

VISUAL ARTS

Comprehensive Program Review Self-Study Report

| | | | | | | | | | | | | | | | | | |
|--|-----------------------------|---------------------------------|---|--|--|--------------------------------------|--|--|---|--|---|---------------------------------|---|--|--|--------------------------------------|--|
| Division/Area Name: 5/Visual Performing and Media Arts- Digital Media Arts | | Year: 2016 | | | | | | | | | | | | | | | |
| Name of person leading this review: Lisa Karlstein | | | | | | | | | | | | | | | | | |
| Names of all participants in this review: Cynthia Kincaid and Terry Rezek | | | | | | | | | | | | | | | | | |
| Number of Degrees offered: 6 | | | | | | | | | | | | | | | | | |
| <table border="1"> <tr> <td>VAPA Degree Programs</td> </tr> <tr> <td>Digital Media: Animation</td> </tr> <tr> <td>Digital Media: Video Design & Production</td> </tr> <tr> <td>Digital Media: Digital Photographic Imaging</td> </tr> <tr> <td>Digital Media: Digital Printing</td> </tr> <tr> <td>Digital Media: Graphic Design</td> </tr> <tr> <td>Digital Media: Interactive Media – Web Design</td> </tr> <tr> <td></td> </tr> </table> | VAPA Degree Programs | Digital Media: Animation | Digital Media: Video Design & Production | Digital Media: Digital Photographic Imaging | Digital Media: Digital Printing | Digital Media: Graphic Design | Digital Media: Interactive Media – Web Design | | <table border="1"> <tr> <td><i>VAPA Certificate Programs</i></td> </tr> <tr> <td>Digital Media: Animation</td> </tr> <tr> <td>Digital Media: Video Design & Production</td> </tr> <tr> <td>Digital Media: Digital Photographic Imaging</td> </tr> <tr> <td>Digital Media: Digital Printing</td> </tr> <tr> <td>Digital Media: Graphic Design</td> </tr> <tr> <td>Digital Media: Interactive Media – Web Design</td> </tr> </table> | | <i>VAPA Certificate Programs</i> | Digital Media: Animation | Digital Media: Video Design & Production | Digital Media: Digital Photographic Imaging | Digital Media: Digital Printing | Digital Media: Graphic Design | Digital Media: Interactive Media – Web Design |
| VAPA Degree Programs | | | | | | | | | | | | | | | | | |
| Digital Media: Animation | | | | | | | | | | | | | | | | | |
| Digital Media: Video Design & Production | | | | | | | | | | | | | | | | | |
| Digital Media: Digital Photographic Imaging | | | | | | | | | | | | | | | | | |
| Digital Media: Digital Printing | | | | | | | | | | | | | | | | | |
| Digital Media: Graphic Design | | | | | | | | | | | | | | | | | |
| Digital Media: Interactive Media – Web Design | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | |
| <i>VAPA Certificate Programs</i> | | | | | | | | | | | | | | | | | |
| Digital Media: Animation | | | | | | | | | | | | | | | | | |
| Digital Media: Video Design & Production | | | | | | | | | | | | | | | | | |
| Digital Media: Digital Photographic Imaging | | | | | | | | | | | | | | | | | |
| Digital Media: Digital Printing | | | | | | | | | | | | | | | | | |
| Digital Media: Graphic Design | | | | | | | | | | | | | | | | | |
| Digital Media: Interactive Media – Web Design | | | | | | | | | | | | | | | | | |

Part 1 - Division or Area Overview

| |
|--|
| <p>Briefly describe how the division or area contributes to the district mission:</p> <p>Currently the only area to have a separately stated mission from that of the college is Digital Media, as follows:</p> <p>The mission of the Digital Media program is to prepare students in the Digital Media degree/certificate programs to be competitive in their search for industry jobs.</p> |
|--|

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

1.3. Check each Institutional Learning Outcome (ILO) supported by the division/area.

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

Part 2 - Data Analysis and Use

All divisions will complete Parts 2-7. Within academic divisions, Parts 2-7 will be completed by each discipline.

Discipline: **Digital Media Arts**

Please review and interpret data by following the provided links

| Indicator | Comments and Trend Analysis |
|--|---|
| 2.1. Please review the FTES and enrollment (headcount) data. If applicable, please also review division or department data. | <p>Comments on trends over the past five years and how they affect your program:</p> <p><i>Since the State Administration no longer allows for repeatable courses, necessary for performance based projects, and the the US economy is good, lower community college course suffers for that economy, the enrollment is low.</i></p> <p><i>Overall enrollment in the Digital Media Subject area is 23% lower since 2011. Despite the increasing economy, the Digital Media lower enrollment numbers is showing enrollment numbers in the last 5 years. Unemployment has decreased since 2011 and with the loss of repeatability it has negatively impacted enrollment.</i></p> |
| 2.2. Report program/area data showing the quantity of services provided over the past five years (e.g. number transactions, acreage maintained, students served, sales figures). | <p>Comment on trends and how they affect your program:</p> <p>The art remains the same, but the technology changes every year — sometimes more often.. Because the State Administration no longer allows for repeable course, the technology becomes more important. Our CORs are written to reflect that technology change for our students.</p> |
| 2.3. Student success and retention rates by discipline | <p>Comment on trends and how they affect your program and on where improvements are needed to meet the Institutional Standard of 68% for student success:</p> <p><i>Student success over the past 5 years normally ranges between 66-70% but has been slowly declining overall. Low semesters include Spring 2013 with 68.2% and Fall 2014 with a success rate of 67.1% just under the standard. Retention rates range between 88-93% and are relatively stable. Feedback from instructors points to an underlying concern with student preparation and engagement with college level work (i.e. poor attendance, not completing homework assignments, lack of productive studying, or purchase of required textbook materials). There is also a problem with games and social media. Student skilled in game believe that the games create the art work and have difficulty recognizing that an art person create the graphics before the get into the games. This requires a change in instructional capacity to change that attitude.</i></p> |
| 2.4. Success and Retention by Equity Groups | <p>Review and interpret data by race/ethnicity and gender or both together:</p> |

| | |
|---|--|
| | <p><i>Over the past six academic years Student Success in Digital Media for Ethnicity is 67% and retention is in 87% The largest groups represented include: Hispanic/Latino-14%, White-29%, and African-American-14%. Of these groups the success rates of White students is 75% with a retention rate of 86% and the success rate of Hispanic/Latino students is 71% with a retention rate of 88%. However, success rates for African-American students are 46% with a retention rate of 79%. Analysis of the success and retention rates by gender is inconclusive with no apparent disparity.</i></p> |
| 2.5. Number of Sections by Location and Modality | <p>Comment on trends: <i>The number of sections offered has been reduced generally by such factors as repeatability and cancellations due to low enrollment. Currently Digital Media courses are not offered at the Palmdale Campus or online. The Digital Media Program cut sections when repeatability for these courses was removed.</i></p> |
| 2.6. Analyze and summarize trends in student progression through basic skills courses, if applicable. | <p>Comment on trends and how they affect your program: N/A for Digital Media.</p> |
| 2.7. Degree and certificate completion | <p>Discuss trends in the completion rates of degrees and certificates. If applicable, discuss improvements in license exam results, job placement/post testing and/or transfer rates to four-year institutions: <i>The Digital Media Program graduated 123 students (2011-2015) who were awarded degrees/certificates.</i></p> <p>There are 6 Programs in Digital Media in which students may earn degrees and certificates. They are: Graphic Design, Computer Animation, Digital Photographic Imaging, Digital Printing, Interactive Media – Web Design, and Video Design and Production.</p> <p>Interactive Media and Video Design both saw the implementation during the 2012-2013 academic year. Every degree/certificate in these areas has seen either a static hold in completers or an increase in completers. The area with the largest increase is the computer animation certificate going from 4 completers in 2011 to 14 completers in 2015.</p> |

| | |
|--|--|
| <p>2.8. Faculty Data</p> | <p><i>Review and Interpret data on PT/FT Ratio and FTES/FTEF (by Division, Department, Discipline). Comment on trends:</i></p> <p>FTEF Fall 2011 - Adjunct 6.75, Regular 1.87, Overload .27 FTEF Fall 2015 – Adjunct 4.75, Regular 2.11, Overload 0</p> <p>FTES Fall 2011 – Adjunct 96.7, Regular 22.8, Overload 3.4 FTES Fall 2015 – Adjunct 41.9, Regular 21.1, Overload 0</p> <p>Sections Fall 2011 – Adjunct 28, Regular 9, Overload 2 Sections Fall 2015 - Adjunct 10, Regular 8, Overload 0</p> <p>The FTEF has decreased significantly from Fall 2011 to Fall 2015. This is clearly due to the reduced number of sections. In Fall 2011, adjuncts taught 28 sections and in Fall 2015, adjuncts only taught 10 sections. With a decrease of 65% in course sections over this 5 year period the FTES in the area of adjuncts is a direct reflection of the severe decrease in course sections.</p> <p><i>The DM Department has increased its scope significantly, had faculty reduced and the two full-time faculty are required to bare the burden of maintaining updates to courses in its program, student outcomes, serve on committees, remain current on rapidly changing technology, hold advisory meetings, apply for funding, complete reports such as Program Review and provide students with quality instruction. With the current ratio of full-time faculty 2 to adjunct faculty 11, the obligations are overwhelming. This means that only 18% of Digital Media faculty members are full-time. According to the Chancellor’s Office Workgroup on 75/25, colleges should: “Raise the percentage of tenured and tenure-track faculty to at least 75 percent.”</i></p> |
| <p>2.9. Career Technical Education (CTE) programs: Review the labor market data on the California Employment</p> | <p>Comment on the occupational projections for employment in your discipline for the next two years and how the projections affect your planning:</p> <p><i>Occupational projections solely in Los Angeles County data provided by the Employment Development Department showed jobs available in areas such as Art, Drama and</i></p> |

| | |
|---|---|
| Development Department website for jobs related to your discipline. | <p><i>Postsecondary education 4,210 positions between 2012-2022. Positions for Digital Media for 2012-2022 are projected at 5,070.</i></p> <p><i>Digital Media students take our classes for a variety of reasons (e.g. for GE credit, as a hobby/passion, in order to transfer and/or receive an Associates Degree). Many come for the lifelong skills that community colleges used to prioritize. Still others take our classes as Special Admit high school students in order to be better prepared for college placement.</i></p> |
| | <p>Part 2 Summary</p> <p><i>It is very challenging to know how to raise the gap in success for Black/African-American students. Digital Media is suffering as there are only 2 full time faculty to manage 6 highly technical and demanding degrees and certificates.</i></p> <p><i>Based on examination of the data, address any student achievement gaps and/or other student needs here:</i></p> <p><i>VAPA as a whole is rather unique in that it to some extent serves all of the Institutional Learning Outcomes of AVC. Digital Media is working diligently and creatively to serve student needs through appropriate scheduling in order to deal with the overall FTES decline and to minimize resulting class cuts due to low enrollment. We are reaching a new group of students through the addition of online courses.</i></p> <p><i>One equity group, African-Americans, has shown particularly low success rates in our classes. While many of our classes reflect a European historical foundation, we believe that the main factor in student success relates to low academic preparation for college level material rather than any other bias.</i></p> <p><i>We work to serve many different student goals in Digital Media (including degrees/transfer) and feel that awarding 5-10 degrees annually is stable and appropriate for the size of our major population.</i></p> <p><i>Digital Media offers six certificates/degrees, all of which are interdependent in the process of creating a client project. Current 2 full time faculty do not have time to maintain an environment that mirrors industry without additional support personnel to assist with equipment, software and facilities. The department needs to stay current with industry and therefore needs state of the art equipment and software, and personnel to assist with all the tasks involved in mirroring the industry.</i></p> <p><i>There is a need for stronger computers in lab to help video production students. Editing requires high end computers to operate complex software and inadequate equipment generates unnecessary frustration. The lab is overly crowded and often no computer</i></p> |

available when students arrive. A second lab would be a huge service. Currently faculty uses a green screen to teach students studio production on a more limited basis.

Digital Media has facilitated many internships and permanent jobs with local companies such as AVC Web Designs, AV Press, Aerotech, Sol Graphics, logo competition for Learn 4 Life school, American Sign Language Department at AVC, AV Hospital, and Sony to name a few.

Digital Media work with the local high schools so that students receive credit for several of our classes, and the students can enter our department without having to take the prerequisite of DM 101. Outreach activities are abundant in our area. Many people in the community contact instructors to see if we have students who can help them with their digital media needs for their companies.

Part 3 – Outcome Analysis and Use

Cite examples of using outcome (PLO, SLO, and/or OO) action plans as the basis for resource requests and the allocation of those requests (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved outcome findings over the past five years.

| SLO/PLO/OO | Action Plan | Current Status | Impact of Action |
|--|-------------|----------------|--|
| PLO #1 <i>Create an original portfolio of Digital Media projects that demonstrate competent use methods and technologies; proficient artistic skills and techniques; to effectively communicate</i> | | Ongoing | Readies students in seeking employment or self-employed contracts. |

| | | | |
|---|--|-----------------|--|
| <i>concepts and ideas.</i> | | | |
| | | Choose an item. | |
| | | Choose an item. | |
| | | Choose an item. | |
| <p>Part 3 Summary</p> <p>Briefly describe what changes have been made (or need to be taken) to the program based on findings:</p> <p>Digital Media needs another full-time instructor. We also need current Mac computer equipment which AVC or California State do not furnish; in addition we need another labs with Mac computer equipment and current video equipment to edit in High Definition and in 4K video, which also is not supplied by AVC or the State.</p> <p>Please provide any additional comments for Part 3:</p> | | | |

Part 4 - Stakeholder Assessment

Assess how well the program serves the needs of the students, district, and community. Use surveys, interviews or focus groups to obtain feedback from stakeholders (students and/or others who are impacted by your services). Include documented feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement).

| Type of feedback | Feedback provided by? | Recommendations/findings | Actions needed/planned/taken based on feedback |
|------------------|-----------------------|--|---|
| Choose an item. | Students | Too many student try to get into advanced classes without basic Digital Media and Computer skills. | Digital Media 101 needs to be prerequisite for all advanced courses. The data showing student success will be examined in order to justify this prerequisite. |
| Choose an item. | | | |
| Choose an item. | | | |

Part 4 Summary

Please provide any additional comments for Part 4: The advisory committee will provide additional recommendations related to student success and program components that can lead to enhanced learning, student completion and overall success.

Part 5 - Goals and Objectives and Evaluation of Previous Plans

5.1. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals.

| Goals/Objectives/Action Plans | Current Status | Impact of Action (describe any relevant measures/data used to evaluate the impact) |
|--|-----------------|--|
| 1. New/remodeled Facilities | Choose an item. | We also need an addition lab for student to complete. |
| 2. Equipment | Choose an item. | Need current Mac Computer and video equipment. |
| 3. Increase degrees/transfers | Choose an item. | Increase in the new degrees/certificate options has taken place as well as an increase in some specific areas including computer animation which has seen the biggest increase in numbers of completers. |
| Briefly discuss your progress in achieving those goals: | | |
| As previously stated, progress in student completion is taking place, with significant progress in student completers of Computer Animation. Other degree/certificate completers have seen increases or have remained constant. | | |
| Please describe how resources provided in support of previous program review contributed to program improvements: | | |
| Previous program reviews have led to Digital Media being able to acquire new technology that has helped students be current with industry standards. While technology has been upgraded in the past, it is an ongoing need that exists in the 21 st century as students must use current technology in order to demonstrate job-ready skills. | | |
| | | |

5.2 2016-2017 Planning

Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2016-2017. Discipline/area goals must be guided by district Strategic Goals in the Educational Master Plan (EMP). They must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).

| Goal | Discipline/area goal and objectives | Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or other | Expected Impact of Program Outcomes/Student Learning | Action plan(s) or steps needed to achieve the goal** | Resources needed (Y/N)? |
|------|--|---|--|--|-------------------------|
| 1 | Increase overall graduates by 1% annually for the next 2 years | *1. Support learning and facilitate student success Choose an item. Choose an item. | Completing the Degrees and Certificates in Digital Media while mastering the associated SLOs and PLOs will allow students to begin the pursuit of a career in a wide range of industries as well as to transfer to university programs where students can earn higher-level degrees. | Ensure that all DM courses are up-to-date in the AP&P process. Identify the instructional equipment needs in order to be able to provide effective instruction that will lead to student success. Identify and procure up-to-date software that is common in the industry. | Yes |
| | | Choose an item. Choose an item. Choose an item. | | | Choose an item. |
| | | Choose an item. | | | Choose an item. |

| | | | | | |
|--|--|------------------------------------|--|--|--|
| | | Choose an item. Choose an item. | | | |
|--|--|------------------------------------|--|--|--|

****Action plan verbs:** expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.

Part 6 - Resource Needs

Identify significant resource needs that should be addressed currently or in near term. For each request type identify which discipline/area goal(s) from Part 5.2 guide this need.

| Indicate which Discipline/area Goal(s) guide this need | Type of Request (Personnel ¹ , Physical ² , Technology ³ , Professional development ⁴ , Other ⁵) | New or Repeat Request? | Briefly describe your request here | Amount, \$ | One-time or Recurring cost? | Contact person's name |
|--|--|------------------------|--|--|-----------------------------|---|
| | | | | | | |
| DM – Goal 1 | Technology | New | Software that meets industry standards | TBD | Recurring | Terry Rezek, Cynthia Kincaid, and Duane Rumsey - Dean |
| DM – Goal 1 | Personnel | Repeat | Additional Full-Time Faculty | Based on Full time Faculty Salary Schedule | Recurring | Duane Rumsey - Dean |
| DM – Goal 1 | Personnel | New | Classified Staff Support – Lab Technicians | Based on Classified Salary Schedule | Recurring | Duane Rumsey - Dean |
| | Choose an item. | Choose an item. | | | Choose an item. | |

1List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.

2List needed technology resources in priority order. **ADDING**

3 In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.

4List needed professional development resources in priority order. This request will be reviewed by the professional development committee.

5List any other needed resources in priority order.

Part 7 - Comments

| Please rate the level of your agreement with the following statements regarding the program review process: | Strongly Agree | Agree | Neither Agree nor Disagree | Disagree | Strongly Disagree |
|--|-------------------------------------|--------------------------|----------------------------|--------------------------|-------------------------------------|
| This year's program review was valuable in planning for the continued improvement of my program | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Analysis of the program review data was useful in assessing my program's outcomes and current status | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| <p>Comments:</p> <p>The Digital Media Certificates and Degrees are effectively SIX PROGRAMS IN ONE. Each is a unique specialization affected by rapidly changing technology. For each of our programs provide high level training to our students, each program must have at least one full time faculty overseeing each specialization. It is impossible for two full time faculty to adequately address the intricate and unique subject areas we now teach. No one person, or two people are able to be in expert in all of these areas. Additionally we do not have adequate support staff for overseeing equipment, research of equipment and software, equipment upgrades, studios, and general assistance as needed. When our classes are full with an enrollment of 25 students, we have no assistance in the classrooms for individual one-on-one support as is often needed.</p> <p>Our Six Programs Include:</p> <ol style="list-style-type: none"> 1) Video Design and Production 2) Graphic Design 3) Digital Photographic Imaging 4) Animation 5) Interactive Media 6) Digital Printing <p>As an example of how dire our situation has become, we site input we received from Advisory Committee members and adjunct instructors: Mr. John Rose, adjunct faculty, is our only instructor teaching animation, which is a giant in industry and growing rapidly. Mr. Rose discussed the increasing growth of animation in the movie industry, television, education as an instructional tool, medical-based animation, marketing and demonstrations and simulations of processes, events and illustrations. The entire Digital Media Advisory Committee discussed and agreed that animation is rapidly increasing as digital media content expands to mobile devices, social media, mobile applications (mobile apps), tablets, Web sites, and and more.</p> | | | | | |

Gregg Sheldon, another DM Advisory committee member shared that one of his clients is a law firm and that he recently created a promotional presentation for the firm that included animation (Adobe After Effects). He said that as technology emerges, clients are looking to go beyond typical PowerPoint presentations; they want to add motion to make their presentations more exciting to the viewer. He said that attorneys are using animation to recreate the action of crime or accident scenes to demonstrate what actually took place. It was discussed how detailed 3D animation of the Carnival Cruise ship accident as well as other high profile accidents was released within two days after the occurrence.

The committee also discussed the unprecedented growth in the field of gaming. Mr. Rose suggested that we expand our current class offerings to include digital sculpting, character concept, motion capture, intro and advanced animation classes in both 2d and 3d, and modeling and texture classes as well as audio/sound FX course.

Mobile devices are booming with the delivery of digital content including Web sites, video, mobile apps, audio, animation, pod casts, and more. Web presence today is essential for every business. DM should have a web site.

This discussion just scratches the surface of the complexities in our Digital Media instructional areas. Last time we checked College of the Canyons in Valencia, their Web site showed that they employ twelve full time Media Arts instructors teaching in their program and twice as many adjunct instructors. They also have a team dedicated to developing a degree program in Media Arts. How can it be expected that only two full time instructors at AVC can build a successful program in these exploding areas? We have scads of full time teachers in other disciplines all teaching the same course, however we cannot allocate positions in Digital Media, where the jobs are?

A partial list of our **unattainable duties** include: SLOs, PLOs, Action Plans, writing courses, Program Review, attend committee meetings, research and identify equipment and software to purchase for six major areas, find venues for showing student work, attend Division meetings, complete 40 hours of Faculty Professional Development every semester, study software and learn the new features every six months, network with professionals in the field, respond to incoming calls for community businesses looking for employees, evaluate faculty, field calls from students needing information on our programs, respond to about 100 emails a day from vendors with new products and services, and more. Let's not forget, **prepare for and teach our classes**.

Truthfully, we don't have the time to elaborate further because of all of the above. At minimum, we need one faculty for each of our six areas to properly build our department. Otherwise, our students are not getting what they need to be competitive in their job search.

Comprehensive Program Review Self-Study Report

| | | |
|---|--|---|
| Division/Area Name: 5/Visual Performing and Media Arts- Film and Television Studies | | Year: 2016 |
| Name of person leading this review: Lisa Karlstein | | |
| Names of all participants in this review: Alessandro Pirolini, Lisa Karlstein, and Duane Rumsey | | |
| Number of Degrees offered: None | | Number of Certificates offered: None |

Part 1 - Division or Area Overview

Briefly describe how the division or area contributes to the district mission:

The Visual Arts programs at Antelope Valley College are committed to excellence in empowering and enriching lives, building careers, directing clear pathways for transfer, providing general education for students of all majors, and building and maintaining crucial community relationships and outreach.

VAPA addresses Antelope Valley College Institutional Learning Outcomes via the following objectives for students:

1. To develop a conscious personal awareness of basics in an artistic discipline and of aesthetics in the discipline;
2. To develop an awareness of how the arts reflect culture by building their life long skills in an art form that will be used for employment, transfer education, certificate completion and/or personal development;
3. To increase an awareness and respect for the opinions of others and their perspectives on working and expressing themselves;

The Film and Television Studies Department offers courses in both Film & Television Production as well as Film Studies. FTV reaches the diverse population of students that live in the Antelope Valley, and provides a quality education related to career and technical paths that exist in the Los Angeles County service area as well as liberal studies influence that expose students to broad cultural awareness that exists in the study of film.

| | |
|--|---|
| 1.3. Check each Institutional Learning Outcome (ILO) supported by the division/area. | |
| <input checked="" type="checkbox"/> Communication | <input checked="" type="checkbox"/> Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. <input checked="" type="checkbox"/> Demonstrates listening and speaking skills that result in focused and coherent communications |
| <input checked="" type="checkbox"/> Creative, Critical, and Analytical Thinking | <input checked="" type="checkbox"/> Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. <input checked="" type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts. |
| <input checked="" type="checkbox"/> Community/Global Consciousness | <input checked="" type="checkbox"/> Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well being of society and the environment. <input checked="" type="checkbox"/> Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions. |
| <input checked="" type="checkbox"/> Career and Specialized Knowledge | <input checked="" type="checkbox"/> Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment. |

Part 2 - Data Analysis and Use

All divisions will complete Parts 2-7. Within academic divisions, Parts 2-7 will be completed by each discipline.

Discipline: **Film and Television Studies**

Please review and interpret data by following the provided links

| Indicator | Comments and Trend Analysis |
|---|---|
| 2.1. Please review the FTES and enrollment (headcount) data. If applicable, please also review division or department data. | Comments on trends over the past five years and how they affect your program: With the loss of the full time instructor after 2011, the number of sections has decreased proportionately. In 2011 there were 393 students and in 2015 there were 261. This decrease is due to never replacing the full-time position that was vacated ie. No full-timer was hired, nor was there an increase in adjuncts. |

| | |
|--|---|
| 2.2. Report program/area data showing the quantity of services provided over the past five years (e.g. number transactions, acreage maintained, students served, sales figures). | <p>Comment on trends and how they affect your program:</p> <p>N/A for Film Studies/Production</p> |
| 2.3. Student success and retention rates by discipline | <p>Comment on trends and how they affect your program and on where improvements are needed to meet the Institutional Standard of 68% for student success:</p> <p>Student success over the past 5 years ranges between 58-81%. Low semesters include Spring 2012 with 51% and Fall 2012 with a success rate of 81.1% , which is above the standard. Retention rates range between 58-81% and are relatively stable. Feedback from instructors points to an underlying concern with student preparation and engagement with college level work (i.e. poor attendance, not completing homework assignments, lack of productive studying, or purchase of required textbook materials).</p> |
| 2.4. Success and Retention by Equity Groups | <p>Review and interpret data by race/ethnicity and gender or both together:</p> <p>Over the past six academic years Student Success in Film Studies/Production for Ethnicity is 67% and retention is in 87% The largest groups represented include: Hispanic/Latino-14%, White-29%, and African-American-14%. Of these groups the success rates of White students is 75% with a retention rate of 86% and the success rate of Hispanic/Latino students is 71% with a retention rate of 88%. However, success rates for African-American students are 46% with a retention rate of 79%. Analysis of the success and retention rates by gender is inconclusive with no apparent disparity.</p> |
| 2.5. Number of Sections by Location and Modality | <p>Comment on trends:</p> <p>The number of sections offered in Film Studies/Production has been reduced by 20% but we are in the process of interviewing faculty so we can add sections.</p> <p>The on campus (Lancaster) and online component for the Introduction to Film Studies has been taught online since 2008, it has been very successful with students consistently on waiting lists.</p> |

| | |
|---|---|
| 2.6. Analyze and summarize trends in student progression through basic skills courses, if applicable. | <p>Comment on trends and how they affect your program:</p> <p>N/A for Film Studies/Production</p> |
| 2.7. Degree and certificate completion | <p>Discuss trends in the completion rates of degrees and certificates. If applicable, discuss improvements in license exam results, job placement/post testing and/or transfer rates to four-year institutions:</p> <p>NA it is hoped that the development of the degree will begin in 2016-17.</p> |
| 2.8. Faculty Data | <p>Review and Interpret data on PT/FT Ratio and FTES/FTEF (by Division, Department, Discipline). Comment on trends:</p> <p>Adjunct faculty generate 100% of Film Studies/Production LHE in the last between 2008-2015 as there is not a fulltime faculty for Film Studies/Production.</p> <p>FTEF Fall 2011 - Adjunct 2.98, Regular 0.33, Overload 0 FTEF Fall 2015 – Adjunct 2.0, Regular 0, Overload 0</p> <p>FTES Fall 2011 – Adjunct 51.4, Regular 4.5, Overload 0 FTES Fall 2015 – Adjunct 28.5, Regular 0, Overload 0</p> <p>Sections Fall 2011 – Adjunct 9, Regular 2, Overload 0 Sections Fall 2015 - Adjunct 8, Regular 0, Overload 0</p> <p>With the loss of the full-time instructor and that fact that those course sections were never replaced, FTV has held constant numbers but could see an improvement if offerings could be increased.</p> <p>This results are that no full time faculty have been hired for this area and according to the Chancellor's Office Workgroup on 75/25, colleges should: "Raise the percentage of tenured and tenure-track faculty to at least 75 percent." Sadly the ratio in FTV has remained at 0/100.</p> |
| 2.9. Career Technical Education (CTE) programs: Review the labor market | <p>Comment on the occupational projections for employment in your discipline for the next two years and how the projections affect your planning:</p> |

| | |
|--|--|
| <p>data on the California Employment Development Department website for jobs related to your discipline.</p> | <p>Occupational projections solely in Los Angeles County data provided by the Employment Development Department showed jobs available in areas such as Art, Drama and Postsecondary education 4,210 positions between 2012-2022. Positions for Film Studies/Production Department students for 2012-2022 are projected at 5,070.</p> <p>Film Studies/Production students take our classes for a variety of reasons (e.g. for GE credit, as a hobby/passion, in order to transfer and/or receive an Associates Degree). Many come for the lifelong skills that community colleges used to prioritize. Still others take our classes as Special Admit high school students in order to be better prepared for college placement. Some of these students will find or create careers in Film Production Department after further study or immediately, but success for our programs means serving all of the needs of the various students that we educate.</p> |
| <p>Part 2 Summary</p> <p>Film Studies/Production Department is working diligently and creatively to serve student needs through appropriate scheduling in order to deal with the overall FTES decline due to the loss of a fulltime faculty. We are reaching a new group of students through the addition of online courses.</p> <p>One equity group, African-Americans, has shown particularly low success rates in FTV classes. While many of the FTV classes reflect a European historical foundation, we believe that the main factor in student success relates to low academic preparation for college level material rather than any other bias. We do have an African-American Cinema Course that will be offered in Spring 2016 and it is hoped that a connection to the material may provide students additional motivation that could lead to success.</p> <p>The most difficult problem with helping to address student needs can be linked to our extremely poor PT/FT ratio and actual lack of full time instructors with paid office hours that enable them to visit and help guide each student.</p> | |

Part 3 – Outcome Analysis and Use

Cite examples of using outcome (PLO, SLO, and/or OO) action plans as the basis for resource requests and the allocation of those requests (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved outcome findings over the past five years.

| SLO/PLO/OO | Action Plan | Current Status | Impact of Action |
|--|---|------------------|--|
| PLO #1 Develop a transfer degree in FTV. Specifically an AS-T degree in Film & Television Production | Ensure courses are current and begin the process of developing the AS-T degree. | Beginning Stages | Students will be able to obtain education and training in a Career Technical program as well as utilize the earned degree to transfer into the California State University (CSU) system following the Transfer Model Curriculum. |
| | | Choose an item. | |
| | | Choose an item. | |
| | | Choose an item. | |
| Part 3 Summary Briefly describe what changes have been made (or need to be taken) to the program based on findings: Finding a willing adjunct instructor within FTV to lead the development of the AS-T degree. | | | |
| Please provide any additional comments for Part 3: Student retention and success rates will increase with both an approved AS-T degree as well as having at least Full-Time tenured faculty member to be the leader in the discipline. | | | |

Part 4 - Stakeholder Assessment

Assess how well the program serves the needs of the students, district, and community. Use surveys, interviews or focus groups to obtain feedback from stakeholders (students and/or others who are impacted by your services). Include documented feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement).

| Type of feedback | Feedback provided by? | Recommendations/findings | Actions needed/planned/taken based on feedback |
|------------------|-----------------------|--------------------------|--|
| Choose an item. | | | |
| Choose an item. | | | |
| Choose an item. | | | |

Part 4 Summary

Please provide any additional comments for Part 4:

Part 5 - Goals and Objectives and Evaluation of Previous Plans

5.1. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals.

| Goals/Objectives/Action Plans | Current Status | Impact of Action (describe any relevant measures/data used to evaluate the impact) |
|--|-------------------|---|
| 1. Hire a fulltime faculty | Pending from 2008 | In the previous plan this was listed as a goal, however, it will become part of the action plan. |
| 2. Complete Transfer Curriculum For Film Production including certificate/degree programs | No Change | In order to meet the goals of the college because it would allow the faculty to develop the proposed FTV certificate/degree programs. The film industry is central to the Los Angeles and Antelope Valley area and should be represented in the college and community at large. |
| 3. Facilities | No Change | In the previous plan this was listed as a goal, however, it will become part of the action plan. |
| Briefly discuss your progress in achieving those goals: | | |

| |
|--|
| No conclusive progress has occurred. |
| Please describe how resources provided in support of previous program review contributed to program improvements: |
| Recourses have not been provided in support of the above goals. |
| |

5.2 2016-2017 Planning

Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2016-2017. Discipline/area goals must be guided by district Strategic Goals in the Educational Master Plan (EMP). They must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).

| Goal | Discipline/area goal and objectives | Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or other | Expected Impact of Program Outcomes/Student Learning | Action plan(s) or steps needed to achieve the goal** | Resources needed (Y/N)? |
|------|--|--|---|--|-------------------------|
| | | | | | Yes |
| 1 | Develop Transfer Model Curriculum/AS-T degree in Film & Television Production | *3. Expand and diversify CTE Choose an item. Choose an item. | Completing the AS-T will allow students to begin the pursuit of a career in Film & TV as well as to transfer to CSU programs where students can earn higher-level degrees. Outcomes and findings will improve in both Film Production and Film Studies providing well-rounded student success. | Ensure that all current FTV courses are up-to-date in the AP&P process. Begin the process of developing the AS-T degree. Identify the physical space/room(s) that are needed in order to provide | Yes |

| | | | | | |
|--|--|--|--|---|--|
| | | | | <p>effective instruction that will lead to student success.</p> <p>Identify the instructional equipment needs in order to be able to provide effective instruction that will lead to student success.</p> | |
| | | | | | |
| | | | | | |

**Action plan verbs: expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.

Part 6 - Resource Needs

Identify significant resource needs that should be addressed currently or in near term. For each request type identify which discipline/area goal(s) from Part 5.2 guide this need.

| Indicate which Discipline/area Goal(s) guide this need | Type of Request (Personnel ¹ , Physical ² , Technology ³ , Professional development ⁴ , Other ⁵) | New or Repeat Request? | Briefly describe your request here | Amount, \$ | One-time or Recurring cost? | Contact person's name |
|--|--|------------------------|---|--------------------------------|-----------------------------|---|
| 1 | Personnel | Repeat | This is an ongoing request for a full-time faculty that will help student retention and success rates by being able to offer the number of sections students need in order to obtain degrees. | Based on faculty salary scales | Recurring | Duane Rumsey – Dean Lisa Karlstein - Chair |
| 1 | Physical | Repeat | Ongoing request to provide appropriate facilities for coursework. | Unknown | One-time | Duane Rumsey – Dean |

| | | | | | | |
|---|-----------------|-----------------|--|-----------------|-----------------|---|
| | | | | | | Lisa Karlstein - Chair |
| 1 | Technology | Repeat | Ongoing request to provide current technology that students will need in order to enter this career. | Up to \$150,000 | One-time | Duane Rumsey – Dean Lisa Karlstein - Chair |
| | Choose an item. | Choose an item. | | | Choose an item. | |

1List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.

2List needed technology resources in priority order. **ADDING**

3 In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.

4List needed professional development resources in priority order. This request will be reviewed by the professional development committee.

5List any other needed resources in priority order.

Part 7 - Comments

| Please rate the level of your agreement with the following statements regarding the program review process: | Strongly Agree | Agree | Neither Agree nor Disagree | Disagree | Strongly Disagree |
|--|--------------------------|--------------------------|----------------------------|--------------------------|-------------------------------------|
| This year's program review was valuable in planning for the continued improvement of my program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Analysis of the program review data was useful in assessing my program's outcomes and current status | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| <p>Nothing has changed. Film/Television Production and Studies has been without a fulltime faculty since 2008. As a result of this vacancy (and the college's choice to not hire a new one) there was no one to implement this process and most of these new classes suffered. In January 2009 (after FTV lost its use of the Cinemark Movies 12 in 2008) the college approved and funded the re-design of APL 216, which was transformed into a classroom for FTV projection and instruction, as well as a production space. The campus approved upgrade of to accommodate the FTV classes was completed and that room now serves other VAPA classes. Without the development of the FTV certificate or degree programs and the lack of a fulltime faculty member the momentum created up to 2008 has seriously damaged FTV's ability to currently grow as a department. In the 2008 FTV Self Study conducted in every FTV class</p> | | | | | |

students filled out surveys and based on those hundreds of student surveys it was clear there was a real desire for a more comprehensive program. Many complained about having to finish FTV programs at other community colleges, specifically College of the Canyons.

FTV has suffered due to the loss of a fulltime faculty member in July 2008 and has since lacked any advocacy or stewardship that is evident in the loss of not only classes but adjunct faculty.

No plans have been made to accommodate the program.

Comprehensive Program Review Self-Study Report

| | | |
|---|--|--|
| Division/Area Name: 5/Visual Performing and Media Arts- Photography | | Year: 2016 |
| Name of person leading this review: Lisa Karlstein | | |
| Names of all participants in this review: Lisa Karlstein | | |
| Number of Degrees offered: 1-Commercial Photography | | Number of Certificates offered: 1-Commercial Photography |

Part 1 - Division or Area Overview

1.1 Briefly describe how the division or area contributes to the district mission:

The Visual Arts programs at Antelope Valley College are committed to excellence in empowering and enriching lives, building careers, directing clear pathways for transfer, providing general education for students of all majors, building and maintaining crucial community relationships, outreach and to offer “opportunity” to a diverse population of learners.

VAPA addresses Antelope Valley College Institutional Learning Outcomes via the following objectives for students:

To develop a conscious personal awareness of basics in an artistic discipline and of aesthetics in the discipline;

To develop an awareness of how the arts reflect culture by building their life long skills in an art form that will be used for employment, transfer education, certificate completion and/or personal development;

To increase an awareness and respect for the opinions of others and their perspectives on working and expressing themselves;

1.2 State briefly program highlights and accomplishments:

In 2009 the Photography Department began to offer a Degree and Certificate in Commercial Photography, of which 4 courses articulate to California State Northridge and 1 course to CSU and UC schools for transfer credit. The Art Department created two transfer degrees (in accordance with CCC and SB 1440 recommendations/requirements) and 2 courses in the area of photography are included in the transfer degree.

Ongoing accomplishment is the alignment of course curriculum and support for photography students. Photography faculty meet 3-4 times annually to review SLO, success and retention data. We share best practice strategies and determine what adaptations are needed to ensure student success.

The Antelope Valley College Photography Department participates in 10-15 exhibitions annually. These exhibitions provide students and AVC community member's exposure to current trends in photography. Students are able to produce and display their work in the annual student exhibition AVC Gallery, AVC Administration Building Gallery, AVC Library Gallery and collaborative Self-Published Books. AVC Gallery's biennial exhibition provides Photography Department faculty with an opportunity to display work locally for the AVC community and Antelope Valley community to view.

Students, Faculty and Staff continually provide photography services to many areas on campus such as Athletic events, Musical, Dance and Theatrical performances, the Opening of The Health Science building, STEM events, images for Public Affairs for use in publications, Athletic Annual Golf Fundraiser (5 years), Marauder News Paper, Honors Club, Local AFT Fundraiser Recipe Book Portraits, Faculty Portraits, Language Arts Department Group Portrait, Art Gallery Events, Nursing Department Graduation Events and annually photograph the Antelope Valley Air Show held at Fox Field.

Photography Department faculty members and students have participated in a group exhibition at the Museum Of Antelope Valley-MOAH, Cedar Center Gallery, the Annual Antelope Valley Fair Photography Show, Faculty members and students have participated in art sales and auctions that benefited AVC programs and charitable organizations in the AV. In the last year several students have received recognition in national photographic publications, faculty have lectured and juried exhibitions regionally and nationally. Faculty invite guest lecturers from the photographic industry and related industry representatives of the greater Los Angeles area to classrooms. Full time Faculty, Lee Bergthold published 2 books currently carried on Amazon. Full-time faculty Lisa Karlstein has been recurrently invited to critique student portfolios at The Society for Photographic Education's National and Regional conferences portfolio critique session. In addition she and her students visit CSU's and other schools such as National Portfolio Day held at Art Center in Pasadena Ca. for tours of the campus and Photography programs.

1.3. Check each Institutional Learning Outcome (ILO) supported by the division/area.

| | |
|---|--|
| <input checked="" type="checkbox"/> Communication | <input checked="" type="checkbox"/> Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. <input checked="" type="checkbox"/> Demonstrates listening and speaking skills that result in focused and coherent communications |
|---|--|

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

Part 2 - Data Analysis and Use

All divisions will complete Parts 2-7. Within academic divisions, Parts 2-7 will be completed by each discipline.

Discipline: **Photography**

Please review and interpret data by following the provided links

| Indicator | Comments and Trend Analysis |
|--|---|
| 2.1. Please review the FTES and enrollment (headcount) data. If applicable, please also review division or department data. | Comments on trends over the past five years and how they affect your program: Overall enrollment in the Photography Subject area is 23% lower since 2011. Despite the increasing economy, the Commercial Photography Department lower enrollment numbers is showing enrollment numbers in the last 5 years. Unemployment has decreased since 2011 and with the loss of repeatability it has negatively impacted enrollment. |
| 2.2. Report program/area data showing the quantity of services provided over the past five years (e.g. number transactions, acreage maintained, students served, sales figures). | Comment on trends and how they affect your program: N/A for Photography |
| 2.3. Student success and retention rates by discipline | Comment on trends and how they affect your program and on where improvements are needed to meet the Institutional Standard of 68% for student success: |

| | |
|--|---|
| | <p>Student success over the past 5 years normally ranges between 66-70% but has been slowly declining overall. Low semesters include Spring 2013 with 68.2% and Fall 2014 with a success rate of 67.1% just under the standard. Retention rates range between 88-93% and are relatively stable. Feedback from instructors points to an underlying concern with student preparation and engagement with college level work (i.e. poor attendance, not completing homework assignments, lack of productive studying, or purchase of required textbook materials).</p> |
| 2.4. Success and Retention by Equity Groups | <p>Review and interpret data by race/ethnicity and gender or both together: Over the past six academic years Student Success in Photography and Commercial Photography for Ethnicity is 69.8% and retention is in 85.6%.</p> <p>Success rates in in some significant areas include African Americans 30.8 in 2011 to 66.7 in 2015 in the PHOT area. Latino/Hispanics and Whites saw relatively constant success rates in the mid 70% from 2011 to 2015.</p> <p>It is in the area of retention that significant drops are noted. In PHOT, African American students went from 92.3% to 66.7% retention from 2011 to 2015. Latino/Hispanics went from 96.0% to 71.9%, however, Whites went from 90% to 100%. Overall total retention rates in both areas went from 92.6% to 85.6%. This is an item of interest and will be monitored over time in order to improve the success rates.</p> |
| 2.5. Number of Sections by Location and Modality | <p>Comment on trends: The number of sections offered has been reduced generally by such factors as repeatability and cancellations due to low enrollment. The on campus (Lancaster) and online component for the History of Photography began to be offered in 2011, It was very successful with students consistently on waiting lists. Currently Photography courses are not offered at the Palmdale Campus. The Commercial Photography Program cut sections when repeatability for these courses was removed, resulting in a 53.39 loss in student enrollment between Spring 2011 and Spring 2015.</p> |

| | |
|---|--|
| 2.6. Analyze and summarize trends in student progression through basic skills courses, if applicable. | Comment on trends and how they affect your program: N/A for Photography |
| 2.7. Degree and certificate completion | Discuss trends in the completion rates of degrees and certificates. If applicable, discuss improvements in license exam results, job placement/post testing and/or transfer rates to four-year institutions: The Commercial Photography Program graduated 11 students (2014-2015) representing an increase as between 2011-15 only 49 students were awarded degrees/certificates. N/A in Photography While some students transfer to a four-year institution or change majors without earning an AA degree in Photography, a total of 49 AA degrees awarded between 2011-2015. The consistent pattern of 11 degrees over the past 2 years is expected to continue. |
| 2.8. Faculty Data | Review and Interpret data on PT/FT Ratio and FTES/FTEF (by Division, Department, Discipline). Comment on trends: PHOT/PHTC FTEF Fall 2011 - Adjunct 1.81, Regular 2.18, Overload 0 FTEF Fall 2015 – Adjunct 1.71, Regular 1.63, Overload 0 FTES Fall 2011 – Adjunct 21.7, Regular 29.5, Overload 0 FTES Fall 2015 – Adjunct 13.5, Regular 15.5, Overload 0 Sections Fall 2011 – Adjunct 6, Regular 9, Overload 0 Sections Fall 2015 - Adjunct 7, Regular 6, Overload 0 Full time faculty generated in the 58% of Photography Department LHE between 2009-2015, while adjunct faculty generated in the 42 % of Photography LHE |

| | |
|--|---|
| | Currently Photography Department employs two full time faculty and seven adjunct-faculty. Many of the Photography Department classes articulate to CSU campuses and the Photography Department offers a Degree in Commercial Photography. |
| 2.9. Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline. | <p>Comment on the occupational projections for employment in your discipline for the next two years and how the projections affect your planning:</p> <p>Occupational projections solely in Los Angeles County data provided by the Employment Development Department showed jobs available in areas such as Art, Drama and Postsecondary education 4,210 positions between 2012-2022. Positions for Photographers for 2012-2022 are projected at 5,070.</p> <p>Photography students take our classes for a variety of reasons (e.g. for GE credit, as a hobby/passion, in order to transfer and/or receive an Associate's Degree). Many come for the lifelong skills that community colleges used to prioritize. Still others take our classes as Special Admit high school students in order to be better prepared for college placement. Some of these students will find or create careers in Photography after further study or immediately, but success for our programs means serving all of the needs of the various students that we educate.</p> |
| <p>Part 2 Summary</p> <p>It is very challenging to know how to raise the gap in success for Black/African-American students. Many Photography classes are materials-intensive. If more materials could be provided by or subsidized by the college, perhaps success rates could be improved for all races impacted with socio-economic issues. Increased basic skills opportunities at AVC could also improve student success rates for lecture courses in the Photography Department.</p> <p>Based on examination of the data, address any student achievement gaps and/or other student needs here:</p> <p>VAPA as a whole is rather unique in that it to some extent serves all of the Institutional Learning Outcomes of AVC. Photography is working diligently and creatively to serve student needs through appropriate scheduling in order to deal with the overall FTES decline and to minimize resulting class cuts due to low enrollment. We are reaching a new group of students through the addition of online courses.</p> | |

One equity group, African-Americans, has shown particularly low success rates in our classes. While many of our classes reflect a European historical foundation, we believe that the main factor in student success relates to low academic preparation for college level material rather than any other bias.

We work to serve many different student goals in Photography (including degrees/transfer) and feel that awarding 5-10 degrees annually is stable and appropriate for the size of our music major population.

The most difficult problem with helping to address student needs can be linked to our extremely poor PT/FT ratio and actual lack of full time instructors with paid office hours that enable them to visit and help guide each student.

Part 3 – Outcome Analysis and Use

Cite examples of using outcome (PLO, SLO, and/or OO) action plans as the basis for resource requests and the allocation of those requests (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved outcome findings over the past five years.

| SLO/PLO/OO | Action Plan | Current Status | Impact of Action |
|--|------------------------------|----------------|--|
| PLO #1 Students will explore advances in photographic equipment and technology | New or remodeled facilities. | Not Started | <p>The lecture rooms are far from the darkroom/Lab itself and separate from Equipment Checkout, studios and classrooms. The TE building was built in the 1950's. The space is inadequate for providing a current photographic education that our students deserve. The electrical, plumbing, lighting, storage, heating and air conditioning are in poor condition. The walls are crumbling and often plumbing is inoperable. TE 107 and APL house 24 sections of photography classes (including labs, 12 are 4 hours weekly and 2 hours for lab) classrooms.</p> <p>Although new enlargers have been purchased (to replace the 20 year old enlargers) and installed in the darkroom with a grant we received through Perkins funding in 2013 new, additional, or remodeled facilities are essential and are the foundation to achieving Photography PLO #1 and Photography Department Goals</p> |

| | | | |
|---|--|-----------------|--|
| PLO #2 (PHTC 101 SLO #1) Students will demonstrate proficiency of fundamental aspects of Black and White photography | Improve Instruction | On going | Students need to work with industry standard equipment. Their proficiency in the traditional practices adds depth to their knowledge and is essential to their practice. |
| PLO #3 (PHTC 125 SLO #2) Students will design, manipulate and digitally generate photographs using industry standard software and equipment | Apply for Perkins funding for new photographic equipment | On going | The digital photography equipment is out of date. Students need to work with industry standard equipment. New equipment will prepare students for the workforce. |
| PLO # 4 (PHTC 203, SLO 2) Students will assess appropriate use for each type of camera in order to fit the environment for the best result | | Choose an item. | |
| Part 3 Summary Briefly describe what changes have been made (or need to be taken) to the program based on findings: | | | |

The Photography classroom/labs are a part of our continuing success. The more students have access to state of the art equipment and instructional facilities, the more they grow. It is essential that our students have access to facilities and equipment that foster learning current equipment and an environment that makes it easy to learn. If the Photography Program could move a wet lab into the lower level of the Applied Arts Building, it would bring the traditional and digital practices together making it easier for students to access equipment and faculty.

Please provide any additional comments for Part 3:

Part 4 - Stakeholder Assessment

Assess how well the program serves the needs of the students, district, and community. Use surveys, interviews or focus groups to obtain feedback from stakeholders (students and/or others who are impacted by your services). Include documented feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement).

| Type of feedback | Feedback provided by? | Recommendations/findings | Actions needed/planned/taken based on feedback |
|------------------|-----------------------|---|--|
| Survey | Students | | Propose funding from Perkins and Equity for equipment. |
| Choose an item. | Advisory Committee | Upgrade Facilities, Upgrade Equipment and Revise Program Requirements | District Support |
| Choose an item. | | | |

Part 4 Summary

Please provide any additional comments for Part 4:

Part 5 - Goals and Objectives and Evaluation of Previous Plans

5.1. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals.

| Goals/Objectives/Action Plans | Current Status | Impact of Action (describe any relevant measures/data used to evaluate the impact) |
|---|----------------|--|
| 1. New/remodeled Facilities | Not started | Impacts all aspects of the program |
| 2. Revise Program | Ongoing | Currently we award 7-11 degrees annually. This number can increase if we revise our program per the recommendations of the advisory committee. |
| 3. Equipment | Ongoing | Impacts all aspects of the program |
| Briefly discuss your progress in achieving those goals: We have seen an increase in the number of Associate's degrees awarded in Photography. We have been unable to achieve goal #1 as our previous leadership we were completely left out of any facilities planning. Achieving this goal will house our program in a better facility bringing all of the digital and traditional practice students under one roof and will enable students to use the program as most photography programs at other community colleges. | | |
| Please describe how resources provided in support of previous program review contributed to program improvements: The Commercial Photography Program with a degree/certificate was instituted in 2010 with Photography has grown in the last two years since implementing the Commercial Photography degree/certificate. Course offerings increased from 5 to 24. In addition, several adjunct instructors were hired. Currently The Photography Department is revising the courses and program to meet the ever changing industry needs as instructed by The Photography Program Advisory Committee member's. The effect of these program improvements is enormous on the ability of instructors to teach using 21 st century technology in presentable and appropriate rooms. These include: New facilities for the entire area of Visual Arts. | | |
| | | |

5.2 2016-2017 Planning

Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2016-2017. Discipline/area goals must be guided by district Strategic Goals in the Educational Master Plan (EMP). They must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).

| Goal # 1 | Discipline/area goal and objectives | Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or other | Expected Impact of Program Outcomes/Student Learning | Action plan(s) or steps needed to achieve the goal** | Resources needed (Y/N)? |
|----------|--|---|---|---|-------------------------|
| | Increase the annual number of photography degrees to 25 and increases transfer | This need is guided by EMP 1. Commitment to strengthening Institutional Effectiveness measures and practices 2. Increase efficient and effective use of all resources 2.1. Technology 2.2. Facilities 3. Focus on utilizing proven instructional strategies that will foster transferable intellectual skills 4. Advance more students to college-level coursework 5. Align instructional programs to the skills identified by the labor market and supported by enrollment data and historical VAPA Program Review Data | Adequate and up-to-date facilities are essential to meeting Photography PLO#1 and all SLO's | New, remodeled, and additional facilities. Revise Program Courses Equipment Professional Development | Yes |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

**Action plan verbs: expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.

Part 6 - Resource Needs

Identify significant resource needs that should be addressed currently or in near term. For each request type identify which discipline/area goal(s) from Part 5.2 guide this need.

| Indicate which Discipline/area | Type of Request (Personnel 1, Physical2, Technology3, | New or Repeat Request? | Briefly describe your request here | Amount, \$ | One-time or | Contact person's name |
|--------------------------------|---|------------------------|------------------------------------|------------|-------------|-----------------------|
|--------------------------------|---|------------------------|------------------------------------|------------|-------------|-----------------------|

| Goal(s) guide this need | Professional development4, Other5) | | | | Recurring cost? | |
|--------------------------------|------------------------------------|---------|--|---------|-----------------|----------------|
| Photography Department goal 1, | Physical | Repeat | New, remodeled, and additional facilities. | 200,000 | One-time | Lisa Karlstein |
| | <i>Other</i> | Repeat | <i>Revise Program Courses</i> | | NA | Lisa Karlstein |
| | Technology | Repeat | Equipment | 80,000. | Ongoing | Lisa Karlstein |
| | Professional Development | Ongoing | Professional Development | 10,000. | Ongoing. | Lisa Karlstein |
| | | | | | | |
| | | | | | | |
| | | | | | | |

1List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.

2List needed technology resources in priority order. **ADDING**

3 In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.

4List needed professional development resources in priority order. This request will be reviewed by the professional development committee.

5List any other needed resources in priority order.

Part 7 - Comments

| Please rate the level of your agreement with the following statements regarding the program review process: | Strongly Agree | Agree | Neither Agree nor Disagree | Disagree | Strongly Disagree |
|---|--------------------------|-------------------------------------|----------------------------|--------------------------|--------------------------|
| This year's program review was valuable in planning for the continued improvement of my program | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Analysis of the program review data was useful in assessing my program's outcomes and current status



Comments: The following quote was taken from 2001-2002 Program Review.

6. *"The photography program currently occupies a former restroom in the Technical Division Area. This facility **was** scheduled to be replaced, with a State-of-the-art remodeled instructional space that was formerly the Kitchen for the Family and Consumer instructional program when that program was part of this division. This remodel is to occur in the 2001-2002 period."*

Nothing has changed. The greatest problem the photography area faces is decaying darkroom (converted men's restroom) facilities, ongoing repair problems of the building and requests for repairs made but have not been fulfilled. Over the last 3 years the Photographic discipline has exploded in multiple directions including 35mm SLR's that shoot feature films. Recommendations made by the Photography Program Advisory Committee were to provide students with upgraded darkroom facilities as this would better prepare students interested in moving into high-level photography print labs that are printing using traditional wet methods. A dedicated space to prepare students for commercial photography environment. Instructors have been forced to teach concepts and standards in professional photography (traditional and digital) without state of the art facilities. The Photography classroom/labs are a part of our continuing success. It is essential that our students have access to facilities and equipment that foster learning current equipment and an environment that makes it easy to learn. If the Photography Program could move a wet lab into the lower level of the Applied Arts Building, it would bring the traditional and digital practices together making it easier for students to access equipment and faculty and increase student success rates and retention.

The college has not made a plan to identify another facility or remodel the current space to house the Photography Program. A traditional photography component to the program is a nationally recognised essential component to a photography program. These courses are a very important part of their educational needs and personal growth. Additionally, Antelope Valley College Foundation accepted a grant with the conditions that traditional wet photography remains in place at Antelope Valley College. Additionally, The Photography Program Advisory Committee made curriculum recommendations for the required curriculum to include Photoshop or Lightroom for Photographers course and a Portfolio, Job Search for Photographers course and a class providing students with additional darkroom time. One of the three recommended courses has been created.

Digital Photography is a standard in commercial areas, the cameras, printers are out-dated and need to be replaced and upgraded.

No plans have been made to accommodate the Photography Program. Program review, PLO/SLO assessment, Action Planning has not directly resulted in any resources/benefit to the Photography Program.

Comprehensive Program Review Self-Study Report

| | | |
|--|--|---------------------------------|
| Division/Area Name: Visual Arts—Studio Art | | Year: 2016 |
| Name of person leading this review: Lisa Karlstein | | |
| Names of all participants in this review: Lisa Karlstein, David Babb, Christine Mugnolo, Rae Agahari, Duane Rumsey | | |
| Number of Degrees offered: (2 for Art) | | Number of Certificates offered: |

Part 1 - Division or Area Overview

1.1. Briefly describe how the division or area contributes to the district [mission](#):

The Visual Arts programs at Antelope Valley College are committed to excellence in empowering and enriching lives, building careers, directing clear pathways for transfer, providing general education for students of all majors, and building and maintaining crucial community relationships and outreach.

VAPA addresses Antelope Valley College Institutional Learning Outcomes via the following objectives for students:

4. To develop a conscious personal awareness of basics in an artistic discipline and of aesthetics in the discipline;
5. To develop an awareness of how the arts reflect culture by building their life long skills in an art form that will be used for employment, transfer education, certificate completion and/or personal development;
6. To increase an awareness and respect for the opinions of others and their perspectives on working and expressing themselves;

The Art Department has generated the top ten most FTES for the college in the last five years. All but two art courses apply for AVC, CSU, and TMC transfer credit. The Art Department created two transfer degrees in accordance with CCC and SB 1440 recommendations/requirements and graduated its first students in spring 2015. AVC has graduates in Studio Art and Art History for the first time in its 87 year history.

The Antelope Valley College Art Gallery produces 6 to 8 exhibitions annually. These exhibitions provide students and AVC community members exposure to current trends in art. Students are able to produce and display their work in the annual student exhibition. Faculty members have a biennial exhibition opportunity, and all community members can display in the Art Gallery auxiliary Friends of the Gallery exhibition.

Art Department faculty members and students have participated in community service activities. (Mural designs for Children's Center of Antelope Valley and County facilities.) Faculty members and students have participated in art sales and auctions that benefited AVC programs and charitable organizations in the AV. Faculty members have brought in artists and representatives from the Los Angeles County Arts Commission for workshops and lectures for students and community members. Faculty members have lectured and juried exhibitions regionally and one faculty member presented a panel lecture at the national College Art Association convention in Washington D.C. early in 2016.

The Art Department consistently assesses all SLOs and makes Action Plans to improve discipline success. Faculty members are developing rubrics and checklists to standardize assessment. PLOs were assessed for the first time during the 2015-2016 cycle. A departmental Rubric for Evaluating Student Portfolios is available for all instructors to use.

1.3. Check each [Institutional Learning Outcome \(ILO\)](#) supported by the division/area.

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

Part 2 - Data Analysis and Use

All divisions will complete Parts 2-7. Within academic divisions, Parts 2-7 will be completed by each discipline.

Discipline: Studio Art

Please review and interpret data by following the provided links

| Indicator | Comments and Trend Analysis |
|--|---|
| 2.1. Please review the FTES and enrollment (headcount) data. If applicable, please also review division or department data. | Comments on trends over the past five years and how they affect your program: Overall enrollment in the Art Subject area is slightly higher than 2014-2015 levels. It is down 29% from the 2008-2009, high enrollment of 1630. Despite the increasing economy, the Art Department is still near the five year low enrollment numbers from last fall and spring semesters. Despite the class cuts to the Art Department, it still generated in the top ten FTES for the college in subject area. All but two courses in the Art Department transfer and apply to the newly created AA-T in Studio Arts TMC. The Art Department clearly generates top ten FTES numbers, courses that apply to AVC and CSU GE, and transfer to new degrees in the Art Department (AA-T Studio Arts, AA-T Art History). Full-time student enrollment is hovering around 50%, but with two new degree programs, these numbers are expected to rise. |
| 2.2. Report program/area data showing the quantity of services provided over the past five years (e.g. number transactions, acreage maintained, students served, sales figures). | Comment on trends and how they affect your program: N/A for Studio Art |
| 2.3. Student success a retention rates by discipline | Student success in the Art Department for Ethnicity is in the 70 th percentile. Female students succeed in the 70 th percentile (fall 2013, 76%, spring 2014 75%), where male students succeed slightly above the Institutional Standard of 68% (fall 2013, 70%, spring 2014 70%). Success rates for race are in the low to mid 70 th percentile except for Black/African-American students which average in the mid-50 th percentile. |
| 2.4. Success and Retention by Equity Groups | Student retention in the Art Department for Ethnicity averages 85% in the last five years. Retention for gender is in the mid-80 th percentile. Race retention rates range from 88% to 73%, where Black/African-American students are lowest, but well with in Institutional Standards. |

| | |
|--|---|
| 2.5. Number of Sections by Location and Modality | <p>Comment on trends:</p> <p>The number of scheduled sections on the Lancaster campus has increased only slightly in the last two years. One section has been added in the Spring and Fall semesters, two during the Summer session, and one during Intersession.</p> <p>The number of sections offered at the Palmdale campus has remained the same for the last three years. No TMI courses are currently offered in Studio Art or Art History.</p> |
| 2.6. Analyze and summarize trends in student progression through basic skills courses , if applicable. | <p>Comment on trends and how they affect your program:</p> <p>N/A for Studio Art</p> |
| 2.7. Degree and certificate completion | <p>Discuss trends in the completion rates of degrees and certificates. If applicable, discuss improvements in license exam results, job placement/post testing and/or transfer rates to four-year institutions:</p> <p>Two students graduated in the first cycle (2014-2015) the AA-T in Studio Arts degree is offered, and two students in the first cycle of the AA-T in Art History degree. Based on informal student polling, enrollment in TMC required courses, and declared majors from counseling, graduates should be 10 to 20 students in the next several years.</p> |
| 2.8. Faculty Data | <p>Review and Interpret data on PT/FT Ratio and FTES/FTEF (by Division, Department, Discipline).</p> <p>Comment on trends:</p> <p>FTEF Fall 2011 - Adjunct 4.28, Regular 4.60, Overload .87 FTEF Fall 2015 – Adjunct 3.47, Regular 4.60, Overload .33</p> <p>FTES Fall 2011 – Adjunct 74.8, Regular 74.9, Overload 12 FTES Fall 2015 – Adjunct 51.3, Regular 69.3, Overload 4.1</p> <p>Sections Fall 2011 – Adjunct 15, Regular 19, Overload 5 Sections Fall 2015 - Adjunct 14, Regular 18, Overload 1</p> |

| | |
|--|--|
| | FTEF between Fall 2011 and Fall 2015 have dropped slightly for Adjuncts, remained constant for Regular, and dropped for overload. The drop in numbers is due to a reduction in numbers of sections that has taken place between 2011 and also provides explanation of the reduction in FTES from 2011 to 2015. |
| 2.9. Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline. | Comment on the occupational projections for employment in your discipline for the next two years and how the projections affect your planning: n/a for Art |
| Part 2 Summary It is very challenging to know how to raise the gap in success for Black/African-American students. Many art classes are materials-intensive. If more materials could be provided by or subsidized by the college, perhaps success rates could be improved for all races impacted with socio-economic issues. Increased basic skills opportunities at AVC could also improve student success rates for lecture courses in the Art Department. | |

Part 3 – Outcome Analysis and Use

Cite examples of using outcome (PLO, SLO, and/or OO) action plans as the basis for resource requests and the allocation of those requests (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved outcome findings over the past five years.

| SLO/PLO/OO | Action Plan | Current Status | Impact of Action |
|---|-------------|----------------|---|
| PLO #1 Create an original portfolio of art projects that demonstrate competent use | | Ongoing | New or additional facilities are highest priority. 16-18 sections of Studio Art classes (13 are 6 hours weekly) are offered in two classrooms (FA1, 101&110). The FA1 building was built in the 1960's. The space is inadequate for providing a current Art education that our students deserve. The electrical, plumbing, lighting, storage, heating and air conditioning are in poor condition. FA4, 190 is also impacted and inadequate for providing a current Art History program in its current seating and lighting. New, additional, or remodeled facilities are the highest priority and are the foundation to achieving Studio Art PLO #1 and Art Department Goals (1-7). |

| | | | |
|---|--|-----------------|--|
| of tools, materials, and technologies; proficient art skills and techniques; effectively communicate concepts and ideas. | | | |
| | | Choose an item. | |
| | | Choose an item. | |
| | | Choose an item. | |
| Part 3 Summary Briefly describe what changes have been made (or need to be taken) to the program based on findings: Asbestos tiles were removed from the Art Gallery space of FA1. The sink in FA1, room 101 was out of commission for over a year. This sink is crucial to meeting Course Outline of Record objectives and SLOs for all Studio Arts courses taught in the room. The plumbing was finally repaired in early 2016. The FA1 building is in SERIOUS disrepair. AVC students deserve a safe and adequate facility. | | | |
| Please provide any additional comments for Part 3: | | | |

Part 4 - Stakeholder Assessment

Assess how well the program serves the needs of the students, district, and community. Use surveys, interviews or focus groups to obtain feedback from stakeholders (students and/or others who are impacted by your services). Include documented feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement).

| Type of feedback | Feedback provided by? | Recommendations/findings | Actions needed/planned/taken based on feedback |
|------------------------|--|--|--|
| Other (Please specify) | Earned degrees can be a measure of stakeholder assessment for academic programs provided by institutional research | <p>Graduation rates for AA-T in Studio Arts and AA-T in Art History earned at AVC will be quantified and reviewed to measure program success.</p> <p>Data may be available to identify student barriers for degree completion. Barriers may involve issues of student <i>equity</i>.</p> | Analyzing graduation rate data and surveying students may help assess how the program meets the needs of the stakeholders. |
| Focus group | Art Gallery Focus Group | A focus group of faculty members and auxiliary community members involved in the arts has convened in the past to direct gallery programming. | Some assessment tool needs to be established to more consistently evaluate how the Art Gallery is meeting the needs of the campus community and the Antelope Valley community. |
| Choose an item. | | | |

Part 4 Summary

Please provide any additional comments for Part 4:

Part 5 - Goals and Objectives and Evaluation of Previous Plans

5.1. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals.

| Goals/Objectives/Action Plans | Current Status | Impact of Action (describe any relevant measures/data used to evaluate the impact) |
|--|----------------|--|
| 1. Create and implement transfer degrees | Completed | |

| | | |
|--|---------|--|
| 2. Graduate 20 students annually with AA-T degrees in Studio Art or Art History | Ongoing | Students will receive an excellent foundation in the visual arts in preparation for a Bachelor degree. A comprehensive schedule of Art and Art History courses can be offered to satisfy student demand. |
| <p>Briefly discuss your progress in achieving those goals:</p> <p>1. The Art Department created two transfer degrees in accordance with CCC and SB 1440 recommendations/requirements and graduated its first students in spring 2015. AVC has graduates in Studio Art and Art History for the first time in its 87 year history.</p> <p>2. Two new TMC applicable courses (Intermediate Drawing and Printmaking) have been developed to give students more options in meeting degree requirements. Digital Art and Drawing is a TMC applicable course that has not been taught due to limited LHE/resources. To meet our goal of 20 annual degrees earned, 10-15 LHE will need to be added to be able to offer these three courses. One additional classroom space is very much needed to accommodate equipment and materials needed to teach a new Printmaking course and the relatively new, 3D Design Basics course. Updated facilities, classroom furniture, and instructional equipment is needed to adequately meet this goal.</p> <p>Please describe how resources provided in support of previous program review contributed to program improvements:</p> <p>1. Some updates and repairs have been made to FA1 since the last comprehensive Program Review. The Art Gallery floor was renovated. The HVAC system was also updated.</p> | | |

5.2 2016-2017 Planning

Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2016-2017. Discipline/area goals must be guided by [district Strategic Goals](#) in the Educational Master Plan (EMP). They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

| Goal # | Discipline/area goal and objectives | Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or other | Expected Impact of Program Outcomes/Student Learning | Action plan(s) or steps needed to achieve the goal** | Resources needed (Y/N)? |
|--------|-------------------------------------|--|--|--|-------------------------|
| | | | | | |

| | | | | | |
|---|--|---|---|--|---|
| 1 | To increase graduates in the art degrees to 20 by 2020. | This need is guided by EMP Goal #1, 2, 3, 5, and 6 | <p>Providing the facilities, sections, faculty and staff needed to support student achievement will improve outcome findings.</p> <p>Exposure to quality shows in the Art Gallery will give students a practical perspective and reinforcement of the learning outcomes in Art courses.</p> | <p>Adequate and up-to-date facilities (documented need in Action Plans for all Studio Art courses in the last four years, and historically in VAPA Program Review).</p> <p>Increase the number of sections of art classes that are part of the degrees by 10% by 2018.</p> <p>Provide quality support to ceramic students in the lab utilizing permanent "lab technicians".</p> <p>Fund Art Exhibitions in the Art Gallery to expand student exposure to the visual arts, professional artists and labor-market opportunities for aspiring and professional artists.</p> | Yes – (\$ for replacement of tables, chairs, and other equipment needed for student success). |
| | | 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. |

****Action plan verbs: expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.**

Part 6 - Resource Needs

Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s)** from Part 5.2 guide this need.

| Indicate which Discipline/area Goal(s) guide this need | Type of Request (Personnel ¹ , Physical ² , Technology ³ , Professional development ⁴ , Other ⁵) | New or Repeat Request? | Briefly describe your request here | Amount, \$ | One-time or Recurring cost? | Contact person's name |
|--|--|------------------------|---|--|-----------------------------|---|
| | Other | | | | | |
| 1 | Personnel | New | Hire classified staff to provide instructional lab support in the Ceramics classes. These are often staffed by rotating student workers, and having permanent on-going staff will mean those workers will have developed "expert" status in the support they provide as opposed to having to train several new student-workers on a semester by semester basis and who will not have the same level of knowledge and skill that a permanent worker would have | Based on classified salary scales. | Recurring | Rich Sim/Duane Rumsey |
| 1 | Physical | Repeat | Facilities have become dilapidated. Tables are rickety and no longer conducive to students trying to draw and paint. New classroom furniture is a priority. Access to flexible lighting has diminished and is in need of replacement in order for students to demonstrate concepts of shading/shadows and other artistic concepts. | Based on going rate \$ | One-time | David Babb/Duane Rumsey |
| 1 | Other | Repeat | The Art Gallery has a need for a budget that includes release time for faculty procuring the art, honorariums, and shipping costs. | Based on the historical and ongoing budget | Recurring | Christine Mugnolo, Larissa Nickel, and Duane Rumsey |

| | | | | | | |
|---|-----------------|-----------------|---|---------------------------------|-----------------|-------------------------|
| 1 | Personnel | Repeat | This is an ongoing request for an additional full-time faculty that will help student retention and success rates by being able to offer the number of sections students need in order to obtain degrees. | Based on faculty salary scales. | Reccuring | David Babb/Duane Rumsey |
| | Choose an item. | Choose an item. | | | Choose an item. | |
| | Choose an item. | Choose an item. | | | Choose an item. | |

¹List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.

²List needed technology resources in priority order.

³In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.

⁴List needed professional development resources in priority order. This request will be reviewed by the professional development committee.

⁵List any other needed resources in priority order.

Part 7 - Comments

| Please rate the level of your agreement with the following statements regarding the program review process: | Strongly Agree | Agree | Neither Agree nor Disagree | Disagree | Strongly Disagree |
|---|--------------------------|-------------------------------------|-------------------------------------|--------------------------|--------------------------|
| ▪ This year's program review was valuable in planning for the continued improvement of my program | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ▪ Analysis of the program review data was useful in assessing my program's outcomes and current status | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: | | | | | |

PERFORMING ARTS

Comprehensive Program Review Self-Study Report

| | | |
|---|--|--|
| Division/Area Name: 5/Performing Arts | | Year: 2016 |
| Name of person leading this review: Dr. Berkeley Price | | |
| Names of all participants in this review: Dr. Berkeley Price, Dr. David Newby, Michael McCully, Jonet Leighton, Genie Trow, Cindy Littlefield | | |
| Number of Degrees offered: 2 (Music AA-T, Theatre Arts AA-T, note Music AA was discontinued 3/16) | | Number of Certificates offered: 2 (Commercial Music level 1 and 2) |

Part 1 - Division or Area Overview

1.2. Briefly describe how the division or area contributes to the district [mission](#):

The Division of Visual and Performing Arts is committed to the perception that artistic expression uncovers the basic nature and diversity of human experience. VAPA strives to provide a stimulating environment in which students create, perform, research and think critically about the arts. Thus students are prepared for transfer to four-year institutions, completion of certificate programs, or for placement and/or advancement in rewarding careers. VAPA classes serve a diverse student population, enrolling students from high school age to senior citizens.

VAPA addresses Antelope Valley College Institutional Learning Outcomes via the following objectives for students:

7. To develop a conscious personal awareness of basics in an artistic discipline and of aesthetics in the discipline;
8. To develop an awareness of how the arts reflect culture by building their lifelong skills in an art form that will be used for employment, transfer education, certificate completion and/or personal development;
9. To increase an awareness and respect for the opinions of others and their perspectives on working and expressing themselves;

In addition, we serve all members of our community in the true spirit of the mission of the college. Our programs seek to promote and generate community interest in the departmental programs and student artists and performers through activities and events 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 are able to demonstrate a breadth of knowledge and experiences from the arts.

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

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

1.3. State briefly program highlights and accomplishments:

Both Music and Theatre Arts have implemented recently approved AA-T's.

The Performing Arts Theatre has been constructed and in use for several seasons with each of our performing arts programs presenting numerous quality performances open to the community utilizing the new space.

The Applied Music program required of the Music AA-T was restored and is flourishing.

Major facilities and equipment upgrades have taken place in FA3 (Music building) including A/V, acoustical treatments, new fixed seating, new piano keyboards, new flooring and painting, and the purchase of musical instruments (e.g. Marimba, Tuba, Tam-Tam).

1.3. Check each [Institutional Learning Outcome \(ILO\)](#) supported by the division/area.

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

Part 2 - Data Analysis and Use

| |
|--------------------------|
| Discipline: Dance |
|--------------------------|

Please review and interpret data by following the provided links

| Indicator | Comments and Trend Analysis |
|--|--|
| 2.1. Please review the FTES and enrollment (headcount) data. If applicable, please also review division or department data. | Comments on trends over the past five years and how they affect your program: Headcount data since Spring 2011 ranges from 369-531 but shows a large decline over the past 5 semesters from 525-369. FTES data shows a gradual descending pattern and ranges from a high of 78 in Spring 2012 to a low of 40 in Fall 2015. We feel this decline is in large measure due to repeatability restrictions on our course offerings. The ratio of FTES/FTEF is fairly stable with a range of 2.3-2.8. |
| 2.2. Report program/area data showing the quantity of services provided over the past five years (e.g. number transactions, acreage maintained, students served, sales figures). | Comment on trends and how they affect your program: N/A for Dance. |
| 2.3. Student success and retention rates by discipline | Comment on trends and how they affect your program and on where improvements are needed to meet the Institutional Standard of 68% for student success: Student success over the past 5 years ranges between 69-78%. Retention rates range between 81-90%. |
| 2.4. Success and Retention by Equity Groups | Review and interpret data by race/ethnicity and gender or both together: |

| | |
|---|---|
| | <p>The largest groups represented include: Hispanic/Latino, White, and African-American. Of these groups, success rates of White and Hispanic/Latino students ranges from 70-88% with solid retention rates between 80-92%. However, African-American students as a group have lower success rates ranging from 54-72% but similar retention rates ranging from 75-90%.</p> |
| 2.5. Number of Sections by Location and Modality | <p>Comment on trends:</p> <p>All sections have been offered at the main campus in Lancaster and none have been offered online as of yet.</p> <p>The number of sections offered has ranged from 18-23.</p> |
| 2.6. Analyze and summarize trends in student progression through basic skills courses , if applicable. | <p>Comment on trends and how they affect your program:</p> <p>N/A for Dance.</p> |
| 2.7. Degree and certificate completion | <p>Discuss trends in the completion rates of degrees and certificates. If applicable, discuss improvements in license exam results, job placement/post testing and/or transfer rates to four-year institutions:</p> <p>No degrees and certificates are offered, although a local AA is in development.</p> |
| 2.8. Faculty Data | <p>Review and Interpret data on PT/FT Ratio and FTES/FTEF (by Division, Department, Discipline). Comment on trends:</p> <p>While the district PT-FT Ratio is improving overall with a highest ratio over the past 66 years of 1.26 during Spring 2015, the same cannot be said for VAPA as a division which has generally had the worst ratio by far of any division over the same period ranging from 2.11-2.53 (Note: SS has recently caught up and nosed past VAPA during 3 of the last 4 semesters).</p> <p>Currently Dance has 1 FT instructor with a PT-FT ratio ranging from a low of 1.06-1.73 and was 1.47 during Spring 2015.</p> |
| 2.9. Career Technical Education (CTE) programs: Review the labor market data on the California Employment | <p>Comment on the occupational projections for employment in your discipline for the next two years and how the projections affect your planning:</p> |

| | |
|--|--|
| Development Department website for jobs related to your discipline. | <p>According to the California Employment Development Department two year occupational projections for 2014-2016, there are multiple categories for occupations where Dance students may find employment. Among these are Dancers and Choreographers (2500 jobs with a projected growth rate of 2% and 2200 jobs with a 2.3% growth rate respectively).</p> <p>Dance students take classes for a variety of reasons (e.g. to gain employment, for GE credit, as a hobby/passion, in order to transfer). Many come for the lifelong skills that community colleges used to prioritize. Some of these students will find or create careers in the Dance field after further study or immediately, but success for our programs means serving all of the needs of the various students that we educate.</p> |
| <p>Part 2 Summary</p> <p>Based on examination of the data, address any student achievement gaps and/or other student needs here:</p> <p>VAPA as a whole is rather unique in that it to some extent serves all of the Institutional Learning Outcomes of AVC. Dance is working diligently and creatively to serve student needs through appropriate scheduling in order to deal with the overall FTES decline and to minimize resulting class cuts due to low enrollment.</p> <p>One equity group, African-Americans, has shown particularly low success rates in our classes. We believe that the main factor in student success relates to low academic preparation for college level material rather than any other bias.</p> <p>The most difficult problem with helping to address student needs can be linked to our lack of a additional full time instructors with paid office hours that enable them to visit and help guide each student.</p> | |

Part 3 – Outcome Analysis and Use

Cite examples of using outcome (PLO, SLO, and/or OO) action plans as the basis for resource requests and the allocation of those requests (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved outcome findings over the past five years.

| SLO/PLO/OO | Action Plan | Current Status | Impact of Action |
|------------------|-------------------------|----------------|---|
| DA 202 SLO's 1-3 | Floor cleaned, advanced | Ongoing | The floor is not being regularly cleaned but there is now a regular ballet accompanist for all levels of the class. |

| | | | |
|-------------------|---|-----------------|---|
| | student assistant, and ballet accompanist | | |
| DA 203 etc. SLO 1 | Repeatability of courses needed for student mastery | Ongoing | None. Working on repeatability possibilities. |
| | | Choose an item. | |
| | | Choose an item. | |

Part 3 Summary

Briefly describe what changes have been made (or need to be taken) to the program based on findings:

The poor flooring condition in GYM 140, and previously in FA3 162, demonstrate a low priority given to care and cleaning by custodial services. Repeatability concerns are critical towards developing student mastery.

Part 4 - Stakeholder Assessment

Assess how well the program serves the needs of the students, district, and community. Use surveys, interviews or focus groups to obtain feedback from stakeholders (students and/or others who are impacted by your services). Include documented feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement).

| Type of feedback | Feedback provided by? | Recommendations/findings | Actions needed/planned/taken based on feedback |
|------------------|-----------------------|-----------------------------------|--|
| Survey | Students | Broken chairs/desks/boards/barres | Repair/replace chairs and ballet barres |
| Survey | Students | A/V technology needs | Install smart room technology in GYM 140 |
| Survey | Students | Degree needed | Revise and resubmit local AA to state |

Part 4 Summary

Please provide any additional comments for Part 4:

Short surveys were provided to 167 unique students enrolled in DA courses during March, 2016. The 12 questions were divided into 3 groups of 4 questions each with room for comments at the bottom. A 5-part Likert scale was used ranging from 1-Great to 5-Poor. The majority of students gave a 1-Great or 2-Good rating to all of the questions. However a large number checked 3-Okay with just a few 4-Not good or 5-Poor checked as well. More detailed results are as follows:

Classrooms

Chairs/desks: 23x3, 10x4, 33x5

White/chalk boards: 24x3, 10x4, 24x5

A/V equipment: 30x3, 17x4, 29x5

Other equipment: 38x3, 16x4, 32x5

Interaction with Instructors

Quality of instruction: 3x3, 1x4, 3x5

Office hours: 10x3, 3x4, 1x5

Program guidance: 15x3, 1x4, 2x5

Preparation to transfer: 20x3, 5x4, 2x5

Other

Performance opportunities: 29x3, 7x4, 3x5

Availability of classes: 21x3, 9x4, 11x5

Schedule of classes: 36x3, 12x4, 4x5

Degree offerings: 28x3, 9x4, 16x5

Clearly chairs/desks, ballet barres, and equipment are pressing needs. Also of note is the lack of a degree since the state has no AA-T or TMC yet. The limited schedule and availability of classes is due to class size minimums, repeatability factors, facilities, and lack of additional FT faculty.

Part 5 - Goals and Objectives and Evaluation of Previous Plans

5.1. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals.

| Goals/Objectives/Action Plans | Current Status | Impact of Action (describe any relevant measures/data used to evaluate the impact) |
|--|----------------|--|
| 1. Hire 2 nd FT Dance instructor | Ongoing | No progress. |
| 2. Promote Dance major | Ongoing | AA pending. Expansion of course offerings needed. |
| 3. Increase Technology | Ongoing | GYM 140 still not equipped with needed technology. |
| <p>Briefly discuss your progress in achieving those goals:</p> <p>1. The 2nd FT position has not been replaced since being reassigned.</p> <p>2. No TMC by State and AA is pending, but Dance is a discipline with Bachelors at many UC's and CSU's. Popular courses of study currently offered at AVC include all levels of ballet, modern, jazz, and tap. Specialty courses necessary for degree success are also offered such as World Dance: Ethnic Forms, choreography, improvisation, dance repertory, dance performance and dance ensemble.</p> <p>3. Currently Dance instructors must borrow the Athletic areas "smart cart" as the Gym 140 is not equipped with the adequate technology necessary for student success. This includes: projection screen or large monitor and internet access, permanent speakers, amplifier, and receiver with auxiliary. An exploration of acquiring this needed technology is just under way.</p> <p>Please describe how resources provided in support of previous program review contributed to program improvements:</p> <p>No major resources were provided although 14 tap dance squares were purchased to allow tap to be taught in GYM 140 but they are small and slippery, even with non-slip tape. There are not enough for all students so more need to be purchased.</p> | | |

5.2 2016-2017 Planning

Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2016-2017. Discipline/area goals must be guided by [district Strategic Goals](#) in the Educational Master Plan (EMP). They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

| Goal # | Discipline/area goal and objectives | Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or other | Expected Impact of Program Outcomes/Student Learning | Action plan(s) or steps needed to achieve the goal** | Resources needed (Y/N)? |
|--------|-------------------------------------|--|--|--|-------------------------|
|--------|-------------------------------------|--|--|--|-------------------------|

| | | | | | |
|----|--|--|---|--|-----|
| 1. | Increase the success rate in Dance classes to 75%. | *1. Support learning and facilitate student success 2. Increase the transfer rate 5. Utilize campus resources efficiently and effectively 7. Enhance technology's support of the college Mission 3. Expand and diversity CTE | Outcome findings are expected to improve as student success improves. Students who feel supported in their efforts by committed faculty and access to appropriate classrooms, software and equipment are more likely to be engaged and learn course and program outcomes. | Create the position of a Performing Arts counselor to provide students consistent and correct information, which will increase their success. Hire additional FT Dance faculty member. Install smart room audio-video equipment in GYM 140. Increase Dance equipment and repair budgets. Cleaning and painting of GYM 140. | Yes |
|----|--|--|---|--|-----|

***Action plan verbs: expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.*

Part 6 - Resource Needs

Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s)** from Part 5.2 guide this need.

| Indicate which Discipline/area Goal(s) guide this need | Type of Request (Personnel ¹ , Physical ² , Technology ³ , Professional development ⁴ , Other ⁵) | New or Repeat Request? | Briefly describe your request here | Amount, \$ | One-time or Recurring cost? | Contact person's name |
|--|--|------------------------|-------------------------------------|------------|-----------------------------|-----------------------|
| 1. | Personnel | New | Dedicated Performing Arts Counselor | Unknown | Recurring | Dr. Price |
| 1. | Technology | Repeat | Install new A/V in GYM 140 | Unknown | One-time | C. Littlefield |
| 1. | Other | Repeat | Increase Dance Budget | \$10,000 | Recurring | Dr. Price |
| 1. | Physical | Repeat | Cleaning/painting of GYM 140 | \$5,000 | One-time | C. Littlefield |
| 1. | Personnel | Repeat | Hire additional FT Dance faculty | \$80,000 | Recurring | Dr. Price |

¹List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.

²List needed technology resources in priority order.

³In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.

⁴List needed professional development resources in priority order. This request will be reviewed by the professional development committee.

⁵List any other needed resources in priority order.

Part 7 - Comments

| Please rate the level of your agreement with the following statements regarding the program review process: | Strongly Agree | Agree | Neither Agree nor Disagree | Disagree | Strongly Disagree |
|---|--------------------------|-------|----------------------------|--------------------------|--------------------------|
| ▪ This year's program review was valuable in planning for the continued improvement of my program | <input type="checkbox"/> | X | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ▪ Analysis of the program review data was useful in assessing my program's outcomes and current status | <input type="checkbox"/> | X | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: | | | | | |

Part 2 - Data Analysis and Use

Discipline: Music

Please review and interpret data by following the provided links

| Indicator | Comments and Trend Analysis |
|--|--|
| 2.1. Please review the FTES and enrollment (headcount) data. If applicable, please also review division or department data. | <p>Comments on trends over the past five years and how they affect your program:</p> <p>Headcount data since Spring 2011 is fairly steady ranging from 815-974 with an outlier low of 695 in Spring 2015. However; FTES data shows an overall gradual descending pattern ranging from a high of 108.8 in Fall 2010 to a low of 67.5 in Spring 2015. We feel that this is large measure due to repeatability restrictions on many of our course offerings. However, VAPA's extremely low FT/PT ratio hampers the division's ability to offset the downward enrollment caused by the Chancellor's new repeatability restrictions. More full-time faculty would be able to commit extra department time toward recruiting and other promotional efforts that would increase enrollment. When VAPA's programs are served by the lowest FT/PT ratio on campus, declining enrollments become a self-fulfilling prophecy.</p> |
| 2.2. Report program/area data showing the quantity of services provided over the past five years (e.g. number transactions, acreage maintained, students served, sales figures). | <p>Comment on trends and how they affect your program:</p> <p>N/A for Music</p> |
| 2.3. Student success and retention rates by discipline | <p>Comment on trends and how they affect your program and on where improvements are needed to meet the Institutional Standard of 68% for student success:</p> <p>Student success over the past 5 years normally ranges between 70-76% but has been slowly declining overall. Low semesters include Spring 2013 with 68.2% and Fall 2014 with a success rate of 67.1% just under the standard. Retention rates range between 81-87%. Feedback from instructors points to an underlying concern with student preparation and engagement with college level work (i.e. poor attendance, not completing homework assignments, lack of</p> |

| | |
|--|---|
| | productive studying, or purchase of required textbook materials). Increasing the number of full-time faculty will increase student-faculty contact, as each full-time faculty member would maintain required office hours. |
| 2.4. Success and Retention by Equity Groups | <p>Review and interpret data by race/ethnicity and gender or both together:</p> <p>The largest groups represented include: Hispanic/Latino (around 20-25%), White (around 20-25%), and African-American (about 10-20%). Of these groups, success rates of White and Hispanic/Latino students ranges from 70-86% with retention rates between 82-95%. However, African-American students as a group have lower success rates ranging from 46-59% and retention rates ranging from 69-79%. Perusal of rates by gender is inconclusive, with no real pattern found between classes and terms.</p> |
| 2.5. Number of Sections by Location and Modality | <p>Comment on trends:</p> <p>The total number of sections ranges from 38-48 but jumped to the 60's when MUS 291 applied music instruction was reinstated with 1 section for each individual student. Other than that, the number of sections offered has been reduced generally by such factors as repeatability and cancellations due to low enrollment.</p> <p>Online offerings of MUS 101 began with 1 section offered in Fall 2015 and continue during Spring 2016 with 2 sections of MUS 101 and 1 section of MUS 105. These online courses are proving to fill up rapidly and the number of sections could even increase in the future.</p> <p>A change was made when many music classes were converted to 1 credit "active participatory labs" for repeatability purposed by the Fall of 2011. The instructional mode was also changed from lecture/lab to lab resulting in a large (20%) cut in pay to all instructors who teach these courses (e.g. choirs, concert band, orchestra, voice class, and applied music). This pay cut diminishes student success in two ways: 1) it makes faculty work more for the same pay, overextending them and giving them less time to devote to helping students outside of class, 2) it lowers faculty morale.</p> |

| | |
|--|---|
| 2.6. Analyze and summarize trends in student progression through basic skills courses , if applicable. | <p>Comment on trends and how they affect your program:</p> <p>N/A for Music</p> |
| 2.7. Degree and certificate completion | <p>Discuss trends in the completion rates of degrees and certificates. If applicable, discuss improvements in license exam results, job placement/post testing and/or transfer rates to four-year institutions:</p> <p>While some students transfer to a four-year institution or change majors without earning an AA degree in Music, there were a total of 24 AA degrees awarded between 2012-2015 including 1 AA-T in Music. The consistent pattern of 7-8 degrees over the past 3 years is expected to continue due to the success of the required applied music program and it's influence on strengthening degree completion rates. Students that audition for the music programs at various CSU's are all being accepted by at least one school.</p> |
| 2.8. Faculty Data | <p>Review and Interpret data on PT/FT Ratio and FTES/FTEF (by Division, Department, Discipline). Comment on trends:</p> <p>While the district PT-FT Ratio is improving overall with a highest ratio over the past 66 years of 1.26 during Spring 2015, the same cannot be said for VAPA as a division which has generally had the worst ratio by far of any division over the same period ranging from 2.11-2.53</p> <p>AVC approved a third full-time Music position in Fall, 1989, when the college had about seven adjunct Music instructors and an enrollment around 8,500. Yet AVC has only employed three full-time Music instructors for just 10 of the last 27 years. With Fall 2015 enrollment at 14,815, AVC now employs 27 adjunct Music instructors along with only two full-time Music instructors sharing responsibility for a total of 90 credit sections. This means that only 7.4% of Music faculty members are full-time. According to the Chancellor's Office Workgroup on 75/25, colleges should: "Raise the percentage of tenured and tenure-track faculty to at least 75 percent." VAPA faculty have unanimously recommended the hiring of more full-time Music faculty members on several occasions.</p> |

| | |
|--|--|
| | <p>PT/FT faculty ratios for Music (MUS) and Commercial Music (MUSC) courses have significantly worsened since the Fall of 2009 (1.89). Currently, the ratio is 5.55 with an adjunct FTEF of 10.1 and a regular FTEF of 1.1 in MUS (MUSC has no FT). Of the 148.5 MUS/MUSC units offered during Fall 2015, full-time faculty teach 12.5 units, or just 8.5%. “The maintenance of a fully staffed, full-time faculty is an essential element of a coherent program,” states the CCC’s 75/25 recommendation. This is particularly true in Music, where faculty assume out-of-classroom duties not necessarily experienced by faculty in many other areas. Full-time Music faculty members recruit constantly to build and maintain successful programs and carry a heavy load of curriculum oversight, outcomes assessment, adjunct evaluation and assistance, facilities issues, committee work, and of attending to substantial ongoing program needs.</p> |
| <p>2.9. Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline.</p> | <p>Comment on the occupational projections for employment in your discipline for the next two years and how the projections affect your planning:</p> <p>According to the California Employment Development Department in 2012 there were 14,400 individuals employed as Musicians and Singers and 88,900 individuals employed as Secondary School Teachers (among which some are music teachers). Annual job openings are expected to be 430 for Musicians and Singers and a total of 3,000 for Secondary School Teachers (including some music teachers).</p> <p>Music students take our classes for a variety of reasons (e.g. for GE credit, as a hobby/passion, in order to transfer and/or receive an Associates Degree). Many come for the lifelong skills that community colleges used to prioritize. Still others take our classes as Special Admit high school students in order to be better prepared for college auditions and placement. Some of these students will find or create careers in music after further study or immediately, but success for our programs means serving all of the needs of the various students that we educate.</p> |
| <p>Part 2 Summary Based on examination of the data, address any student achievement gaps and/or other student needs here:</p> <p>VAPA as a whole is rather unique in that it to some extent serves all of the Institutional Learning Outcomes of AVC. Music is working diligently and creatively to serve student needs through appropriate scheduling in order to deal with the overall FTES decline and to minimize resulting class cuts due to low enrollment. We are reaching a new group of students through the addition of online courses.</p> | |

One equity group, African-Americans, has shown particularly low success rates in our classes. While many of our classes reflect a European historical foundation, we believe that a main factor in student success may be low academic preparation for college level material rather than any other bias.

We work to serve many different student goals in Music (including degrees/transfer) and feel that awarding 7-8 degrees annually is stable and appropriate for the size of our music major population.

The most difficult problem with helping to address student needs can be linked to our extremely poor PT/FT ratio and actual lack of full time instructors with paid office hours that enable them to visit and help guide each student.

Part 3 – Outcome Analysis and Use

Cite examples of using outcome (PLO, SLO, and/or OO) action plans as the basis for resource requests and the allocation of those requests (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved outcome findings over the past five years.

| SLO/PLO/OO | Action Plan | Current Status | Impact of Action |
|-------------------|---|------------------|---|
| PLO #4 | Replace piano keyboards | Completed | 20 new piano keyboards were purchased in 2014 for FA3 151 to be used by all keyboard skills and harmony courses. Previously the old keyboards were beyond repair with broken notes and unexpected loud noises. The new keyboards have helped stabilize outcomes for keyboard skills classes and 100% of students were successful with PLO #4 in 2015. |
| PLO #1 | Additional 291 sections | Ongoing | 7 additional sections were added to MUS 291 for a total of 32 sections of private music lessons. Additional qualified students may now enroll in Applied Music as required for the Music AA-T. This has increased the stature of the program as students learn from and motivate each other. The goal is a total of 40 sections. |
| Many SLO's | Acoustical Treatments and A/V upgrades | Ongoing | Sound acoustical materials were purchased in 2015 and installed in FA3 176 and 162 during the Intercession of 2016. Together with the upgraded Audio/Visual equipment, this had made a huge difference in the ability to rehearse the various MUS and MUSC ensembles and classes using the Band and Choral Rooms (e.g. Symphonic Band, Choirs, Jazz Ensembles, Orchestra, Rock Band, Test Flight, Stage Voice, Voice Class, Applied Music Class and various lectures classes playing recorded music). |

Part 3 Summary

Briefly describe what changes have been made (or need to be taken) to the program based on findings:

More positive upgrades to facilities and equipment have taken place over the last 1-2 years than in the last 50. The question to ask is why we were ignored for so long despite repeated requests through proper channels! Additional essential needs include upgrading the electrical wiring in FA3 176 and performing major renovations to FA4.

Please provide any additional comments for Part 3:

Part 4 - Stakeholder Assessment

Assess how well the program serves the needs of the students, district, and community. Use surveys, interviews or focus groups to obtain feedback from stakeholders (students and/or others who are impacted by your services). Include documented feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement).

| Type of feedback | Feedback provided by? | Recommendations/findings | Actions needed/planned/taken based on feedback |
|------------------|-----------------------|--------------------------------|---|
| Survey | Students | Chairs/desks upgrades | Repair/replace broken chairs (FA4) |
| Survey | Students | A/V equipment/speaker upgrades | Repair overhead speakers and upgrade A/V equipment in various rooms (FA3 and FA4) |

Part 4 Summary

Please provide any additional comments for Part 4:

Short surveys were provided to 173 unique students enrolled in MUS courses during March, 2016. The 12 questions were divided into 3 groups of 4 questions each with room for comments at the bottom. A 5-part Likert scale was used ranging from 1-Great to 5-Poor. The majority of students gave a 1-Great or 2-Good rating to all of the questions. However a large number checked 3-Okay with just a few 4-Not good or 5-Poor checked as well. More detailed results are as follows:

Classrooms

Chairs/desks: 50x3, 7x4 and 1x5

White/chalk boards: 28x3, 1x4, 1x5

A/V equipment: 22x3, 3x4, 2x5

Other equipment: 38x3, 2x4

Interaction with Instructors

Quality of instruction: 9x3, 2x4

Office hours: 26x3, 2x4, 1x5

Program guidance: 21x3, 1x4

Preparation to transfer: 30x3, 3x4, 1x5

Other

Performance opportunities: 31x3, 3x4, 1x5

Availability of classes: 25x3, 7x4, 2x5

Schedule of classes: 28x3, 6x4

Degree offerings: 33x3, 3x4, 1x5

Clearly chairs/desks and equipment are pressing needs. Also of note is the lack of office hours/program guidance/degree offerings based on the low number of FT faculty (2) and the limited schedule and availability of classes due to class size minimums and facilities.

Part 5 - Goals and Objectives and Evaluation of Previous Plans

5.1. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals.

| Goals/Objectives/Action Plans | Current Status | Impact of Action (describe any relevant measures/data used to evaluate the impact) |
|---|----------------|---|
| 1. Rebuild Applied Program | Ongoing | Reinstatement as a regular class has resulted in 32 qualified students each semester. |
| 2. Build Ensembles | Ongoing | Overall quality is building but repeatability rules are interfering with growth. |
| 3. Increase degrees/transfers | Ongoing | Due to the reinstatement of applied program we now award 7-8 degrees annually. |
| Briefly discuss your progress in achieving those goals: | | |
| 1. Applied music was dropped by the administration for 3 years, reinstated as “credit by exam” only for the next 3 years, and has now been back as a regular class since Fall 2014. Through recruitment and auditions, we now have 32 qualified applied music | | |

students (the class max) enrolled in vocal or instrumental instruction. As this program is required by the new AA-T in Music, graduation rates are rising.

2. We continue to build instrumental and vocal ensembles through advertisement such as promotion in the local schools and require them as co-requisites of all of the applied music students. However; while there are plenty of interested community members interested in our ensembles, state repeatability changes of ensembles to “active participatory labs” have made it terribly difficult to reach class minimums. In some cases, class minimums are also inappropriate due to teaching pedagogy and literature (e.g. a Theatrical production calling for a cast of 8 would not be allowed to be chosen as it would result in low enrollment).
3. We have seen an obvious increase in the number of Associates degrees awarded in Music due to the reinstatement of the required applied music program.

Please describe how resources provided in support of previous program review contributed to program improvements:

1. Applied Music was reinstated by the administration as a regular class after 6 years of advocacy by the music faculty. Resources needed included the creation of 25 (now 32) sections for individual student lessons with an instructor that is a specialist. In addition, several adjunct instructors were hired. This is a major program improvement, vital to any music program, and required for the AA-T in Music.
2. FA3 151 was filled with very old electronic piano keyboards beyond the state of repair. After many years of advocacy by the music faculty, 20 new keyboards were purchased and installed in 2014. This is a major program improvement since students in keyboard, theory, musicianship, and songwriting classes now have access to functioning instruments during class.
3. Several major renovations to the Music building (FA3) took place in 2014-16 as advocated for many years in multiple program reviews. The effect of these program improvements is enormous on the ability of instructors to teach using 20th Century technology in a presentable and acoustically appropriate room. These include:
 - Audio/Visual (internet/computers/projectors) in 151, 162, and 176
 - New flooring, permanent seating (in 162), and painting
 - Sound acoustical treatments (wall panels and ceiling tiles) in 162 and 176 and to the main lobby
 - Despite the long planning time and sustained efforts of many Music faculty members, the renovation of FA3-176 audio equipment is still not complete. Equipment is housed in a makeshift rack that is not secure.

5.2 2016-2017 Planning

Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2016-2017. Discipline/area goals must be guided by [district Strategic Goals](#) in the Educational Master Plan (EMP). They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

| Goal # | Discipline/area goal and objectives | Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or other | Expected Impact of Program Outcomes/Student Learning | Action plan(s) or steps needed to achieve the goal** | Resources needed (Y/N)? |
|--------|---|---|---|--|-------------------------|
| 1. | Increase the number of Music AA-T degrees to 10 per year. | *1. Support learning and facilitate student success 2. Increase the transfer rate *3. Expand and diversify CTE 5. Utilize campus resources efficiently and effectively 7. Enhance technology's support of the college mission | Students who feel supported in their efforts by committed faculty and access to appropriate classrooms, software and equipment are more likely to be engaged and learn course and program outcomes. | Create the position of Performing Arts counselor to provide students consistent and correct information, which will increase their success and increase transfer rate to CSU/UC schools. Complete renovation of FA3-176 audio-video equipment and electrical wiring. Increase Music equipment and repair budgets. Renovate FA4 building. Hire additional full-time Music faculty | Yes |

***Action plan verbs: expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.*

Part 6 - Resource Needs

Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s)** from Part 5.2 guide this need.

| Indicate which Discipline/area Goal(s) guide this need | Type of Request (Personnel ¹ , Physical ² , Technology ³ , Professional development ⁴ , Other ⁵) | New or Repeat Request? | Briefly describe your request here | Amount, \$ | One-time or Recurring cost? | Contact person's name |
|--|--|------------------------|------------------------------------|------------|-----------------------------|-----------------------|
| 1. | Personnel | New | Dedicated VAPA Counselor | Unknown | Recurring | Dr. Price |
| 1. | Technology | Repeat | Complete renovation of FA3 176 A/V | Unknown | One-time | Dr. Price |
| 1. | Other | Repeat | Increase repair/equipment budgets | \$10,000 | Recurring | Dr. Price |
| 1. | Physical | Repeat | Renovation of FA4 | \$200,000 | One-time | Dr. Price |
| 1. | Personnel | Repeat | Hire replacement Music faculty | \$180,000 | Recurring | Dr. Price |

¹List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.

²List needed technology resources in priority order.

³In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.

⁴List needed professional development resources in priority order. This request will be reviewed by the professional development committee.

⁵List any other needed resources in priority order.

Part 7 - Comments

| Please rate the level of your agreement with the following statements regarding the program review process: | Strongly Agree | Agree | Neither Agree nor Disagree | Disagree | Strongly Disagree |
|--|--|--|--|--|--|
| <ul style="list-style-type: none"> This year's program review was valuable in planning for the continued improvement of my program Analysis of the program review data was useful in assessing my program's outcomes and current status | <input type="checkbox"/> <input type="checkbox"/> | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> |
| Comments: 1) Please ensure that embedded links open pertinent websites. For this writer, links (such as "District Strategic Goals") open pages of gibberish. Is this Mac-related? 2) Consider clarifying language by beginning all points with the principal action verb. For example, 5.2 might begin with the word "list." | | | | | |

Part 2 - Data Analysis and Use

Discipline: Commercial Music

Please review and interpret data by following the provided links

| Indicator | Comments and Trend Analysis |
|--|---|
| 2.1. Please review the FTES and enrollment (headcount) data. If applicable, please also review division or department data. | <p>Comments on trends over the past five years and how they affect your program:</p> <p>Headcount data since Spring 2011 shows a gradual decline between like semesters. The range for Fall semesters is 562-704, and the range for Spring semesters is 634-815. FTES data shows an overall gradual descending pattern between like semesters and ranges from a high of 79 in Fall 2010 to a low of 54 in Spring 2015. We feel that this decline is in large measure due to repeatability restrictions on many of our course offerings. The ratio of FTES/FTEF ranges from 12.9-15.5.</p> |
| 2.2. Report program/area data showing the quantity of services provided over the past five years (e.g. number transactions, acreage maintained, students served, sales figures). | <p>Comment on trends and how they affect your program:</p> <p>N/A for Commercial Music</p> |
| 2.3. Student success and retention rates by discipline | <p>Comment on trends and how they affect your program and on where improvements are needed to meet the Institutional Standard of 68% for student success:</p> <p>Student success over the past 5 years normally ranges between 73.8-85.7% but has an outlier low of 71.2 in Fall 2011. Retention rates range between 87.2-94.7%.</p> |
| 2.4. Success and Retention by Equity Groups | <p>Review and interpret data by race/ethnicity and gender or both together:</p> <p>The largest groups represented include: Hispanic/Latino, White, and African-American. Of these groups, success rates of White and Hispanic/Latino students ranges from 75-91% with solid retention rates between 87-96%. However, African-American students as a group have lower success rates ranging from 54-80% and retention rates ranging from 82-97%. It should be</p> |

| | |
|--|--|
| | mentioned that both success and retention rates have been improving steadily and that all rates peaked during Fall 2015. |
| 2.5. Number of Sections by Location and Modality | <p>Comment on trends:</p> <p>All sections have been offered at the main campus in Lancaster and none have been offered online as of yet. The number of sections offered has ranged from 25-37 but has held steady at about 30 for the past several semesters.</p> <p>A change was made when many commercial music ensemble classes were converted to 1 unit “active participatory labs” for Fall 2011 for repeatability purposes. The instructional mode was also changed from lecture/lab to lab resulting in a large (20%) cut in pay to all instructors who teach these courses.</p> |
| 2.6. Analyze and summarize trends in student progression through basic skills courses , if applicable. | <p>Comment on trends and how they affect your program:</p> <p>N/A for Commercial Music</p> |
| 2.7. Degree and certificate completion | <p>Discuss trends in the completion rates of degrees and certificates. If applicable, discuss improvements in license exam results, job placement/post testing and/or transfer rates to four-year institutions:</p> <p>There were a total of 30 Level 1 and 13 Level 2 Certificates awarded between 2011-2015 with a peak of 14 combined Certificates awarded in 2013.</p> |
| 2.8. Faculty Data | <p>Review and Interpret data on PT/FT Ratio and FTES/FTEF (by Division, Department, Discipline). Comment on trends:</p> <p>While the district PT-FT Ratio is improving overall with a highest ratio over the past 66 years of 1.26 during Spring 2015, the same cannot be said for VAPA as a division which has generally had the worst ratio by far of any division over the same period ranging from 2.11-2.53.</p> <p>Because there is no full time instructor in MUSC, there is no real ratio, however; PT/FT faculty ratios for combined Music (MUS) and Commercial Music (MUSC) courses have significantly worsened since the Fall of 2009 (1.89). Currently, the ratio for MUS is 5.55 with an adjunct FTEF</p> |

| | |
|--|---|
| | <p>of 10.1 and a regular FTEF of 1.1. Of the 148.5 MUS/MUSC units offered during Fall 2015, full-time faculty teach 12.5 units, or just 8.5%. “The maintenance of a fully staffed, full-time faculty is an essential element of a coherent program,” states the CCC’s 75/25 recommendation. This is particularly true in Music and Commercial Music, where faculty assume out-of-classroom duties not necessarily experienced by faculty in many other areas.</p> |
| <p>2.9. Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline.</p> | <p>Comment on the occupational projections for employment in your discipline for the next two years and how the projections affect your planning:</p> <p>According to the California Employment Development Department two year occupational projections for 2014-2016, there are multiple categories for occupations where Commercial Music student might find employment. No growth is expected in the Music Directors/Composers or Musicians and Singers categories (5000 jobs at -1% and 14,400 jobs at 0% respectively), however; Sound Engineering Technicians and Audio/Visual Equipment Technicians do have positive growth projections (4400 jobs at 1.1% and 11400 jobs at 2.6% respectively).</p> <p>Commercial Music students take classes for a variety of reasons (e.g. to gain employment, for GE credit, as a hobby/passion, in order to transfer). Many come for the lifelong skills that community colleges used to prioritize. Some of these students will find or create careers in commercial music after further study or immediately, but success for our programs means serving all of the needs of the various students that we educate.</p> |
| <p>Part 2 Summary</p> <p>Based on examination of the data, address any student achievement gaps and/or other student needs here:</p> <p>VAPA as a whole is rather unique in that it to some extent serves all of the Institutional Learning Outcomes of AVC. Commercial Music is working diligently and creatively to serve student needs through appropriate scheduling in order to deal with the overall FTES decline and to minimize resulting class cuts due to low enrollment.</p> <p>One equity group, African-Americans, has shown particularly low success rates in our classes. We believe that the main factor in student success may relate to low academic preparation for college level material rather than any other bias.</p> | |

We work to serve many different student goals and feel that awarding 4-14 Certificates annually is stable and appropriate for the size of our major population.

The most difficult problem with helping to address student needs can be linked to our extremely poor PT/FT ratio and actual lack of a single full time instructor with paid office hours that enable them to visit and help guide each student.

Part 3 – Outcome Analysis and Use

Cite examples of using outcome (PLO, SLO, and/or OO) action plans as the basis for resource requests and the allocation of those requests (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved outcome findings over the past five years.

| SLO/PLO/OO | Action Plan | Current Status | Impact of Action |
|-------------------------|----------------------------|------------------|--|
| Level I – PLO 2 | New Course Offering | Ongoing | We are working to create Part II to Live Sound in order to better prepare students for a career in audio engineering. |
| Level I – PLO 5 | Class Relocation | Completed | Commercial Music Theory was relocated from the APL 111 music production lab to the keyboard/theory classroom that is much better suited for teaching the subject matter. |
| Level II – PLO 1 | Upgrade Software | Ongoing | We feel that software should be upgraded on annual basis by ITS rather than only when funds are available from Perkins. Current software will better prepare our students for industry changes. |
| Level II – PLO 1 | Supplementary Lab | Ongoing | We have not had success in finding a suitable location for a supplementary music production lab so that students can complete assignments when the lab (APL 111) is not open, similar to the MAC lab in APL 203. |

Part 3 Summary

Briefly describe what changes have been made (or need to be taken) to the program based on findings:

Those changes that have been made, along with those still in progress or proposed, are designed to make the program current and applicable to current industry standard and to better prepare students to move forward towards a career in the music industry. Software upgrades and a supplemental music production lab is a critical priority.

Part 4 - Stakeholder Assessment

Assess how well the program serves the needs of the students, district, and community. Use surveys, interviews or focus groups to obtain feedback from stakeholders (students and/or others who are impacted by your services). Include documented feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement).

| Type of feedback | Feedback provided by? | Recommendations/findings | Actions needed/planned/taken based on feedback |
|------------------|-----------------------|------------------------------|--|
| Survey | Students | Chairs/desks/boards upgraded | Repair/replace seating and adjust boards |
| Survey | Students | Lack of guidance and options | Need for FT faculty |

Part 4 Summary

Please provide any additional comments for Part 4:

Short surveys were provided to 138 unique students enrolled in MUSC courses during March, 2016. The 12 questions were divided into 3 groups of 4 questions each with room for comments at the bottom. A 5-part Likert scale was used ranging from 1-Great to 5-Poor. The majority of students gave a 1-Great or 2-Good rating to all of the questions. However a large number checked 3-Okay with just a few 4-Not good or 5-Poor checked as well. More detailed results are as follows:

Classrooms

Chairs/desks: 29x3, 20x4, 16x5

White/chalk boards: 29x3, 14x4

A/V equipment: 30x3, 26x4, 13x5

Other equipment: 43x3, 11x4, 5x5

Interaction with Instructors

Quality of instruction: 4x3

Office hours: 18x3, 2x5

Program guidance: 13x3, 2x4

Preparation to transfer: 19x3, 3x4

Other

Performance opportunities: 34x3, 1x5

Availability of classes: 22x3, 7x4, 2x5

Schedule of classes: 21x3, 5x4, 3x5

Degree offerings: 31x3, 2x4

Clearly chairs/desks, boards, and all types of equipment are very pressing needs. Also of note is the lack of office hours/program guidance/degree offerings based on the lack of any FT MUSC faculty and the limited schedule, availability of classes, degree offerings, and performance opportunities due to class size minimums, facilities, and lack of FT faculty.

Part 5 - Goals and Objectives and Evaluation of Previous Plans

5.1. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals.

| Goals/Objectives/Action Plans | Current Status | Impact of Action (describe any relevant measures/data used to evaluate the impact) |
|---|----------------|--|
| 1. Increase certificates | Ongoing | Increase the number of students completing our program and receiving certificates. |
| 2. Use of PA Theatre | Ongoing | Initiate better usage for classes and performances. |
| 3. Increase guest lectures | Ongoing | To provide information on current industry practices. |
| Briefly discuss your progress in achieving those goals: | | |
| <ol style="list-style-type: none">1. The Commercial Music Program is promoted to students through class visitations, fund raising concerts, guest lecturers and the success of previous students. Completion rate of the program has increased to an average of 10.75 (2011-2015) as compared to less than 1 from 1997 to 20072. We are working to increase the usage of the new Performing Theatre Arts building for classes and performances by the students but scheduling problems are making this difficult. For instance, MUSC 143 Live Sound Reinforcement is essentially prevented from any hands-on work with the modern sound equipment in the Theatre.3. Over the next four years we will continue to work increase the number of guest lecturers in all of our class offerings, so that the student learning environment is enhanced. | | |

Please describe how resources provided in support of previous program review contributed to program improvements:

4. Several major renovations to the Music building (FA3) took place in 2014-16 as advocated for many years in multiple program reviews. The effect of these program improvements is enormous on the ability of instructors to teach using 21st Century technology in a presentable and acoustically appropriate room. These include:

- Audio/Visual (internet/computers/projectors) in 151, 162, and 176
- New flooring, permanent seating (in 162), and painting
- Sound acoustical treatments (wall panels and ceiling tiles) in 162 and 176 and to the main lobby
- The Audio cabinet is still a makeshift work in progress at this point though

5.2 2016-2017 Planning

Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2016-2017. Discipline/area goals must be guided by [district Strategic Goals](#) in the Educational Master Plan (EMP). They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

| Goal # | Discipline/area goal and objectives | Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or other | Expected Impact of Program Outcomes/Student Learning | Action plan(s) or steps needed to achieve the goal** | Resources needed (Y/N)? |
|--------|---|---|--|--|-------------------------|
| 1. | Increase the combined total of Level 1 or 2 Commercial Music Certificates to 12 per year. | *1. Support learning and facilitate student success 2. Increase the transfer rate *3. Expand and diversify CTE 5. Utilize campus resources efficiently and effectively 7. Enhance technology's support of the college Mission | Students who feel supported in their efforts by committed faculty and access to appropriate classrooms, software and equipment are more likely to be engaged and learn | Reassign one counselor. Creating at least one Performing Arts counselor would help provide students consistent and correct information, which will increase their success. | Yes |

| | | | | | |
|--|--|--|------------------------------|--|--|
| | | | course and program outcomes. | <p>Complete renovation of FA3-176 audio-video equipment and electrical wiring.</p> <p>Increase Commercial Music equipment and repair budgets.</p> <p>Renovate FA4 building.</p> <p>Hire additional full-time Music faculty</p> <p>Annual software updates for production lab</p> | |
|--|--|--|------------------------------|--|--|

***Action plan verbs: expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.*

Part 6 - Resource Needs

Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s)** from Part 5.2 guide this need.

| Indicate which Discipline/area Goal(s) guide this need | Type of Request (Personnel ¹ , Physical ² , Technology ³ , Professional development ⁴ , Other ⁵) | New or Repeat Request? | Briefly describe your request here | Amount, \$ | One-time or Recurring cost? | Contact person's name |
|--|--|------------------------|-------------------------------------|------------|-----------------------------|-----------------------|
| 1. | Personnel | New | Dedicated Performing Arts Counselor | Unknown | Recurring | Dr. Price |
| 1. | Technology | Repeat | Complete renovation of FA3 176 A/V | Unknown | One-time | Dr. Price |
| 1. | Other | Repeat | Increase repair/equipment budgets | \$10,000 | Recurring | Dr. Price |
| 1. | Physical | Repeat | Renovation of FA4 | \$200,000 | One-time | Dr. Price |
| 1. | Personnel | Repeat | Hire additional FT Music faculty | \$180,000 | Recurring | Dr. Price |
| 1. | Technology | Repeat | Annual Software updates | Unknown | Recurring | Michael McCully |

¹List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.

²List needed technology resources in priority order.

³In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.

⁴List needed professional development resources in priority order. This request will be reviewed by the professional development committee.

⁵List any other needed resources in priority order.

Part 7 - Comments

| Please rate the level of your agreement with the following statements regarding the program review process: | Strongly Agree | Agree | Neither Agree nor Disagree | Disagree | Strongly Disagree |
|---|--------------------------|-------|----------------------------|--------------------------|--------------------------|
| ▪ This year's program review was valuable in planning for the continued improvement of my program | <input type="checkbox"/> | X | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ▪ Analysis of the program review data was useful in assessing my program's outcomes and current status | <input type="checkbox"/> | X | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: | | | | | |

Part 2 - Data Analysis and Use

Discipline: Theatre Arts

Please review and interpret data by following the provided links

| Indicator | Comments and Trend Analysis |
|--|--|
| 2.1. Please review the FTES and enrollment (headcount) data. If applicable, please also review division or department data. | <p>Comments on trends over the past five years and how they affect your program:</p> <p>Headcount data since Spring 2011 shows an increase peaking in Fall 2012 followed by a decline. FTES data shows a gradual descending pattern and ranges from a high of 71 in Spring 2011 to a low of 41 in Fall 2015. We feel that this decline is in large measure due to repeatability restrictions on many of our course offerings. The ratio of FTES/FTEF ranges from 11-16 with a peak in Fall 2013. There are 66 declared Theatre Arts majors as of Spring, 2016.</p> |
| 2.2. Report program/area data showing the quantity of services provided over the past five years (e.g. number transactions, acreage maintained, students served, sales figures). | <p>Comment on trends and how they affect your program:</p> <p>N/A for Theatre Arts.</p> |
| 2.3. Student success and retention rates by discipline | <p>Comment on trends and how they affect your program and on where improvements are needed to meet the Institutional Standard of 68% for student success:</p> <p>Student success over the past 5 years ranges between 72-84%. Retention rates range between 83-92%.</p> |
| 2.4. Success and Retention by Equity Groups | <p>Review and interpret data by race/ethnicity and gender or both together:</p> <p>The largest groups represented include: Hispanic/Latino, White, and African-American. Of these groups, success rates of White and Hispanic/Latino students ranges from 76-91% with solid retention rates between 86-93%. However, African-American students as a group have lower success rates ranging from 57-72% and retention rates ranging from 77-96%. Both success and retention rates have been improving steadily over the past 3 few semesters.</p> |

| | |
|--|--|
| 2.5. Number of Sections by Location and Modality | <p>Comment on trends:</p> <p>Most sections have been offered at the main campus in Lancaster, with 2 total sections offered at Palmdale during the Springs of 2011 and 2012. None have been offered online as of yet.</p> <p>The number of sections offered has ranged from 16-23 but has held steady at about 17 for the past several semesters.</p> |
| 2.6. Analyze and summarize trends in student progression through basic skills courses , if applicable. | <p>Comment on trends and how they affect your program:</p> <p>N/A for Theatre Arts.</p> |
| 2.7. Degree and certificate completion | <p>Discuss trends in the completion rates of degrees and certificates. If applicable, discuss improvements in license exam results, job placement/post testing and/or transfer rates to four-year institutions:</p> <p>No degrees and certificates have been awarded, although Theatre Arts has a newly approved AA-T that will change this in the coming years. Also in progress is a local AA.</p> |
| 2.8. Faculty Data | <p>Review and Interpret data on PT/FT Ratio and FTES/FTEF (by Division, Department, Discipline). Comment on trends:</p> <p>While the district PT-FT Ratio is improving overall with a highest ratio over the past 66 years of 1.26 during Spring 2015, the same cannot be said for VAPA as a division which has generally had the worst ratio by far of any division over the same period ranging from 2.11-2.53 (Note: SS has recently caught up and nosed past VAPA during 3 of the last 4 semesters).</p> <p>Currently Theatre Arts has 1.5 FT instructors with a PT-FT ratio ranging from a low of .91 to a high of 4.48 in Fall 2013. During Spring 2015 it was 3.75. "The maintenance of a fully staffed, full-time faculty is an essential element of a coherent program," states the CCC's 75/25 recommendation. This is particularly true in Theatre Arts, where faculty assume out-of-classroom duties not necessarily experienced by faculty in many other areas.</p> |
| 2.9. Career Technical Education (CTE) programs: Review the labor market | <p>Comment on the occupational projections for employment in your discipline for the next two years and how the projections affect your planning:</p> |

| | |
|--|---|
| <p>data on the California Employment Development Department website for jobs related to your discipline.</p> | <p>According to the California Employment Development Department two year occupational projections for 2014-2016, there are multiple categories for occupations where Theatre Arts students may find employment. Among these are Actors and Producer/Directors (36,400 jobs with a projected growth rate of 1.4% and 30,600 and a 1.8% growth rate respectively).</p> <p>Theatre Arts students take classes for a variety of reasons (e.g. to gain employment, for GE credit, as a hobby/passion, in order to transfer). Many come for the lifelong skills that community colleges used to prioritize. Some of these students will find or create careers in the Theatre field after further study or immediately, but success for our programs means serving all of the needs of the various students that we educate.</p> |
| <p>Part 2 Summary Based on examination of the data, address any student achievement gaps and/or other student needs here:</p> <p>VAPA as a whole is rather unique in that it to some extent serves all of the Institutional Learning Outcomes of AVC. Commercial Music is working diligently and creatively to serve student needs through appropriate scheduling in order to deal with the overall FTES decline and to minimize resulting class cuts due to low enrollment.</p> <p>One equity group, African-Americans, has shown particularly low success rates in our classes. We believe that the main factor in student success relates to low academic preparation for college level material rather than any other bias.</p> <p>The most difficult problem with helping to address student needs can be linked to our extremely poor PT/FT ratio and actual lack of a additional full time instructors with paid office hours that enable them to visit and help guide each student.</p> | |

Part 3 – Outcome Analysis and Use

Cite examples of using outcome (PLO, SLO, and/or OO) action plans as the basis for resource requests and the allocation of those requests (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved outcome findings over the past five years.

| SLO/PLO/OO | Action Plan | Current Status | Impact of Action |
|------------|-------------|----------------|------------------|
|------------|-------------|----------------|------------------|

| | | | |
|-------------------|--------------------------------|-----------------|---|
| 101/110 SLO's 1-3 | Hire replacement FT instructor | Ongoing | No progress despite data driven appeal to Chairs committee. The replacement FT instructor is badly needed to oversee the Acting portion of the program. |
| 218 SLO's 1-2 | Update A/V equipment | Ongoing | Despite years of requests, FA2 130 still does not have permanent smart room technology installed. This is badly needed to facilitate learning and teaching. |
| | | Choose an item. | |
| | | Choose an item. | |

Part 3 Summary

Briefly describe what changes have been made (or need to be taken) to the program based on findings:

Very little progress has been made on these two critical action plans.

Part 4 - Stakeholder Assessment

Assess how well the program serves the needs of the students, district, and community. Use surveys, interviews or focus groups to obtain feedback from stakeholders (students and/or others who are impacted by your services). Include documented feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement).

| Type of feedback | Feedback provided by? | Recommendations/findings | Actions needed/planned/taken based on feedback |
|------------------|-----------------------|--------------------------|---|
| Survey | Students | Upgrade chairs/desks | Repair/replace chairs/desks |
| Survey | Students | Upgrade A/V equipment | Install FA2 130 technology, upgrade other rooms |
| Survey | Students | Degree offerings | AA-T being implemented, AA in progress |

Part 4 Summary

Please provide any additional comments for Part 4:

Short surveys were provided to 129 unique students enrolled in THA courses during March, 2016. The 12 questions were divided into 3 groups of 4 questions each with room for comments at the bottom. A 5-part Likert scale was used ranging from 1-Great to 5-Poor. The

majority of students gave a 1-Great or 2-Good rating to all of the questions. However a large number checked 3-Okay with just a few 4-Not good or 5-Poor checked as well. More detailed results are as follows:

Classrooms

Chairs/desks: 41x3, 5x4, 6x5

White/chalk boards: 21x3, 6x4, 3x5

A/V equipment: 38x3, 11x4, 7x5

Other equipment: 39x3, 8x4, 3x5

Interaction with Instructors

Quality of instruction: 10x3, 2x4, 1x5

Office hours: 22x3, 1x4, 2x5

Program guidance: 12x3, 2x4, 2x5

Preparation to transfer: 29x3, 1x4, 1x5

Other

Performance opportunities: 16x3, 3x4, 2x5

Availability of classes: 19x3, 1x4, 1x5

Schedule of classes: 18x3, 2x5

Degree offerings: 27x3, 3x4, 2x5

Clearly chairs/desks and equipment are pressing needs. Also of note is the lack of office hours/program guidance offerings based on the low number of FT faculty (1.5) and the limited schedule and availability of classes due to class size minimums and facilities. The new AA-T and the potential for a local AA as well should improve the degree offerings ranking.

Part 5 - Goals and Objectives and Evaluation of Previous Plans

5.1. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals.

| Goals/Objectives/Action Plans | Current Status | Impact of Action (describe any relevant measures/data used to evaluate the impact) |
|---|----------------|--|
| 1. Technology | Ongoing | No real results despite repeated requests over several years. |
| 2. 2 nd FT Theatre instructor | Ongoing | No action taken despite a data driven request for hiring. |
| Briefly discuss your progress in achieving those goals: | | |
| 1. An empty media box was mounted in FA2 130 during 2/16, but we are still waiting for the technology to be installed. 2. The replacement FT faculty position was voted a low priority by the Chairs/Deans Committee in Fall 2015. | | |
| Please describe how resources provided in support of previous program review contributed to program improvements: | | |
| No major resources were provided. | | |

5.2 2016-2017 Planning

Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2016-2017. Discipline/area goals must be guided by [district Strategic Goals](#) in the Educational Master Plan (EMP). They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

| Goal # | Discipline/area goal and objectives | Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or other | Expected Impact of Program Outcomes/Student Learning | Action plan(s) or steps needed to achieve the goal** | Resources needed (Y/N)? |
|--------|--|---|---|--|-------------------------|
| 1. | Award 5 degrees in Theatre Arts annually | *1. Support learning and facilitate student success 2. Increase the transfer rate 5. Utilize campus resources efficiently and effectively | Students who feel supported in their efforts by committed faculty and access to appropriate | Creating at least one Performing Arts counselor would help provide students consistent and | Yes |

| | | | | | |
|--|--|--|---|--|--|
| | | 7. Enhance technology's support of the college Mission | classrooms, software and equipment are more likely to be engaged and learn course and program outcomes. | correct information, which will increase their success and increase transfer rate to CSU/UC schools. Complete installation of smart room technology in FA2 130. Increase Theatre Arts equipment and repair budgets. Hire additional FT Theatre Arts faculty | |
|--|--|--|---|--|--|

****Action plan verbs: expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.**

Part 6 - Resource Needs

Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s)** from **Part 5.2** guide this need.

| Indicate which Discipline/area Goal(s) guide this need | Type of Request (Personnel ¹ , Physical ² , Technology ³ , Professional development ⁴ , Other ⁵) | New or Repeat Request? | Briefly describe your request here | Amount, \$ | One-time or Recurring cost? | Contact person's name |
|--|--|------------------------|-------------------------------------|-------------------------------------|-----------------------------|-----------------------|
| 1. | Personnel | New | Dedicated Performing Arts Counselor | Unknown | Recurring | Dr. Price |
| 1. | Technology | Repeat | Install smart room tech in FA2 130 | Some equipment previously purchased | One-time | Dr. Price |
| 1. | Other | Repeat | Increase repair/equipment budgets | \$10,000 | Recurring | Dr. Price |
| 1. | Personnel | Repeat | Hire FT Theatre Arts faculty | \$80,000 | Recurring | Dr. Price |

¹List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.

²List needed technology resources in priority order.

³ In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.

⁴ List needed professional development resources in priority order. This request will be reviewed by the professional development committee.

⁵ List any other needed resources in priority order.

Part 7 - Comments

| Please rate the level of your agreement with the following statements regarding the program review process: | Strongly Agree | Agree | Neither Agree nor Disagree | Disagree | Strongly Disagree |
|---|--------------------------|-------|----------------------------|--------------------------|--------------------------|
| ▪ This year's program review was valuable in planning for the continued improvement of my program | <input type="checkbox"/> | X | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ▪ Analysis of the program review data was useful in assessing my program's outcomes and current status | <input type="checkbox"/> | X | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: | | | | | |