and Accomplishments: (Guiding Question: What does your program/area do well, including capabilities and greatest accomplishments?)

Despite the difficulties created by COVID-19, and the low enrollment numbers seen across other areas on campus over the past year, 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 the 2021-2022 school year. The Film & Television program has also seen retention and success rates that are higher than the AVC annual success rate. The Film & Television program has a success rate of 76.0% and a retention rate of 91.6%.

Opportunities and Challenges: (Guiding Question: What does your program/area need to do better to support/improve student success?)

As seen by the data in section 2A, the Film & Television program has been very successful and has begun to grow and expand. We are in the process of building a Green Screen Studio space with new industry standard equipment. This studio will create new state of the art instructional space as well as the opportunity to interface with the public. This new space will expand our capabilities and course offerings and will be a step toward solving one of our previous Program Review goals from Fall 2021. However, this new space is only the beginning of what is needed to keep our program competitive with other schools and up to the industry standard for our students.

In order to keep up with the industry standards we will need to 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. 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: (Guiding Questions: What does your program/area want to be known for? What is a desired future?)

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

The advisory committee is excited at the growth of the Film & Television program. At our last meeting we discussed the changes that were being made to the TMC as well as the new Green Screen studio that was going to be built over the next year. We also discussed the need to add more studio space such as a Sound Stage with the capabilities of using Unreal Engine for Special Effects. The Advisory Committee was overwhelmingly in favor of adding more studio space, capability and equipment.

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



Jobs



Claims



Employers



Newsroom



Search

Projections of Employment by Occupation, 2018 - 2028

Selections:

TOP Code(s):

- 061220 Film 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 11/7/2022 12:34:47 AM

Save or View in Excel

Back to Occupation List

New Search

Part 2C: Review and comment on progress toward past SLO/PLO/OO Analysis (fka Action Plans):

- 1.) One of our past action plans for FTV 121 was for the SLO: Plan, organize and execute the production of a short digital video project. Students had been successful at achieving this SLO as it was being completed with a 70% success rate. However, our action plan was to try and push this above 70% by making improvements to our instructional facilities that would help to put our students into a more industry standard workspace. As we discussed above, we have started the process to build a Green Screen and expand our studio space. So, for now we have not seen the growth anticipated with his current SLO and action plan. We will reassess again next year.
- 2.) For some of the SLO's in our Film studies classes such as FTV 101 and FTV 103 we have similar SLO's that require the students to apprise films and filmmakers in terms of style and mise- en-scene utilizing precise film vocabulary. Students had been relatively successful in achieving this SLO. However, we created an Action Plan because we believed that improvements in student success could be made with upgraded screening facilities as well as a better projector and sound system. Finding a way to give students access to streaming content would also help with achieving a new target for this SLO. We have currently been unsuccessful in securing the necessary improvements in equipment to see any growth over the current SLO target.
- 3.) In our Screenwriting classes one of the main SLO's is for the students to produce polished screenplay pages. As part of this students are required to use proper screenplay formatting. Many students do not have access to a Screenwriting program which makes it difficult for them to produce properly formatted script pages. Our Action Plan for this is to try and provide each of the students who are taking a course in Screenwriting with an industry standard screenwriting software like Final Draft. Unfortunately, there has not been any movement on this Action Plan.

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

- 1.) The FTV program now has a Full-Time faculty member to coordinate, facilitate and lead the program. New classes have been consistently added to the schedule over the past three semesters. This will help to assess the needs of adding Adjunct Instructors to continue growing our course offerings. This goal is partially complete. We will be adding new instructional space and technology and we will need to re assess the needs after this becomes operational. We are also beginning to realize the need for additional support staff and not just Adjunct Instructors.
- 2.) Identify the instructional equipment needs to provide effective instruction that will lead to student success. This goal remains partially complete. With the addition of several new Film Production classes, there is an ongoing need to keep equipment updated to industry standards for students to solidify the skills needed to transfer to the university and/or to get a job in the industry. Within the last year we have identified a need to purchase new camera and audio equipment so that there is enough equipment for students to use in the classes. It is also a requirement for the program to keep state of the art industry standard equipment.
- 3.) Continue the process of identifying physical space/room(s) that are needed to provide effective instruction that will lead to student success. This goal is incomplete as the FTV Film Production Program is currently sharing space and infrastructure with the Digital Media and Commercial Photography programs. As the Film & Television Program continues to grow it will require new screening, studio/lab space as well as storage space for equipment. As stated above we are working on building a Green Screen Studio, but we still have more studio, lab space and screening room needs. We are also in need of storage space for our equipment as our current equipment storage and checkout space is too small to meet all the needs currently placed upon it from Digital Media, Commercial Photography and Film & Television.

Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:

Program /Area Goal #	Goal Supports which:				EMP Goal Primarily Supported:	Description of Goal	Steps to be taken to achieve 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 in order to provide effective instruction that will lead to student success.	<p>Purchase an ongoing subscription to Final Draft Script Writing software as well as music and sound effects libraries.</p> <p>Purchase an ongoing subscription to streaming platforms such as Netflix, Hulu, HBO MAX, & Disney Plus.</p>	<p>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.</p> <p>This goal will be fulfilled when the subscriptions are purchased for the music and effects libraries as well as for the streaming rights.</p>
#2	ILO 4. Career and Specialized Knowledge	1,2,3			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 in order to provide effective instruction.	<p>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 to accompany the Green Screen room that will be built shortly for the production classes.</p> <p>We also have a need to find storage space for all our Film & Television equipment.</p>	<p>This goal will be fulfilled when the space is re-allocated and both our Film Studies classes as well as Film Production classes are given the needed space.</p> <p>Fulfilling this goal also requires finding storage space for the Film and Television checkout equipment and then moving the equipment into that space.</p>
#3	ILO 4. Career and Specialized Knowledge	1,2			Choose an item.	Hire a Short-Term Hourly to serve as a lab tech for FTV. Our current short	Hire a Short-Term Hourly.	When the position is filled, and the new hire is working

					<p>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 and schedule for the new Green Screen Studio Space. With more lab space coming online we will need more staff to support the new areas.</p>		<p>with our current lab technician.</p>
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Part 4: Resource Requests that Support Program Needs (based on above analysis)
 Fill out your resource request via Survey Monkey: https://www.surveymonkey.com/r/AVC_ProgramReviewFall2022

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

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

Select Subject
FTV

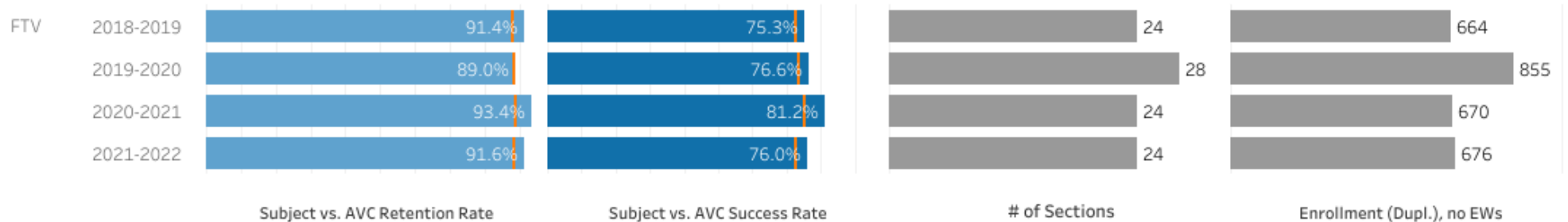
Select Subject again
FTV

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

Academic Year
Multiple values



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



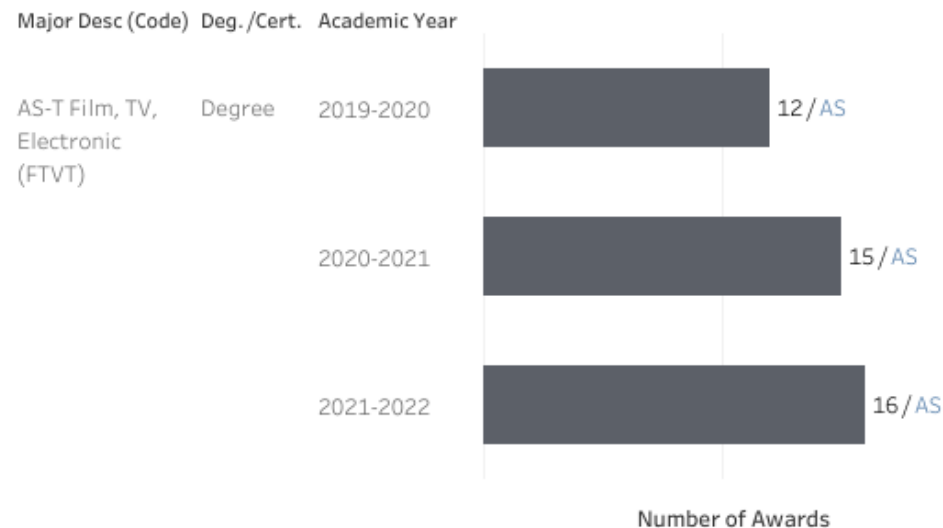
Enrollment and Number of Sections by **Modality** in FTV

	Instr. Method	2018-2019	2019-2020	2020-2021	2021-2022
Number of Sections	Online	1	1		3
	Traditional	23	27	24	21
Enrollment	Online	34	28		312
	Traditional	630	844	670	365

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

	Location	2018-2019	2019-2020	2020-2021	2021-2022
Number of Sections	Lancaster	23	27	24	21
	Palmdale	1	1		3
Enrollment	Lancaster	630	844	670	365
	Palmdale	34	28		312

Number of Program Awards in AS-T Film, TV, Electronic (FTVT)



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

	Fall 2018	Fall 2019	Fall 2020	Fall 2021
PT (Adjunct) FTEF	2.6	2.7	1.5	1.8
FT (Regular) FTEF		0.1	1.1	1.2
FT (Overload) FTEF				0.1
TOTAL FTEF	2.6	2.9	2.6	3.1
PT/FT FTEF Ratio		19.2	1.4	1.5
FTES	35.4	45.5	38.1	35.0
FTES/FTEF Ratio	13.6	15.8	14.6	11.1
WSCH/FTEF Ratio	407.9	475.1	439.0	334.1

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

Last Update: 09/30/2022 .Data Sources: AVC's Banner, ARGOS reports



Fall 2022 Program Review Report

Division/Area Name: Photography/Commercial Photography	For Planning Years: 2023-2024
Name of person leading this review: Lisa Karlstein	
Names of all participants in this review: Tim Meyer	
Part 1. Program Overview: <i>Briefly describe how the program contributes to the district mission</i>	
<p>The faculty and staff of the Commercial Photography/Photography Department are dedicated to providing students with hands-on training required for skill certification, continuing education classes, professional development, and the opportunity to learn the fundamentals necessary to be well educated in a particular discipline. Courses are provided for students who wish to complete a two-year degree or certificate, transfer to a four-year university, enter the business workforce, or simply upgrade their skills. The Commercial Photography program specifically contributes to the district mission by supporting students seeking technical education to enter the workforce and students seeking to transfer under the Studio Art Transfer Degree, by providing the required coursework.</p> <p>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.</p> <p>Curricula are incorporated in the Studio Arts AA-T</p>	

Part 2A: Analyze the program review data (retrieval instructions) focusing on equity 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:
Strengths and Accomplishments: (Guiding Question: What does your program/area do well, including capabilities and greatest accomplishments?)
<ul style="list-style-type: none"> • Faculty held two Headshot Weeks providing free headshots to anyone with an AVC ID. In doing so provided the campus with more than 300 headshots. This gave access to the campus in providing a contemporary headshot as well as an awareness of the program. It gave us an opportunity to demonstrate our strengths such as professionalism, how we provide the students with a professional experience, state of the art equipment and expertise which are all translatable and marketable skillsets required of a commercial photographer. • Tim Meyer has tirelessly increased the Camera Club numbers and worked to provide photography services for events on campus. • Tim Meyer has guest lectures to talk to his students. • Lisa Karlstein & Tim Meyer have revised all courses and program to meet advisory committee suggestions and market changes • Lisa Karlstein & Tim Meyer have developed and incorporated a new course “The Business Of Photography” and a work experience course/opportunity into the Commercial Photography AA and Certificate • The Photography Program has submitted requests in the amount of \$200,000 from Student Equity and \$50,000 From Strong Workforce. This endowment will make it possible to provide each student with a camera for the entire semester as well as update antiquated equipment. • The Photography department has continued to provide the Administration Building

- A growing number of current students and graduates continue to participate in national print competitions and continue to acquire publishing in national periodicals.
- Faculty have implemented a scanning and printing lab.

Opportunities and Challenges: (Guiding Question: What does your program/area need to do better to support/improve student success?)

Provide students with cameras as this will help fill our equity gap.
Provide better checkout hours and lab tech assistance

Aspirations: (Guiding Questions: What does your program/area want to be known for? What is a desired future?)

- Providing the Antelope Valley and surrounding areas with a strong commercial and fine art photographic education as well as continued mentoring resources.
- Increase AA and Certificate numbers.

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

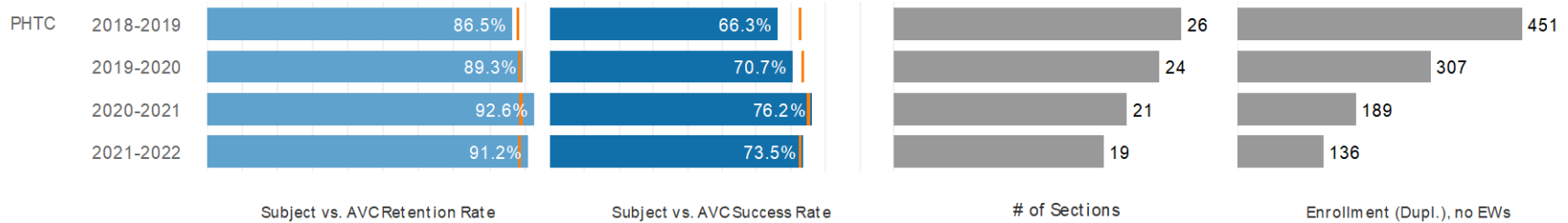
The Advisory Committee recommended that students are required to take courses that will directly teach them photographic editing and management skills, the business related to the photographer and have a strong foundation in “traditional” wet photography.

Please Select **Area (twice)** and **Filter** to get your data

Select Subject PHTC Select Subject **again** PHTC Select Program Major(s) Commercial Photography (PHTC) Academic Year Multiple values



Retention, Success, Number of Sections, & Enrollment in **PHTC** (hover over to see data)



Enrollment and Number of Sections by **Instr. Method (group)** in **PHTC**

	Instr. Method (group)	2018-2019	2019-2020	2020-2021	2021-2022
Number of Sections	Online			1	1
	Traditional	26	24	20	18
Enrollment	Online			6	4
	Traditional	451	319	183	132

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

	Location	2018-2019	2019-2020	2020-2021	2021-2022
Number of Sections	Lancaster	26	24	20	18
	Palmdale			1	1
Enrollment	Lancaster	451	319	183	132
	Palmdale			6	4

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

Major Desc	Major Code	Deg./Cert.	Academic Year	Number of Awards
Commercial Photography	PHTC	Degree	2018-2019	6 / AA
			2019-2020	6 / AA
			2020-2021	7 / AA
			2021-2022	8 / AA

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

	2018-2019	2019-2020	2020-2021	2021-2022
PT (Adjunct) FTEF	1.3	1.3	1.3	2.0
FT (Regular) FTEF	0.8	1.0	0.7	
FT (Overload) FTEF	0.2		0.3	
TOTAL FTEF	2.3	2.3	2.3	2.0
PT/FT FTEF Ratio	1.6	1.3	1.9	
FTES	16.6	30.2	22.3	11.6
FTES/FTEF Ratio	7.3	13.1	9.7	5.9
WSCH/FTEF Ratio	218.3	391.9	291.3	175.8

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

Last Update: 6/23/2022 .Data Sources: AVC's Banner, ARGOS reports

Part 2C: Review and comment on progress toward past SLO/PLO/OO Analysis (fka Action Plans):

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

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

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

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

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

Goal #2 Internships

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

Goal #4 Update and replacement of equipment is ongoing and necessary. Goal #5 Facilities

Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:

Program /Area Goal #	Goal Supports which:				EMP Goal Primarily Supported:	Description of Goal	Steps to be taken to achieve goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	O				
#1	ILO 4. Career and Specialized Knowledge	PLOs 1,2,3, 4	PHTC 200 SLO #		Goal 4: Advance more students to college-level coursework- Develop and implement effective placement tools	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	PHTC 200 SLO #		Goal 5: Align instructional programs to the skills identified by the labor market	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	PHTC 200 SLO #		Goal 4: Advance more students to college-level coursework- Develop and implement effective placement tools	Substantial revisions to all of the courses in the Commercial Photography/Photography Program and revised the Degree and Certificate to include the Advisory Committees recommendations.	Faculty held advisory meetings and completed a substantial revision of the program.	
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Part 4: Resource Requests that Support Program Needs (based on above analysis)
 Fill out your resource request via Survey Monkey: https://www.surveymonkey.com/r/AVC_ProgramReviewFall2022

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



Photography (TOP 1011.00)

September 2022

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

Program Recommendation

This report was compiled by the South Central Coast¹ Center of Excellence to provide regional labor market data for Photography (TOP 1011.00). This report can help determine whether there is demand in the local labor market that is not being met by the supply from programs of study (CCC and non-CCC) that align with this occupation group. This report covers the South Central Coast Region and all of Los Angeles County.

Key Findings

- In the South Central Coast region and Los Angeles County, **the number of jobs related to Photography are expected to increase** for Photographers and **remain steady** for Camera and Photographic Equipment Repairers & Photographic Process Workers and Processing Machine Operators.
- Photography is anticipated to experience a **low risk of automation** for Photographers and a **high risk** for Camera and Photographic Equipment Repairers & Photographic Process Workers and Processing Machine Operators.
- In 2020 there were 1,057 regional completions in programs related to the occupations identified as aligned with Photography and 1,709 openings, indicating an **undersupply**.
- Typical entry-level education is a **high school diploma or equivalent** for all three related occupations.
- Completers of Photography programs from the 2018-2019 academic year in the Los Angeles Region had a **median annual wage upon completion of \$23,816**.
- 43% of students are **employed within a year** after completing a program.
- 23% of students **attained a living wage** within a year of completion.
- Completers experienced an average of +29% **change in earnings after exiting**.
- 58% of students were **part-time**, 5% **skill builders**, 34% **first-generation**, and 80% **economically disadvantaged**.

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