

**Comprehensive Program Review Report
Program: Visual & Performing Arts
Academic Year Reviewed: 2011-2012
Due October 31**

Area 1 Mission

1.1 State the mission of the program.

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.

Currently the only area to have a separately stated mission from that of the college is Digital Media, as follows:

The mission of the Digital Media program is to prepare students in the Digital Media degree/certificate programs to be competitive in their search for industry jobs.

All of VAPA subscribes to the stated mission of AVC.

1.2 Comment on the areas of the mission, vision, and Institutional Learning Outcomes of the college that are most closely related to the mission of the program.

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:

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;

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 (ILO #3).

ILO #2 is perhaps the most closely related to VAPA. We have a number of students who use our classes for personal development and for transfer education. Through both degree and certificate programs students learn skills required for employment.

Another ILO that VAPA closely addresses is #1. There is a strong relationship to the analysis of diverse perspectives and experiences that contribute to the development of self-awareness, particularly through VAPA survey, appreciation and history classes.

In addition, VAPA also addresses ILO #5, as many classes (particularly performance based classes) develop teamwork.

ILO #4 is particularly addressed in terms of technologies in the Digital Media and Commercial Music areas, and all areas address planning and decision-making skills.

Clearly, Visual and Performing Arts Division is a strong supporter of many of the ILO's of Antelope Valley College.

Area 2 History

2.1 Identify major changes and/or developments, including change or growth in other programs, which significantly impacted the program in the last four years.

Commercial Music courses were changed from MUS to MUSC headings to facilitate funding during 2008.

After the retirement of the lone full-time faculty instructor, Commercial Music oversight and reassigned time was given to an adjunct faculty member by the administration with the support and recommendation of the division dean and retiring full-time faculty instructor. The title assigned to the reassigned position was Commercial Music Coordinator.

Photography has grown in the last two years since implementing the Commercial Photography degree/certificate. Course offerings increased from 5 to 23 course offerings.

FTV, in 2008 was a flourishing department with significant class growth, an internationally acclaimed film festival (The Antelope Valley Independent Film Festival), a unique community/student based film series The Cinema Series, and the expectations of new degree programs. The FTV staff, including the fulltime faculty member and most of the adjunct faculty, did a self study that generated 10 new classes and rewrote existing ones (to comply with the new SLOs) in anticipation of a FTV certificate and a degree program but with the loss of the fulltime faculty member (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 languished. A Digital Media (DM) instructor (who has since been moved back to DM) eventually taught FTV 230 and FTV 121 but due to a clerical

error has left the FTV faculty. 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. Also, in May 2009 the Communications department tried to bring FTV into their discipline. Communication's argument that they could provide the advocacy missing in FTV since it was clear the school was not going to rehire a fulltime FTV faculty member. VAPA members at the meeting assured FTV that even without a fulltime faculty member they would help to keep FTV thriving. A vote was taken and VAPA retained FTV but, with the exception of one VAPA faculty member in another discipline, FTV has had no such assistance. Several FTV adjunct faculty members (and other non-VAPA faculty) have tried to revive the AVIFF and the Cinema Series but have been rebuffed by the college. It is still unknown what happened to the AVIFF account that generated and held the AVIFF/Cinema Series money.

2.2 Briefly describe the program's activities and services in the past four years.

Commercial Music has implemented annual department meetings to review course offerings, learning outcomes, teaching practices, address student needs, and student support.

Annual Advisory Committee meetings made of professionals in the field of music performance; production, law, songwriting, etc. review department operations and make recommendations on the changing field of music.

Implementation of communicating to students what commercial music has to offer by visiting class offerings and speaking to students about the certificate program. Initial indications are an increase in the number of students submitting and receiving Level I and Level II certificates.

Photography has implemented annual department meetings and biannual advisory committee meetings to review course offerings, learning outcomes, teaching practices, address student needs, and student support.

FTV has been floundering since July 2008 with the loss of the fulltime faculty member. At one point a fulltime DM/FTV instructor was supposed to act as the department's representative but he barely communicated with the FTV adjunct faculty and never updated the faculty on VAPA division meetings or important VAPA or school wide issues. Eventually, at least one adjunct member attended VAPA division meetings in order to keep other faculty abreast of issues concerning FTV. 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 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 had significant class loss and that is due to a lack of representation and stewardship in VAPA for FTV. The classes have dwindled to less than half the classes offered in Spring of 2008. For example, two core FTV classes FTV 101 and FTV 201 had course offerings of 6 each in Spring 2008 but for Spring 2012 we are only offering 2 for FTV 101 and 3 for FTV 201. FTV 134 was offered 3 times and we are down to 1 offering after all FTV 134 classes were removed from the

schedule. The good news is the current offering of the production classes FTV 121 and FTV 230.

2.3 Did the program receive outside funding (e.g. Perkins IV and/or grants) during the last four years? If yes, briefly identify the years funded and how those funds were used to improve the program and student learning.

Awarded almost \$100,000 in Perkins IV funds for 2010-2011 academic year to improve studio music production lab in APL 111. Improvements made the lab one of the finest for a community college in California with current state of the art software, hardware, and provide a one-to-one learning environment. Previously, two students would share a computer. Lab improvements allowed Commercial Music to offer advanced course sections that have not been offered in the past 4 years due to lack of student interest and software and hardware age such Music Production II, III, IV (MUSC 134/134L, MUSC 233/233L, 233/234L).

Although I am not sure of the year (possibly 2009) FTV did receive Perkins IV funds and was able to purchase a cinematography program to facilitate students working in the production classes and several FTV related dvd's which act as support materials to all the FTV students. Those titles are available in the IMC in the Reserve section for FTV students exclusively. We were not made aware of any other outside funding available to VAPA.

Area 3: Curriculum

3.1 Identify degrees and certificates currently offered in the program.

<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
Music: Commercial: General
Music: Commercial: Performance, Specialty
Photography: Commercial Photography

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
Digital Media: Animation
Music: Music
Photography, Commercial: Commercial Photography

3.2 Discuss the adequacy of course offerings relative to appropriate aspects of the college mission and ILOs. Summarize recent additions, deletions, or revisions of courses.

VAPA programs are designed to follow the Mission Statement of the college including serving the community by placing student success and student-centered learning as our number one priority. Course Outline of Records are updated as required to keep current, as are SLO and PLOs.

There is concern in DM, Music and Photography about repeatability issues. In music four semesters are required for the degree, and many courses are overlaid to allow community members to join the classes for up to 12 semesters of credit.

A key point to mention is that the applied music program was taken away by the administration and therefore students could not complete the AA degree without it for approx. 3 years. After many meetings and research conducted by the music faculty, it was brought back in a compromised way (using credit by examination as a tool to save the college from paying for 1 on 1 private applied instruction).

Many DM students are currently working in industry and need training in the latest versions of software and the latest equipment to keep current with the technology. Job training is the focus of DM and with technology changing daily, repetition is essential to the program.

Art Department

To better serve the student population in course offerings, the Art Department is currently working on an A.A. degree program for Studio Arts. Also, a new 3-D design course was submitted to the AP&P committee; which will be a component of the Art degree's foundation courses.

Commercial Music

Commercial Music offers two certificates: Level I General Certificate and Level II Performance Certificate.

In the fall 2010 a program was implemented involving the Commercial Music Coordinator visiting course offerings and communicating to students the certificate program. Early results show an increase of 200% for our Level II Performance Certificate and a 50% increase in Level I General Certificate.

Upgrades to music production lab from Perkins IV funds have allowed advance course offerings in music production. These upgrades are preparing students for a career in the expanding field of music production and obtaining their Level II Performance Certificate.

We have a particular need to develop courses for sound/recording engineers and to expand our offerings, and even add a certificate, in sound/recording engineering. Students and industry professionals ask faculty, on a regular basis for these types of offerings.

All COR's are current and instructors are encouraged list them in their individual syllabi.

All COR's are current and instructors are encouraged to list them in their individual syllabi. All FTV adjunct faculty have been sent the current CORs and SLOs for the classes they are teaching by a current adjunct faculty member but have not had a fulltime VAPA representative for FTV do a follow-up with said faculty. In Spring 2010 FTV SLOs were reported but it is not clear which FTV adjunct faculty participated in the process.

I believe that several of the FTV classes are up for removal due to no class offerings in the last 3 years but all FTV classes are still listed as Active in CurricUNET. More research will have to be done on this matter.

FTV has had significant class loss not due to lack of interest of students but because of significant LHE loss for FTV. Also, the lack of the proposed FTV certificate or degree programs students must go to other community college campuses to finish their studies in FTV.

3.3 Reflect on the relevant trends in curriculum with regard to knowledge requirements and instructional methods.

Vocational certificate/degree programs continue to rely upon Advisory Committee recommendations to mirror industry. SLOs ensure that classes provide the same information to students regardless of which instructor teaches the class. This is accomplished through instructor collaboration and the SLO documentation.

3.4 Recommend ways to improve completion of certificate, major and transfer requirements. Are all courses offered on a regular rotational basis so that students can complete their programs within a reasonable time frame?

Certificate/Degree programs are highly specialized areas. Digital Media, Commercial Music and Photography teach highly complex cutting edge technology. Our primary difficulty is lack of personnel, equipment and software to support the programs.

All of our Division's courses are rotated as needed by each individual program. Our classes have long wait lists every semester and it is difficult for students to get the classes they need because we have limited class offerings due to budget cuts.

3.5 Are all Course Outlines of Record (CORs) current?

Yes, or are in the process of completing.

3.6 How does the program ensure that all faculty utilize CORs when designing course syllabi?

All CORs are posted online and instructors are required to write their syllabi based on course CORs of record. Often instructors do not know how to obtain CORs or are not aware of them.

Area 4 Student Support and Development

4.1 Discuss the adequacy of program services, practices and technology to address diverse student needs and support student achievement.

VAPA serves a diverse student population. Across the board in the last four years in every semester, various courses have 30-35% White Non-Hispanic students, 30-35% Hispanic students, 20-25% African American students and the rest are distributed among Asian, Native American and other ethnicities. In terms of gender, 55% of VAPA students are female while 45% are male. This shows that VAPA program practices continue to attract different members of society in Antelope Valley. In the last four years, the retention rate of various courses in every department remains above 70%; this shows that the VAPA faculty is providing students with services that support their development and achievement throughout the semester. There is a wide range of success rates across the departments but in general it is above 60% with courses taught during the academic year (Fall and Spring) showing better success rate than those taught in Summer and Intersession semesters. Technology in VAPA is woefully inadequate with only two smart classrooms with Internet access in the entire Fine Arts building complex. APL 216 has become a hybrid classroom meeting the needs of several VAPA disciplines and facilitating both lecture and production classes but still lacks internet access.

Commercial Music

Over the past two years we have implemented a program outreach to students enrolled in our courses. Explaining to them the benefits of our certificate program and assisting in completing requirements to obtain a Level I General Certificate and Level II Performance Certificate. In addition students are encouraged to meet and discuss specific details with the Commercial Music Coordinator. To date the program results are an increase of 200% for Level II certificates and 50% in Level I certificates. Estimates for 2012 spring indicates an increase of 300%-400% for Level II and 50% for Level I.

I. Practices

Most students found out about VAPA courses through the Schedule of Classes and/or the College Catalog which are now online. Surveys indicate that students are getting adequate information from these sources of information. Departments with degrees and certificates such as Digital Media and Photography produced color brochures and additional hardcopy handouts detailing degree and certificates requirements. These items can be found in the enrollment/registration area in the Student Services building. In a recent development, VAPA now has a webpage on the AVC website (<http://www.avc.edu/academics/vapa/art.html>). It contains excerpts from the course catalog, contact information for faculty and staff, and links to other related programs such as the Art Gallery and AVC Symphony orchestra. This web presence should make it easier for students to access information and/or contact faculty should they have further questions.

Admissions to most courses in VAPA follow the registration and enrollment procedures set by Admission and Records. The establishment of Online Waitlist in Fall 2011 ensures that crashers

receive equitable opportunity to add once the class is full.

At times admissions to certain courses in VAPA such as theater and music courses require auditions. They are conducted by the director of the production which may be full-time or adjunct instructors. Applied Music performance juries involve multiple faculty members to maximize fairness and ensure multiple points of view.

The music department provides students with the opportunity to perform in professional venues - either at the LPAC or at the new Performing Arts Theatre --- and to learn what goes on both onstage and behind the scenes at our performances. Pianos and percussion instruments allow students to perform on professional-level instruments within our various ensembles. The ensembles range from intermediate to professional in quality and repertoire, which allows a large number of students to participate and addresses their diverse needs and abilities.

The Theatre Arts department also provides students with the opportunity to perform in a variety of venues, including the new Performing Arts (PA) Theatre, Black Box Theatre, and elementary schools throughout the Antelope Valley. The equipment at the PA Theatre (and much of the Black Box Theatre) is of professional level. Productions range from intermediate to professional level to address diverse needs and abilities. Productions include staging of original student written One Act Plays selected by THA faculty members from the Playwriting Class, often directed by students in the Directing Class, and acted by students in Rehearsal and Performance classes, with technical crew from Theatre Production class.

In the Visual Arts department, AVC Art Gallery has a student exhibition at the end of every spring semester, showcasing the best works of the year. Works are selected by the faculty members who taught the students. Every two years, AVC Gallery puts up a faculty show which is open to all faculty members in the college. Faculties from other divisions, e.g. French and English professors have exhibited in this show together with VAPA faculty.

Utilizes a black box style movie theater digital experience in APL 216 so the students are experiencing films in the appropriate form and venue. This allows students to experience the film as the filmmakers intended and gives them full immersion into the experience. When APL 216 was remodeled there was also the anticipation of bringing the AVIFF and the Cinema Series to campus with 2 available venues including the new Performing Arts (PA) Theatre.

II. Services

VAPA offers unique services for students in artistic, musical and theatrical areas. We provide students with experiences and spaces so they can open their minds, practice their skills and explore their abilities.

These services are:

1. Music practice rooms
2. Gallery exhibition spaces
3. Performance spaces

4. Instructional labs for Digital Media
5. Field trips to performances and museums
6. A digital film viewing classroom

The state of these facilities is discussed elsewhere in this self-study. The report here concentrates on the issue of services. In most cases, services to students can be improved if the division adds more personnel to staff the facilities. Currently some facilities are not even open for students use due to lack of staffing. With more personnel, access to these facilities would be more convenient for students

1. Music practice rooms are located in building FA-3. There are four practice rooms, each furnished with a piano. Students practice piano, other musical instrument or singing in these rooms. They provide the much needed practice space for students who do not have pianos or simply need quiet space to hone their skills. There are always students practicing in least two practice rooms at different times of the day. While the number of rooms is adequate, the condition of these rooms is terrible; this will be addressed in a different area of this self-study.

Furthermore, there is no staff member in the building to let students into the rooms. Students would have to call campus security or call the division assistant in OF-2 to open the doors.

2. The art gallery is located in building FA-1. The art department has rotating exhibitions in the gallery space. Instructors used these works as teaching tools to lecture about media and techniques. The gallery also brings in a free program of visiting artists to discuss their works with students. By viewing, examining and discussing works by professional artists students learn about artistic trends in the real world. The gallery is also a space to feature works by AVC students and faculty so they can learn from each other. The whole college community benefits from the discussions and the critical thinking they generate. The gallery is also branching into offering more media-based workshops and figure drawing sessions; these would provide students extra practices outside class.

3. The Computer Instructional Labs are located in the APL building. It is an essential component of this department as students are required to spend 24 hours per semester in the lab. Budget cuts have severely impacted the running of these labs. The department has lost personnel and do not have funds to purchase greatly needed software and equipment. There is also no budget for training of faculty.

The budgets for both instructional lab aides and substitute instructors have been completely eliminated. As a result the lab has to be closed when an instructor is absent and the students are unable to log their lab hours. There is only one instructor to cover 30 stations in the instructional lab which is severely insufficient. Students are required log hours in the lab, yet it is impossible for one instructor to help all the students there. The elimination of two student aides in the labs means that there is no assistance for those who needs it.

4. With a growing interest in Digital Photography and revival of Applied Photography it becomes increasingly more difficult to share facilities with other areas as the sections in photography are increasingly impacted due to budget cuts and the growing need for facilities,

equipment and support in all areas. Unfortunately for our student population, they have limited use of studios, a men's restroom as a darkroom and unable to check-out equipment and explore the medium in a way that prepares them for the field. To add insult to injury the loss of a Photography Lab Technician makes it impossible to appropriately service the students as the related areas can not be fully supported. District funds have not been made available to support the equipment needs of the photography area.

5. Field trips allow students to go to museums, theaters or other places relevant to the course materials. These trips enrich curriculum by letting students experience the materials that they are studying. Instructors use original works or art or theater performances as discussion points to enhance and deepen critical thinking.

District vehicles are a transportation option for students if an instructor arranges for it. AVC has two vans and two buses for field trips. The two buses can take a maximum of 47 students and an instructor. When it is made available approximately 50-60% of students in class choose to go with AVC buses. Some of these students would have not been able to make the field trip if not for the bus, due to financial restrictions or lack of personal transportation or simply because they can't drive. It is crucial that the college provides transportation so VAPA can continue to provide the field trip experience to our students.

APL 216 is in dire need of a new projector. In Spring 2010 funds were secured to purchase a new projector but the person (not affiliated with VAPA or the IMC) who ordered the projector ordered a different one and once installed in APL 216 it had the wrong aspect ratio and had to be removed from APL 216. FTV was not allowed to return the wrong projector so they had to replace it with the old projector, which is now in DIRE need of at least a new bulb and we have been denied funds for the bulb as well.

III. Technology

All Departments

Instructional technology in the Fine Arts building complex is inadequate. It is not up to par with what's going on with the rest of AVC campus in which most classrooms have a smart console, media projector and Internet access. Only 2 classrooms in building FA-4 are smart classrooms with Internet access. In the other eight classrooms, an instructor has to bring in a smart cart when s/he wants to show PowerPoint or other multi-media presentations. Furthermore, there are not enough smart carts to go around. In the Music department, 30 instructors have to share one smart cart. In FA-1 building, the painting/drawing studio classrooms are full to capacity with easels, art benches, pottery wheels and, working tables; and it is actually hazardous for an art instructor to wheel a smart cart in and out of the room. These eight classrooms are not wired for Internet access either. This means students are missing out on multi-media materials that many cultural institutions now upload on the Internet as a way of sharing them with the world. This is ironic considering that multimedia presentations are not only the most up-to-date method of teaching delivery; it is the teaching tool from which visual and performing arts students can benefit the most. Internet access, an installed multimedia projector in the ceiling and a smart console in

every classroom would go along way toward enhancing the learning experience and prevent accidents in this environment.

Digital Media Department

The instructional lab lacks the most recent computer software and equipment to support its students. Technology is definitely a requirement in Digital Media and Photography courses. The California State and Antelope Valley College do not have funds for the computers, software and cameras require for this area. Grants have to be written for Perkins IV Funds for the Federal Government to cover only the minimum. In addition, Information Technology Department does not support these areas because they are outside their expertise.

Music Department

The electronic keyboard room (FA-3 151) is in bad shape, with broken floor tiles and aging keyboards with sticking or broken notes. It does not have a permanent CD player, which is necessary for instruction. Song writing classes need a smart classroom which, as stated above, does not exist in building FA-3.

Theater Arts Department

Performing Arts Theatre (PA) is still waiting for the promised technology system. Furthermore, only two rooms have working telephone; the department still waiting for telecommunication Heck, still waiting on telephone service in all but two rooms.

Photography

The instructional photography labs/men's restroom, fixtures and equipment are more than 30 years old. The studio is shared with 3 other areas within VAPA and the equipment is not current.

FTV shares APL 216 with several other VAPA departments. Currently, the light board has been damaged which adversely affects the production classes. There is no classroom Internet connectivity available. FTV production and post—production classes must share facilities with DM. Also, due to issues concerning faculty and student access to sensitive lighting equipment a lock should be placed on the lighting closet or panel box due to possible injury. IMC has been aware of the problem and their representative made the suggestion of locking the panel box.

4.2 Summarize how recent additions, deletions, or revisions of services, practices, and technology support aspects of the college mission and ILOs.

VAPA's practices and services have been successful in supporting the achievement of its diverse student population. The 2010-2011 cycle, the SLO rate is at 93%.¹ This means most courses in VAPA are meeting their SLO achievement targets as well as attaining high numbers in student retention and success rates. In this way, the division is fulfilling the ILOs and college's missions. VAPA faculty and staff are able to achieve this because of their dedication to students despite the increasing difficulty due to dwindling resources in tough economic times.

In the last few years, the cut back on personnel has made it very difficult for VAPA to maintain its high level of services. The lack of funds to obtain new equipment and to upgrade instructional

¹ This figure -- obtained from WEAVE -- reflects the rate of courses that reported their assessment findings.

technology also hampers its faculty's efforts to provide up-to-date training and education for its students.

Area 5 Data Analysis and Environmental Scan

Major changes to areas within VAPA:

1. Computer Graphics and Multimedia became Digital Media during 2009.
2. The Music Department's Commercial Music courses were changed from MUS to MUSC headings to facilitate funding during 2008. Music faculty, APP co-chair, and administration agreed that this change did not establish a new department and that the Commercial Music courses and certificate programs were still part of a single Music Department.
3. MUS 291 and MUS 292 were summarily suspended by the administration even though they are approved requirements of the AA in Music degree.
4. In 2009 The Photography Department implemented a new certificate/degree in the area of Commercial Photography with 10 new courses and their corresponding labs and revised the courses 5 in place area of Applied Photography.
5. Photography lost a permanent Lab Tech. position.
6. The new Performing Arts Theatre opened for performances/productions during the Fall of 2011.
7. \$100K Perkins grant was received by Commercial Music to update APL 111 during 2010.
8. Several full time faculty members have retired or resigned.
9. Four different Deans have led the division since 2006 (some in interim roles) and all have shared their time between VAPA and another division.
10. After a retirement, Commercial Music oversight and reassigned time was given to an adjunct faculty member by the administration without consultation with other full time faculty.
11. Commercial Music enrollment has increased from the previous program review. It is anticipated that Level I and Level II certificates will increase for 2011-12 and for the future. The Commercial Music Coordinator visiting all class offerings and explaining the benefits of its program and certificates will accomplish this.
12. 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.

5.1 The program was provided with a substantial amount of data from the Office of Institutional Research and Planning. The self-study team should review and have a dialogue on the data and then identify major changes or enrollment trends expected to be of particular relevance to the program in the next four years. Consider WSCH/FTES, success, retention and persistence as applicable, and the number of degrees and certificates, if applicable. Consider data on gender, age, ethnicity, night vs. day, etc.

- Write about enrollment trends that the self-study team believes are important to the program's planning and resource needs. Why might these trends be occurring?
- Considering these trends, how well is the program doing in meeting the needs of the various learner populations attending the college?

The data from Institutional Research and Planning has not revealed how many students have been turned away from VAPA programs because the courses offered are often full or have been cut. After growing rapidly for several years, the number of sections offered by each area has decreased significantly since 2009 due to administratively directed cuts in the LHE allowed to be offered by our division. Summer and Intersession course offerings have especially been diminished or cut altogether. In order to save the unique programs offered within the division, these cuts were primarily directed at the introductory or GE sections that also serve to feed students into our majors, but some of our required and higher level courses were also cut back or eliminated. Because of this it is very difficult to isolate other factors influencing enrollment trends that might be more "controllable" (i.e. most of the data directly relates to these cuts!)

In addition to our goal of serving the many needs of our community members, not just those of transfer or graduation, a large but unknown number of VAPA students have indeed transferred to four year schools, and a total of 116 certificates and 130 degrees were awarded during this cycle.

VAPA courses serve all of the various learner populations attending AVC (e.g. advanced high school, traditional transfer and degree/certificate, and community members). We offer GE and transfer courses along with degrees or certificates in multiple areas along with performance classes that serve all of our populations. As LHE cuts have continued to disproportionately focus on VAPA, we worry about the changing focus towards a junior college role rather than an institution focused on the community. We have increasingly become severely hampered in our efforts to serve the community by providing them with courses that meet all of their needs. Additionally, the difficulty of registering for GE required courses campus wide has also hindered the ability of our transfer and graduation oriented students to stay on track and accomplish their goals at AVC.

One of our severely impacted areas has been Music. MUS 291 and 292 (the applied music program) had grown to 24 students by Fall, 2008 under the direction of Dr. Newby, but when it was abruptly cut by the administration after that semester, music majors were unable to complete the requirements for the Music AA and many of those students transferred early or left AVC to study elsewhere. In fact, our data shows that of the 8 Music AA degrees granted during the current cycle, 5 were awarded before the Fall, 2008, 3 were awarded at the end of Spring, 2009 (to students that had already completed the required four semesters of MUS 291/292), and none have been granted since that time. A clear indication of the obvious- that the elimination of required classes strongly affects our graduation rates.

After finally being reinstated in a modified and far more expensive manner to the student (more details are found in 5.2) a total of 12 students were enrolled in Fall, 2011. Due to the interest expressed by students at both formal and informal meetings with music faculty, we expect the applied program to gradually rebuild, which should directly increase the number of both successful student transfers and earned Music AA degrees.

While it would be ideal to serve the needs of the various learner populations attending AVC by offering multiple section courses during mornings, afternoons, evenings, and on weekends, as well as the option of meeting once or twice per week, that noble effort apparent at the beginning of this cycle has long since succumbed to the LHE cuts faced by VAPA. Since VAPA has a far lower number of full time faculty than most other divisions, we rely on numerous adjunct faculty to teach many of our classes. While this is wonderful due to the diversity of their expertise, it also has an interesting effect on the schedule of course offerings. Since we have had to cut courses but still attempt to be fair with adjunct loads, the availability of our adjuncts inherently restricts when the remaining sections can be offered. By default and in order to serve the largest community possible (including the availability of facilities and the instructor), most of our performance groups (especially in Music) are offered in the late afternoons or evenings, while most required lecture courses take place during the morning and early afternoon.

Some of the other data provided by the Office of Institutional Research is summarized in 5.2. Of note is that the overall age of most students enrolled in VAPA classes has lowered. Most students were either under 20 or between 20 and 24 years old, and there was a noticeable downward trend of older students. It is probable that this relates to the difficulty that community members have in registering for courses due to the cutbacks, but there could also be a relationship to when courses are offered as well. Our overall gender mix of students is 50/50 (F/M), but some areas including Art and Photography/CP are 60/40 (F/M) while DM shows the reverse mix at 40/60 (F/M). Finally there appears to be an overall increase in the ethnicity chosen by students as other or unknown and an overall decrease in students selecting Black and White. It appears from this data that VAPA is doing a good job via enrollment trends of serving the diverse ethnicities of our community and both genders fairly. Our focus though appears to be shifting away from the older community members and towards traditional college students.

As an example of the study of previous enrollment trends and student success, the Music AA degree was significantly revised in 2006. The core Music Theory/Musicianship sequence was rewritten to include Music Fundamentals and the levels of both Theory and Musicianship were increased from two to three in order to better align with the music programs at local CSU's where the majority of our students transfer. A pyramid design of course offerings was initiated to both offset expected attrition in the highest level courses of the sequence (these had often been cut due to low enrollment or offered only by Independent Study) as well as to help students progress through the degree/transfer program in a cohort-like fashion. The number of Music Fundamental sections was increased from 6 to 9 per academic year (3-4 per semester, 1 each during Intercession and Summer) and Beginning Theory and Beginning Musicianship are now offered each semester rather than only in the Spring. Intermediate levels are offered every Fall and Advanced levels every Spring.

Although all Intercession and Summer courses for VAPA have subsequently been cut, the success of this revision is evidenced by the full and waitlisted sections of Fundamentals, Beginning Theory, and Beginning Musicianship, and the fuller sections of the Intermediate and Advanced levels (with a standard drop of about 6 students showing after the Intermediate level). In the keyboard sequence, the 3rd and 4th semesters of keyboard skills are being merged into the

Beginning and Advanced Keyboard Harmony in an attempt to also increase enrollment in those degree required courses.

Additionally, a clear recommendation to students of what courses to take and a model sequence has been provided in the AVC catalog with very clear guidance on auditions and counseling. This information is also carefully discussed with students in Beginning Theory, Beginning Musicianship, and Applied Music.

Unfortunately, while the changes to the Music program appear to have been very successful based on such data as course enrollment and SLO success, much of the measurable success of these changes as demonstrated by factors such as graduation rates has been negated by the combination of cutbacks to the number of course sections offered and, most critically, by the 3 year long elimination of MUS 291/292.

Major changes or enrollment trends expected to be of particular relevance to VAPA in the next four years are difficult to predict. Recent legislative decisions indicate that we should not anticipate a growth of LHE in the near future. Assuming that LHE stays constant, it will be difficult to develop new programs or to offer new courses without further cuts to current GE offerings. With money in short supply, needed repairs and upgrades to our IT and facilities may seem a bit of a pipe dream as well. One bright light is the use of the new Performing Arts Theatre. Multiple performances have been staged during the Fall, 2011 with great success (e.g. Symphony Orchestra- twice, Concert Bands- twice, Applied Music Recital, Solo and Ensemble Concert, Dance, and Theatrical Productions). On campus performances will continue to draw attention to our programs and performing ensembles that contribute so much to AVC and the community.

5.2 Report on the progress of recommendations and accomplishment of goals identified in the program's last program review. Reflect on the strengths, weaknesses, and improvements of the program. Clearly state the performance/quality indicators used by the program.

Previous Program Reviews have identified multiple areas of need consistent with 5.1 that have still not been addressed. Many identified areas of need were not acted on due to budget cuts. During the current review cycle, two full time faculty members have retired and two others have resigned without being replaced. This has left VAPA with significantly fewer full time faculty members to coordinate all aspects of their diverse programs including course outlines of record, student learning outcomes, program learning outcomes, adjunct evaluations, the new theatre, etc.

Program strengths lie in the wonderfully prepared and diverse group of instructors. They recruit and build numerous programs and mentor students with a variety of interests and career goals. Success can be seen in the progress of all of these diverse students- from acceptance as junior level transfer students and eventual graduate degrees to the lifelong learning skills acquired in such classes as ceramics, keyboard skills or photography. VAPA faculty members feel able and prepared to assist students in whatever career path they choose but are limited by facilities, administrative support, and technological resources.

Program weaknesses include the bad physical shape of the Fine Arts quad buildings; lack of an appropriate number of full time faculty members within each area and even one area (FTV) with no full time faculty members; lack of modern IT equipment within many of our classrooms; and administrative cuts that significantly impact the ability of our programs to grow or thrive.

Specific enrollment trends and issues within various areas of VAPA:

Digital Media

The data from Institutional Research and Planning has not revealed how many students have been turned away from the program because the courses are always full. Digital Media has been exponentially growing as technology grows. All classes have wait lists for students because Digital Media is one of the few fields with more jobs than applicants. It is expected to grow 4.5% in 2012 while other areas are expected to be flat at best.

Theatre

Previous Program Reviews identified areas of need that were not acted upon due to budget cuts. During the current review cycle, one full time faculty member resigned leaving Theatre with only 1 full time faculty member to coordinate all aspects of a large program including the move into the new theatre and oversight of course outlines of record, student learning outcomes, program learning outcomes, adjunct evaluations, etc.

Music

Music AA degree track enrollment is currently down. This can directly be traced to the cuts made by the administration to the required Applied Music courses for the degree (MUS 291 and 292). Many students left to attend other schools and the rumors circulating among high school students and the community were that AVC was cutting the entire music program.

It will take time to rebuild the music major program. When the Administration refused several proposals to revise and reintroduce the music major program according to models provided by other California Community Colleges, the Music faculty agreed to offer MUS 291 through credit by examination. This arrangement is a mixed bag of benefits and limitations.

Benefits:

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

Limitations:

1. It requires students to pay the full cost of music instruction in preparation for each semester's credit examination. This places the cost of an AA in Music degree beyond what most AVC students pay, and beyond the reach of many AVC students.
2. It permits students to study for the examination with teachers who are not necessarily certificated, potentially lowering AVC's educational standards.

3. AVC faculty members give individual lessons to AVC students to prepare them for their credit examination. Students pay teachers directly for these lessons. This may have the appearance of a conflict of interest.

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

Facilities for regular classroom instruction and rehearsal are in very bad physical shape and these issues have been addressed in all prior program reviews with little or no improvements made. Among the problems with the building and its equipment:

1. The Music building has no acoustical isolation. Practice rooms, classrooms, and hallways bleed sound into one another. Students whose learning outcomes require them to analyze sound are unable to do so because of competing sounds from adjoining rooms, and the hallway. Limited repairs are scheduled for January, which may help reduce some of this problem. But the initial report from the contractors indicates that their repair will only partly address the building's many problems.
2. The Music building has poor ventilation and temperature control. Some classrooms and offices are far too hot or too cold, depending on the season.
3. Music classrooms are technologically backward compared to other AVC classrooms.
 - a. They have none of the "smart box" technology found in many AVC classrooms. Smart boxes for the building received initial approval two years ago, but were then eliminated as part of budget cuts.
 - b. Classrooms have no Internet access.
 - c. FA3-176 has no permanent video projector; its audio system is twenty years old and includes large floor speakers that make student board work difficult.
 - d. FA3-151 has no audio-video equipment of any kind.
4. Classrooms are in physical disrepair.
 - a. FA3-162 has many broken seats, which have been reported to AVC's Maintenance department many times in the past two years with no response or progress made.
 - b. FA3-151 has broken and aging digital pianos that need replacing. AVC's digital piano technician has reported that the pianos are so old that repair parts are no longer available.
 - c. The stage surface in FA3-162 has been destroyed by the tap dance class. When this class was moved into the Music building in 2006, administrators agreed that the stage surface would be resurfaced annually. This has happened only once in five years.
 - d. Many floor and ceiling tiles are missing throughout the building.

Summary of other data provided by the Office of Institutional Research:

Gender of students: overall 50/50 (F/M), but some areas are 60/40 or beyond.

SUB Gender-Approximate ratios of Female to Male (F/M) students

ART	60/40
DM (MM/CG)	40/60
FTV	50/50
MUS	48/52
PHOT/PHTC	60/40
THA	55/45

Ethnicity of students: an overall increase in other or unknown with a decrease in Black and White

SUB	Ethnicity
ART	+other; -White
DM (MM/CG)	+other; -White
FTV	+other; -the rest
MUS	+other/unknown; -Black/Hispanic/White
MUSC	+other/unknown; -White
PHOT/PHTC	+other/unknown; -Black/White
THA	+other/unknown; -Black/White

Age of students: overall most students were under 20 or between 20-24 and there was a downward trend of older students

SUB	Age (+ = gains; - = losses)
ART	-under 20; +20 to 29; overall most students were under 20 or 20-29
CG/DM	-over 25; mostly under 20 and between 20-24
FTV	mostly under 20 and between 20-24
MM	major loss to 40+; mostly under 20 and between 20-29
MUS	mostly under 20 and between 20-24
MUSC	mostly under 20 and between 20-24
PHOT/PHTC	holding steady
THA	mostly under 20 and between 20-24; -teen; +20-24

CRN offered: the bulk of cuts were to multiple sections offerings after F 09; however some cuts to single section courses were also made (noticeably in THA).

Overall enrollment trends between Fall 2006 and Spring 2011

ART Significant increases have occurred in most courses except for 100, and some of the higher numbered courses have not been offered recently.

DM CG became DM in 09. 102 no longer offered after SP 08 and 123 after F 07.

FTV 105 has not been offered after SP 08; 121 has only been offered since F 09; 230 was only offered in 11; 245 has not been offered after SP 07.

MUS Courses were split into MUS and MUSC headings as of Fall 2008; enrollment in 101, 121, and 131 peaked in F 09 but then was significantly lowered due to course cuts;

291/292 were not offered after F 08 due to administrative cuts without due process; most other courses have remained fairly stable.

THA Courses have either held steady or significantly increased; 133 and 235 have not been taught since F 06; 236 has not been taught since Su 07; 298 has not been taught since F 09.

Overall enrollment trends between Fall 2009 and Spring 2011

ART 110 and 100 have significantly fewer students, while 101 has significantly more.

FTV Shows significantly lower numbers in the 4 main courses.

MUSC Between F 2008 and SP 2011 only-- 233/234 was not offered SU 09 through Int. 11; enrollment in 103 dwarfs all other MUS or MUSC classes; otherwise enrollment is steady.

Certificates granted during 2006-2011

Computer Animation Certificate	12
Computer Graphics Certificate	32
Digital Photo Imaging Certificate	17
Digital Printing Certificate	5
Graphic Design Certificate	11
Interactive Media-Web Design Cert.	2
Interactive Media Certificate	2
Music-Commercial: General Cert.	13
Music-Commercial: Perform. Cert.	2
Photography-Commercial Certificate	11
Video Design and Prod. MM Cert.	<u>9</u>
	116

Degrees granted during 2006-2011

Commercial Photography	1
Computer Animation	16
Computer Graphics	54
Digital Photo Imaging	11
Digital Printing	3
Graphic Design	11
Interactive Media	5
Interactive Media-Web Design	1
Music	8
Photography	9
Video Design and Production for MM	10
Video Design and Production	<u>1</u>
	130

Area 6 Student and Program Learning Outcomes Assessment (Updated annually)

6.1 Briefly review program outcomes assessment activities over the past four years and assess in some detail the effectiveness of those methods in documenting and improving student learning.

Area 6 Student and Program Learning Outcomes Assessment

6.1

Over the past four years, VAPA has been developing SLO’s for all courses and developing reliable methods of evaluation to ensure complete compliance by the end of the 2011-2012 cycle. Assessment of SLO’s has led to developments of new pedagogical methods for increasing teacher effectiveness (see 6.3), the establishment of departmental rubrics (see 6.3), the revision of SLO’s to better reflect course learning (see 6.3), and highlighting imperatives for new facilities and equipment (see 6.4)

See the following chart documenting SLO development, data collection and assessment for the 2010-2011 cycle.

Department	Art	Digital Media	Film and Television	Music and Commercial Music	Photography and Commercial Photography	Theater
Total Courses	25	42	15	72	24	22
Course SLO’s on WEAVE	all entered except ART 100, which is recorded and will input Fall 2011	All entered	all entered on WEAVE except FTV 155, 215, and 251	All entered	All entered	All entered except THA 102, 120B, 133, 205, 225, 298A, B, and C
SLO Data entry on WEAVE	All courses taught 2010-2011 assessed	All courses taught 2010-2011 assessed	All courses in need of assessment	All courses taught 2010-2011 assessed	All courses in need of assessment except PH211 and 211L	All courses taught 2010-2011 assessed
Action plans on WEAVE	5 action plans	18 action plans	Action plans awaiting data entry	30 action plans	Action plans awaiting data entry	13 action plans

6.2

For those courses with fully assessed SLO's, adjunct instructors have been contacted via email and verbal requests. The results of these methods are inconclusive. While SLO data from adjunct faculty have been crucial and beneficial in certain courses, particularly where adjunct instructors are the primary instructor of record for a particular offering, other attempts have resulted in weak participation. Lack of participation may stem from unfamiliarity and confusion over the new implementation of SLO's. As the 2011-2012 year marks the first cycle in which most of VAPA's SLO's were evaluated, many of our full-time faculty themselves are just beginning to understand how standardized methods and more targeted SLO's would sharpen assessment and amendment. Once effective standards are in place, full-time faculty will be able to communicate the necessity, criterion, and benefits of SLO data to adjunct faculty. This is a priority that aims for cohesive departments with clear communication and shared pedagogical goals.

6.3

VAPA plans to be completely compliant with the assessment of all SLOs for the 2011-2012 cycle, collecting SLO data for all offered classes. PLO's are in various stages of development and approval across VAPA's various departments (see below). Due to reduced classes, loss of budget, and loss of staff, all departments are operating in 'survival mode', securing as many required and transferable classes as possible, but unable to pioneer the curriculum for a fully mature Arts program. This has complicated and derailed the development of PLO's for many programs, which are just this year becoming an area focus.

THEATRE ARTS:

SLO data documents that targets are being met, forming action plans to keep the status quo. The opening of the new Performing Arts Theater promises to transform the Theatre Arts Department's operations and will necessitate reevaluation of SLO's and data collection. Assessment over a cycle which includes new facilities are needed to understand its impact on current SLO's and the development of PLO's.

PHOTOGRAPHY:

Photography is working on completing all SLO entry and assessment for the 2011-2012 cycle. The data collected from this cycle will be used to develop action plans and determine a timeline for the revision of SLO's and development of PLO's the following year.

MUSIC:

PLO's for the Music AA have just been approved by AP&P and the cycle of reviewing them begins in the spring of 2012. The PLO's have not been distributed, but this will take place during this current 2011-2012 academic year. Music's plan for implementing and assessing PLO's over the following four years is as follows:

Spring 2012 Pilot PLO's #2, #3, and #4

Spring 2013 Assess PLO's #2, #3, and #4 and revise as needed

Spring 2014 Pilot PLO's #1, and #5

Spring 2015 Assess PLO's #1 and #5 and revise as needed

Spring 2016 Assess PLO's #1-5 and revise as needed

The majority of action plans for Music classes advise maintaining the status of SLO collection and await reevaluation at the end of the next cycle. Some specific action plans have been developed to target teaching effectiveness. MUS111 will be raising its target to 70% of students to score 70% or above and MUS 153 will be raising its academic standard from 3 out of 5 to 4 out of 5 for 80% of the students that complete the course for SLO #1.

FILM AND TELEVISION:

Film and Television is working on completing all SLO entry and assessment for the 2011-2012 cycle. This department faces the enormous disadvantage of having no full-time faculty representative. Although the adjunct faculty have made tremendous efforts in forming SLO's for this department, it is imperative this department hire a full-time member to guide the process of comply with SLO data collection and developing PLO's.

DIGITAL MEDIA:

Many of Digital Media's classes ascribe to a common Action plan as their courses overlap with specializations that are interdependent in the creation of a final product for business, entertainment, and other media projects. The faculty plan to continue regular DMAC (Digital Media Advisory Committee) meetings to keep in touch with how the industry is going, look to committee for input on course content, new courses, equipment, software, techniques, and future direction of Digital Media industry,

Some specific action plans have been developed to target teaching effectiveness. The action plan for DM101 advises a collaboration between all instructors to establish standard skills for the class, implemented by emailing all instructors for their input on required standard skills. The action plan for DM 106 documents higher achievement of SLO's with allowance of a make-up exam. Action plans for DM 133 and 223 advises a cross-check system, allowing students to examine each other's work for errors. The measurement tool for DM 128 SLO's is under new revision. The action plan for DM 127 is resetting the SLO #1 target for 50% participation and advocates randomly calling on students to achieve this goal.

ART:

The Art Department has drafted an application to launch an Arts Associate Degree, to be submitted Fall 2012. New classes required for the degree are awaiting approval in AP&P. The Art department is taking the establishment of this new program into consideration as they complete their PLO's over the 2011-2012 academic year, with intention to submit these PLO's for approval Fall 2012. Assessment of SLO's for studio art classes has revealed a need to raise the outcome and expectations of student performance. The action plan for ART 110, which is also applicable to most other studio offerings, advises the implementation of a standard rubric for portfolio assessment. The action plans of Art History offerings ART 101 and 102 proposes an investigation of why achievement targets are not being met. SLO's are being revised for these two classes to better reflect course objectives and clarify learning outcomes.

6.4

All areas are in need of more data from SLO's to understand what resources and services are needed to more effectively serve students. However, one year of SLO data has revealed some

important needs for certain departments specifically relate to SLO's, documented in the Action Plans on WEAVE.

MUSIC:

Room FA3 151 needs to be updated by installing permanent A/V equipment and replacing old and broken electronic keyboards. Poor equipment is detrimentally impacting effective learning and use of time in the classroom.

DIGITAL MEDIA:

Digital Media offers six certificates/degrees, all of which are interdependent in the process of creating a client project. Current 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.

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 available when students arrive. A second lab would be a huge service. The department used to have access to a filming studio but lost it to Film and Television students. Currently faculty use a green screen to teach students studio production on a more limited basis. It would be wise to allow the video production courses new access to what was once the digital media studio facilities.

Area 7 Collaboration with Other Programs

Discuss collaborative efforts undertaken with other Instructional, Student Services or Administrative programs. Offer an assessment of success and challenges and note potential changes in collaborative efforts.

1. Campus Events

Communications between Campus Events and the various departments of VAPA is excellent. The division receives substantial support in terms of set-ups and tear-downs, and in terms of arranging for transportation for class excursions and especially the traveling Theatre for Young Audiences.

2. Instructional Media Center

The Graphic Artist does a fantastic job of creating materials for public distribution for VAPA, including announcement flyers, posters and post cards for events, and also programs and tickets. This is one of the most important contributions to the public image of the college, and is seen by thousands in the community. The Graphic Artist is amazingly creative in her approach to solving design tasks.

The departments of VAPA collaborate extensively with the IMC Instructional Media Center on campus to keep projection and sound equipment functioning in classrooms. The IMC personnel respond to requests quickly with acknowledgement of the requests and an estimated time of compliance. They are a pleasure to work with.

For the future, instructors have tallied the present equipment and requested that projection equipment be installed in the classrooms that do not have it. The challenge has been to receive an acknowledgement from instructional administration that there is awareness of the lack of equipment and communication of the schedule for implementation of the ordering of this equipment.

3. Student newspaper *The Examiner*

The Digital Media department collaborated with the student newspaper in its design.

4. Art Gallery

The Art and Digital Media departments collaborated and continue to collaborate on imagery used in the publicity for Art Gallery shows.

The Commercial Music Department often arranges for its band Test Flight to perform at Gallery openings.

5. New Performing Arts Theatre

All VAPA departments have collaborated and continue to collaborate with the IMC and Facilities and Maintenance in testing the equipment for the new Performing Arts Center.

Commercial Music recorded the 1st performance in the new Performing Arts Center collaborating with other departments within VAPA. The Commercial Music program works particularly well with the Language Arts program. Guest speakers from Language Arts have come to the Popular Song Writing class for background on lyrics and poetic strategies. It should

be noted that Commercial Music had a difficult time collaborating with ITS when awarded almost \$100,000 in VETA funds (Perkins) for expansion of its music production lab in APL 111 in 2010-11.

The Photography Department has collaborated in a variety of ways with many of the programs within the Athletics Department. This collaboration has included the creation of unique team portraits which have been displayed in a variety of venues giving the Athletic Program an exposure to a diverse audience.

All the departments collaborated with graphics, lighting, sound, and video on the first Symphony and Master Chorale performance in the new PA Performing Arts Theatre, including The Digital Media Department who collaborated with the Music Department in the creation of the movies and graphics. They will continue to collaborate for the first performances of the Theatre department, Dance department (in the Kinesiology Division), and Interdepartmental Festival in the PA.

Area 8 Outreach Activities

Discuss any activities or projects undertaken with other educational institutions, the community, or business/industry. Describe any plans to begin new outreach activities.

The Visual and Performing Arts Division maintains a significant relationship with the community. This relationship is unique among other divisions at AVC its activities that fulfill essential components of the college's Mission Statement and Institutional Learning Outcomes.

Faculty offers an annual jazz festival with world-class clinicians, for high school jazz programs. This is a daylong event, which culminates in a performance of all bands at the end of the day. Field trips to schools that offer commercial music programs, such as Musicians Institute in Hollywood, are planned on a regular basis.

Art and Art History

Students and faculty created a mural for the Children's Center of the Antelope Valley.

Students and faculty created artwork for the county juvenile courthouse.

Faculty members have given lectures at area high schools relating to art issues and topics.

Faculty members have donated time and artwork to charitable organizations based in the Antelope Valley like the Painted Turtle, Sunrise, and Catalyst foundations.

Faculty members have been a juror of Antelope Valley student work for the National PTA's Young Artists Competition.

Faculty members maintain memberships and actively participate in local and regional art-related organizations such as Antelope Valley Allied Arts Association and Lancaster Museum and Art Gallery.

They represent the art program by exhibiting their work locally, regionally and nationally.

Faculty members encourage students to exhibit their work in local and regional exhibition spaces.

Faculty member have created artwork and sets for Dance Dimensions as well provided design support and multi-media for AVC theatre productions and music performances.

Art faculty members have organized and participated in art/ceramic auctions and sales where proceeds have benefited charitable organizations, AVC student scholarships and art department programs.

A faculty member curated a show of California Watercolors created during WWII at the Oceanside Museum of Art. Painting World War II: The California Style Watercolor Artists, April 18 - October 3, 2010. He gave several lectures there, to the staff of the museum, to the general public, to the benefactor's circle of the museum and to the largest California art collectors club in Southern California. He wrote the essay for the brochure for the show and over twenty stories about individual paintings for the walls. He also wrote an article on this show and published in: American Art Review, June 2010 which was illustrated with 9 color plates of the paintings.

A faculty member will be judging the (NWS) National Watercolor Society members show this December and selecting the award winners in March 2012.

The gallery director mounts six to eight exhibitions in the Antelope Valley College Art Gallery every academic year. Exhibitions have opening receptions that are advertised and open to the public.

The art gallery sponsors the Friends of the Gallery, a community based auxiliary group that supports the efforts of the gallery and art department. The art gallery schedules an annual, community member driven, Friends of the Gallery Exhibition.

The art gallery has featured Antelope Valley artists from diverse cultural backgrounds.

The art gallery includes faculty members from all disciplines on campus in faculty exhibitions.

The art gallery sponsors guest lecturers and workshops for students and the community that supplement exhibitions.

Digital Media

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. We 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.

Film and Television

The Antelope Valley Independent Film Festival and Cinema Series has been presented one year since has the last VAPA program review. It was an extremely high profile organization that fostered links with the local community. Thousands of Antelope Valley residents attended year-round programming offered by the festival. This helped increased visibility of the college as a central force in enhancing cultural life in the AV. It invited community members to participate in intellectual exchanges with AVC students and faculty. It generated enrollment in a variety of film studies courses at the college. It incited thousands of dollars in donations to the AVC Foundation. The FTV department has not done any of the high school outreach through the AVIFF by including student generated film programs. With no fulltime faculty member we have had no significant outreach into the community or the K-12 classrooms like we used to.

Music

Besides the regular concerts that comprise class curricula, AVC faculty and students perform many additional community performances each year. These include performances at AVC Foundation fundraising events, graduation, and Honors convocations.

Both the Antelope Valley Symphony Orchestra and Master Chorale and the Antelope Valley Children's Choir have their own advisory boards. These boards comprise community members who provide private donations and important services on a volunteer basis. These boards also raise funds that help the programs grow beyond the college's ability to provide funding.

The AVC Band Director has developed a good relationship with the 8 local public high school band directors and other music teachers. He regularly assists with the auditions for the district honor band and with the various marching band camps prior to the beginning of the school year. He has also performed joint concerts with several of the high school bands. This collaboration is vital to the success of the college instrumental music program as the local high schools may be considered "feeder" programs that send AVC many of its student musicians.

Many of our adjunct and FT faculty are visible members of the local community. Some teach applied lessons through local music stores, others are current or retired high school band directors, and others perform on local orchestra, band, and chamber music concerts.

AVC's Orchestra Director also leads the Tehachapi Orchestra and draws students from the northern area of our district. Students from nearly all of the local high schools perform in the various instrumental ensembles offered at AVC. Their friends and family attend the concerts we present that showcase each of the groups each semester.

Solo competitions give visibility to our program throughout the greater LA area.

A faculty member presents open AVC flute choir performances to the community. These presentations include the Creche Festival, Flute Choir recitals, and the Orchestra Concert. All performances serve to expose the community to classical music and pops.

The Antelope Valley Symphony Orchestra and Master Chorale maintains an active Youth Outreach Program. This program is recognized each year with grants and donations. Included in this program are:

1. Gail Newby Concerto Competition--each year since 2002, this has offered scholarships and performance opportunities to two winners.
2. Bach Competition--each year since 2001, this offers scholarships and performance opportunities to four winners, and scholarships to four runners-up.
3. Youth Performances—in most years since 1998, the AVSOMC has brought children from grades 4 through 12 into the concert hall for reduced ticket rates.
4. Choral Festival—the AVSOMC has sponsored choral festivals for local high-school students.

Photography

The program maintains many links with the community. Faculty work with Antelope Valley Unified High School District ROP Program. Faculty and students participate in community photography organizations such as the Lancaster Photography Association. Students participate in the photography competition at the Antelope Valley Fair and exhibits at the City of Lancaster Museum. Students are encouraged to participate in community exhibits and competitions. Faculty maintain industry relationships to facilitate internships and job opportunities.

Photography faculty are members of The Society for Photographic Education and attend national and regional conferences where there is an opportunity to exchange current information related to national industry and teaching trends and concerns.

Photography students participate in the production and publishing of a collaborative book reflecting the semester work.

Photography students have assisted on commercials such as Canon, documentary films as still photographers, leading professional commercial photographers in Los Angeles and wedding photographers. These environments give students “real-world” experience.

Presentations to inform students about the program have occurred at community events Antelope Valley Fair and the Lancaster Photography Association.

Theatre Arts

The Theatre Arts faculty members have been involved in community and campus community activities. In addition, Theatre Arts Department productions provide another vehicle for community relations.

Faculty members maintain memberships and actively participate in theatre-related organizations.

They represent the program through working with other groups in the community.

They encourage student to perform in local and regional theatre.

The Theatre Arts Department currently has two local high school teachers as adjunct faculty members. We have presented special Friday matinees of selected productions with students from local high schools invited to attend as a field trip. AVC has also hosted a number of high school drama festivals.

Each of the duties in our entire production schedule – from our season brochures, to our season subscription offers, to our bulk mailings, to our actual productions – can be seen as community outreach. Theatre, by definition, requires an audience, and each interaction of quality AVC performances provides an excellent opportunity to promote the Theatre Arts program and the college.

While the department regularly produces press releases, advertises productions in local newspapers and radio, advertises class offerings in the widely distributed schedule of classes, much more can still be done to promote the Theatre Arts Department and the college.

The annual Theatre for Young Audiences production reaches thousands of children in the Antelope Valley and all theatre productions may perform for well over fifteen thousand people.

Area 9 Goals and Objectives (Updated annually)

List the goals and objectives the program has for the next four years.

Goal: A specific action.

Objectives: Significant steps or actions needed to achieve the goal.

Time Frame: Period of time the goal and objectives will be addresses.

Justification: How does the goal support the mission of the college? How does the goal meet the needs of the community?

Art Goal #1 Create a new fine arts Studio Arts transfer degree.

Objectives

1. Color and Design is in the process of being renamed to 2 Dimensional Design Basics, making it conform to the State Template for the new Studio Arts AA degree.
2. An instructor has researched and submitted a new 3-D Design Basics course, which is in the approval process queue in CurricUNET and could be on the Fall 2012 schedule.
3. With the excitement and focus on creating a new AA degree instructors are proposing a vibrant, more encompassing curriculum by developing a broad spectrum of new classes including Art Theory, Criticism and Theory/Museum and Gallery Visitation, Introduction to Printmaking, Plein Air Oil and Plein Air Watercolor classes.

4. One instructor has submitted six new ceramic classes to AP&P beginning in the Fall of 2012 Time Frame for Goal #1 Submitted Fall 2012 and approved by Fall 2013
Justification for Goal#1: To better serve the community through higher educational standards. To offer greater opportunities for students through granting an AA degree that: helps students develop self awareness, transfer to four year colleges and universities and find employment.

Art Goal #2 Construction of new art department facility

Objectives

1. Advertise and promote the vision of a new Studio Arts facility.
2. Create database of students transferring to four year colleges to demonstrate the need for new facilities.

Time Frame for Goal #2: over next 3 years (2011-2014)

Justification for Goal #2:

1. Have a modern and up to date facility in place to correspond with the introduction of new Studio Arts Transfer Degree.
2. All classes are offered in old run down buildings, impacted by lack of space and consequently overloaded with teaching materials and supplies, low efficiency heating and cooling systems, poor ventilation, an ancient drain system(which backs up and floods on occasion) and antiquated lighting. Antelope Valley College Art Department wishes to meet the needs of current AVC student's instruction and insure their health and safety

Music Goal #1: Rebuild Applied Music Program

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

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

Objectives for #2: Advertise these programs to the community through flyers, concerts, and workshops; actively seek out talented individuals to join these groups; and promote the preparation of other individuals.

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

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

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

Justifications for Goals #1-3: Supports the mission of the college by specifically providing students with diverse perspectives from a variety of experiences that contribute to the development of self-awareness and by teaching lifelong learning skills required for employment, transfer education, and personal development. Support the needs of the community by skillfully

providing these opportunities on a local basis at a fraction of the cost of a private or public four year school.

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

Objectives: Secure funding to accomplish the goal.

Time Frame: Within the next two years.

Justification: Our department needs the above to provide our students with the training they need to be competitive in their job search.

Commercial Music Goal #1: Continue to provide student success and student-centered learning. Provide innovative programs and services in a professional, team-driven environment. Increase the number of students completing our program and receiving certificates. Make full use of the new Performing Theatre Arts building for classes and performances by the students. Over the next four years increase the number of guest lecturers in all of our class offerings, so that the student learning environment is enhanced.

Photography Goal #2 Construction of new photography department facility

Objectives

1. Advertise and promote the vision of a new Photography facility.
2. Create database of students transferring to four year colleges to demonstrate the need for new facilities.

FTV Goal #1: Hire a fulltime faculty member

Objectives: No significant steps or actions needed to achieve the goal have been undertaken since July 2008.

Time Frame: This should be addressed immediately in order to help rebuild the FTV department. Could some time be reassigned to an adjunct member until that time to do the administrative work needed for the department?

Justification: This would not only help meet the goals of the college because it would allow the faculty to develop the proposed FTV certificate or 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.

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

Objectives: No significant steps or actions needed to achieve the goal have been undertaken since July 2008 but several adjunct faculty have discussed trying to begin the process.

Time Frame: This should be addressed immediately in order to help rebuild the FTV department and some adjunct faculty will begin the process during Intersession 2012 with the assistance of the VAPA AP&P representative.

Justification: Like Goal #1, this would not only help meet the goals of the college because it would allow the faculty to develop the proposed FTV certificate or 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.

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

Objectives: No significant steps or actions needed to achieve the goal have been undertaken since July 2008 when the 2008 Self Survey.

Time Frame: This should be addressed in order to help rebuild the FTV department and head towards the proposed FTV certificate or degree programs and allow for a better classroom experience.

Justification: Again, this would not only help meet the goals of the college because it would allow the faculty to develop the proposed FTV certificate or 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.

FTV Goal #4: Bring back the AVIFF and Cinema Series.

Objectives: No significant steps or actions needed to achieve the goal have been undertaken since July 2008 when we lost our fulltime faculty member even though we have tried to revive it we have been rebuffed.

Time Frame: This should be addressed in order to help rebuild the FTV department and reconnect the college with a vital link to not only the Antelope Valley area but the film community as well.

Justification: Again, this would not only help meet the goals of the college because it was one of the best community outreach programs for the college as a whole. The film industry is central to the Los Angeles and Antelope Valley area and should be represented in the college and community at large. The AV community has lost a world-renowned event which brought in films and filmmakers from around the world.

Area 10 Long Term Resource Planning (Updated annually)

If applicable, describe significant long-term resource needs that should be addressed in the next four years. The Educational Master Plan, student learning outcomes assessment reports, and data analysis may provide reference information to support your response. Use lists and tables to clarify program requests and make them easy for the Strategic Planning and Budget Council to review quickly. If there may be negative consequences for enrollment, safety or other important concerns if the funding is not provided please make this known in context.

10.1 List faculty and staff requirements to meet program needs in the next four years. Be specific and brief when offering a reason for the position (e.g. replacement, increased demand for subject, growth in student population). Mark the position as new or replacement. Place titles on list in order (rank) of importance.

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

1. Film and Television, one position—vacant since Fall 2008
2. Theatre Arts, one position—vacant since Fall 2011
3. Music, two positions—vacant since Fall 2009 and Spring 2010, respectively

Additional positions should be considered to offset low FT-PT ratios in all areas.

Staff, Replacement

1. Visual and Performing Arts Production Manager—vacant since 1995
2. Visual and Performing Arts Publicity Director—vacant since 1995

Staff, New positions

1. Half-time piano accompanist. This position has been recommended in previous program reviews.

Justification:

- A. Many Music Department classes (MUS and MUSC) may only be offered by employing piano accompanists. Without the accompanists, the classes would have to be withdrawn.
 - B. Enough accompanist-dependent classes exist to warrant a half-time position. Indeed, even after this half-time position is created, part-time accompanists would still be required for other classes.
2. Performing Arts Theatre (PAT) Manager. This position may not be part of the Visual and Performing Arts Division, but it is being included because of its importance.

Justification:

The PAT is an important facility that serves the entire campus and community. It needs to be maintained for educational use and public performance. It houses a great deal of expensive and specialized equipment that can get damaged or destroyed. It is also a potentially hazardous environment that must be supervised to avoid serious injury or death by students, staff, and the public.

3. Digital Media Technicians. Originally the Computer Graphics technician was assigned to assist the Computer Graphics and Multimedia areas. The college was reorganized a few years ago and the CG technician became an employee of IT, which meant that the technician's duties no longer included assisting what was renamed Digital Media. Commercial Photography, which is a single certificate/degree area with about a third of the student population as compared with the DM program has a full time equivalent Photo Assistant, which is very helpful to that program, while Digital Media is left without dedicated support in six highly technical (software and equipment intense) certificate/degree programs.
4. Hire full time faculty for each of our Certificate/Degree programs. We need full time faculty for Animation, Interactive Media, Digital Printing, Graphic Design, Photographic Digital Imaging, Video Design and Production to help build the programs. We have 2 full time employees to cover six programs which currently have approximately 650 students and 25 adjunct instructors. Digital Media is where the jobs are and we would have many more students if we could offer more classes and expand our current certificate/degree programs.
5. Full-time Faculty Position (replacement): Commercial Music faces the enormous disadvantage of having no full-time faculty representative. A Commercial Music

Coordinator is given reassigned time equivalent to 3 hours a week to administrate our program, but administrative tasks have become myriad and detailed. While our adjunct faculty are accomplished and dedicated, they simply are not on campus enough to assist in evaluating, revising, and updating our programs. There are 26 course offerings currently in our program. It is crucial that a full-time member be hired to administrate the process of SLO's, developing PLO's, exploring new course offerings, and curriculum development.

Staff, Salary increases

1. Part-time piano accompanist. Accompanists earn \$15 per hour doing work whose skill level requires a bachelor's degree in music. This is far below the market rate for this position.

Increase Course Offerings

2. Offer Intersession and Summer Digital Media Courses, which have been completely cut in that area.
 - a) Reinstate APL216 as a video production studio
 - b) Reinstate APL206 as a digital media lab

10.2 List facilities (remodels, renovations or new), equipment and technology needed to provide a safe and appropriate environment for student learning in next four years. Place items on list in order (rank) of importance.

FACILITIES

1. Routine maintenance in Music Building—broken chairs, floor tiles, ceiling tiles
2. Renovation of Music Building—this apparently was removed from the construction priorities list without faculty input or any administrative explanation.
3. New Music, Dance, Art Buildings needed. Some of these were re-prioritized without faculty input or any administrative explanation.
4. Audio recording room for Digital Media
5. FA3-162 has many broken seats and floor tiles, which have been reported to Facilities and Maintenance over the past two years with no progress made. In addition the tap dance class has destroyed the stage surface in FA3-162. When this class was moved into the Music building in 2006, administrators agreed that the stage surface would be resurfaced annually. This has happened only once in five years.
6. Poor ventilation and temperature control in the music building. Some classrooms and offices are far too hot or too cold, depending on the season.
7. Additional classroom space is needed, especially specialized instructional spaces for recording engineering and rehearsal spaces with adequate storage for instruments, amplifiers, etc. For example, guitar & history of rock'n roll classes shouldn't be taught in a room outfitted to be a kitchen for Home-Economic courses.

EQUIPMENT

1. Replace the digital pianos in FA3-151. These keyboards are so old that replacement parts are no longer available. Without them, many of our MUS and MUSC courses may not be taught.

2. Rebuild the Steinway in FA3-162. This has been requested for twenty years, having been listed on every program review since 1990.
3. Purchase equipment, software, peripherals

TECHNOLOGY

1. Install “Smart boxes” in FA3-151 and FA3-162—computer, audio and video equipment. This was approved in Fall 2010, and then withdrawn for lack of funding.
2. Wire Classrooms including APL 216 for Internet
3. FA3-176 has no permanent video projector; its audio system is twenty years old and includes large floor speakers that make student board work difficult.
4. FA3-151 has no audio-video equipment of any kind.

10.3 Identify funding needed to support student learning.
Approximate funding needed:

10.3 Identify funding needed to support student learning.

AVC’s Master Plan stresses the need to make education financially affordable. The current arrangement for MUS 291 (Applied Music) violates that tenet. Therefore, it is proposed:

1. Re-instate MUS 291, Applied Music, as a credit class, for the following reasons;
 - a. MUS 291 was approved by the AP&P committee as a class, and as part of the AA in Music Degree.
 - b. It was introduced to the curriculum in Fall 1990, after a two-year exploration between faculty and administration.
 - c. Administration confirmed that this course provides AVC students instruction equivalent to that found at all UC and CSU schools, and that this course is a graduation requirement at those schools.
 - d. It was removed from the administration in Spring 2009, effectively terminating AVC’s AA in Music degree with no faculty input.
 - e. The administration has agreed to offer MUS 291 through credit by examination. The problems with this arrangement have been discussed earlier in this document. But it should be noted that this arrangement requires students to study privately in preparation to take the exam. As the course must be taken four times to earn an AA in Music degree, the student must pay for four semesters of lessons. This puts an AVC Music degree out of reach for low-income students.
2. Institutional funds—From 1989 until 2004, VAPA received Institutional Funds to support educational performance and studio exhibitions. These funds were largely unrestricted and were awarded each year in addition to funding in Instructional Supplies and Non-Instructional Supplies.
3. Digital Media Technicians (2): \$100,000. Per year
4. Four full time Digital Media faculty: \$400,000. Per year
5. Software, Equipment, peripherals, Audio recording room and APL216/206 lab conversions: \$1,000,000.

6. *“The photography program currently occupies a former restroom in the Technical Division Area. This facility presently 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 following has been added to the situation. The greatest problem the photography area faces is decaying facilities, ongoing repair problems of the building and requests for repairs made by faculty lack of funding for the area. The result of this is that we are unable to perform current level instruction with a **bathroom** as our facility. The growing digital photography area is forced to share room space with other areas. This method has proven to be impossible. The Photography Program should be revised to include the allocation of a digital photography computer lab that would serve as the primary instructional space for the digital photography program which would house computers, photographic scanners, medium and larger format printers. As there is a great return to traditional wet photography in the fine art world and traditional wet printing is an area of need by the fine art photographer. There is an educational vocational need to teach students interested in moving into high-level photography print labs that are printing using traditional wet methods. Digital Photography is a standard in commercial areas, but our program does not have "state of the art" equipment such as lighting, medium and large format cameras, or dedicated space to prepare students for commercial photography environment. We are taking care of the basic consumer need and not the student who is interested in a career in photography. Instructors have been forced to teach concepts and standards in professional photography (traditional and digital) without equipment, supplies and facilities. The photography program is limited by lack of facilities and equipment. In the Educational and Facility Master Plan, there has been no plan to identify another facility to house the Photography Program. Students have expressed that wet photography courses are a very important part of their educational needs and personal growth. They would be very upset if the program did not receive further support. Additionally, Antelope Valley College Foundation accepted a grant with the conditions that traditional wet photography remains in place at Antelope Valley College. No plans have been made to accommodate the program.

Area 11 Recommendations and Comments

11.1 List recommended changes to the Educational Master Plan to:

- **Meet student needs.**
 - **Respond to PLOs and SLOs.**
 - **Reflect changes in the disciplines, educational methodology, and technology.**
 - **Address external mandates such as state requirements, industry and professional standards, etc.**
- To meet students needs, all classrooms must be equipped with current computers, projector, screens and blu-ray players.
 - AP&P must look into which courses require industry-standard experts as instructors for vocational work. If degrees are not necessary, they must have the authority to recommend other instruction methods.
 - PLOs have been written for each program. SLOs are currently being entered into the WEAVE

database.

- The IT Department does not have current technology for instructional use. A person current in instruction technology should be present and report only to the Academic Vice-President.
- Changes in Sacramento regarding instruction changes vary rapidly. Some portion of the AVC required reserves should be set aside to comply with those variable changes.

11.2 What changes in the program review process would improve institutional effectiveness or make the results more helpful to the program?

- All artistic endeavors at AVC should include the many diverse cultures that we serve. It should be explored in all our classes, including Photography and Digital Media.
- Extra labs for Digital Media and Music to allow for non-repeatability.
- All full- and part-time faculty are required to read all Course Outline of Records, Student Learning Outcome and Institute Learning Outcome for any course that they are required to teach.
- Security systems should allow all instructors keys to practice rooms.
- Budget for the AVC should include training for faculty.
- All required technology as needed for students to compete effectively.
- Smart Carts for each classroom, internet capability, a multimedia projector mounted to the wall or ceiling of each classroom, and wireless capability for the students.
- Classroom FA3 151 require refurbishing: repair tile, replace broken keyboards, include a CD/DVD/Blu-Ray player.
- Most of the classrooms in the FA require refurbishing.
- Several areas require full-time faculty. The Film & Television area does not have a full-time faculty.
- Need to re-install Music 291 and Music 292.
- Digital Media is prevented from fulfilling needs of the community by Administration, which does not recognize the requirements of the entertainment industry.
- Rebuild instruction and practice rooms.
- Add acoustic isolation to all music instruction and practice rooms.
- Replace ventilation and temperature control for music area.
- Repair broken seats.
- Replace old pianos.
- Replace stage surface in FA3 162.
- Replace floor and ceiling tiles.
- Complete all SLOs and PLOs.
- Complete the Arts Associate Degree.
- The darkroom/ Converted restroom is more than 30 years old.
- Darkroom enlargers are 10 – 30 years old and in disrepair.
- Darkroom ventilation is poor.
- Darkroom can not accommodate the students enrolled in each section.
- Water pipes often break and water that has pooled on the floor or flown down the walls has created damage and decay.
- Additional funding is required to implement the changes as indicated above above.
- Include in all areas cooperation with other areas of campus.
- Complete the Arts Associate Degree.

- Include in all areas cooperation with other areas of campus.
- AVC Campus does not allow for camcorders, digital cameras, lighting and audio equipment, and Macintosh computers, for the video, digital media and video courses.
- They are purchased via Federal grants. AVC does not respond to the Lancaster community, nor those of Palmdale, the Antelope Valley and the large entertainment industry in Southern California.
- Digital Media Arts Department needs full-time faculty for the many AA and Certificate programs. They also need adjunct faculty and support personnel.
- The Art Department is pursuing a Studio Arts transfer degree and curriculum. They are creating a tracking mechanism for current students.
- The Film and Television Department is currently laboring from a mistake made when the production curriculum was considered that AP&P set up the production courses as an academic course rather than a vocational course. This keeps far too many instructors from working in the area.
- Art instructors are currently creating new courses which will be dependent on California budget.
- All of the arts facilities are old and need replacement.
- The Applied Music Program needs rebuilding. The instrumental and vocal ensembles need more transfer students.

Area 12 Report to the Board of Trustees

The attached Program Review Report is submitted on behalf of the 11 full-time and 61 adjunct instructors in the Visual & Performing Arts Division. Information is provided by the six disciplines in the Divisions. Those disciplines are: Art, Digital Media & FTV, Music & Commercial Music, Photography and Theater. This report, while addressing issues for each discipline individually also addresses issues for the Division as a whole. The report addresses the goals and accomplishments of the Division as a whole and from individual disciplines.

Division goals are specific to each discipline. However, the overriding theme from all disciplines in the Division is to increase the number of full time faculty other classified employees serving the students. Secondly is the desire to improve and enhance the teaching stations. The opening of the new Theatre has boosted the morale and ability to teach in a modern facility. However, with that being said, there is a tremendous need to hire technical assistants to serve in this new facility.

This report will also show that in spite of having only 11 full-time faculty, the disciplines are keeping current with responsibilities concerning SLO's, PLO's and Weave. All disciplines either are currently awarding certificates or degrees, or they are working to develop these.

Lastly, this report will state a very serious concern that because of the state funding for community colleges the Visual & Performing Arts Divisions has had by percentage the largest reduction of class offerings on the Antelope Valley College campus. With that being said, the faculty continue to have a positive impact on the students that they are able to serve and present many opportunities for our students and productions for the community to be proud of.