

## Fall 2012 Program Review - Annual Update Profile

As of: 3/15/2013 02:21 AM EST

### Program Review - Annual Update Included in this report:

- 1. Discipline/Program/Area Name
- 2. Year
- 3. Name of person leading this review.
- 4. Names of all participants in this review.
- 5. Please review the five year headcount, FTES, and student PT/FT enrollment data provided on the web link. Comment on trends and how they affect your program.
- 6. Using the student achievement data provided by web link, please comment on any similarities or differences in success, retention, and persistence between ethnic, gender, and location/method of delivery groups. Please comment on all three (success, persistence, and retention). Identify which trends and achievement gaps will be addressed in the current academic year.
- 7. Analyze changes in student achievement and achievement gaps over the past four years. Cite examples of using additional resources (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that have resulted in improvements in student achievement.
- 8. Provide examples from your program where assessment results of Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and/or Operational Outcomes (OOs) were discussed and used to make budget decisions. This should include brief descriptions of assessment results, when the discussions occurred, who participated, and what, if any, budget items/resources resulted.
- 9. Analyze changes in SLO, PLO and/or OO assessment results over the past four years. Cite examples of using additional resources (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that have resulted in the improvement of SLOs, PLOs and/or OOs this past year.
- 10. Review the program goals and objectives related to improving outcomes and/or student achievement identified in the most recent comprehensive self study and subsequent annual update(s). List program goals and objectives for this academic year, adding new ones if needed.
- 11. Identify changes in significant resource needs since writing the comprehensive self-study report. List new needs in rank order of importance and explain the connection to outcomes and/or student achievement.

### Fall 2012 Art (PR)

#### 1. Discipline/Program/Area Name

Studio Art and Art History

#### 2. Year

2012

#### 3. Name of person leading this review.

David Babb

#### 4. Names of all participants in this review.

David Babb, Rae Agahari, Rich Sim, Christine Mugnolo

#### 5. Please review the five year headcount, FTES, and student PT/FT enrollment data provided on the web link. Comment on trends and how they affect your... *(The full text shows at beginning of the document)*

Enrollment in Art classes was 1311 for the 2011-2012, down 21% from the five-year peak of 1164 during 2009-2010. FTES in Art classes for 2011-2012 were 295.78 which are down 15% from the 349.81 peak in 2008-2009. These downward trends are consistent with other disciplines as a result of the budget decline. Art has maintained a 48 – 55% FT/PT over the last five years which is 20 – 24% higher than the district. Obviously, lower enrollments reflect that student access is also lowered.

#### 6. Using the student achievement data provided by web link, please comment on any similarities or differences in success, retention, and persistence b... *(The full text shows at beginning of the document)*

Student retention in the Art department is in the high 80<sup>th</sup> percentile over the last five year cycle which is aligned in most cases with district rates for gender, race, and ethnicity. The retention rate of African American students in the Art department was in the high 70<sup>th</sup> percentile in three academic years (2008-2009, 2010-2011, 2011-2012), while the college retention rate stayed in the 80<sup>th</sup> percentile. The success rate mentioned above (47% in 2011-2012 for African American students) could be anomalous or the consequence of the lower retention rate of 76% for that academic year. This shows that there is a link between the retention rate and the success rate in that if students drop then there will be fewer students to succeed. Persistence rates for Art classes for the last five years (63-74%) is slightly higher than the district average rates (52-71%). Art faculty members will discuss ways to improve student success rates.

Whether the 47% success rate for African American Students in 2011-2012 was anomalous or symptomatic to retention rates. Ways to improve this lower success rate will be addressed in 2012-2013.

#### 7. Analyze changes in student achievement and achievement gaps over the past four years. Cite examples of using additional resources (e.g. human, faci... *(The full text shows at beginning of the document)*

Faculty members do not see any significant change in student achievement or achievement gaps in the last four years and have no data to analyze how division/district resources have been allocated.

#### 8. Provide examples from your program where assessment results of Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and/or Operation... *(The full text shows at beginning of the document)*

During 2010-11, Art faculty members put together a proposal for a new printing press for the department. The proposal addressed how the new equipment could benefit student learning outcomes for ART 100, 110, 116, 210. The dean at the time, Newton Chelette, approved the proposal and sourced the funding from Proposition 20.

Proposition 20 funds were also allocated in 2012 to replace terribly worn and broken chairs in the FA1, room 110 studio classroom. Adequate facilities obviously are necessary for a successful learning environment.

Christine Mugnolo was granted sabbatical leave for the 2012-2013 academic year. Her professional development plans include improving learning outcomes for ART 100 and developing an art gallery procedures manual.

August 23, 2011, Applied Arts Building, room 203, Antelope Valley College

In attendance: Associate Professor of Art History Rae Agahari, Associate Professor David Babb, Associate Professor Christine Mugnolo, Professor Rich Sim, Professor Glen Knowles, adjunct instructor Jim Laiben, and adjunct instructor Lisa Vath.

Discussion was had on building actions plans, revising existing SLOs, and improving student learning in general.

Christine Mugnolo meets with the Chair of the Department of Art at California State University, Northridge.

Since far more AVC students transfer to CSUN than any other UC or CSU, Christine took the initiative to discuss the B.A. and B.F.A requirements for graduation at CSUN and how to better align the curriculum at AVC. Other discussion was had on how to better prepare AVC students for transfer to a CSU generally and CSUN specifically.

March 14, 2012, Fine Arts 1 Building, room 110, Antelope Valley College, 2:15 p.m.

In Attendance: Rich Sim, Glen Knowles, David Babb, and Christine Mugnolo.

The criteria and requirements for the new AA-T application narrative were reviewed and discussed. Each person was tasked with researching a different section.

Discussion was also had on with courses at AVC would align with the TMC. Program Learning Outcomes were discussed.

April 12, Business Education Building, room 311, Antelope Valley College, 9 a.m. to 3 p.m.

In attendance: Professor Lisa Karlstein, Visual Performing Arts AP&P representative, Dance Instructor, Cyndi Littlefield, AP&P representative for Athletics and Kinesiology, Rich Sim, Glen Knowles, Christine Mugnolo, and David Babb.

In a computer-outfitted classroom all researched and developed criteria was reviewed, discussed, revised and written into CurricUNET.

How Course Outlines of Record fit into larger Program Learning Outcomes was discussed.

August, 1012, Welcome Back in-service. In attendance: Rich Sim, Glen Knowles, David Babb, Rae Agahari, Jim Laiben.

Discussion focused on department issues including action plan completion and revision.

**9. Analyze changes in SLO, PLO and/or OO assessment results over the past four years. Cite examples of using additional resources (e.g. human, facilit... (The full text shows at beginning of the document)**

No examples can be cited where data was used as the basis for allocating resources that resulted in SLO improvement.

**10. Review the program goals and objectives related to improving outcomes and/or student achievement identified in the most recent comprehensive self ... (The full text shows at beginning of the document)**

The Art department achieved several goals since the last comprehensive self-study. The AP&P committee approved a new 3-D design course that was a required component of the AA-T degree in Studio Arts. The AA-T degree was written, submitted and approved by the AP&P committee. An AA-T degree in Art History has been written and submitted to the AP&P committee. No new goals have been discussed.

**11. Identify changes in significant resource needs since writing the comprehensive self-study report. List new needs in rank order of importance and e... (The full text shows at beginning of the document)**

Adequate facilities and current instructional technologies for all classrooms were listed as the top priorities for resource needs. Kiln repair and replacement of kiln shelves are significant resource needs that have been identified since the last comprehensive self-study. This equipment is necessary for students to meet course objectives and learning outcomes in Ceramics classes (ART 130, 131, 132).

## Fall 2012 Digital Media (PR)

**1. Discipline/Program/Area Name**  
Digital Media

**2. Year**  
2012

**3. Name of person leading this review.**  
Cynthia Kincaid

**4. Names of all participants in this review.**  
Cynthia Kincaid and Terry Rezek

**5. Please review the five year headcount, FTES, and student PT/FT enrollment data provided on the web link. Comment on trends and how they affect your... (The full text shows at beginning of the document)**

Since the peak of AVC's enrollment in 2008-2009 there has been a 26.1% decrease in annual enrollment. This decrease in enrollment is directly related to severe budget cuts and workload reductions across the state and is not indicative of a lack of community need for education. In comparison, the workload reduction of DM courses has seen a reduction in unduplicated headcount by 4%. However, there has been an increase of FTES produced by the department, which shows an increase in departmental efficiency as in many cases students enroll in multiple DM courses (e.g., DM 101 and DM 101L) and all DM courses have labs. Therefore, enrollment has seen a larger cut than 4%.

**6. Using the student achievement data provided by web link, please comment on any similarities or differences in success, retention, and persistence b... (The full text shows at beginning of the document)**

The success rate for gender at AVC shows females at 72% and males at 69% which have been the outcome of a small but steady increase over the past five years. In comparison, females have a 6% and males have a 2% higher rate of success in DM courses. Similar findings can be attributed to success by race with a higher rate of success across all race of students enrolled in DM courses. Most significantly, there was a 7% higher success rate for African American students in comparison with the overall AVC success rate of African American students.

The retention rate for males and female is the same listed at 88% which is up from 1% from five years ago. In contrast, males and females both have a higher rate of retention in DM courses which recently reflects 91%. Similar findings can be attributed to retention by race with a higher rate of retention across all race of students enrolled in DM courses. Most significantly, there was a 5% higher success rate for American Indian students, 6% higher success rate for African American students, and 7% higher success rate for Pacific Islander in comparison with the overall AVC retention rates.

**7. Analyze changes in student achievement and achievement gaps over the past four years. Cite examples of using additional resources (e.g. human, faci... (The full text shows at beginning of the document)**

Over a five year comparison the degrees and certificates show a slight decrease which is attributed to a decrease in course offering related to budget cuts, not student demand. There needs to be an increase of course offering to meet demand in order to increase degree and certificate completion.

**8. Provide examples from your program where assessment results of Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and/or Operation... (The full text shows at beginning of the document)**

Funding has been requested through outcomes assessment, but at this point there have been no purchases or budget decisions made. However, there is a plan to apply for VTEA funds to meet action plan for OO for DM 103.

**9. Analyze changes in SLO, PLO and/or OO assessment results over the past four years. Cite examples of using additional resources (e.g.**

**human, facilit... (The full text shows at beginning of the document)**

There has been discussion to tailor courses to meet industry demand.

**10. Review the program goals and objectives related to improving outcomes and/or student achievement identified in the most recent comprehensive self ... (The full text shows at beginning of the document)**

Goal #1: Hire full time faculty for each of our Certificate/Degree programs: hire more adjunct faculty; hire Digital Media support personnel; purchase equipment and software.

Outcome: A DM/FTV/PHOTO lab technician was hired.

Plan is to stay with the current goals.

**11. Identify changes in significant resource needs since writing the comprehensive self-study report. List new needs in rank order of importance and e... (The full text shows at beginning of the document)**

Identified in outcome assessment there is a strong to update our equipment to industry standard, hire lead instructors for each specialized area in DM including: graphic design, video, animation, web design, digital printing, and photographic digital imaging.

**Fall 2012 Film and Television (PR)****1. Discipline/Program/Area Name**

Film and Television

**2. Year**

2012-2013

**3. Name of person leading this review.**

Alissa Welsch

**4. Names of all participants in this review.**

Alissa Welsch

**5. Please review the five year headcount, FTES, and student PT/FT enrollment data provided on the web link. Comment on trends and how they affect your... (The full text shows at beginning of the document)**

Since the peak of AVC's headcount in 2008-2009 there has been a 26.1% decrease in annual headcount. This decrease in enrollment is directly related to severe budget cuts and workload reductions across the state and is not indicative of a lack of community need for education. Similar the headcount has decreased by 24.6%.

**6. Using the student achievement data provided by web link, please comment on any similarities or differences in success, retention, and persistence b... (The full text shows at beginning of the document)**

The success rate for gender at AVC shows females at 72% and males at 69% which have been the outcome of a small but steady increase over the past five years. In contrast, the VAPA division shows a higher rate of success in females at 4% and 2% males. At the departmental level, the success rate of females is 8% higher and males nearly 1% higher in comparison with the campus. The following table shows the five year progression across campus, division and discipline. There have been major increases in all races except in African American and Hispanic students.

	American Indian/AK Native	Asian	Black or African American	Pacific Islander	White	Mexican/Central or South American	Other/Unknown
AVC	4%	3%	3%	2%	2%	5%	1%
VAPA	3%	4%	-2%	-9%	1%	1%	-1%
FTV	19%	7%	-2%	58%	10%	-1%	9%

The data shows a comparison of across success rates for the 2011-2012 term with similarities across AVC and FTV which is lower than the VAPA division.

	American Indian/AK Native	Asian	Black or African American	Pacific Islander	White	Mexican/Central or South American	Other/Unknown
AVC	71%	80%	58%	72%	77%	73%	68%
VAPA	77%	83%	58%	78%	80%	76%	70%
FTV	81%	79%	57%	58%	83%	75%	77%

The retention rate for males and female is the same listed at 88% which is up from 1% from five years ago. In contrast, males and females both have a higher rate of retention at the division level which recently reflects low 90s for males and females. Similarly, the data mirrors the divisional retention rate for males and females have a higher rate at 95%. The comparison of data shows a higher rate of retention across all races specifically in African American of 5%, Pacific Islander 4% and Other/Unknown with 6% increase

	American Indian/AK Native	Asian	Black or African American	Pacific Islander	White	Mexican/Central or South American	Other/Unknown
AVC	89%	92%	84%	88%	90%	90%	86%
VAPA	92%	94%	84%	93%	92%	90%	87%
FTV	97%	92%	89%	92%	93%	91%	92%

The comparative data showed persistence rates in students in FTV were higher than VAPA and the campus.

**7. Analyze changes in student achievement and achievement gaps over the past four years. Cite examples of using additional resources (e.g. human, faci... (The full text shows at beginning of the document)**

The data showed similarities between the campus and FTV courses. Most notable the comparison of data shows a higher rate of retention in African American of 5%, Pacific Islander 4% and Other/Unknown with 6% increase. However, there have not been any resources requested and allocated to make these assessments.

**8. Provide examples from your program where assessment results of Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and/or Operation... (The full text shows at beginning of the document)**

Discussion has occurred in regards to SLO findings in the transfer curriculum (TCM) meetings with FTV faculty. However, there have been no budgetary decisions made and is waiting on the state's decision on the TCM.

**9. Analyze changes in SLO, PLO and/or OO assessment results over the past four years. Cite examples of using additional resources (e.g. human, faci... (The full text shows at beginning of the document)**

Currently, there is only one reported term of outcomes and though the findings has positive results more data will need to be collected to show a trend.

**10. Review the program goals and objectives related to improving outcomes and/or student achievement identified in the most recent comprehensive self ... (The full text shows at beginning of the document)**

**Goal #1: Hire a fulltime faculty member**  
Planned

**Goal #2: Begin creating the proposed FTV certificate or degree programs**  
Ongoing

**Goal #3: Make the proper upgrades to APL 216 but also consider an added classroom so APL 216 can be used for more production classes.**  
Ongoing

**New Goals**

Develop standardized outcomes assessment rubrics

**11. Identify changes in significant resource needs since writing the comprehensive self-study report. List new needs in rank order of importance and e... (The full text shows at beginning of the document)**

**Human Capital**

Full-time FTV faculty (vacant position)  
Full-time FTV technical position

**Facilities**

Upgrade of APL 216  
Develop a new film space

**Equipment**

Production equipment  
Digital camera  
Sound packages  
Computers  
Final Cut Pro etc

**Fall 2012 Music - Commercial (PR)**

**1. Discipline/Program/Area Name**

Music Commercial

**2. Year**

2012-2013

**3. Name of person leading this review.**

Michael McCully

**4. Names of all participants in this review.**

Michael McCully

**5. Please review the five year headcount, FTES, and student PT/FT enrollment data provided on the web link. Comment on trends and how they affect your... (The full text shows at beginning of the document)**

Since the peak of AVC's headcount in 2008-2009 there has been a 26.1% decrease in annual headcount. This decrease in enrollment is directly related to severe budget cuts and workload reductions across the state and is not indicative of a lack of community need for education. Though headcount and resources have diminished, similarly the headcount of MUSC has seen a decrease of 12.9% which may not speak to the complete picture of enrollment decreases as students in many cases enroll in a sequence of MUSC courses.

**6. Using the student achievement data provided by web link, please comment on any similarities or differences in success, retention, and persistence b... (The full text shows at beginning of the document)**

The success rate for gender at AVC shows females at 72% and males at 69% which have been the outcome of a small but steady increase over the past four years. In contrast, the VAPA division shows an increased rate of success of 4% for females and 2% for males. Similar to the division MUSC students have higher success rates of 76% for females and 75% for males.

The comparison of success data by race shows a higher rate of success increase over the past four years by division and discipline courses as compared to AVC. Most notable is the increase of African American students success which has increased by 17% or 66% success rate as of 2011-2012 compared with AVC which shows 58% success rate.

	American Indian/AK Native	Asian	Black or African American	Pacific Islander	White	Mexican/Central or South American	Other/Unknown
AVC	-1%	5%	0%	2%	2%	4%	4%
VAPA	9%	0%	3%	7%	2%	3%	-3%
MUSC	6%	2%	17%	6%	2%	4%	-6%

The retention rate for males and female is the same listed at 88% which is up from 1% from five years ago. In contrast, males and females both have a higher rate of retention at the division level which recently reflects low 90s for males and females. Similarly, the data mirrors the divisional retention rate for gender. The retention rates of students enrolled in MUSC show a 4% higher rate in females and males.

The comparison of success data by race shows a higher rate of success increase over the past four years by division and discipline courses as compared to AVC. Most notable is the higher rate of retention across races in the MUSC discipline

	American Indian/AK Native	Asian	Black or African American	Pacific Islander	White	Mexican/Central or South American	Other/Ur
AVC 2007-2008	86%	91%	82%	88%	89%	88%	87%
2008-2009	87%	90%	82%	89%	89%	88%	87%
2009-2010	87%	92%	84%	90%	90%	89%	88%
2010-2011	88%	92%	85%	92%	90%	89%	86%

Year	89%	92%	84%	88%	90%	90%	86%
VAPA	American Indian/AK Native	Asian	Black or African American	Pacific Islander	White	Mexican/Central or South American	Other/Ur
2007-2008	87%	93%	86%	95%	91%	90%	90%
2008-2009	86%	95%	83%	92%	90%	89%	88%
2009-2010	90%	95%	85%	93%	91%	90%	88%
2010-2011	89%	92%	85%	93%	91%	91%	86%
2011-2012	92%	94%	84%	93%	92%	90%	87%
MUSC	American Indian/AK Native	Asian	Black or African American	Pacific Islander	White	Mexican/Central or South American	Other/Ur
2008-2009	91%	94%	88%	90%	94%	93%	93%
2009-2010	86%	96%	90%	89%	93%	93%	88%
2010-2011	87%	89%	87%	93%	92%	93%	85%
2011-2012	95%	91%	90%	95%	94%	91%	89%

The comparison of term-to term persistence shows a higher level of persistence in MUSC in comparison to AVC.

	Fall to Spring 08-09	Fall to Spring 09-10	Fall to Spring 10-11
AVC	65%	62%	71%
MUSC	70%	69%	75%
	Spring to Fall 2009	Spring to Fall 2010	Spring to Fall 2011
AVC	57%	63%	61%
MUSC	60%	67%	66%

**7. Analyze changes in student achievement and achievement gaps over the past four years. Cite examples of using additional resources (e.g. human, faci... (The full text shows at beginning of the document)**

The achievement of the department can be attributed to the work of the coordinator over the past three years includes:

\$98,000 Perkins grant which led to the development of the music production lab and a mobile recording studio.

Upgrades to equipment have been linked to Title V grant.

Increases in success shows an increase in overall student success most noted a 17% increase in African American students.

**8. Provide examples from your program where assessment results of Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and/or Operation... (The full text shows at beginning of the document)**

MUSC departmental discussions are held on an annual basis, where SLO and PLO findings and action plans have been discussed in planning for the next academic year. In addition, the lead faculty develops and coordinates an advisory committee to address needs and changes in the music industry which is documented as evidence for change.

**9. Analyze changes in SLO, PLO and/or OO assessment results over the past four years. Cite examples of using additional resources (e.g. human, facilit... (The full text shows at beginning of the document)**

The MUSC 175 shows an increase of over three assessment terms going from 83% to 95% to 100% of the SLO findings. This can be attributed to the modifications of course room practices and upgrades to equipment.

**10. Review the program goals and objectives related to improving outcomes and/or student achievement identified in the most recent comprehensive self ... (The full text shows at beginning of the document)**

**Goal 1: Increase student awareness of the certificate programs**

Ongoing

**Goal 2: Increase certificates awarded in both programs (level 1 and level 2)**

Ongoing

**Goal 3: Hire a full-time MUSC instructor**

Ongoing with assessments

**11. Identify changes in significant resource needs since writing the comprehensive self-study report. List new needs in rank order of importance and e... (The full text shows at beginning of the document)**

**Human Capital**

1 full-time faculty member (replacement)

1 half-time piano accompanist

**Facilities**

Renovation of Music Building—this apparently was removed from the construction priorities list without faculty input or any administrative explanation.

Routine maintenance in Music Building—broken chairs, floor tiles, ceiling tiles

OR

New Music Buildings needed.

FA3-162 has many broken seats and floor tiles, which have been reported to Facilities and Maintenance over the past two years with no progress made. In addition the tap dance class has destroyed the stage surface in FA3-162. When this class was moved into the Music building in 2006, administrators agreed that the stage surface would be resurfaced annually. This has happened only once in five years.

**Equipment**

Rebuild the Steinway

Update musical equipment (e.g., cable, amps, soundboard, microphones)

Production software upgrades for music production lab

**1. Discipline/Program/Area Name**

Music

**2. Year**

2012-2013

**3. Name of person leading this review.**

Dr. Berkeley Price

**4. Names of all participants in this review.**

Dr. Berkeley Price, Dr. David Newby

**5. Please review the five year headcount, FTES, and student PT/FT enrollment data provided on the web link. Comment on trends and how they affect your... (The full text shows at beginning of the document)**

In MUS and MUSC the five year headcount peaked at 2759 in 2008-9 and has steadily lowered to about 2100 in 2011-2 due to course cuts. FTES over that same period peaked at 410 in 2008-9 and has steadily lowered to 242 in 2010-11 (with no data available from 20011-12) also due to course cuts.

In addition, no MUS or MUSC courses have been offered in Intercession beginning with 2010 and Summer was greatly lowered in 2010 before becoming cut entirely in 2011.

The FT percentage of students has remained between 45-51% during the Fall and 42-49% during the Spring (which is much higher than the AVC average of 29-34%)

Very little comments are necessary, except for the fact that course cuts are a constant challenge to the Music program.

**6. Using the student achievement data provided by web link, please comment on any similarities or differences in success, retention, and persistence b... (The full text shows at beginning of the document)****Success**

Ethnicity: range of 71-79% among non Hispanic/Latino and range of 74-81% among Hispanic/Latino

Race: African American and Mexican students are trending down with others steady or slightly up

Gender: holding steady with a range of 72-73% among Males and 74-77% among Females

Delivery location: holding steady at 74% but all classes currently taught in Lancaster

Methodology: all classes taught traditionally

**Retention**

Ethnicity: a range of 82-94% among Hispanic/Latino with a current upward trend and a range of 82-90% among non Hispanic/Latino with a slight downward trend at 86% currently

Race: African American and Native American students are trending down to 73% and 79% respectively

Gender: holding steady at 86% for Females and 87% for Males which is slightly down from a high in 2008

Delivery location: holding steady at 86% with a former high of 91% but all classes taught in Lancaster

Methodology: all classes taught traditionally

**Persistence**

Fall to Spring: a range of 70-75% with a slight upward trend

Spring to Fall: a range of 58-68% with a strong upward trend

**Comments**

The data indicates that most groups are having similar success with the following exceptions:

African American and Mexican students are having somewhat lower success rates than other groups.

African American and Native Americans are having somewhat lower retention rates than other groups.

While the actual numbers of Native Americans may be few and thus skew the data, it is clear that African American and Mexican students are not doing quite as well as other groups. There may be a myriad of factors involved and I have no way of knowing if there are any unique ways that we can assist these students that is not already made available through the LRC or elsewhere at AVC.

Finally, possibly due to the employment environment and difficulty in transferring to CSU's, more students are returning after summer break.

**7. Analyze changes in student achievement and achievement gaps over the past four years. Cite examples of using additional resources (e.g. human, faci... (The full text shows at beginning of the document)**

As listed in #6, the data indicates that most groups are having similar success with the following exceptions:

African American and Mexican students are having somewhat lower success rates than other groups.

African American and Native Americans are having somewhat lower retention rates than other groups.

While the actual numbers of Native Americans may be few and thus skew the data, it is clear that African American and Mexican students are not doing quite as well as other groups. There may be a myriad of factors involved and I have no way of knowing if there are any unique ways that we can assist these students that is not already made available through the LRC or elsewhere at AVC.

Finally, possibly due to the employment environment and difficulty in transferring to CSU's, more students are returning after summer break.

Besides 1) the partial sound abatement of the 6 practice rooms in FA3, 2) the reinstatement of MUS 292 and 291 (albeit as only a credit by exam option), and 3) the new Performing Arts Theatre (only for performances and dress rehearsals), no additional resources have been given to Music department. These include needed additional FT instructors, facility updates (besides a new carpet and the practice room upgrade), technology (internet, audio/visual, smart carts, etc.), financial (do we have a classroom budget anymore?), professional development (we pay for our own).

**8. Provide examples from your program where assessment results of Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and/or Operation... (The full text shows at beginning of the document)**

Discussions have occurred in weekly departmental and monthly divisions meetings as well as being identified in outcomes assessment action plans and previous program reviews of the apparent need for update the keyboards in FA3-151. Requests for the keyboards are written in the Action Plans for related courses.

The state of the horrible sound leakage between the rooms in FA3 was also discussed since the building was constructed. However; this had nothing to do with the actual sound abatement project recently completed. That in fact only occurred because a music student was involved in a meeting about left over Proposition funds and suggested that the music practice rooms would be a good project (which gives this writer the impression that past program reviews were a waste of time and effort).

**9. Analyze changes in SLO, PLO and/or OO assessment results over the past four years. Cite examples of using additional resources (e.g. human, facilit... (The full text shows at beginning of the document)**

Although SLO assessment results and Action Plans have been studied by this writer over the past several years, it is his impression that the data has not been used as the basis of any resource allocation since no changes have been made to rectify our needs (as shown in #7) other than the improved practice rooms (see #8 for the roundabout story of how they were upgraded). PLO's 2-4 were measured after Spring 2012 for the first time (piloted) and thus there is no way to compare them to past years.

However; here is a snapshot of SLO assessment over the past few years:

SLO results stay largely consistent when it is considered that all sections may not have reported results and smaller class sizes are taken into account.

In the Action Plans it very clearly lists such needs as: new chairs and stage floor in FA3 162 (\$50,000); new keyboards/chairs in FA3 151 (\$20,000); and MUS 291 taught as a regular class.

**10. Review the program goals and objectives related to improving outcomes and/or student achievement identified in the most recent**

**comprehensive self ... (The full text shows at beginning of the document)****Music Goal #1: Rebuild Applied Music Program**

Ongoing maintenance and should be taught as a regular course (not applied lessons as credit by exam option)

**Music Goal #2: Continue to build instrumental and vocal ensembles**

Ongoing.

**Music Goal #3: Increase number of AA recipients and/or transfer students**

Ongoing.

**New goals for upcoming years (as budget allows):**

1. Replace keyboards in FA3 151  
to provide the appropriate working tools for students to learn basic piano skills and/or develop the skills needed for the keyboard proficiency required of the Music AA-T and to pass the keyboard entrance exam at a transfer school.
2. Fix broken seats in FA3 162 and overall building maintenance for the safety and protection of both students and audience members
3. Offer MUS 291 as a regular class  
to make the Music AA and AA-T available to all students regardless of financial resources
4. Install Smart box type technology for FA3 151, 162, and 176  
to make available numerous online resources to the teachers and students in all of the music courses
5. Replace doors on practice rooms  
to allow students to work without the type of extraneous noise that makes focus difficult for all students, and could severely impact disabled students
6. Fix cooling/heating systems to be more controllable and to adequately improve air flow to all rooms in FA3  
to allow students and faculty to work in a healthy environment for greater effectiveness
7. Fix stage in FA3 162 and prevent further damage by Tap Dance classes  
to maintain some semblance of cleanliness for performances in the room and a good instructional environment
8. Hire 1 or more FT music instructors  
to share the immense workload of SLO measure and assessment, program review, COR revision, program revision, teaching, adjunct evaluation, etc.
9. Rebuild Steinway in FA3 176  
so that it works and sounds like a good piano when played in rehearsal and by instructors demonstrating in class

**11. Identify changes in significant resource needs since writing the comprehensive self-study report. List new needs in rank order of importance and e... (The full text shows at beginning of the document)**

Below are the music needs as listed in the 2011-12 VAPA Comprehensive Program Review Report. Very limited progress has been made in any areas other

**Music Goal #1: Rebuild Applied Music Program**

Objectives for #1: Advertise the program to the community; actively seek out talented individuals; and promote the preparation of other individuals.

**Music Goal #2: Continue to build instrumental and vocal ensembles**

Objectives for #2: Advertise these programs to the community through flyers, concerts, and workshops; actively seek out talented individuals to join these gro

**Music Goal #3: Increase number of AA recipients and/or transfer students**

Objectives for #3: Carefully guide the progress of AA degree candidates through the music major courses and individual consultations.

Time Frame for Goals #1-3: next 3 years (2011-2014)

Justifications for Goals #1-3: Supports the mission of the college by specifically providing students with diverse perspectives from a variety of experiences th

**Full-Time Faculty, Replacement (prioritized by VAPA Division vote)**

1. Film and Television, one position—vacant since Fall 2008
  2. Theatre Arts, one position—vacant since Fall 2011
  3. Music, two positions—vacant since Fall 2009 and Spring 2010, respectively
- Additional positions should be considered to offset low FT-PT ratios in all areas.

**FACILITIES**

1. Routine maintenance in Music Building—broken chairs, floor tiles, ceiling tile
2. Renovation of Music Building—this apparently was removed from the construction priorities list without faculty input or any administrative explanation.
3. New Music, Dance, Art Buildings needed. Some of these were re-prioritized without faculty input or any administrative explanation.
5. FA3-162 has many broken seats and floor tiles, which have been reported to Facilities and Maintenance over the past two years with no progress made.
6. Poor ventilation and temperature control in the music building. Some classrooms and offices are far too hot or too cold, depending on the season.
7. Additional classroom space is needed, especially specialized instructional spaces for recording engineering and rehearsal spaces with adequate storage

**EQUIPMENT**

1. Replace the digital pianos in FA3-151. These keyboards are so old that replacement parts are no longer available.  
Without them, many of our MUS and MUSC courses may not be taught.
2. Rebuild the Steinway in FA3-176. This has been requested for twenty years, having been listed on every program review since 1990.
3. Purchase equipment, software, peripherals

**TECHNOLOGY**

1. Install "Smart boxes" in FA3-151 and FA3-162—computer, audio and video equipment. This was approved in Fall 2010, and then withdrawn for lack of
2. FA3-176 has no permanent video projector; its audio system is twenty years old and includes large floor speakers that make student board work difficul
3. FA3-151 has no audio-video equipment of any kind.

**10.3 Identify funding needed to support student learning.**

AVC's Master Plan stresses the need to make education financially affordable. The current arrangement for MUS 291 (Applied Music) violates that tenet. The

1. Re-instate MUS 291, Applied Music, as a credit class, for the following reasons;
  - a. MUS 291 was approved by the AP&P committee as a class, and as part of the AA in Music Degree.
  - b. It was introduced to the curriculum in Fall 1990, after a two-year exploration between faculty and administration.

- c. Administration confirmed that this course provides AVC students instruction equivalent to that found at all UC and CSU schools, and that this course is a
- d. It was removed from the administration in Spring 2009, effectively terminating AVC's AA in Music degree with no faculty input.
- e. The administration has agreed to offer MUS 291 through credit by examination. The problems with this arrangement have been discussed earlier in this d

Music AA degree track enrollment is currently down. This can directly be traced to the cuts made by the administration to the required Applied Music courses 1

It will take time to rebuild the music major program. When the Administration refused several proposals to revise and reintroduce the music major program acc

**Benefits:**

- a. It costs the district nothing.
- b. It allows students to once again earn an AA in Music Degree.

**Limitations:**

1. It requires students to pay the full cost of music instruction in preparation for each semester's credit examination. This places the cost of an AA in M
2. It permits students to study for the examination with teachers who are not necessarily certificated, potentially lowering AVC's educational standards
3. AVC faculty members give individual lessons to AVC students to prepare them for their credit examination. Students pay teachers directly for these

Performing ensembles continue to improve and the addition of the new Performing Arts Theatre as our on campus performance venue will provide a major boo

Facilities for regular classroom instruction and rehearsal are in very bad physical shape and these issues have been addressed in all prior program reviews w

The Music building has no acoustical isolation. Practice rooms, classrooms, and hallways bleed sound into one another. Students whose learning outcomes i

The Music building has poor ventilation and temperature control. Some classrooms and offices are far too hot or too cold, depending on the season.

Music classrooms are technologically backward compared to other AVC classrooms.

They have none of the "smart box" technology found in many AVC classrooms. Smart boxes for the building received initial approval two years ago, but were Classrooms have no Internet access.

FA3-176 has no permanent video projector; its audio system is twenty years old and includes large floor speakers that make student board work difficult.

FA3-151 has no audio-video equipment of any kind.

Classrooms are in physical disrepair.

FA3-162 has many broken seats, which have been reported to AVC's Maintenance department many times in the past two years with no response or progres

FA3-151 has broken and aging digital pianos that need replacing. AVC's digital piano technician has reported that the pianos are so old that repair parts are n

The stage surface in FA3-162 has been destroyed by the tap dance class. When this class was moved into the Music building in 2006, administrators agreed

Many floor and ceiling tiles are missing throughout the building.

Rank order of importance and connection to achievement:

1. Replace keyboards in FA3 151  
to provide the appropriate working tools for students to learn basic piano skills and/or develop the skills needed for the keyboard proficiency required of th
2. Fix broken seats in FA3 162 and overall building maintenance  
for the safety and protection of both students and audience members
3. Offer MUS 291 as a regular class  
to make the Music AA and AA-T available to all students regardless of financial resources
4. Install Smart box type technology for FA3 151, 162, and 176  
to make available numerous online resources to the teachers and students in all of the music courses
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to allow students to work without the type of extraneous noise that makes focus difficult for all students, and could severely impact disabled students
6. Fix cooling/heating systems to be more controllable and to adequately improve air flow to all rooms in FA3  
to allow students and faculty to work in a healthy environment for greater effectiveness
7. Fix stage in FA3 162 and prevent further damage by Tap Dance classes  
to maintain some semblance of cleanliness for performances in the room and a good instructional environment
8. Hire 1 or more FT music instructors  
to share the immense workload of SLO measure and assessment, program review, COR revision, program revision, teaching, adjunct evaluation, etc.
9. Rebuild Steinway in FA3 176  
so that it works and sounds like a good piano when played in rehearsal and by instructors demonstrating in class

## **Fall 2012 Photography (PR)**

**1. Discipline/Program/Area Name**

Photography

**2. Year**

2012-2013

**3. Name of person leading this review.**

Lisa Karlstien-Francey

**4. Names of all participants in this review.**

Lisa Karlstien-Francey

**5. Please review the five year headcount, FTES, and student PT/FT enrollment data provided on the web link. Comment on trends and how they affect your... (The full text shows at beginning of the document)**

Since the peak of AVC's enrollment in 2008-2009 there has been a 26.1% decrease in annual enrollment. This decrease in enrollment is directly related to severe budget cuts and workload reductions across the state and is not indicative of a lack of community need for education. Though enrollment and resources have diminished, similarly enrollment in PHOT and PHTC shows a 19% decrease after a large spike in 2009-2010.

**6. Using the student achievement data provided by web link, please comment on any similarities or differences in success, retention, and persistence b... (The full text shows at beginning of the document)**

The success rate for gender at AVC shows females at 72% and males at 69% which have been the outcome of a small but steady increase over the past five years. In comparison, females have a 4% and males have a 14% low rate of success which has been decreasing by 20% over the past five years in PHTC classes. In comparison, females have a similar reflection across campus with high 60s and 70s and males have a slightly lower rate of success in PHTC classes.

Similar findings can be attributed to success by race with a higher rate of success across all race of students enrolled in PHOT and PHTC. Most significantly, there was a 10% lower success rate for African American students in comparison with the overall AVC success rate for African American students.

The retention rate for males and female is the same listed at 88% which is up from 1% from five years ago. In contrast, males and females both have a higher rate of retention in PHOT and PHTC courses which recently reflects greater than 5%. Similar findings can be attributed to retention by race with a higher rate of retention across all races of PHOT and PHTC students. Most significantly, there was a 5% higher retention rate for African American in comparison with the overall AVC retention rates.

The data shows more than a 10% higher rate of persistence in students enrolled in PHOT and PHTC in comparison with the campus data.

The findings of the descriptive statistics show that African American students have a high rate of retention; however their success rates are lower than the AVC average. This shows the opportunity for further research to determine how to better increase student success.

**7. Analyze changes in student achievement and achievement gaps over the past four years. Cite examples of using additional resources (e.g. human, facilities, equipment, etc.) (The full text shows at beginning of the document)**

The findings from outcomes assessment show an apparent need for additional facilities, resources and human capital to meet achievement targets and increase students success and completion. However, due to the lack of funding none of these requests have been implemented.

**8. Provide examples from your program where assessment results of Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and/or Operation... (The full text shows at beginning of the document)**

Discussions have occurred independently with the dean regarding results, but not in an open or recorded meeting at this point.

**9. Analyze changes in SLO, PLO and/or OO assessment results over the past four years. Cite examples of using additional resources (e.g. human, facilities, equipment, etc.) (The full text shows at beginning of the document)**

The data shows a stagnant rate of meeting outcomes assessment over two major terms. A recent decision was made to fill the vacant lab tech position which was completed 8/2012. We will further review the impact on our assessment results in the fall.

**10. Review the program goals and objectives related to improving outcomes and/or student achievement identified in the most recent comprehensive self ... (The full text shows at beginning of the document)**

Goals have not changed.

**11. Identify changes in significant resource needs since writing the comprehensive self-study report. List new needs in rank order of importance and e... (The full text shows at beginning of the document)**

**Human Capital**

Full-time photography assistant  
Full-time professor

**Facilities**

Photo studios  
Photo wet lab  
Digital photo only lab

**Equipment**

Studio lighting  
Studio lighting for location/checkout  
Digital-backs medium format cameras  
Digital-backs large format cameras  
Backdrops  
Tripods  
Large format printers

**Other**

Professional development  
Conferences  
Industry professionals speakers/ presenters

## Fall 2012 Theatre Arts (PR)

**1. Discipline/Program/Area Name**

Theatre Arts

**2. Year**

2012-2013

**3. Name of person leading this review.**

Eugenie Trow and Jonet Leighton

**4. Names of all participants in this review.**

Jonet Leighton, Eugenie Trow, Carolina Barcos, Nicholas Guilak, Richard Hernandez, Hollace Starr, Kirk Vichengrad, Stephan Wolfert, Carol Eastin, Aeron Zentner.

**5. Please review the five year headcount, FTES, and student PT/FT enrollment data provided on the web link. Comment on trends and how they affect your... (The full text shows at beginning of the document)**

## Head Count

The AVC campus has experienced a constantly declining headcount from 2008-2012. The count reduction was from 21,778 to 17,276, for a total of 4502 fewer heads over the three years, and a 14.5% total decrease.

The Theatre Arts Department has also experienced a constantly declining headcount from 2008-2012, but to a much lesser degree. The count reduction was from 730 to 708, for a total of 22 fewer heads over the three years, and a 0.4% total decrease.

Although THA has lost headcount, it is very little compared to AVC as a whole.

THA 0.4% vs 14.5% THA down 14.1% less than AVC in Head Count

## FTES

The AVC campus has experienced a constantly declining total FTES from 2008-2012. The FTES reduction was from 11,886.9 to 10,572.23, for a total of 1314.67 less FTES over the three years, and a 11% total decrease.

The Theatre Arts Department has also experienced a constantly declining total FTES from 2008-2012. The FTES reduction was from 126.37 to 113.16, for a total of 13.21 less FTES over the three years, and a 10.5% total decrease.

The cut in FTES taken by the THA Dept is comparable to the cuts taken across the college.

THA 10.5% vs AVC 11% THA down 0.5% less than AVC in FTES reduction

## Full Time Student %

The AVC campus has consistently maintained an average of 31% Full Time Students during 2008-2012.

The Theatre Arts Department has also maintained a consistent average of 50% Full Time Students during 2008-2012.

The Theatre Arts Department has consistently has more Full Time Students than AVC as a whole.

THA 50% vs AVC 31% THA 19% more FT students than AVC

## Summary

During these trying times of class cuts implemented by administration in response to the state budget crises, THA has fared better than AVC as a whole in terms of headcount, been comparable in loss of FTES, and consistently had more Full Time Students. Overall it demonstrates how determined students are to take Theatre Arts classes, and how well THA is doing during these difficult times in terms of serving the students.

**6. Using the student achievement data provided by web link, please comment on any similarities or differences in success, retention, and persistence b... (The full text shows at beginning of the document)**

## Ethnicity Success

The AVC campus has had a fairly consistent success rate across all ethnicities of 70%, with little difference between groups.

The Theatre Arts Department has had slightly less consistency (variations as high as 10%) but has an average success rate of 76%, with Hispanic/Latin the highest at 81%, and No Response the lowest at 72%.

The Theatre Arts Department has an average 6% higher success rate with all ethnicities than the college as a whole.

No Response

THA 72% vs AVC 68% THA 4% higher

Not Hispanic/Latin

THA 76% vs AVC 71% THA 5% higher

Hispanic/Latin

THA 81% vs AVC 72% THA 9% higher

Total

THA 76% vs AVC 70% THA 6% higher

## Gender Success

The AVC campus has had a fairly consistent success rate with males at 68%, and a slightly improving success rate with females from 69% in 2007 to 72% in 2012.

The Theatre Arts Department reflects the campus with male success rate averaging 71%, but female success rate is significantly higher with an average of 79%.

Males

THA 71% vs AVC 68% THA 3% higher

Females

THA 79% vs AVC 70% THA 9% higher

## Race Success

The AVC campus had a consistent or small improvement in success rate across all races, with an average of 70% success, Asians having the highest rate (79%) and Black/African Americans the lowest (57%).

The Theatre Arts Department reflects the same averages with consistently higher numbers, with an average 77% success, Asians having the highest rate (89%) and Black/African Americans the lowest (59%).

The largest differences were:

Asian

THA 89%	vs	AVC 79%	THA 10% higher
White			
THA 86%	vs	AVC 77%	THA 9% higher
Mexican/CSAm			
THA 80%	vs	AVC 71%	THA 9% higher
Total			
THA 77%	vs	AVC 70%	THA 7% higher

## Ethnicity Retention

The AVC campus has had a fairly consistent retention rate across all ethnicities of 88%, with little difference between groups.

The Theatre Arts Department has had slightly less consistency (variations as high as 6%) but has an average success rate of 90%.

The Theatre Arts Department has a slightly higher retention (2%) rate with all ethnicities than the college as a whole.

## Gender Retention

The AVC campus has had a fairly consistent retention rate with both genders at 88%

The Theatre Arts Department reflects the campus in consistency with a retention rate for both genders at 90%

The Theatre Arts Department has a slightly higher retention (3%) rate with both genders than the college as a whole.

## Race Retention

The AVC campus had a consistent retention rate across all races, with an average of 88% retention, Asians having the highest rate (91%) and Black/African Americans the lowest (83%).

The Theatre Arts Department reflects the same averages with consistently higher numbers, with an average 91% retention, Asians having the highest rate (97%) and Black/African Americans the lowest (86%).

Total

THA 77%	vs	AVC 70%	THA 7% higher
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## Persistence

The AVC campus has a persistence rate that has fluctuated between 52% and 71%, with an average of 61%.

Theatre Arts Department persistence has varied from 55% to 78%, with an average of 67%. It has consistently mirrored the changes the District has experienced, while maintaining an average of 6% higher.

## Disabilities/Location/Methods of Delivery

N/A

## Summary

In all areas THA meets, and in many areas exceeds campus wide figures in terms of success, persistence and retention. No achievement gaps need to be addressed.

### **7. Analyze changes in student achievement and achievement gaps over the past four years. Cite examples of using additional resources (e.g. human, faci... (The full text shows at beginning of the document)**

THA has just recently begun using data to track student achievement and achievement gaps. As a result there are not examples at this time.

### **8. Provide examples from your program where assessment results of Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and/or Operation... (The full text shows at beginning of the document)**

Although the budget situation has not allowed for any budget item/resource results, THA has had discussions regarding SLOs and PLOs. Although most SLO's are being met, there are some that are only partially met. Discussions occurred primarily between Jonet Leighton and Eugenie Trow, with input from adjunct instructors for each of the classes they teach. Discussions primarily took place at the end of each semester after SLO results were reported. Results of these discussions include recommendations to find funding sources for: purchase of tickets/admissions charges and transportation for students to theatrical productions; purchase of DVD's; repair/replacement of rehearsal furniture, lighting and sound systems; acquisition of prop/costume storage near classrooms; supplemental instruction; replacement of video equipment.

### **9. Analyze changes in SLO, PLO and/or OO assessment results over the past four years. Cite examples of using additional resources (e.g. human, facilit... (The full text shows at beginning of the document)**

THA does not have four years of data yet, so changes have not yet been analyzed.

**10. Review the program goals and objectives related to improving outcomes and/or student achievement identified in the most recent comprehensive self ... *(The full text shows at beginning of the document)***

THA is now completely compliant with the assessment of all SLO's, as planned for in the most recent comprehensive self study. PLO's are in the process of development. Last year was spent developing the Transfer AA, using the state Transfer Model Curriculum, and it was submitted to the Academic Policies and Procedures Committee. We hope to have it approved this year. Also this year THA is developing a Theatre Major AA, which we plan to submit to AP&P by the end of the Fall Semester.

A VAPA goal which heavily impacts THA is the hiring of a Manager for the PAT. This was accomplished in August 2012.

Program goals which have not been met include:

- Replacement of the vacant Full Time Theatre Arts Faculty position (vacant since Fall 2011)
- Replacement of the VAPA Production Manager and Publicity Director (both vacant since 1995)
- Reinstatement of Institution Funds (eliminated in 2004)
- Delivery of equipment designated for Performing Arts Theatre, including a computer, plotter, work tables and dress forms.

**11. Identify changes in significant resource needs since writing the comprehensive self-study report. List new needs in rank order of importance and e... *(The full text shows at beginning of the document)***

The greatest change is the cut to our schedule of classes. It has forced a reduction in the number of students we can serve. If we cannot offer the classes, students cannot achieve.