ANTELOPE VALLEY COLLEGE

Fall 2025 Program Review Report | Instructional Areas

Division/Area Name: LACA/ Chinese	For Planning Years: 2026-2027
Name of person leading this review: Cole Wolf	
Names of all participants in this review:	

Chinese contributes to student learning in the area of Humanities and can enhance students' knowledge and skills leading to employment in related areas such as international business and Chinese studies. Also, the study of Chinese increases our students' knowledge of other disciplines, such as geography, history, and natural sciences by learning about new places, cultures, technology, etc.

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

Overall (Use the *Success & Retention* and *Program Award* data to inform your analysis)
- What are the success and retention rates for your discipline? Did they decrease or increase in the last year?
- What are the trends for the number of awards granted? Are the number of awards going up or down?

Equity (Use the *Success & Retention* data including S&R by Ethnicity and Gender data to inform your analysis)
- Which ethnic / gender student groups complete their courses at the highest rates?
- Which ethnic / gender student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the S*trengths and Accomplishments* section.

Strengths and Accomplishments: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*
- At current we have no faculty to teach our Chinese courses. We have exhausted our adjunct pool.

Opportunities and Challenges: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*
- The single largest challenge to our program is our lack of faculty to teach our courses. In the recent past, one class of Chinese 101 was offered in the spring semester only. Hence the Chinese program is not consistent.
- Currently, we have no faculty to teach our Chinese courses.
- China is the largest trade partner of the USA. Students who are fluent in Chinese will have an advantage acquiring jobs in the areas where Chinese is used or preferred. Also, BYD, a Chinese owned company is located here in Lancaster. There may be some opportunity to work with them to encourage their employees to take Chinese courses.

Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*
- We first hope to offer at least one Chinese 101 every semester, and one Chinese 102 at least once per year.

Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data
☒   N/A
Insert Advisory Committee Recommendations here (Please do not insert complete meeting minutes, but just recommendations from the advisory committee.)
Insert Labor Market Data here https://www.labormarketinfo.edd.ca.gov/commcolleges/

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

No progress made, as no data were collected because no courses in Chinese were offered due to lack of faculty.

Past Course Improvement Plans	Progress Made
N/A	N/A

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

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

Past Goal	Progress Made
Goal: increase the number of students who register to take Chinese 101.	We have not made any progress.

Part 3: Based on Part 2 above, please list program/area goals:							
Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 3. Community /Global Consciousness		2		Goal #4 Vision: Being more future-thinking, agile, innovative, and proactive.	Increase the number of students who take Chinese 101.	We need to hire more faculty. Currently we have 0 full-time faculty and 0 part-time faculty.	When we are able to consistently offer CHIN 101
#2	Choose ILO				Choose an item.			
#3	Choose ILO				Choose an item.			
#4	Choose ILO				Choose an item.			

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

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, ($)	One-Time or Recurring Cost, ($)	Contact's Name
Faculty	Full-time faculty	#1 increase the number of students who register to take Chinese 101	Repeat	Full-time faculty salary	Recurring	Cole Wolf
Faculty	Full-time faculty	#1 increase the number of students who register to take Chinese 101	Repeat	Adjunct faculty salary 5-10 units.	Recurring	Cole Wolf
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above for required data).
Required:
- Enrollment tab
- Equity tab

Instructions and Definitions | **Enrollment** | **Equity** | **Institutional Success & Retention**

CHIN : Enrollments, # of Sections, Retention and Success. (AVC S & R Rates are |)

CHIN: Enrollments, Number of Sections, Retention and Success by Modality

Program Awards: None

Grade Distribution for CHIN

INFO

Classroom Teaching FTEF in None

Click for Fill Rates   Click for FTES

Instructions and Definitions	Enrollment	Equity	Institutional Success & Retention

AVC Total Retention and Success are shown in vertical | CHIN Success Rate is Green |

When the success rate for a subgroup is **at least 3 percentage points lower** than the overall average success rate for the selected subject, that subgroup is considered to be experiencing **Disproportionate Impact (DI)** under the **PPG methodology**.

To estimate the number of additional successful completers needed to close the equity gap, multiply the **subgroup enrollment** by the **size of the DI gap** (i.e., the difference between the average rate and the subgroup rate).

CHIN Enrollment, Retention & Success for by **Ethnicity** (hover over the lines to see by Gender)

CHIN Enrollment, Retention & Success for by **Gender**   (if greater than 5)

Guiding Questions for Reviewing DI Data:

What patterns or trends in the DI data suggest inequities among different student groups?

What factors might be contributing to observed equity gaps in our program (e.g., curriculum design, teaching practices, access to resources, advising, or broader institutional barriers)?

What specific strategies, practices, or program-level interventions could we implement to reduce or eliminate these gaps?

How might changes to pedagogy, curriculum, scheduling, student services, or outreach impact disproportionately affected groups?

What institutional or community resources (e.g., funding, professional development, partnerships, student support services or centers) can we leverage to support equity-f..

![Antelope Valley College logo]

Fall 2025 Program Review Report | Instructional Areas

Division/Area Name: Language & Communication Arts/Communication Studies & Journalism	**For Planning Years: 2026-2027**
Name of person leading this review: Richie Neil Hao	
Names of all participants in this review: Thomas Graves, Nari Kaseforth, Norma Jones, Greg Langner, Tina McDermott, Harish Rao, Aley Razook, Rhea Vichot	

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

The Communication Studies program contributes to the district mission by supporting students in two ways. First, the program helps students earn an AA-T degree in Communication Studies, which facilitates their transfer to four-year colleges and universities. Second, it offers a variety of Communication Studies and Journalism courses that fulfill general education and other degree requirements across multiple disciplines.

Our faculty is also dedicated to providing the fundamental knowledge and skills needed to prepare students academically and professionally. To better serve our community, our courses are designed to give students opportunities to learn through special projects, collaborations, and partnerships with on- and off-campus organizations, allowing them to gain hands-on experience applying knowledge from the discipline.

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

Use the following questions to guide your analysis:

Overall (Use the *Success & Retention* and *Program Award* data to inform your analysis)
- What are the success and retention rates for your discipline? Did they decrease or increase in the last year?
- What are the trends for the number of awards granted? Are the number of awards going up or down?

Equity (Use the *Success & Retention* data including S&R by Ethnicity and Gender data to inform your analysis)
- Which ethnic / gender student groups complete their courses at the highest rates?
- Which ethnic / gender student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the *Strengths and Accomplishments* section.

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

- **Program Growth and Completion of Majors:**
    - Overall, COMM enrollment headcount increased steadily over the last four academic years: 2,062 (2021-2022), 2,419 (2022-2023), 2,662 (2023-2024), and 2,850 (2024-2025). JOUR offered one section of JOUR 121 for the 2024-2025 academic year.
    - While not significant, we increased student success rates for COMM compared to the previous academic year: In-person (69.6% vs. 67.3% in 2023-2024) and online classes (63.3% vs. 62.5% in 2023-2024). On the other hand, JOUR had 72% success rate for one online section; no comparison could be made the year before due to class cancellation for low enrollment.
    - We are building more majors and successfully supporting students through completion.
        - 29 students received an AA-T in Communication Studies (doubling the previous year's number of 13).
        - As of Fall 2024, Communication Studies had 222 majors, which represented 1.6% of all declared majors and placed in the Top 20 majors (when combining figures for both AA-T Comm Studies and AA-T Comm Studies 2.0).
        - Rising Scholars program involvement has contributed to additional ADT success.

- ▪ Continued participation in Majors Fair twice yearly (fall and spring) has assisted in engaging and informing students about COMM AA-T.
- **Expanded Faculty and Capacity:**
  - o Two full-time faculty hires (net gain of one after a departure) contributed to an addition of at least five course sections, serving an additional 150 students.
  - o Increased staffing allows us to accomplish more, including improved class staffing and hosting workshops and professional development opportunities.
- **Instructional Innovation:**
  - o Increased adoption and creation of OER (Open Educational Resources), ZTC (Zero Textbook Cost), and Burden-Free Instructional Materials.
  - o Continued pedagogical opportunities for community engagement curriculum:
    - ▪ COMM 101H (Public Speaking Honors): Ethnographic research of cultures in Antelope Valley and Democracy-themed speeches.
    - ▪ COMM 107 (Interpersonal Communication): Lifelong relationship interviews at the Lancaster Senior Center.
    - ▪ COMM 109 (Small Group Communication): Public Relations work for nonprofits to seek out volunteers.
    - ▪ COMM 219 (Intercultural Communication): Interview projects of immigrants.
- **Leadership and Representation in Shared Governance:**
  - o Faculty hold leadership roles in key campus groups, such as Senate Executive, Rising Scholars, AI Workgroup, Voter Empowerment Committee, New Faculty Orientation, Equivalency Committee, Program Review Committee, and ZTC/OER Initiative.
  - o Further representation on Senate, Calendar Committee, AP&P Committee, Honors Committee, Rising Scholars Committee, Study Abroad, and Distance Education and Technology Committee.

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

- **Class Size and Instructional Quality:**
  - o Recommend reducing class cap sizes in public speaking courses to improve speech time management and provide more individualized attention and feedback, supporting greater student success.
  - o The current cap of 30 students per class presents curricular challenges; changes with Cal-GETC may further complicate this issue.
- **Faculty Workload and Support Needs:**
  - o Due to continuing challenges with waitlisted students and losing faculty for illness or termination, there is an ongoing opportunity and need for additional full-time faculty hires to better serve students and maintain program quality.
  - o Continued involvement and support for the Rising Scholars Program is needed to offer a consistent number of courses for the AA-T in Comm Studies at the prison for students to graduate and transfer in a timely manner.
  - o Faculty are often overburdened with providing technical support, troubleshooting, and digital literacy assistance to students. Therefore, increased technology support infrastructure is needed to alleviate this burden and better support student success.
- **Speech Lab Needs:**
  - o While currently working with Dean Mitchell, the lack of a dedicated Speech Lab remains a significant barrier to supporting student success and retention in communication courses.

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

- **Student Success and Career Readiness:**
  - o COMM faculty's diverse disciplinary expertise and experiences are our key strengths, enabling us to approach the field from a wide range of perspectives.
  - o Students successfully transition from our programs into diverse careers across industries and entrepreneurship.

- o Expanding community outreach and engagement efforts to strengthen connections and opportunities for students.
- o Our faculty are committed to maintaining a human-centered approach as we advance and innovate with new technologies.
- **Program Development:**
  - o Ongoing support and initiatives to develop Journalism as a program.
  - o Continued advocacy for the establishment of a Speech Lab to support student learning and success.
  - o Collaboration with Film & Television Department to enhance interdisciplinary opportunities.
- **Events and Programming:**
  - o We want to offer more meaningful events and programs that enrich student learning and engagement.
  - o Increasing Faculty Professional Development (FPD) offerings led by COMM faculty would highlight our disciplinary expertise.

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

☒ N/A

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

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

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

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

The Communication Studies Department has been requesting a Speech and Media Lab, which would support a multimedia approach to practice, record, and analyze students' speech presentation performance in professional settings. Faculty can leverage the lab's setup within their teaching practices to help maintain and improve SLO results.	This goal is in progress. The LACA Dean is working with the Department Chair to utilize the space of the Podcast Room in Yoshida Hall, or another appropriate space available on campus.

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

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

Past Goal	Progress Made
Goal 1: Create a Speech Lab. A Speech Lab would allow students to prepare, present, and record speeches in front of live audiences. This is particularly important for asynchronous online public speaking students who need an appropriate space to complete their speech assignments.	This goal is in progress. The LACA Dean is working with the Department Chair to utilize the space of the Podcast Room in Yoshida Hall, or another appropriate space available on campus.
Goal 2: Fulfill and strengthen curricular needs in Argumentation & Debate and Mass Comm/PR/Journalism. Full-time hires would make it possible to accomplish this goal, but more importantly serve students affiliated with other programs (e.g., Honors, Law Scholars, Prison, FTV, etc.), and those pursuing transfer into more specialized four-year programs.	The hiring of two new full-time faculty was completed to address curricular needs in Argumentation & Debate and the Media Studies areas of the discipline. However, we need to hire more faculty in the future who can consistently teach Journalism and COMM, especially in the Rising Scholars Program.

Goal 3: Increase visibility of the department. This goal can be achieved through the continued annual FPD event of Communication Studies Day and other activities. We have created a departmental subcommittee to develop initiatives and produce promotional materials to aid with branding, marketing, and advertising the department's program to students and the community.	The goal was met last year. However, to continually improve the number of majors, ongoing funding is needed for Communication Studies Day, Major Fairs, and other events.

Part 3: Based on Part 2 above, please list program/area goals:								
Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1 To improve student success by creating a Speech Lab.	ILO 1. Communication	All PLOs			Goal #6 Success: Boost success rates by prioritizing the student experience.	To improve student retention and success with a dedicated space to assist students for presentations where a multipurpose presentation space contains a computer station and video equipment to be used for researching, preparing, practicing, recording, and presenting.	1. Further discussion with the LACA Dean to identify and develop the lab space. 2. Assess equipment and personnel needs.	Improvement in student retention and success rates.
#2 To fulfill and strengthen curricular needs in COMM.	ILO 4. Career and Specialized Knowledge	All PLOs			Goal #5 Education: Expansion of offerings and effective course scheduling.	1. To promote student success by offering sufficient COMM C1000 offerings to meet new Cal-GETC requirements. 2. To provide dynamic COMM course offerings to help prepare students for transfer into a range of Communication Studies B.A. programs.	Hire multiple COMM full-time faculty.	1. Number of waitlisted students goes down. 2. Consistent offering of courses on all campuses, including Rising Scholars Program at California State Prison in Lancaster, that would aid in students' degree completion in a timely manner.
#2 To fulfill and strengthen curricular	ILO 4. Career and Specialized Knowledge	All PLOs			Goal #5 Education: Expansion of offerings and effective course scheduling.	To promote student success with consistent JOUR course offerings to fulfill students' academic needs.	Hire new JOUR full-time faculty.	Consistent offering of courses that would aid in students' degree completion in a timely manner.

needs in journalism.								
#3 To Increase departmental visibility.	ILO 1. Communication	PLO 1			Goal #4 Vision: Being more future-thinking, agile, innovative, and proactive.	To increase student awareness of academic and professional opportunities through Comm Studies Day, Major Fairs, and other events.	1. Propose funding from LACA, Student Equity or other sources to hold Comm Studies Day. 2. Discuss with Divisional Dean and other relevant parties to receive funding and/or aid with development of promotional materials (banners, tablecloth, displays, AVC merchandise, etc.).	1. Regular attendance and presence at Major Fairs and other events. 2. An annual Comm Studies Day event is offered for students to learn more about the AA-T in Communication Studies. 3. Attract and graduate more students in the Communication Studies major.

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)						
Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, ($)	One-Time or Recurring Cost, ($)	Contact's Name
Physical/Facilities	Construction of Speech Lab or renovation of room to fit the needs of the Speech Lab. The Speech Lab will need tables/desks for computer and student workstations, collapsible cushioned seating, collapsible wall shelving, mirror, etc.	Goal 1	Repeat	TBD	One-time	Richie Neil Hao
Technology	Speech Lab-related technology (e.g., desktop computer station with Extron and camera, laptop, portable ultra short throw laser projector, printer, wall-mounted extendable ring lights, camera grips, etc.)	Goal 1	Repeat	TBD	One-time	Richie Neil Hao

Supplies	Speech Lab-related supplies (e.g., white board, markers, eraser, presentation clicker, etc.)	Goal 1	Repeat	TBD	Recurring	Richie Neil Hao
Classified Staff	Speech Lab Technician (as needed)	Goal 1	Repeat	TBD	Recurring	Richie Neil Hao
Faculty	Full-time faculty (COMM)	Goal 2	New	$67,262.66 - $115,061.21	Recurring	Richie Neil Hao
Faculty	Full-time faculty (Journalism)	Goal 2	Repeat	$67,262.66 - $115,061.21	Recurring	Richie Neil Hao
Professional development	Funding for Comm Studies Day (e.g., guest speaker's honorarium, travel arrangements, food/beverage for the event, etc.)	Goal 3	Repeat	$3,000	Recurring	Richie Neil Hao
Supplies	Promotional materials and merchandise for the department	Goal 3	Repeat	$5,000	Recurring	Richie Neil Hao

Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above for required data).
Required:
- Enrollment tab
- Equity tab

Instructions and Definitions	Enrollment	Equity	Institutional Success & Retention

COMM : Enrollments, # of Sections, Retention and Success

Academic Year	# of Sections	Enrollment (Dupl.)	Headcount (Undupl.)	Retention Rate	Success Rate
2021-2022	121	2,200	2,062	83.9%	72.3%
2022-2023	97	2,596	2,419	84.5%	69.6%
2023-2024	108	2,839	2,662	79.7%	65.5%
2024-2025	123	3,222	2,850	82.0%	67.4%

COMM: Enrollments, Number of Sections, Retention and Success by Modality

Academic Year	Modality	# of Sections	Enrollment (Dupl.)	Headcount (Undupl.)	Retention Rate	Success Rate
2021-2022	In-Person	86	1,691	1,607	84.8%	72.7%
	Online	35	509	498	81.1%	70.9%
2022-2023	In-Person	76	2,023	1,903	84.5%	70.1%
	Online	21	573	563	84.5%	67.9%
2023-2024	In-Person	67	1,772	1,681	79.9%	67.3%
	Online	41	1,067	1,037	79.5%	62.5%
2024-2025	In-Person	77	2,093	1,807	82.7%	69.6%
	Online	46	1,129	1,095	80.7%	63.3%

Program Awards: AA-T Communication Studies & AA-T Communication Studies 2.0

Award Type	Academic Year	
AA-T/AS-T	2021-2022	41
	2022-2023	32
	2023-2024	20
	2024-2025	9
AA/AS	2024-2025	20

‹‹‹   Click for Fill Rates

Grade Distribution for COMM

Academic Year	A	B	C	D	F	W
2021-2022	28%	30%	15%		8%	16%
2022-2023	23%	28%	18%	5%	10%	15%
2023-2024	24%	24%	17%	5%	9%	20%
2024-2025	27%	26%	14%		10%	18%
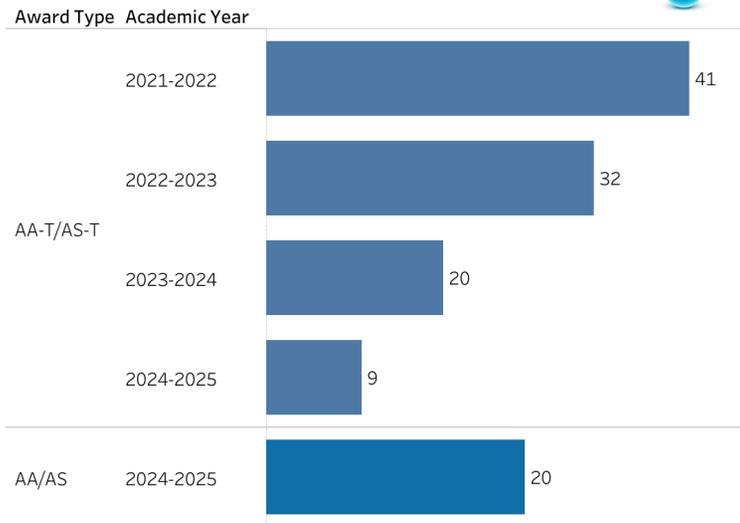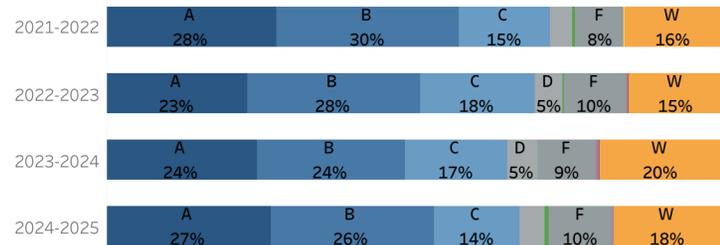
Classroom Teaching FTEF in COMM

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Part-time FTEF	0.20		0.40	1.20	1.80
Full-time FTEF	8.80	6.20	8.00	7.80	8.80
Overload FTEF	0.60	0.40	1.60	0.80	0.80
Grand Total	9.60	6.60	10.00	9.80	11.40

Click for FTES   **›››**

Instructions and Definitions	Enrollment	**Equity**	Institutional Success & Retention

AVC Total Retention and Success are shown in vertical | COMM Success Rate is Green |

When the success rate for a subgroup is **at least 3 percentage points lower** than the overall average success rate for the selected subject, that subgroup is considered to be experiencing **Disproportionate Impact (DI)** under the **PPG methodology**.
To estimate the number of additional successful completers needed to close the equity gap, multiply the **subgroup enrollment** by the **size of the DI gap** (i.e., the difference between the average rate and the subgroup rate).

COMM Enrollment, Retention & Success for by **Ethnicity** (hover over the lines to see by Gender)

Hispanic/Latine	2021-2022	84.0%	71.7%	
	2022-2023	1,675		
	2023-2024	79.4%	65.0%	
	2024-2025	2,201		
Black/African American	2021-2022	282	79.8%	63.1%
	2022-2023			
	2023-2024	346	76.2%	55.1%
	2024-2025			
White	2021-2022	356	86.8%	78.9%
	2022-2023			
	2023-2024	341	83.1%	74.5%
	2024-2025			
Two or more	2021-2022	75	68.0%	-4.3% Equity Gap : 3 Successful Complet
	2022-2023		82.4%	
	2023-2024	113	66.4%	
	2024-2025		79.2%	
Unknown/Masked	2021-2022	133	88.0%	82.7%
	2022-2023			
	2023-2024	136	85.8%	76.1%
	2024-2025			

Enrollment (If N > 5)	Retention Rate	Success Rate	DI & N of Completions to Close Gap

COMM Enrollment, Retention & Success for by **Gender** (if greater than 5)

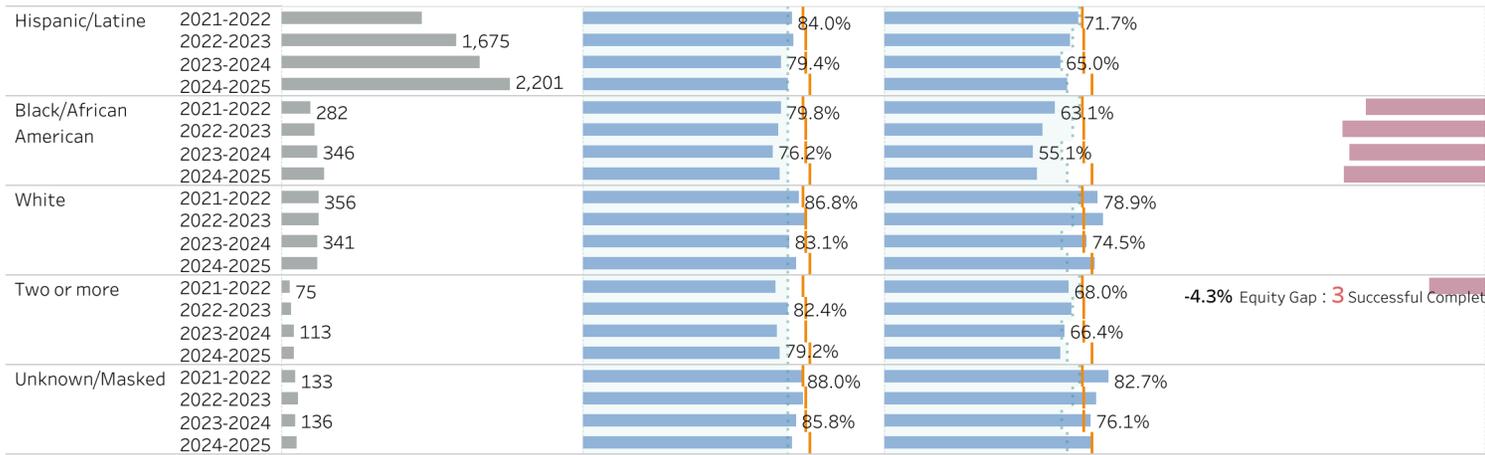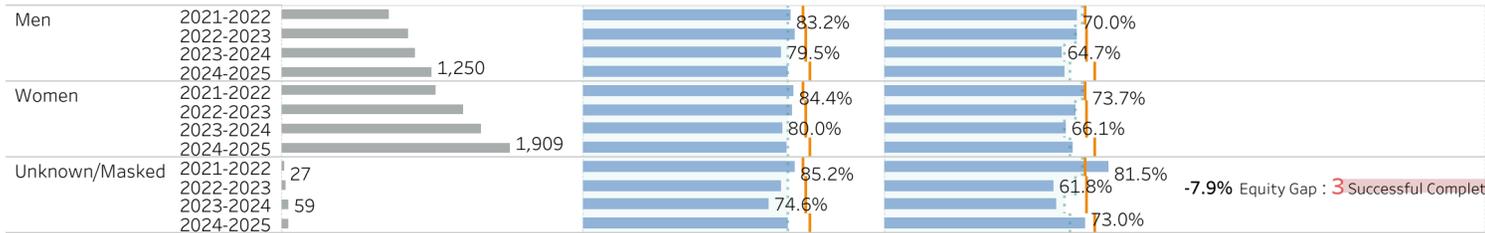|				
Men	2021-2022	83.2%	70.0%	
	2022-2023			
	2023-2024	79.5%	64.7%	
	2024-2025	1,250		
Women	2021-2022	84.4%	73.7%	
	2022-2023			
	2023-2024	80.0%	66.1%	
	2024-2025	1,909		
Unknown/Masked	2021-2022	27	85.2%	81.5% -7.9% Equity Gap : 3 Successful Complet
	2022-2023		61.8%	
	2023-2024	59	74.6%	
	2024-2025		73.0%	

Enrollment (if N > 5)	Retention Rate	Success Rate	DI & N of Completions to Close Gap

Guiding Questions for Reviewing DI Data:

▢ What patterns or trends in the DI data suggest inequities among different student groups?

▢ What factors might be contributing to observed equity gaps in our program (e.g., curriculum design, teaching practices, access to resources, advising, or broader institutional barriers)?

▢ What specific strategies, practices, or program-level interventions could we implement to reduce or eliminate these gaps?

▢ How might changes to pedagogy, curriculum, scheduling, student services, or outreach impact disproportionately affected groups?

▢ What institutional or community resources (e.g., funding, professional development, partnerships, student support services or centers) can we leverage to support equity-f..

‹‹‹   ›››

AVC Student Majors

		Fall 2021	Fall 2022	Fall 2023	Fall 2024
1	AA-T Communication Studies	257 | 90.5%	210 | 86.1%	193 | 79.4%	105 | 47.3%
2	AA-T Communication Studies 2.0	27 | 9.5%	34 | 13.9%	50 | 20.6%	117 | 52.7%

Filter by Student Characteristics:

Term
Multiple values

Race/Ethnicity
All

Gender
All

Age Groups
All

Major
Multiple values

Areas of Study
All

ANTELOPE VALLEY COLLEGE

Program Awards

Academic Year	Major	Award Type	Race/Ethnicity	Gender	Foster Youth*	Veterans
Multiple values	Multiple values	Multiple values	All	All	All	All

	2021-22	2022-23	2023-24	2024-25
AA-T/AS-T	31	24	13	26
Grand Total	31	24	13	26
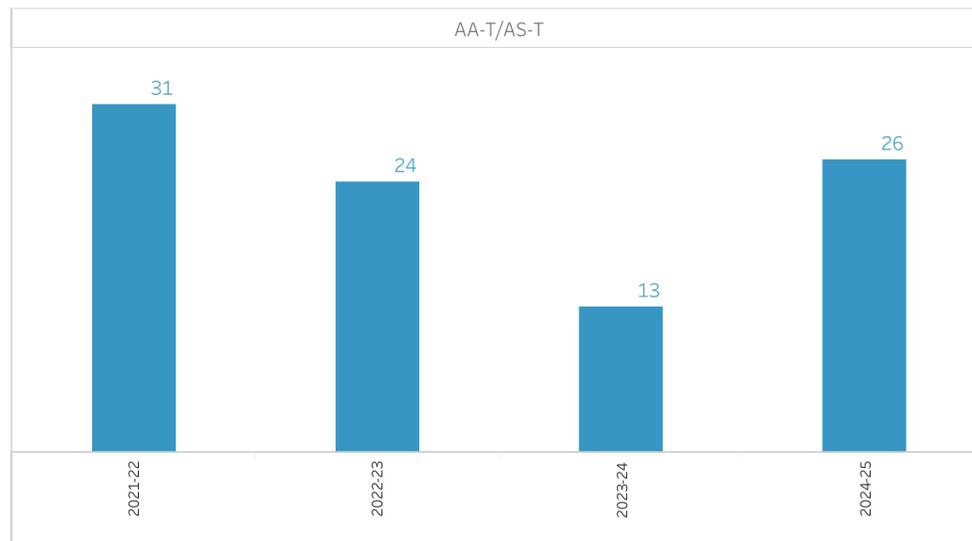
AA-T/AS-T

Major	Major Code	Award Type	2021-22	2022-23	2023-24	2024-25
AA-T Communication Studies 2.0	CT2	AA-T/AS-T			<5	18
AA-T Communication Studies	COMT	AA-T/AS-T	31	24	11	8

*Current or Former Foster Youth

JOURNALISM
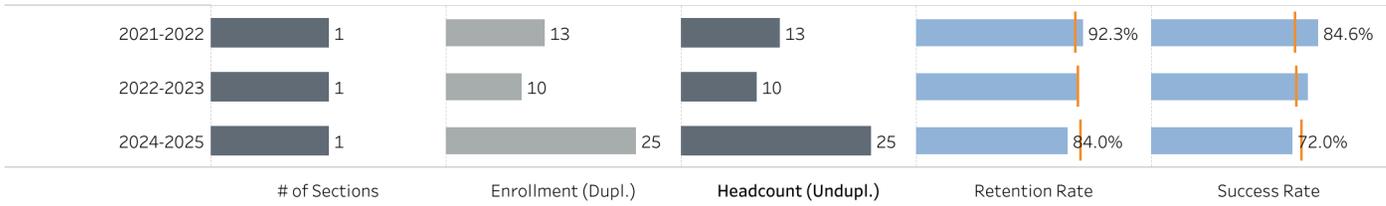
Instructions and Definitions	Enrollment	Equity	Institutional Success & Retention

JOUR : Enrollments, # of Sections, Retention and Success

	# of Sections	Enrollment (Dupl.)	Headcount (Undupl.)	Retention Rate	Success Rate
2021-2022	1	13	13	92.3%	84.6%
2022-2023	1	10	10		
2024-2025	1	25	25	84.0%	72.0%

JOUR: Enrollments, Number of Sections, Retention and Success by Modality

		# of Sections	Enrollment (Dupl.)	Headcount (Undupl.)	Retention Rate	Success Rate
2021-2022	In-Person	1	13	13	92.3%	84.6%
2022-2023	In-Person	1	10	10		
2024-2025	Online	1	25	25	84.0%	72.0%

Program Awards: None

INFO

Grade Distribution for JOUR

	A	B	C	F	W
2021-2022	38%	31%	15%	8%	8%
2022-2023	30%	40%	10%	10%	10%
2024-2025	36%	20%	16%	12%	16%
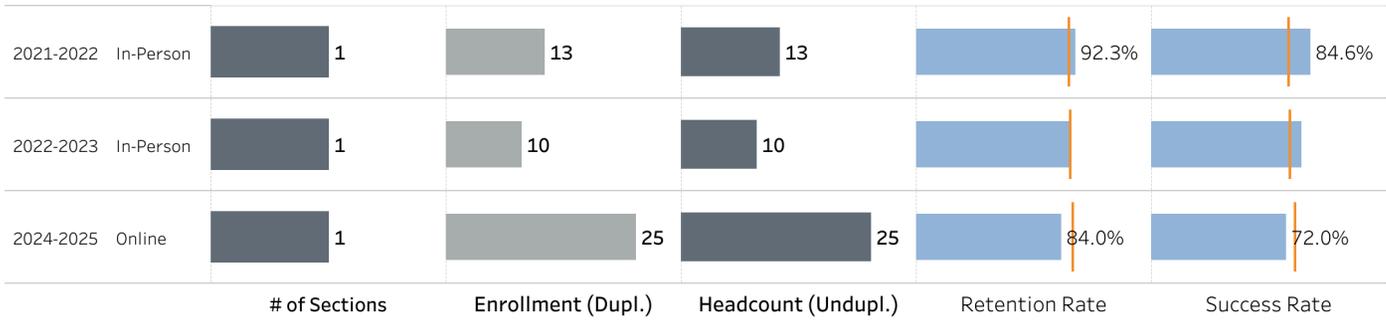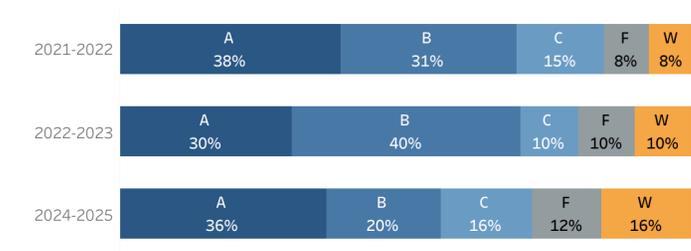
Classroom Teaching FTEF in JOUR

	Fall 2020	Fall 2022	Fall 2024
Part-time FTEF	0.20	0.20	0.20
Grand Total	0.20	0.20	0.20

Click for Fill Rates

Click for FTES

Instructions and Definitions	Enrollment	**Equity**	Institutional Success & Retention

AVC Total Retention and Success are shown in vertical | **JOUR** Success Rate is **Green** |

When the success rate for a subgroup is **at least 3 percentage points lower** than the overall average success rate for the selected subject, that subgroup is considered to be experiencing **Disproportionate Impact (DI)** under the **PPG methodology**.

To estimate the number of additional successful completers needed to close the equity gap, multiply the **subgroup enrollment** by the **size of the DI gap** (i.e., the difference between the average rate and the subgroup rate).

JOUR Enrollment, Retention & Success for by **Ethnicity** (hover over the lines to see by Gender)

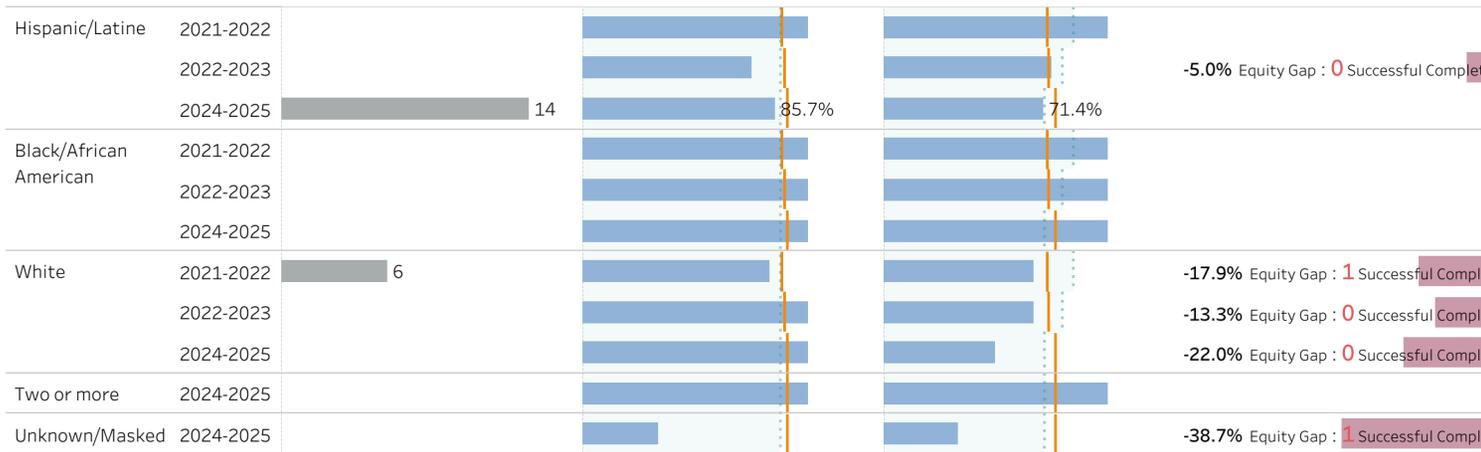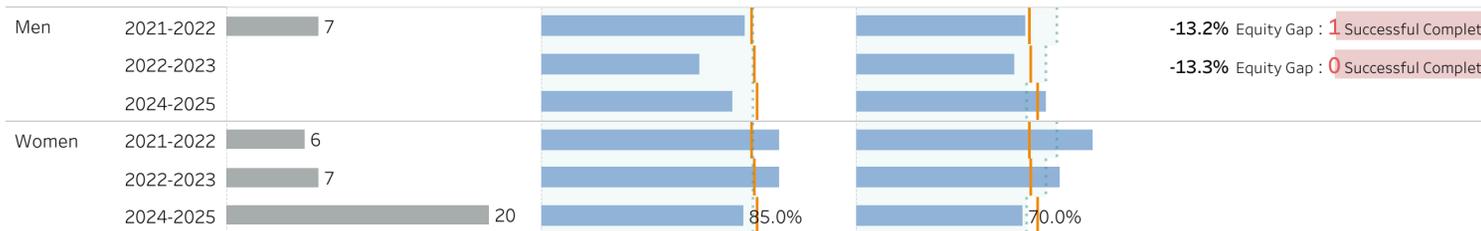|		Enrollment (If N > 5)	Retention Rate	Success Rate	DI & N of Completions to Close Gap
Hispanic/Latine	2021-2022				
	2022-2023				-5.0% Equity Gap : 0 Successful Complet
	2024-2025	14	85.7%	71.4%	
Black/African American	2021-2022				
	2022-2023				
	2024-2025				
White	2021-2022	6			-17.9% Equity Gap : 1 Successful Comple
	2022-2023				-13.3% Equity Gap : 0 Successful Comple
	2024-2025				-22.0% Equity Gap : 0 Successful Comple
Two or more	2024-2025				
Unknown/Masked	2024-2025				-38.7% Equity Gap : 1 Successful Comple

JOUR Enrollment, Retention & Success for by **Gender** (if greater than 5)

		Enrollment (if N > 5)	Retention Rate	Success Rate	DI & N of Completions to Close Gap
Men	2021-2022	7			-13.2% Equity Gap : 1 Successful Completi
	2022-2023				-13.3% Equity Gap : 0 Successful Completi
	2024-2025				
Women	2021-2022	6			
	2022-2023	7			
	2024-2025	20	85.0%	70.0%	

Guiding Questions for Reviewing DI Data:

⬚ What patterns or trends in the DI data suggest inequities among different student groups?

⬚ What factors might be contributing to observed equity gaps in our program (e.g., curriculum design, teaching practices, access to resources, advising, or broader institutional barriers)?

⬚ What specific strategies, practices, or program-level interventions could we implement to reduce or eliminate these gaps?

⬚ How might changes to pedagogy, curriculum, scheduling, student services, or outreach impact disproportionately affected groups?

⬚ What institutional or community resources (e.g., funding, professional development, partnerships, student support services or centers) can we leverage to support equity-f..

⟨⟨⟨   ⟩⟩⟩

ANTELOPE VALLEY COLLEGE

Fall 2025 Program Review Report | Instructional Areas

Division/Area Name: LACA/DFST/INT	For Planning Years: 2026-2027
Name of person leading this review: Cole Wolf	
Names of all participants in this review: Cole Wolf	

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

The Deaf Studies & Interpreter Training Programs contribute to the district mission by providing a quality, comprehensive education to a diverse population of learners. Our program is committed to student success offering value and opportunity, in service to our community. Further, our programs offer students the opportunity to earn an associate's degree, or Certificate. Additionally, our programs prepare students to either enter the work force or to transfer to a 4-year university.

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

Use the following questions to guide your analysis:

Overall (Use the *Success & Retention* and *Program Award* data to inform your analysis)
- What are the success and retention rates for your discipline? Did they decrease or increase in the last year?
- What are the trends for the number of awards granted? Are the number of awards going up or down?

Equity (Use the *Success & Retention* data including S&R by Ethnicity and Gender data to inform your analysis)
- Which ethnic / gender student groups complete their courses at the highest rates?
- Which ethnic / gender student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the *Strengths and Accomplishments* section.

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

Our instructor offices and classrooms were all moved into the new Cedar Hall building this semester. The building contains two rooms that have been specifically reserved for Deaf Studies and Interpreter Training. The rooms are MUCH better suited for instruction in ASL. The rooms are square, allowing for better perimeter style seating. There is more flexibility in the lighting which is also important for us.

In addition to the two rooms, we also have access to one of the project-based learning classrooms which has workstations with monitors. These rooms are exactly what is needed for our Interpreter training program courses and work incredibly well for our DFST-ASL lab courses. Our hope is to be able to move more of these classes into this room in the future.

Deaf Studies, as a cultural studies program has at its core the goal of bringing about social justice for Deaf and hard of hearing people as well as their intersections. In doing so we also recognize that threats to justice anywhere are threats to justice everywhere. Thus, we emphasize and affirm the diverse and intersecting identities of our students. Our students consistently report feeling affirmed and supported in these ways and thus, feel a sense of belonging on campus. This has a direct impact on retention, and success.

Our program sees more students successfully transfer into CSUN's Deaf Studies Program and get into their interpreting program than other feeder colleges. I have spoken with the Interpreter Training Instructors at CSUN and they consistently report that our transfer students are among their strongest students.

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

The removal of the 2-semester language requirement to transfer to a CSU has had a huge and detrimental impact on our enrollments. To add insult to injury, our program and courses do not work online. ASL is a spatial language that exists in 3-D space. The variability of internet speeds, computing processing and student cameras do not allow online instruction. With most other classes/ programs moving heavily to online instruction, our enrollments have also taken a hit as a result.

Our Interpreting courses are too large to effectively train students with the level of attention required to guide each student. Effective teaching of interpretation and transliteration skills mandates very small class size. In addition to using a spatial language (ASL) or spatial coded form of English (MCE or PSE), courses require extensive individual instruction, critique and modeling due to the extremely complex nature of the task. In a perfect world scenario, students will have developed bilingual/bicultural skills prior to entering a course of study in interpretation or transliteration. However, this is rarely the case due to the time constraints of a 2-year program. Thus, it is necessary for instructors to provide feedback on the general linguistic performance of students, specifically in the areas of semantic selection, grammatical correctness, and complexity of sentence structure, and register of utterance. This not only applies to ASL, but with students coming to college more and more underprepared, this also applies to English.

Additionally, skills in interpretation and transliteration must be taught. Extensive individual instruction, critique and modeling are required due to the extremely complex nature of the task. Drills must be conducted in spatial and auditory closure, prediction, perception, and discrimination; spatial/auditory short and long-term memory must be developed and refined; text analysis must be taught enabling the reproduction of the source language message into target language. In each of these steps, one-half of the process takes place in a spatial rather spoken language or code.

Thus, it is essential that students be able to see each other, as well as the instructor. "Class size must be small to allow an appropriate amount of individual instruction and skills development. As the medical student must have hands-on practice to perfect surgical procedures, the interpreter training students must have maximal hands-on experience in developing interpreting and transliterating skills utilizing a variety of texts appropriate to a variety of clients. Videorecording must be used extensively, allowing students to analyze their own performance and to compare their performance to that of several models. This mandates the availability of camera(s) and video playback software with multiple playback capabilities, which have freeze frame and slow-motion capabilities.

The Conference of Interpreters Trainers recommends a class size of 6-10 students for interpreting/transliterating classes. The American Sign Language Teachers Association (ASLTA) recommends an optimal instructional class size for classes in American Sign Language of 8 to 20 students. To remedy this, we have sent many of our Interpreting courses in for revision to reduce the maximum enrollment.

We made some progress in this regard by putting our courses through the AP&P process to reduce the class size. The courses were approved through the AP&P process with smaller sizes (18). However, the president (Knudsen) unilaterally (and I believe unjustly) told the curriculum specialist to send me an email saying the class size reduction would not be going forward with no further explanation. Thus, our biggest challenge is administration.

Another challenge is that with low enrollments we often do not have the student numbers to offer courses at night. Each semester we run into the issue where there are a handful of students who want to continue in our program but can only take courses at night. The issue however is that we often do not have enough of these students to add another section at night. Overwhelmingly these students are Women of Color. If we reduce the class sizes, we can offer sections in the day and at night without them being cancelled due to low enrollment and will have helped to close a gap in equity.

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

- We want our program to be known for foregrounding equity in the classroom and throughout the program.
- We want to close all gaps in Equity found in our program.
- We want to be known for graduating students who first an d foremost understand and respect the Deaf community.
- We want our students to be the best of the best in the field, with the most current knowledge and training.
- We need to create class sizes that align with the best practices and recommendations of our field so that our program can continue to remain viable.

☐ N/A

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

- **Look into scheduling INT and DFST lab courses in project-based learning classrooms.**
- **Continue to explore alternatives avenues for capturing enrollment.**
- **Fund Go React Licenses for students.**
- **Purchase 6 laptops for the project-based learning classrooms.**
- **Purchase software for video playback.**
- **Explore creating DE materials / online texts to allow potential DE course creation for ASL courses.**
- **Creation of on campus internship for final semester of Interpreter Training Program cohort.**
- **On campus mentorship program for Interpreter Training Program Students**

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

Projections of Employment by Occupation, 2022 - 2032

Occupations Matched to Top Code(s):

085010   *Sign Language Interpreting*

Geography: Los Angeles County
Counties: Los Angeles County

Annual Job Openings by Occupation

SOC Code	Occupation Title (Link to Occupation Profile)	2022 Employment	Annual Job Openings[1]
273091	Interpreters and Translators	2,040	2,320
	Total	2,040	2,320

Table Generated on 9/9/2025 10:08:31 AM

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

[2]This occupation has been suppressed due to confidentiality.

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

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

Maintain current goals until enrollment volatility stabilizes.	A few of our DFST and INT courses were cancelled due to low enrollment, thus we were unable to collect data for those specific courses. However, the rest of our DFST and INT courses has all of their SLO targets meet with some far exceeding the target.

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

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

Past Goal	Progress Made
Increase student success in interpreting program.	We made some progress this year in student success for both our DFST and INT programs. Our DFST program saw an increase in student success from 67.4% last year to 70.3% this year. However, our DFST program student success rate of 70.3% is sill below the campus student success average this year of 76%. Our INT program saw an increase from 79.8% last year to 83.3% this year putting our student success rate 7.7% higher than the campus average.
Increase the number of students in our DFST/ INT programs.	Although we offered the same number of courses as last year, the number of students enrolled in our DFST program decreased from 704 duplicated last year to 666 duplicated this year or 498 unduplicated last year to 460 unduplicated this year. In our INT program we also saw a decrease in students with 119 duplicated students last year to 114 duplicated this year or 79 unduplicated last year and 72 unduplicated this year.

Part 3: Based on Part 2 above, please list program/area goals:							
Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				

#	ILO				Goal			
#1	ILO 4. Career and Specialized Knowledge				Goal #6 Success: Boost success rates by prioritizing the student experience.	Increase student success in interpreter training program.	Decrease class size to align with best practices and industry standard for DFST and INT programs. Purchase new laptops for use in project-based learning classrooms.	95% student success for both Deaf Studies (feeder to interpreting) and INT program.
#2	ILO 3. Community /Global Consciousness				Goal #5 Education: Expansion of offerings and effective course scheduling.	Increase the number of students in our DFST programs.	Hire a 4th full time faculty member, for Palmdale campus and to preemptively replace 2 planned full time faculty retirements. Hire at least one additional adjunct faculty member- we are currently done to just 2!	At least double current enrollments.
#3	Choose ILO				Choose an item.			
#4	Choose ILO				Choose an item.			

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

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, ($)	One-Time or Recurring Cost, ($)	Contact's Name
Supplies	Go React Licenses	Goal 1 and 2	Repeat	$6500.00	Recurring	Cole Wolf
Technology	Purchase 6 laptops for use in project-based learning classrooms.	Goal 1 and 2	New	About $6000.00	One-time	Cole Wolf
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above for required data).
Required:
- Enrollment tab
- Equity tab

Instructions and Definitions	Enrollment	Equity	Institutional Success & Retention

DFST : Enrollments, # of Sections, Retention and Success. (AVC S & R Rates are |)

Academic Year	# of Sections	Enrollment (Dupl.)	Headcount (Undupl.)	Retention Rate	Success Rate
2021-2022	36	635	454	87.4%	71.2%
2022-2023	41	673	459	90.8%	73.6%
2023-2024	39	704	498	86.9%	67.4%
2024-2025	39	666	460	87.7%	70.3%

DFST: Enrollments, Number of Sections, Retention and Success by Modality

Academic Year	Modality	# of Sections	Enrollment (Dupl.)	Headcount (Undupl.)	Retention Rate	Success Rate
2021-2022	In-Person	36	635	454	87.4%	71.2%
2022-2023	In-Person	41	673	459	90.8%	73.6%
2023-2024	In-Person	39	704	498	86.9%	67.4%
2024-2025	In-Person	39	666	460	87.7%	70.3%

Program Awards: Deaf Studies: ASL & Deaf Studies: ASL Cert

Award Type	Academic Year	Count
AA/AS	2021-2022	30
AA/AS	2022-2023	18
AA/AS	2023-2024	11
AA/AS	2024-2025	13
Certificate	2021-2022	31
Certificate	2022-2023	19
Certificate	2023-2024	11
Certificate	2024-2025	12

Grade Distribution for DFST

Academic Year	A	B	C	D	F	W
2021-2022	31%	24%	15%	6%	11%	13%
2022-2023	33%	25%	15%	6%	11%	9%
2023-2024	24%	25%	17%	6%	13%	13%
2024-2025	30%	26%	14%	5%	12%	12%
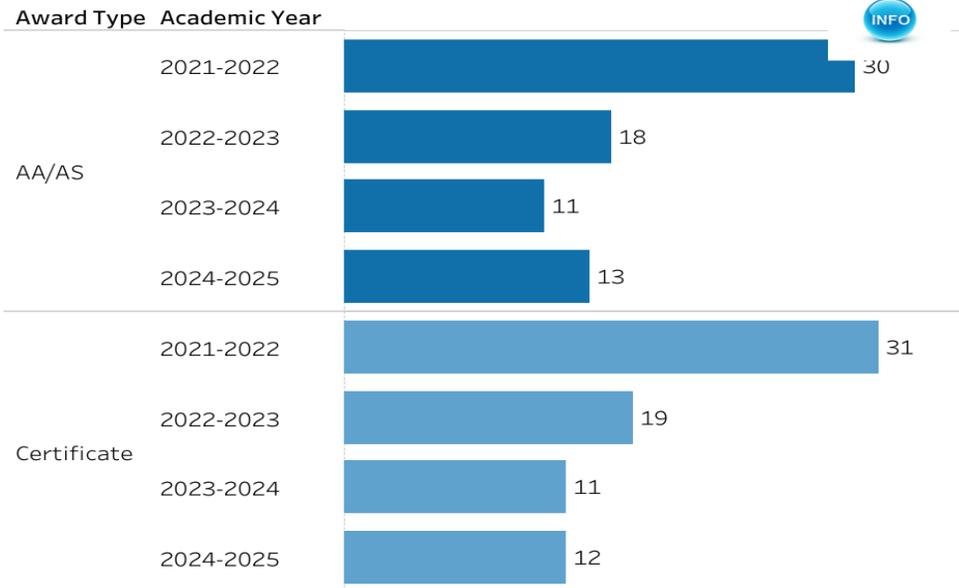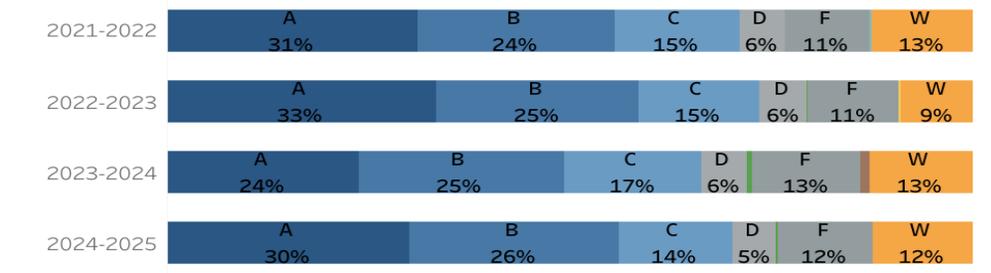
Classroom Teaching FTEF in DFST

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Full-time FTEF	2.65	2.25	2.04	2.34	2.67
Part-time FTEF	2.59	1.37	1.36	1.13	1.33
Overload FTEF		0.27	0.27	0.94	0.94
Grand Total	5.25	3.89	3.67	4.41	4.95

Click for Fill Rates

Click for FTES

Instructions and Definitions	Enrollment	**Equity**	Institutional Success & Retention

AVC Total Retention and Success are shown in vertical | DFST Success Rate is Green |

When the success rate for a subgroup is **at least 3 percentage points lower** than the overall average success rate for the selected subject, that subgroup is considered to be experiencing **Disproportionate Impact (DI)** under the **PPG methodology**.
To estimate the number of additional successful completers needed to close the equity gap, multiply the **subgroup enrollment** by the **size of the DI gap** (i.e., the difference between the average rate and the subgroup rate).

DFST Enrollment, Retention & Success for by **Ethnicity** (hover over the lines to see by Gender)

		Enrollment (If N > 5)	Retention Rate	Success Rate	DI & N of Completions to Close Gap
Hispanic/Latine	2021-2022	383	87.5%	71.3%	
	2022-2023	396	92.9%	75.3%	
	2023-2024	424	86.7%	68.9%	
	2024-2025	390	88.5%	71.8%	
Black/African American	2021-2022	83	90.4%	63.9%	-7.3% Equity Gap : 6 Successful Complet
	2022-2023	98	85.7%	61.2%	-12.4% Equity Gap : 12 Successful Comp
	2023-2024	101	85.0%	55.0%	-12.4% Equity Gap : 13 Successful Comp
	2024-2025	101	87.1%	55.4%	-14.8% Equity Gap : 15 Successful Comp
White	2021-2022	114	85.1%	71.9%	
	2022-2023	127	86.6%	76.4%	
	2023-2024	134	88.5%	74.0%	
	2024-2025	108	84.3%	72.2%	
Two or more	2021-2022	19	68.4%	57.9%	-13.3% Equity Gap : 3 Successful Comple
	2022-2023	23	95.7%	69.6%	-4.0% Equity Gap : 1 Successful Complet
	2023-2024	24	91.7%	62.5%	-4.9% Equity Gap : 1 Successful Complet
	2024-2025	35	88.6%	82.9%	
Unknown/Other	2021-2022	36	97.2%	91.7%	
	2022-2023	29	93.1%	82.8%	
	2023-2024	21	85.7%	61.9%	-5.5% Equity Gap : 1 Successful Complet
	2024-2025	32	90.6%	78.1%	

DFST Enrollment, Retention & Success for by **Gender** (if greater than 5)

		Enrollment (if N > 5)	Retention Rate	Success Rate	DI & N of Completions to Close Gap
Men	2021-2022	129	86.0%	65.9%	-5.3% Equity Gap : 7 Successful Complet
	2022-2023	138	92.8%		-6.7% Equity Gap : 9 Successful Complet
	2023-2024	157	84.7%	60.5%	-6.9% Equity Gap : 11 Successful Compl
	2024-2025	156	89.1%		
Women	2021-2022	500	87.6%		
	2022-2023	514	90.9%	76.5%	
	2023-2024	518	87.5%		
	2024-2025	479	87.3%	70.6%	
Unknown/Other	2021-2022	6			
	2022-2023	21	76.2%	47.6%	-26.0% Equity Gap : 5 Successful Comple
	2023-2024	29	89.7%	79.3%	
	2024-2025	31	87.1%		

Guiding Questions for Reviewing DI Data:
 What patterns or trends in the DI data suggest inequities among different student groups?
 What factors might be contributing to observed equity gaps in our program (e.g., curriculum design, teaching practices, access to resources, advising, or broader institutional barriers)?
 What specific strategies, practices, or program-level interventions could we implement to reduce or eliminate these gaps?
 How might changes to pedagogy, curriculum, scheduling, student services, or outreach impact disproportionately affected groups?
 What institutional or community resources (e.g., funding, professional development, partnerships, student support services or centers) can we leverage to support equity-f..

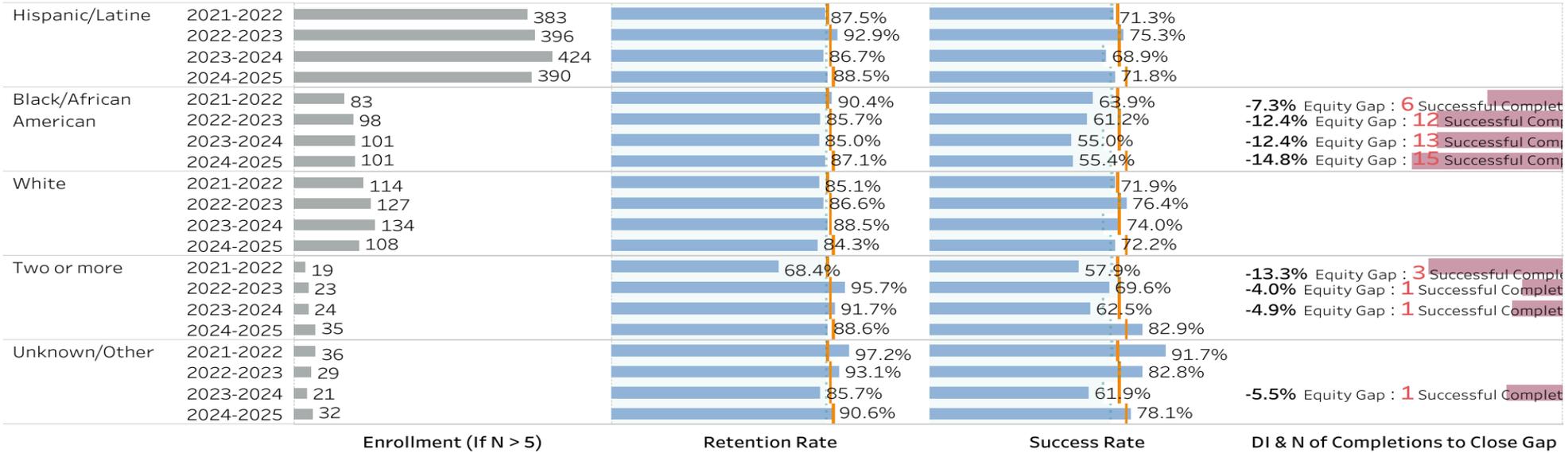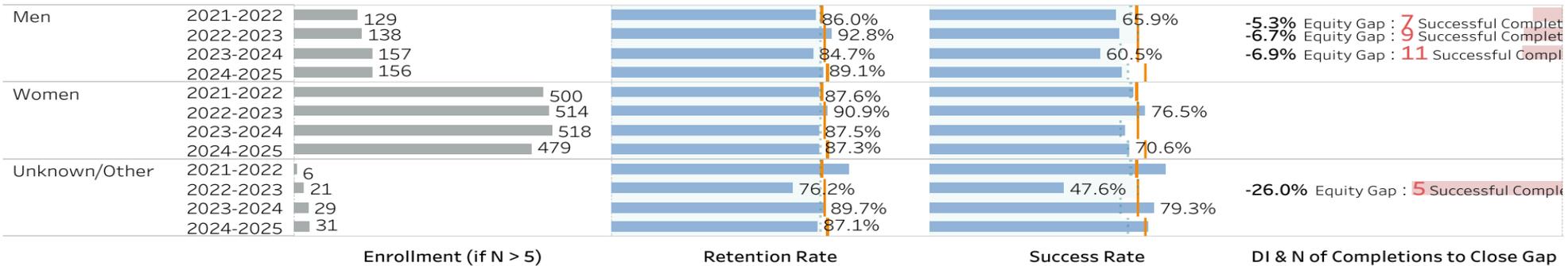| Instructions and Definitions	Enrollment	Equity	Institutional Success & Retention

INT : Enrollments, # of Sections, Retention and Success. (AVC S & R Rates are |)

	# of Sections	Enrollment (Dupl.)	Headcount (Undupl.)	Retention Rate	Success Rate
2021-2022	8	154	92	89.6%	87.7%
2022-2023	7	79	44	93.7%	91.1%
2023-2024	7	119	79	88.2%	79.8%
2024-2025	8	114	72	87.7%	83.3%

INT: Enrollments, Number of Sections, Retention and Success by Modality

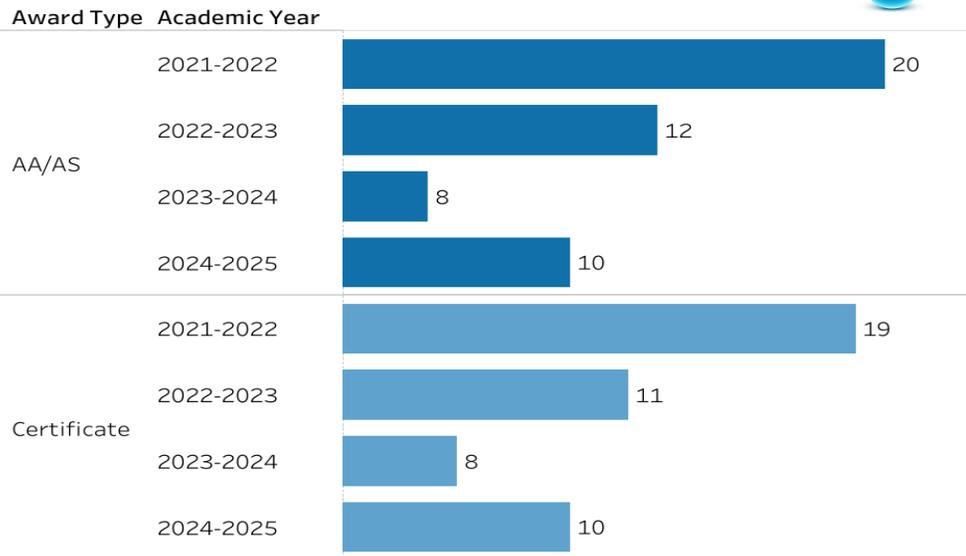|		# of Sections	Enrollment (Dupl.)	Headcount (Undupl.)	Retention Rate	Success Rate
2021-2022	In-Person	6	127	66	95.3%	94.5%
	Online	2	27	27	63.0%	55.6%
2022-2023	In-Person	6	71	38	97.2%	94.4%
	Online	1	8	8		
2023-2024	In-Person	4	60	44	95.0%	88.3%
	Online	3	59	54	81.4%	71.2%
2024-2025	In-Person	5	68	48	89.7%	88.2%
	Online	3	46	40	84.8%	76.1%

Program Awards: Deaf Studies: Interp Trng & Deaf Studies: Interp Trng Cert

INFO

Award Type	Academic Year	
AA/AS	2021-2022	20
	2022-2023	12
	2023-2024	8
	2024-2025	10
Certificate	2021-2022	19
	2022-2023	11
	2023-2024	8
	2024-2025	10

Grade Distribution for INT

	A	B	C	F	W
2021-2022	44%	32%	12%		10%
2022-2023	37%	30%	24%		6%
2023-2024	39%	29%	11%	7%	12%
2024-2025	44%	25%	13%	4%	12%
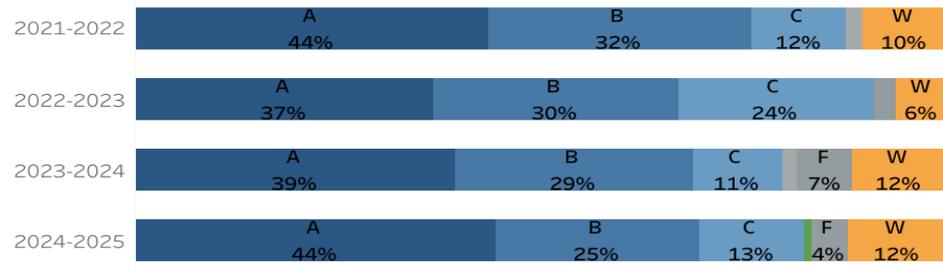
Classroom Teaching FTEF in INT

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Full-time FTEF	0.55	0.47	0.61	0.48	0.48
Part-time FTEF	0.55	0.55	0.27	0.28	0.28
Overload FTEF	0.20			0.48	0.20
Grand Total	1.29	1.02	0.88	1.23	0.95

《《《 Click for Fill Rates Click for FTES 》》》

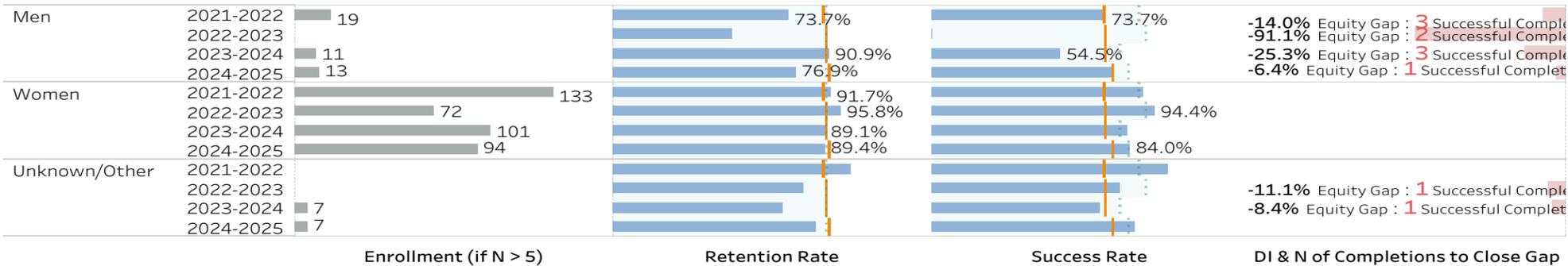| Instructions and Definitions	Enrollment	**Equity**	Institutional Success & Retention

AVC Total Retention and Success are shown in vertical | **INT** Success Rate is **Green** |

When the success rate for a subgroup is **at least 3 percentage points lower** than the overall average success rate for the selected subject, that subgroup is considered to be experiencing **Disproportionate Impact (DI)** under the **PPG methodology**.
To estimate the number of additional successful completers needed to close the equity gap, multiply the **subgroup enrollment** by the **size of the DI gap** (i.e., the difference between the average rate and the subgroup rate).

INT Enrollment, Retention & Success for by **Ethnicity** (hover over the lines to see by Gender)

Ethnicity	Year	Enrollment (If N > 5)	Retention Rate	Success Rate	DI & N of Completions to Close Gap
Hispanic/Latine	2021-2022	94	88.3%	86.2%	
	2022-2023	53	94.3%	92.5%	
	2023-2024	71	90.1%	84.5%	
	2024-2025	66	92.4%	89.4%	
Black/African American	2021-2022	19	84.2%	78.9%	-8.7% Equity Gap : 2 Successful Complet
	2022-2023	8			-3.6% Equity Gap : 0 Successful Complet
	2023-2024	17	70.6%	52.9%	-26.9% Equity Gap : 5 Successful Comple
	2024-2025	20	90.0%	85.0%	
White	2021-2022	23	95.7%	95.7%	
	2022-2023	9			-13.4% Equity Gap : 1 Successful Comple
	2023-2024	25	92.0%	80.0%	
	2024-2025	24	79.2%	75.0%	-8.3% Equity Gap : 2 Successful Complet
Two or more	2021-2022				
	2022-2023				
	2023-2024				
	2024-2025				-50.0% Equity Gap : 2 Successful Comple
Unknown/Other	2021-2022	15	93.3%	93.3%	
	2022-2023				
	2023-2024				
	2024-2025				-83.3% Equity Gap : 1 Successful Comple

INT Enrollment, Retention & Success for by **Gender** (if greater than 5)

Gender	Year	Enrollment (if N > 5)	Retention Rate	Success Rate	DI & N of Completions to Close Gap
Men	2021-2022	19	73.7%	73.7%	-14.0% Equity Gap : 3 Successful Comple
	2022-2023				-91.1% Equity Gap : 2 Successful Comple
	2023-2024	11	90.9%	54.5%	-25.3% Equity Gap : 3 Successful Comple
	2024-2025	13	76.9%		-6.4% Equity Gap : 1 Successful Complet
Women	2021-2022	133	91.7%		
	2022-2023	72	95.8%	94.4%	
	2023-2024	101	89.1%		
	2024-2025	94	89.4%	84.0%	
Unknown/Other	2021-2022				
	2022-2023				
	2023-2024	7			-11.1% Equity Gap : 1 Successful Comple
	2024-2025	7			-8.4% Equity Gap : 1 Successful Complet

Guiding Questions for Reviewing DI Data:
⬜ What patterns or trends in the DI data suggest inequities among different student groups?
⬜ What factors might be contributing to observed equity gaps in our program (e.g., curriculum design, teaching practices, access to resources, advising, or broader institutional barriers)?
⬜ What specific strategies, practices, or program-level interventions could we implement to reduce or eliminate these gaps?
⬜ How might changes to pedagogy, curriculum, scheduling, student services, or outreach impact disproportionately affected groups?
⬜ What institutional or community resources (e.g., funding, professional development, partnerships, student support services or centers) can we leverage to support equity-f..

⟨⟨⟨   ⟩⟩⟩

Fall 2025 Program Review Report | Instructional Areas

Division/Area Name: LACA, English	**For Planning Years: 2026-2027**

Name of person leading this review: Mark Hoffer, Heidi Williams

Names of all participants in this review: Morenike Adebayo-Ige, Jesse Altamirano, Sergio Arroyo, Bianca Ascencio, Sawsan Farrukh, Christopher Ferguson, Vejea Jennings, Veronica Karr, Angela Koritsoglou, Aaron Leialoha Lopez, Lindsay Ludvigsen, Eric Martin, Kristine Oliveira, Brian Palagallo, Annamarie Perez, John Toth

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

The English program aligns with the college's mission to provide "a quality, comprehensive education to a diverse population of learners" by offering reading, writing, and information literacy courses such as ENGL C1000 and C1001. The program also includes literature and creative writing courses, as well as technical writing courses for the AFMT program, thereby successfully meeting the various needs of our students. English Department faculty are leaders in the diversity and student engagement efforts at AVC, working on the Equity Committee, fostering campus literacy and intellectual exchange through AVCReads, teaching and coordinating Puente English classes, and revising curriculum to ensure more equitable learning in our gateway course, ENGL C1000: Academic Reading and Writing.

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

Use the following questions to guide your analysis:

Overall (Use the *Success & Retention* and *Program Award* data to inform your analysis)
- What are the success and retention rates for your discipline? Did they decrease or increase in the last year?
- What are the trends for the number of awards granted? Are the number of awards going up or down?

Equity (Use the *Success & Retention* data including S&R by Ethnicity and Gender data to inform your analysis)
- Which ethnic / gender student groups complete their courses at the highest rates?
- Which ethnic / gender student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the *Strengths and Accomplishments* section.

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

The English Department has been focused on meeting the needs of all our students, integrating student success and equity strategies into our ENGL C1000 COR and our overall teaching practices. We continue to see positive results in our data:

• The English Department's overall success rate rose 2 percentage points from 71% to 73% all while serving over 1300 more students during the 24-25 school year.

• Success rates for most ethnicities rose, with gains in Hispanic/Latine student rising from 71.2% to 73.8% and Black/African American students rising from 58.3% to 63.7%. Though 63.7% is still too low, this is almost 6 percentage points higher than the 57.4% success rate two years ago.

• Success rates for females rose, with females rising from 71.1% to 74.3% and males staying consistent at 71%.

• In other encouraging trends, our online success rate rose from 66.9% to 72.9%.

English faculty continue to teach college-level courses with students of widely differing skill levels in both writing and academic resiliency.

Opportunities and Challenges: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*
One challenge we saw in the data concerns success rates for White students, which dropped from 81.2% to 74.7%. While still higher than our overall success rate, it is nonetheless an alarming drop. We plan to monitor these data metrics in the future, especially with the current equity gap for White male students at -4.3%. Our program awards rose from 21 in 23-24 to 28 in 24-25, illustrating another opportunity for growth. Only two years ago, the program awarded 35 AA-Ts.
Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*
Our program wants to be known for innovating and implementing curriculum and instruction that are culturally sensitive, responsive to the needs of our diverse student population, and specifically shaped to foster student success through a growth-oriented ethos. We see the housing of discipline classrooms, designated computer labs, and departmental faculty offices in Cedar Hall as a way to build more community with instructors and students. We want to increase the number of English majors and AA-Ts awarded. We have sacrificed offering many 200-level classes that support our degree because we have had to offer so many sections of ENGL 257 to meet student demand. Moreover, we need to build our full-time faculty back up to baseline levels.

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

☒   N/A

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

Insert Labor Market Data here https://www.laatormarketinfo.edd.ca.gov/commcolleges/

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

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

Past Course Improvement Plans	Progress Made
Most English courses show SLO results in the 80-100 percentile. Success can be sustained and supported through current instructional practices and continued engagement with professional development opportunities, especially those that address use of AI technologies. The SLO reporting closest to the expected performance line occurred in English 101 and English 222, where MLA-formatted research assignments posed a concern. More scaffolding of research strategies and utilization of academic formats in low-stakes assignments can be implemented to improve student performance in English 222. SLO percentiles in English 101 pose the greatest concern. Strategies developed in the English 901/101 cohorts can be implemented in the existing three-unit version of the course and, better still, in the four-unit iteration of English C1000 (101) launching next fall. Resources needed to implement changes in English C1000 include access to computer labs and project-based learning classrooms, as well as additional classroom availability to accommodate four-unit classes on the schedule. Additional hiring (and training) of both adjunct and full-time instructors is also needed. Another important component of English C1000 course improvement is departmental participation in two Faculty Learning Communities (FLCs) for the 2025-26 academic year.	A four-unit version of English C1000 launches in Fall 2026. Here is the FLC plan submitted to and approved by the Faculty Professional Development Committee: Fall: ENGL C1000 COR review. Consideration of ENGL 901 as support course: strategies, challenges, and take-aways. How to infuse equitable grading practices into your courses. Just in time remediation: actively using computer labs to help students while they write. Culturally responsible pedagogy: how to create a syllabus and course content that reflects the diversity of our students. Creating a classroom community based on psychological safety and respect. Portfolio and contract grading. Spring: Individual instructor presentations on relevant topics. Exchange syllabi, lesson plans, assignments. Collect data from current classes. Scheduling of team-teaching opportunities and peer feedback on student writing. Planning of departmental composition retreats for 2026-27. The FLCs have met twice this semester with productive activities and conversations taking place.

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

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

Past Goal	Progress Made
Continue to work with online faculty to develop and implement English online best practices to create effective and equitable online learning experiences.	Student engagement in online learning environments, particularly asynchronous ones, has been a topic in our FLCs. Strategies discussed include instructor-created videos to establish more human connection and community and sustained use of discussion boards and forums.

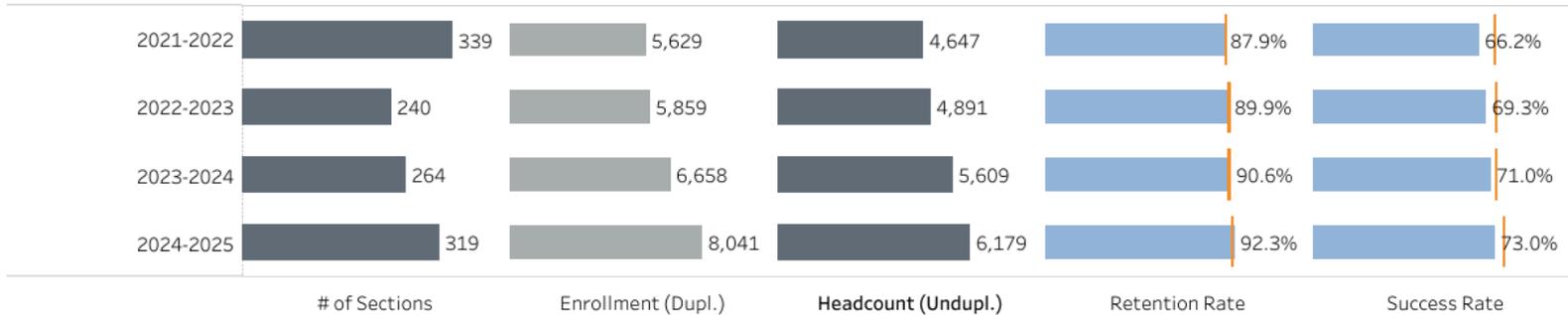| Part 3: Based on Part 2 above, please list program/area goals:								
Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	Choose ILO				Goal #6 Success: Boost success rates by prioritizing the student experience.	Prioritize student success in four-unit English C1000	Continued work in departmental learning communities and retreats	High success rates in all sections of C1000 classes, with particular data improvements in underserved populations
#2	Choose ILO				Goal #2 Equity: Improve the college culture by becoming a more caring, welcoming, accessible, and inclusive campus.	Maximize diverse perspectives, voices, and texts in English 102, with emphasis on Latinx and African American cultures	Departmental review and updating of English 102 Course Outline of Record	Revised and updated COR and course syllabi
#3	Choose ILO				Choose an item.			
#4	Choose ILO				Choose an item.			

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

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, ($)	One-Time or Recurring Cost, ($)	Contact's Name
Faculty	Additional hires of full-time faculty to better meet the needs of our students	1, 2	Repeat	Salaries for 5 full-time hires	Recurring	Mark Hoffer, Heidi Williams
Physical/Facilities	More available classrooms for four-unit English C1000 classes	1	New	N/A	Recurring	Mark Hoffer, Heidi Williams
Technology	Designated computer labs in Cedar Hall	1	New	N/A	Recurring	Mark Hoffer, Heidi Williams
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

Part 5: Insert your [Program Review Data](#) here and any other supporting data. (See Part 2A above for required data).
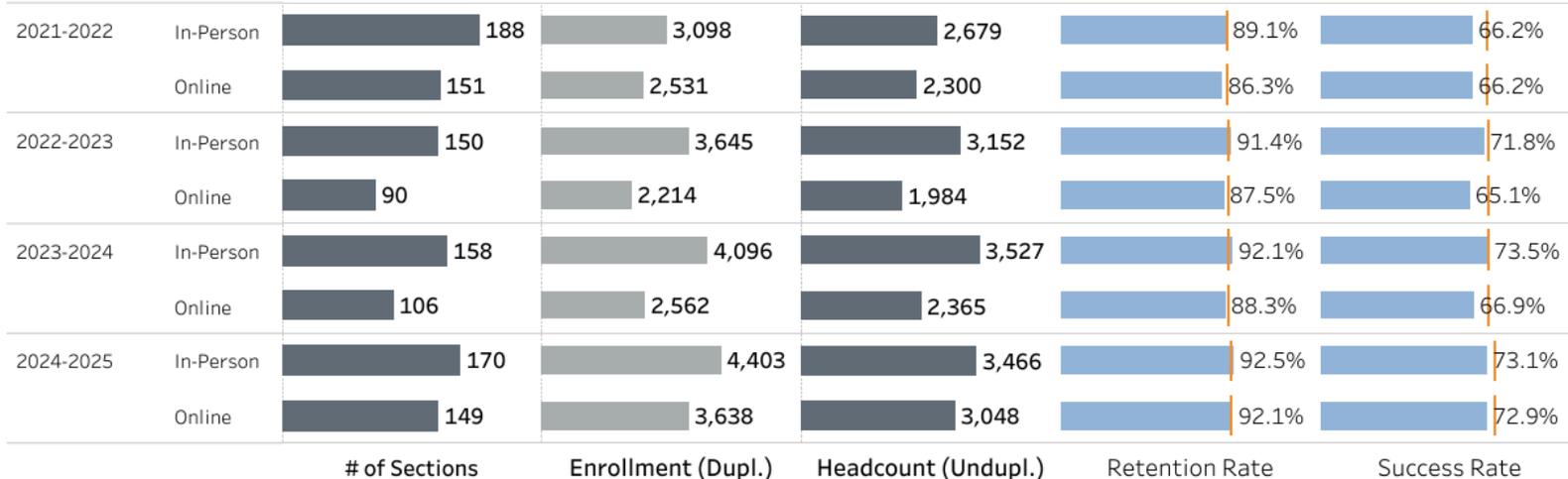Required:
- Enrollment tab
- Equity tab

Instructions and Definitions	Enrollment	Equity	Institutional Success & Retention

ENGL : Enrollments, # of Sections, Retention and Success

Year	# of Sections	Enrollment (Dupl.)	Headcount (Undupl.)	Retention Rate	Success Rate
2021-2022	339	5,629	4,647	87.9%	66.2%
2022-2023	240	5,859	4,891	89.9%	69.3%
2023-2024	264	6,658	5,609	90.6%	71.0%
2024-2025	319	8,041	6,179	92.3%	73.0%

ENGL: Enrollments, Number of Sections, Retention and Success by Modality

Year	Modality	# of Sections	Enrollment (Dupl.)	Headcount (Undupl.)	Retention Rate	Success Rate
2021-2022	In-Person	188	3,098	2,679	89.1%	66.2%
	Online	151	2,531	2,300	86.3%	66.2%
2022-2023	In-Person	150	3,645	3,152	91.4%	71.8%
	Online	90	2,214	1,984	87.5%	65.1%
2023-2024	In-Person	158	4,096	3,527	92.1%	73.5%
	Online	106	2,562	2,365	88.3%	66.9%
2024-2025	In-Person	170	4,403	3,466	92.5%	73.1%
	Online	149	3,638	3,048	92.1%	72.9%

Program Awards: English - Transfer
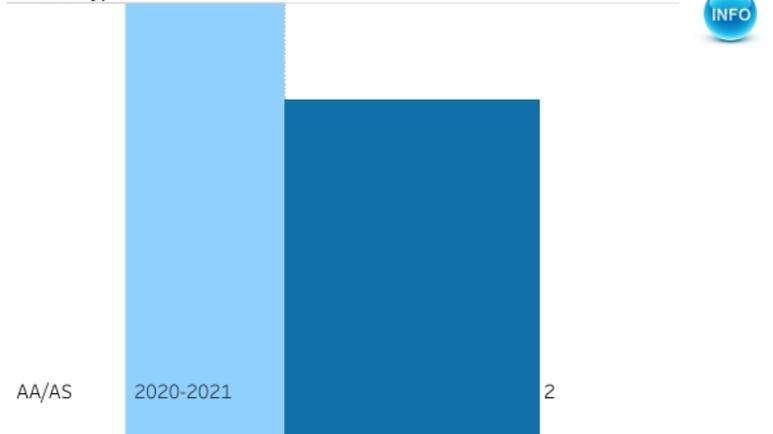
Award Type   Academic Year

Grade Distribution for ENGL

Year	A	B	C	D	F	P	W
2021-2022	31%	19%	14%		17%		12%
2022-2023	33%	21%	15%	5%	16%		10%
2023-2024	35%	21%	15%	5%	15%		9%
2024-2025	34%	18%	13%	4%	14%	8%	8%

Classroom Teaching FTEF in ENGL

	Fall 2020	Fall 2021	Fall Terms Fall 2022	Fall 2023	Fall 2024

AA/AS   2020-2021

Program Awards

Academic Year	Major	Award Type	Race/Ethnicity	Gender	Foster Youth*	Veterans
Multiple values	AA-T English	Multiple values	All	All	All	All

	2020-21	2021-22	2022-23	2023-24	2024-25
AA-T/AS-T	38	37	35	21	22
Grand Total	38	37	35	21	22
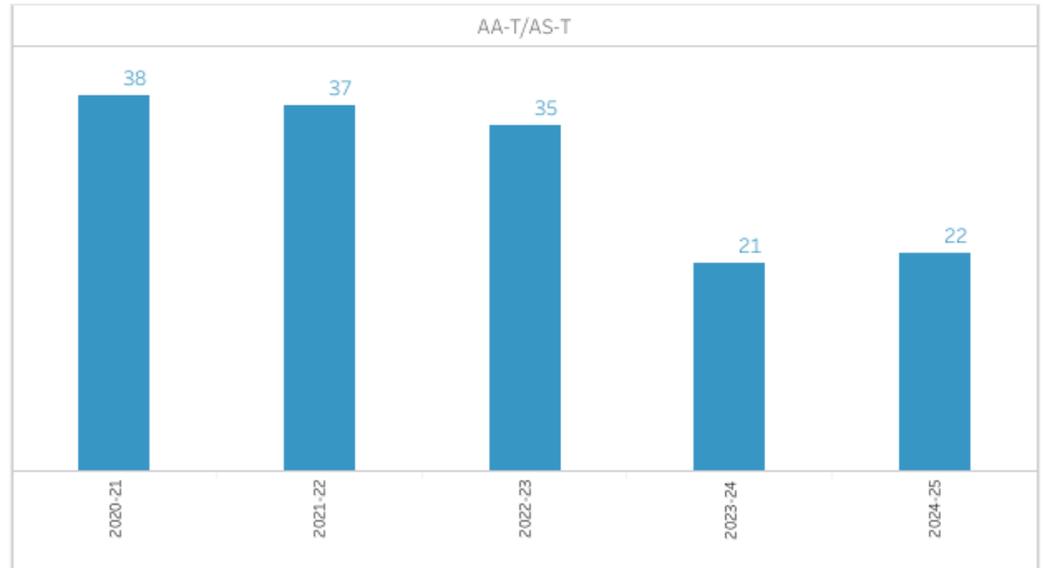
AA-T/AS-T

Major	Major Code	Award Type	2020-21	2021-22	2022-23	2023-24	2024-25
AA-T English	ET	AA-T/AS-T	38	37	35	21	22

*Current or Former Foster Youth

AVC Total Retention and Success are shown in vertical | ENGL Success Rate is Green |

When the success rate for a subgroup is **at least 3 percentage points lower** than the overall average success rate for the selected subject, that subgroup is considered to be experiencing **Disproportionate Impact (DI)** under the **PPG methodology**.

To estimate the number of additional successful completers needed to close the equity gap, multiply the **subgroup enrollment** by the **size of the DI gap** (i.e., the difference between the average rate and the subgroup rate).

ENGL Enrollment, Retention & Success for by **Ethnicity** (hover over the bars to see data by Gender)

Ethnicity	Year	Enrollment (If N > 5)	Retention Rate	Success Rate	DI & N of Completions to Close Gap
Hispanic/Latine	2021-2022	3,489	88.9%	66.4%	
	2022-2023	3,853	90.3%	69.1%	
	2023-2024	4,383	90.6%	71.2%	
	2024-2025	5,263	92.6%	73.8%	
Black/African American	2021-2022	706	81.8%	51.8%	-14.4% Gap / 102 to Close
	2022-2023	772	86.3%	57.4%	-11.9% Gap / 92 to Close
	2023-2024	924	87.3%	58.3%	-12.6% Gap / 117 to Close
	2024-2025	1,137	89.4%	63.7%	-9.3% Gap / 106 to Close
White	2021-2022	890	88.1%	73.9%	
	2022-2023	742	91.1%	77.2%	
	2023-2024	830	93.2%	81.2%	
	2024-2025	975	93.0%	74.7%	
Two or more	2021-2022	265	87.9%	66.4%	
	2022-2023	212	87.7%	67.0%	
	2023-2024	254	91.7%	74.0%	
	2024-2025	323	93.5%	75.9%	
Unknown/Masked	2021-2022	279	90.0%	75.6%	
	2022-2023	280	93.6%	84.3%	
	2023-2024	267	92.1%	75.9%	
	2024-2025	343	93.9%	84.5%	

ENGL Enrollment, Retention & Success for by **Gender** (if greater than 5)

Gender	Year	Enrollment	Retention Rate	Success Rate	DI & N
Men	2021-2022	2,188	87.7%	64.0%	
	2022-2023	2,423	90.1%	67.9%	
	2023-2024	2,759	90.7%	71.0%	
	2024-2025	3,320	92.0%	71.0%	
Women	2021-2022	3,356	87.9%	67.4%	
	2022-2023	3,351	89.9%	70.2%	
	2023-2024	3,771	90.5%	71.1%	
	2024-2025	4,542	92.6%	74.3%	
Unknown/Masked	2021-2022	85	90.6%	72.9%	
	2022-2023	85	88.2%	69.4%	
	2023-2024	128	92.2%	67.2%	-3.8% / 5

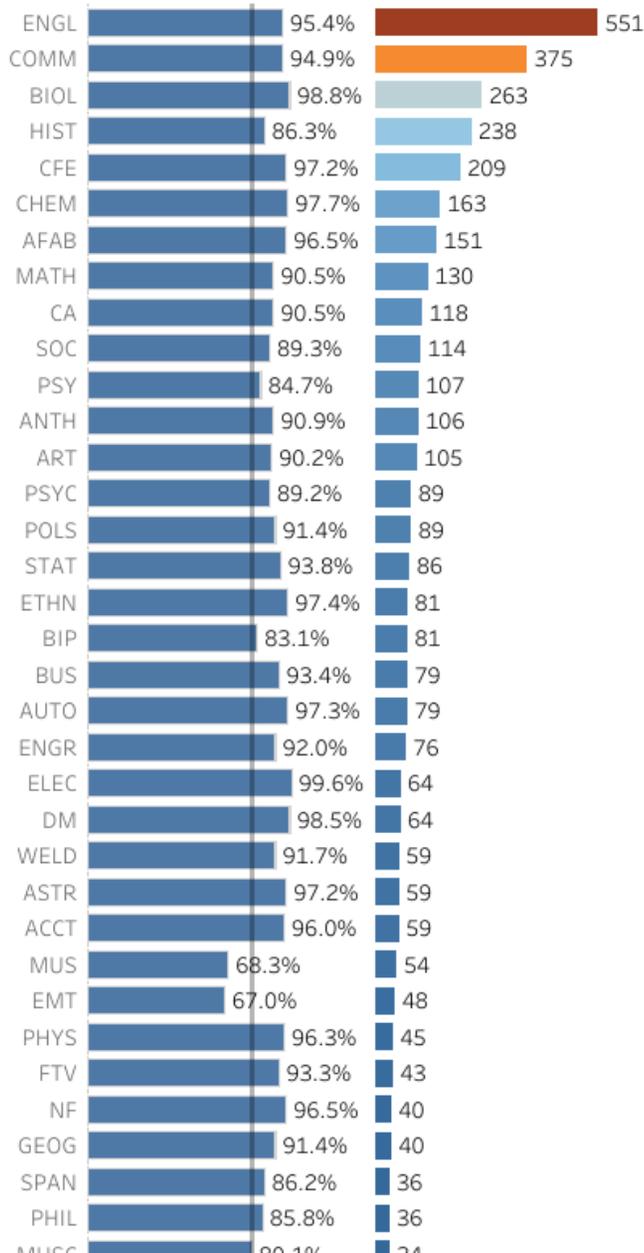## Fill RateS and WaitlistS in Major Terms (non-cross-listed sections)
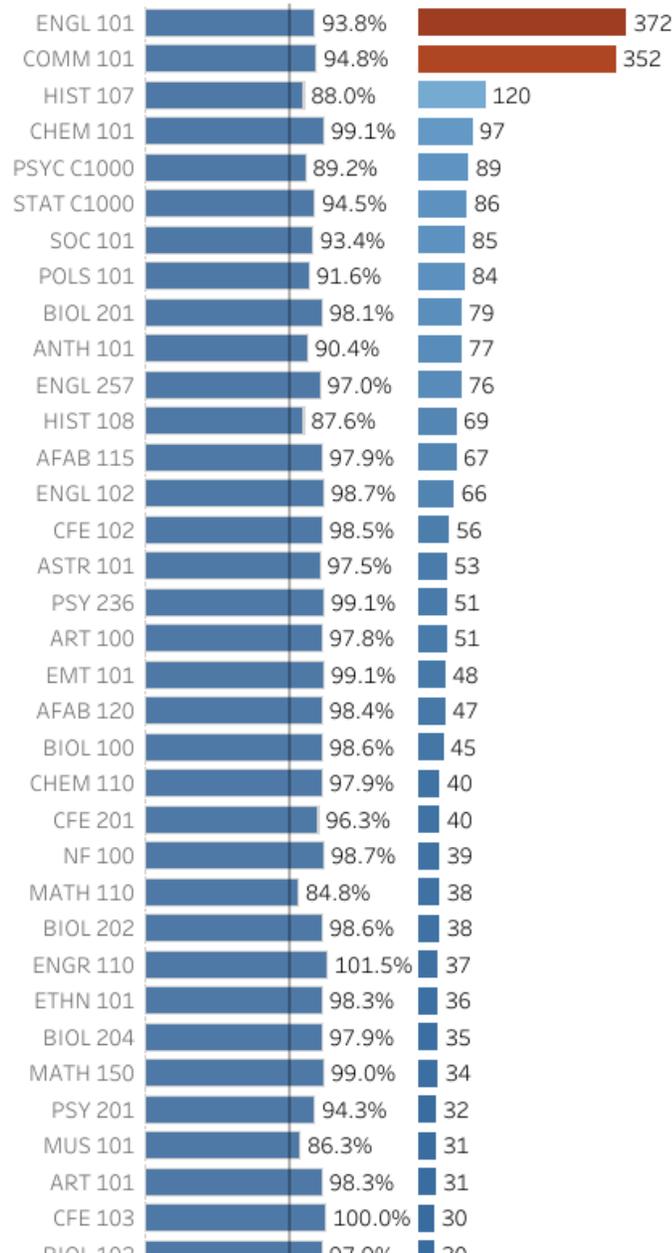
Fall 2025 | First Day

This dashboard shows fill rates on 1st Day of classes or Census Days for major terms (spring and fall) by Subject and Course for the last 3+ years. To change terms or days, use ▼ to open filters.

Fill Rate and Waitlist by Subject in Fall 2025
(bars work as filters)

Subject	Fill Rate	Waitlist
ENGL	95.4%	551
COMM	94.9%	375
BIOL	98.8%	263
HIST	86.3%	238
CFE	97.2%	209
CHEM	97.7%	163
AFAB	96.5%	151
MATH	90.5%	130
CA	90.5%	118
SOC	89.3%	114
PSY	84.7%	107
ANTH	90.9%	106
ART	90.2%	105
PSYC	89.2%	89
POLS	91.4%	89
STAT	93.8%	86
ETHN	97.4%	81
BIP	83.1%	81
BUS	93.4%	79
AUTO	97.3%	79
ENGR	92.0%	76
ELEC	99.6%	64
DM	98.5%	64
WELD	91.7%	59
ASTR	97.2%	59
ACCT	96.0%	59
MUS	68.3%	54
EMT	67.0%	48
PHYS	96.3%	45
FTV	93.3%	43
NF	96.5%	40
GEOG	91.4%	40
SPAN	86.2%	36
PHIL	85.8%	36

By Course

Course	Fill Rate	Waitlist
ENGL 101	93.8%	372
COMM 101	94.8%	352
HIST 107	88.0%	120
CHEM 101	99.1%	97
PSYC C1000	89.2%	89
STAT C1000	94.5%	86
SOC 101	93.4%	85
POLS 101	91.6%	84
BIOL 201	98.1%	79
ANTH 101	90.4%	77
ENGL 257	97.0%	76
HIST 108	87.6%	69
AFAB 115	97.9%	67
ENGL 102	98.7%	66
CFE 102	98.5%	56
ASTR 101	97.5%	53
PSY 236	99.1%	51
ART 100	97.8%	51
EMT 101	99.1%	48
AFAB 120	98.4%	47
BIOL 100	98.6%	45
CHEM 110	97.9%	40
CFE 201	96.3%	40
NF 100	98.7%	39
MATH 110	84.8%	38
BIOL 202	98.6%	38
ENGR 110	101.5%	37
ETHN 101	98.3%	36
BIOL 204	97.9%	35
MATH 150	99.0%	34
PSY 201	94.3%	32
MUS 101	86.3%	31
ART 101	98.3%	31
CFE 103	100.0%	30

| Instructions and Definitions | Enrollment | Success & Retention | Institutional Success & Retention |

Overall Success and Retention

	Number of Sections	Enrollment	Headcount	Retention Rate	Success Rate
2021-2022	3,837	71,518	15,090	87.8%	72.5%
2022-2023	3,239	77,240	15,886	89.0%	73.0%
2023-2024	3,447	86,661	17,550	89.0%	73.0%
2024-2025	3,948	106,971	19,619	90.4%	75.4%

Overall FTEF in Major Terms

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Spring 2021	Spring 2022	Spring 2023	Spring 2024	Spring 2025
Part-time FTEF	175.06	158.70	147.88	153.14	169.78	144.31	128.00	148.91	160.70	175.71
Full-time FTEF	165.54	145.63	160.36	168.99	158.37	146.50	150.93	154.19	160.00	154.85
Overload FTEF	38.43	41.39	42.83	48.70	56.94	23.99	32.65	43.78	46.65	55.38
Grand Total	379.04	345.72	351.07	370.83	385.08	314.80	311.58	346.87	367.35	385.94

Term Type
All

Program Awards | All

Award Type	2022-2023	2023-2024	2024-2025
AA-T/AS-T	734	640	306
AA/AS	1,172	1,292	1,988

Program Awards
All

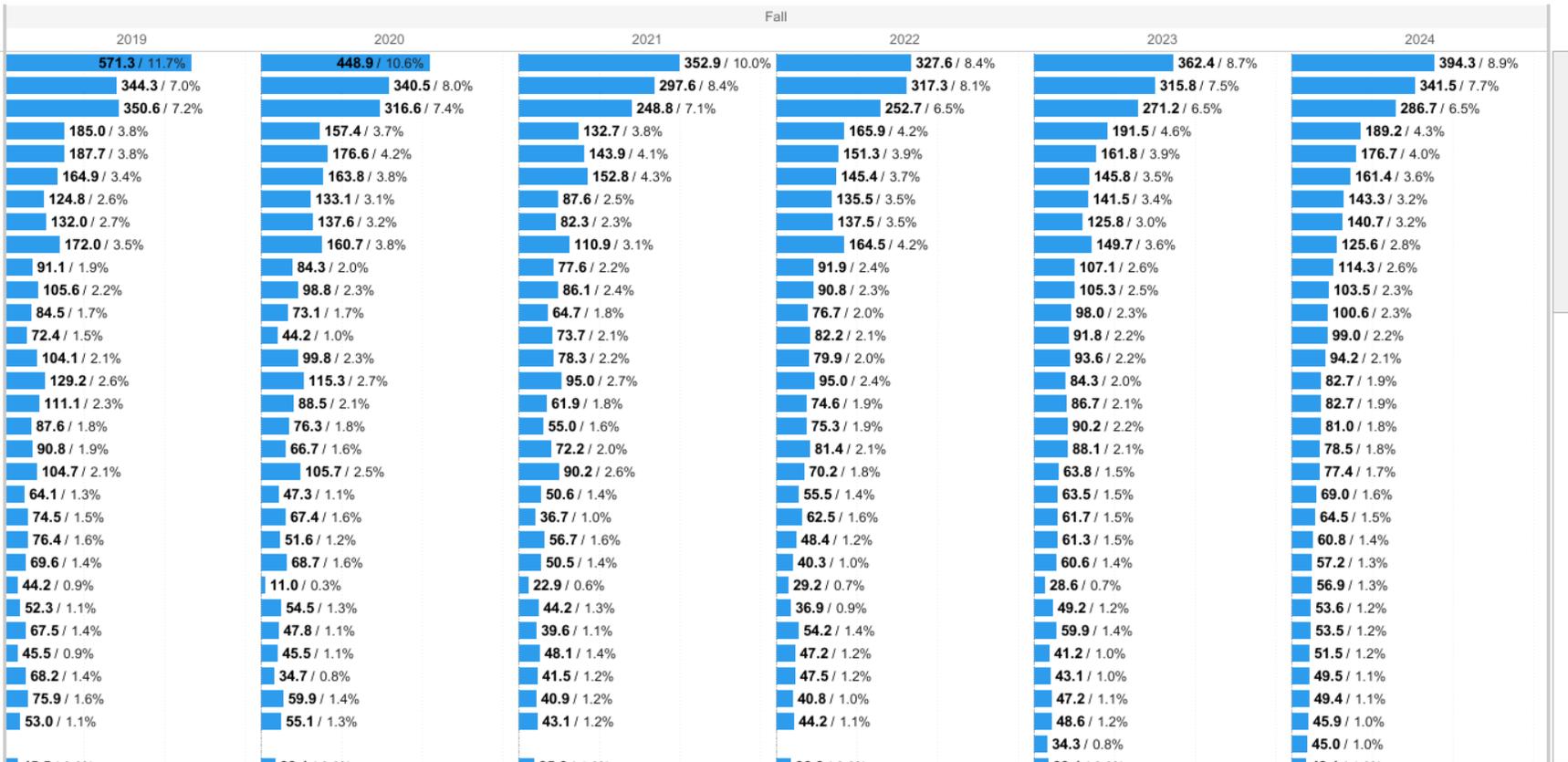| FTES by Attendance Methods	FTES by Subject / Term	Annual FTES	Division

Measure View
- ○ In-State Enrollment
- ○ In-State FTES
- ● Total FTES

Total FTES by Subject and Term

This dashboard uses end of term data extracted from Argos in spring 2025 *Hover over the Bars to view by Course*

Summer/Fall/Winter/Spri..
- ● Fall
- ○ Spring
- ○ Summer
- ○ Winter

	Fall						Spring						Summer						Winter	
	2019	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2025	2019	2020	2021	2022	2023	2024	2020	2025
	4,884.1	4,255.0	3,526.8	3,909.0	4,189.1	4,424.4	4,523.7	3,741.1	3,304.8	3,647.4	3,996.8	4,200.8	1,057.7	1,069.6	935.6	980.1	1,152.2	1,329.8	395.5	431.2

Department — All

Term Code — All

Summer/Fall/Winter/S..
- 🔵 Fall
- 🟢 Spring
- 🟡 Summer
- ⬜ Winter

Division
- ☑ AHUM
- ☑ AIAAT
- ☑ AKIN
- ☑ CM
- ☑ ESA
- ☑ HSS
- ☑ LACA
- ☑ MS
- ☑ SBS

Fall

	2019	2020	2021	2022	2023	2024
MATH	571.3 / 11.7%	448.9 / 10.6%	352.9 / 10.0%	327.6 / 8.4%	362.4 / 8.7%	394.3 / 8.9%
BIOL	344.3 / 7.0%	340.5 / 8.0%	297.6 / 8.4%	317.3 / 8.1%	315.8 / 7.5%	341.5 / 7.7%
ENGL	350.6 / 7.2%	316.6 / 7.4%	248.8 / 7.1%	252.7 / 6.5%	271.2 / 6.5%	286.7 / 6.5%
HIST	185.0 / 3.8%	157.4 / 3.7%	132.7 / 3.8%	165.9 / 4.2%	191.5 / 4.6%	189.2 / 4.3%
PSY	187.7 / 3.8%	176.6 / 4.2%	143.9 / 4.1%	151.3 / 3.9%	161.8 / 3.9%	176.7 / 4.0%
CHEM	164.9 / 3.4%	163.8 / 3.8%	152.8 / 4.3%	145.4 / 3.7%	145.8 / 3.5%	161.4 / 3.6%
ART	124.8 / 2.6%	133.1 / 3.1%	87.6 / 2.5%	135.5 / 3.5%	141.5 / 3.4%	143.3 / 3.2%
COMM	132.0 / 2.7%	137.6 / 3.2%	82.3 / 2.3%	137.5 / 3.5%	125.8 / 3.0%	140.7 / 3.2%
AFAB	172.0 / 3.5%	160.7 / 3.8%	110.9 / 3.1%	164.5 / 4.2%	149.7 / 3.6%	125.6 / 2.8%
CFE	91.1 / 1.9%	84.3 / 2.0%	77.6 / 2.2%	91.9 / 2.4%	107.1 / 2.6%	114.3 / 2.6%
POLS	105.6 / 2.2%	98.8 / 2.3%	86.1 / 2.4%	90.8 / 2.3%	105.3 / 2.5%	103.5 / 2.3%
HD	84.5 / 1.7%	73.1 / 1.7%	64.7 / 1.8%	76.7 / 2.0%	98.0 / 2.3%	100.6 / 2.3%
IATH	72.4 / 1.5%	44.2 / 1.0%	73.7 / 2.1%	82.2 / 2.1%	91.8 / 2.2%	99.0 / 2.2%
SOC	104.1 / 2.1%	99.8 / 2.3%	78.3 / 2.2%	79.9 / 2.0%	93.6 / 2.2%	94.2 / 2.1%
NS	129.2 / 2.6%	115.3 / 2.7%	95.0 / 2.7%	95.0 / 2.4%	84.3 / 2.0%	82.7 / 1.9%
AJ	111.1 / 2.3%	88.5 / 2.1%	61.9 / 1.8%	74.6 / 1.9%	86.7 / 2.1%	82.7 / 1.9%
BUS	87.6 / 1.8%	76.3 / 1.8%	55.0 / 1.6%	75.3 / 1.9%	90.2 / 2.2%	81.0 / 1.8%
HE	90.8 / 1.9%	66.7 / 1.6%	72.2 / 2.0%	81.4 / 2.1%	88.1 / 2.1%	78.5 / 1.8%
SPAN	104.7 / 2.1%	105.7 / 2.5%	90.2 / 2.6%	70.2 / 1.8%	63.8 / 1.5%	77.4 / 1.7%
MUSC	64.1 / 1.3%	47.3 / 1.1%	50.6 / 1.4%	55.5 / 1.4%	63.5 / 1.5%	69.0 / 1.6%
DM	74.5 / 1.5%	67.4 / 1.6%	36.7 / 1.0%	62.5 / 1.6%	61.7 / 1.5%	64.5 / 1.5%
MUS	76.4 / 1.6%	51.6 / 1.2%	56.7 / 1.6%	48.4 / 1.2%	61.3 / 1.5%	60.8 / 1.4%
PHIL	69.6 / 1.4%	68.7 / 1.6%	50.5 / 1.4%	40.3 / 1.0%	60.6 / 1.4%	57.2 / 1.3%
AUTO	44.2 / 0.9%	11.0 / 0.3%	22.9 / 0.6%	29.2 / 0.7%	28.6 / 0.7%	56.9 / 1.3%
ANTH	52.3 / 1.1%	54.5 / 1.3%	44.2 / 1.3%	36.9 / 0.9%	49.2 / 1.2%	53.6 / 1.2%
CA	67.5 / 1.4%	47.8 / 1.1%	39.6 / 1.1%	54.2 / 1.4%	59.9 / 1.4%	53.5 / 1.2%
AERO	45.5 / 0.9%	45.5 / 1.1%	48.1 / 1.4%	47.2 / 1.2%	41.2 / 1.0%	51.5 / 1.2%
KINF	68.2 / 1.4%	34.7 / 0.8%	41.5 / 1.2%	47.5 / 1.2%	43.1 / 1.0%	49.5 / 1.1%
DFST	75.9 / 1.6%	59.9 / 1.4%	40.9 / 1.2%	40.8 / 1.0%	47.2 / 1.1%	49.4 / 1.1%
PHYS	53.0 / 1.1%	55.1 / 1.3%	43.1 / 1.2%	44.2 / 1.1%	48.6 / 1.2%	45.9 / 1.0%
CS					34.3 / 0.8%	45.0 / 1.0%
ETV						

FTES by Attendance Method	FTES by Subject / Term	Annual FTES	Division

Select Measure
- ○ In-State Enrollment
- ○ In-State FTES
- ● Total FTES

Total FTES in Fall & Spring Terms
*This dashboard uses **end of term data** extracted from Argos in spring 2025*

Attd	Fall 2019	2020	2021	2022	2023	2024	Spring 2020	2021	2022	2023	2024	2025
Grand Total	4,884	4,255	3,527	3,909	4,189	4,424	4,524	3,741	3,305	3,647	3,997	4,201
W- Weekly Census - Full Term	4,075	3,531	2,042	2,682	2,707	2,866	3,807	3,021	2,472	2,384	2,445	2,499
I - Independent Study Weekly (WSCH)	277	308	1,082	587	707	705	270	327	467	673	706	776
ID - Independent Study Daily(DSCH)	50	59	118	245	399	463	48	78	131	295	489	608
P - Positive Attendance (+Noncredit)	225	184	203	224	174	181	205	191	162	133	183	147
D - Daily Census - Short Term	202	150	66	137	178	185	157	101	54	143	150	159
E - Positive Attendance (Open Entry/E..	55	23	16	33	25	25	36	24	18	20	23	13
O - Other (HS Classes)												

Summer/Fall/Winter/Spring
- ☑ Fall
- ☑ Spring
- ☐ Summer
- ☐ Winter

Term Code
All

Division
- ☐ AHUM
- ☐ AIAAT
- ☐ AKIN
- ☐ CM
- ☐ ESA
- ☐ HSS
- ☑ LACA
- ☐ MS
- ☐ SBS

Total FTES

	Summer						Fall						Winter		Spring					
	2019	2020	2021	2022	2023	2024	2019	2020	2021	2022	2023	2024	2020	2025	2020	2021	2022	2023	2024	2025
	145.4	159.0	110.4	116.2	144.9	189.3	742.2	673.3	507.8	542.0	546.7	588.2	54.1	66.9	671.1	566.7	499.0	497.8	573.5	557.9
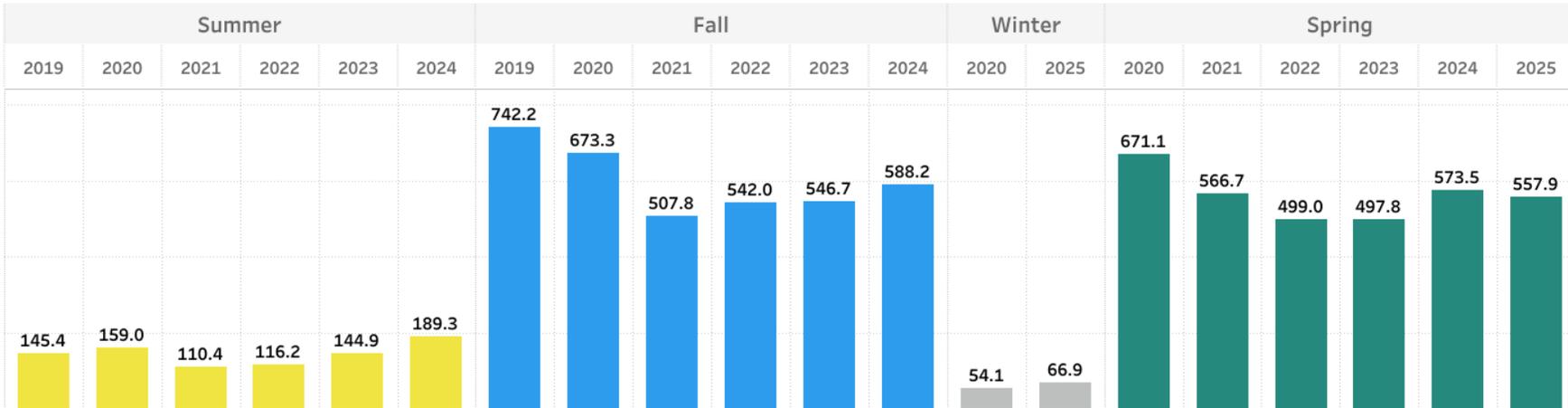
Department
All

Online vs. Other
- ☑ Online
- ☑ Other Modality

Camp
- ☑ Lancaster
- ☑ Lancaster/Off Campus
- ☑ Palmdale
- ☑ Palmdale/Off Campus

Fall 2025 Program Review Report | Instructional Areas

Division/Area Name: English as a Second Language	**For Planning Years: 2026-2027**

Name of person leading this review: Dr. Ariel Zatarain Tumbaga

Names of all participants in this review: Brandon Lee, Caroline Depiro

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

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

Antelope Valley College's mission statement continues to highlight the need for "Workforce programs, job preparation courses (non-degree applicable) and a variety of services that contribute to the educational and economic well-being of the community." AVC's ESL program supports this mission by providing non-English speaking students the opportunity to learn communication skills necessary in the local and national labor markets. Furthermore, the program provides "[b]asic skills courses in reading, writing, mathematics, English as a Second Language, and learning and study skills [...] necessary for success in college-level degree applicable courses"—in the words of the AVC Mission Statement. Finally, the ESL program services a large Latine population and AVC is a Hispanic Serving Institution with 64.9% of our students identifying as Hispanic/Latine. Nonetheless, we also serve students whose first languages range from Arabic to Vietnamese.

The noncredit ESL program also functions as a primary point of access to the college for immigrants, refugees, and adult learners who may be unfamiliar with U.S. educational systems or who face significant linguistic, cultural, or technological barriers. By offering free, open-entry courses, the program provides a safe and supportive environment that helps students develop English, digital literacy, and civic skills essential for workforce participation and daily life.

In alignment with California's adult education mission, noncredit ESL serves a uniquely community-centered role, supporting learners with diverse educational backgrounds—from students with advanced degrees earned abroad to those with limited or interrupted schooling. The program helps students build the skills and confidence needed to transition into workforce training, career pathways, or credit programs when appropriate, directly contributing to regional economic mobility.

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

Use the following questions to guide your analysis:

Overall (Use the *Success & Retention* and *Program Award* data to inform your analysis)
- What are the success and retention rates for your discipline? Did they decrease or increase in the last year?
- What are the trends for the number of awards granted? Are the number of awards going up or down?

Equity (Use the *Success & Retention* data including S&R by Ethnicity and Gender data to inform your analysis)
- Which ethnic / gender student groups complete their courses at the highest rates?
- Which ethnic / gender student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the *Strengths and Accomplishments* section.

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

Consider the following questions:
- What does your program/area do well, including capabilities and greatest accomplishments?
- From 2022/23 to 2023/24:
- ESL success rates improved slightly to 60.8% from 59.7%.
- ESL success rates in online sections improved significantly from 49% to 55.5%.

- Women's success rates also improved to 61.9%, up from 61.9%.
- Many more women than men continue to enroll in ESL courses (423 women vs. 134 men), but the retention rate by gender is similar: 87.2% women and 83.6% for men in 2024/25.

- What are the practices that were implemented to increase success and retention rates or program awards?
  Not Available

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

Consider the following questions:
- What does your program/area need to do better to support/improve student success?
- ESL retention rates decreased 95.7% to 86.3%, below the institutional average of 90.4%.
- ESL total enrollment also decreased slightly from 658 students to 561 students.
- The success rate for men in ESL classes dropped from 60.9% in 2023/34 to 51.5% in 2024/25.
- ESL course sections dropped to 24 (16 F2F, 8 OL) from 30 (19 F2F, 11 OL) the previous year, & 28 (22 F2F, 6 OL) the year before
- The program needs a consistent and accessible leveling/placement system. Lack of diagnostic placement affects student flow, appropriate placement, and course success.
- Students face significant onboarding and technology barriers. Streamlining enrollment (especially the add-code process) is necessary to reduce access gaps.
- Existing course outlines follow an older credit-based model that may not align with noncredit best practices, adult-ed funding structures, or open-entry/open-exit expectations.
- Program visibility in the community appears limited and may be contributing to enrollment declines, especially at the entry levels.

- What actions can be taken to help close equity gaps?
- revise scheduling options to better accommodate student needs
- streamline enrollment for easier student access to add codes
- revision of POL & CORs to reflect correct level-placement & to support course SLOs
- Offer additional beginning-level and literacy-level sections, which serve the largest populations and show consistent high demand.
- Introduce evening online options to support students who face childcare, work, or transportation barriers.
- Implement a diagnostic placement process to provide equitable entry points and support appropriate progression through the sequence.
- Create a more accessible process for students with limited technology skills, including in-person help and simplified steps for enrollment and add codes.
- Update CORs to include longer integrated class formats that reflect noncredit best practices for adult immigrant learners.
- Collaborate with marketing and community partners to increase awareness of free noncredit ESL in Antelope Valley.

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

Consider the following questions:
- What does your program/area want to be known for?
- The ESL Program will be known as an educational center that welcomes the Antelope Valley's non-English speaking community and whose instructors provide a safe and low-anxiety learning environment. In addition to being a language proficiency program, ESL will be a center for a supportive pedagogical environment and community resources.

- The program aspires to be recognized as a central entry point for the region's adult immigrant learners, providing equitable access to English instruction, community integration, and pathways toward academic and workforce advancement.
- ESL aims to strengthen its role as an immigrant-serving program that values students' cultural and linguistic backgrounds while supporting their personal, educational, and economic goals.

- What is a desired future?
- The ESL program aspires to revise its Program Outline of Record & Course Outlines of Record to better support SLOs by establishing norms in level-placement and enrollment processes. The program will also update scheduling practices & collaborate with Marketing to better serve ESL learners in the Antelope Valley Community. Additionally, in the future, the ESL Program will work to offer noncredit certificates supported by VESL courses in fields such as Early Childhood Education, Nutrition, Real Estate, Culinary Arts, and possibly Nursing (e.g., CNA, LVN). These fields may be of interest to our female students, who currently make up 75% of our ESL classes.
- A key aspiration is to redesign CORs to reflect noncredit best practices, including integrated skills instruction, open-entry/open-exit repeatability, and longer, more coherent instructional blocks that improve persistence and ADA.
- The program seeks to develop a consistent placement system grounded in diagnostic assessment to ensure students enter at the correct level and progress appropriately.
- The ESL Program envisions expanding accessible scheduling options, including morning foundational-level courses and evening online classes, to better meet student needs and remove barriers to enrollment.
- Long-term aspirations include exploring noncredit certificates and contextualized "English for the Workforce" classes, contingent on administrative guidance, staffing, and alignment with college priorities.
- As the program grows, ESL hopes to collaborate more fully with Admissions, Counseling, Marketing, and Workforce Development to strengthen pathways, refine onboarding, and expand community visibility.

Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data
☒   N/A
Insert Advisory Committee Recommendations here (Please do not insert complete meeting minutes, but just recommendations from the advisory committee.)
Insert Labor Market Data here https://www.labormarketinfo.edd.ca.gov/commcolleges/

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

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

Past Course Improvement Plans	Progress Made
Increase student success rates in ESL courses.	Student success rates marginally improved & there is more work to be done here.

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

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

Past Goal	Progress Made
Hire one full-time ESL instructor to support the ESL program and serve AVC students.	AVC hired 2 capable & experienced full-time ESL instructors.

Part 3: Based on Part 2 above, please list program/area goals:

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 3. Community /Global Consciousness				Goal #5 Education: Expansion of offerings and effective course scheduling.	schedule courses to support enrollment at highest demand times	revise ESL course schedule to support enrollment at highest demand times	student enrollment & retention will increase
#2	ILO 3. Community /Global Consciousness				Goal #1 Service: Realign college policies, practices, and processes to remove barriers and to become more effective, efficient, and responsive to students, employees, and the community.	better support enrollment & outcome growth	revise the ESL Program Outline of Record (POR) & Course Outlines of Record (CORs) to reflect an Integrated Skills Model	student success will increase
#3	ILO 3. Community /Global Consciousness				Goal #6 Success: Boost success rates by prioritizing the student experience.	support enrollment & counter a bureaucracy-based attrition	streamline the ESL Program's Enrollment Process for easier student onboarding	student enrollment & retention will increase
#4	ILO 3. Community /Global Consciousness				Goal #3 Resources: Increase student awareness about campus resources.	better service the Antelope Valley's non-English speaking communities	collaborate with Marketing to better connect with a larger section of AV's non-English speaking communities	student enrollment will increase

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

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, ($)	One-Time or Recurring Cost, ($)	Contact's Name
Other	Marketing support for ESL Program	4	New	TBD by Marketing Department assessment	Recurring	Dr. Ariel Zatarain Tumbaga
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

Part 5: Insert your [Program Review Data](#) here and any other supporting data. (See Part 2A above for required data).
Required:
- Enrollment tab
- Equity tab

Instructions and Definitions	Enrollment	Equity	Institutional Success & Retention

ESL : Enrollments, # of Sections, Retention and Success

	# of Sections	Enrollment (Dupl.)	Headcount (Undupl.)	Retention Rate	Success Rate
2021-2022	41	456	185	93.0%	59.4%
2022-2023	25	590	259	95.4%	60.8%
2023-2024	26	593	262	95.6%	59.7%
2024-2025	18	444	227	86.3%	60.8%

ESL: Enrollments, Number of Sections, Retention and Success by Modality

		# of Sections	Enrollment (Dupl.)	Headcount (Undupl.)	Retention Rate	Success Rate
2021-2022	In-Person	27	334	147	94.3%	56.3%
	Online	16	135	84	90.4%	65.2%
2022-2023	In-Person	22	517	251	95.2%	61.7%
	Online	6	126	104	94.4%	59.5%
2023-2024	In-Person	19	454	240	97.4%	64.1%
	Online	11	204	128	92.2%	49.0%
2024-2025	In-Person	16	424	221	88.9%	60.8%
	Online	8	137	100	78.1%	55.5%

Program Awards: Advanced ESL Cert, English - Non Transfer, English - Transfer

Award Type	Academic Year	
	2022-2023	0
Non-Credit	2023-2024	0
	2024-2025	0

Grade Distribution for ESL

	NP	P	W
2021-2022	34%	59%	7%
2022-2023	34%	61%	5%
2023-2024	36%	59%	4%
2024-2025	27%	60%	14%

Fall Terms

Classroom Teaching FTEF in ESL

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Part-time FTEF	1.28	1.20	1.27	0.93	2.13
Full-time FTEF	2.13	1.87	2.27	2.07	
Overload FTEF		0.20			
Grand Total	3.41	3.27	3.53	3.00	2.13
FTES	17.9	19.9	25.4	22.3	18.5
FTES/FTEF Ratio	5.2	6.1	7.2	7.4	8.7
WSCH/FTEF Ratio	157.4	182.8	216.0	222.0	260.0
WSCH	536.4	597.3	763.2	668.7	554.7

Click for Fill Rates   Click for FTES

Instructions and Definitions	Enrollment	**Equity**	Institutional Success & Retention

AVC Total Retention and Success are shown in vertical | ESL Success Rate is Green |

When the success rate for a subgroup is at least 3 percentage points lower than the overall average success rate for the selected subject, that subgroup is considered to be experiencing Disproportionate Impact (DI) under the PPG methodology. DI and the number of successful course completers needed to close equity gap are noted along "red" bars. Tooltip contains disaggregation by gender.
To estimate the number of additional successful completers needed to close the equity gap, multiply the subgroup enrollment by the size of the DI gap (i.e., the difference between the average rate and the subgroup rate).

ESL Enrollment, Retention & Success for by Race/Ethnicity (if greater than 5)

		Enrollment (if N > 5)	Retention Rate	Success Rate	DI & N of Completions to Close Gap
Black/African American	2021-2022	10			
	2022-2023	17	100.0%	64.7%	
	2023-2024	15	86.7%	73.3%	
	2024-2025	7			
Hispanic/Latine	2021-2022	358	93.6%	58.1%	
	2022-2023	498	95.0%	58.8%	
	2023-2024	513	95.5%	61.0%	
	2024-2025	435	85.7%	56.3%	-3.2% Equity Gap | 14 Successful Completion
Two or more	2021-2022				-58.8% Equity Gap | 1 Successful Completion
Unknown/Masked	2021-2022	68	97.1%	61.8%	
	2022-2023	57	96.5%	78.9%	
	2023-2024	55	98.2%	63.6%	
	2024-2025	66	92.4%	78.8%	
White	2021-2022	31	80.6%	54.8%	-4.0% Equity Gap | 1 Successful Completion
	2022-2023	71	93.0%	63.4%	
	2023-2024	75	97.3%	42.7%	-16.8% Equity Gap | 13 Successful Completion
	2024-2025	53	84.9%	62.3%	

ESL Enrollment, Retention & Success for by Gender (if greater than 5)

		Enrollment (if N > 5)	Retention Rate	Success Rate	DI & N of Completions to Close Gap
Men	2021-2022	85	88.2%	51.8%	
	2022-2023	133	96.2%	51.9%	-9.4% Equity Gap : 12 Successful Completion
	2023-2024	138	94.9%	60.9%	
	2024-2025	134	83.6%	51.5%	-8.0% Equity Gap | 11 Successful Completion
Women	2021-2022	372	94.4%	61.0%	
	2022-2023	498	94.6%	63.3%	
	2023-2024	513	95.9%	59.1%	
	2024-2025	423	87.2%	61.9%	
Unknown/Masked	2021-2022	12	91.7%	41.7%	-17.2% Equity Gap : 2 Successful Completion
	2022-2023	12	100.0%	83.3%	
	2023-2024	7			
	2024-2025				

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Fall 2025 Program Review Report | Instructional Areas

Division/Area Name: French	For Planning Years: 2026-2027
Name of person leading this review: Dr. Ariel Zatarain Tumbaga	
Names of all participants in this review: Cole Wolf	

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

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

The French program is committed to the teaching of introductory and intermediate French language and culture courses to a diverse student population. After English, Mandarin, Hindi, and Spanish, French is the 5th most widely spoken language with a total of 280 million speakers. It is the official language in 29 countries across 5 different continents and it is the second most studied language in the world, after English. It is the goal of our French program to teach our students to understand and to be understood in their world-wide neighborhood. The acquisition of linguistic and cultural understanding and insight, as well as the awareness of diversity that comes with foreign language studies, is a requisite for the life of any global citizen.

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

Use the following questions to guide your analysis:

Overall (Use the *Success & Retention* and *Program Award* data to inform your analysis)
- What are the success and retention rates for your discipline? Did they decrease or increase in the last year?
- What are the trends for the number of awards granted? Are the number of awards going up or down?

Equity (Use the *Success & Retention* data including S&R by Ethnicity and Gender data to inform your analysis)
- Which ethnic / gender student groups complete their courses at the highest rates?
- Which ethnic / gender student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the *Strengths and Accomplishments* section.

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

Consider the following questions:
- What does your program/area do well, including capabilities and greatest accomplishments?
- None to report. We have 0 French Faculty.
- What are the practices that were implemented to increase success and retention rates or program awards?
- None to report. We have 0 French Faculty.

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

Consider the following questions:
- What does your program/area need to do better to support/improve student success?
- We currently do not have any faculty and are offering no courses. To recap: In 2014, we had 10 sections (263 students). In 2015-16, when Marthe, our full-time French instructor, was on sabbatical, the number of sections and enrollment dropped to 8 sections (194 students). When she returned, the number of sections went back up to 10 (213 students), but then dropped again sharply in 2017-18 to 8 sections (162 students), after

  she retired. We lost an additional section in the spring of 2019, because one of our adjunct French instructors could not keep his commitment to teach 2 classes, due to unforeseen circumstances. He could only teach 1 class. Instead of finding a replacement for him, the class was cancelled, even though the adjunct instructor gave us plenty of notice. Then we lost French & German Instructor Liette Bohler and then our last adjunct faculty. This further hurt our program. We currently have 0 faculty, 0 classes offered and 0 students.
- We were approved for a Full-time hire three years ago in Fall. After conducting interviews, the hiring committee agreed to not-hire from that applicant pool and to wait to try again in hopes of finding stronger applicants. When the time came to try again, we were told by administration that we lost our opportunity to hire. Then, last year LACA had a failed full-time French instructor search.
- What actions can be taken to help close equity gaps?
- NA

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

Consider the following questions:
- What does your program/area want to be known for?
- What is a desired future?
- We want to be able to consistently offer all levels of our FREN courses.

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

☒ N/A

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

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

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

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

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

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

Past Course Improvement Plans	Progress Made
N/A no courses in French have been offered.	N/A

Past Goal	Progress Made
N/A no courses in French have been offered.	N/A

Part 3: Based on Part 2 above, please list program/area goals:

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1 increase the number of students who register to take French 101.	ILO 3. Community /Global Consciousness				Goal #5 Education: Expansion of offerings and effective course scheduling.	We want to increase the number of students who take French 101.	We need to hire more faculty. We currently have 0 faculty	AVC hire a full-time French instructors and consistently offer French 101 & French 102.
#2	Choose ILO				Choose an item.			
#3	Choose ILO				Choose an item.			
#4	Choose ILO				Choose an item.			

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

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, ($)	One-Time or Recurring Cost, ($)	Contact's Name
Faculty	Full-time Faculty	#1 increase the number of students who register to take French 101.	Repeat	Full-time Faculty Salary.	Recurring	Ariel Zatarain Tumbaga
Faculty	Adjunct Faculty	#1 increase the number of students who register to take French 101.	Repeat	Adjunct Faculty 5-10 units	Recurring	Ariel Zatarain Tumbaga
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above for required data).
Required:
- Enrollment
- Equity tab

Academic Program Review by <u>AVC IERP</u>

Instructions and Definitions	Enrollment	Equity	Institutional Success & Retention

AVC Total Retention and Success are shown in vertical | FREN Success Rate is Green |

When the success rate for a subgroup is at least 5 percentage points lower than the overall average success rate for the selected subject, that subgroup is considered to be experiencing Disproportionate Impact (DI) under the PPG methodology. DI and the number of successful course completers needed to close equity gap are noted along "red" bars. Tooltip contains disaggregation by gender.
To estimate the number of additional successful completers needed to close the equity gap, multiply the subgroup enrollment by the size of the DI gap (i.e., the difference between the average rate and the subgroup rate).

FREN Enrollment, Retention & Success for by Race/Ethnicity (if greater than 5)

FREN Enrollment, Retention & Success for by Gender (if greater than 5)

Guiding Questions for Reviewing DI Data:
- What patterns or trends in the DI data suggest inequities among different student groups?
- What factors might be contributing to observed equity gaps in our program (e.g., curriculum design, teaching practices, access to resources, advising, or broader institutional barriers)?
- What specific strategies, practices, or program-level interventions could we implement to reduce or eliminate these gaps?
- How might changes to pedagogy, curriculum, scheduling, student services, or outreach impact disproportionately affected groups?
- What institutional or community resources (e.g., funding, professional development, partnerships, student support services or centers) can we leverage to support equity-focused efforts?

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Details

Academic Program Review by AVC IERP

Instructions and Definitions	Enrollment	Equity	Institutional Success & Retention

FREN : Enrollments, # of Sections, Retention and Success

FREN: Enrollments, Number of Sections, Retention and Success by Modality

Program Awards: None

Grade Distribution for FREN

Classroom Teaching FTEF in FREN

	Fall 2020
Part-time FTEF	0.67
Grand Total	0.67
FTES	8.9
FTES/FTEF Ratio	13.4
WSCH/FTEF Ratio	401.9
WSCH	267.9

Click for Fill Rates

Click for FTES

View on Tableau Public

Division/Area Name: German	**For Planning Years: 2026-2027**
Name of person leading this review: Dr. Ariel Zatarain Tumbaga	
Names of all participants in this review: Cole Wolf	

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

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

It is the mission of the German program to provide a quality, comprehensive education to a diverse student population and to serve the community by placing student success and student-centered learning as our priority. Our German program is dedicated to fulfilling the district's mission by providing opportunities to our students and the community to learn German for academic, professional, and personal purposes at the beginners' and intermediate level. We offer high quality education of the German language, culture, and literature. We foster and promote intercultural understanding and increase our students' ability to see connections in the world. The study of German increases our students' knowledge of other disciplines, such as geography, history, and natural sciences by learning about new places, cultures, technology, etc. Furthermore, proficiency in German enhances our students' marketability in an ever-changing labor market here and abroad.

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

Use the following questions to guide your analysis:

Overall (Use the *Success & Retention* and *Program Award* data to inform your analysis)
- What are the success and retention rates for your discipline? Did they decrease or increase in the last year?
- What are the trends for the number of awards granted? Are the number of awards going up or down?

Equity (Use the *Success & Retention* data including S&R by Ethnicity and Gender data to inform your analysis)
- Which ethnic / gender student groups complete their courses at the highest rates?
- Which ethnic / gender student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the *Strengths and Accomplishments* section.

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

Consider the following questions:
- What does your program/area do well, including capabilities and greatest accomplishments?
- Despite the negative impact of the Covid pandemic on the German Program, when we lost all of our full-time faculty, German still has 2 adjunct faculty.
- Success rates for Latine students increased to 60.3% (up from 45% in 2023-2024).
- What are the practices that were implemented to increase success and retention rates or program awards?
- German instructors taught F2F & Online GER 101 courses in the 2024-2025 academic year.

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

Consider the following questions:
- What does your program/area need to do better to support/improve student success?
- The program needs to improve student success rates. Student success rates are overall well below the AVC average: Latine students

were at 60.3%, White students at 57.7%, & African American students even lower. Men in general had a 50% success rate.
- Student success was higher in online courses than In Person courses, 36.4% & 61.7% respectively.
- A lack of a full-time faculty to provide the needed leadership for the program to thrive has been prohibitive to the growth and overall wellness of our program.
- The new requirements for transfer to UC/CSUs that include the removal of foreign languages have been incredibly detrimental to our program.

- What actions can be taken to help close equity gaps?
- The German instructors & department chair can meet to discuss strategies to improve student success rates through best practice
- The program should take a close look at online & In Person teaching practices and how they adhere to course SLOs to close the success gap between online and In-Person classes.
- Post Covid there has been a great increase in online course offerings across disciplines. Though we do offer online German courses, our courses work best face-to face.

Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*
Consider the following questions: • What does your program/area want to be known for?   • The German Program should be a source of German culture & language, as well as an opportunity for students expand their academic, professional, and personal horizons by learning about exotic European ways of life and what they have in common with their own cultures.   • What is a desired future?   • We want to be able to offer all of our GER courses at least once each academic year.

Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data
☒   N/A
Insert Advisory Committee Recommendations here (Please do not insert complete meeting minutes, but just recommendations from the advisory committee.)
Insert Labor Market Data here https://www.labormarketinfo.edd.ca.gov/commcolleges/

Part 2C: Review and comment on progress toward past Course Improvement Plans
List your past **Course Improvement Plans** (CIPs) and progress toward meeting those plans.

Past Course Improvement Plans	Progress Made
Increase student success meeting SLO goals. Previous Program Review is lacking in details. But Spring 2024 GER101 SLOs 1, 2, & 3 all fell below the 70% threshold. However, GER102 data shows that all three SLOs were met in Spring. Fal 2023 GER101 saw: SLO 1 – 75%, SLO 2 – 65%, SLO 3 – 80%.	Our assessment data reveals that students' proficiency in fell in Spring 2025. Fall 2024 SLOs were met at SLO 1 – 72.4%, SLO 2 – 75.9%, SLO 3 – 72.4%. But in Sprin 2025, while SLO 2 Compare & Contrast Culture had a success rate of 87.5%, SLO 1 Respond to German Language in Writing & Speech dipped to 37.5% and SLO 3 Produce Language-Specific Sounds dropped to 50%. Instructors will strategize to emphasize Speaking, Listening & Writing skills.

Part 2D: Review and comment on progress towards past program review goals:
List your past program review goals and progress towards those goals.

Past Goal	Progress Made
Hire full time faculty.	None

Part 3: Based on Part 2 above, please list program/area goals:							
Program /Area Goal #	**Goal Supports which:**				**ESP Goal** Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	**PLO**	**SLO**	**OO**				
#1	ILO 1. Communic ation				Choose an item.	#1 Improve student success.	German instructors will meet to discuss strategies & best practices to improve student success in Online & In Person classes.	Student Success rates will improve overall.
#2	ILO 3. Community /Global Consciousn ess		3		Goal #4 Vision: Being more future-thinking, agile, innovative, and proactive.	#2 Increase class offerings.	Replace lost FT positions in German (2 total).	AVC will hire the faculty needed to offer the full range of our courses we will have met this goal.
#3	Choose ILO				Choose an item.			
#4	Choose ILO				Choose an item.			

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)						
Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, ($)	One-Time or Recurring Cost, ($)	Contact's Name
Faculty	Full-time Faculty	#1 Increase class offerings.	Repeat	Full-time Faculty Salary.	One-time	Dr. Ariel Zatarain Tumbaga
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

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

Panel 1 (Fall 2024)

Type	Include Inactive SLOs	Include Inactive Courses	Term
Course	No	No	Fall 2024

Unmapped SLOs	SLOs not included in any Assessment Rubric
8 of 14 SLO	All Completed SLO

German

GER101 - Elementary German 1
Active between 01/11/2021 and 08/18/2025

	SLO	Start Date	End Date	Expected	Fall 2024
☐	1. Respond to statements and questions (aural and written) orally and in writing at the novice-mid level.	08/20/2018	Not specified	70 %	72.4 %
☐	2. Examine, analyze, compare and/or contrast the cultures of the countries where the target language is spoken with one's own culture or another German-speaking country.	08/20/2018	Not specified	70 %	75.9 %
☐	3. Produce the sounds/words of the target language that are comprehensible to the instructor and fellow students.	08/20/2018	Not specified	70 %	72.4 %

Panel 2 (Spring 2025)

SLOs | ILOs

Type	Include Inactive SLOs	Include Inactive Courses	Term
Course	No	No	Spring 2025

Unmapped SLOs	SLOs not included in any Assessment Rubric
8 of 14 SLO	All Completed SLO

German

GER101 - Elementary German 1
Active between 01/11/2021 and 08/18/2025

	SLO	Start Date	End Date	Expected	Spring 2025
☐	1. Respond to statements and questions (aural and written) orally and in writing at the novice-mid level.	08/20/2018	Not specified	70 %	37.5 %
☐	2. Examine, analyze, compare and/or contrast the cultures of the countries where the target language is spoken with one's own culture or another German-speaking country.	08/20/2018	Not specified	70 %	87.5 %
☐	3. Produce the sounds/words of the target language that are comprehensible to the instructor and fellow students.	08/20/2018	Not specified	70 %	50 %

Panel 3 (Spring 2024)

Type	Include Inactive SLOs	Include Inactive Courses	Term
Course	No	No	Spring 2024

Unmapped SLOs	SLOs not included in any Assessment Rubric
8 of 14 SLO	All Completed SLO

German

GER101 - Elementary German 1
Active between 01/11/2021 and 08/18/2025

	SLO	Start Date	End Date	Expected	Spring 2024
☐	1. Respond to statements and questions (aural and written) orally and in writing at the novice-mid level.	08/20/2018	Not specified	70 %	65.2 %
☐	2. Examine, analyze, compare and/or contrast the cultures of the countries where the target language is spoken with one's own culture or another German-speaking country.	08/20/2018	Not specified	70 %	69.6 %
☐	3. Produce the sounds/words of the target language that are comprehensible to the instructor and fellow students.	08/20/2018	Not specified	70 %	43.5 %

GER102 - Elementary German 2
Active between 01/11/2021 and 08/18/2025

	SLO	Start Date	End Date	Expected	Spring 2024
☐	1. Pronounce German comprehensible to a native speaker; produce questions and answer questions at the novice-high level.	01/11/2021	Not specified	70 %	100 %
☐	2. Respond to statements and questions (aural and written) orally or in writing based on the vocabulary, grammar, and situations introduced at the novice-high level.	08/20/2018	Not specified	70 %	100 %
☐	3. Examine, analyze, compare and/or contrast the cultures of the countries where the target language is spoken with one's own culture or with other German-speaking countries.	08/20/2018	Not specified	70 %	90 %

Panel 4 (Fall 2025)

Type	Course Group	Include Inactive SLOs	Include Inactive Courses	Term
Course	No Course Group	No	No	Fall 2025

Unmapped SLOs	SLOs not included in any Assessment Rubric
8 of 14 SLO	All Completed SLO

German

GER101 - Elementary German 1
Active from 08/18/2025

	SLO	Start Date	End Date	Expected	Fall 2025
☐	1. Respond to statements and questions (aural and written) orally and in writing at the novice-mid level.	08/20/2018	Not specified	70 %	56.7 %
☐	2. Examine, analyze, compare and/or contrast the cultures of the countries where the target language is spoken with one's own culture or another German-speaking country.	08/20/2018	Not specified	70 %	76.7 %
☐	3. Produce the sounds/words of the target language that are comprehensible to the instructor and fellow students.	08/20/2018	Not specified	70 %	66.7 %

(Add SLO)

Instructions and Definitions	Enrollment	Equity	Institutional Success & Retention

AVC Total Retention and Success are shown in vertical | GER Success Rate is Green |

When the success rate for a subgroup is at least 3 percentage points lower than the overall average success rate for the selected subject, that subgroup is considered to be experiencing Disproportionate Impact (DI) under the PPG methodology. DI and the number of successful course completers needed to close equity gap are noted along "red" bars. Tooltip contains disaggregation by gender.
To estimate the number of additional successful completers needed to close the equity gap, multiply the subgroup enrollment by the size of the DI gap (i.e., the difference between the average rate and the subgroup rate).

GER Enrollment, Retention & Success for by **Race/Ethnicity** (if greater than 5)

Race/Ethnicity	Year	Enrollment	Retention Rate	Success Rate	DI & N of Completions to Close Gap
Black/African American	2022-2023	11	63.6%	54.5%	
	2023-2024	9			
	2024-2025	6			-25.7% Equity Gap | 2 Successful Completion
Hispanic/Latine	2022-2023	41	92.7%	48.8%	-5.6% Equity Gap | 2 Successful Completion ne
	2023-2024	40	85.0%	45.0%	-16.6% Equity Gap | 7 Successful Completion
	2024-2025	63	81.0%	60.3%	
Two or more	2022-2023	11	72.7%	63.6%	
	2023-2024	11	81.8%	81.8%	
	2024-2025	7			
Unknown/Masked	2022-2023	9			
	2023-2024				
	2024-2025				
White	2022-2023	7			
	2023-2024	22	90.9%	77.3%	
	2024-2025	26	84.6%	57.7%	

GER Enrollment, Retention & Success for by **Gender** (if greater than 5)

Gender	Year	Enrollment	Retention Rate	Success Rate	DI & N of Completions to Close Gap
Men	2022-2023	32	87.5%	53.1%	
	2023-2024	46	87.0%	56.5%	-5.1% Equity Gap : 2 Successful Completion
	2024-2025	46	78.3%	50.0%	-9.0% Equity Gap : 4 Successful Completion n
Women	2022-2023	42	90.5%	59.5%	
	2023-2024	38	89.5%	71.1%	
	2024-2025	57	87.7%	66.7%	
Unknown/Masked	2022-2023				-34.4% Equity Gap : 2 Successful Completion
	2023-2024				-61.6% Equity Gap : 1 Successful Completion
	2024-2025				-9.0% Equity Gap : 0 Successful Completion n

Instructions and Definitions	Enrollment	Equity	Institutional Success & Retention

GER : Enrollments, # of Sections, Retention and Success

	# of Sections	Enrollment (Dupl.)	Headcount (Undupl.)	Retention Rate	Success Rate
2024-2025	6	105	96	82.9%	59.0%

GER: Enrollments, Number of Sections, Retention and Success by Modality

		# of Sections	Enrollment (Dupl.)	Headcount (Undupl.)	Retention Rate	Success Rate
2024-2025	In-Person	1	11	11	72.7%	36.4%
	Online	5	94	85	84.0%	61.7%

Program Awards: None

Grade Distribution for GER

	A	B	C	D	F	W
2024-2025	26%	21%	10%	5%	19%	17%
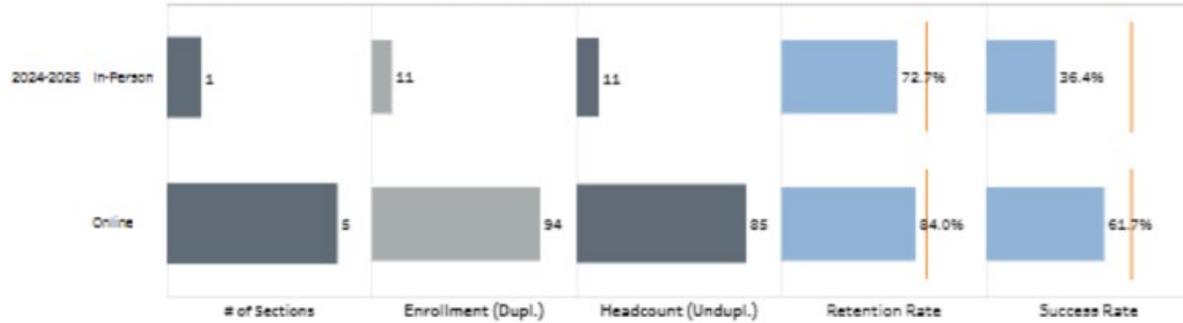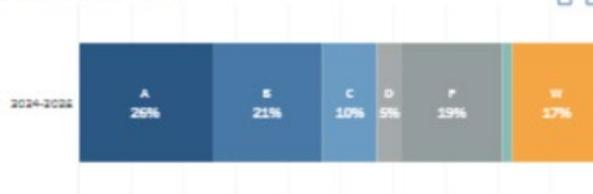
Classroom Teaching FTEF in GER

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Part-time FTEF	0.67	1.00	1.00	0.67	0.67
Grand Total	0.67	1.00	1.00	0.67	0.67
FTES	4.0	7.6	6.6	5.7	4.7
FTES/FTEF Ratio	6.0	7.6	6.6	8.6	7.1
WSCH/FTEF Ratio	179.1	227.4	197.7	257.0	211.5
WSCH	119.4	227.4	197.7	171.3	141.0

Fall Terms

Click for Fill Rates   Click for FTES
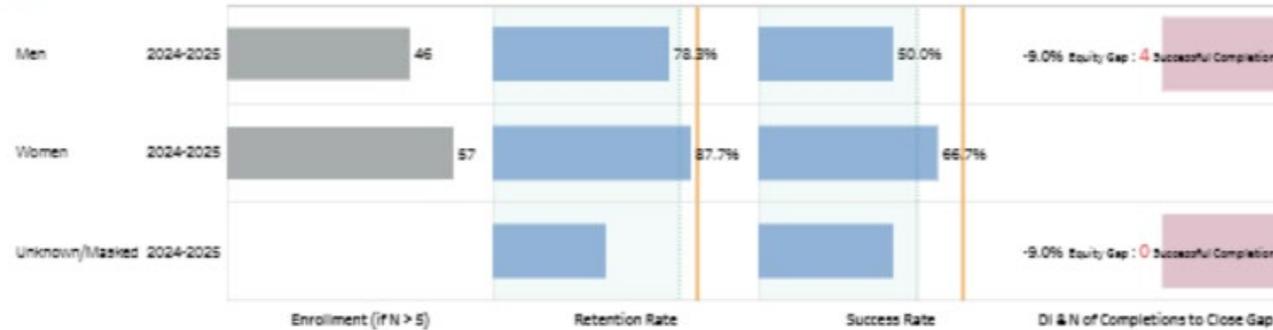
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Details

Instructions and Definitions	Enrollment	**Equity**	Institutional Success & Retention

AVC Total Retention and Success are shown in vertical | GER Success Rate is Green |

When the success rate for a subgroup is at least 5 percentage points lower than the overall average success rate for the selected subject, that subgroup is considered to be experiencing Disproportionate Impact (DI) under the PPG methodology. DI and the number of successful course completers needed to close equity gap are noted along "red" bars. Tooltip contains disaggregation by gender.

To estimate the number of additional successful completers needed to close the equity gap, multiply the subgroup enrollment by the size of the DI gap (i.e., the difference between the average rate and the subgroup rate).

GER Enrollment, Retention & Success for by Race/Ethnicity (if greater than 5)

		Enrollment (if N > 5)	Retention Rate	Success Rate	DI & N of Completions to Close Gap
Black/African American	2024-2025	6			-25.7% Equity Gap	2 Successful Completion
Hispanic/Latine	2024-2025	63	81.0%	60.3%	
Two or more	2024-2025	7			
Unknown/Masked	2024-2025				
White	2024-2025	26	84.6%	57.7%	

GER Enrollment, Retention & Success for by Gender (if greater than 5)

		Enrollment (if N > 5)	Retention Rate	Success Rate	DI & N of Completions to Close Gap
Men	2024-2025	46	78.3%	50.0%	-9.0% Equity Gap : 4 Successful Completion
Women	2024-2025	57	87.7%	66.7%	
Unknown/Masked	2024-2025				-9.0% Equity Gap : 0 Successful Completion

Guiding Questions for Reviewing DI Data:

- What patterns or trends in the DI data suggest inequities among different student groups?
- What factors might be contributing to observed equity gaps in our program (e.g., curriculum design, teaching practices, access to resources, advising, or broader institutional barriers)?
- What specific strategies, practices, or program-level interventions could we implement to reduce or eliminate these gaps?
- How might changes to pedagogy, curriculum, scheduling, student services, or outreach impact disproportionately affected groups?
- What institutional or community resources (e.g., funding, professional development, partnerships, student support services or centers) can we leverage to support equity-focused efforts?

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Details

ANTELOPE VALLEY COLLEGE

Fall 2025 Program Review Report | Instructional Areas

Division/Area Name: LACA/ Latin	For Planning Years: 2026-2027
Name of person leading this review: Cole Wolf	
Names of all participants in this review: Cole Wolf	

Part 1. Program Overview: *Briefly describe how the program contributes to the district mission*
The Latin program at AVC contributes to the district mission by offering a quality, comprehensive education to a diverse population of learners. The Latin program is committed to student success offering opportunity for student advancement in education and better service to our community. The Latin program offers students a unique opportunity to learn a language that up until about 100 years ago was the foundation of education in the Western world. Latin helps students from any background improve their vocabulary comprehension [especially useful to the medical field, sciences, law, and arts & literature], writing skills and understanding of world history. Latin on a transcript is a statement about the quality and comprehensiveness of a student's education and helps students transferring to 4-year universities.

Part 2A: Analyze the program review data (retrieval instructions), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:
• What are the success and retention rates for your discipline? Did they decrease or increase in the last year?   • Which ethnic / gender student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the *Strengths and Accomplishments* section.
Strengths and Accomplishments: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*
In the past when we have been able to offer LATIN, students have kept in contact and gone on to study Latin at UC Irvine and UCLA; students have reported the benefit of Latin in law classes, medical classes & sciences, and arts and literature.
Opportunities and Challenges: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*
• We currently do not have any faculty to teach our classes.   • Better promotion of Latin Pathways programs, especially Pre-Law. On-line class option might be explored.   • Continued promotion at the Arts and Humanities Festival every Spring. Distribute ½ page Latin flyer to counselors/meet with counselors.   • Outreach to area high schools. Promote Latin 102 better in Latin 101 class – Field Trips   • Upgrade to higher interest class material through introduction of more original Latin material from famous authors
Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*
• Our goal here is to have the faculty required to offer our Latin courses consistently

Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data
☒ N/A
Insert Advisory Committee Recommendations here (Please do not insert complete meeting minutes, but just recommendations from the advisory committee.)
Insert Labor Market Data here https://www.labormarketinfo.edd.ca.gov/commcolleges/

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

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

Past Course Improvement Plans	Progress Made
We will continue to review the Midterm Vocabulary test re-take option, as it has improved percentages of students meeting SLO for Vocabulary. [Use of Quizlet for flashcards—for Midterm and Final study—linked in Canvas—has been employed and used by students]	We have not been able to offer LATIN for the past two semesters. Our data is limited to one course for one semester. Our data show improvement in students meeting SLO for vocabulary.

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

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

Past Goal	Progress Made
The current policy of offering Latin 101 for two consecutive semesters to build numbers for Latin 102 [every 3rd semester], though not ideal, has worked to date. To make progress in this area we need more Latin instructors so that we can offer more 101 courses.	We currently have 0 faculty to teach Latin.

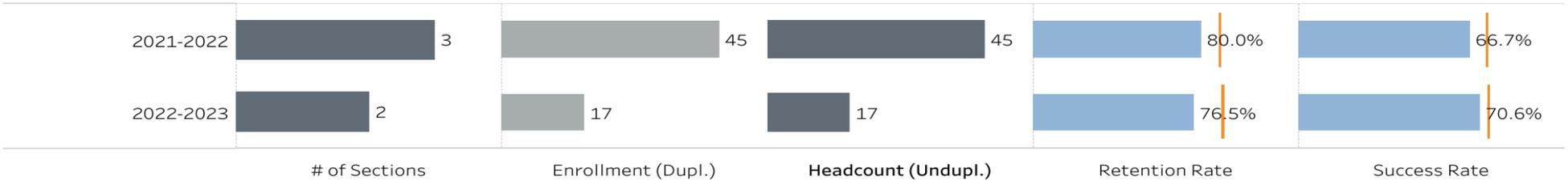| Part 3: Based on Part 2 above, please list program/area goals:								
Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	**PLO**	**SLO**	**OO**				
#1	ILO 3. Community /Global Consciousness		4		Goal #5 Education: Expansion of offerings and effective course scheduling.	#1 Increase numbers of students who graduate and transfer with Latin on transcript	Increase enrollment in Latin 101, 102, 201	When we have the faculty required to offer the courses we will be able to begin measurement of this goal.

#2	ILO 3. Community /Global Consciousness				Goal #5 Education: Expansion of offerings and effective course scheduling.	Increase number of sections of Latin offered.	Hire Full time and adjunct Latin Instructors	Latin Instructors in our employ.
#3	Choose ILO				Choose an item.			
#4	Choose ILO				Choose an item.			

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

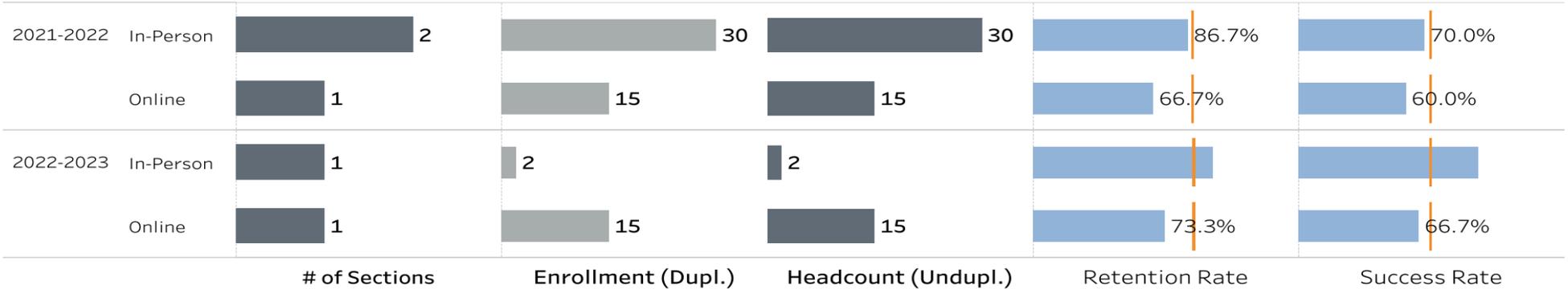| Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, ($)	One-Time or Recurring Cost, ($)	Contact's Name
Faculty	Full-time faculty	#1 Increase numbers of students who graduate and transfer with Latin on transcript. #2 Increase number of sections in Latin offered.	Repeat	$65,000 approx	Recurring	Cole Wolf
Faculty	Part-time faculty	#1 Increase numbers of students who graduate and transfer with Latin on transcript. #2 Increase number of sections in Latin offered.	New	$4500 per adjunct, per course.	Recurring	Cole Wolf
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above for required data).
Required:
- Enrollment tab
- Equity tab

LACA Division Program Review 2025

LATN : Enrollments, # of Sections, Retention and Success. (AVC S & R Rates are |)

	# of Sections	Enrollment (Dupl.)	Headcount (Undupl.)	Retention Rate	Success Rate
2021-2022	3	45	45	80.0%	66.7%
2022-2023	2	17	17	76.5%	70.6%

LATN: Enrollments, Number of Sections, Retention and Success by Modality

		# of Sections	Enrollment (Dupl.)	Headcount (Undupl.)	Retention Rate	Success Rate
2021-2022	In-Person	2	30	30	86.7%	70.0%
	Online	1	15	15	66.7%	60.0%
2022-2023	In-Person	1	2	2		
	Online	1	15	15	73.3%	66.7%

Program Awards: None

INFO

Grade Distribution for LATN

2021-2022	A 53%	B 9%		D 11%	W 20%
2022-2023	A 47%	B 6%	C 18%	D 6%	W 24%

Classroom Teaching FTEF in LATN

	Fall 2020	Fall 2021	Fall 2022
Part-time FTEF	0.33	0.33	0.00
Grand Total	0.33	0.33	0.00

《《《   **Click for Fill Rates**   **Click for FTES**   》》》

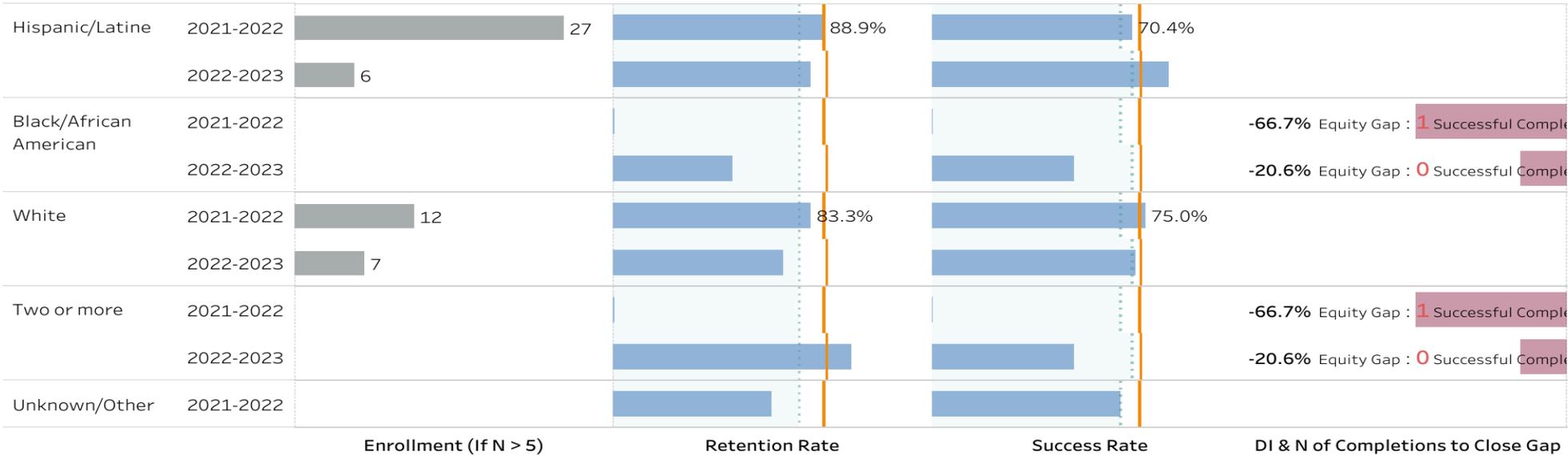| Instructions and Definitions	Enrollment	**Equity**	Institutional Success & Retention

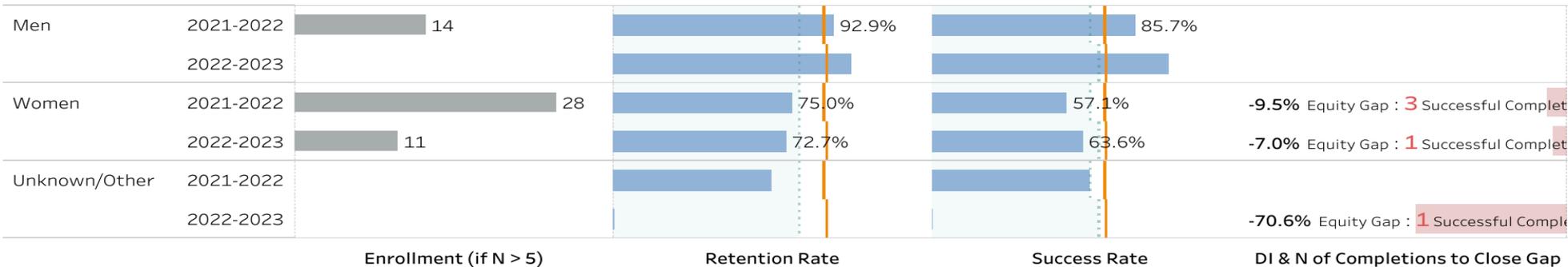AVC Total Retention and Success are shown in vertical | LATN Success Rate is Green |

When the success rate for a subgroup is **at least 3 percentage points lower** than the overall average success rate for the selected subject, that subgroup is considered to be experiencing **Disproportionate Impact (DI)** under the **PPG methodology.**
To estimate the number of additional successful completers needed to close the equity gap, multiply the **subgroup enrollment** by the **size of the DI gap** (i.e., the difference between the average rate and the subgroup rate).

LATN Enrollment, Retention & Success for by **Ethnicity** (hover over the lines to see by Gender)

		Enrollment (If N > 5)	Retention Rate	Success Rate	DI & N of Completions to Close Gap
Hispanic/Latine	2021-2022	27	88.9%	70.4%	
	2022-2023	6			
Black/African American	2021-2022				-66.7% Equity Gap : 1 Successful Comple
	2022-2023				-20.6% Equity Gap : 0 Successful Comple
White	2021-2022	12	83.3%	75.0%	
	2022-2023	7			
Two or more	2021-2022				-66.7% Equity Gap : 1 Successful Comple
	2022-2023				-20.6% Equity Gap : 0 Successful Comple
Unknown/Other	2021-2022				

LATN Enrollment, Retention & Success for by **Gender** (if greater than 5)

		Enrollment (if N > 5)	Retention Rate	Success Rate	DI & N of Completions to Close Gap
Men	2021-2022	14	92.9%	85.7%	
	2022-2023				
Women	2021-2022	28	75.0%	57.1%	-9.5% Equity Gap : 3 Successful Complet
	2022-2023	11	72.7%	63.6%	-7.0% Equity Gap : 1 Successful Complet
Unknown/Other	2021-2022				
	2022-2023				-70.6% Equity Gap : 1 Successful Comple

Guiding Questions for Reviewing DI Data:
⬜ What patterns or trends in the DI data suggest inequities among different student groups?
⬜ What factors might be contributing to observed equity gaps in our program (e.g., curriculum design, teaching practices, access to resources, advising, or broader institutional barriers)?
⬜ What specific strategies, practices, or program-level interventions could we implement to reduce or eliminate these gaps?
⬜ How might changes to pedagogy, curriculum, scheduling, student services, or outreach impact disproportionately affected groups?
⬜ What institutional or community resources (e.g., funding, professional development, partnerships, student support services or centers) can we leverage to support equity-f..

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Fall 2025 Program Review Report | Instructional Areas

Division/Area Name: Spanish Program (LACA)	For Planning Years: 2026-2027

Name of person leading this review: Dr. Ariel Zatarain Tumbaga

Names of all participants in this review: NA

Part 1. Program Overview: *Briefly describe how the program contributes to the district mission*
Spanish is the fourth most spoken language in the world and, according to the US Census (2022), the most spoken non-English language in America. While Latine people account for 18.7% of the US population, according to 2021 Census estimates data 43% of Lancaster inhabitants and 61.6% of Palmdale residents identify as Latine. The AVC Spanish Program provides quality second language courses for student transfer and offers a Spanish AA(T) degree. The Spanish Program's courses and AA(T) offer students the opportunity to think critically and to communicate clearly and effectively in the Spanish language both orally and in writing. Our goal is to better prepare our students to be professionally competitive, academically prepared, and to engage with the wider Spanish speaking Southern California community and Global Market.

Part 2A: Analyze the program review data (retrieval instructions), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:
Use the following questions to guide your analysis: Overall (Use the *Success & Retention* and *Program Award* data to inform your analysis) • What are the success and retention rates for your discipline? Did they decrease or increase in the last year? • What are the trends for the number of awards granted? Are the number of awards going up or down? Equity (Use the *Success & Retention* data including S&R by Ethnicity and Gender data to inform your analysis) • Which ethnic / gender student groups complete their courses at the highest rates? • Which ethnic / gender student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period.   If no equity gaps are present, please reflect on the strategies that are working in the *Strengths and Accomplishments* section.
Strengths and Accomplishments: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

In the 2024-202 academic year, the Spanish Program reported a success rate of 77.8 % (up from 75.3%), consistent with the AVC campus success rate. The Spanish Program's retentions rate was 89%, which is slightly above the campus average. Considering that more than half of AVC Spanish courses are now offered online, 5-credit language courses that require a great deal of instruction, discipline, and dedication, these are fairly strong numbers.

- Success rates were consistent with the AVC average.
- Women's overall success rate in Spanish was at 77.8% (up from 76.3 %), which surpassed the AVC 75.4% average.
- Latine overall success rate was 81.2% (up from 78.2%), which was also higher than the AVC average.
- Men's In Person success rates improved to 77% (up from 71.9% last year, and 67.5% last year), a 5.9 % improvement from 2023-2024.
- Overall in Person Success was at 82.8%, slightly above the AVC average and up from 74.3% last year and the Online Success remained consistent with the AVC campus average..
- Overall enrollment increased by 115 students.
- Added 4 new sections.

- Online Student Success rates are at 75.9% (down from 77.2%) and In Person success is 82.8% (up from 73.6%), which is a welcome correction from last year.
- The Spanish AA(T) had 5 awardees in the 2024-2025 academic year again; albeit, it should have been 2 higher, but due to an error in the catalog, those students will be graduating in 2025-2026.

Spanish Program instructors successfully taught all levels of Spanish language courses in Online synchronous and asynchronous modalities

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

Data:
- African American, men, and women student success rates declined in 2024-2025. While the overall success rate dropped to 56.6 (from 57.1% last year), 21% below the AVC average:
  - African American students saw an overall drop to 56.6% from 2023-2024's 57.1% (& 2023's 66.9%)--a 0.5% drop.
  -

Challenges:
- The AVC Spanish Program has an achievement gap between In Person and Online success rates and needs greater instructional consistency and assessment uniformity with a focus SLOs.
- The program lacks expertise in Afro-Latin American culture and Languages to make language and culture feel relevant to African American students who may feel unseen in the curriculum. African American retention and success rates are dismal.
- The program lacks expertise in Central American culture and Languages to make the language and culture feel relevant to Central American students who may not see themselves in the curriculum. For example, many Central American students hear the informal "vos" and its peculiar conjugations at home instead of the "tú" form more popular in Mexico and Spain.
- What actions can be taken to help close equity gaps?
- Actions:
- Spanish Program faculty should receive training specific to best practices for achieving course SLOs and Course Objectives in Online teaching.
- The World Languages Department needs to increase its In Person course offerings while decreasing OL course offerings, which will better support Latine, African American, men, and women students who success rates were in decline in 2023-2024. (Retention rates were relatively higher than Success rates, which means a high rate of failing students and wasted financial aid.)
- For Online courses, the World Languages chair should select the most academically rigorous instructors familiar with best practices to ensure academic integrity online.
- AVC needs to hire two full-time Spanish Instructors to better coordinate curricular consistency—i.e., assessments, meeting SLOs & Course Objectives—and to better provide cultural programming for students: one instructor with expertise in Afro-Latin American culture and languages and another with expertise in Central American culture and languages. These experts can then train the rest of the Program Faculty in best practices to implement lessons sensitive to Afro-Latin American and Central American cultures and demographics.
- By hiring two more full-time instructors, the Spanish Program will better manage adjunct instructor evaluations, instructor training, and curricular uniformity, as well as offer greater visibility of Latine cultures in campus cultural programming.
- The full-time Spanish Instructor should refocus his energy on Spanish Program duties and required service, while reducing some participation in campus cultural programming.

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

Consider the following questions:
- What does your program/area want to be known for?
- The AVC Spanish Program will be an exciting source of Latin American & Latine language and cultural knowledge for AVC's 64.9% Latine student body and its faculty.
- The Spanish Program will have a thriving Heritage Speaker Track and the instructional team will efficiently guide fluent Spanish Speakers through appropriate Heritage Speaker courses, which will improve student retention in basic Spanish learner courses.
- Students in Healthcare, Education, Law Enforcement, as well as Business and Healthcare programs will seriously consider a double major in Spanish (only 3 courses for Heritage Speakers) to improve professional opportunities.
- What is a desired future?
- Consequentially, the SPANISH AA(T) will have more graduates set on becoming K-12 or higher education instructors and interpreters/translators, but also in nursing and law enforcement.
- Finally, the AVC Spanish instructional team will bolster student graduation and transfer by promoting a welcoming campus culture and pride in students' cultural heritage.

Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data
☐ N/A
Insert Advisory Committee Recommendations here (Please do not insert complete meeting minutes, but just recommendations from the advisory committee.)
Insert Labor Market Data here https://www.labormarketinfo.edd.ca.gov/commcolleges/

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

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

Past Course Improvement Plans	Progress Made
Hire 2 Full-Time Spanish Instructors: Improve student success, retention, and opportunities, as well as faculty awareness of its student body, by providing a breadth of sociocultural Latine & Latin American knowledge in and out of the classroom.	None
Hire more Spanish tutors: Improve campus support for Spanish language students.	None
Provide greater funding for book support programs like Books HELP	Anecdotal evidence shows greater financial support for students' textbooks and access codes for online homework applications

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

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

Past Goal	Progress Made

Improve student success, retention, and opportunities, as well as faculty awareness of its student body, by providing a breadth of sociocultural Latinx & Latin American knowledge in and out of the classroom. • Hire 2 Full-Time Spanish Instructor	Some progress may have been achieved, as the success gap between Online Success rates (75.9%) & In Person Success rates (82.8%) has widened to a more appropriate rate.
Align Online coursework & In Person coursework for curricular consistency in assessment delivery & adherence to course SLOs.	Some progress may have been achieved, as the success gap between Online Success rates (75.9%) & In Person Success rates (82.8%) has widened to a more appropriate rate. But more face-to-face courses will help improve Spanish Program success rates overall.

Part 3: Based on Part 2 above, please list program/area goals:							
Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	Choose ILO ILO 1, 2, 3, 4	SPAN PLOs 1, 2, 3			Goal #6 Success: Boost success rates by prioritizing the student experience.	Improve student success, retention, and opportunities, as well as faculty awareness of its student body, by (1) providing a breadth of sociocultural Latine & Latin American knowledge in and out of the classroom and (2) improving curricular consistency in Spanish coursework & Spanish AA(T).	Improve student success, retention, and opportunities, as well as faculty awareness of its student body, by (1) providing a breadth of sociocultural Latine & Latin American knowledge in and out of the classroom and (2) improving curricular consistency in Spanish coursework & Spanish AA(T).	AVC should **hire two full-time Spanish instructors** to support the Spanish program's instructional and the non-instructional duties required to make the Spanish AA(T) a success and to service the campus's Central American and African American students. One full-time Spanish instructor should be an expert in Central American culture and languages to service students and faculty with specialized knowledge during instruction and in AVCs

								HSI-related cultural activities. The other full-time Spanish instructor should be an expert in Afro-Latin American culture and languages to service students and faculty with specialized knowledge during instruction and in AVCs HSI-related cultural activities.
#2	ILO 1. Communication	SPAN PLOs 1, 2, 3			Goal #6 Success: Boost success rates by prioritizing the student experience.	Align Online coursework & In Person coursework for curricular consistency in assessment delivery & adherence to course SLOs.	Align Online coursework & In Person coursework for curricular consistency in assessment delivery & adherence to course SLOs.	Spanish Program faculty should receive training specific to Online teaching and best practices for achieving course SLOs and Course Objectives.
#3	ILO 1. Communication	SPAN PLOs 1, 2, 3			Goal #1 Service: Realign college policies, practices, and processes to remove barriers and to become more effective, efficient, and responsive to students, employees, and the community.	Align Online coursework & In Person coursework for curricular consistency in assessment delivery & adherence to course SLOs.	Align Online coursework & In Person coursework for curricular consistency in assessment delivery & adherence to course SLOs.	The AVC Spanish Program needs to increase its In Person course offerings while decreasing its online course offerings, which will better support students, including Latine and African American students whose success rates were in decline in 2024-2025.
#4	Choose ILO	SPAN PLOs 1, 2, 3			Goal #6 Success: Boost success rates by prioritizing the student experience.	Improve student access to Spanish course materials.	Improve student access to Spanish course materials.	Create a ZTC Pathway for Heritage Spanish Speaker Track AA(T)

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)
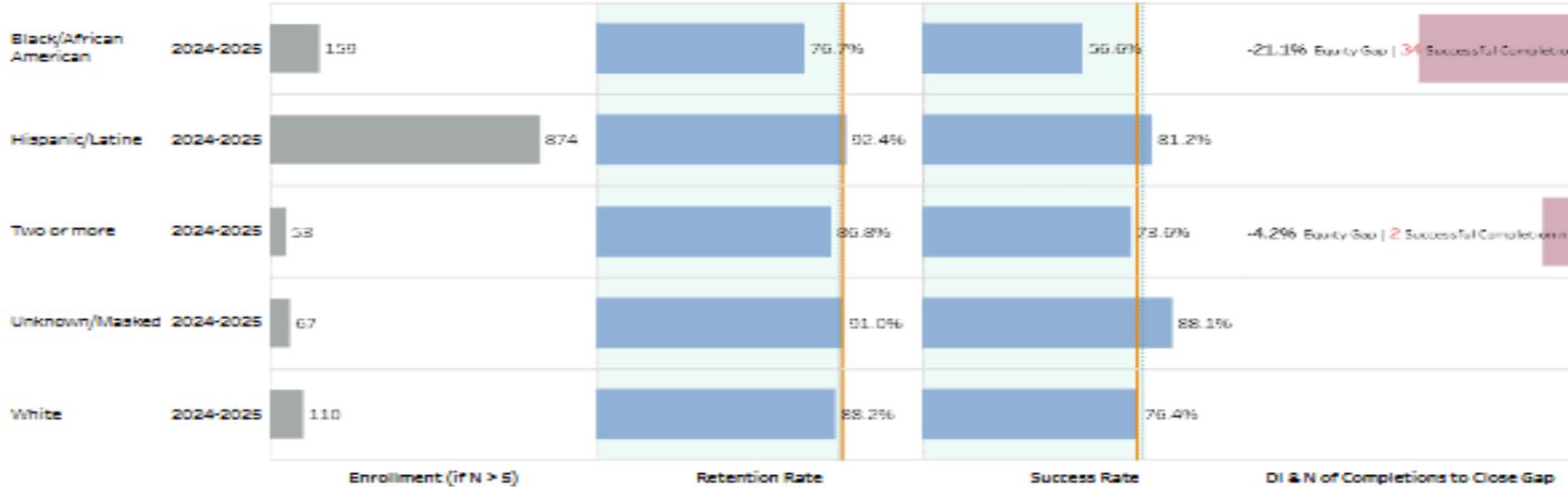
Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, ($)	One-Time or Recurring Cost, ($)	Contact's Name
Faculty	Spanish Instructor (Central Americanist)	ILO 1, 2, 3, 4	Repeat	$69,996.65	One-time	Ariel Zatarain Tumbaga
Faculty	Spanish Instructor (Afro-Latin Americanist)	ILO 1, 2, 3, 4	Repeat	$69,996.65	One-time	Ariel Zatarain Tumbaga
Other	SLO-specific Training for Online Spanish Instructors	ILO 1, 2, 3, 4	New	**TBD**	One-time	Ariel Zatarain Tumbaga
Other	Support for the creation of a ZTC Heritage Spanish Speaker pathway.	ILO 1, 2, 3, 4	New	**TBD**	Recurring	Ariel Zatarain Tumbaga
Choose an item.			Choose an item.		Choose an item.	

Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above for required data).
Required:
- Enrollment tab
- Equity tab

Instructions and Definitions	Enrollment	Equity	Institutional Success & Retention

AVC Total Retention and Success are shown in vertical | SPAN Success Rate is Green |

When the success rate for a subgroup is at least 3 percentage points lower than the overall average success rate for the selected subject, that subgroup is considered to be experiencing Disproportionate Impact (DI) under the PPG methodology. DI and the number of successful course completers needed to close equity gap are noted along "red" bars. Tooltip contains disaggregation by gender.
To estimate the number of additional successful completers needed to close the equity gap, multiply the subgroup enrollment by the size of the DI gap (i.e., the difference between the average rate and the subgroup rate).

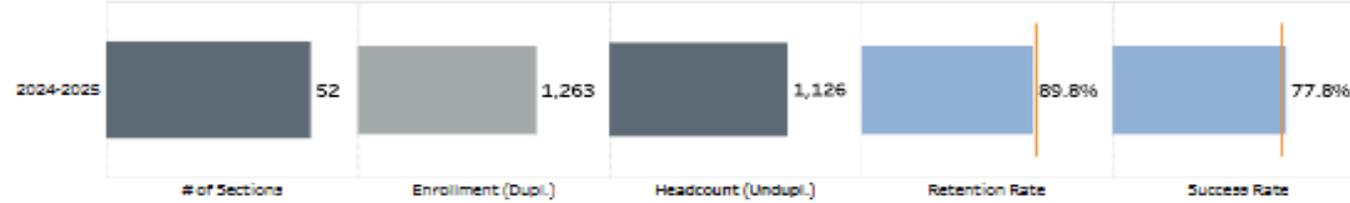### SPAN Enrollment, Retention & Success for by Race/Ethnicity (if greater than 5)

Race/Ethnicity	Year	Enrollment (if N > 5)	Retention Rate	Success Rate	DI & N of Completions to Close Gap
Black/African American	2024-2025	159	76.7%	56.6%	-21.1% Equity Gap | 34 Successful Completion
Hispanic/Latine	2024-2025	874	92.4%	81.2%	
Two or more	2024-2025	53	86.8%	73.9%	-4.2% Equity Gap | 2 Successful Completion
Unknown/Masked	2024-2025	67	91.0%	88.1%	
White	2024-2025	110	88.2%	76.4%	

SPAN Enrollment, Retention & Success for by Gender (if greater than 5)

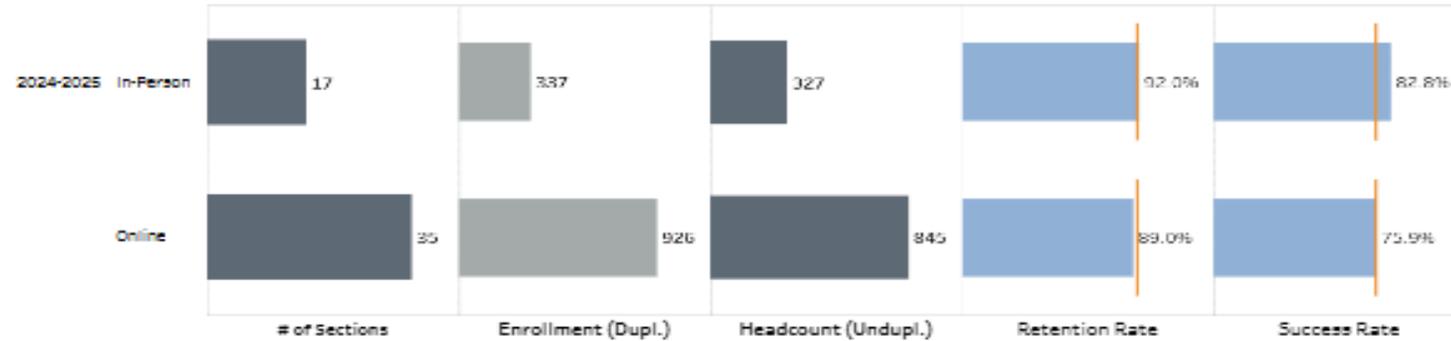| Gender	Year	Enrollment (if N > 5)	Retention Rate	Success Rate	DI & N of Completions to Close Gap
Men	2024-2025	447	90.2%	77.0%	
Women	2024-2025	797	89.3%	77.6%	
Unknown/Masked	2024-2025	19	100.0%	94.7%	

Guiding Questions for Reviewing DI Data:
- What patterns or trends in the DI data suggest inequities among different student groups?
- What factors might be contributing to observed equity gaps in our program (e.g., curriculum design, teaching practices, access to resources, advising, or broader institutional barriers)?
- What specific strategies, practices, or program-level interventions could we implement to reduce or eliminate these gaps?
- How might changes to pedagogy, curriculum, scheduling, student services, or outreach impact disproportionately affected groups?
- What institutional or community resources (e.g., funding, professional development, partnerships, student support services or centers) can we leverage to support equity-focused efforts?

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⚙ View on Tableau Public

Instructions and Definitions	Enrollment	Equity	Institutional Success & Retention

SPAN : Enrollments, # of Sections, Retention and Success

	# of Sections	Enrollment (Dupl.)	Headcount (Undupl.)	Retention Rate	Success Rate
2024-2025	52	1,263	1,126	89.8%	77.8%

SPAN: Enrollments, Number of Sections, Retention and Success by Modality

		# of Sections	Enrollment (Dupl.)	Headcount (Undupl.)	Retention Rate	Success Rate
2024-2025	In-Person	17	337	327	92.0%	82.8%
	Online	35	926	845	89.0%	75.9%

Program Awards: AA-T Spanish

Award Type: Academic Year

AA-T/AS-T	
2021-2022	9
2022-2023	6
2023-2024	5
2024-2025	5

Grade Distribution for SPAN

2024-2025	A 50%	B 19%	C 9%	I 9%	W 10%
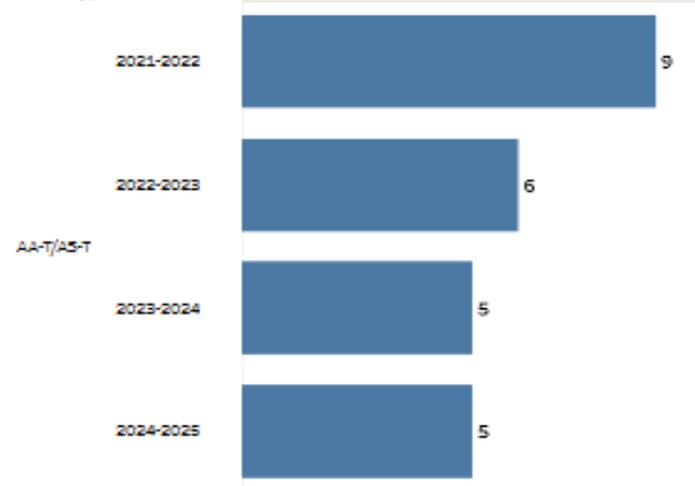
Classroom Teaching FTEF in SPAN

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Part-time FTEF	6.00	6.00	4.67	5.00	6.33
Full-time FTEF	1.00	1.00	1.00	1.00	
Overload FTEF				0.33	
Grand Total	7.00	7.00	5.67	6.33	6.33
FTES	106	90	70	64	77
FTES/FTEF Ratio	15	13	12	10	12
WSCH/FTEF Ratio	453	387	371	302	367
WSCH	3,171	2,707	2,105	1,913	2,322

Click for Fill Rates   Click for FTES

View on Tableau Public