



Fall 2023 Program Review Report

<b>Division/Area Name: AHUM, Commercial Music</b>	<b>For Planning Years: 2024-2025</b>
<b>Name of person leading this review: Gary Heaton-Smith</b>	
<b>Names of all participants in this review: Vicente Avella, Michael McCully, Jeff Bretz, Peggy Martindale, Tina Herbeck, Hauk Graham</b>	
<b>Part 1. Program Overview: <i>Briefly describe how the program contributes to the district mission</i></b>	
<p>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).</p>	
<b>Part 2A: Analyze the <u>program review data</u> (<a href="#">retrieval instructions</a>), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, &amp; job placement) to identify the program Strengths, Opportunities &amp; Aspirations:</b>	
<p><b>Use the following questions to guide your analysis:</b></p> <p>Overall (Use the <i>Program Review</i> tab to inform your analysis)</p> <ul style="list-style-type: none"> <li>• What are the success and retention rates (S&amp;R) for your discipline? Did they decrease or increase in the last year?</li> <li>• What are the trends for the number of awards granted? Are the number of awards going up or down?</li> </ul> <p>Equity (Use the <i>S &amp; R by Demographic Group</i> or the <i>Equity</i> tab to inform your analysis)</p> <ul style="list-style-type: none"> <li>• Which racial/ethnic student groups complete their courses at the highest rates?</li> <li>• Which racial/ethnic student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the <i>Strengths and Accomplishments</i> section.</li> </ul>	
<b>Strengths and Accomplishments: <i>(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)</i></b>	
<p><b>Overall:</b> 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, Mariam Kaddoura). These are productive events that tend to empower both students and faculty.</p> <p>The number of degrees spiked last year. It is becoming clear that modern avenues in music (or generalist ideas) are more popular for the modern musician. We will look at ways to use this information on the MUS side as well.</p> <p><b>Equity:</b> Equity data demonstrates shrinking or invisible equity gaps.</p>	
<b>Opportunities and Challenges: <i>(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)</i></b>	
<p><b>Individual Enrollment:</b> 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 over 50% over the last four years.</p> <p>A thorough analysis of individual course enrollment data shows alarming trends: ensemble and capstone fill rates are consistently low (or cancelled due to low enrollment) as compared to other courses. It should be noted that this is on the census date and <i>after</i> normalizing the enrollment cap to 20 for specialized</p>	

ensembles, and 30 for the marching percussion ensemble students. It is imperative that recruitment tactics, curriculum reform, or other techniques be explored to bring this number up as to not penalize those students tied to under-enrolled classes. Additionally, capstone classes should be examined with ways in which enrollment can be improved. A new MUSC curriculum (expected start in Fall 2025)—in which many classes between MUS and MUSC overlap—should greatly improve enrollment.

**SLO Reporting:** SLO reporting is critical to the Program Review process, yet the commercial music area reporting has been lacking in the last four-years. This will greatly impact our ability to analyze appropriately. Additionally, there is some data inflation amongst the ensemble classes; this should be addressed internally to increase the validity of our data.

**Equity Data:** Success for students of two or more races dropped below the AVC standard last year, but the sample size was relatively small. We will continue to look at this in subsequent program reviews.

**Facilities:** The music facility is in much need of a facelift. There is no sustainable model for allowing students access to practice at diverse times throughout the day. Rooms are cramped with equipment (needed for our students) and outdated materials (piano lab). There are other rooms (copy room, restroom) that are health and safety hazards. Studio production courses are outdated because there is not a proper recording studio infrastructure.

**Curriculum Alignment:** An alignment analysis of the MUSC programs show that students can finish a degree or certificate without attempting certain PLOs. This is dangerous in the way our degree is marketed to students and the industry. Curricular reform will be submitted for commencement in Fall 2025 which realigns the program to focus on three specific outlets, while training students in a breadth of subject matter.

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

Advisory notes speak to how our students are not “industry ready” at graduation. We want to see students graduate within two years and immediately enter the industry in the profession in which they chose. This is a metric outside of Program Review, but invaluable for a CTE program. We would love to increase the rigor of our area to better prepare our students for career pathways. Additionally, we would like to diversify our course offerings and remove roadblocks in hopes of elevating retention and success further.

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

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

- Move towards new curriculum (3 certs and 1 AA), with an emphasis on greater musical literacy/fluency and industry appropriate work ethic
- Create program cutoffs to ensure students are getting to certain competency by certain time (e.g. juries, practicum, capstone, work education).
- Emphasize “Concert Hour,” in which performers, composers, and technicians produce concerts.

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

**Selections:**

**TOP Code(s):**

100500 Commercial Music

**Geography: California**

Includes: All California Counties

**Annual Job Openings by Occupation**

SOC Code	Occupation Title (Linked to "Occupation Profile")	2018 Employment	Annual Job Openings (1)
272041	<a href="#">Music Directors and Composers</a>	2,500	2,970
274014	<a href="#">Sound Engineering Technicians</a>	4,700	5,600
	<b>Total</b>	7,200	8,570

(1) Total Job Openings are the sum of new jobs from growth plus net replacements. Annual job openings are total job openings divided 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 Course Improvement Plans**

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

Past Course Improvement Plans	Progress Made
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Improved A/V	Progress in that all classes have the same (except FA3-162), but specific A/V needs to be available for specific needs
Sound Isolation Booth	No progress, funding needed
Split MUSC 220 LHE	Complete
Increased collaboration between courses	In progress, staff changes has made this difficult
Performance Speakers need replacement	Complete
Better storage in FA3-176	In progress, THA is cleaning out
Clean MUSC office	In progress

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

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

Past Goal	Progress Made
Increase degree/cert completion #s to 10	Moving in that direction.
Subgoal: Increase communication with Arts & Humanities Counselor	Designated counselor, but need more communication
Subgoal: Continue annual advisory panel that students attend at the beginning of the year and invite guests	Continued
Subgoal: Create an outreach protocol to reach area students who are in the college selection process	Continued, MUSC 220 has toured each semester in last two years
Subgoal: Curriculum reform to diversify and simplify offerings and connect better with Music	To commence Fall 2025
Subgoal: Participate in high school outreach opportunities in coordination with Student Activities and Outreach.	Will begin Spring 2024
Subgoal: Schedule more student performances on and off campus, in coordination with Student Services and outside business.	On-campus attempt was an abject failure (not on the responsibility of MUSC). Off campus performances continue, but need to expand to professional venues.
Subgoal: Facilities reform to support our programs more effectively. The storage in FA3-176 and FA3-162 have become problematic and impact instruction.	No progress. THA is expected to clean out their areas.

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

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 4. Career and				Goal 5: Align instructional programs	Increase degree/cert completion #s to 10 with	-Increase FTEF by replacing faculty member who left.	-Program Review, exit survey

	Specialized Knowledge				to the skills identified by the labor market	goal of 100% job placement	<p>This gives students more access to faculty in the area</p> <ul style="list-style-type: none"> <li>-Increase communication with Arts &amp; Humanities Counselor. Implement this as part of class to maximize attendance</li> <li>-Continue annual advisory panel that students attend at the beginning of the year and invite guests. Implement this as part of class to maximize attendance.</li> <li>-Create an outreach protocol to reach area students who are in the college selection process. Build recruitment portfolio to accompany MUSC 220 tours.</li> <li>-Curriculum reform to diversify and simplify offerings and connect better with Music and emphasize music literacy/fluency, industry-standard work ethic, and work education.</li> <li>-Participate in high school outreach opportunities in coordination with Student Activities and Outreach.</li> <li>-Schedule more student performances on and off</li> </ul>	
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						<p>campus, in coordination with Student Services and outside business, including professional venues.</p> <p>-Facilities reform to support our programs more effectively. The storage in FA3-176 and FA3-162 have become problematic and impact instruction. Additionally, access to practice rooms has become more limited.</p> <p>-Build recording studio, including adding Waves software to Music Production lab and proxy access (or general access to DAW and other software outside of the lab)</p> <p>-Develop in-house record label with industry-level marketing.</p> <p>-Modernize instruction through archive recordings and access to those recordings</p> <p>-Hire classified staff for a check-out counter/instrument repair and practice facilities supervision</p>	
#2	Choose ILO				Choose an item.		
#3	Choose ILO				Choose an item.		
#4	Choose ILO				Choose an item.		

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

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Supplies	Recording studio	#1	New	\$100,000	One-time	Gary Heaton-Smith
Physical/Facilities	FA3 Overhaul	#1	New	\$500,000	One-time	Gary Heaton-Smith
Faculty	Replacement faculty	#1	New	\$100,000	Recurring	Gary Heaton-Smith
Classified Staff	"check out" and practice staff	#1	New	\$50,000	Recurring	Gary Heaton-Smith
Technology	Recording technology in rooms	#1	New	\$10,000	One-time	Gary Heaton-Smith

**\*\*\*REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:**

[https://www.surveymonkey.com/r/2023PR\\_ResourceRequest](https://www.surveymonkey.com/r/2023PR_ResourceRequest)

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

Required:

- Program Review tab
- S&R by Demographic Groups tab

Optional:

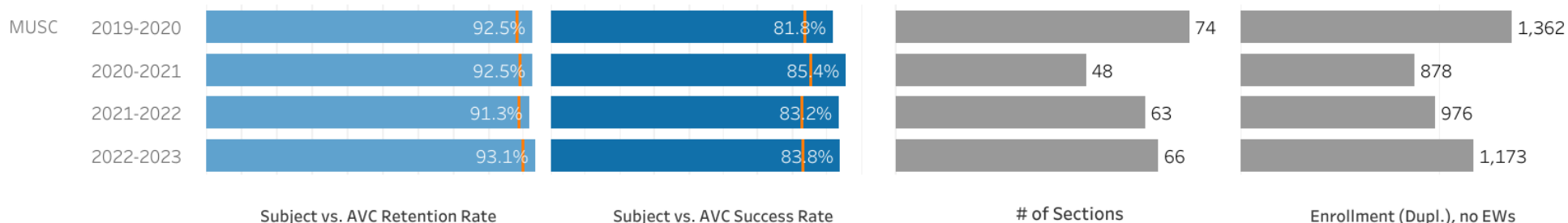
- Other supporting data/information

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*)



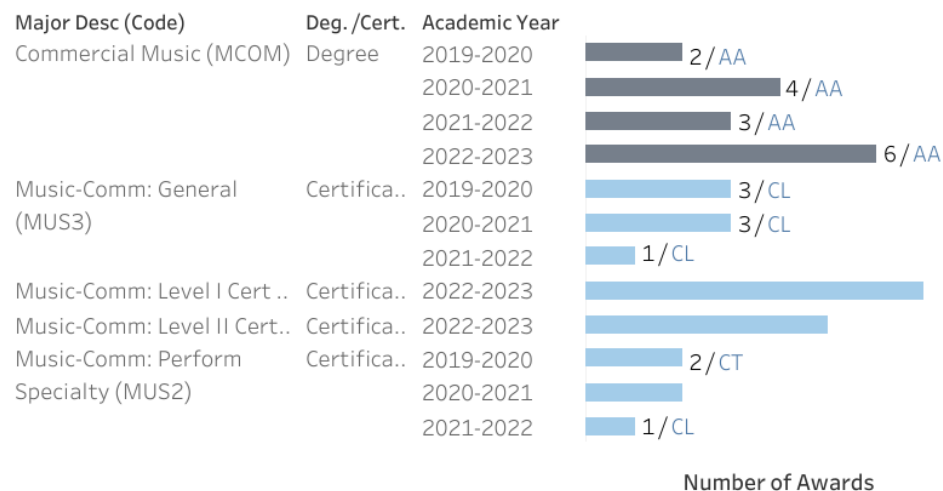
Enrollment and Number of Sections by *Modality* in MUSC

	Instr. Method	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	Online		2	13	22
	Other Indep Study		1		
	Traditional	74	45	50	44
Enrollment	Online		68	537	652
	Other Indep Study		4		
	Traditional	1,393	806	439	523

Enrollment and Number of Sections by *Location* in MUSC

	Location	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	Lancaster	69	44	49	44
	Lancaster [O..	3			
	Palmdale	2	4	14	22
Enrollment	Lancaster	1,284	757	435	523
	Lancaster [O..	71			
	Palmdale	38	121	541	652

Number of Program Awards in Commercial Music (MCOM), Music-Comm: General (MUS3), Music-Comm: Level I Cert (MUS3) and 2 more



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

	Fall 2019	Fall 2020	Fall 2021	Fall 2022
PT (Adjunct) FTEF	4	4	4	4
FT (Regular) FTEF	0	0	0	0
FT (Overload) FTEF	0		1	0
TOTAL FTEF	5	4	5	4
PT/FT FTEF Ratio	11	18	25	30
FTES	64	47	51	59
FTES/FTEF Ratio	14	13	10	14
WSCH/FTEF Ratio	414	383	293	418
WSCH	1,922	1,418	1,517	

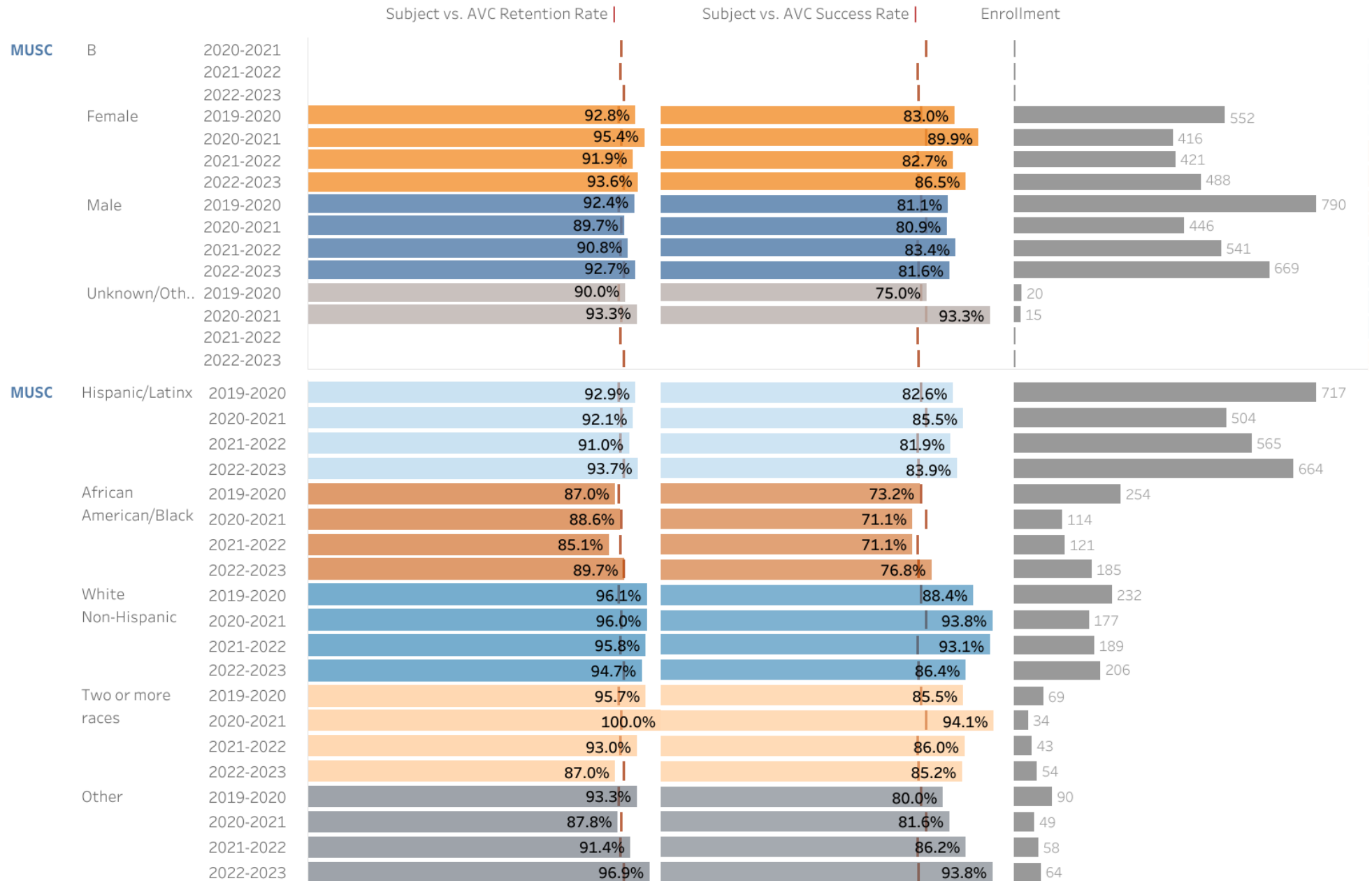
Click [here](#) to see AVC's Program awards dashboard



Subject-Level Retention Rate (RR), Success Rate (SR), and Enrollment by Sex & Race/Ethnicity as Compared to AVC's Rates (|)

If the Subject bars are below the vertical lines |, it indicates that equity gaps exist in SR or RR for those sub-groups as compared to overall SS or RR. Some questions to ask when looking at the data:

- What are the potential reasons for equity gaps? - What can my program implement to mitigate these gaps? (Consider such factors as curriculum design, teaching methods, campus climate, and support services.) - What resources/training are available/needed to support these efforts?





Fall 2023 Program Review Report

<b>Division/Area Name: AHUM, Music</b>	<b>For Planning Years: 2024-2025</b>
<b>Name of person leading this review: Gary Heaton-Smith</b>	
<b>Names of all participants in this review: Gary Heaton-Smith</b>	
<b>Part 1. Program Overview: <i>Briefly describe how the program contributes to the district mission</i></b>	
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](#)), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:**

**Use the following questions to guide your analysis:**

Overall (Use the *Program Review* tab to inform your analysis)

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

Equity (Use the *S & R by Demographic Group* or the *Equity* tab to inform your analysis)

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

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

**Overall:** Success and retention rates have increased in the last year. Retention rates remain short of the AVC rate, while success rates—as opposed to last year—have exceeded the AVC rate. Success rates are of particular importance because of how our classes are sequenced: failure to meet outcomes in a previous class makes success in future classes that much more difficult. Although our enrollment decreased last year, we also reduced our number of sections to increase the number of students per class, increasing our overall efficiency. It should be noted that with MUS 291 (which has a max enrollment of 1 person per section), skews our enrollment per section rate. Additionally, the number of degrees awarded annually has historically varied greatly; the number of degrees awarded has remained largely consistent over the past four years, despite the COVID-19 crisis. Online offerings have exceptional fill rates; the music area is excited that the district has embraced the online modality for appropriate classes.

**Equity:** Disaggregated data shows consistent retention and success ebb and flows amongst almost all demographics except African American/Black students (see below). Additionally, Hispanic/Latinx retention and success rates are performing higher than our average.

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

**Individual Enrollment Data:** Enrollment is identified by faculty as our greatest challenge in the quality of ensembles and consistency of class offerings. Additionally, the Fall 2024 will begin a new MUS ADT format in which large ensemble co-requisites (Orchestra, Master Chorale, and Symphonic Band) are entirely controlled. This is to ensure musicians are applying their selected instrument in an ensemble that supports that instrument. The challenge with this new arrangement is that if the specific ensemble a student needs for their major is not available (for example, due to low enrollment), there will not be an outlet for that student.

A thorough analysis of individual course enrollment data shows alarming trends: major ensemble fill rates are consistently low (or cancelled due to low enrollment) as compared to other courses. It should be noted that this is on the census date and *after* normalizing the enrollment cap for large ensembles to 50 students. Specifically, MUS 166/167/266 (Orchestra) consistently reports under the 30% mark, which in the last four years (with some exceptions made because of the COVID-19 crisis), has been the minimum number of students required to offer a class (exceptions are made specifically for “capstone” classes, of which our ensembles are not). It is imperative that recruitment tactics, curriculum reform, or other techniques be explored to bring this number up as to not penalize those students tied to under-enrolled ensembles. Additionally, capstone classes should be examined with ways in which enrollment can be improved. A new MUSC curriculum (expected start in Fall 2025)—in which many classes between MUS and MUSC overlap—should greatly improve enrollment.

**SLO Reporting:** SLO reporting is critical to the Program Review process, yet music area reporting has been lacking in the last four-years. This will greatly impact our ability to analyze appropriately. Additionally, there is some data inflation amongst the ensemble classes; this should be addressed internally to increase the validity of our data.

**Equity Data:** Equity data shows consistent ebb and flow amongst various demographics except for one: African American/Black success rates have consistently fallen in the last two years (growing equity gap). A frequent concern is students’ lack of access to instruments, the price of which frequently prices out potential musicians; a check out system is needed.

**Facilities:** The music facility is in much need of a facelift. There is no sustainable model for allowing students access to practice at diverse times throughout the day. Rooms are cramped with equipment (needed for our students) and outdated materials (piano lab). There are other rooms (copy room, restroom) that are health and safety hazards.

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

Although the number of degrees has remained steady despite falling numbers, we would like to see this number increase. This can happen through increased retention and success. 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**

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

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

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

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

Past Course Improvement Plans	Progress Made
Expand instrument library	Purchased French horn, bass trombone, bass clarinet, & euphonium
Better online equipment and audio equipment	No progress; interest has dwindled
Better AV equipment in classrooms	All classrooms have similar equipment, but a working studio/recording ability is needed
Additional facilities for storage and teaching	No progress. This is a huge struggle and an enormous road block for student success, especially when it comes to access to practice rooms.
Access to lower-level repertoire and staffing	Through an aux fund, lower-level repertoire has increased. Staffing through MUS 291 instructor hiring has improved as well, but is always a need (horn, trombone, saxophone, flute, double bass, cello).
Access to notation software	Ongoing; notation software is available but not accessible

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

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

Past Goal	Progress Made
-Increase # of AA-T degrees awarded annually to 10	Have not reached, but we are impressed with the number of credentials awarded considering our diminished enrollment.
Subgoal: Continue to develop an outreach protocol to better funnel high school students to AVC, including off- campus enrollment and auditions.	Not complete. The music program needs to build a recruitment portfolio and visit all high schools when appropriate.
Subgoal: Increase retention to >90%	Increased, but not complete
Subgoal: Hire specialized faculty for MUS 291 (woodwinds, cello, violin, horn, trombone).	Hired violin/cello, percussion, and voice instructors. Still need other specialized areas.
Subgoal: Increase instrument repair/purchase budget to create a more equitable environment for instrumentalists (e.g. instrument check-out)	In progress. Ideal candidate to run instrument check-out is one who can repair instruments.
Subgoal: Create a department-wide protocol for advising new students (including working with the counseling office on degree subtleties)	No progress, other than that AHUM has imbedded counselors.
Subgoal: Make guest lectures and touring a substantial part of the learning process to keep students engaged.	MUS 990 is in the process of being approved. This “concert hour” gives all students access to guest lectures brought in. No progress on touring from MUS, but MUSC ensembles represent both departments
Subgoal: Create better onboarding practices for MUS 292/291/Large Ensemble including revisiting the large ensemble co-requisite	MUS 291 rewritten to control co-requisites. Onboarding will look different with new arrangement.

Subgoal: Offer ensembles for different levels of students	Not practical at this time
Subgoal: Curricular reform to embrace new generation of music students (also should help increase retention)	New MUSC programs align with MUS programs to help tie both programs together (expected Fall 2025).
Subgoal: Facilities reform to support our programs more effectively. The storage in FA3-176 and FA3-162 have become problematic and impact instruction.	No progress. THA is working to clean out closets, which should help.

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

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 4. Career and Specialized Knowledge	#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	<p>-Explore techniques to increase student enrollment in under-enrolled classes, especially as controlled co-requisites become a staple in the curriculum (MUS 166/167/266).</p> <p>-Continue to develop an outreach protocol to better funnel high school students to AVC, including off-campus enrollment and auditions. Build a recruitment portfolio and system for visiting music classes at high schools.</p> <p>-Increase retention to &gt;90%</p> <p>-Hire specialized faculty for MUS 291 (horn, trombone, saxophone, flute, double bass, cello).</p> <p>-Hire additional full-time faculty to increase on</p>	-Program Review

						<p>campus-faculty engagement with students</p> <ul style="list-style-type: none"> <li>-Increase instrument repair/purchase budget to create a more equitable environment for instrumentalists (e.g. instrument check-out).</li> <li>-Create a department-wide protocol for advising new students (including working with the counseling office on degree subtleties).</li> <li>-Make guest lectures and touring a substantial part of the learning process to keep students engaged.</li> <li>-Create better onboarding practices for MUS 292/291/Large Ensemble including revisiting the large ensemble co-requisite</li> <li>-Offer ensembles for different levels of students</li> <li>-Curricular reform to embrace new generation of music students (also should help increase retention)</li> <li>-Facilities reform to support our programs more effectively. The storage in FA3-176 and FA3-162 have become problematic and impact instruction.</li> </ul>	
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							-Modernize instruction through archive recordings and access to those recordings  -Hire classified staff for a check-out counter/instrument repair and practice facilities supervision	
#2	Choose ILO				Choose an item.			
#3	Choose ILO				Choose an item.			
#4	Choose ILO				Choose an item.			

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

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Supplies	Instrument library	#1	Repeat	\$100,000	One-time	Gary Heaton-Smith
Physical/Facilities	FA3 overhaul	#1	Repeat	\$500,000	One-time	Gary Heaton-Smith
Faculty	MUS 291 faculty	#1	Repeat	\$50,000	Recurring	Gary Heaton-Smith
Classified Staff	"Check out" and practice facilities staff	#1	New	\$50,000	Recurring	Gary Heaton-Smith
Technology	Recording technology in rooms	#1	New	\$10,000	One-time	Gary Heaton-Smith

**\*\*\*REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:**

[https://www.surveymonkey.com/r/2023PR\\_ResourceRequest](https://www.surveymonkey.com/r/2023PR_ResourceRequest)

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

Required:

- Program Review tab
- S&R by Demographic Groups tab

Optional:

- Other supporting data/information



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

Select Subject  
MUS

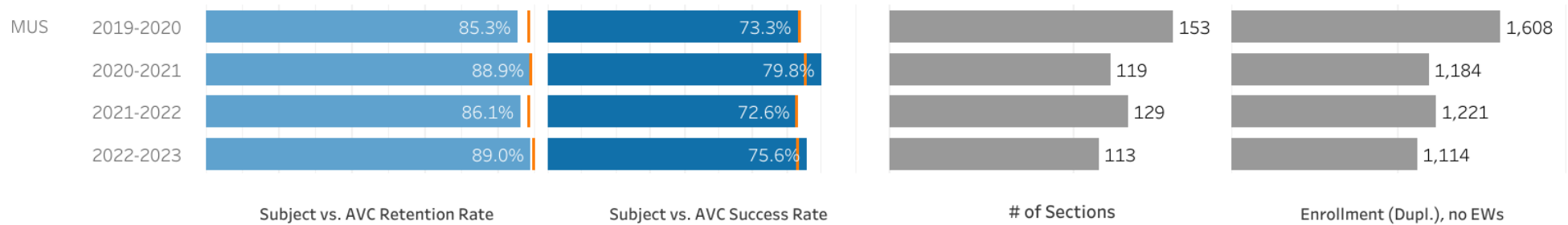
Select Subject *again*  
MUS

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

Academic Year  
Multiple values



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



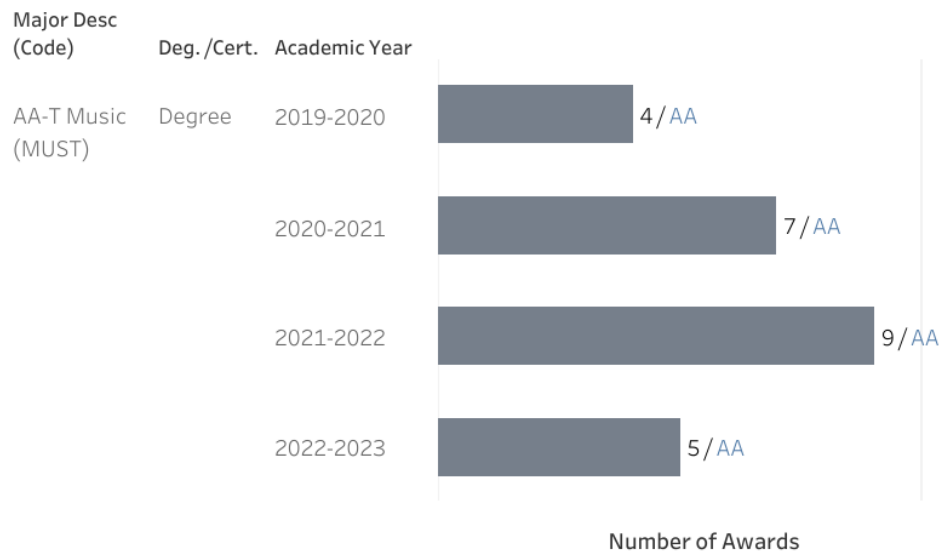
Enrollment and Number of Sections by *Modality* in MUS

	Instr. Method	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	Online	6	8	13	16
	Other Indep Study				1
	Traditional	147	111	116	96
Enrollment	Online	228	223	519	438
	Other Indep Study				5
	Traditional	1,443	961	703	672

Enrollment and Number of Sections by *Location* in MUS

	Location	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	Lancaster	145	110	116	98
	Palmdale	8	9	13	15
Enrollment	Lancaster	1,391	940	702	680
	Palmdale	280	244	520	435

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



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

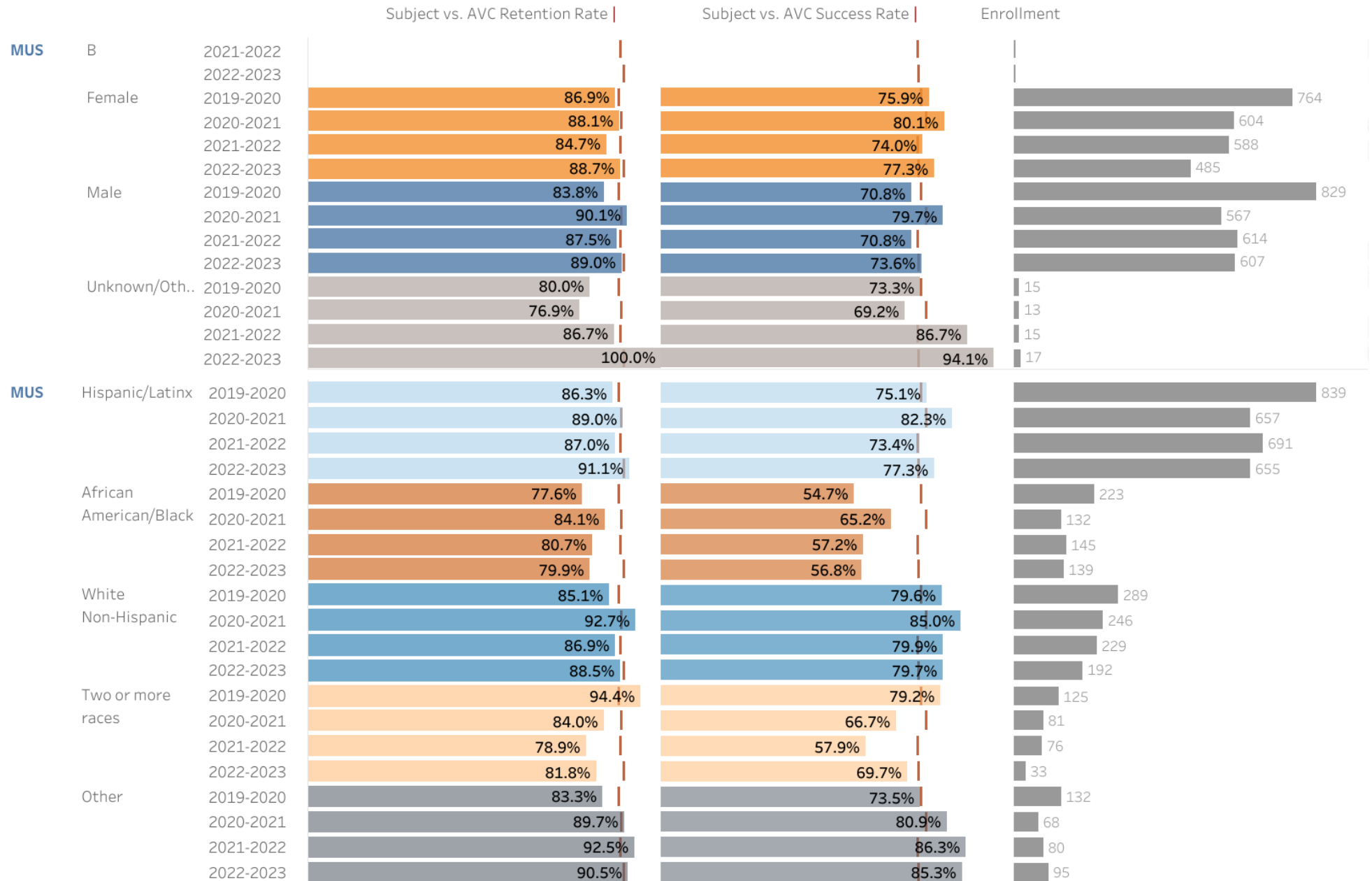
	Fall 2019	Fall 2020	Fall 2021	Fall 2022
PT (Adjunct) FTEF	6	5	5	4
FT (Regular) FTEF	1	1	1	1
FT (Overload) FTEF	0	0	1	0
TOTAL FTEF	8	6	7	5
PT/FT FTEF Ratio	6	5	4	3
FTES	76	52	56	52
FTES/FTEF Ratio	10	9	8	10
WSCH/FTEF Ratio	290	262	238	305
WSCH	2,291	1,549	1,692	

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

Subject-Level Retention Rate (RR), Success Rate (SR), and Enrollment by Sex & Race/Ethnicity as Compared to AVC's Rates (|)

If the Subject bars are below the vertical lines |, it indicates that equity gaps exist in SR or RR for those sub-groups as compared to overall SS or RR. Some questions to ask when looking at the data:

- What are the potential reasons for equity gaps? - What can my program implement to mitigate these gaps? (Consider such factors as curriculum design, teaching methods, campus climate, and support services.) - What resources/training are available/needed to support these efforts?





Fall 2023 Program Review Report

<b>Division/Area Name: Arts &amp; Humanities/ Film &amp; Television</b>	<b>For Planning Years: 2024-2025</b>
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<b>Name of person leading this review: Kevin North</b>
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<b>Names of all participants in this review: Kevin North</b>
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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), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:**

**Use the following questions to guide your analysis:**

- Overall (Use the *Program Review* tab to inform your analysis)
- What are the success and retention rates (S&R) for your discipline? Did they decrease or increase in the last year?
  - What are the trends for the number of awards granted? Are the number of awards going up or down?
- Equity (Use the *S & R by Demographic Group* or the *Equity* tab to inform your analysis)
- Which racial/ethnic student groups complete their courses at the highest rates?
  - Which racial/ethnic student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the *Strengths and Accomplishments* section.

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

Over the past 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 both the 2021-2022 as well as the 2022-2023 school year. These numbers have remained very steady over the past several years with the exception being 2020-2021 when the campus was closed due to COVID 19. The Film & Television program has a success rate of 70.0% and a retention rate of 89.2%.

From a historical equity standpoint many of the groups are very similar in completion rates. However, the White Non-Hispanic group has the highest completion rates followed by the Hispanic/ Latinx group and African American/ Black group. Over the past year since the last review the African American/ Black demographic group completed courses with a 90.1% Success rate where the Hispanic/ Latinx group completed at an 89.5% success rate. Both numbers are lower than the White Non-Hispanic group which completes at 91.1%, but still much higher than the AVC success rate overall in these same categories. Based on these numbers it does appear that an equity gap is present between the White Non-Hispanic group and everyone else. Even though the equity gap is relatively small it should still be addressed and have a strategy implemented to make some changes.

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

As seen by the data in section 2A, the Film & Television program has been very successful and has begun to grow and expand. However, over the past year the Film & Television program has seen a decline in both success and retention rates. Success rates have fallen from 76.0% to 70% and retention rates have fallen from 91.6% to 89.2%.

To improve student success, the Film & Television program needs to expand and update classroom, studio, and lab space. Last year we were in the process of building a Green Screen Studio space with new industry standard equipment. The studio was going to be the 1<sup>st</sup> phase in a process of creating new state of the art instructional space as well as the opportunity to interface with the public. This space was also going to increase our capabilities and course offerings. It was also going to be a step toward solving one of our previous Program Review goals from Fall 2021. However, the grant/funding for this space fell through and we were not able to complete the purchases required for the space.

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

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

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

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

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

The advisory committee is excited at the growth of the Film & Television program. At our last meeting we discussed how the Green Screen space fell through and how we would move forward from here with trying to update our facilities. We also discussed the possibility of moving the Video Design. And Production program away from Digital Media and into Film & Television. The Advisory Committee was in support of adding the Video program but recommended that we tweak the program and course offerings to fit more with entertainment industry trends and standards.

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

### Projections of Employment by Occupation, 2018 - 2028

Selections:

**CIP Code(s):**

500602 Cinematography and Film/Video Production

**Geography: Los Angeles County**

Includes: Los Angeles County

**Annual Job Openings by Occupation**

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

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

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

Table Generated on 11/7/2023 12:04:08 AM

[Save or View in Excel](#)

[Back to Occupation List](#)

[New Search](#)

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

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

Past Course Improvement Plans	Progress Made
Nearly all our SLO data shows that our students are achieving the SLO's at 70% or better. In some areas we are between 80-90%. It should be noted that the SLO data is very limited because very few instructors have reported data to	There has been no progress made on this yet. I will be meeting with new adjunct faculty to discuss the importance of SLO data.

maintain this success across the board, we should make sure that more instructors are reporting the data and that we are all using the same types of assignments and similar rubrics for assessment.	
Most of the resources needed for FTV are based around classroom space and equipment. Now the Film Studies courses are being taught in a studio space that was converted to having a projection system and seating in it. The Film Production program is growing, and this space will need to be converted back to studio space and a new space will need to be retro fitted and allocated for the Film Studies courses.	There has been no progress made on this yet.

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

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

Past Goal	Progress Made
1.) Identify the instructional equipment needs to provide effective instruction that will lead to student success.	1.) This goal remains partially complete. With the addition of several new Film Production classes, there is an ongoing need to keep equipment updated to industry standards for students to solidify the skills needed to transfer to the university and/or to get a job in the industry. Within the last year we have identified a need to purchase new camera and audio equipment so that there is enough equipment for students to use in the classes. It is also a requirement for the program to keep state of the art industry standard equipment.
2.) Continue the process of identifying physical space/room(s) that are needed to provide effective instruction that will lead to student success.	2.) This goal is incomplete as the FTV Film Production Program is currently sharing space and infrastructure with the Digital Media and Commercial Photography programs. As the Film & Television Program continues to grow it will require new screening, studio/lab space as well as storage space for equipment. As stated above we were working on building a Green Screen Studio, but the funding and plans fell through, so we have now taken a step back where this goal is concerned. We began the purchasing process for equipment, but now do not have anywhere to set up or utilize the equipment.

	So, we still have major needs for more studio, lab space and screening room space. 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:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 4. Career and Specialized Knowledge	1,2			Choose an item.	To prepare students for the career field by purchasing new instructional equipment, software & subscriptions to provide effective instruction that will lead to student success.	<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, MAX, &amp; 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	Utilize existing space within Yoshida Hall to house classes and equipment for the FTV program. This includes creating a screening room for film	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.

						classes to provide effective instruction.	studies classes and creating an actual studio and Green Screen for the Film Production classes.  We also have a need to find storage space for all our Film & Television equipment.	Fulfilling this goal also requires finding storage space for the Film and Television checkout equipment and then moving the equipment into that space.
#3	ILO 4. Career and Specialized Knowledge	1,2			Choose an item.	Hire a Short-Term Hourly to serve as a lab tech for FTV. Our current short term hourly lab tech is awesome but is task saturated and stretched very thin working for Photo, DM and FTV. This person would work with our current Lab Technician and Equipment Checkout support staff to help with equipment checkout as well as facilitate the equipment.	Hire a Short-Term Hourly.	When the position is filled, and the new hire is working with our current lab technician.
#4	Choose ILO				Choose an item.			



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

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Technology	Ongoing request for state of the art, industry standard equipment and computers required for students to acquire and solidify the skills needed to transfer to the university and/or get a job in the industry.	This supports Goal #1.	Repeat	\$300,000	One-time	Kevin North
Technology	Ongoing request to provide the proper instructional space needed for students to utilize equipment and gain the skills for success to transfer to a university or to transition into the career field.	This supports Goal #2.	Repeat	\$300,000-\$100,000,000 Rates will vary depending on the going price for the construction, renovation and proper infrastructure needed to create or reallocate space.	One-time	Kevin North
Classified Staff	Staff/ Lab Tech support is needed, especially with the implementation of the FTV Production Degree.	This supports Goal #3.	Repeat	Based on Classified Salary Schedule	One-time	Kevin North
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

**\*\*\*REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:**  
[https://www.surveymonkey.com/r/2023PR\\_ResourceRequest](https://www.surveymonkey.com/r/2023PR_ResourceRequest)

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

- Program Review tab
- S&R by Demographic Groups tab

Optional:

- Other supporting data/information

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

Select Subject  
FTV

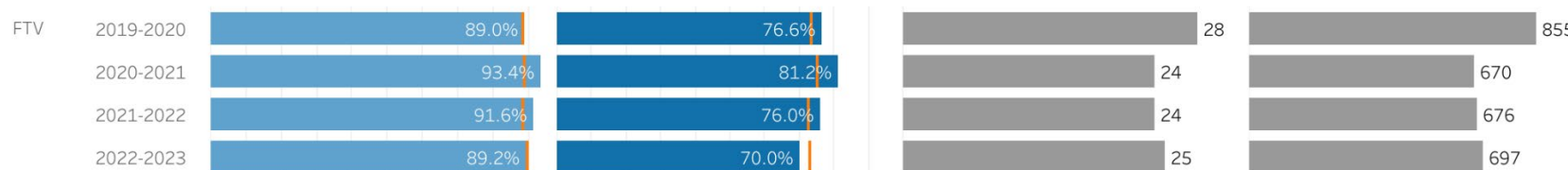
Select Subject **again**  
FTV

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)



Subject vs. AVC Retention Rate

Subject vs. AVC Success Rate

# of Sections

Enrollment (Dupl.), no EWs

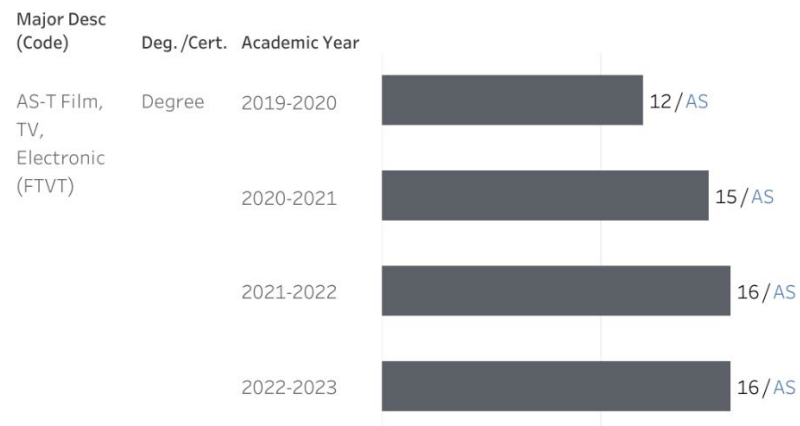
Enrollment and Number of Sections by **Modality** in FTV

	Instr. Method	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	Online	1		3	5
	Traditional	27	24	21	20
Enrollment	Online	28		312	174
	Traditional	844	670	365	523

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

	Location	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	Lancaster	27	24	21	20
	Palmdale	1		3	5
Enrollment	Lancaster	844	670	365	523
	Palmdale	28		312	174

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



Number of Awards

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

	Fall 2019	Fall 2020	Fall 2021	Fall 2022
PT (Adjunct) FTEF	3	2	2	2
FT (Regular) FTEF	0	1	1	1
FT (Overload) FTEF			0	0
TOTAL FTEF	3	3	3	3
PT/FT FTEF Ratio	19	1	1	3
FTES	46	38	35	37
FTES/FTEF Ratio	16	15	11	14
WSCH/FTEF Ratio	475	439	334	428
WSCH	1,366	1,142	1,050	

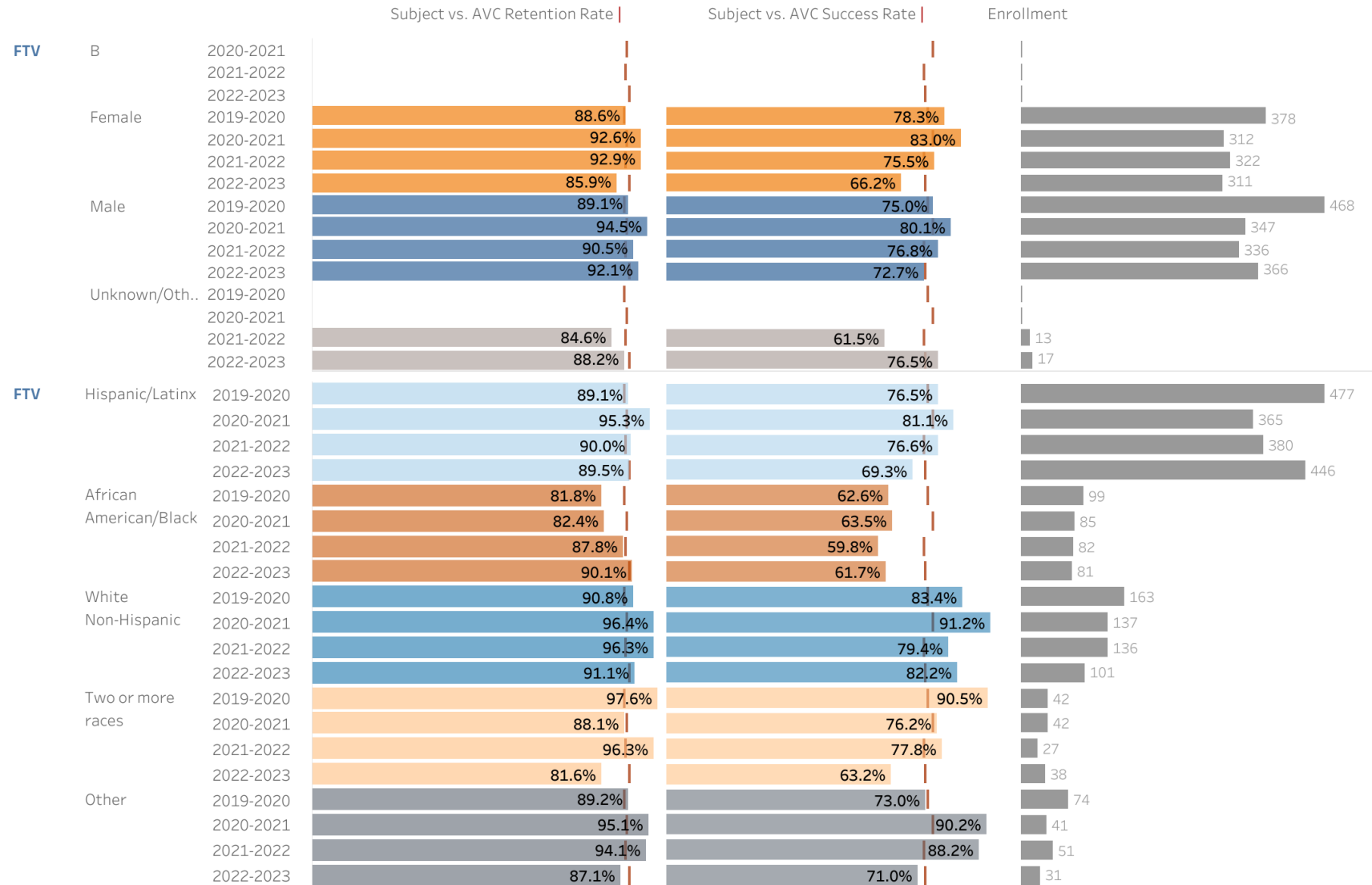
Click [here](#) to see AVC's Program awards dashboard

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

Subject-Level Retention Rate (RR), Success Rate (SR), and Enrollment by Sex & Race/Ethnicity as Compared to AVC's Rates (|)

If the Subject bars are below the vertical lines |, it indicates that equity gaps exist in SR or RR for those sub-groups as compared to overall SS or RR. Some questions to ask when looking at the data:

- What are the potential reasons for equity gaps? - What can my program implement to mitigate these gaps? (Consider such factors as curriculum design, teaching methods, campus climate, and support services.) - What resources/training are available/needed to support these efforts?





Fall 2023 Program Review Report

<b>Division/Area Name: Arts and Humanities/Studio Art and Art History</b>	<b>For Planning Years: 2024-2025</b>
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**Name of person leading this review: David Babb**

**Names of all participants in this review: Christine Mugnolo, Rae Agahari, Kevin North**

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

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

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

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

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

**Use the following questions to guide your analysis:**

- Overall (Use the *Program Review* tab to inform your analysis)
- What are the success and retention rates (S&R) for your discipline? Did they decrease or increase in the last year?
  - What are the trends for the number of awards granted? Are the number of awards going up or down?
- Equity (Use the *S & R by Demographic Group* or the *Equity* tab to inform your analysis)
- Which racial/ethnic student groups complete their courses at the highest rates?
  - Which racial/ethnic student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the *Strengths and Accomplishments* section.

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

The number of offered sections increased by eight from the previous cycle to 96, with an enrollment of 1,897 (1,408 unduplicated students) which is up **365** students from the previous cycle.

The increase in enrollment is **remarkable**. Division efforts in scheduling are notable. 16 sections were offered in Palmdale, up 4 sections from the previous cycle. Thirteen online sections were offered, up three from the previous cycle. This is the second cycle dedicated online courses have been offered in the discipline and they are clearly improving enrollment. Division efforts in scheduling are notable, especially in sourcing campus lecture/classroom spaces beyond the FA1 and FA4 buildings.

Awarded degree numbers were **10** in Art History (an increase of 3), and **28** in Studio Art (up one). Awarded degrees are steadily increasing.

Discipline retention rates last year were 89.4 % (up by .2%) compared to all AVC 89.2% and success rates rose slightly to 78% (up .8%) compared to all AVC 72.6%. The discipline is in line with the college's retention rate and 6.6% higher than the college's success rate.

Students in the Other demographic had the highest retention and success rates at 91.9% (AVC 90.6%) and 82.6% (AVC 80.1%). Enrollment was 86 in this demographic.

The Hispanic/Latinx demographic had the second highest retention rates in the discipline at 90.1% with an enrollment of 1,268. Success rates in this demographic were 78.3%, 5.4% higher than the college's 72.9%.

White/non-Hispanic had an enrollment of 259 students and succeeded at 80.7%, in line with the college's 79% in this demographic.

With an enrollment of 180, African American/Black students had the lowest success rates in the discipline at 71.7% but 10.2% higher than the college's rate of 61.5%. This demographic had a disproportionate impact of 0.9% gap. Two more successful completers in this demographic would close the gap. More analysis and discussions need to be had with the discipline faculty members to increase success rates for African American/Black art students.

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

The Art discipline is unique on campus with our mission not only focused on instruction and student success, but also providing exposure, outreach, and opportunities through the Antelope Valley College Art Gallery. Gallery Director Larissa Nickel successfully programmed an ambitious, six exhibitions last cycle that emphasized diversity and community.

“Rooted in Culture: Moving Toward the Future,” Neshinakut Indigenous Art Network.

“Opulent Mobility: Re-Imagining Disability.”

“Horizon: Friends of the Gallery Exhibition 2022.”

“Currents,” social practice exhibition on the political aesthetic infrastructure in the desert.

“I Dream in Color: A Contemporary Look at the Evolution of Chicana/o/x Art.”

“Student Art Exhibition 2023”

With significant effort, Dean Kathryn Mitchell worked with the administration to designate the Rich Sim Art Gallery space in Cedar Hall (under construction). This new exhibition space is an exceptional way to honor Rich’s legacy at AVC and will be an asset to the college and community.

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

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.

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

Hiring adjunct faculty members in Art Appreciation, Art History, and Ceramics was a challenge for the discipline this last cycle. With Rich Sim's retirement, two adjunct instructors are needed to schedule three sections of ceramics classes. Bruce McAllister was able to transition from studio classes to teach two of the sections, but regrettably, one full section had to be cancelled. Despite advertising and outreach, few qualified applicants can be found. Jillian Bentley was hired to teach Art History and Art

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

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 Course Improvement Plans**

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

Past Course Improvement Plans	Progress Made
<p><b>ART 100 Art Appreciation</b> To maintain success rates, instructors can be encouraged to utilize rubrics, study guides, guided assignments, and provide examples of successful student work. Instructors can inform students of campus resources to improve academic writing skills.</p> <p><b>ART 110 Drawing</b> To maintain success rates, instructors can be encouraged to provide examples of successful student work. To improve SLO 3, sample lesson plans could be provided to instructors that address “historical and contemporary approaches” to drawing. Installing a computer station with a document camera in FA1, room 101 would also improve SLO 3 by providing students with better access to lecture materials and demonstrations.</p> <p><b>ART 113 Painting</b> To improve success rates, new or improved classroom space is needed to allow students to meet all SLOs. The timely removal/disposal of oil-soaked towels and rags (by Maintenance), regular cleaning of the sink and organizing and cleaning classroom equipment (drawing horses and easels) is needed for student safety. To improve SLO 3, installing a computer station with a document camera in FA1, room 101 would provide students with better access to lecture materials and demonstrations. Improved lighting in FA1, room 101, will assist student success in SLOs 1 and 2 especially as it relates to color theory and mixing.</p>	<p>More instructors are including campus resources on their syllabi.</p> <p>None</p> <p>No improvements have been made to the facilities or equipment, however more coordination has occurred between maintenance to remove hazardous materials (oil and paint-soaked rags) in a timely manner.</p>
<p><b>ART 116 Illustration</b> To maintain student success, more resources could be offered to students to explore the application of “techniques and concepts from the history of art, illustration, and <i>contemporary culture</i>” in SLO 1. More opportunities can be provided for students to display and publish their work.</p>	<p>None</p>

**ART 120 Introduction to Printmaking**

To improve student success, an additional printing press is needed for students to meet SLOs 1 and 2. Additional storage is required for the numerous supplies (silk screen frames, squeegees, brayers, inks, wood and linoleum blocks, papers, etc.) needed to address all SLOs.

**ART 121 Digital Art and Drawing**

To maintain student success, continued and improved coordination with the Digital Media program is needed to ensure students have timely access to equipment and lab space to meet all SLOs.

**ART 132 Introduction to Ceramics Hand Building**

To maintain and improve student success, a review and possible revision of the ceramic curricula and outcomes should take place. An inventory of supplies and equipment could be helpful in updating program goals and current pedagogy in ceramics.

**ART 135 Beginning Wheel-Thrown Ceramics**

To maintain and improve student success, a review and possible revision of the ceramic curricula and outcomes should take place. An inventory of supplies and equipment could be helpful in updating program goals and current pedagogy in ceramics.

**ART 136 Intermediate Wheel-Thrown Ceramics**

(Overlay course and CIP with ART 132)

**ART 140 Watercolor**

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

None

More coordination has occurred with the Digital Media program, but more is needed.

Inventory has occurred, but curriculum needs a review.

Inventory has occurred, but curriculum needs a review.

Inventory has occurred, but curriculum needs a review.

No improvement to facilities or equipment has been made.

**ART 145 2-D Design Basics**

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

**ART 150 3-D Design Basics**

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

**ART 163 Painting II**

(Overlay course and CIP with ART 113)

**ART 170 Drawing II**

(Overlay course and CIP with ART 110)

**ART 210 Drawing III**

(Overlay course and CIP with ART 110 and ART 170)

**ART 213 Painting III**

(Overlay course and CIP with ART 113 and ART 163)

**ART 216 Figure Drawing**

The increase of art model pay at AVC will dramatically improve student success by having professional, dependable models for each class session. Improved lighting in FA1, room 101, will assist student success in SLOs 1 and 2.

Two sections of this course are being offered this semester (Fall 2023). They are both fully enrolled.

None

No improvements have been made to the facilities or equipment, however more coordination has occurred between maintenance to remove hazardous materials (oil and paint-soaked rags) in a timely manner.

None

None

No improvements have been made to the facilities or equipment, however more coordination has occurred between maintenance to remove hazardous materials (oil and paint-soaked rags) in a timely manner.

The college raised the pay rates for art models to industry standards. This will greatly improve the course.

<p><b>ART 298 Special Studies in Art</b>  This course has not been offered for many years. The limited and impacted classroom spaces in the department, as well as the enrollment demands of the TMC, prohibits offering a special studies course at this time.</p>	<p>None</p>
<p><b>ART 101: History of Art from Prehistoric to Gothic</b>  SLOs 3 &amp; 4 that are tested using writing skills usually yield lower scores in comparison to SLOs 1 &amp; 2 that are tested using objective exams. An embedded tutor in the class would vastly improve the success rates of SLOs 3 &amp; 4 and maintain the success rates of SLOs 1 &amp; 2. Students need to be directed to the Learning Center to improve their writing.</p> <p>The department is expanding this course into the online modality during the academic year (Fall &amp; Spring semesters). It is currently offering one distance education fully online section and hope to add more sections.</p>	<p>The availability of embedded tutors varies semester to semester depending on whether there is a student who is applying for the job. However, it seems likely that there will be a student available starting Spring 2024.</p> <p>One full-time faculty and two adjunct faculty is certified to teach the course online.</p>
<p><b>ART 102: History of Art from Renaissance to Modern</b>  SLOs 3 &amp; 4 that are tested using writing skills usually yield lower scores in comparison to SLOs 1 &amp; 2 that are tested using objective exams. The situation is more dire post-Covid when students seem to lack basic writing and critical thinking skills. To make matters worse, every decade, Art 102 is pushed to cover ever increasing timespan since the content covers the 1400 to the present. The combination of these two issues – less prepared students and increasing materials to cover – make it difficult to teach the course in an optimal condition. The proposal is to request a reduction in the class size, allowing the instructor to focus on students while covering the materials faster.</p> <p>Since 2022, the department has been expanding this course into the online modality during the academic year (Fall &amp; Spring semesters). It is currently offering one distance education fully online section and hope to add more sections.</p>	<p>No progress has been made in this area, as this requires curriculum revision. The issue will be raised when ART 102 is up for revision.</p> <p>One full-time faculty and two adjunct faculty is certified to teach the course online.</p>
<p><b>ART 103: History of Art: Africa, Oceania and Native North America</b>  SLOs success rates are generally good. Mostly students struggle with Non-Western terminologies and concepts that are totally foreign to them. And they become overwhelmed with them if terms, titles, names</p>	<p>No progress has been made. Need to coordinate with the Learning Center for a Study Technique workshop.</p>

<p>and locations are not reviewed immediately. The best way to solve this issue is probably to get students to devise a study plan early in the semester by getting a Learning Center staff to discuss study technique etcetera.</p>	
<p><b>ART 106: History of Art: Asia</b> SLOs success rates are generally good. Mostly students struggle with Non-Western terminologies and concepts that are totally foreign to them. And they become overwhelmed with them if terms, titles, names, and locations are not reviewed immediately. The best way to solve this issue is probably to get students to devise a study plan early in the semester by getting a Learning Center staff to discuss study technique etcetera.</p>	<p>No progress has been made. Need to coordinate with the Learning Center for a Study Technique workshop.</p>

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

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

Past Goal	Progress Made
<p><b><i>New or additional classroom space is needed</i></b> to grow the number of AA-T graduates in Studio Arts and Art History by diversifying the TMC curricula through new and additional course offerings.</p>	<p>The discipline increased enrollment by 365 students. The number of graduates continues to increase, 10 in Art History (up 3 from the last cycle) and 28 (up 1). The division has strategically scheduled lecture classes in more buildings on Campus as well as at the Palmdale Campus. This has improved student access and contributed to higher enrollments.</p>
<p><b><i>Have a projector and computer station installed in FA1 room 101.</i></b></p>	<p>None</p>
<p><b><i>Install new track lighting in classrooms 101 and 110 in FA1.</i></b></p>	<p>Dean Kathryn Mitchell secured \$5000 in funding for lighting. Faculty members researched the project and consulted with the maintenance department. According to the campus electricians, replacing the track would cost over \$30,000. Replacing the fixtures for the existing track was also researched. The track is so old, new fixtures for the existing track could not be found before the funding expired in July.</p>
<p><b><i>Install new track lighting and additional power outlets in the Art Gallery.</i></b></p>	

***New equipment, storage, and supplies (additional presses, brayers, files, intaglio tools, relief tools, ink) for Printmaking ART 120.***

***Improve SLO assessment rates.***

Some additional storage may be found with the removal of outdated classroom furniture and equipment in FA 1, room 110.

More outreach between the division and faculty members has increased participation and assessment rates.

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

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	O O				
#1	ILO 2. Creative, Critical, and Analytical Thinking	1 and 4 See attached list of Studio Art PLOs			Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services	Grow the number of AA-T graduates in Studio Arts and Art History by diversifying the TMC curricula through new and additional course offerings.	<i>New or additional (studio) classroom space is needed to achieve this goal.</i> Coordination between division faculty members, administration, and Facilities is needed to identify needs and options. Continuing to schedule lecture classes in Palmdale, and in other buildings on campus other than the FA buildings.	This goal is ongoing is being achieved by strategic scheduling. Being able to offer new and additional TMC courses, primarily studio courses, would grow the number of graduates in the discipline.

						Expanding online course offerings.		
#2	ILO 2. Creative, Critical, and Analytical Thinking	1 and 4 See attached list of Studio Art PLOs			Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services	To ensure the Course Outlines of Record are being fully addressed, improve PLOs 1 and 4, and to maintain and improve learning outcomes addressing student understanding of Art History and contemporary culture, all classrooms should have adequate and current instructional equipment.	Installing a computer station, document camera, and projector in FA1 room 101, would help meet this goal. Further discussions need to be had with IT to discuss the need and logistics of installing this technology.	This goal will be achieved when all students and instructors have access to current instructional technology in FA1.
#3	ILO 2. Creative, Critical, and Analytical Thinking	3 and 4 See attached list of Studio Art PLOs			Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services	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 light and color, and its translation to paper and canvas, all classrooms	Discussions need to be had between the dean, faculty members, and Facilities to see if new track lighting fixtures and bulbs can be sourced and installed in FA1 rooms 101 and 110.	This goal will be achieved when student projects show an improved understanding of value, perception of light and color.

					should have adequate lighting and instructional equipment.		
#4	ILO 2. Creative, Critical, and Analytical Thinking	PLO 3 and 4	ART 120 SLOs 1,2,3	Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services	Successfully address all COR content and methods of instruction for ART 120, Printmaking.	New equipment and supplies (additional presses, brayers, shatter-proof glass for inking tables, files, intaglio tools, relief tools, ink) is needed for ART 120. For the purchase of larger items, such as an additional press, a price quote, funding sources, procurement of supplies and equipment, and installation of equipment needs to take place.	This goal will be achieved by acquiring additional materials and equipment for ART 120, Printmaking.
#5		PLO 2 and 4			Create an alumni network and invite graduated students to share their experiences. This will help students and instructors gage what skills are needed to succeed at the next step.	Instructors can network with current and former students, gage interest, and organize email lists and meetings.	This goal will be achieved by creating a network of former students.



#6		PLO 3 and 4	ART 216 SLOs 1 and 2		Successfully address all COR content and methods of instruction for ART 216, Life Drawing.	Dean Kathryn Mitchel successfully lobbied the administration to raise the art model rates to industry standards. Acquiring a new model stand for FA1 room 101 would improve model safety and achieve more dynamic and challenging poses for students (ART 216 COR content). Instructors can get a price quote, source funding, and procure the stand and installation.	Procuring a new model stand in FA1, room 101 would help achieve this goal.
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**Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)**

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Technology	<b><i>Have a projector and computer station installed in FA1 room 101</i></b>	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).	Repeat	undetermined	One-time	Christine Mugnolo
Physical/Facilities	<b><i>Install new track lighting in classrooms 101 and 110 in FA1</i></b>	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 light and color, and its translation to paper and canvas.	Repeat	5,000	One-time	David Babb
Supplies	<b><i>New equipment and supplies (additional presses, brayers, shatter-proof glass for inking tables, files,</i></b>	To facilitate the COR in ART 120, particularly course content. To improve SLO 1 in this course.	Repeat	5,000	One-time	Christine Mugnolo

	<b><i>intaglio tools, relief tools, ink) for Printmaking ART 120</i></b>					
Supplies	<b><i>Acquire a new model stand for FA1 room 101</i></b>	To improve model safety and achieve more dynamic poses for Life Drawing, Drawing, and Painting classes in FA1, room 101.	New	1,500	One-time	Christine Mugnolo
Choose an item.			Choose an item.		Choose an item.	

**\*\*\*REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:**

[https://www.surveymonkey.com/r/2023PR\\_ResourceRequest](https://www.surveymonkey.com/r/2023PR_ResourceRequest)

**Part 5: Insert your Program Review Data here and 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*)



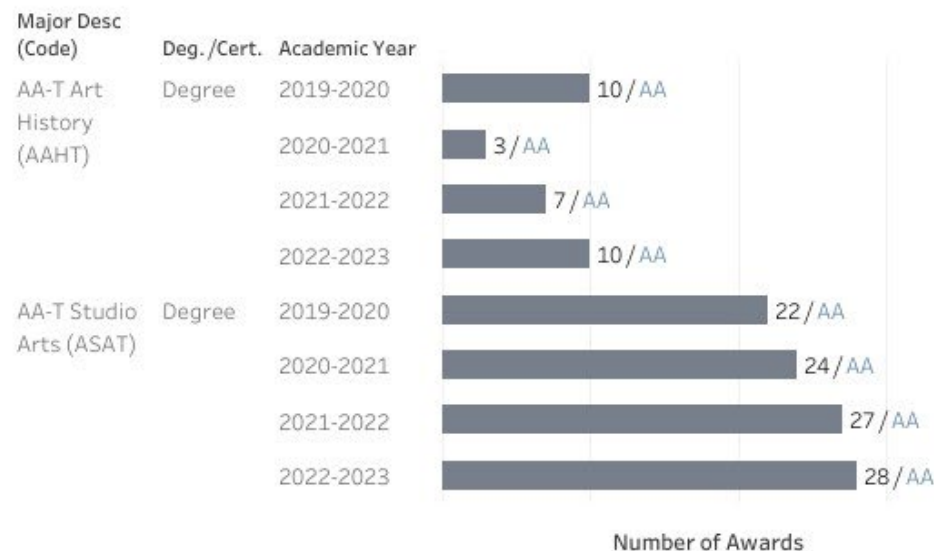
Enrollment and Number of Sections by **Modality** in ART

	Instr. Method	2021-2022	2022-2023
Number of Sections	Online	10	13
	Traditional	78	83
Enrollment	Online	465	403
	Traditional	1,067	1,494

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

	Location	2021-2022	2022-2023
Number of Sections	Lancaster	76	80
	Palmdale	12	16
Enrollment	Lancaster	1,022	1,426
	Palmdale	510	471

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 2019	Fall 2020	Fall 2021	Fall 2022
PT (Adjunct) FTEF	4	4	4	5
FT (Regular) FTEF	4	5	5	4
FT (Overload) FTEF	0	1	1	1
<b>TOTAL FTEF</b>	<b>9</b>	<b>10</b>	<b>10</b>	<b>10</b>
PT/FT FTEF Ratio	1	1	1	1
FTES	125	133	88	37
FTES/FTEF Ratio	15	14	9	4
WSCH/FTEF Ratio	439	416	270	114
WSCH	3,745	3,992	2,627	

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

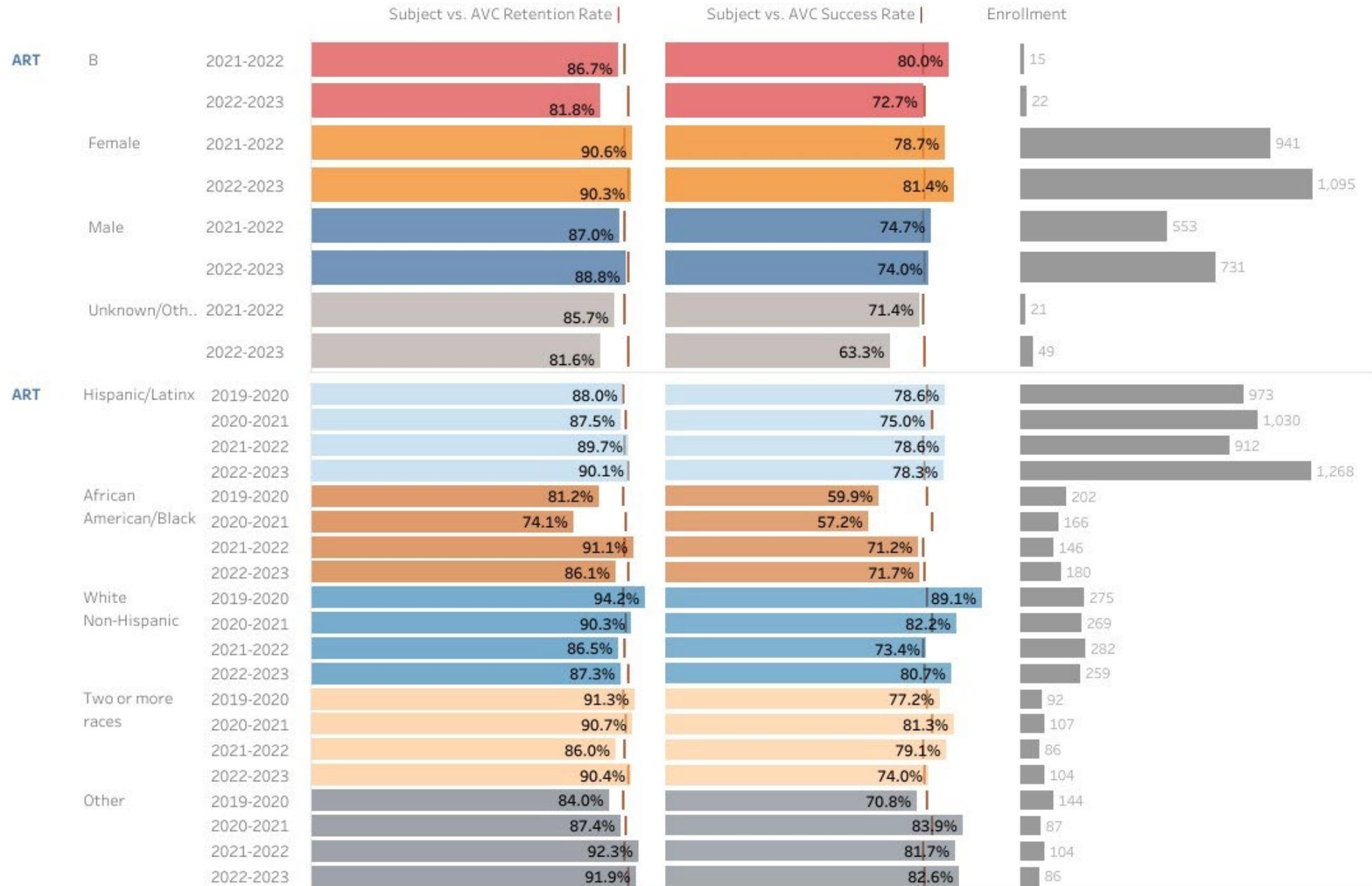
Last Update: 09/30/2022 .Data Sources: AVC's Banner, ARGOS reports







Subject-Level Retention Rate (RR), Success Rate (SR), and Enrollment by Sex & Race/Ethnicity as Compared to AVC's Rates (|)

If the Subject bars are below the vertical lines |, it indicates that equity gaps exist in SR or RR for those sub-groups as compared to overall SS or RR. Some questions to ask when looking at the data:

- What are the potential reasons for equity gaps?
- What can my program implement to mitigate these gaps? (Consider such factors as curriculum design, teaching methods, cam, climate, and support services.)
- What resources/training are available/needed to support these efforts?



## AA-T Studio Arts

<input type="checkbox"/>						
	PLO	Start Date	End Date	SLO Performance		SLO Explorer
				Expected	Fall 2023	
<input type="checkbox"/>	Develop an understanding of the theoretical, cultural, and historical contexts of art from pre-history to the contemporary.	06/10/2019	Not specified	100 %	-	
<input type="checkbox"/>	Develop an appreciation for diverse perspectives dealing with art and culture and become ethically involved in both individual and collaborative art experiences.	06/10/2019	Not specified	100 %	-	
<input type="checkbox"/>	Create an original portfolio of art projects that demonstrate competent use of tools, materials, and technologies; proficient art skills and techniques; effectively communicate concepts and ideas.	06/10/2019	Not specified	100 %	-	
<input type="checkbox"/>	Apply critical thinking skills by analyzing and interpreting art concepts and methodologies; demonstrate effective verbal, written, and visual communication.	06/10/2019	Not specified	100 %	-	



Fall 2023 Program Review Report

Division/Area Name: Digital media (ahum)	For Planning Years: 2024-2025
Name of person leading this review: Paul Taglianetti	
Names of all participants in this review:	
<b>Part 1. Program Overview: Briefly describe how the program contributes to the district mission</b>	
The digital media program trains students to be prepared for jobs in the Media career sector using CTE education model	

<p><b>Part 2A: Analyze the program review data (retrieval instructions), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, &amp; job placement) to identify the program Strengths, Opportunities &amp; Aspirations:</b></p> <p>Use the following questions to guide your analysis: Overall (Use the <i>Program Review</i> tab to inform your analysis)</p> <p><b><u>Overall digital media class enrollments are up Online from 218 to 250 since 2021 school year</u></b></p> <p>Enrollment on the Lancaster campus is up from 377 to 543 from 2021/22 to the 2022/203 school year</p> <p>Subject vs AVC retention rate is down from the AVC average of 91 percent in 2021/22 to 89 percent in 2022/23</p> <p>Graphic design had the highest growth in terms of enrollment at 20.</p> <ul style="list-style-type: none"> <li>• What are the success and retention rates (S&amp;R) for your discipline? Did they decrease or increase in the last year?</li> </ul> <p><b><u>DM success rate was 76.4 percent in. last school year recorded (22-23)..AVC’s annual rate is 72.6 percent so DM is above the school average</u></b></p> <p>Enrollment is up. But retention is slightly down in last year’s data from 2021/22 school year by a few percentage points</p> <ul style="list-style-type: none"> <li>• What are the trends for the number of awards granted? Are the number of awards going up or down?</li> </ul> <p>Zero awards granted in last school year</p> <p>Equity (Use the <i>S &amp; R by Demographic Group</i> or the <i>Equity</i> tab to inform your analysis)</p> <ul style="list-style-type: none"> <li>• Which racial/ethnic student groups complete their courses at the highest rates?</li> </ul> <p>Hispanic students have subject v retention rate at 90.1 percent. At 92.6 percent is white non-Hispanic students. African American students at 88 percent in 2022-23 school year</p>
--



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

In DM most ethnic groups are close. The largest percentile gap appears to be between Hispanic and white non -Hispanic by nearly ten percent points in Subject vs retention rates\\ for the past school year recorded

In subject vs AVC success rate the largest discrepancy seems to be between Hispanic over White non-Hispanic with Hispanic students at 77 percent vs white non Hispanic student at 83 percent for the 2022/23 school year

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

*Consider the following questions:*

- What does your program/area do well, including capabilities and greatest accomplishments?

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

- What are the practices that were implemented to increase success and retention rates or program awards?

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

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

*Consider the following questions:*

- What does your program/area need to do better to support/improve student success?

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

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

- What actions can be taken to help close equity gaps?

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

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

Consider the following questions:

- What does your program/area want to be known for?

Graduating students with professional skill sets that include strong portfolios and awareness of the job market.

- What is a desired future?

Expand facilities and assets. Increase software upgrades/ New programs.

Introduce a streamlined program so more students can graduate through the system

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

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

- Update software to include advanced compositing software (adobe software packages)
- Keep computers updated
- Allow students greater access to equipment
- Encourage internship experiences for students

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

## Projections of Employment by Occupation, 2018 - 2028

Selections:

**TOP Code(s):**

061460 Computer Graphics and Digital Imagery

**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)
271024	<a href="#">Graphic Designers</a>	39,500	42,390
	<b>Total</b>	39,500	42,390

(1) Total Job Openings are the sum of new jobs from growth plus net replacements. Annual job openings are total job openings divided by the number of 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 Course Improvement Plans**

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

Past Course Improvement Plans	Progress Made
-------------------------------	---------------

**Utilizing the content of the Action Plan Report and conversations with other faculty, address all SLOs that have met and/or exceeded the expected performance, how can this success be sustained and supported?**

Instructors are creating industry standard assignments to prepare students for professional media level job field. More industry level standards need to be applied in the training. In order to address this, we need to make sure students are trained in the most up to date software available.

**2. Utilizing the content of the Action Plan Report and conversations with other faculty, address all SLOs reporting below the expected performance line. What high-impact practices or other changes can be implemented to improve student performance?**

Change that can be implemented in improving DM courses would be to update all Adobe software with additional plug ins and enhanced font libraries. (Instructors cannot modify the software on the lab computers)  
Encourage instructors to create more instructional videos posted on Canvas. Suggest easy to use video capturing programs to all adjunct and full time instructs to use video capture to record lessons and instructions. We could use more direction at the point of sign up to prep potential online students what is involved in taking on line digital classes': Chromebooks not being compatible with ADOBE.

**3. Indicate any additional resources needed to implement the changes.**

Additional resources needed for DM program are More digital cameras for DM department classes like experimental video plug ins and supplemental software like expanded font libraries loaded on to lab and classroom computers

1. We are making progress on streamlining the program and we recently added the work experience program, which will be a valuable asset when students sign up for it.

We need to develop effective relationships with local and So Cal based media companies.

**Success and retention is up to 82 percent in 2022/23 up from 76 percent the previous year**

2. In progress. Working with IT to make sure all updates are in place before the start of the semester for the classroom and lab computers.

3. In progress. Grant application for SWF is in process in order to receive funding to buy digital cameras for the DM department.

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

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

Past Goal	Progress Made
Prepare students for the workforce.	In progress. We have not been able to expand the animation program; however, we have updated curriculum to meet industry standards.
Increase student access to success	In progress. We do not have enough equipment for students to check out; however, we are awaiting funding so we can order more equipment and expand hands-on experiences for our students.

Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:								
Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 1. Communication				Goal 5: Align instructional programs to the skills identified by the labor market	Increase marketing to non-traditional students	Work with Marketing department to expand awareness to students of the opportunities offered by the degree/programs	Increased enrollments and closing of equity gaps
#2	ILO 2. Creative, Critical, and Analytical Thinking				Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills	Increase student access to industry standard equipment	Apply for funding opportunities; buy equipment that will offer students hands-on experience with industry standard equipment	Increase in student employment after graduation
#3	Choose ILO				Choose an item.			
#4	Choose ILO				Choose an item.			

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

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

**\*\*\*REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:**  
[https://www.surveymonkey.com/r/2023PR\\_ResourceRequest](https://www.surveymonkey.com/r/2023PR_ResourceRequest)

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

Required:

- [https://public.tableau.com/app/profile/svetlana6591/viz/ProgramReview\\_10/ProgramReviewData](https://public.tableau.com/app/profile/svetlana6591/viz/ProgramReview_10/ProgramReviewData)

[https://public.tableau.com/app/profile/svetlana6591/viz/ProgramReview\\_10/ProgramReviewData](https://public.tableau.com/app/profile/svetlana6591/viz/ProgramReview_10/ProgramReviewData)

Equity

[https://public.tableau.com/app/profile/svetlana6591/viz/ProgramReview\\_10/ProgramReviewData](https://public.tableau.com/app/profile/svetlana6591/viz/ProgramReview_10/ProgramReviewData)

success and retention

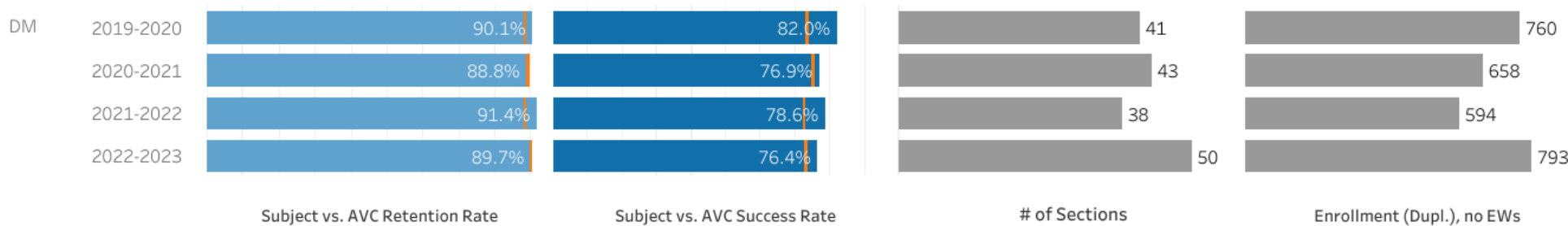
[https://public.tableau.com/app/profile/svetlana6591/viz/ProgramReview\\_10/ProgramReviewData](https://public.tableau.com/app/profile/svetlana6591/viz/ProgramReview_10/ProgramReviewData)

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*)



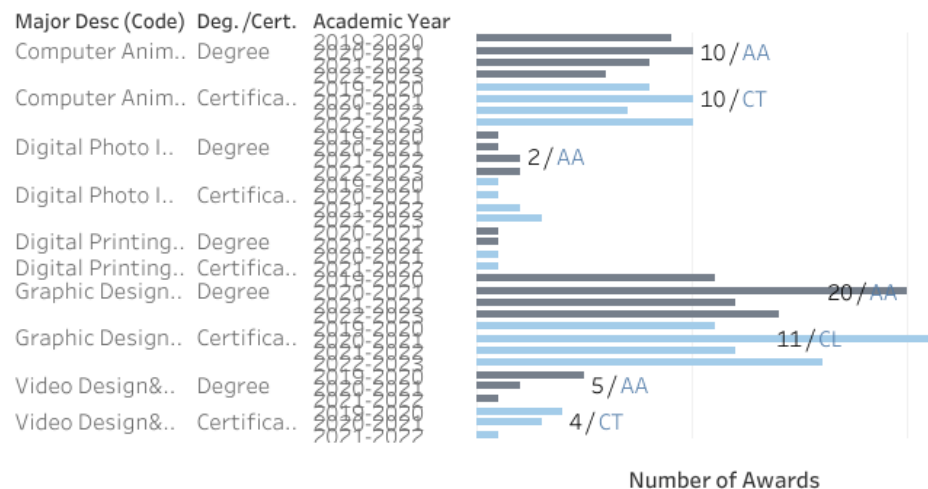
Enrollment and Number of Sections by **Modality** in **DM**

	Instr. Method	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	Online		1	3	13
	Other Indep Study	3	4	3	7
	Traditional	38	38	32	30
Enrollment	Online		23	218	250
	Other Indep Study	5	10	3	8
	Traditional	762	625	374	535

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

	Location	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	Lancaster	41	43	35	37
	Palmdale			3	13
Enrollment	Lancaster	767	658	377	543
	Palmdale			218	250

Number of Program Awards in **Computer Animation (CAN), Computer Animation Cert (CAN1), Computer Graphics (CG) and 9 more**



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

	Fall 2019	Fall 2020	Fall 2021	Fall 2022
PT (Adjunct) FTEF	3	4	3	4
FT (Regular) FTEF	2	2	1	2
TOTAL FTEF	5	7	4	6
PT/FT FTEF Ratio	2	2	3	2
FTES	75	67	37	66
FTES/FTEF Ratio	15	10	8	11
WSCH/FTEF Ratio	452	306	249	333
WSCH	2,236	2,022	1,101	

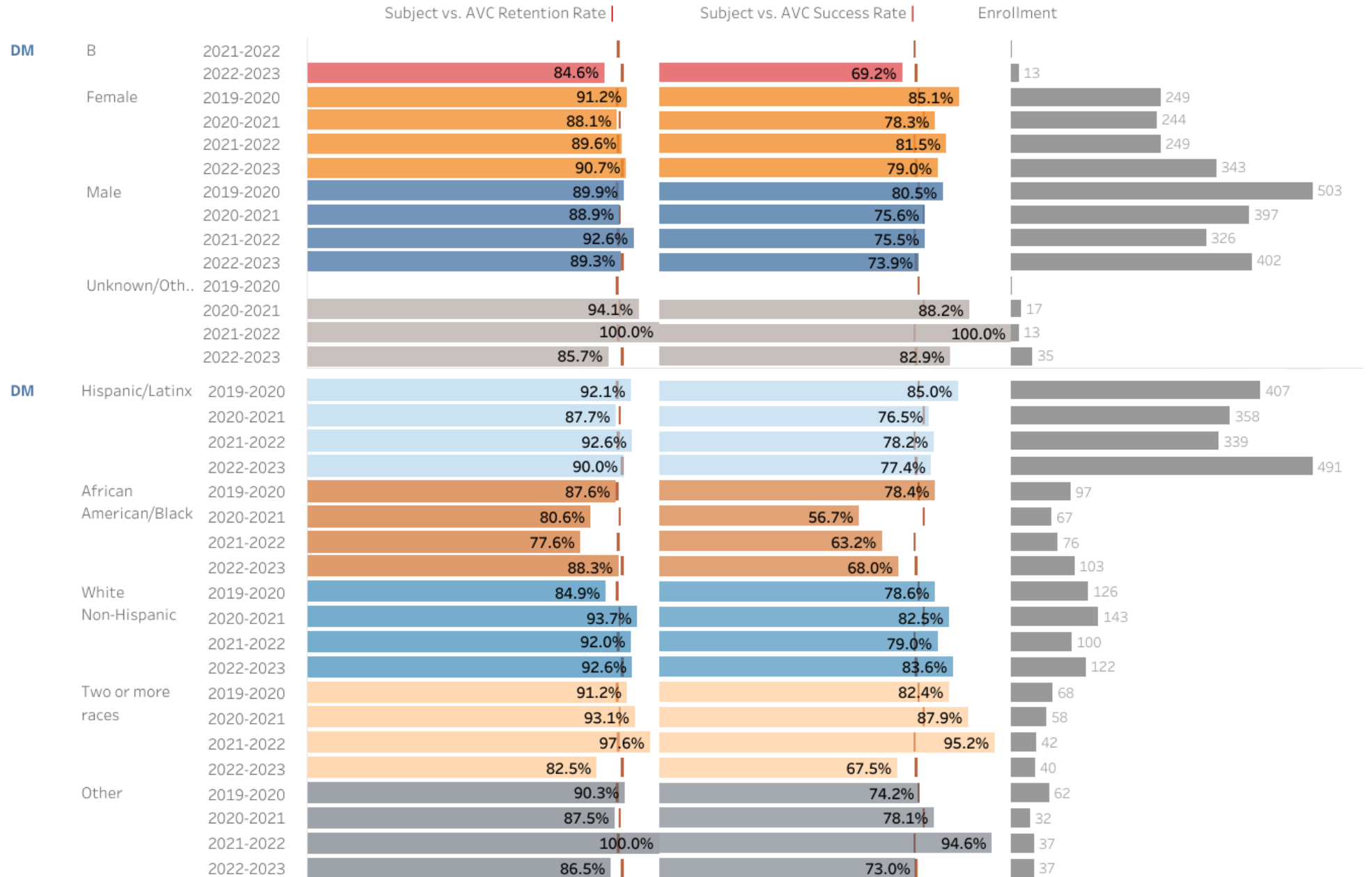
Click [here](#) to see AVC's Program awards dashboard

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

Subject-Level Retention Rate (RR), Success Rate (SR), and Enrollment by Sex & Race/Ethnicity as Compared to AVC's Rates (|)

If the Subject bars are below the vertical lines |, it indicates that equity gaps exist in SR or RR for those sub-groups as compared to overall SS or RR. Some questions to ask when looking at the data:

- What are the potential reasons for equity gaps? - What can my program implement to mitigate these gaps? (Consider such factors as curriculum design, teaching methods, campus climate, and support services.) - What resources/training are available/needed to support these efforts?





<b>Division/Area Name:</b> Arts & Humanities/ THEATRE ARTS	<b>For Planning Years:</b> 2024-2025
<b>Name of person leading this review:</b> Carla Corona	
<b>Names of all participants in this review:</b>	



### Fall 2023 Program Review Report

<p><b>Part 1. Program Overview: Briefly describe how the program contributes to the district mission</b></p> <p>(How does your program/area help the college meet its mission?)</p> <p>The Theatre Arts program contributes to the district’s mission by offering a quality, comprehensive education to a diverse group of students. With a diverse expertise from the Theatre Arts Faculty, students have access to high quality practicum, and pedagogy. Theatre Arts provides an AA-Transfer degree in Theatre Arts which can assist in opportunities for career advancement not only in Theatre Arts, but in various fields. Theatre Arts courses provide essential enrichment to the human experience which gives students the tools to navigate in the community and in their own self-discovery as life-long learners. The Theatre Arts program also provides opportunities and skills towards jobs in the creative economy which provides stability, ongoing imagination, and creative problem solving.</p>
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<p><b>Part 2A: Analyze the program review data (retrieval instructions), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, &amp; job placement) to identify the program Strengths, Opportunities &amp; Aspirations:</b></p> <p><b>Use the following questions to guide your analysis:</b></p> <p>Overall (Use the <i>Program Review</i> tab to inform your analysis)</p> <ul style="list-style-type: none"> <li>• What are the success and retention rates (S&amp;R) for your discipline? Did they decrease or increase in the last year?</li> <li>• What are the trends for the number of awards granted? Are the number of awards going up or down?</li> </ul> <p>Equity (Use the <i>S &amp; R by Demographic Group</i> or the <i>Equity</i> tab to inform your analysis)</p> <ul style="list-style-type: none"> <li>• Which racial/ethnic student groups complete their courses at the highest rates?</li> <li>• Which racial/ethnic student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the <i>Strengths and Accomplishments</i> section.</li> </ul> <p><b>Strengths and Accomplishments:</b> (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)</p> <p>Consider the following questions:</p> <ul style="list-style-type: none"> <li>• What does your program/area do well, including capabilities and greatest accomplishments?</li> <li>• What are the practices that were implemented to increase success and retention rates or program awards?</li> </ul> <p>Although there has been a reduction of enrollment by 414 students since 2019, we have only decreased completion degrees by 4 students. In 2022-2023, we increased completion by 2 students which is a good sign that we are slow rebounding.</p>
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For 2022-2023, the retention and success rates for THA are slightly above the AVC average. We also have the highest percentage rate for Success and Retention in the past four years. There has been an increase in online sections which allows for more access and options for students to take theatre arts courses.

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

- 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 which has enabled us to continue providing access to live (recorded) professional theatre to students and faculty providing equity for all in the access to live theatre.

For the Fall 2024-year, Theatre Arts Courses have been revised to help students better fulfill the AA-T THA requirements with less confusion and ease. Classes that used to have a CRN with a “B” (IE. THA 119B) which could be either 2 units or 3 units, now will have a B (2 units) and C (3 units). “A” will remain as 1 unit. This will be seen for all Rehearsal and Performance classes and Technical Production class.

For the Fall 2024-year, a new course has been written (THA 105-Intro to Theatre Design) to provide an additional C-ID course required within the ADT. This course is also a lecture only course; therefore, will provide the opportunity for any current Faculty to teach this course.

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

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.

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

*Consider the following questions:*

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

Over the past four academic years, the data shows that the Theatre has been decrease in enrollment especially with the Hispanic/Latinx population. We must ask ourselves, why? Also, looking at the data, we see that the

The Equity Gap exists with African American students and students of two or more races for both the Success Rates and Retention Rates. For 2022-2023 68.6% is the SR for African American Students and 81% for RR and 71.4% for SR for students of Two or more Races. A potential issue with that gap is lack of representation in staffing for our African American Students. The Theatre Arts department has not performed or produced a published playwright by an African American theatre practitioner in years (not sure if ever.).

Overall, the program area can do better by TELLING and PRODUCING the stories of our demographic population. As an HSI, we need to look more critically at producing plays that represent our Latinx population in the stories they tell, not only have POC playwrights but addressing Latinx or other marginalized groups' stories and experiences.

Also, we have a challenge with finding technical theatre instructor(s) with the master's degree, which is required for any class under the ADT. This is the main reason, why we have removed two of the technical theatre courses which opens the door to hire instructors with the experience and minimum qualifications. These

technical theatre courses (THA 102 and THA 103) will continue to be offered and taught, but now we have opportunity to bring in other field experts to teach the courses without having the specific master's degree qualifications.

The Performing Arts areas relies heavily on enrollment especially for the Rehearsal & Performance areas which allow for a more competitive audition process. We currently have people enroll first then audition. This may be a disservice to students because they are not going through an actual audition process; however, because our enrollments are still not at the peak of 2019, we use this as an incentive for students.

The enrollment has not yet bounced back to the numbers of 2019. We continue need to diversify our course offerings (times, days, courses, modalities, etc.)

The use of the college's state-of-the-art PAT facility is very limited to mainstage productions only. As the program moves forward with planning, it would be an opportunity for more classes to use the PAT space, even if it's several times per semester. This can help the data by showing students the possibilities of the program.

Not offering courses has been a challenge for students to graduate. In 2022-2023, we had 2 students with Independent Study.

For the Fall 2024-year, we wanted two of the technical theatre courses to be removed from the ADT to think ahead to a Technical Theatre certificate; however, until the ADT is updated in the Chancellor's office, we cannot remove them from the model. This is both a success and a challenge because if we have no current faculty to teach the classes, then they will not be offered. Currently, a Tech Theatre certificate Advisory Committee is being formed and to help move us ahead to the creation of the Tech Theatre Certificate. Next, eLumen cycle we'll readdress this conundrum.

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; however, some of these offerings have been cancelled in the past which makes it a challenge for students to experience these diverse courses.

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

*Consider the following questions:*

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

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

- An aspiration is to provide a full musical theatre production at Antelope Valley College. In the AV, there are two other operating theatre arts organizations, and they have full seasons every year of 2-3 musicals each. They have successful sales and high turnout from the community of auditioners. We believe that this will be the same for AVC.
- AVC offers state-of-the-art facilities with the Performing Arts Theatre for students and community to participate and work in and given the numbers for enrollment. We would like more students- more frequently to utilize the instruction space of the Performing Arts Theatre.
- 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.
- The desired future is for AVC Theatre Arts to be a model curriculum of inclusivity and diversity for other community colleges.
- The desired future is for more students to continue their theatre arts studies and careers, as well as higher enrollments from students taking theatre as electives.

• Students enrolled in AVC Theatre Arts courses will work towards increasing their passion for and respect towards theatre arts, as well as, compassion towards humanity.

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

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

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

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

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

Past Course Improvement Plans	Progress Made
Continuing to have access to BroadwayHD for students and faculty to use as instructional material.	We continue to have a limited catalog of BroadwayHD through the Library subscription.
Working with other designers and folks in the field to work with students.	Worked with one different designer in the 2022-2023 AY
Improve and increase the Theatre Arts Area library of books, scripts, and textbooks.	THA received a \$1,500 AVC Foundation grant to help improve and diversify the library collection for area.
Black Box Space security	Still an issue of space being unlocked, items moved and not put back in appropriate place. Need to work on creating a sheet of BB “expectations” for use.
More support needed for the Tech Support of the rehearsal and performance classes	Continue to work with the Dean of A & H to discuss the needs for putting on performances in both the Black Box and Performing Arts Theatre spaces. As of now, the PAT has been the most supported, but we’re moving towards support of Black Box Rehearsal and Performance classes as well.
Funding for students to see professional theatre with theatre trips	No Progress
Technical Theatre expertise is lacking and has wide gaps for our Program Area	No tech theatre instructor has been found to hire. Two classes that were with the ADT will be considered for removal from ADT to help with recruitment of people that have expertise in the areas and then can teach these courses.
Theatre Arts Program Area needs a Musical Theatre Program	Musical Theatre Certificate is in brainstorming mode to create one for AVC for the 2025-2026 AY, if there is a student need. In the meantime, THA will offer a Musical Theatre Workshop in Summer 2024.
Access to space and calendar scheduling for the theatre arts spaces to allow for theatre reservations	Currently, A&H email and James Nasipak receives the reservation requests. There is an internal calendar we post for classes, but this needs improvement.
Need more Community Partnerships and Collaborations	LA County of Department of Arts & Culture comes out to AVC yearly to promote the Paid Arts Internship program; Initial communication with community theatre practitioners and educators to create a Tech Theatre certificate advisory committee.
Classes that are Lecture/Lab (i.e., THA 102, THA 110, THA 239, etc) need to be scheduled-paired together.	For FY 2024, all the Theatre Arts lecture/lab courses are now consistent with each other and align with the requirements of units for the ADT; therefore, in Fall 2024, to be consistent with most of the lecture/lab courses, all lecture/lab courses will be scheduled in one block schedule.
Better collaboration with various production areas (costume, stagecraft/props, etc.) and universal access to existing supplies	Very little to no progress. For the Theatre arts area it is still unclear and has grey area on what the PAT is responsible for and what the Theatre is responsible for. Overall, there is a

different understanding of what is Theatre's "jurisdiction" or what "should be" Theatre's jurisdiction.

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

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

Past Goal	Progress Made
1. Provide essential exposure for theatre arts students to professional theatre productions.	No progress
2. Promote the Theatre Arts Major and Transfer Degree to currently enrolled students on campus.	Have been able to promote the program at the Major's Fair, Registration/ Enrollment events. Ongoing progress.
3. Implement a program to offer a to be determined number of students (per semester) the opportunity to work hands-on with the Technical Theatre and Front of House personnel at the AVC Performing Arts Theatre as part of career development.	No progress. However, A & H Division in Spring 2023 had a student worker and Fall 2023 there are 3 student workers to help support theatre arts areas (rehearsal & performance and overall department).
4. Provide students with access to professional competition and participation in national theatre festival, which aids in improvement of performance skills, networking opportunities, and exposure to career options.	No progress
5. Provide students with access and exposure to professional participation in national technical theatre organization, which aids in improvement of performance skills, networking opportunities, and exposure to career options.	No progress
6. Increase access to current and more advanced theatre materials and equipment for students in multiple theatrical classrooms and laboratories.	In the Summer of 2023, the Black Box Theatre received a new light board that is the same board as the PAT; therefore, allowing students a seamless instruction between the two spaces. The Black Box received new speakers for the space and has most of the soft goods back up. Still a work in progress.
7. Continue to increase AA-T Theatre Arts degree completion on an annual basis.	Increased by 2 completion degrees
8. Create a Certificate in Technical Theatre	Have started the beginning steps to create a certificate for the 2025-2026 AY
9. Create a Local Degree in Theatre Arts	No progress
10. Provide additional financial support for the One Acts Festival (via student worker and faculty stipend)	Some progress due to Administration and Union; however, for the 2022-2023 year, was agreed for 20 hours of non-instructional pay for 2 faculty (split evenly). No progress in moving forward Reassigned time from previous Full-Time Faculty Member (12-14 LHE, unclear) for four different theatre positions. (Technical Director, Producer, Lighting Designer, Scenic Designer)

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

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 2. Creative, Critical, and Analytical Thinking				Goal 1: Commitment to strengthening institutional effectiveness measures and practices	Provide essential exposure for theatre arts students to live professional theatre productions around the LA County area.	<ol style="list-style-type: none"> <li>1. Create partnerships with theatres to provide student group discounts.</li> <li>2. Determine appropriate and relevant theatre arts productions for students.</li> <li>3. Write grants to the AVC Foundation with strategic approach on how they can support this goal as unique opportunity.</li> <li>4. Continue to request through the Division Office to support this Program Goal.</li> </ol>	<p>Through more exposure to live professional theatre, students can make more informed creative decisions and provide more thoughtful work and assessment within class discussions and student's body of work.</p> <p>Increase the number of Theatre Arts majors and/or enrollees in courses.</p>
#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.	<ol style="list-style-type: none"> <li>1. Increase marketing materials in other areas of the campus to inform students that the Arts &amp; Humanities Division, specifically, Theatre Arts and Faculty offer courses that articulate into their majors or general education courses.</li> <li>2. Participate in on-campus events with promotional material and highlights from departmental works.</li> <li>3. Offer a diverse body of work to students for performance and production including, but not limited to, a musical, drama, comedy, TYA (Theatre for Young Audiences), and emerging playwrights.</li> <li>4. Increase of numbers in both</li> </ol>	Increase of numbers in both enrollment and degree completion.

						enrollment and degree completion. 5. Hire a Full-Time Faculty to support the area 6. Hire Arts Information Officer		
#3	ILO 4. Career and Specialized Knowledge				Goal 4: Advance more students to college-level coursework-Develop and implement effective placement tools	Design and Implement a program to offer a to-be-determined number of students (per semester) the opportunity to work hands-on with the Technical Theatre and Front of House personnel at the AVC Performing Arts Theatre as part of career development.	1 Create and design a Theatre specific workforce development curriculum for student interns. 2 Work with AVC PAT Staff to create internship program (paid or unpaid). 3 Hire FT Theatre Instructor to assist in oversight and implementation. 4. Hire Technical Director for Theatre Arts.	Ongoing communication with PAT and AVC Theatre Arts on a development of a program for students towards improving soft skills and skills transferable to a variety of jobs and careers.
#4	ILO 4. Career and Specialized Knowledge				Goal 1: Commitment to strengthening institutional effectiveness measures and practices	Provide students with access to professional competition and participation in national theatre festival, which aids in improvement of performance skills, networking opportunities, and exposure to career options.	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 Faculty Costume Designer. 4. Hire an Arts Information Officer.	Participating in a Kennedy Center American College Theatre Festival to encourage and promote improvement of performance skills, networking opportunities with other college students, faculty, professionals, and exposure to career options.
#5	ILO 4. Career and Specialized Knowledge				Goal 1: Commitment to strengthening institutional effectiveness measures and practices	Provide students with access and exposure to professional participation in national technical theatre organization, which aids in improvement of performance skills, networking opportunities, and exposure to career options.	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. Hire Technical Director for Theatre Arts	Participating in USITT or other relevant technical theatre organization to encourage and promote improvement of performance skills, networking opportunities, and exposure to career options.



							4. Hire an Arts Information Officer.	
#6	ILO 4. Career and Specialized Knowledge				<p>Goal 4: Advance more students to college-level coursework-Develop and implement effective placement tools</p> <p>Goal 1: Commitment to strengthening institutional effectiveness measures and practices</p>	Increase access to current and more advanced theatre materials, equipment, and people for students in multiple theatrical classrooms and laboratories.	<ol style="list-style-type: none"> <li>1. Update lighting instruments, control boards, theatrical furnishings and complete soft good installation, and audio and projection systems, etc. to meet current theatre and educational theatre settings and maintain relevance with advancements of technical theatre design and production.</li> <li>2. Refresh and update the Black Box floor with theatrical paint.</li> <li>3. Hire Technical Director for Theatre Arts.</li> <li>4. Contract with LA County diverse professionals in technical theatre design.</li> </ol>	Division and Administration will support financially the purchase of required equipment and contracting of personnel
#7	ILO 4. Career and Specialized Knowledge				Goal 1: Commitment to strengthening institutional effectiveness measures and practices	Continue to increase AA-T Theatre Arts degree completion on an annual basis.	<ol style="list-style-type: none"> <li>1. Increase access and resources to local high schools and middle schools to provide information and knowledge of the Theatre Arts program at AVC.</li> <li>2. Have an ongoing presence at AVC recruitment and outreach events.</li> <li>3. Create and complete high quality promotional material or collateral for the Theatre Arts program indicating all the Theatre Arts courses offered.</li> <li>4. 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.</li> <li>5. Offer stipend to Adjunct Faculty members to complete outreach to community schools and groups.</li> </ol>	Increase of numbers in both enrollment and degree completion.

						6. Hire FT Theatre instructor to assist in oversight and implementation. 7. Hire an Arts Information Officer.		
#8	ILO 4. Career and Specialized Knowledge				Goal 1: Commitment to strengthening institutional effectiveness measures and practices	Create a Certificate in Technical Theatre	<ol style="list-style-type: none"> <li>1. Meet with the CTE Tech Theatre Advisory Committee including professionals from the industry and education.</li> <li>2. Reassess the ADT to remove appropriate, already existing, Theatre Arts Courses to include in Certificate pathway.</li> <li>3. Reach out to other CTE and Divisions to include appropriate courses for certificate.</li> <li>4. Assess and write any new courses that may be required for the certificate.</li> <li>5. Submit to appropriate committees (AP&amp;P, Senate, Outcomes, etc.) for approval.</li> <li>6. Hire Adjunct Instructors, as needed.</li> <li>7. Hire FT Theatre instructor to assist in oversight and implementation.</li> <li>8. Hire Technical Director for Theatre Arts.</li> </ol>	Division and Administration will support financially the development of Certificate in TT.
#9	ILO 4. Career and Specialized Knowledge				Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services	Provide additional financial support for the Rehearsal & Performance Classes that will be presented in the Black Box Theatre and/or the PAT when there is not	<ol style="list-style-type: none"> <li>1. Calculate the hours needed for a full Black Box production for any of the THA Rehearsal &amp; Performance courses.</li> <li>2. Offer appropriate stipend or additional instructional hours to Faculty members that are teaching this course.</li> </ol>	Division and Administration will support financially the hours worked for a quality production of the Black Box

					complete technical theatre support	<ul style="list-style-type: none"> <li>3. Hire Student Worker to assist with production needs.</li> <li>4. Hire FT Theatre instructor to assist in oversight and implementation.</li> <li>5. Provide reassigned time/stipend for a Faculty Costume Designer.</li> <li>5. Hire Technical Director for Theatre Arts.</li> </ul>	
#10			SLO #1 For THA 117 R&P Musical Theatre	Goal 1: Commitment to strengthening institutional effectiveness measures and practices	<ul style="list-style-type: none"> <li>1. Align the needs and interests for students to offer a musical theatre production in the Summer of 2025.</li> </ul>	<ul style="list-style-type: none"> <li>1. Communicate with local theatre producing organizations to work collaboratively on scheduling non-conflicting musical theatre productions.</li> <li>2. Coordinate and strategize the most effective way and best practice to offer students a full musical theatre production.</li> <li>3. Coordinate and partner with other Arts program areas for an interdisciplinary approach to a musical theatre production.</li> <li>4. Hire Technical Director for Theatre Arts department.</li> <li>5. Outreach to LA County professionals to assist in Design areas of a musical theatre production.</li> </ul>	Division and Administration would support financially the scheduling of a Musical Theatre Course for faculty and space.
#11				Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services	Enrich the technical theatre courses offered to labor market standards, offer and recruit career panels, maintain organization standards in physical theatre spaces, and increase quality and capacity knowledge in technical theatre.	<ul style="list-style-type: none"> <li>1. Install/Build additional storage for costumes</li> <li>2. Install/Build additional storage for props</li> <li>3. Invest in OSHA standard - theatre safety online certification for faculty and students.</li> <li>4. Update the Vanity tables and light fixtures in FA2-132</li> </ul>	Division and Administration would support financially the investment in storage space, training, and staff.

							4. Provide reassigned time/stipend for Faculty Costume Designer 5. Hire Part-Time Technical Director for Theatre Arts department.	
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**Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)**

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Faculty	Request for 2 <sup>nd</sup> Full-Time Faculty to help support program area overall	#1-#12	Repeat	75,000 plus benefits	Recurring	Carla Corona
Professional development	Participation and Membership in USITT and KCACTF for AVC Theatre Arts.	#4, #5, #7, #8, #11, #12	Repeat	\$10,000	Recurring	Carla Corona
Other	Theatre Arts Performance Trips for Students	#1, #2, #4, #5	Repeat	\$5,000	Recurring	Carla Corona
Professional development	OTHER OSHA Training for all Tech Theatre Students and Faculty	#3, #5, #7, #8, #12	New	\$5,000	Recurring	Carla Corona
Classified Staff	Hire Technical Director for Theatre Arts (part-time)	#3, #5, #6, #8, #10, #11, #12	New	\$35,000	Recurring	Carla Corona
Other	Stipends for LA County Technical Theatre Designers to enhance and diversify theatrical concepts.	#6, #10, #11, #12	New	\$25,000	Recurring	Carla Corona
Physical/Facilities	Install/Build Secure, Spacious, and Appropriate Storage for props and costumes	#6, #12	Repeat	\$15,000	One Time	Carla Corona
Physical/Facilities	Update FA2-132 vanity lights and mirror areas	#10, #12	New	\$10,000	One Time	Carla Corona
Technology	Install Smart Classroom to PA109	#6, #12	Repeat	\$25,000	One Time	Carla Corona
Physical/Facilities	Update/Refresh all aspects of FA2 130 – Lighting Instruments, Audio, Headsets, Video/Projection Equipment	#1-#12	Repeat	\$50,000	One Time	Carla Corona

**\*\*\*REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:**

[https://www.surveymonkey.com/r/2023PR\\_ResourceRequest](https://www.surveymonkey.com/r/2023PR_ResourceRequest)

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

Required:

- Program Review tab

- S&R by Demographic Groups tab

Optional:

- Other supporting data/information

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

Select Subject  
THA

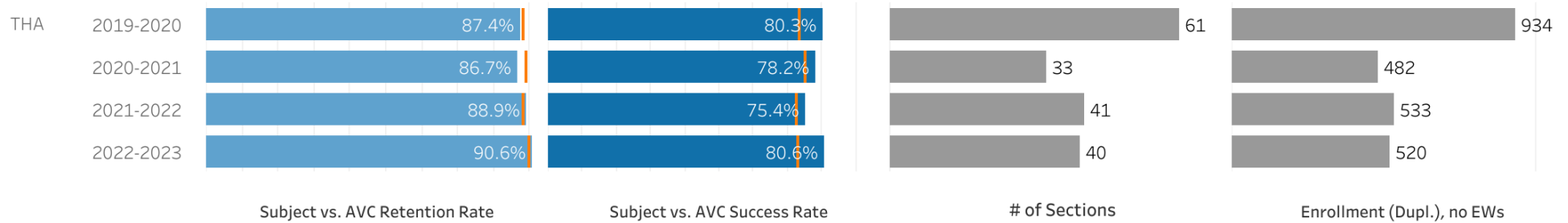
Select Subject *again*  
THA

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*)



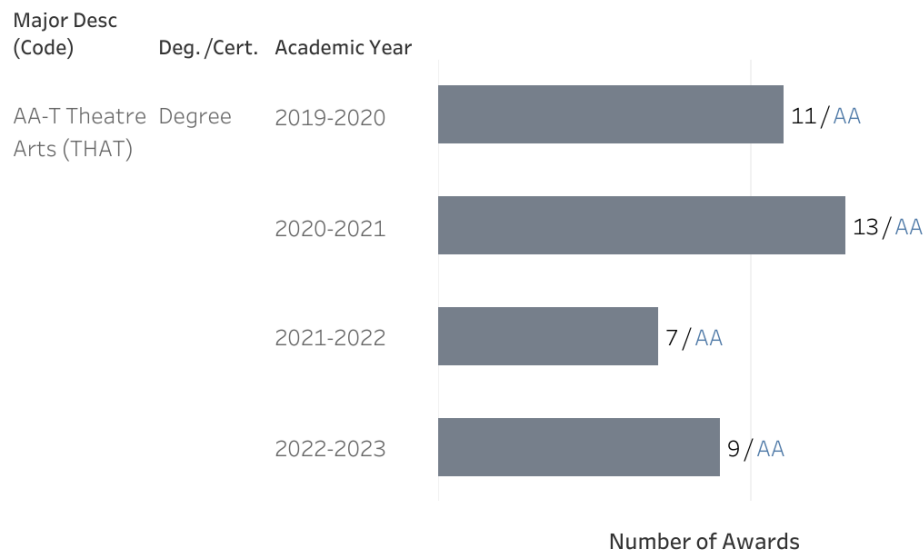
Enrollment and Number of Sections by *Modality* in THA

	Instr. Method	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	Online			5	7
	Other Indep Study				2
	Traditional	61	33	36	31
Enrollment	Online			165	124
	Other Indep Study				2
	Traditional	962	484	369	396

Enrollment and Number of Sections by *Location* in THA

	Location	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	Lancaster	58	33	34	33
	Lancaster [O..	3		1	
	Palmdale			5	7
	Palmdale [Of..			1	
Enrollment	Lancaster	917	484	325	398
	Lancaster [O..	45		24	
	Palmdale			165	124
	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 2019	Fall 2020	Fall 2021	Fall 2022
PT (Adjunct) FTEF	4	3	3	2
FT (Regular) FTEF	1	1	0	0
FT (Overload) FTEF	0		1	1
TOTAL FTEF	5	4	4	3
PT/FT FTEF Ratio	6	4		
FTES	55	33	32	28
FTES/FTEF Ratio	11	9	8	11
WSCH/FTEF Ratio	335	270	244	321
WSCH	1,649	997	946	

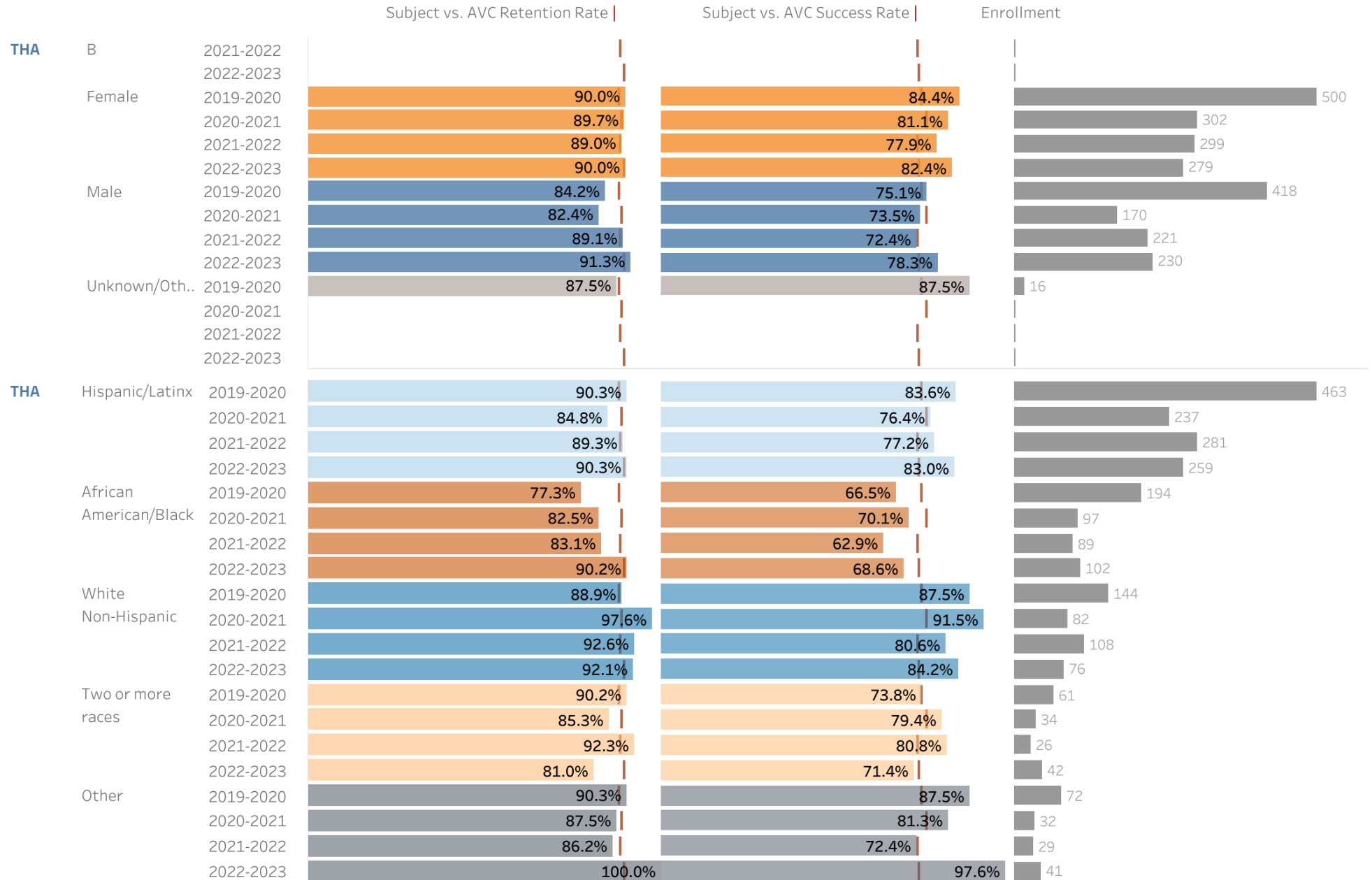
Click [here](#) to see AVC's Program awards dashboard

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

Subject-Level Retention Rate (RR), Success Rate (SR), and Enrollment by Sex & Race/Ethnicity as Compared to AVC's Rates (|)

If the Subject bars are below the vertical lines |, it indicates that equity gaps exist in SR or RR for those sub-groups as compared to overall SS or RR. Some questions to ask when looking at the data:

- What are the potential reasons for equity gaps? - What can my program implement to mitigate these gaps? (Consider such factors as curriculum design, teaching methods, campus climate, and support services.) - What resources/training are available/needed to support these efforts?







<b>Division/Area Name:</b> <i>Arts &amp; Humanities/Performing Arts/Dance</i>	<b>For Planning Years:</b> 2024-2025
<b>Name of person leading this review:</b> <i>Cynthia Littlefield</i>	
<b>Names of all participants in this review:</b> <i>Gary Heaton-Smith, Rochelle Guardado, Kathleen Burnett</i>	

**Fall 2023 Program Review Report**

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

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

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

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

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

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

**Use the following questions to guide your analysis:**

Overall (Use the *Program Review* tab to inform your analysis)

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

Equity (Use the *S & R by Demographic Group* or the *Equity* tab to inform your analysis)

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

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

The Dance program continues to offer quality curriculum and professional instruction through 2 different forms: face-to-face (in person), asynchronous remote learning (online only). Many of our technique courses offer Zoom instruction with the face-to-face courses in case a student is ill and cannot attend in person.

Two successful dance productions took place in the AVC Performing Arts Theatre: Dance Showings and Dance Dimensions. Dancers were thrilled to perform again and had the opportunity to dance in front of a live audience.

Overall, the students who attend face-to-face classes are extremely grateful for dance instruction in person rather than Zoom (online), and the dance program is slowing building with more sections offered and a greater number of traditional enrollments. One dance degree has been awarded which is better than last year.

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

More interest in the AA in Dance degree and continued support from the counselors.

Dance is used for personal enrichment, transferability to 4-year universities, better overall physical and mental health, and artistic expression. In order to close equity gaps, increased leadership and student involvement outside our program in relation to dance. World dance/ethnic forms needs to be available for students to enroll in yearly.

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

*Consider the following questions:*

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

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

The associate in arts in Dance degree will help provide a clear pathway for students to transfer to the California State University (CSU), or the University of California (UC) institutions. For transfer, students will need to take additional General Education (CSU or IGETC), depending on their institution, to be transfer ready.

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

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

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

The labor market data has not changed from last year's data.

## Projections of Employment by Occupation, 2018 - 2028

Selections:

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**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	<a href="#">Art, Drama, and Music Teachers, Postsecondary</a>	11,900	11,700
272031	<a href="#">Dancers</a>	2,000	3,480
	<b>Total</b>	13,900	15,180

(1) Total Job Openings are the sum of new jobs from growth plus net replacements. Annual job openings are total job openings c 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 Course Improvement Plans**

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

Past Course Improvement Plans	Progress Made
Clean up the repeatability in courses.	No progress has been made/not sure how to "clean it up" but I think a new "Basic or Introductory" class would be helpful.
Split the courses so that Beginning, Intermediate, and Advanced are not overlaid with each other.	No progress has been made because of low enrollment in the Int./Adv. Courses.
Revision of DA 113, World Dance; Ethnic Forms to meet Ethnic Studies requirements.	No longer applicable. DA 113 still needs to be revised with more units added and change it from 1 unit lab to 3 units lecture.
New portable barres for the ballet courses	At the beginning of the semester, we have one new one that works well. We need two more.
Refurbished dance room.	Has not been done/no progress has been made.
A student demonstrator or work experience.	Dance work experience course is being revised and updated.

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

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

Past Goal	Progress Made
Promote the AA Degree in Dance.	Counselors' awareness has increased but the dance program needs more advertisement through campus and community. Instructor has been active at the major's fairs for two years consecutively.
Provide exposure of AVC Dance program to local high schools. Update website for online access.	No progress has been made to local high schools, but website looks better and available.
Revise DA 113 to be considered for the newly created CSU area F.	No longer applicable. DA 113 still needs to be revised with more units added and change it from 1 unit lab to 3 units lecture.
Gain a better reporting of SLO's.	No progress has been made.

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

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 1. Communication	Dance PLO 1			Goal 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"> <li>1. Collaborate with marketing and create advertisement throughout campus and other organizations.</li> <li>2. Counselors' awareness of the importance of Dance courses for health, well-being and transferability.</li> </ol>	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 needs to be more visual for online access.	<ol style="list-style-type: none"> <li>1. Dance performances at local High Schools in August when the Fall semester begins.</li> </ol>	Through the increase in the amount of dance students in the classes. (SLO and program review data)

							<ol style="list-style-type: none"> <li>2. Website needs to have photos and videos of previous dance shows produced by AVC.</li> <li>3. Offer DA 107A or performance-based courses in the summer or offer a stipend to adjunct faculty to help with community outreach to high schools and local dance studios.</li> </ol>	
#3	ILO 4. Career and Specialized Knowledge	Dance PLO 1,2,3			Goal 4: Advance more students to college-level coursework- Develop and implement effective placement tools	Gain a better reporting of SLO's, PLO's and Outcomes.	<ol style="list-style-type: none"> <li>1. Examine assessment tools and data.</li> <li>2. All dance faculty onboard to complete Action Plans in eLumen.</li> </ol>	The yearly reporting of data and Course Improvement Plans will be documented.
#4	ILO 2. Creative, Critical, and Analytical Thinking	Dance PLO 1,2,3			Goal 5: Align instructional programs to the skills identified by the labor market	Collaborate with other performing arts faculty and faculty of other disciplines to enhance career options for dance majors.	<ol style="list-style-type: none"> <li>1. Reach out to faculty in other disciplines.</li> <li>2. Schedule FPD events for the upcoming year.</li> </ol>	Events scheduled with the faculty of other disciplines. Adding a performance class in the summer to prepare students for collaboration.
#5	ILO 2. Creative, Critical, and Analytical Thinking	Dance PLO 1,2,3			Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services	Additional classroom space needed for growth of dance students graduating with AA in Dance and transferring to a university.	<ol style="list-style-type: none"> <li>1. Design a dance space at Palmdale site for growth of students.</li> <li>2. Fix our current dance room for up to date working equipment.</li> </ol>	Increased enrollment in dance courses and degree.

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

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Classified Staff	Help with marketing and advertising of dance, the AA degree, and upcoming performances.	Program 1 and 2	Repeat	\$3,000? Unsure.	Recurring	Cynthia Littlefield
Supplies	Flyers, advertisement on billboards throughout the AV	Program 1 and 2	Repeat	2,000	Recurring	Cynthia Littlefield
Supplies	Proper uniforms/costumes/props for the students when performing at High Schools and special performances.	Program 1, 2 and 4	New	4,000	Recurring	Cynthia Littlefield
Professional development	Budget to add another show with collaboration of other faculty	Program 4	New	5,000	Recurring	Cynthia Littlefield
Physical/facilities	Repair, paint, and clean current dance room GYM 140. New tap boards to help maintain flooring.	Program 5	New	10,000-20,000	One-time	Cynthia Littlefield
Physical/facilities	Develop and build a dance room with proper flooring, musical equipment, barres, and mirrors at the Palmdale site.	Program 5	New	20,000-30,000	One-time	Cynthia Littlefield

**\*\*\*REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:**

[https://www.surveymonkey.com/r/2023PR\\_ResourceRequest](https://www.surveymonkey.com/r/2023PR_ResourceRequest)

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

Required:

- Program Review tab
- S&R by Demographic Groups tab

Optional:

- Other supporting data/information

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

Select Subject  
DA

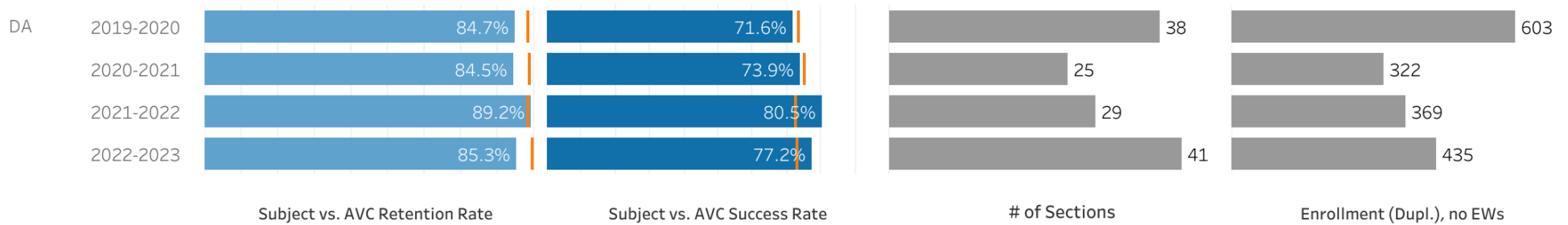
Select Subject *again*  
DA

Select Program Major(s)  
Dance (DAN)

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	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	Online			3	6
	Traditional	38	25	26	35
Enrollment	Online			135	147
	Traditional	634	324	234	290

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

	Location	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	Lancaster	38	25	26	37
	Palmdale			3	4
Enrollment	Lancaster	634	324	234	315
	Palmdale			135	122

Number of Program Awards in **Dance (DAN)**

Major Desc (Code)	Deg./Cert.	Academic Year	Number of Awards
Dance (DAN)	Degree	2022-2023	1/AA

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

	Fall 2019	Fall 2020	Fall 2021	Fall 2022
PT (Adjunct) FTEF	0.9	0.4	0.5	1.1
FT (Regular) FTEF	1.0	0.8	1.0	1.1
FT (Overload) FTEF	0.2	0.2	0.2	0.2
TOTAL FTEF	2.1	1.4	1.7	2.4
PT/FT FTEF Ratio	0.9	0.5	0.5	0.9
FTES	30.8	16.7	17.8	22.7
FTES/FTEF Ratio	14.4	11.9	10.3	9.5
WSCH/FTEF Ratio	432.7	357.4	308.1	283.8
WSCH	923.1	500.4	534.0	

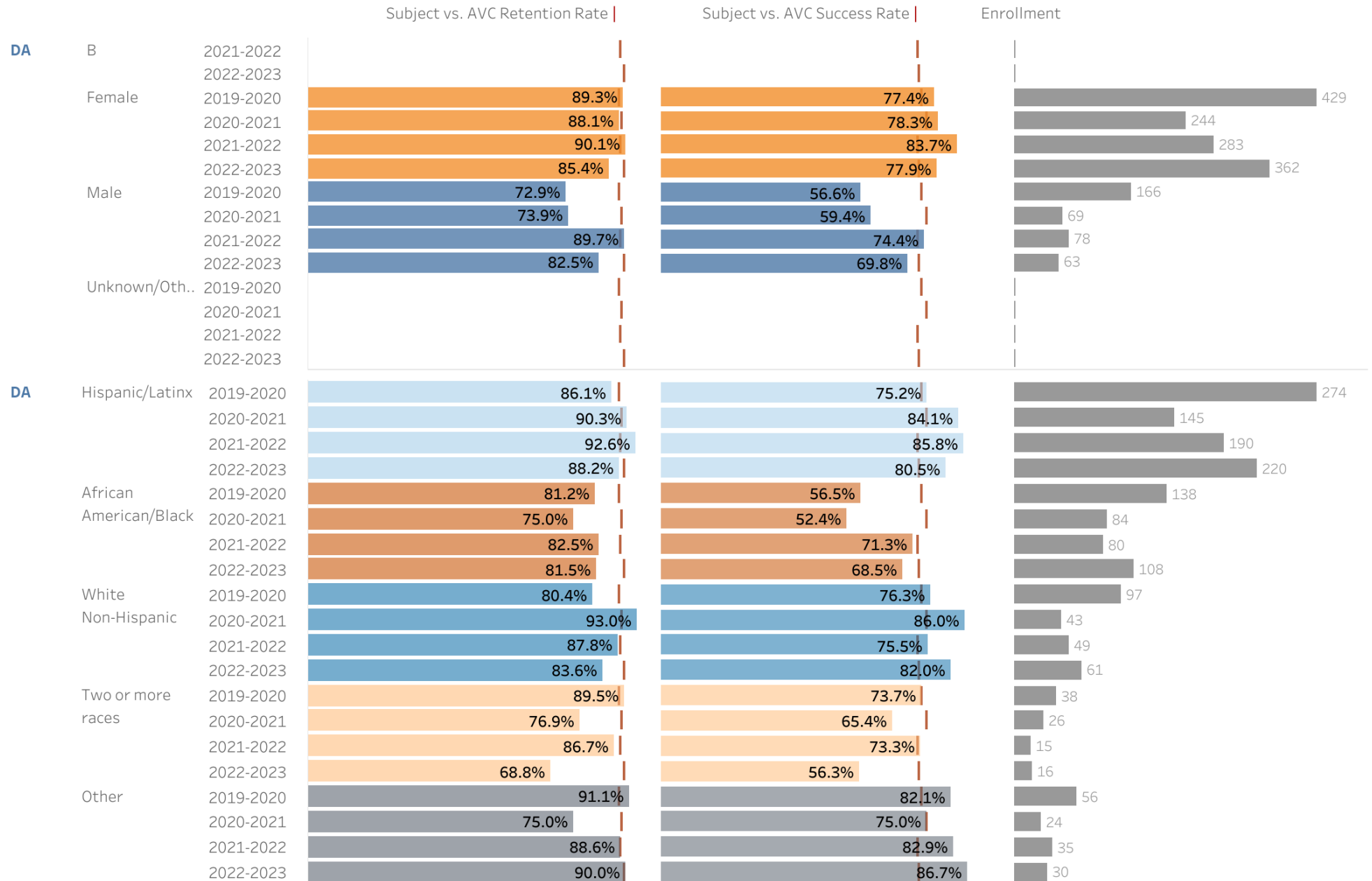
Click [here](#) to see AVC's Program awards dashboard

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

Subject-Level Retention Rate (RR), Success Rate (SR), and Enrollment by Sex & Race/Ethnicity as Compared to AVC's Rates (|)

If the Subject bars are below the vertical lines |, it indicates that equity gaps exist in SR or RR for those sub-groups as compared to overall SS or RR. Some questions to ask when looking at the data:

- What are the potential reasons for equity gaps? - What can my program implement to mitigate these gaps? (Consider such factors as curriculum design, teaching methods, campus climate, and support services.) - What resources/training are available/needed to support these efforts?







Fall 2023 Program Review Report

<b>Division/Area Name: Photography/Commercial Photography</b>	<b>For Planning Years: 2024-2025</b>
<b>Name of person leading this review: Lisa Karlstein/ Tim Meyer</b>	
<b>Names of all participants in this review: Lisa Karlstein/ Tim Meyer</b>	
<p>Part 1. Program Overview: The Commercial Photography/Photography Department is dedicated to aligning its mission with that of the district by providing students with a multifaceted education that caters to diverse educational and career goals. Our faculty is committed to delivering hands-on training, fostering skill certification, facilitating continuing education opportunities, supporting professional development, and laying the groundwork for comprehensive subject matter expertise.</p> <p>Our course offerings are designed to cater to a broad spectrum of students, including those pursuing a two-year degree, a certificate, transfer to a four-year university, entry into the business workforce, or those simply looking to enhance their skills.</p> <p>Specifically, the Commercial Photography program plays a pivotal role in advancing the district's mission by supporting students aiming for technical education and workforce entry, as well as those pursuing the Studio Art Transfer Degree. We provide the necessary coursework and resources to empower students to meet their educational and career objectives.</p> <p>Furthermore, through active engagement with the Antelope Valley College Art Gallery, Headshot Week and discipline-sponsored events and exhibitions, our students gain invaluable experiences that extend beyond technical skills. They develop a deeper understanding of art production and professional display practices, cultivate an appreciation for diverse perspectives related to art and culture, and actively participate in both individual and collaborative art endeavors while serving the broader community. This holistic approach to education not only contributes to the district's mission but also prepares our students for success in their chosen fields and as engaged, ethical members of the community.</p>	
Curricula are incorporated in the Studio Arts AA-T	

<p><b>Part 2A: Analyze the <u>program review data</u> (<a href="#">retrieval instructions</a>), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, &amp; job placement) to identify the program Strengths, Opportunities &amp; Aspirations:</b></p>
<p><b>Use the following questions to guide your analysis:</b></p> <p>Overall (Use the <i>Program Review</i> tab to inform your analysis)</p> <ul style="list-style-type: none"> <li>• What are the success and retention rates (S&amp;R) for your discipline? Did they decrease or increase in the last year?</li> <li>• What are the trends for the number of awards granted? Are the number of awards going up or down?</li> </ul> <p>Equity (Use the <i>S &amp; R by Demographic Group</i> or the <i>Equity</i> tab to inform your analysis)</p> <ul style="list-style-type: none"> <li>• Which racial/ethnic student groups complete their courses at the highest rates?</li> <li>• Which racial/ethnic student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the <i>Strengths and Accomplishments</i> section.</li> </ul>
<p><b>Strengths and Accomplishments:</b> <i>(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)</i></p>
<p>In our ongoing commitment to excellence, the Commercial Photography Program is proud to present a comprehensive review of our accomplishments, capabilities, and practices aimed at enhancing student success, retention rates, and program recognition.</p>
<p><b>What Our Program Does Well:</b></p>

- **Professionalism:** Our program excels in instilling a strong sense of professionalism in our students. Through rigorous training and hands-on experience, we prepare them for the demands of the commercial photography industry, ensuring that they understand and adhere to the highest standards of conduct.
- **State-of-the-Art Equipment:** We have made substantial investments in cutting-edge photography equipment, giving our students access to the latest technology. This empowers them to develop proficiency with the tools that are prevalent in the industry and ensures they are well-prepared for their careers.
- **Expertise:** Our dedicated faculty members bring a wealth of industry experience to the program. They are not only skilled photographers themselves but are also passionate educators who impart their knowledge and insights to our students, enabling them to develop the skills necessary for success in the competitive world of commercial photography.
- **Marketable Skillsets:** Beyond technical skills, our program focuses on cultivating marketable skillsets. We emphasize the importance of adaptability, creativity, and problem-solving, which are vital attributes for thriving in the commercial photography field.

**Practices Implemented to Increase Success and Recognition:**

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

- **Headshot Weeks:** Faculty members organized two Headshot Weeks, during which they offered free headshots to anyone with an AVC ID. This initiative not only provided a valuable service to our campus community but also raised awareness about our program. By delivering over 400 contemporary headshots, we showcased our students' capabilities and the quality of our work to a wide audience.
- **Student Experience:** We emphasize providing students with a professional experience from day one. Through internships, hands-on projects, and industry collaborations, we ensure that our students are well-prepared for the challenges they will face in the commercial photography field.
- **Networking Opportunities:** We actively facilitate networking opportunities for our students, connecting them with professionals in the industry and alumni who have successfully launched their careers. These connections provide valuable insights and potential job opportunities for our graduates.
- **Industry-Relevant Curriculum:** Our program constantly updates its curriculum to reflect the latest industry trends and demands. We stay attuned to the evolving needs of the commercial photography sector, ensuring that our graduates are equipped with the most current skills and knowledge.
- **National Recognition:** A growing number of current students and graduates continue to participate in national print competitions and acquire publishing in national periodicals. This achievement highlights the caliber of our program and the talent of our students, further solidifying our reputation in the industry.

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

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

- **Update and Maintain Existing Cameras:** It's essential to allocate resources for the repair and maintenance of existing film cameras to ensure that they are in good working condition. This will make them more accessible to all students, regardless of their financial resources.
- **Expand Camera Inventory:** To provide more equitable opportunities for students, we should consider expanding our inventory of film cameras, especially by acquiring newer models that are less prone to problems. This will enable a greater number of students to access these essential tools.
- **Financial Support:** Establishing a financial assistance program or offering subsidies for students who cannot afford to purchase or rent film cameras can help close equity gaps further. This support would ensure that all students have the chance to experience and learn the art of film photography.

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

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

- **Unfulfilled Equipment Replacement Promise:** It was initially promised that all equipment in the new darkroom would be fully replaced, which unfortunately did not occur. This has created a significant problem, particularly during classes with the required number of students. The darkroom lacks sufficient enlargers, which hinders the ability of all students to effectively use this essential resource. From 2022-23 Program Review Report- 2. *New Darkroom Equipment: While we have made significant improvements in our digital photography resources, our traditional darkroom facilities remain a bottleneck. Despite budgetary promises for new enlargers and timers we have not received these essential items. This limitation prevents us from providing adequate instruction to all students simultaneously, hampering their learning experience and the faculty's ability to meet the course outline of record for the classes using the darkroom. To sustain and enhance our success, we urgently need the promised darkroom equipment to align with industry standards and accommodate our growing student population.*
- **Lack of Faculty Consultation During Construction:** There was *no* consultation with the faculty during the construction phase of the new darkroom. Faculty members were available and actively sought involvement in the process to answer critical questions. The absence of faculty input led to several design flaws, including improper lighting, a lack of floor drains, inefficient enlarger station layout, and wasted space due to the absence of additional loading rooms.
- **Inappropriate Installation of Silver Recovery Unit:** The installation of the silver recovery unit was not carried out properly, potentially causing environmental concerns and inefficiencies in our darkroom operations.
- **Inadequate Main Area Design:** The main area of the darkroom features impractical black glass instead of areas for timers, storage for chemistry, and spaces for student critiques, negatively impacting the functionality of the space.
- **Use of Old Drying Equipment:** The reuse of drying equipment from a previous, *rat-infested* darkroom due to the lack of new equipment provided by the facilities department has raised concerns about the cleanliness and functionality of the drying equipment.
- **HVAC Issues:** While we have operational safe lights, the darkroom currently lacks appropriate HVAC (Heating, Ventilation, and Air Conditioning) systems, which is essential for maintaining a conducive and *safe* working environment.

In light of these challenges, we request immediate attention and action to address these issues to ensure that our students have access to a darkroom that meets the necessary standards for effective teaching and learning. We believe that rectifying these concerns will significantly enhance the quality of our program and the educational experience of our students.

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

*Consider the following questions:*

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

### **1. Providing Comprehensive Photographic Education:**

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

### **2. Continued Mentoring Resources:**

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

**3. Increasing Enrollment Numbers:**







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

**4. Achieving Excellence in AA and Certificate Programs:**

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

[Advisory Doc](#)

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

Home Benefits Login Employer Log

## Projections of Employment by Occupation, 2018 - 2028

Selections:

**TOP Code(s):**

101200 Applied Photography

**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)
274021	<a href="#">Photographers</a>	18,500	19,790
	<b>Total</b>	18,500	19,790

(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 Course Improvement Plans

List your past **Course Improvement Plans** (CIP) and progress toward meeting those plans. Utilizing the content of the Action Plan Report and conversations with other faculty, address all SLOs that have met and/or exceeded the expected performance, how can this success be sustained and supported? The Photography Program has made significant strides in recent years, thanks in large part to the Strong Workforce and Equity grants that have enabled us to upgrade our equipment and resources. While we have seen improvements in various Student Learning Outcomes (SLOs), there is still room for growth and the need for further support. In this narrative, we will explore how the successful utilization of grants has contributed to our program's development and discuss our ongoing needs, including the acquisition of new darkroom equipment, in-class teaching assistants, and expanded open lab hours.

Past Course Improvement Plans	Progress Made
<p>1. Upgraded Equipment: To sustain this success, we must continue to invest in digital and film camera equipment maintenance, software updates, and regular training for faculty to ensure that our students have access to the latest tools and techniques. Our current camera inventory is insufficient to meet the demands of our growing student population. The shortage of both digital and film cameras has resulted in students facing delays and challenges in accessing equipment for their coursework. This limitation affects various Student Learning Outcomes (SLOs), including technical proficiency, creative expression, and hands-on learning experiences.</p>	<p>Done</p>
<p>2. New Darkroom Equipment: While we have made significant improvements in our digital photography resources, our traditional darkroom facilities remain a bottleneck. Despite budgetary promises for new enlargers and timers we have not received these essential items. This limitation prevents us from providing adequate instruction to all students simultaneously, hampering their learning experience and the faculty's ability to meet the course outline of record for the classes using the darkroom. To sustain and enhance our success, we urgently need the promised darkroom equipment to align with industry standards and accommodate our growing student population.</p>	<p><b>Lack of Faculty Consultation During Construction:</b> There was <i>no</i> consultation with the faculty during the construction phase of the new darkroom. Faculty members were available and actively sought involvement in the process to answer critical questions. The absence of faculty input led to several design flaws, including improper lighting, a lack of floor drains, inefficient enlarger station layout, and wasted space due to the absence of additional loading rooms.</p> <p><b>Inappropriate Installation of Silver Recovery Unit:</b> The installation of the silver recovery unit was not carried out properly, potentially causing environmental concerns and inefficiencies in our darkroom operations.</p> <p><b>Inadequate Main Area Design:</b> The main area of the darkroom features impractical black glass instead of areas for timers, storage for chemistry, and spaces for student critiques, negatively impacting the functionality of the space.</p> <p><b>Use of Old Drying Equipment:</b> The reuse of drying equipment from a previous, <i>rat-infested</i> darkroom due to the lack of new equipment provided by the facilities department has raised concerns about the cleanliness and functionality of the drying equipment.</p>

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

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

Past Goal	Progress Made
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Remodeled facilities are essential and are the foundation to achieving Photography PLO Goals	Done

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

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 4. Career and Specialized Knowledge	PLOs 1,2,3, 4	PHT C 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	PHT C 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	PHT C 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.	done
#4	Choose ILO				Choose an item.			

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

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

**\*\*\*REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:**  
[https://www.surveymonkey.com/r/2023PR\\_ResourceRequest](https://www.surveymonkey.com/r/2023PR_ResourceRequest)

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

Required:

- Program Review tab
- S&R by Demographic Groups tab

Optional:

- Other supporting data/information

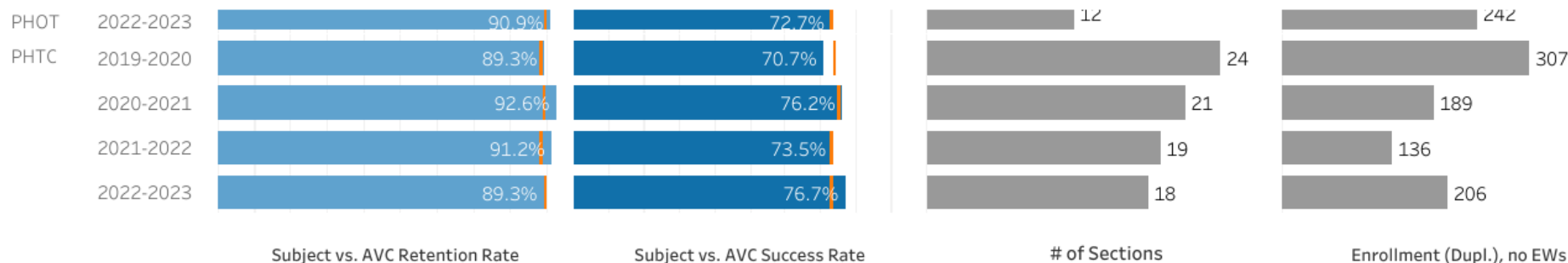


Please Select **Subject** area (*twice*) and **Program Major(s)** to get your data -->

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



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



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

	Instr. Method	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	Online	5	9	1	8
	Other Indep Study			1	
	Traditional	10	24	5	20
Enrollment	Online	134	213	6	173
	Other Indep Study			2	
	Traditional	237	319	106	183

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

	Location	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	Lancaster	8	24	5	20
	Palmdale	7	9	1	8
Enrollment	Lancaster	193	319	106	183
	Palmdale	178	213	6	173

Number of Program Awards in **Photography (PHO)**

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

	Fall ..	Fall ..	Fall ..	Fall ..	Fall ..	Fall ..	Fall ..
PT (Adjunct) FTEF	0.4	0.2			1.3	1.3	2.0
FT (Regular) FTEF	0.4	1.0	0.4	1.0	1.0	0.7	1.3
FT (Overload) FTEF	0.4	0.2	0.4			0.3	
TOTAL FTEF	1.2	1.4	0.8	1.0	2.3	2.3	2.0
PT/FT FTEF Ratio	1.0	0.2	0.0		1.3	1.9	0.5
FTES	15.0	14.1	6.2	11.9	30.2	22.3	11.6
FTES/FTEF Ratio	12.5	10.1	7.8	11.9	13.1	9.7	5.9
WSCH/FTEF Ratio	###	###	###	###	###	###	###
WSCH	###	###	###		###	###	###

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

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

Subject-Level Retention Rate (RR), Success Rate (SR), and Enrollment by Sex & Race/Ethnicity as Compared to AVC's Rates (|)

If the Subject bars are below the vertical lines |, it indicates that equity gaps exist in SR or RR for those sub-groups as compared to overall SS or RR. Some questions to ask when looking at the data:

- What are the potential reasons for equity gaps? - What can my program implement to mitigate these gaps? (Consider such factors as curriculum design, teaching methods, campus climate, and support services.) - What resources/training are available/needed to support these efforts?

