Fall 2012 Program Review - Annual Update Profile
As of: 3/15/2013 02:17 AM EST

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

Fall 2012 Communication Studies/ Journalism (PR)

1. Discipline/Program/Area Name
Communication Studies

2. Year
2012-2013

3. Name of person leading this review.
Tina McDermott, Ken Lee, Tom Graves and Harish Rao

4. Names of all participants in this review.
Tina McDermott, Ken Lee, Tom Graves and Harish Rao

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

Since the peak of AVC's enrollment in 2008-2009 there has been a 26.1% decrease in annual headcount. This decrease in headcount is directly related to severe budget cuts and workload reductions across the state and is not indicative of a lack of community need for education. Though headcount has diminished, the headcount of Communications has increased based on growth in course offerings and the expansion course enrollment capacity. In regards to Journalism, the data shows an increase compared to 2008-2009 which may be attributed to the consistency of the professor staffing the position.

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

The success rate for gender at AVC shows females at 72% and males at 69% which have been the outcome of a small but steady increase over the past five years. In contrast, the LA division shows a similar rate of success in females and 4% lower for males. At the departmental level, the success rate of females is 5-6% higher and males nearly 3-4% higher than during the past two years in comparison with the campus.

Similar findings can be attributed to success by race with a higher rate of success across all race of students enrolled in division level. The following table represents the change in success over the past five years with Communications have a greater increases in comparison to AVC. *The data on journalism shows major increases and decreases which may be low enrollments across races.

	American Indian/ AK Native	Asian	Black or African American	Pacific Islander	White	Mexican/Central or South American	Other/ Unknown
AVC	4%	3%	3%	2%	2%	5%	1%
COMM	8%	9%	9%	9%	5%	9%	-1%
JOUR*	50%	100%	-28%	0%	-12%	3%	44%

The comparative data on location showed that student success at Lancaster has a 2% increase (69% to 71%) and 4% increase (64% to 68%) at Palmdale over the past five years. The Communication departmental data shows a 4% increase (72% to 76%) at Lancaster and 10% increase (62% to 72%) at Palmdale over the past five years. The Journalism courses were only taught at the Lancaster campus.

The retention rate for males and female at AVC is the same listed at 88% which is up from 1% from five years ago. In contrast, males and females both have a higher rate of retention at the division level which recently reflects high 80's for males and females. Similarly, the data mirrors the divisional retention rate for gender with female at 90% and males at 88%. Similar findings can be attributed to retention by race with a higher rate of retention across all race of students enrolled in division level. The following table represents the change in retention over the past five years with Communications have increases in comparison to AVC with the exception of American Indian Alaskan Native students, which make up a small minority of enrollment. *The data on journalism shows major increases and decreases which may be low enrollments across races.

	American Indian/ AK Native	Asian	Black or African American	Pacific Islander	White	Mexican/Central or South American	Other/ Unknown
AVC	3%	1%	2%	0%	1%	2%	-1%
COMM	-3%	6%	3%	2%	2%	4%	2%
							11%

JOUR*	100%	0%	18%	0%	4%	-13%

The comparative data on location showed that student retention at Lancaster has a 1% increase (from 87% to 88%) and 2% increase (86% to 88%) at Palmdale over the past five years. The Communication departmental data shows a 1% increase (from 87% to 88%) at Lancaster and 6% increase (84% to 90%) at Palmdale over the past five years. The Journalism courses were only taught at the Lancaster campus.

7. Analyze changes in student achievement and achievement gaps over the past four years. Cite examples of using additional resources (e.g. human, faci... *(The full text shows at beginning of the document)*
There has been an overall increase in Communication success, retention and outcome assessment findings, which can be related to the modifications to the course outline of records and norming sessions and rubric for grading.

8. Provide examples from your program where assessment results of Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and/or Operation... *(The full text shows at beginning of the document)*
The Communications department conducts monthly meetings to discuss outcome assessment, findings, modification and action plans. The minutes are stored in WEAVEOnline

9. Analyze changes in SLO, PLO and/or OO assessment results over the past four years. Cite examples of using additional resources (e.g. human, facilit... *(The full text shows at beginning of the document)*
The findings of the outcomes assessment shows an increase in results which can be attributed to norming session and rubric grading speech that was identified in SLO action plans in Fall 2011 .

10. Review the program goals and objectives related to improving outcomes and/or student achievement identified in the most recent comprehensive self ... *(The full text shows at beginning of the document)*
Goal #1 Improve student graduation and transfer rates
On-going

Goal #2 To better align the COMM Studies Program with transfer institutions degree programs in the discipline.
Completed with development of AAT degree

Goal #3 Establish PLOs for the AA-T degree
Completed

Goal #4 To have at least 10 declared COMM Studies majors
Completed

Goal #5 To revive the Forensics Team
Planning

Goal #6 To expand the course offering in Communication Studies AA-T degree program and Journalism.
On-going

Goal #7 Expand the Journalism Program
Planning

<u>**New Goals**</u>
New Goal #1 Decrease the class capacity from 30 to 24 in all performance classes (i.e. Comm 101, 112, 114 and 115)

11. Identify changes in significant resource needs since writing the comprehensive self-study report. List new needs in rank order of importance and e... *(The full text shows at beginning of the document)*
Human Capital
Full-time Communications faculty (Replacement)
Full-time Communications faculty (New)
Full-time Journalism faculty (Replacement)

Facilities
Permanent location (courserooms) of Communication courses to be housed
New and regularly maintained HVAC system(s) for LS-1 & LS-2.
Reliable and up-to-date "smart" classrooms (audio visual equipment, speakers, closed captioning features, document cameras, etc.) with on-going preventative maintenance.
Appropriately configured overhead classroom lighting to facilitate student viewing of multimedia presentations; classroom sound proofing
A Vid-Oral system for evaluative assistance in public speaking courses
One small faculty/student meeting room for Lancaster campus

Funding to Support Student Learning
Vid-Oral system. Equipment: 2 DVD dual decks or two individual DVDs per classroom, 2 monitors, 2 toggle switches, 2 small camera, and 2 mics.
Classroom remodel: plaster board, window, curtain, locking door, and electrician to wire both the camera and ceiling mic, and install the electronic hardware
Stable funding for speech tutors in The Learning Center (grants, Title V, etc.)
Expand JOUR course offerings

Fall 2012 Deaf Studies/ Interpreter Training (PR)

1. Discipline/Program/Area Name

Deaf Studies
Deaf Studies – American Sign Language
Deaf Studies – Interpreter Training

2. Year
2012

3. Name of person leading this review.
Duane Rumsey

4. Names of all participants in this review.
a. Duane Rumsey

        b. Daniel Humphrey
        c. Elizabeth Weier
        d. Darlene Wynkoop

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

Summer FTES has seen a steady decline in DFST from offering multiple sections down to offering zero sections in summer. DFST would like to reinstate summer courses.

Summer					
SUBJECT	2007	2008	2009	2010	2011
DFST	14.25	9.94	9.12	7.66	0.00
INT	0.00	0.00	0.00	0.00	0.00

Fall FTES has seen a fluctuating FTES count in both DFST and INT, but is lower in 2011 than it was in 2007, due to reductions of LHE and course sections. The one important note in the INT section is that these are students that are being retained and are persisting in the program because to even start in most of the interpreting courses, a student must have already completed at least 2 semesters of DFST courses. To have an FTE count of 16.63 in 2011 is due to both student retention and student persistence.

Fall					
SUBJECT	2007	2008	2009	2010	2011
DFST	47.85	56.43	53.42	54.46	47.32
INT	7.34	10.45	9.26	7.26	16.63

Intersession FTES. DFST was about to start a trend of offering a selected course during intersession, but due to cuts in courses and LHE, this was a one-time offering. DFST would like to reinstate intersession course offerings.

Intersession					
SUBJECT	2008	2009	2010	2011	2012
DFST	0.00	0.00	0.00	1.82	0.00
INT	0.00	0.00	0.00	0.00	0.00

Spring FTES has seen fluctuating numbers in both DFST and INT, but in 2012 we see a higher number, that is based on student retention and persistence within one or both of the programs.

Spring					
SUBJECT	2008	2009	2010	2011	2012
DFST	56.93	55.35	52.25	56.21	60.84
INT	3.67	7.16	8.10	9.46	11.02

Annual FTES have dropped in DFST based on a reduction in course offerings and LHE, however INT has seen an increase that is due to student retention and persistence within the Interpreter Training Program. Keep in mind that students must have already completed two semesters of language (DFST) before they even start in the Interpreter Training Courses. DFST and INT would like to reinstate course offerings and LHE to enhance student success.

Annual					
SUBJECT	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
DFST	119.03	121.72	114.79	120.15	108.16
INT	11.01	17.61	17.36	16.72	27.65

        b. FT

The percentage of Full Time students within the program is relatively the same in both DFST-ASL and DFST-INT. These programs each offers a degree and a vocational certificate so students enrolling may be enrolled full-time or part-time.

Full-Time %	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012	
SUBJECT	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
DFST	39%	40%	39%	41%	43%	44%	46%	43%	49%	44%
INT	43%	44%	41%	33%	36%	30%	58%	44%	47%	47%

FTES is directly affected by LHE offerings because generally the Deaf Studies Courses fill when they are offered. During this cycle from 2007-2012 the overall Deaf Studies program lost approximately 25% of its LHE due to reductions to course offerings by the college.

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

    1. Achievement data.
        a. Student Success by Ethnicity

Within both DFST-ASL and DFST-INT programs, the Student Success Rates in each of the three ethnicity categories are higher in comparison with the Language Arts Division as a whole as noted in the charts below. The success rate is due to the high expectations of instructors who take great pride in students being successful at learning American Sign Language, Deaf Culture and the vocational skill of Interpreting. Successful students may have long-term interaction with the local Deaf community. Since our instructors are either Deaf or Interpreters or otherwise involved in the Deaf community, it is important to the instructors that AVC students are well educated in the language, culture and occupations of the Deaf community.

YEAR	SUBJECT	No Response	Not Hispanic or Latino	Hispanic or Latino
2007-2008	DFST	75%	79%	84%
2008-2009	DFST	70%	80%	85%
2009-2010	DFST	71%	73%	80%
2010-2011	DFST	76%	81%	87%
2011-2012	DFST	69%	81%	84%

YEAR	SUBJECT	No Response	Not Hispanic or Latino	Hispanic or Latino
2007-2008	INT	79%	68%	71%
2008-2009	INT	84%	84%	90%
2009-2010	INT	85%	78%	88%
2010-2011	INT	88%	89%	91%
2011-2012	INT	86%	92%	85%

YEAR	DIVISION	No Response	Not Hispanic or Latino	Hispanic or Latino
2007-2008	LA	62%	63%	64%
2008-2009	LA	60%	65%	66%
2009-2010	LA	60%	66%	70%
2010-2011	LA	64%	70%	73%
2011-2012	LA	65%	69%	73%

b. Student Success by Gender

The success rate in Deaf Studies-ASL for both males and females are higher than the division averages. Additionally something to note is that the success rate between males and females is nearly identical.

YEAR	SUBJECT	Female	Male
2007-2008	DFST	78%	68%
2008-2009	DFST	74%	73%
2009-2010	DFST	72%	76%
2010-2011	DFST	80%	81%
2011-2012	DFST	81%	73%

The success rate in Deaf Studies-INT for both males and females are higher than the division averages. The success rate between males and females is generally equal. One item of note in this area is that although percentages are nearly equal, the students in the hands-on Interpreter Training courses are predominately female. An additional item of note is the numbers in INT represent an especially high number of persistence and retention because with INT there is only one course that does not have a pre-requisite of at least two semesters of DFST courses.

YEAR	SUBJECT	Female	Male
2007-2008	INT	78%	64%
2008-2009	INT	85%	86%
2009-2010	INT	84%	79%
2010-2011	INT	91%	81%
2011-2012	INT	85%	100%

YEAR	DIVISION	Female	Male
2007-2008	LA	65%	58%
2008-2009	LA	64%	58%
2009-2010	LA	66%	58%
2010-2011	LA	71%	63%
2011-2012	LA	72%	65%

c. Student Success by Disability - It should be noted here that numbers were not available, however we have a high number of students with various disabilities including learning disabilities, physical disabilities and deafness. Some of this is influenced by the Office for Students With Disabilities referring disabled students to American Sign Language courses. From that beginning, the both Deaf Studies Programs are able to retain students with disabilities to earn one or more degree and certificate.

d. Student Success by Location

Student Success by Location reflects that students are generally equally successful at both the Lancaster and the Palmdale locations. Much of this is due to the instructors themselves. As stated previously, the DFST and INT instructors have a vested interest in the successful integration of students into the Deaf community.

It should be noted that Deaf Studies was one of the pioneers of the Palmdale campus. Classes were established there dating back to 2005, when the Palmdale campus consisted of approximately five classrooms total.

The author is unaware of "other" and is therefore unable to comment on why the number is 100%

YEAR	SUBJECT	Other	Lancaster	Palmdale
2007-2008	DFST		74%	84%
2008-2009	DFST		73%	76%
2009-2010	DFST	100%	76%	64%
2010-2011	DFST	100%	80%	83%
2011-2012	DFST	100%	79%	82%

YEAR	SUBJECT	Other	Lancaster	Palmdale
2007-2008	INT		76%	
2008-2009	INT		84%	
2009-2010	INT		84%	
2010-2011	INT		89%	
2011-2012	INT		88%	

e. Student Success by Modality

DFST courses were all offered in a traditional setting.

YEAR	SUBJECT	Traditional	Online
2007-2008	DFST	76%	
2008-2009	DFST	74%	
2009-2010	DFST	73%	
2010-2011	DFST	80%	
2011-2012	DFST	80%	

INT courses were offered in both a Traditional and Online setting. Specifically INT 101 is the course. The success rate online is significantly lower due to the lack of the discussion portion of class that is offered in a traditional setting. Generally, students seem to be more inclined to ask questions within the traditional classroom environment than they are by text in an online format. The instructor believes that the amount of time it takes a student to create a written question has impeded their willingness to ask many questions, where, conversely, in a traditional setting, questions are posed and responded to and discussed by the instructor and classmates in an environment that fosters active discussion, learning and critical thinking. The online offering of INT 101 has not been offered for a couple of semesters while lesson planning that will aid in raising student success is being researched.

YEAR	SUBJECT	Traditional	Online
2007-2008	INT	76%	
2008-			

Year			
2009	INT	92%	61%
2009-2010	INT	89%	67%
2010-2011	INT	89%	
2011-2012	INT	88%	

f. Student Success – Completion

The Deaf Studies programs have seen an increase in completion rates. This reflects both student retention and student persistence within the Deaf Studies programs since students must complete over 35 units of studies within the program.

Major	DEGREE_CERTIF_IND	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Deaf Studies: ASL	Degree	3	6	8	8	17
Deaf Studies: Interp Trng	Degree	1	4	11	3	12

Major	DEGREE_CERTIF_IND	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Deaf Studies: ASL Cert	Certificate	3	6	5	11	15
Deaf Studies: Interp Trng Cert	Certificate	0	4	11	4	16

The overall Deaf Studies programs will continue to evaluate retention and persistence as well as evaluate LHE available to the programs which has a direct impact on both retention and persistence.

7. Analyze changes in student achievement and achievement gaps over the past four years. Cite examples of using additional resources (e.g. human, faci... *(The full text shows at beginning of the document)*
1. Resource allocation
    a. Human: The Deaf Studies programs would benefit by adding one full-time instructor. Although the number of course sections and LHE have been reduced over the past several years, adding a full-time faculty member would be instrumental in the persistence, retention and overall success of students.
    b. Facilities: The Deaf Studies programs would benefit from a new teaching environment. Currently, there is just one classroom that is unofficially designated from the Deaf Studies and Interpreter Training Courses. This one classroom (LS2-145) has been designed with desks and chairs that are not attached, in order to prevent injury and to promote proper signing technique. Also, the desks and chairs are placed around the perimeter of the room so that students and instructors can see each other. In a Sign Language environment, it is imperative that a visual learning environment is a priority. One wall has been painted non-white in order to facilitate an enhanced videotaping environment. This room, however, has only one light-switch, so the lights are either on or off, which is problematic for Deaf instructors who need to have light in order to communicate. Adjunct instructors are placed in random classroom around campus that do not have the appropriate desk/chair requirements. The classrooms themselves are generally set-up in a traditional row-style setting, which is not conducive to student learning of Sign Language and Interpreting. There is a proposed new building where Deaf Studies may move to, however, it is currently unknown whether or not the building has been approved or if it will actually come to fruition.
    c. Professional Development. Aside from random on-campus professional development, there is no money available for instructors to utilize to enhance their skills of teaching Sign Language, Deaf Culture and Interpreter Training.
    d. Financial. There is currently no known budget for the Deaf Studies programs.
    e. Technology. Needs for current video equipment for both recording and viewing is always a priority in the Sign Language and Interpreting courses.

8. Provide examples from your program where assessment results of Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and/or Operation... *(The full text shows at beginning of the document)*
1. SLOs, PLOs and OOs will begin to be discussed within this academic year or shortly thereafter. Both Deaf Studies programs have been acquiring data and will be able to begin analysis on the data.

9. Analyze changes in SLO, PLO and/or OO assessment results over the past four years. Cite examples of using additional resources (e.g. human, facilit... *(The full text shows at beginning of the document)*
1. Analysis of SLOs and PLOs will begin within this academic year or shortly thereafter. It is still extremely early in the data gathering stage to make many conclusions, but this will be attempted in the near future.

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

    a.   Hire an additional full-time faculty member.
    b. Create Deaf Studies Co-Chair positions with each co-chair to receive 2.5 LHE release time.
    c. Obtain classroom and lab space dedicated to Deaf Studies

       i. Obtain classroom space that is square with control of lighting. This room should have desks that are not connected to chairs. The chairs and desks should be set-up around the perimeter of the room for visual purposes for both Sign Language purposes as well as to accommodate the visual needs of Deaf instructors and students.

       ii. Obtain Lab Space Dedicated to ASL and Interpreting (needs to be an autonomous room for equipment and materials. An autonomous space is important since students will be expected to use Sign Language and not interact by voice. This room should have an

adjoining or near-by storage room for equipment such as laptop computers and video cameras.
   d. Obtain more technical equipment, including computers and video equipment for student use.
   e. Hire someone to staff the Lab space.
   f. Obtain at least two classrooms (in the new Learning Center Building)
   g. Obtain lab space (in the new Learning Center Building)
   h. Obtain office space (in the new Learning Center Building
   i. Dedicated room at the Palmdale Campus for Deaf Studies Courses designed with the needs of classrooms as stated above.

11. Identify changes in significant resource needs since writing the comprehensive self-study report. List new needs in rank order of importance and e... *(The full text shows at beginning of the document)*
   1. The resource needs are as such:
      a. Resources to restore lost LHE and course sections.
      b. Full-Time instructor: $100.000 to include salary and benefits.
      c. Technical equipment: Approximately $20,000 for equipment in a student study space that may include TVs, video recording equipment and computers.
      d. Lab Assistant: Cost To Be Determined by the Human Resources Department, but approximately, $45,000 annual to include salary and benefits.

   Receiving the above resources will enhance student learning leading to overall improved student achievement.

Fall 2012 English (PR)

1. Discipline/Program/Area Name

English

2. Year

2012

3. Name of person leading this review.

Mark Hoffer, Program Chair

4. Names of all participants in this review.

Jeffrie Ahmad, Charles Hood, Rachel Jennings, Angela Koritsoglou, Scott Memmer, Santi Tafarella, John Toth, William Vaughn

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

When considering trends, it is imperative to note that the shifting economic situation skews data. What we know from requests to crash and hits on Banner after add lists close is that our offerings do not meet demand. The rise and fall of actual students in English Department courses reflects the LHE we have been authorized to offer, not demand nor faculty interest nor national trends. In terms of numbers, the most dramatic shift occurs with Intersession data (i.e. going from 298 FTES the previous term to 0), indicating that we were not permitted to offer any courses. Summer now consists of Palmdale Center offerings only, even though such a bias towards that site does a disservice to serving military personnel and disabled students who can only take our courses in an online platform. The near 50/50 split between full-time and part-time students remains stable, fall to spring and year to year. That implies we offer a good mix of day versus night classes. Overall, with stronger administrative support and a more flexible approach to scheduling, room access, and course offerings, we certainly could offer (and fill) many more sections than we do now.

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

6.1 Student Success for Students in English from 2007-08 to 2011-12

Ethnicity: Success rose for both groups (Not Hispanic or Latino; Hispanic or Latino) from 58% to 66%.

Gender: Success rose from 58% to 67% for females, and from 53% to 61% for males.

Location: In Lancaster, success stayed level at 55% for the first three years, and jumped to 63% and 65% in the last two. Palmdale began higher (at 57%), then fluctuated up and down a few points, ending up at 63%.

Modality: Success rose in the traditional format from 55% to 66%. Online began higher, at 58%, dropped slightly, and stabilized once more at 58%.

Ethnicity: Success rates rose overall for all groups. Data show an upward trend from 55% to 67% for Native Americans; from 61% to 74% for Asians; from 39% to 53% for African Americans; from 60% to 64% for Pacific Islanders (though this was up to 71 in 2010-10); from 65% to 72% for Whites; from 55% to 66% for Mexican/Central or South Americans; and from 54% to 60% for Other/Unknown.

Comments: It is positive that success rates have trended upwards in all areas. Nonetheless, males are still less successful than females, and there are different success rates among ethnic categories. Areas to address include gender, ethnicity, and also online versus in-person delivery methods. Cross-data approaches would be helpful in determining how these areas interpenetrate, and more nuanced results that show or include other factors (perhaps more data derived from students themselves, such as when validity studies are conducted to determine assessment practices) would be illuminating.

6.2 Retention of Students in English from 2007-08 to 2011-12

Overall retention improved significantly since the last report.

Ethnicity: Retention rose for both groups measured. The Not Hispanic or Latino group retention rose from 83% to 87%. Retention for Hispanic or Latino students rose from 84% to 88%.

Gender: Success rose from 83% to 87% for females, and from 81% to 85% for males.

Location: In Lancaster, there was an increase in retention from 82% to 86%. Retention at the Palmdale location remained steady at 87%.

Modality: Retention rates rose for traditional classes from 83% to 87%, while retention rates rose slightly in online classes, from 76% to 78%.

Ethnicity: Retention rates rose across the board in all ethnicity categories. Retention rose from 78% to 89% for Native Americans; from 87% to 91% for Asian students; from 75% to 83% for African Americans; from 84% to 85% for Pacific Islanders; from 86% to 88% for Whites; from 82% to 88% for Mexican/Central or South Americans, and remained flat at 82% for Other/Unknown.

Comments: In addition to success rates, our retention rates have risen in the last five years. A number of factors drive these data (again more nuanced categories would be beneficial), but it is good news that student retention rates have remained strong during a time of financial hardship for the Antelope Valley.

6.3 Persistence of Students in English from 2007-08 to 2011-12

The persistence data is inconclusive, with no discernible pattern from year to year, nor over the past five years. Due to significant budget cuts since 2007-2008, overall enrollment at AVC has reduced considerably. In light of this, the persistence data suggest that Language Arts students continue to enroll and persist (and succeed) at a fairly high level.

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

The success by race, ethnicity, gender, modality, and location data over that past four years reveal that student success is steadily increasing. The increase in success ranges from 4% -14% from 2007-2008 to 2011-2012, and in 2012, our overall success rate was 78%. While we are encouraged by the increase in success, there was a gap in achievement for Black or African American students. The "Success by Race" chart indicates that while Black or African American student success improved by 14% since the 2007-2008 academic year, there was a gap between the success of Black or African American students and American Indian/AK Native, Asian, Pacific Islander, White, Mexican/Central or South American students. For example, data from the 2011-2012 academic year, indicate that 74% of Asian students succeeded while only 53% of Black or African American students succeeded. The data also reveal that only 11.2% of students enrolled in English 095 successfully completed English 099 within five years.

While resources over the last four years were limited, the Department was able to purchase new cameras, films, projection equipment, and a one-year subscription to the Oxford English Dictionary. Before the suspension of the Faculty Intern Program, we trained two faculty interns, who became adjunct hires. Additionally, we hired four outside applicants as adjuncts, although the overwhelming majority of interview candidates did not meet hiring standards. With the recent departure of several full-time faculty members and the ongoing difficulty of finding qualified adjuncts, there is an ongoing and pressing need for more full-time faculty, individuals with investment in and commitment to the college.

While we were proud of our sustained and steady increase in student success, we were persistent in our work to increase success and address gaps in achievement over the last four years. Our Department began offering accelerated sections of English 097 and English 099, a change that improved—and continues to improve—student success. The English faculty made contributions to the college with student success and achievement in mind. English faculty presented at Antelope Valley College's Welcome Back Day and at various Faculty Professional Development events. Our faculty attended local and national conferences on student success and achievement. The English faculty worked closely with the Basic Skills Committee and contributed to the "Quest for Success" retreat, attended Basic Skills Symposiums, and participated in the AVConnect Journal project.

As we look forward, we would like to see continued improvement in student success and eliminate the gaps in student achievement. We are beginning work to pilot a midterm portfolio for English 097 and English 099. We plan to continue to offer more accelerated courses. Some English faculty members who attended the "Quest for Success" retreat are working on exploring options for learning communities, a first-year program, and an orientation for newly enrolled students. We are also working with the Basic Skills committee on the Student Success Center.

While the limited resource allocations over the last four years helped serve students and improved success, additional resources would allow us to hire more full-time faculty improving our full-time to part-time ratio. Smaller class size would further improve student success as would the reinstatement of staff development funds.

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

As expressed elsewhere in this report, budget decisions have been severely hampered by the current economy. However, discipline faculty continue to review learning outcome data at semester-end portfolio normings and readings, at summer and winter composition retreats, and also at the discipline meetings that are scheduled, when needed, on Tuesdays of the month. Full-time faculty constitutes the majority of the participants at these meetings, although adjunct faculty members are strongly encouraged to attend the normings, readings, and retreats.

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

Student Learning Outcome data has been fairly consistent in all courses over the past four years. Action plans reveal an ongoing need for better writing assessment of incoming students and caps on class size to increase student-to-faculty interaction. Program Learning Outcome data has just recently been collected. The first PLO was phased in after a recent wave of program majors had already graduated, leaving only a small sample of students. In spring 2012, five out of the six graduating program majors met PLO #1. Alongside increased efforts to promote the program, which the new English AA-T certainly facilitates, discipline faculty realized that the way PLO data sets are collected should be addressed and revised

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

Goal #1: Align current Associate Degree with Transfer Model Curriculum.

Objectives: Reduce unit count from 27 to 18; streamline course offerings.

Time Frame: Fall 2011 and Spring 2012.

Justification: The category "Associate Degree Programs" is listed first under the college's mission statement. The English Program seeks to ensure the viability of its degree for students transferring to state colleges, while keeping as much of the degree's educational depth and breadth intact. Discipline faculty members are working in consultation with the AP&P Committee to determine if new course numbers are required for some courses.

Goal and Objectives Met: Discipline faculty streamlined program offerings and created an English AA-T degree in Fall 2012.

Goal #2: Create and develop English 101 cohorts.

Objectives: Involve interested faculty members; investigate logistics and funding sources.

Time Frame: Fall 2011 and Spring 2012.

Justification: The Program's use of a portfolio system and of departmental grading at the English 097 and 099 levels standardizes assessment of students' exit skills. While the sheer number of sections makes a similar activity at the 101 level problematic, the guiding philosophy still holds. Elective cohorts, each consisting of three instructors who share student work and discuss grading criteria, perhaps at the midpoint of the term, may take a foothold and become part of the departmental culture. Both full-time and adjunct instructors could participate in these cohorts. Faculty stipends would be a clear incentive for this endeavor, but securing these may prove to be a barrier. Alternate funding sources, such as grant-writing, could be explored.

Goal Modified, Objectives Met: Based on the retention and success rates of the accelerated eight-week format, program faculty decided to focus on portfolio courses, creating elective cohorts which will review English 097 and 099 student work at the midpoint in several of the sixteen-week spring 2013 course sections. The intent is to monitor student achievement more closely, offer earlier and varied intervention, and further demystify the portfolio evaluation process for students. Funding for this endeavor can come from the use of stipends already approved for the eight-week and sixteen-week portfolio readings.

Goal #3: Encourage writing across the curriculum.

Objectives: Promote relevant FPD events; export departmental rubrics campus-wide; support faculty members in other disciplines as they instate course prerequisites.

Time Frame: Spring 2012 and Fall 2012.

Justification: English Program faculty has been at the forefront of this issue, not simply to "share the burden" of engaging students' thought processes at the concrete written level where cognitive complexity and issues of expression can be—or should be—directly confronted, but to emphasize the link between reading and writing skills and legitimate academic success. Program faculty might pilot not only a discipline-specific 101 cohort but a cross-discipline cohort comprised of one English instructor and one or two instructors from other academic areas.

Goal and Objectives Ongoing: Aside from recent interdisciplinary Faculty Professional Development events coordinated, presented, and/or attended by English faculty, the latest effort to address writing across the curriculum involves the use of English 104, a one-unit course on research paper writing, as a way to collect PLO data. The idea is to offer English 104 as an elective capstone course for program majors, allowing them to work on individual research projects while mentoring other enrolled students and assisting with the instruction of the course. Students of all levels and majors can enroll in this course and receive training in academic research, enabling them to better understand, perform in, and succeed in, courses across the disciplines. In this way, the English 104 classroom becomes a version of the AVC Success Center, which has struggled to become realized and adequately housed on campus. Moreover, rather than the college having to use Title V funds to employ student workers, program majors would pay to enroll in the one-unit course, and receive valuable experience and preparation for later careers in teaching, editing, researching, and/or various communication fields.

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

Resource needs remain consistent (ranked in order of importance): more full-time hires; budget allowance for smaller class sizes; classrooms with functioning and dependable technology, light, and climate; and consistent housing of English courses in one designated area of campus. All areas are linked to student achievement, as they involve student-to-faculty interaction and student perception of the value of the program and their place in it.

Fall 2012 English as a Second Language (PR)

1. Discipline/Program/Area Name
ESL (English as a Second Language)

2. Year
2012-2013

3. Name of person leading this review.
D. Scott Jenison

4. Names of all participants in this review.
D. Scott Jenison Priscilla B. Jenison (the two full-time AVC ESL faculty)

5. Please review the five year headcount, FTES, and student PT/FT enrollment data provided on the web link. Comment on trends and how they affect your... *(The full text shows at beginning of the document)*
Headcount reductions for ESL over the last 5 academic years have been severe:

	07-08	08-09	09-10	10-11	11-12
ESL	490	508	504	505	389

Although the AVC campus LHE reduction over the past four years (Spring 2008-Spring 2012) has been at about **-17.7%**, ESL has experienced an even greater **-24.9%** loss of LHE. In fact, over the past three years (from Spring 2009 to Spring 2012) within the common area of Basic Skills this trend of disparity is even greater:
READ +7.19%; ENG +3.43%; MATH -6.58%; **ESL -22.33%**. AVC's priorities are clear when cuts come, and ESL is obviously not an AVC priority.

The effects of these trends in reductions mean fewer available seats for students in ESL classes (while the number of ESL students in our area continues to grow). Students are then forced to wait for a future term or try to take another Basic Skills course in the meantime. In some cases, students simply must put their ESL studies on hold and continue to survive and struggle with their lack of English proficiency within our community. Also, as sections decrease, it is increasingly more challenging to offer all 16 ESL of our courses with much variation (or even at all) within a given fall or spring term. Moreover, ESL faculty who were once at or near their maximum load have now been reduced to an under- or half-loaded status.

6. Using the student achievement data provided by web link, please comment on any similarities or differences in success, retention, and persistence b... *(The full text shows at beginning of the document)*
Running a variety of cohort searches through the CCC site, it is obvious that only a very few (1-3) ESL students actually move through most levels of ESL and successfully pass ENG101. Although transfer courses have become the new push at AVC, many ESL students have no plans or dreams to obtain a degree. For them "success" is defined more appropriately in much different terms (e.g., English for the workplace, English for communication with children's teachers, English for greater acculturation and community involvement, English for increased self-esteem, English for a "sense of community", English for personal support, etc.).

A look at student tracking through our three middle levels (2-4) from Fall 2007 to Spring 2012 shows that only a small portion of students succeed:
Vocab./Pron.: 39 to 9
Grammar: 34 to 5
Reading/Writing: 9 to 2
Integrated Skills: 14 to 5
So, less than 22% of our ESL students are succeeding through these three levels.

The following data is based on student "success", not persistence or retention, which are not viewed as vital.

Regarding success by ethnicity, the results seem to show that Hispanic/Latino students have slighlty risen and fallen while Non-Hispanic/Latino students has been gradually falling.

YEAR	SUBJECT	No Response	Not Hispanic or Latino	Hispanic or Latino
2007-2008	ESL	69%	85%	71%
2008-2009	ESL	62%	67%	81%
2009-2010	ESL	62%	78%	78%
2010-2011	ESL	64%	61%	77%
2011-2012	ESL	61%	58%	72%

Regarding success by race, Asians, Whites, and Latinos are at around 70% while Black/African Americans are at around 45%.

YEAR	SUBJECT	American Indian/AK Native	Asian	Black or African American	Pacific Islander	White	Mexican/Central or South American	Other/Unknown
2007-2008	ESL	0%	79%	80%	100%	90%	66%	78%
2008-2009	ESL	100%	77%	29%	100%	75%	64%	77%
2009-2010	ESL	0%	78%	45%	67%	82%	67%	61%
2010-2011	ESL	50%	77%	44%	75%	82%	74%	57%
2011-2012	ESL	21%	73%	45%	0%	68%	71%	59%

Regarding success by gender, female ESL students are at around 70% while male ESL students are at about 50%.

YEAR	SUBJECT	Female	Male
2007-2008	ESL	73%	54%
2008-2009	ESL	69%	48%
2009-2010	ESL	72%	43%
2010-2011	ESL	74%	49%
2011-2012	ESL	70%	49%

Regarding success by location, there does not seem to be a clear difference between either location.

YEAR	SUBJECT	Other	Lancaster	Palmdale
2007-2008	ESL		69%	70%
2008-2009	ESL		65%	68%
2009-2010	ESL		67%	59%
2010-2011	ESL		70%	59%
2011-2012	ESL		64%	72%

Regarding success by modality of instruction, Traditional is at about 70% while Online is around 50%.

YEAR	SUBJECT	Traditional	Online
2007-2008	ESL	70%	58%
2008-2009	ESL	68%	44%
2009-2010	ESL	68%	51%
2010-2011	ESL	73%	43%
2011-2012	ESL	70%	45%

No trends or gaps will be addressed during this academic year.

Some recent initiatives in ESL, which will hopefully improve trends in student success, have been funded by Basic Skills/Title V. They include in-class counseling, which was launched this term; in-class tutoring; and DLAs, both of which should be implemented in Spring 2013.

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

The Learning Center's ESC (ESL Success Center) continues to serve struggling ESL students. However, with continual budget cuts, the hours of service have been significantly reduced. Still, that one-on-one attention helps to customize instruction for those who are most challenged.

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

No budget items have been requested based on specific outcomes; however, the Basic Skills Coordinator has encouraged ESL to apply for funding for: in-class tutors, in-class counselor visits; and DLAs. Funding proposals and subsequent activities are hopefully forthcoming.

ESL outcomes are discussed primarily online (via email), especially at the end of each term when the data is submitted, often with comments, to the Weave coordinator. Other face-to-face opportunities include LA Division meetings and at Welcome-Back SLO sessions (e.g., August 16, 2013 with S. Jenison, P. Jenison, A. El-Issa, N. Das).

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

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

SLO results have consistently been at acceptable levels. In a handful of courses where they have not, action plans have been made to monitor the SLOs for these courses, and so far subsequent SLO scores for them have improved to acceptable levels.

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

The following is a list of the goals from the 2011-2012 Program Review for ESL with updates in **bold** print:

Goal #1: Facilitate the improvement of support services, specifically in the areas of the climate control and technical support of equipment and computers, in the main ESL classroom, LS2-141. Objectives: Continue to speak to/phone/email Facilities, ITS, the LA dean (and administrative assistant), and DETC Committee members of issues and document these issues by including them in reports (like this Program Review). Time Frame: By Fall 2012 (or until services are restored…) Justification: This goal seeks to regain the quality and effectiveness of the ESL Program and increase the overall "customer satisfaction" and student (and faculty) morale in ESL.

Although the cooling system in LS2-141 was not working during the first month or so of the semester, it is currently (as of Week 7) functioning perhaps too well, as students are complaining that it is now too cold. From low 80s to low 70s has been extreme. 76-77F would be ideal.

Goal #2: Block non-ESL students from taking the seats of true ESL students. Objectives: Work with Student Services to create a means of doing this.Time Frame: By Fall 2012 Justification: This goal maintains the integrity, quality, and effectiveness of ESL being especially and exclusively for the unique needs of true ESL students.

Because of "open enrollment" this may not be possible.

Goal #3: Increase ESL offerings at Palmdale from 17% to 25%-30% so as to better reflect the geography of our ESL student population. Objectives: Transfer and/or add 10-15 LHE of ESL at Palmdale.Time Frame: By Fall 2012 Justification: This goal seeks to offer ESL courses closest to where ESL students reside.

Because of limited LHE and faculty, we have tried to offer additional sections at Palmdale of courses which are already available at Lancaster or online. ESL LHE was cut further this term, so until there is more room for growth, Palmdale will remain at around 17%.

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

There have been no changes in significant resource needs since writing the comprehensive self-study.

With the recent passing of Prop 30, ESL was very hopeful of restoring some of its lost LHE; however, no LHE was given back to ESL as a result of Prop 30, while many other disciplines (mostly transfer-level but others in Basic Skills, too) scrambled to add LHE. On a brighter note, though, recent funding approval from Basic Skills/Title V has allowed for in-class counseling (Fall 2012); in-class tutoring and ESL DLAs (Spring 2013).

Fall 2012 Foreign Languages (PR)

1. Discipline/Program/Area Name
Foreign Languages Department

2. Year
Fall 2012

3. Name of person leading this review.
Heidi Preschler, Department Chair

4. Names of all participants in this review.
Marthe Aponte, Dr. Liette Bohler, Andrew Miller, Rosa Onofre, Lucia Pozo, Robert Ruckman, Angela Shaheen and Andrew Miller

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

Headcout: Looking at the five year headcount, we noticed that the peak was in 2008-2009, while in 2011-2012 we were at the lowest point. Headcount in 2008-2009 at AVC was 21,780 and in 2011-2012 it was 17,276. This indicates a drop of 20.7 %. Looking at the data for the same 2 years, headcount in Foreign Languages dropped from 1,275 to 1,055 or by 17.3%. In Language Arts, headcount dropped from 8,082 to 7,705 or by 4.6%. We see that the headcount drop is proportionately much higher in Foreign Languages than in Language Arts.

FTES: We had 254.66 FTES in Foreign Languages in 2008-2009. There were 11,886.9 FTES at AVC all together. FL in 2008-2009 represented 2.142% of the overall FTES. In 2011-2012, we had 225.50 FTES in Foreign Languages and 10,572.23 total FTES at AVC. FL in 2011-12 represented only 2.133% of the overall FTES on campus--an 11.46% reduction in foreign language FTES (Table #1). However, the allocated FTES for Language Arts increased from 1,646.21 in 2008-2009 to 1,674.88, in spite of the budget crisis. Language Arts increased its FTES by 1.8%, while Foreign Languages decreased during the same time period by 11.46%. We feel that our students' needs for foreign language classes are not adequately met and that FL has been disproportionately cut.

The decrease in enrollment is directly related to severe budget cuts and workload reductions across the state and is not indicative of a lack of student need for foreign language courses. Although the overall number of students and FTES has gone down, foreign language has gone down more, which means we are not meeting the needs of our even our reduced student population. Demand for all 101 courses, particularly Spanish, is very high. Having a strong class offering of FL 101 classes would also considerably increase our enrollments in FL 102, 201, and 202. We would like to see the cuts made more equitably.

Full-time to Part-time Student Ratio: We also looked at the full-time part-time student ratio and compared Foreign Languages with the rest of the campus. According to the July-August 2010 on-line Academe article "Understanding the Working College Student" in AAUP, "Quantitative studies consistently show that retention rates are higher for students who work a modest number of hours per week (ten to fifteen) than … those who work more than fifteen hours per week." (http://www.aaup.org/aaup/pubsres/academe/2010/ja/feat/pern.htm)

The article includes quantitative data which clearly shows that the percentage of 16-24-year-old college students who were enrolled part-time and are employed 35 or more hours is a lot higher than the percentage of full-time students employed for 35 or more hours.

We tabulated the data of full-time students in foreign languages compared to the District.

Percentage of full-time students

While there is no significant change between 2008-09 and 2011-12, there is a very large difference in the percentage of students who are full-time students in foreign languages compared to the District overall. District wide, between 30-34% of students are full-time while 47-69% of students in foreign language classes are full-time. If we can agree with the multiple research studies done on the success rate and graduation rate

of full-time versus part-time students, then we must conclude that foreign language students have a more than 20% higher chance of success than the average AVC student.

2008-2009	Chin	French	German	Latin	Spanish	District
Fall	68	56	69	50	53	32
Spring	71	61	62	47	58	30
2011-2012						
Fall	57	56	56	N/A	53	34
Spring	62	48	57	50	53	31

Table #1 Total FTES in Foreign Language versus District

	CHN	FRE	GER	LAT	SPA	All	AVC
2008-2009	15.08	48.62	33.42	8.48	149.06	254.66	11886.90
per AVC	0.127	0.409	0.281	0.071	1.254	2.142	100.000
headct	70.00	240.00	165.00	38.00	762.00	1275.00	
sigma	8.37	15.49	12.85	6.16	27.60	35.71	
FTES sig	0.02	0.03	0.02	0.01	0.05	0.06	
2011-2012	12.63	38.73	32.92	4.71	136.51	225.50	10572.23
per AVC	0.119	0.366	0.311	0.045	1.291	2.133	100.000
headct	57.00	175.00	145.00	26.00	652.00	1055.00	
sigma	7.55	13.23	12.04	5.10	25.53	32.48	
FTES sig	0.02	0.03	0.03	0.01	0.05	0.07	
% change						-0.439	0.000
sig%	0.168004	0.0890295	0.12607	0.158942	0.054932	0.041437	

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

Success

No data was available on success based on disability.

Ethnicity:
Hispanics or Latinos overall have a slightly higher rate of success as reported both in the District (2% higher 2011-2011) and Language Arts division (4% higher 2011-2011) data. Adding the data for all FL languages, "Hispanic or Latino" have an average of 4.6 % or higher rate of success than "Not Hispanic or Latino" in the year 2011-2012. Also the rate for "Hispanic Latino" has decline since 2009-2010, the highest in five years with 86%. In the year 2010-2011, the rate decreased to 84% (2% less) and in 2011-2012 it was reported at 85% (1% less from 2009-2010). In German, the rate of "Not Hispanic or Latino" has declined every year, from 83% in the year 2008-2009 to 61% in 2011-2012. In contrast, the rate of "Hispanic or Latino" decreased substantially, from 65% in the year 2008-2009 to 44% (21% less) in 2009-2010, but it increase in the last two years (63% in 2010-2011 and 70% in 2011-2012). It was noticed that from 2002 to 2010 the rate of success of "Not Hispanic or Latino" taking Spanish classes steadily increased, but has declined significantly since then, from 79 % in 2009-2010 to 69 % in the year 2010-2011(13% lower), and 69% in the year 2011-2012(10% lower).

 Race:
Compared to the District and the Division (both with 58% last year), the most significant gaps were found in the data for "Black or African American" in Chinese (36%) and French (61 %) classes. "Blacks and African American" were more successful than whites in the German classes. Data for "Mexican/Central and South American" showed that this group was more successful than the "White" and "Black or African American" groups in the Chinese, French and German courses last year. "American Indian/AK Native", "Asian", "Black or African American" were very successful--100%. "Mexican/Central and South American" (with 85%) were more successful than "White" (with 79%) in the year 2011-2012. in the Latin classes. The "Black or African American" group have had the lowest success rate in five years (except for the rate of the "Pacific Islander" in 2007-2008 and 2010-2011.). And for obvious reasons, the "Mexican/Central and South American" group has the highest percentages (with an average of 83%) which is slightly higher as compared to the rate of the District (79%), and significantly higher

Gender:
The most significant change in the last five years is that the number of males (73%) taking Spanish is getting closer to the number of females (77%). This gap is only 4% in the year 2011-2012; it is only 1% larger than the district's for the same year and smaller than the division's which is 7%. The number of males (70%) taking French is higher than the number of females (68%) in the year 2011-2012 with a 2% gap for the first time in many years. Latin shows the largest and the most significant gap (19%) between females (94%) and males (75%) last year.

Location:
Note: Only French and Spanish are offered at both locations.

French shows the most significant gap between "Locations" in the year 2011-2012. Only 67 % were successful in Palmdale while 82% were successful on the Lancaster campus -- a significant gap of 15 %. Spanish has been closing slowly. The success rate at both sites was 75% last year. The success rate for the overall division is 70% for both Lancaster and Palmdale sites (with a gap of 0%). Not only the gap is 0% for last year, but success rates for both sites for foreign languages are higher than those of the District and the Division.

Instructional Modality:

Data for one semester of German shows that this online course was 19% less successful that the traditional course. Since there is only data from one semester and one course, we compared the numbers from ESL since they started their online classes in 2007 and their courses are very similar to the Foreign Language in many ways (i.e. methodology, and technology available for the student population). Data shows a significant difference [in success] of more of 10% between the traditional and the online methods. The data from the online courses shows a significant difference of 11% less as compared to the District rate and 8% difference as compared to the Division in the last year.

Persistence

No demographic data was available on persistence.

Students enrolled in the Fall

Students who have enrolled in a foreign language in the fall have a 10 to 15% higher rate of persistence to spring in comparison with overall AVC students.

Spring and Fall

Over the past three years there is a small increase in overall persistence at Antelope Valley College from Spring to Fall. However students enrolled in a foreign language class in spring have a 5 to 10 % higher rate of persistence to the fall term, except for students enrolled in Latin courses which is 1% lower than the AVC average.

Retention

Ethnicity: We see a higher retention among Hispanics or Latinos compared to non-Hispanics or Latinos. The retention of Latinos varies by one or two percent every year, in the last five years. In the year 2011-2012, the retention of Hispanics was 90% compared to 88% of non-Hispanic or Latino students.

Race: When we compare and contrast retention based on race, we concentrate in our college on groups such as American Indian, Asian, Black or African American, Pacific Islander, White, Mexican, Central or South American and others. Asians always lead this category, showing percentages between 91-92% of retention. This group is followed by whites and Latinos of various origins with 90%. In the third group we see American Indians at 89%, Pacific Islanders at 88%, and other at 86%. The group with the lowest retention is the students of Black or African American background with 84%, which was fluctuating between 82% and 85% in the last five years.

Gender: The gender statistics shows only a one percent difference of retention between male and female students in the past five years (87% to 88%). For instance, in the recent year, 2011-2012, interestingly enough the retention among males and females was the same, showing an 88%.

Location: The retention by location (Lancaster and Palmdale) provided by the data of last five years shows a very similar or equal retention based on the location of the instruction, fluctuating among 86% to 88%. The past year (2011-2012) indicates 88% retention on both campuses, contrasting with a 91% of retention in "other" locations.

Instructional Modality: The results on instructional modality shows that a traditional instruction provides a better retention. The percentages in the last five years shows a 88% to 89% of retention in this modality, contrasting with the somehow recent online modality to deliver instruction. Online courses have been improving retention in the last five years. For instance, the data shows a 78% of retention in the 2007-2008 year, increasing to 81% in the next two years (2008- 2010) and 82% in the following two years (2010 to 2012.) It is evident that we are progressing in the online retention over the years. In the past two years we have offered two foreign language online courses: German and currently Spanish for Heritage Learners 1.

Trends and achievement gaps to address in the current year:

1. Considering that we are located in a city with an important Latino community, we should strive to continue this high retention of Latino students. These (retention) statistics also reaffirm our efforts in providing the Latino community with the appropriate course for their needs, such as the Spanish 101 and 102 for heritage learners. In the next academic year we could expand our curriculum with more courses targeting the academic needs for the Hispanic and non-Hispanic groups in order to maintain and perhaps improve this retention.

2. This current academic year we can address the group of African Americans to improve retention in this group. Often we see these students getting easily unmotivated in our classes, leading them to drop early in the semester. We can better increase their retention by fomenting a better communication with the African American group. Sometimes they are unaware of the institutional resources available for students. We can embrace this group by letting them know that their success is important to the instructor and the college and there are ways that they can achieve their academic goals.

3. In order to better achieve the retention in our current and future online language courses, we have to make sure students understand what it takes to take an online course. There is a misconception that these kinds of classes are easier than a face to face class. So many students drop these courses after realizing the amount of commitment it entails. We also have to make sure that the quality of instruction given in an online course equals the quality of a face to face instruction course. The variety of technological resources available for an online course can be effective tools in making the course interesting and interactive for students, and ensure a high quality of teaching. We also have to consider that many students are not always technologically ready for this type of course, and usually this factor can lead to an early drop due to the frustration they might have.

Success in on-line courses is a campus-wide issue. We suggest the Distance Education committee and/or the counseling office develop an effective, step-by-step online orientation in the first week of classes to improve success and retention in on-line classes. Also, on-line classes should offer an optional, or perhaps even a mandatory, face-to-face orientation on how the course works and for the technological aspects of the course.

4. Lucia Pozo is teaching and on-line course during the fall and spring semester. We should compare the retention and success rate at the end of the semester with other Spanish 101HL courses and courses campus-wide to evaluate if foreign language online courses should be modified and/or offered in the near future. And maybe we should explore the possibility of making these courses hybrid instead of on-line only.

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

101 to 102 transition--Instructors teaching 102 courses, particularly in Spanish, have felt that many students are not prepared for the 102 courses. Spanish has adopted a new textbook for 101 and 102 with an online platform. We will look at the success data at the end of the fall and spring to see if students are better prepared for 102 and if retention and success in 101 are improved.

The SLO for Chinese combined measurement of all 4 language skills into one measure, making it impossible to isolate which skill was weakest. The SLO's have been rewritten and the achievement goals more precisely defined according to the American Council of Foreign Language Teachers proficiency guidelines. A new textbook is also being used in Chinese and seems to improving students listening and speaking skills; however, many of the listening exercises created by the instructor have not been available to some students due to technical issues with Blackboard. Also, many computers on campus cannot play all audio formats, limiting students ability to access these exercises. Students are not able to record themselves on campus, which limits their ability to hear themselves and compare their pronunciation to a model. We believe that data will show improved results for this year; however, not all students have been able to use these resources due to limitations of Blackboard and computer resources in the labs on campus.

Also, with Spanish using an online platform, students need to be able to have computer access that includes headphones and microphones for listening comprehension and speaking practice and for instructors to be able to record and evaluation pronunciation and speaking. Students need access to computers with webcams for the online Spanish platform for the 101 and 102 courses and for any online courses taught. Textbooks are moving to incorporate video chat (the new German textbook has this capacity) and students need access through the campus in order to use this technology.

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

Foreign languages do not have PLO's or OO's.

In German, we are revising our SLO's based on results from a test that was funded through budget requests last year. One of the three SLO's in German are for the students to use the language at the novice level and to pronounce the sounds so they are comprehensible. One measure of student proficiency has been developed by the American Council of Teachers of Foreign Languages. Three broad levels--Novice, Intermediate and Advanced--are subdivided into 3 levels, low, mid and high. Our SLO was too broad, stating just "Novice." In order find the level of students achieve after one semester of study, we asked for and received funding to have German 101 students take a STAMP test--an independently administered and rated proficiency test based on the ACTFL standards. Based on this test, we are revising the SLO to set more precise targets for students' performance--which should be novice mid to novice high--and we will be devising our own instrument to asses their achievement. This test also showed that students generally did not achieve as high a level in reading as in the other three skills (writing, listening and speaking). Therefore, we are looking for supplemental reading materials to improve reading skills. (Most first year textbooks do not have sufficient appropriate reading material.) We have funding to do the same testing for French students this semester.

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

Foreign languages do not have PLO's or OO's.

Both Chinese and Latin did not feel that the SLO's as they were written adequately or accurately measured student outcomes. SLO's for both languages have been extensively rewritten and will be measured this year.

In German, students frequently performed poorly (less than 50% success) on the cultural SLO. The SLO was revised to allow for a broader range of material to be used and for instructors to be able to decide the cultural material they will teach and test. After discussing the teaching of culture in department meetings, the faculty recommended that all 101 and 102 courses allow for each faculty member to select his/her own cultural material and each faculty member will write that part of the final for his/her class. The rest of the final will continue to be a department

developed and adopted final.

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

Many of the goals set in 2011 are on hold since budgets are small and courses offerings have been greatly reduced. Several key themes emerged this fall as goals in discussions in department meetings, program review meetings and e-mail exchanges. This year wel plan to focus on the following goals:

1. Increase the offerings of foreign languages since our program has been disproportionately cut over the last three years. Spanish is particularly important for our Hispanic community and we need to expand offerings in the heritage learner classes and get students placed in the appropriate courses.
2. Establish at least one computer lab, or part of a lab with webcams, mircrophones and headphones where students can also record their voices. These computers need to be able to run Blackboard IM (formerly Wimba Pronto), which is part of our Spanish program, and would also serve students in other languages working on listening comprehension, speaking and pronunciation.
3. Develop the foreign language website with information on courses, faculty, placement, prerequisites, study abroad, international business and global studies as well as foreign language majors to facilitate student transfer.
4. Improve retention and successful completion of 101 level courses, focusing in particular on historically less successful groups, such as African-American students

In discussions, we felt that we need to analyze the data somewhat differently in the future. Some areas in this report were looked at only as a whole department and some language by language. We felt that we should start by analyzing data on each language individually and then, where appropriate, aggregate the data for the foreign language program as a whole.

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

1. Funding for additional sections

2. Computer lab with headphones, microphones and webcam for foreign language students. In order to allow students working on campus to fully use the resources of the Spanish 101-102 courses, we need this equipment. We also need to be able to record students in order to better assess speaking and pronunciation.

Fall 2012 Reading (PR)

1. Discipline/Program/Area Name

Reading

2. Year

2011-2012

3. Name of person leading this review.

Anne Rees and Mary Rose Toll

4. Names of all participants in this review.

Anne Rees and Mary Rose Toll

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

The annual headcount increased significantly from 382 in 2007-2008 to 582 in 2008-2009. However, class cuts in 2009-2010 reduced the headcount to 524, essentially the current headcount (525). Reading FTES has grown from 66.44 in 2007-2008 to 113.78 in 2011-2012. The reason for this increase in FTES is not entirely clear; however, now that Reading is once again a clearly defined requirement for graduation, more of the full time students who plan to earn their degree may be taking reading classes.

Five Year Headcount

Summer

READ	2007	2008	2009	2010	2011
	0	42	63	43	0

Fall

READ	2008	2009	2010	2011	2012
	208	293	264	269	281

Intersession

READ	2008	2009	2010	2011	2012
	4	11	24	25	0

Spring

READ	**2008**	**2009**	**2010**	**2011**	**2012**
	190	311	227	249	300

Annual

READ	**2008**	**2009**	**2010**	**2011**	**2012**
	382	582	524	538	525

FTES—There was an increase in FTES from 66.44 in 2007 to 105.94 in 2010, and then a small increase to 113 in 2011. This reflects a slight increase in full time students over part time students.

Summer					
	2007	**2008**	**2009**	**2010**	**2011**
READ	0.00	7.52	10.10	6.94	0.00
Fall					
READ	33.45	45.78	48.13	48.84	55.73
Intersession					
READ	0.00	1.65	3.84	4.52	0.00
Spring					
READ	32.99	49.53	43.92	45.64	58.05
Annual					
READ	66.44	104.48	105.99	105.94	113.78

Efficiency (FTES/FTEF) This represents the efficiency of teacher-student ratios. The more students that an teacher instructs, the assumption is made that this indicates higher efficiency of instruction. This is an invalid assumption, to be sure, but if one relies upon these measures, then one can see that the efficiency of reading faculty has been increasing steadily since 2007-2008. It is surmised that this results from a change in Faculty and in Program design (adding Lab components or Lab courses to the Developmental Reading courses). One assumes the administration prefers increased efficiency on the part of the instructors at AVC. It has increased from 9.54 in 2007-2008 to 12.69 in 2011-2012.

(FTES/FTEF)	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012	
SUBJECT	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
READ	9.65	7.60	12.60	10.16	10.84	10.20	11.47	10.00	12.63	12.69

Part time/Full Time Ratio-This shows the ratio between adjunct and full time faculty. The closer it is to 1, the more that the number of adjunct faculty is the same as the number of full time faculty. It is fiscally advantageous for the college to have a higher number, because the higher the ratio, the more adjunct faculty per fulltime faculty, and of course the cost of benefits etc. is much lower for the college when they hire more adjunct faculty than full time faculty. However, this may be detrimental to the students, depending upon the quality of the faculty. It also increases the workload of the full time faculty carrying out all of the obligations that are required outside of classroom teaching. This is especially evident in small Programs, where there are few faculty to complete these responsibilities. But that is apparently not the concern of anyone but of the faculty in small Programs. As is clearly evident, in the Reading Program, the part time/full time ratio has increased three fold from 2007-2012.

This number also indicates how few full time faculty there are in proportion to adjunct faculty. This is a constant concern to a program that has no more full time faculty than it did 28 years ago, yet other programs have increased three fold, four fold, even much more in size. This demonstrates a lack of clarity of the characteristics and needs of the student population at AVC, and the extent to which the college is willing to address student needs.

PT/FT Faculty Ratio	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012	
SUBJECT	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
READ	0.43	0.49	0.71	1.50	1.66	0.79	1.10	1.21	0.89	1.12
LA	0.60	0.65	0.81	0.79	0.72	0.54	0.78	0.87	0.68	0.78

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

Overall Rate of Success. This information was taken from the table comparing online instruction with traditional classes. Since the Reading Program is not offering online instruction the figures for the traditional classroom were used. The data charts showing rates of success broke down the figures into groups, by ethnicity, location, gender, and so on; We was unable to locate a table showing overall rate of success by Program or Discipline.

Overall Rate of Success	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
READ	50%	52%	54%	68%	77%

Rate of success for African American and Hispanic students

Success	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Afr. Amer.	34%	34%	38%	66%	66%
Hispanic	65%	75%	71%	76%	85%

Success by Location— The data has shown similar increases in success at both the Lancaster and the Palmdale campuses over the past five years. these figures have not shown a great difference in student success in comparing the two sites. The students at the Lancaster site have shown gradual improvement, and the Palmdale students' performance has gone up and down, and ended at a similar level of success.

YEAR	SUBJECT	Lancaster	Palmdale
2007-2008	READ	50%	59%
2008-2009	READ	51%	60%
2009-2010	READ	54%	53%
2010-2011	READ	68%	71%
2011-2012	READ	76%	79%

Overall Reading students have shown substantial growth in success, from 50% success in 2007-2008, to 77% success in 2011-2012. . The largest gains were made by the African American and the Hispanic populations. Of special note was the increase made by The African American student population; their success increased from 34% in 2007-2008 to 66% in 2011-2012, an increase of over 30%. The Hispanic population's success was also quite large, increasing 65% in 2007-2008 to 85% in 2011-2012, an increase of over 20% gain in success.

Why were there such large increases in student success? It is surmised that this increase is due in part to the reinstatement of the Reading requirement for graduation being once again stated in terms of completion of reading courses instead of English courses. In addition, the support provided for these students within the Reading program clearly provided support at the time of need, in the classroom with in-class tutors, or directly after class, with DLAs (Directed Learning Activities). It is hypothesized that the gains would have been even larger if there had been more access for the general student population, as the current classes have a relatively large percentage of students with learning disabilities. This is a result of two factors; the students with learning disabilities are given priority registration, and at the end of that period of time, almost all of the seats in the Reading classes are filled. There is very little access to Reading classes for the general population of students. This is a problem which must be improved, for students are required to have access to classes, and blocking access through permitting only about 3% of the incoming students who need reading to have a seat in a reading class, violates the very foundational principle of providing access to classes in a community college. It would appear discriminatory, since it is out of balance with the rest of the basic skills programs. (See Table)

The final grades for students were dependent upon performance on common reading tests as of 2008-2009. The figures used to indicate student success in reading courses have more reliability than before because the Department instituted common Reading Proficiency requirements for successful completion of the Reading courses in 2009-2010.The annual success rate increased from 50% in 2007-2008 to 77% in 2011-2012. Likewise, the retention rate has progressively increased from 72% in 2007-2008 to 90% in 2011-2012. The overall persistence rate is 72% and has fluctuated over the past five years. These data show consistent growth in gender and ethnic categories. For example, African American students show increase from 60% in 2007-2008 to 85% in 2011-2012, an increase of 32% in student success and increase of 25% in student retention in only five years.

The Reading department aligned curriculum between classes in 2008-2009. In-class tutors were hired at the end of 2009; Directed Learning Activities (DLAs) were required in several classes beginning in 2010-2011. Another support that has helped students achieve success is the addition of Reading labs. Initially, the labs were separate classes; the lab time is now integrated into the courses. READ 097 and READ 099 have decreased from the format of a 4 unit lecture course plus a .5 unit lab course to the current 4 unit lecture course (3.5 lecture and 1.5 lab) . and READ 095 has decreased from a 4 unit lecture course to a 2 unit lecture-lab course (2 hours lecture and 2 hours lab). Incorporating lab time within allowable limits in a lecture course has also contributed to the increase in student success and retention.

Retention

Retention for African American and Hispanic Students

Of special note is the increase in retention for the African American Students (increase of 25 % over 5 years) and the incredibly high retention for the Hispanic students (from 78% to an incredible 94%).

Retention	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Afr. Amer.	60%	67%	73%	87%	85%
Hispanic	78%	91%	93%	91%	94%

Retention by Location

It appears that historically—until now—that the Lancaster campus students have been retained at AVC at a higher rate than at Palmdale. However, Palmdale has been increasing in student retention over the past 5 years until now—and both campuses have a retention rate of 90%, which is very high.

YEAR	SUBJ	Lanc	Palm
2007-2008	READ	72%	59%
2008-2009	READ	77%	84%
2009-2010	READ	81%	85%
2010-2011	READ	88%	88%
2011-2012	READ	90%	90%

Persistence for all Reading Students—there is an overall steady increase in persistence for both Fall-Spring and Spring-Fall from 2007-2011.

Persistence	2007	2007-2008	2008	2008-2009	2009	2009-2010	2010	2010-2011	2011
Fall-Spring		72		109		187		143	
		54%		57%		60%		63%	
Spring-Fall	118		141		220		190		217
	71%		68%		75%		72%		81%

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

Student achievement has increased over the past four years. The department meets at least twice a year to review test results, including Reading proficiency scores and Student Learning Outcome (SLOs) assessment data. . In these meetings we determine our next steps and best practices. We demonstrate strategies and methods that produce results. In spring of 2012 one of our instructors attended a Reading Apprenticeship (RA) online course and a Leadership Community of Practice (Reading Apprenticeship trainer of trainers). Two additional instructors have enrolled in the Reading Apprenticeship online class and plan to attend the leaderhship training in summer of 2013. Reading Apprenticeship is identified as a best practice in the Basic Skills Initiative Handbook (poppy copy). The entire Reading department, in-class tutors, and Directed Learning Activity(tutors received initial training in RA in August 2012.

The department continues to expand and refine the Directed Learning Activity and In-class tutor program. These supports are enabling students to increase their success in their reading classes.

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

Reading students are more successful in multi-modal classrooms, so one of our goals is to include a technology in our curriculum. Most of the Reading instructors are now administering assessments using technology. Our department has adopted textbooks that include web-based computers programs in addition to the Reading software that has been purchased over the past four years. Currently, students use computers in the Reading Center to test and practice skills. This is not a good environment for students to practice their reading skills because of the constant distractions. Students complain about this daily. We have discussed this at our department meetings and have requested funding for self-contained, designated Reading classrooms.

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

The Reading department meets formally at least twice a year in August and January. The Student Learning Outcomes(SLO) results are discussed at these meetings, and we determine what steps are needed to improve student success. The SLO assessment data is submitted through e-mail for input. Included in the e-mail is an evaluation. Each instructor acknowledges whether or not they have met the goal for the SLOs and makes suggestions to be included in the Action Plan. When we meet, we review the data and the suggestions. We then decide which strategies to implement the next semester. For example, for the past two semesters we have not achieved our goals for our vocabulary SLO. Collectively, we decided which strategies to use this semester and what type of vocabulary Directed Learning Activities to create. This is included in our action plan. We also revised the pre and post assessments for vocabulary.

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

Goal #1 Self-contained classrooms with computers

Objectives: Large and small group instruction coupled with computer technology.

Time Frame: Fall 2013

Justification: To incorporate computer software into Reading curriculum to create a multi-modal approach to enhance instruction.

Goal #2 Develop and offer courses that link and/or accelerate instruction in Reading and Writing for all levels of Developmental students.

Objectives: By combining the courses, the amount of learning can progress exponentially rather than incrementally.

Time Frame: Spring 2014

Justification: This approach helps students see the symbiotic connections between reading and writing.

Goal #3 Incorporate Reading Apprenticeship strategies in our Reading classes

Objectives: All Reading classes will incorporate elements of Reading Apprenticeship

Time Frame: 2012-2013

Justification: Reading Apprenticeship has been found to be effective in community colleges statewide.

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

N/A

Goal #1 Self-contained classrooms with computers

Objectives: Large and small group instruction coupled with computer technology.

Time Frame: Fall 2013

Justification: To incorporate computer software into Reading curriculum to create a multi-modal approach to enhance instruction.