

Antelope Valley College

Language Arts Division

Program Review March 2008

Introduction:

The Language Arts Division forms the academic core of Antelope Valley College, setting the standards of excellence in fundamental disciplines and three of the four Basic Skills: Reading, Writing and ESL. Led by a strong, vibrant faculty, students are prepared to emerge as critical thinkers and future leaders in their communities.

The Division struggled for many years without a permanent dean, but because of the professionalism and commitment of the faculty this did not negatively impact student learning. A new dean was hired and we are now campus leaders and have implemented our long-term vision of creating a Division and College where interdisciplinary knowledge flourishes, teaching is of high quality, and mentoring the next generation of scholars and global citizens are the top priorities.

We are currently the largest academic division on campus (personnel), with forty full-time and sixty five adjunct faculty. Many of them are faculty leaders including the Tenure and Review Coordinator, Honors Coordinator, Co-Chair of AP&P and President of the Faculty Union. Twenty new adjuncts were hired during spring 2007 and fall 2008. Our investment in course and program development and hiring new faculty highlights our dedication to implementing the College's Institutional Learning Outcomes and Strategic Plan.

In addition, if spring 2008 FTES numbers hold (788.92), we will generate the second largest number of FTES on campus, second only to Math, Science and Engineering Division.

TERM_CODE	DIVISION_CODE	Weekly	Daily	Positive	ID Weekly	Total FTES
200570	LA	641.12		0.51	0.32	641.95
200630	LA	643.90		0.29	0.24	644.42
200670	LA	658.45	2.37	0.79	1.55	663.17
200730	LA	653.02	5.76	0.00	2.69	661.46
200770	LA	748.67	6.33	0.40	1.81	757.21
200830	LA	775.21	13.72	Unknown	0.00	788.92

Hiring and Planning:

The Department of English is our largest department serving 3300-3700 students each semester. One full-time English instructor was hired last year and three will be hired for the upcoming school year (this is only a net gain of one as two English professors are retiring). There is still a critical shortage of full-time and adjunct English faculty resulting in many students not being accommodated, especially in our 101 classes. We continue to hone our developmental courses, with the primary goal of preparing students to write at the college level so that they can succeed in their chosen disciplines. There are plans to offer an AA degree in English with a strong cross-cultural and diversity influence, including courses like World, Native American, Chicano, and African American Literature.

Communication Studies faces similar challenges as it grows exponentially with 1200-1300 students enrolled every semester. Other divisions, like Health Sciences have asked for Comm 103 classes specifically tailored to their students' needs. The Forensics Program has had tremendous success but with the restrictions on funding out-of-state student travel, it is increasingly difficult for our students to participate in national tournaments. For years, there has been an attempt to stabilize the newspaper and this was achieved last year, with the school newspaper being awarded an Honorable Mention slot in "Best of Show," at the National College Newspaper Convention in Portland, Oregon.

The United States government, along with other government agencies like Homeland Security, have launched the National Security Language Initiative (NSLI) in an effort to dramatically expand the number of Americans studying and mastering critical need foreign languages. These languages have been identified as Arabic, Bangla/Bengali, Hindi, Punjabi, Turkish, Urdu, Chinese, Korean, Persian, and Russian. Grants are awarded to colleges and universities which expand their Foreign Language offerings to include critical languages. Currently the only CL we offer is Chinese. There are plans to expand this program and, working with Business Education, to offer Business Chinese classes with an annual summer study abroad component. There needs to be a greater commitment on the part of the administration to allow our upper level FL classes to run, even without 15 students enrolled, as this is a critical part of the sequence that Language majors and future FL teachers need when they transfer. The US has a critical shortage of FL teachers and as a community college we need to do our part in teacher training. Research has shown that students' overall grades climb higher with each additional year of foreign language study as it improves analytic and interpretive capacities and colleges value students who have made an investment in FL study (American Council on the Teaching of Foreign Languages, November 2007). In addition, Foreign Languages are a crucial tool in preparing students to compete in a global marketplace. There are plans to offer a certificate in interpretation, where students will be trained in multiple languages. Each division on this campus should have a mandatory foreign language component, with courses tailored to their specific needs, for example, Business Chinese / German / French, Medical Spanish etc. Increasing the number of Americans who are proficient in foreign languages is in the national interest. The Pentagon wants personnel who speak a second language to improve ground operations; intelligence agencies need officers who can speak critical languages; international businesses are concerned about competition with countries that have an endless supply of technically skilled workers who speak English. According to Martha Blevins Allman, director of admissions for Wake Forest University, "Knowledge of and interest in world cultures and languages is thus integral to our educational mission and an important criterion in our overall admissions process."

Antelope Valley College has been identified as a Hispanic Serving Institution and in order to best serve our home background speakers, a Spanish for Heritage Learners series has been developed and in just one semester enrollment is up over 100%. The fact that there are no FL labs speaks volumes about the institution's lack of understanding of the critical role of languages in a multilingual, multicultural era.

As a community college whose Institutional Learning Outcomes include serving the community, ensuring academic parity is our responsibility and duty. Congress has recognized that the lack of resources allocated to English as a Second Language (ESL) classes is one of the most significant barriers to the ability of immigrants to learn the English language. AVC's comprehensive program, which allows students to progress through many levels, is in particularly high demand, as indicated by our soaring enrollment (580 students fall 2008). In a 2003 study by the National Center for ESL Literacy Education (NCLE), in terms of literacy levels, 64% of the second-language, foreign-born population in the United States, ages 16-65, are at Level 1 of the International Adult Literacy Survey (IALS), meaning they have difficulty reading and using even simple, clearly formatted print information in English, such as directions on a prescription bottle. We are grossly understaffed in ESL with only two full-time faculty members.

Deaf Studies is one of our areas of fastest growth and the only department within the division which currently offers AA degrees and certificates (American Sign Language and Interpreting). ASL is the central vehicle for communication among the deaf and hearing impaired, and is therefore also a central factor in deaf culture. ASL is estimated to be the fourth most commonly used language in the U.S. Students who take DFST classes, in addition to being able to communicate with the deaf community, also learn about other aspects of American Deaf culture and some train to serve this community in many capacities. DFST courses provide practical training for students entering a range of professions including sign language interpreters, sign language instructors, teachers, counselors, government specialists, audiologists, speech pathologists, program administrators, medical professionals—the opportunities are endless.

Reading is our area of greatest concern. We have been told by both the Office of Institutional Research and Student Services that roughly 3,000 students need to take Reading classes (based on assessment scores), yet our average enrollment is on average 350 per semester. We are told that students are reading at the 6th or 7th grade level, when in fact our divisional data indicates that they are reading at the 3rd or 4th grade level. Comprehension and textbook reading are of particular concern. Unless there is a concerted effort by the Counseling Division to encourage these students to take Reading, this problem will continue to propagate. One possible solution is reinstating Reading assessment as this would provide students an incentive to take Reading.

New Hires:

In past years, reasonable lead time was not afforded the divisions in order to enable them to hire quality instructors rather than simply hiring available instructors at the last moment. Last year, we were extraordinarily lucky to have found quality applicants at the last-minute, but this is not always the case. We are currently seeking seven additional instructors in English, Reading, Communication Studies, and ESL (this represents only a net gain of one as six full-time faculty are retiring). We need additional full-time faculty in ESL, DFST, Spanish, Communications Studies, and English.

Stipends for Adjunct Faculty:

Especially in the English department, preparing adjunct faculty to teach developmental writing is challenging. Most are not trained for this daunting task in graduate school, and they are unable to attend our comp retreats and norming sessions due to time conflicts and commitments at other colleges. Stipends need to be provided to reimburse adjunct faculty for this critical training.

International Programs and Globalizing the Curriculum: The Language Arts Division should work with area studies programs to provide the critical structure for the development of international programs (including study abroad) and globalization of the curriculum. This is a glaring omission in our ILOs. Funding for this should be included in our next Title V proposal.

Gender and Women's Studies: For many years, a group of dedicated and visionary faculty have submitted proposals and stressed the need for the development of a Gender and Women's Studies Center at AVC. In addition to the fact that women comprise the majority of our student body, "a Women's Studies program uniquely allows a student to explore and gain valuable experience in several disciplines: Anthropology, History, Psychology, English, Sociology, Business and more. An education in Women's Studies also prepares a student to recognize, analyze and confront social and political issues and create change."(MCLA, 2008). Funding for this should be included in our next Title V proposal.

Improving the Learning Environment:

The addition of short-term physical space needs to be a top priority for the College. We are aware that plans are in progress for the construction of many state-of-the-art buildings, but we cannot continue under existing conditions for three to four years. Instructors are encouraged to integrate technology but there are inadequate smart classrooms. Some of our LA instructors teach in the T-900s moduls under deplorable conditions. This semester a class was moved because there were tiles missing from the ceiling, with "stuff" falling out. After an inspection by Risk Management, it was reported that "two large ceiling tiles are missing as well as the center support between the two. We found the center support (damaged) in a corner but could not locate the tiles. We suspect that the "stuff" that has been reported as falling out of the resulting hole in the drop ceiling is fiberglass insulation that is displaced when the room pressure changes due to opening and closing of the classroom door. We also noted evidence of a water leak in the ceiling at approximately the midpoint of the room." It is not the responsibility of faculty to inspect rooms; this should be done on a regular basis. Most of our rooms need a fresh coat of paint as they have not been repainted for years. We also need additional dedicated rooms for DFST, Spanish, Chinese and ESL and two computer labs for our English classes. This can be resolved by the purchase of a modular building which can be used until the construction of the new buildings. In a 2007 study, the National Clearinghouse for Educational Facilities reaffirmed that, "School facilities affect learning and academic outcomes. Spatial configurations, noise, heat, cold, light, and air quality obviously bear on students' and teachers' ability to perform."

Steps Towards a More Diverse Campus:

Language Arts is committed to a diverse, inclusive and tolerant campus. In the past year we have been fortunate to have hired six highly qualified full-time and adjunct minority faculty in the areas of Communication Studies, ESL, French, Chinese, and Reading. In addition, the division submitted a

proposal for Bridges, which along with Women's History Month and Flex events, formed the basis for Tolerance Month.

Challenges and Obstacles:

Language Arts continues to serve the second largest undergraduate population on campus, while providing most of the lower-division service courses for majors in other divisions as well. As the undergraduate population has grown at AVC, the division's obligation to undergraduates also has grown, especially with the tendency of students to migrate to LA areas during their time at AVC. Our upper level course headcount has grown rapidly during the last five years.

Despite this growth, there has been no systematic support for the increased teaching effort necessary to meet student demands. Instead there has been a constant struggle to not cut these classes. The funds needed should be made available on a recurring basis to offer these courses on a rotating sequence.

The greatest challenges facing the Division of Language Arts is the need for funding for new hires, increased release time for our composition coordinator, a full-time clerk, available classroom space, adjunct offices, and instructional supplies (especially in the area of technology). In order to keep pace with our growth, especially in the area of Basic Skills, we need to plan for a minimum of six hires per year in our division. In addition to funding for needs described above, we seek support for our new AA programs in English and Communication Studies, not just financial support but a commitment to allowing our double digit upper-level classes run.

One of our greatest obstacles is the inability to make long-term plans efficiently as purchase orders and requisitions are constantly returned to us for insufficient funds. Funding lines which were there last year are no longer there. Being provided with a detailed budget at the start of each academic year is crucial to our daily operations.

ENGLISH

Area 1: CURRICULUM

Course Development

1.1 The curriculum supports the educational objectives of the program/discipline. New and revised courses address changes in the discipline or industry and specifically address student needs.

The English department is committed to providing, in line with the college's Mission Statement, a "comprehensive education for a wide variety of learners." In the past few years, through assessing student needs and test scores, the English faculty identified a need for an increased offering of basic skills or developmental composition courses. This cycle begins with a series of one-unit courses to be taken in conjunction with English 097 and 099. They include English 061 (Grammar Mechanics), English 062 (Basic Writing Skills), English 063 (Vocabulary) and English 064 (Spelling).

- *Course Development.* English 095, Developmental Writing Skills, is the only new course to be developed in the current Program Review (PR) cycle. It was first offered in fall 2006. There has been a need for this class for several years, but it took time to decide on the course content. This course covers syntactical, structural and grammatical detail that is difficult to cover in the early composition classes (English 097/099) which call for the learning of essay structures, argument, and the basics of documentation and research.
- *Course Objectives.* English 095 is designed to allow a greater number of students to be successful in the subsequent courses (English 097/099). It was determined that many students had very little understanding of written English, that they needed more competence in grammar and syntax, as well as sentence and paragraph development. This course has been designed to address these specific needs. The pass rate for the course has been fairly consistent, with the lowest pass rate in summer (see chart below). The average pass rate of roughly 50% may indicate that even a course designed to address basic grammatical components might be a challenge for students with severely deficient skills or profound learning disabilities. (See *Disabled Student Services*, 1.10.)

Semester	SUBJECT_CODE	COURSE_NUMBER	Enrollment	Pass Rate
Fall 2006	ENGL	095	146	51.4%
Spring 2007	ENGL	095	181	48.1%
Summer 2007	ENGL	095	49	42.9%
Fall 2007	ENGL	095	269	49.8%

- *Course Development Process.* The procedure for developing new courses depends on the course: in some cases, a faculty member sees a need and develops a course primarily on his or

her own; in other cases, a group of faculty members sees a need for a course and spends some time, formally and informally, discussing its shape and requirements.

- *Course Development Assessment and Enrollment.* A number of factors went into the development of English 095, the chief factor being the low pass rate in the succeeding course, English 097. Additional assessment tools included the AVC English Assessment test, which most incoming students take, department meetings, committee meetings, and the semester-ending portfolio reading. Enrollment grew out of the above, as well as diagnostic essays and student self-placement.
- *Student Needs and the College Mission.* The development of English 095 is in tandem with the educational needs of AVC students and the college mission. This course was created to answer AVC's mission of addressing the needs of a wide variety of learners in a diverse and evolving population.
- *Honors Sections and Options.* Most of the Honors sections of courses being offered have been developed during the past six years. The Honors committee meets and reviews course proposals on an ongoing basis, often initiating the process of adding a course to the Honors two-year plan. When a new instructor wishes to propose an existing course, a new proposal must be brought to the Honors committee for review and approval. Honors sections of courses must always follow the Course Outline of Record (COR), but they enhance student learning by offering greater depth and breadth of subject matter. Honors sections of courses and Honors options by contract must meet one or more of the following objectives: a) provide content about the history or background of the field being studied; b) show an awareness of some of the field's major theories or current trends; c) practice an application, field experience, or case study; d) utilize research methods including proper documentation for that discipline; e) demonstrate critical thinking and/or meta-cognitive abilities.
- *Future Course Development.* The AVC English department course offerings present a comprehensive curriculum tailored to the needs of all AVC students. The faculty remains vigilant in identifying student needs and developing courses to fit those needs. For example, the English department's well-regarded literature program, which distinguishes it from other community colleges around the state, has shown consistent growth and student acceptance. Such courses prepare students for transfer to four-year universities.
- *Development of Student Learning Outcomes (SLOs).* SLOs have been developed. See 3.1
- *SLOs and Writing Discipline Objectives.* See 1.6.

Course Revision

1.2 All courses are reviewed within a six-year cycle per Title 5, Section 55210(b)(3).

All English Courses have been revised, updated, or declared obsolete within the last six years, or they have been submitted AP&P to be formally listed as having been so. Thanks to the diligent work of the AP&P committee, as well as the English faculty, the English CORs are completely up to date. CORs will be revised on a six-year cycle, so that courses which were revised two years ago are being evaluated for revision or updating once again.

One-Unit Courses. English 061, 062, 063, 064 have been revised to make them traditional lecture courses, rather than self-paced courses.

Developmental Composition Courses. English 097 and 099 were revised in 2006, based on new data provided by the Assessment Committee regarding cut scores for establishing prerequisites. Three semesters ago, the English department decided that it was too difficult for students to get the practice and individual attention they needed to be successful in the developmental writing courses in a three-unit framework, so one unit was added to these courses to give students more time for in-class writing, writing practice, group work, and to allow instructors more in-class time with students to present the course content without rushing through important material.

Other Composition Courses. Additionally, in 2003, English 101 was revised, while English 102 and 103 were revised in 2007 in order to address necessary changes in course objectives, as well as typical homework assignments and methods of evaluation.

Distance Education Courses. Distance education versions of English 101, 102, and 103 were developed in 06-07. It was determined that composition courses (versus literature courses) would work well in an online environment, so Freshman Composition (English 101) was the first course offered online. This would also be a partial solution to the lack of classroom space since this course is in high demand. As the faculty becomes more familiar and comfortable with online teaching, it is likely that the faculty will determine how to conduct useful, asynchronous discussion online, and then the literature courses will develop online forms as well.

It is unlikely that English 095, 097 or 099 will be proposed for online teaching. The faculty has agreed that the students in those classes need more direct explicit instruction in order to be successful.

Creative Writing Courses. All courses were revised in 2006. These are English 111, 112, 113, 211, and 212. In addition, distance education versions of 112 and 212 were developed at the same time.

Literature Courses. The following literature courses were revised between 2004-2006: English 221, 222, 225, 226, 235, 236, 256, 257, 259, 299; the remaining literature courses were revised this academic year (2007-2008), or are still in process for final review and approval: English 240, 242, 244, 250 252, 253, 260, 270, 274, 279. The English faculty spent considerable time on establishing certain course objectives and types of assignments as common to all literature offerings. Thus, all of the literature courses had been made to have similar objectives, content patterns, reading and writing requirements, and evaluative processes. In regards to English 252 and 253, the materials attendant with the CORs on these courses were outdated. The names were changed from the dated “Afro-American Literature” to the current listing—African American Literature. These courses were revised to bring them into the new century.

The prerequisite for our literature courses (completion of English 101) still remains a necessary component of these courses to ensure student success.

Dual-Listed Courses. The following literature courses—English 235, 236, 246, 248—were also designated as “single discipline” courses, dropping any dual-listed designations with Theatre Arts.

Obsolete Courses. The following courses were declared obsolete between 2005 and 2008: English 065, 066, 110, 122, 152, 255.

Assessment and Placement. In order to place into the composition sequence at English 097 or higher, a student must be tested using the COMPASS assessment, as well as other multiple measures. (See 1.5, 2.4.) This placement process is validated using methods approved by the Chancellor's office and recommended by the Assessment Committee. Each course in the sequence has the previous course as a prerequisite. The portfolio process is the measure of student success in English 097 and 099. In order to enter any of the literature or creative writing courses, a student must pass Freshman Composition. The English faculty created course content and objectives for the literature courses to correlate and expand on what students have learned in Freshman Composition. These are, in effect, sequential courses.

Other Curriculum Matters

1.3 Obsolete Courses: see list above, under 1.2

1.4 Multicultural Courses

The following courses meet the requirements for category F in the AVC catalog and are listed as such: English 250—Cross-Cultural Literature in America; 256—Chicano Literature; 257— Native American Literature; and 259—Images of Women in Literature. As a result of the recent revisions to English 252 and 253, the two African American courses are now part of our diversity category, as well. Most of the remaining literature curriculum, from English 220 to English 279, have as a Course Objective some version of the following: “Show some acquaintance with the issues of race, gender, and class as they are reflected in the works discussed.”

The English department is particularly interested in diversity because literature is a cultural and social practice coming from a broad range of the population. It is difficult to study most literature without reference to cultural diversity.

Program Development and Revision

1.5 New programs developed during the period under review meet students' needs and are consistent with the college mission and ILOs.

Consisting of transfer-level coursework in the Humanities, the AA Degree Program in English currently under development (target implementation date: Fall 2009) is consistent with the college mission and the following ILOs:

Analyzing diverse perspectives from a variety of disciplines and experiences that contribute to the development of self-awareness.

Valuing and applying lifelong learning skills required for employment, basic skills, transfer education, and personal development

Solving problems using oral and written communication, critical thinking and listening skills, planning and decision-making skills, information literacy, and [a] variety of technologies.

- **Identify new programs that have been developed during the period under review and explain the SLOs for each.**

The foundational course for the proposed AA program is English 101. Listed below are its SLOs which refer to the skill sets of the successful college writer, reader, and thinker:

1. Write thesis-driven argumentative and analytical essays that demonstrate critical thinking and engage a college-level audience.
2. Produce a 1000-word research paper, following MLA guidelines, that utilizes and incorporates critical sources.
3. Analyze and evaluate academic articles, model essays, and other assigned texts.

- **Identify and explain the Program Learning Outcomes (PLOs) for each new program.**

Program Learning Outcomes for the AA program are being developed.

1.6 Existing programs are revised as needed.

- **Identify which programs have been revised during the period under review. Explain what the revisions were and why they were made.**

The English department has no formally-approved educational program; however, there are several areas that can be considered course sequences: basic skills, academic writing, creative writing, and literature. (See 1.1 through 1.5.)

Basis Skills. A campus-wide Basic Skills Committee has been established. This demonstrates college-wide awareness regarding the demands and challenges of AVC's unprepared student population. Having individuals enter and then struggle in a disconnected system of conflicting philosophies and approaches only abandons the mission of this institution.

Of particular concern to English faculty are the attrition and non-passing rates for English 099 (see *Antelope Valley College Student Success and Equity Report*). It is apparent to the writing instructors that too many students are not prepared for the rigors of this course. This may be the first course they take in college. Needing review (or sometimes first-time formal instruction) in standard English language use, they would oftentimes benefit from taking English 095 or 097 first, but with no writing sample in our assessment process, they test directly into 099 (or worse, 101). With often challenging personal lives, AVC students struggle to find time and space to do their work. Many receive little or no support (or experience outright antagonism) from family, peers, and their immediate community. They may be financially unable or even psychologically disinclined to buy textbooks, as this would mark them as college students and further ostracize them from those close to them. They may be asked to engage in critical thinking, to see things from diverse and challenging perspectives, while their parent or pastor or some other resounding voice of authority exhorts them to conform. With so many obstacles facing them, these are the students the faculty has to be realistic about and with, and too often they are the ones trapped in and whirlpooling around the portfolio system.

The issues mentioned above often do not make it into discussions of student preparedness, access, and success rates, but these issues must be acknowledged and explored at the community, institutional, as well as divisional and departmental levels. Moreover, students must participate in this dialogue, and must be empowered in the process. They must recognize the importance of foundational skills, and have this recognition facilitated by a clear orientation, assessment, and advisement process. Basic skills

courses should be taken early and not concurrently with any transferable, collegiate-level course (101 and above). If the district recognizes basic skills courses as truly foundational, the college must review its current system of co- and pre-requisites.

Basic Skills Recruitment. A program is being developed within the English department, in liaison with the Writing Center, to promote and increase the attendance of the English 061 grammar course. Many non-passing portfolios are due to grammar issues, which cannot be fully addressed in 097 and 099. As noted in the chart below, after the revision of English 061, the course’s pass rate noticeably increased in fall 2007.

Semester	SUBJECT_CODE	COURSE_NUMBER	Enrollment	Pass Rate
Fall 2005	ENGL	061	15	33.3%
Spring 2006	ENGL	061	20	25.0%
Fall 2006	ENGL	061	18	27.8%
Spring 2007	ENGL	061	18	22.2%
Summer 2007	ENGL	061	N/A	N/A
Fall 2007	ENGL	061	15	40.0%

Academic Writing. There has been discussion among the English faculty to change the name of Freshman Composition (English 101) to Academic Composition, making it both the touch- and cornerstone of the department’s collegiate courses. Although a percentage of new students test directly into this course (see discussion above), it would serve as the culmination of the basic skills sequence, which now begins with English 095, Developmental Writing Skills. English 095 could be called Composition Skills instead, removing both the stigma and the wordiness from its name. Similarly, English 102 and 103, respectively titled Freshman Composition II: Reasoning and Literary Analysis and A Critical Approach to Reading, Writing, and Research, would have new streamlined titles: Critical Thinking and Literature and Critical Thinking and Research. Based on the interest level expressed in our student surveys, a new course—English 105: Writing in a Visual Culture—could also be added to the academic writing sequence, giving students more educational options and engaging the 21st century student (and instructor) whose writing classroom should reflect new technologies and approaches.

- **Identify and explain the SLOs for each revised program.**

English 095 SLOs

Assessment

<ol style="list-style-type: none"> 1. Write developed paragraphs driven by topic sentences. 2. Read and interpret short model essays and other assigned texts. 3. Compose complete sentences. 	<p>Edited and revised out-of-class paragraphs.</p> <p>Instructor observation.</p> <p>Homework and structured in-class assignments.</p>
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English 097 SLOs

Assessment

<ol style="list-style-type: none"> 1. Write thesis-driven expository and analytical essays. 2. Produce a minimum of three essays, written, revised and edited outside of class. 3. Practice incorporating basic source material. 	<p>Revised and edited out-of-class essays and impromptu in-class essays, evaluated in portfolio.</p> <p>Revised and edited out-of-class essays and impromptu in-class essays, evaluated in portfolio.</p> <p>Revised and edited out-of-class essays and impromptu in-class essays, evaluated in portfolio.</p>
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English 099 SLOs

Assessment

<ol style="list-style-type: none"> 1. Write thesis-driven expository and analytical essays that demonstrate critical thinking. 2. Produce expository and text-based essays, following MLA guidelines and utilizing and incorporating sources. 3. Analyze and evaluate academic articles, model essays, and other assigned texts. 	<p>Revised and edited out-of-class essays and impromptu in-class essays, evaluated in portfolio.</p> <p>Revised and edited out-of-class essays and impromptu in-class essays, evaluated in portfolio.</p> <p>Instructor observation.</p>
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Student Learning Outcomes for the basic skills composition courses present a sequence of skill sets that prepare students for transferable collegiate-level coursework. English 095 addresses the basic components of the sentence and paragraph. English 097 builds on this attention to syntactical and organizational elements, asking students to work with the short essay form and compose with a sense of outside readers. In turn, English 099 introduces a critical thinking dimension and puts more attention on MLA format and the use of outside sources. Although English 095 is not a portfolio course, the department has in essence been generating basic skills assessment data with its rubric-keyed portfolio classes, English 097 and 099.

Students who complete the basic skills course sequence move on to the academic writing courses, English 101, 102, and 103:

English 101 SLOs

Assessment

<ol style="list-style-type: none"> 1. Write thesis-driven argumentative and analytical essays that demonstrate critical thinking and engage a college-level audience. 2. Produce a 1000-word research paper, following MLA guidelines, that utilizes and incorporates critical sources. 3. Analyze and evaluate academic articles, model essays, and other assigned texts. 	<p>Typed papers and in-class bluebook essays.</p> <p>Typed research paper.</p> <p>Instructor observation.</p>
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English 102 SLOs

Assessment

<p>1. Write thesis-driven argumentative and analytical essays that demonstrate critical thinking and engage a college-level audience.</p> <p>2. Produce analytical papers, following MLA guidelines, that utilize and incorporate critical sources.</p> <p>3. Analyze and evaluate academic articles and other literary texts.</p> <p>4. Distinguish between summary and analysis in written literary responses.</p>	<p>Typed papers and in-class blue book essays.</p> <p>Revised and edited out-of-class papers.</p> <p>Instructor observation.</p> <p>Typed papers and in-class blue book essays.</p>
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English 103 SLOs

Assessment

<p>1. Write thesis-driven argumentative and analytical essays that demonstrate critical thinking and engage a college-level audience.</p> <p>2. Produce research papers, following MLA guidelines, that utilize and incorporate critical sources.</p> <p>3. Analyze and evaluate academic articles, model essays, and other assigned texts.</p> <p>4. Identify and avoid basic mistakes in reasoning.</p>	<p>Typed papers and in-class blue book essays.</p> <p>Revised and edited papers.</p> <p>Instructor observation.</p> <p>Instructor observation.</p>
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Student Learning Outcomes in the academic writing sequence measure the critical thinking, reading, and composition skills of the transfer-level student. These courses prepare students for college coursework across disciplines, as well as for the creative writing and 200-level literature courses offered by the English department.

- **Identify and explain the PLOs for each revised program.**

The English faculty is in the process of developing Program Learning Outcomes for its various course sequences. The following concepts will likely serve as the basis for PLOs:

Basic Skills (English 061, 062, 063, 064, 095, 097, 099):

1. Write clear, focused, and organized compositions and/or recognize the elements of such.
2. Understand the uses of foundational skills as a basis for college learning, employment opportunities, and personal development.

Academic Writing (English 101, 102, 103, 105 [course under development])

1. Write thesis-driven college-level essays.
2. Analyze diverse perspectives using critical thinking and reading skills.
3. Participate in a conversation of academic voices.

Creative Writing (English 111, 112, 113, 211, 212):

1. Compose poetry, fiction, and/or creative nonfiction for a college-level audience.
2. Analyze diverse perspectives using critical thinking and reading skills.
3. Participate in a conversation of creative voices.

Literature (English 220 – 299):

1. Write thesis-driven college-level essays using literature as subject matter.
2. Analyze diverse perspectives using critical thinking and reading skills.
3. Participate in a conversation of artistically valid and critically astute voices.
4. Articulate the role of literature in various academic, social, and historical contexts.

1.7 Courses are taught within the parameters described in the Course Outline of Record.

- **What steps are taken to assure that faculty design their syllabi within the parameters described in the Course Outline of Record?**

For each course they teach, faculty members are required to list the COR's Course Objectives on their syllabi. Each semester, course syllabi are submitted to the Language Arts division office, per district policy; these documents are kept on file and systematically reviewed by the composition coordinator and the dean. CORs, are also used in the training and evaluation of adjunct and full-time staff.

1.8 Faculty and staff use innovative strategies to meet student needs and staff development supports the development of these strategies.

- **What innovative strategies have faculty/staff developed to better serve our students?**

The English department uses a portfolio system in two of its basic skills courses, English 097 and 099, allowing students to undertake writing as a process, substantially revise their work, and understand the concept of writing for an audience. Students in these and other courses actively learn in collaborative workgroups and through conferencing with faculty. Faculty members participate in ongoing training, via norming sessions and departmental portfolio readings, as well as by attending professional development activities and academic conferences.

Flexible scheduling (Friday and Saturday classes; increased evening offerings) has made AVC courses available to working adults and those with non-traditional schedules.

In addition, faculty incorporate visual literacy through the use of projective slides, PowerPoint slides, magazine advertisements, and small team projects with Polaroid cameras. Audio learners receive enhancement via the incorporation of iPod technology, prerecorded lectures and readings, and working with campus writers in small, personal workshops. Most Language Arts classrooms are equipped with acceptable video projection systems; however, many rooms could use upgrading in this respect. Composition courses are also taught in computer laboratories and on the Internet.

- **In what ways do classified staff and/or student assistants help support faculty efforts?**

Although the department no longer employs an instructional associate, the English faculty depends on its divisional office staff for administrative and clerical support. These duties include the collection and maintenance of syllabi, direct and indirect contact with students, and with facilitating department meetings. The instructional associate was a full-time, classified support position linked directly to the writing program; many of the duties of this position have fallen to the composition coordinator. The coordinator position has had the same reassigned time for eighteen years, since its inception, and with only three-hour LHE any individual serving in this capacity is already overwhelmed with tasks and demands. In the last two decades, the writing program and student population at AVC have changed and grown dramatically; the college needs to be invested in both and concretize this investment with updated policies, budgets and release times.

1.9 Course scheduling provides students with reasonable access to meet their educational objectives and promotes strong enrollment patterns.

- **What factors contribute to strong enrollment patterns?**

Student accessibility and interest level, the range of courses offered, and staffing all contribute to enrollment patterns. (See summary of student surveys.)

- **How has scheduling provided for better student access?**

The English department offers a range of courses and sections—notably English 101—throughout the week, at varying times, at both the Lancaster and Palmdale campuses. Although course access remains a key issue, this is more a function of lack of funding to hire more full- and part-time instructors, along with the limited number of classrooms available for such instruction.

In the case of creative writing courses, which are only offered once a semester, every effort is made to alternate offerings from day to night, from Palmdale to Lancaster; teaching styles also vary by intentional design.

Honors Program. Every fall semester, English 101H: Freshman Composition has been offered. English 102H and English 103H are offered once a year to once every two years, always in different semesters (fall or spring). English literature courses are offered to allow Honors students electives; these courses are offered 1) if two instructors willing to teach a course in a given semester and 2) if there is a large enough student need to fill two sections. The following courses have been proposed, approved, and taught over the past six years: English 230H: World Literature, Spring, 2002; English 265H: Literature and Film, Spring 2004 (and will be offered again during Spring, 2008); English 260H: Myths and Meanings, Spring, 2005; English 235H: Shakespeare: Tragedies and Histories, Fall, 2005; English 236H: Shakespeare: Comedies, Romances, and Sonnets, Spring 2007. Instructors have been selected to develop Honors sections of American and British Literature courses as well.

- **What barriers exist that weaken student access?**

Many students rely on others for their transportation to and from classes, and this limits their options. Students may also encounter barriers when under-enrolled classes are cut from the schedule. Although composition classes are capped at thirty, for over two decades the National Council of Teachers of English (NCTE) has recommended the following guidelines for teaching composition. These statements from the NCTE are included here, as they directly relate to AVC students meeting their educational objectives:

English faculty members should never be assigned more than 12 hours a week of classroom teaching. In fact, the teaching load should be less, to provide adequate time for reading and responding to students' writing.

No more than 20 students should be permitted in any writing class. Ideally, classes should be limited to 15.

Remedial or developmental sections should be limited to a maximum of 15 students. It is essential to provide these students extra teaching if they are to acquire the extra reading and writing skills they need in college.

No more than 25 students should be permitted in discussion courses in literature or language. Classes larger than 25 do not give students and teachers the opportunity to engage literary texts through questions, discussion, and writing.

(“Statement on Class Size and Teacher Workload: College, 1987,” qtd. in *Riverside Community College English Discipline Program Review 2001-2002*)

The district promised several years ago to reduce the class size maximums in writing classes when funding was available, but so far, this has not occurred. The English department strongly recommends that class sizes are reduced, especially in writing classes. The costs involved in scheduling more classes, particularly in terms of staffing, would have to be considered and weighed against the improved learning environments these classes would create.

- **What can be done to alleviate these problems?**

Increased staffing, campus expansion (for room availability and improved technology), and more online sections of courses can address some of the problems mentioned here, particularly for English 101.

1.10 Faculty and staff are familiar with and work closely with other Student Services and Academic Affairs faculty and staff in program development and student referral.

- **What is the relationship between the program under review and the following? Consider availability, relevancy and currency of materials and services. Consider support staff role and services.**

Academic Divisions: At this institution, writing is incorporated into the CORs of other courses; however, there is no formal articulation between the English department and writing across the curriculum.

Admissions and Records: On average, the English department has a cordial relationship with Admissions and Records.

Assessment: The assessment tools in use, and the cut scores related to them, are works in progress. English department instructors feel strongly that the assessment should include writing samples.

CalWORKS: No direct relationship.

Career Center: No direct relationship.

Counseling: Counseling and the English department rely on each other; in the future, it may be best if that relationship were even closer. The Language Arts dean has already arranged a meeting to address concerns about the course advisement students often receive from Counseling.

Disabled Student Services: DSS alerts English faculty to the needs and concerns of students under their supervision; the English department has a long tradition of working with, and accommodating, special needs students. In fact, English faculty members often suggest DSS testing to students who appear to not be grasping concepts as they should.

EOPS/CARE: The English department applauds the assistance EOPS provides to many disadvantaged students.

ESL Support: Inside the Learning Center is an ESL study area. The department appreciates the Learning Center's cooperation in providing this space.

Instructional Media Center: The English department interacts with the Media Center daily to facilitate instructional media and technologies. English instructors check out audio and visual media and send students to the facility for assistance.

Instructional Technical Services: Many members of the English faculty find the ITS department—which provides a vital link to pedagogy and communication—to be uncooperative and uncommunicative in assisting student success. The English department as a whole hopes that this relationship will improve.

Job Placement Center: No direct relationship.

Learning Resource Center: Please see itemized resources below.

Math Lab: No direct relationship.

Reading Lab: The reading lab staff and facilities enhance English department offerings directly, through support of reading classes and the reading program. They also help indirectly through backup for the English 061-064 course sequence.

Tutoring Center: Each semester, the composition coordinator meets with new and returning writing tutors and conducts a norming session.

Writing Center: The Learning Resource Center houses a program of high relevance to the English department: the Writing Center. It provides tutoring and study center support to all English classes. The composition coordinator is working with the Writing Center to address ongoing differences between English faculty and the Writing Center in regards to philosophies behind and approaches to supplemental instruction.

Library: Reference librarians, online research holdings, and a large reference collection, greatly assist all English department programs. Interlibrary loan allows students to acquire books from other institutions.

Matriculation: The transfer center and counseling staff, assist our upper-division students with planning for attending CSU and UC university programs.

Outreach: Combined with assessment, Outreach ensures that incoming students find this school and successfully enroll in it. The majority of English composition students are new to this campus each fall.

STAR: Little direct involvement.

Student Development: Through Tolerance Month, and other awareness raising activities, the Student Development Office co-sponsors art shows and literary readings. English faculty appreciate their cooperation and support.

Transfer Center: As the AA program is developed, it is hoped that English faculty will work in close cooperation with the staff of the Transfer Center. For now, there is little direct involvement.

Veterans' Affairs: With the service personnel returning from the Middle East, this department anticipates having more interaction with the Veterans Affairs Office.

1.11 Recent developments in instructional technology have been incorporated into courses and student support services consistent with the objectives of the programs and services.

- **What new or innovative technologies are being utilized to better serve students?**

As indicated above, Language Arts has been swift to respond to technological change. Language Arts is the first Humanities Division to offer writing classes in conjunction with computers (over ten years ago). With iPods, and other alternative delivery systems, the English department stays at the cutting edge, relevant, and service-oriented.

1.12 Courses are articulated with institutions of higher education and local high schools.

- **Please provide a brief description of faculty and dean's efforts toward articulating with institutions of higher education and high schools.**

There is often a clear disconnect between the academic expectations of a high school and of a college learning environment. Students who may have received A's in high school English classes may not assess into English 101 or, if they do, struggle to receive even a C on their writing. The English department is especially disheartened that, due to budget cuts, the local high school district is abandoning the senior project, one of the only substantial high school writing assignments. The composition coordinator would like to work with the dean and other members of the college to articulate with high schools, as this is one of the stated job duties of the coordinator position. (See 1.8.)

Although the new AA program also demonstrates the English faculty's commitment to transferring students, courses are designed and revised, when needed, to successfully articulate with the academic coursework and expectations of four-year universities

- **What are the strengths and weaknesses of the articulation process?**

See above.

- **If necessary, what can be done to improve the articulation?**

See above.

- **If applicable, explain faculty's involvement in articulation with California institutions of higher education through state projects.**

No involvement at present time.

1.13 The courses and/or program meet one or more of the primary goals articulated in the College Mission Statement.

With its emphasis on professionalism, collaboration, and innovation, the English program strives to accommodate student learners of various abilities and backgrounds, to inspire them, and to help them achieve success.

1.14 The courses and/or program meet one or more of the college's ILOs.

The English program satisfies the following Institutional Learning Outcome:

4. Solve problems using oral and written communication, critical thinking and listening skills, planning and decision-making skills, information literacy, and [a] variety of technologies.

1.15 The courses and/or program are consistent with plans articulated in the Educational Master Plan.

The English program is designed to broaden student knowledge and increase student skills in the areas of written expression and critical thinking, as these are the foundation for the academic, technical, and vocational pursuits of our diverse student population.

Area 2: STUDENT SUPPORT AND DEVELOPMENT

2.1 The institution provides all prospective students and currently enrolled students with current and accurate information about its programs, admission policies, graduation requirements, social and academic policies, refund policies, student conduct standards, and complaint and grievance procedures?

- **Describe how the program being reviewed is involved with and /or affected by each subject listed above.**
- **List any plans for change or improvement for each applicable subject listed above.**

While the English department is not directly involved in admission policies, graduation requirements, social and academic policies or refund policies, student conduct standards are addressed in course syllabi. If a student has a complaint or grievance, they are referred to the division dean. The dean follows formal complaint procedures and works closely with faculty and administration to address the complaint or grievance. In an attempt to provide all prospective and currently enrolled students with accurate information about its program, the English department has created a brochure (see 7.2).

2.2 The program identifies the educational support needs of its student population and provides appropriate services to address those needs.

- **Explain the various methods used to identify the educational support needs of the students.**
- **As the student population changes, what plans or procedures are used to address those changes.**

Student Services is largely responsible for this area; however, the English department works to ensure that students know about the educational services available. Since English faculty often work one-on-one with students, they are able to identify individual needs. English faculty work closely with programs such as the Writing Center and Disabled Student Services. Using Writing Center referral forms to identify specific areas of weakness, students are encouraged by faculty to use the Writing Center's services. The faculty often bring their students directly to the Writing Center at the beginning of a course to facilitate participation. As noted above, the composition coordinator regularly meets with Writing Center tutors to discuss the department's courses and expectations. These meetings help ensure that students' needs are met by the Writing Center. During the fall 2007 semester, plans were discussed to increase faculty participation in the Early Alert program. After creating English 095 in the fall of 2006, the English department has worked closely with Disabled Student Services, since this course services many students with disabilities. Working closely with DSS helps the faculty provide students with additional support.

2.3 The program involves students, as appropriate, in planning and evaluating student support and development services.

- Describe the various methods used to involve the students.

No such system currently exists.

- What additional methods do you perceive as useful in this process?

Not applicable.

2.4 Admissions and assessment instruments and placement practices are designed to reduce bias and are regularly evaluated to assure effectiveness.

- Describe the current instruments and practices used and explain their effectiveness.
- What changes do you foresee are needed in the admissions, assessment, and placement procedures?

For placement and assessment purposes, the Assessment Office uses COMPASS to place students in composition courses, English 095-101. According to the overview of the test, COMPASS combines reading comprehension and writing skills when assessing students' "strengths and weaknesses in eight writing domains: punctuation, verb formation and agreement, usage, relationships of clauses, shifts in construction, organization, spelling, and capitalization." The test is designed to reduce bias. During the spring 2006 semester, a validation study of COMPASS was administered by Gordon Associates, an independent research firm. Faculty and students of all sections of English 097-101 were surveyed. Once the data were collected, a cut score analysis was administered by filtering out first time freshman only. It was determined that the cut scores for English 097 (41-55) were 82% accurate. For English 099, cut scores (56-76) were 85% accurate. English 101 cut scores (77 and above) were 87% accurate. When the survey data was analyzed, the consequential survey data was heavily weighted on the faculty surveys to increase faculty control. The surveys asked faculty how prepared their students were for the courses they were placed into using COMPASS with the current cut scores.

Even though the study found the cut scores were quite accurate, many English faculty still find that a large number of students are misplaced using the current assessment practice. It is also believed that the current assessment practice does not match classroom practices.

In English 097, 099, and 101, departmental rubrics are used to assess student writing. Using the rubrics helps to reduce bias and provides a standard tool by which to evaluate student writing. These documents are revised periodically to assure effectiveness and to reflect course goals. Most recently, they were revised for the fall 2007 semester. There is one rubric for assessing writing in the portfolio classes, English 097 and 099, and another for assessing writing in Freshman Composition, English 101. In both documents, higher order writing issues are placed at the top of the rubric. These concerns include thesis (with an emphasis on critical thinking), support / development, and organization. Lower order concerns such as grammatical control, general audience / reader awareness, and academic conventions are lower on the rubric.

While both higher order and lower order concerns are important when assessing writing, the higher order concerns are extremely important when placing students in the appropriate writing course. The eight writing domains—punctuation, verb formation and agreement, usage, relationships of clauses,

shifts in construction, organization, spelling, and capitalization—assessed by our current assessment tool only address lower order concerns. In November 2006, the National Council of Teachers of English published “Writing Assessment: A Position Statement.” The document was prepared by CCCC (Conference on College Composition and Communication) Committee on Assessment. The committee addresses concerns about assessment tools that only deal with lower order concerns:

Standardized tests tend to focus on readily accessed features of the language (grammatical correctness, stylistic choices) and on error rather than on the appropriateness of the rhetorical choices that have been made. Consequently, the outcome of such assessments is negative: students are said to demonstrate what they do wrong with language rather than what they do well. Quality assessments will provide the opportunity for students to demonstrate the ways they can write, displaying the strategies or skills taught in the relevant environment.

Even though English instructors assess grammar, the assessment tool should use multiple measures to model what will happen in the course in which the student is placed. Most English faculty would like to see a writing sample become part of the assessment test. Because students are writing in the classes they are placed into, a writing sample would best assess which course will best meet the students’ needs and skill set. The CCCC Committee on Assessment addresses this concern as well:

Placement criteria in the most responsible programs will be clearly connected to any differences in the available courses. Experienced instructor-evaluators can most effectively make a judgment regarding which course would best serve each student’s needs and assign each student to the appropriate course. If scoring systems are used, scores should derive from criteria that grow out of the work of the courses into which students are being placed.

Based on the research, the English faculty recommends implementing a writing sample as part of the assessment process to serve students better in the assessment and placement process. Since there has been a recent increase in the developmental writing courses from three to four units, it is even more critical to place students correctly. For example, if a student that tests into English 101 and does poorly on the diagnostic essay an instructor gives during the first week of a course, and the instructor then encourages the student to take English 099 first, there is a unit disconnect that the student has to deal with, which often means the student does not take the recommendation and remains in a course in which he or she will not succeed.

2.5 The program provides appropriate comprehensive, reliable, and accessible services to its students regardless of location or delivery method.

- **Identify and evaluate the various service locations and delivery methods used by this program.**
- **What are the projections as to the needs in the future?**

Not applicable.

2.6 The institution, in keeping with its mission, creates and maintains a campus climate that serves and supports its diverse student population.

- **Describe the diverse population most frequently served by your program.**

- Describe how your area is involved in the maintenance and/or improvement of a healthy campus climate.

According to the *New AVC Fact Book*, the majority of the student population in fall 2006 was white (39%) and Hispanic (28.8%), with African Americans (18.6%) making up the third largest ethnicity group. Based on surveys administered in fall 2007, the diverse population most frequently served in the developmental writing courses (English 095-English 99) are Hispanic (46%), followed by African American (22%), and white student (18%) populations. Fifty-nine % of developmental writing students are female and 41% are male. 68% of developmental writing students are 18-20 year olds. The second and third largest age groups are 21-24 year olds (13%) and 25-29 year olds (9%). Fifty-five % of developmental writing students are full-time and 45% are part-time.

Ethnicity: Developmental Writing	
Alaskan / Native American	0%
Asian American / Pacific Islander	3%
Black / African American	22%
Hispanic / Mexican American	46%
White / Caucasian	18%
Multi-Ethnic	1%
Other	8%
Decline	2%

Gender: Developmental Writing	
Female	59%
Male	41%

Age: Developmental Writing	
17 and younger	3%
18-20	68%
21-24	13%
25-29	9%
30-39	5%
40-49	0%
50-59	1%
60 +	1%

FT/PT: Developmental Writing	
Full time	55%
Part time	45%

Specifically, in the English department (English 095-Literature offerings), the Fall 2007 surveys found that the three largest populations served are white students (38%), Hispanic students (30%), and African American students (11%). 64% of students are female and 36% are male. 64% of students are 18-20 year olds. The second and third largest age groups are 21-24 year olds (15%) and 25-29 year olds (6%). Overall, 64% of students are full-time and 36% part-time.

Ethnicity: Overall Program	
Alaskan / Native American	1%
Asian American / Pacific Islander	6%
Black / African American	11%
Hispanic / Mexican American	30%
White / Caucasian	38%
Multi-Ethnic	3%
Other	6%
Decline	5%

Gender: Overall Program	
Female	55%
Male	45%

Age: Overall Program	
17 and younger	4%
18-20	64%
21-24	15%
25-29	6%
30-39	5%
40-49	3%
50-59	2%
60 +	1%

FT/PT: Overall Program	
Full time	55%
Part time	45%

In order to maintain and improve a healthy campus climate, the English discipline offers a variety of courses that provide diverse cultural perspectives, such as African American Literature, Chicano Literature, Cross Cultural Literature in America, Native American Literature, and Images of Women in Literature. The survey findings indicate that students would like to see an expansion of these offerings, such as Gay and Lesbian Literature and Asian American Literature. (Note: Asian American Literature, now obsolete, was discontinued due to perpetual lack of enrollment). With the possibility of an AA program on the horizon, the hope is to offer more courses with diverse perspectives. The developmental writing courses service a varied population and are designed to make underrepresented students more prepared. Many department members consider that audience when texts are assigned and assignments created. English faculty are active in the Flex program and often present material connected to diversity. As a division, a film series was created with diversity in mind. Each discipline, including English, will contribute to the program that began last year with Foreign Languages when it screened *Señorita Extraviada*. The discussions that follow screenings are student-centered and encourage active student participation and involvement.

The English department also sponsors a Writers' Series. By sponsoring visiting writers—most of whom (by intention) are writers of color or alternate sexual orientation—students are exposed to a broader diversity of writing models. Connections are also formed for when students apply to graduate school or

workshops. Currently, two former AVC writing program students are going to graduate school on full scholarships. The visiting writers offer encouragement to shy or underprivileged students as well as solidifying our benchmarks or standards. However, funding is inconsistent, so great opportunities are lost because of the lack of fee commitment, even when that fee is heavily discounted. A stable annual budget of \$10,000 is needed for our visiting writers program, ongoing and fixed.

2.7 The institution supports a co-curricular environment that fosters intellectual, ethical, and personal development for all of its students and encourages personal and civic responsibility.

- **Describe the various programs (clubs, organizations, etc) available to the students for development of social and other skills.**

No such programs exist within the English discipline.

- **What programs would you change, add, and or delete to improve this personal development?**

Not applicable.

2.8 Student records are maintained permanently, securely, and confidentially, with provision for secure back up files.

- **Describe the methods used for maintaining student records regardless of the form in which those files are maintained.**

The office of the composition coordinator houses non-passing forms for all student portfolios entered into each semester's departmental reading (see 1.8). These forms are pink half-sheets on which faculty readers note a portfolio's non-passing areas (thesis, support, organization, grammatical control, audience awareness, and/or academic conventions). The forms are filed according to year, semester, and course (English 097 or 099). When a student contacts her or his instructor—or the coordinator directly—about a portfolio's results, the coordinator types out a letter revealing the non-passing areas and any comments supplied by the faculty readers on the pink forms. The letter commends the student for the work accomplished and reiterates the evaluation process already explained on the course rubric, which is distributed to all students in portfolio classes.

- **List any projected plans for improvement of maintaining and controlling the records.**

With more reassigned time, the composition coordinator could systematically tally and chart results, and thus provide useful outcome data for the department.

2.9 The program systematically evaluates the appropriateness, adequacy, and effectiveness of its student services and uses the results as a basis for improvement.

- **Describe the methods used for systematic evaluation.**
- **How do you intend to use the information gleaned from this program review as a basis for improvement?**

During the fall 2007 semester, a randomized survey was administered by English faculty. Twenty-five % of English students from all of the courses offered in the program were surveyed. For example, many students in the transfer-level classes (101 and above) commented on the lack of equipment in the classroom from projection screens to smart classrooms. (See Area 5: Facilities, Equipment, and Technology, for more details). The data from these surveys will allow the department to use student input to assess our program's effectiveness and students' needs, including the need for new courses, more sections of courses, and additional resources and facilities. Furthermore, the surveys will provide valuable information as the AA degree in English is developed, which is now even more urgent since California Community Colleges will no longer offer an AA degree in Letters, Arts, and Sciences.

Literature Program. The recent surveys confirmed ongoing student interest in taking literature courses, both as a part of the core of the AA program, as well as for use as regular transfer electives.

Area 3: PROGRAM AND STUDENT LEARNING OUTCOMES

3.1 Expectations for PLOs and SLOs are clearly articulated and are used in assessing the effectiveness of the program and service provided.

- **Briefly describe the trends and patterns revealed by those methods.**

The English department has just completed writing SLOs for the first time for every course it offers. To reflect the continuity in the course series, many of the SLOs use the same language. For example, the composition series SLOs were written together and show the progression of objectives as students move through the series. This also reinforces the faculty's collective belief that writing is both foundational and recursive, and that the skill sets involved in writing and critical thinking are inter-related. The SLOs for the literature courses are very similar to one another in that expectations of student outcomes are the same for any given genre of literature taught, but the individual emphasis depends on the nature of the course. In that way, student outcomes for literature courses should also reflect some continuity. Although PLOs have not yet been identified or written, this should not be as difficult a task as the SLOs, which, when taken as a whole, do seem to point to clearly identifiable overlying PLOs.

3.2 Student Evaluations are an integral part of the assessment of program effectiveness.

- **Summarize the results of the student program evaluation procedure.**

Because the faculty have just drafted SLOs and are in the process of drafting PLOs, there is no specific data or results to report at this time. Once an assessment plan is defined, there should be no difficulty discovering trends in student outcomes. Because of the portfolio process already in place for English 097 and English 099, there is access to supporting data, but that has not been collected at this time. The department is holding off on doing that until we have established a clear assessment plan.

3.3 Job placement data are an integral part of the assessment for the effectiveness of vocational programs.

- **Briefly describe job placement of students in vocational education programs.**

Not applicable.

Area 4: PERSONNEL AND SUPPORT SERVICES

4.1 The ratio of full-time to part-time faculty and staff provides students with a quality of instruction, and services consistent with students' needs and goals of the program.

While English faculty work hard to ensure that the goals of the program are met with the resources available, there is a need for more full-time faculty to meet students' needs. Currently 21 full-time instructors and 20 part-time (adjunct) instructors are employed, which is a ratio of almost 50/50. However, Title V recommends a ratio of 75/25, full-time to adjunct. The present ratio of full-time to part-time faculty affects the quality of instruction. While adjunct instructors work hard and are integral to the program—with roughly 34% of LHE taught by adjuncts—there are problems with uniformity and unevenness in the way teaching occurs. Adjuncts are recognized for the work they do, but they are not on campus as much as full-time faculty, due to the nature of their work schedules. Because of this, they are often unable to attend norming sessions, composition meetings, composition retreats, department meetings, and faculty development and training. In order to increase the overall quality of instruction, the department hopes to foster an atmosphere of connection among adjunct faculty and integrate them into the program more. With additional reassigned time and annual funding for adjunct training, the composition coordinator could easily organize and facilitate adjunct-specific training. As the program grows, there will be a need to hire additional full-time (as well as part-time) faculty while working to improve the ratio of full-time to part-time instructors.

In the surveys conducted for this program review cycle, students repeatedly expressed the need for more sections of courses from developmental composition to literature offerings. Because of the high demand for and steadily increasing student enrollment in English, additional full-time and adjunct instructors are clearly needed. Unfortunately, it has been extremely difficult to find steady sources of qualified adjunct instructors in the Antelope Valley. The hope is to tap into the larger adjunct pools in the San Fernando Valley and Greater Los Angeles areas. Additional funds for publicizing these positions are thus needed. With these funds, faculty can attend job fairs and recruit prospective hires at academic conferences.

4.2 The ratio of full time to part-time faculty and staff provides adequate personnel responsible for program evaluation and revision.

- **Explain the impact of this ratio and the effectiveness of the program.**

Evaluation and revision is paramount to the success of the program. The English faculty recently revised all of the CORs. New courses are continually created, and current courses are revisited to ensure their effectiveness. Currently, the faculty is working on developing SLOs, revisiting English 099, creating online courses, and developing an AA program. Recently, new courses were created for, English 095, to better prepare students for the portfolio courses—English 097 and 099. In an effort to prepare students for English 102, an MLA exam was developed for English 101, which will be piloted in fall 2008. The online offerings are growing and more faculty members are interested in online teaching. Twice each semester, English faculty participate in a composition retreat organized by the composition coordinator. The program is evaluated and revised during these retreats. However, the program is growing rapidly, especially with the prospect of an AA degree. Therefore, more full-time faculty are needed to ensure the continued effective evaluation and revision the program. Since full-time faculty members are the prime participants in departmental committee work and composition retreats, as well as

attendance at meetings responsible for revision and evaluation, there is a clear and pressing need to increase the ratio of full- to part-time instructors.

4.3 There are adequate full-time faculty and staff to meet the needs of the program.

Currently, with only 21 full-time faculty and 20 adjuncts, it is a struggle to handle the growth within the program. There is a constant request to offer more English 101 and 102 sections but there is not enough faculty to support this request. In fact, the data from the department's student surveys revealed that many students feel as though there are not enough sections of English 097-102 offered. A common opinion was that "it would be nice to have more classes offered." Students surveyed in the English 101 courses repeated the same concern: "There are not enough 101 classes offered for the amount of people needing the course." In addition, they would like to see more evening, Palmdale, and online offerings. With additional faculty, more sections of core courses would be offered. In addition, more faculty need to be trained in developing online courses.

4.4 There is adequate support staff to meet program needs.

Beyond the work done by classified staff and administrative assistants, specific levels of management represented by leadership positions (e.g. chair and coordinator) need to be established for the smooth functioning of such a large program. As noted, the composition coordinator only has three hours of reassigned time: this is not enough reassigned time to do the all the job entails. *It is recommended that at least nine hours of reassigned time is allocated for this position* (see 6.3).

4.5 There are adequate staff development opportunities to enhance the effectiveness of all staff in meeting the goals and objectives of the program as well as the professional development of the staff.

- **Briefly describe the professional development of the faculty and staff during the period under review, including staff development, flex, sabbatical leaves, publications, honors, etc. What can the college do to enhance the effectiveness of faculty and staff professional development?**

The English faculty are actively involved in staff development opportunities on and off campus. On campus, the faculty members fulfill their Flex obligations. In addition, English instructors have a strong presence in the Flex calendar and present numerous Flex activities each semester. English instructors work within their division and across disciplines when organizing presentations for the Flex program. Many of these presentations are faculty academy events. Most English faculty members are involved in new faculty orientation as well. Beyond Flex, faculty participate in numerous conferences each semester, including academic conferences such as Modern Language Association, Conference on College Composition and Communication, English Council of California Two Year Colleges, and Building Bridges. The faculty also regularly attends academic conferences related to basic skills and popular culture. In addition to attending conferences, faculty often present at these conferences. During the period under review, one faculty member published a chapter in a book and four journal articles. Among various other publications, another member published eight journal articles and six poetry books, with more work forthcoming. In addition, this member is active in the art and film community and is a contributing editor for *The Los Angeles Review*. One faculty member is currently pursuing a Masters in Humanities. Another received a PhD in British Cultural Studies from the University of Warwick. A faculty member received a certificate in cross-cultural education, and three have completed online training for Blackboard. Several faculty members have been acknowledged in *Who's Who*

Among America's Teachers, one instructor receiving the award three times in the past six years. In addition to other honors, one faculty member was AVC's 2004-2005 Scholar-in-Residence and this year was invited to read at the *LA Times* Festival of Books at UCLA.

Since the English faculty is so active in professional development, additional staff development funds would allow faculty to attend at least two conferences per academic year.

4.6 Full-time faculty are actively involved in the process of hiring and evaluating faculty?

The English faculty is actively involved in the hiring process. The faculty write and revise our job descriptions and equivalencies, sit on hiring committees, and act as Academic Senate and EEO representatives on hiring committees both inside and outside the division. Each semester, full-time faculty evaluate adjunct faculty. Tenured faculty members are active on Tenure and Evaluation committees inside and outside our division.

4.7 The evaluation of staff is systematic and conducted at appropriate intervals. Follow-up to evaluation is timely and systematic?

The faculty who are going through the tenure and evaluation process are evaluated at appropriate intervals. In keeping with the timelines, follow-up is structured and systematic. Although it is officially the job of Academic Affairs to alert the division of tenured and adjunct faculty due for evaluation, the Language Arts division office keeps clear evaluation records. Even so, many full-time faculty members are a full cycle behind for evaluation. Up until this year, adjunct evaluations were behind as well. Without a permanent dean for several years, the division fell behind on evaluations. The new dean has worked hard to remedy this situation. Finding adjunct evaluations more urgent, this past year the dean has caught up with overdue adjunct evaluations in the English program and overall division. Now that adjunct evaluations are on track, overdue tenured faculty evaluations will be conducted by peer, self, or administration depending on what the faculty member is due for in their evaluation cycle. Even though many evaluations are overdue when they are conducted, the follow-up to evaluation is timely and systematic.

4.8 The evaluation processes assess effectiveness and encourage improvement.

Faculty evaluations are conducted according to the process outlined in the Faculty Handbook. The forms and process used by faculty assess the effectiveness of the faculty member being evaluated. In the written report and follow-up meeting after the classroom observation, the evaluator encourages improvement while noting what the evaluatee is doing effectively.

Area 5: FACILITIES, EQUIPMENT, AND TECHNOLOGY

5.1 Facilities are appropriate for effective teaching, learning, counseling, and/or other services.

- **Describe the strengths and weaknesses of facilities currently in use.**

Due to the tremendous growth in the number of English courses offered each semester, it is important that faculty have the best possible facilities in which to teach. This study finds the teaching facilities at AVC in transition. The strengths of the current facilities include the following:

- located throughout campus for easy student access
- conveniently accessed by well-paved walkways and sidewalks
- serviced by ramps and elevators for disabled students
- supplied with sufficient desks, tables and chairs for the student population
- carpeted and/or tiled, kept clean and in generally good repair
- generally located close to parking and other transportation services
- accessible to security and emergency personnel in the event of a crisis

However, at present, the weaknesses of the facilities outweigh the strengths. The tremendous growth the college has undergone in the past few years has overwhelmed the college's ability to fund and maintain facilities. The areas in need of improvement are:

- *Security.* Many classrooms, particularly those located in modular buildings, do not have direct telephone access to the rest of the campus, including the campus police. In short, the telephone on the wall has no dial tone. This must be remedied as soon as possible.
- *Classroom shortage.* There are not enough classrooms. This is particularly true for English 101, a high-visibility transfer-level course that most of students need to transfer to UC's and CSU's. It is not uncommon the first day of the semester for a 101 instructor to have half again as many students trying to crash (add) their course as are already enrolled (30 enrolled, with 15 crashers). This is a regular occurrence in English 101.
- *Seating.* The cumbersome nature of standard AVC desk-chair units makes it challenging to quickly, quietly rearrange seating for different learning tasks. This is important in longer three- to four-hour sessions, during which a variety of seating arrangements is essential. In addition, classrooms are frequently overcrowded with these units, making it uncomfortable for students to learn and instructors to move about. Such close quarters may also be problematic for students who, for a variety of reasons, have concerns about personal space. It may also constitute a violation of the fire code. This problem becomes even more pronounced when the air conditioning unit for a classroom fails to work or works insufficiently. Lastly, bulky office desks provided to teachers are impractical for learning environments. Instructors who share classrooms rarely use these as storage spaces. Simple, slightly oversized folding tables would be suitable for an instructor's papers, maximize classroom space and conducive to a variety of quick, quiet seating dynamics.
- *Campus Construction.* The institution is growing substantially, but it comes at a high price, particularly in the English department. Several major parking lots have been closed, with more scheduled to be closed, and the Language Arts division is on the verge of losing six modular classrooms, the T-900s) for yet another construction project. It is recommended that modular units be placed at the far reaches of the parking lots (for instance, the corner of K-8 and 30th West).
- *Modular Units.* These classrooms are in generally poor repair, dirty, unmaintained, and present a poor learning environment. Many have no shades on the windows (some have put up cardboard to block the sun), while others have damaged white boards, no chalk trays, no podiums, and perhaps most distressing, no soundproofing.

- *Soundproofing.* The walls are thin, in both the modular units and many of the older classrooms (particularly LS and APL). The modulars are constructed as cheaply as possible; cost is clearly the driving force here, not quality. This has a negative impact on instruction. Frequently instructors must go back and forth between classrooms asking the other class to “keep it down.” Since English is the art of written and spoken language, such restrictions hamper student learning. This is particularly true for computer and/or audio-video presentations, before which time the LS buildings, for example, were constructed and designed. Also, classrooms cooled or heated by noisy, poorly functioning air-conditioning units constitute poor learning environments. On the Palmdale campus, some classrooms are adjacent to an extremely noisy compressor – a major distraction to the learning process. And the modulars pose an even greater challenge.
- *Light-Proofing.* In classes such as film and literature, mass communication, and even English 101, visual presentations (whether they be photographic slides, art, or video clips) are an essential part of the course. Rooms **MUST** go dark; blinds have to be light-tight, windows have to be covered, and emergency exits have to be clearly marked. With few exceptions, no rooms on campus meet this standard.
- *Upkeep/Maintenance.* Particularly in teaching trailers (modular units), panels in the ceiling are often missing. Not only is this unsightly, it may constitute a health hazard.
- *HVAC:* The HVAC systems in many of our classrooms are not adequate. Except for the very newest buildings on campus (BE, APL), the HVAC systems in place are not adequate. Students frequently complain that the classrooms are either too hot or cold. The lack of consistency in heating and air conditioning, from classroom to classroom, and from building to building, creates a barrier to effective teaching. In the LS buildings, for example, air conditioning has disappeared for days on end. Also, in modular faculty offices, where many instructors conference with their students, there are no automatic thermostats but instructors must manually regulate the heat and air. The absence of a comfortable classroom is one of the biggest factors impeding student learning.
- **What plans for improving space utilization are already included in the goals and strategies of the college’s Education Master Plan?**

There are plans for construction of new facilities, a High Tech building and a Social Sciences and Liberal Arts building.

- **What plans for improving space utilization still need to be explored?**

As mentioned above, the English department is in a crunch for classroom space, especially for additional sections of 101. Until construction is completed on new buildings, which will take at minimum several years, the English faculty urge the college to identify locations in the outer parking lots where modular units can be installed for several years. Other than more closely scheduling classes, and scheduling traditional English courses in non-Language Arts buildings (which is already being done across campus), more modulars seems, at least in the short term, the most viable solution.

5.2 Equipment and technology are appropriate for effective teaching, learning, counseling, and/or other services.

- **Describe the strengths and weaknesses of equipment and technology currently available.**

This is a sensitive subject in the English department, and because of its importance has already been touched upon in several other sections of this report. New technology is one of the most important areas to improve pedagogy.

There are several reasons technology is important in teaching English. Perhaps the most urgent is that many students are no longer textual learners; they are visual learners. They live in a world of MySpace and video games. Even the dashboards of their cars look like a video game. To most of these students, a text is foreign thing. The way into their world is through visual representation—PowerPoint, DVDs, film clips, photographs, and images. This is happening throughout the composition field, as books such as *Seeing & Writing* attest to.

The weakness of current equipment and technology is the lack of availability of these resources in most classrooms used by English faculty. For example, many older classrooms do not have a computer in the room. If they have a computer, the projector doesn't work. If the projector works, the video machine plays only VHS tapes. Some rooms have very sophisticated video presentation systems with \$10.00 (inadequate) speakers for the audio. Several rooms that were retrofitted for Internet access have an Ethernet drop that is across the room and 25 feet away from the video panel. If the campus were wired for WiFi, this would not be an issue.

Not all English instructors have been supplied with a laptop, so they must either bring their own technology to class, reserve a SmartCart, or find another creative solution to the presentation problem. All of this takes away from the most important task of teaching students to write expository prose. Lastly, while it does not directly impact our pedagogy, ITS must be mentioned. The loss of connectivity and communication creates a hardship in the English department. The email system alone is cumbersome and antiquated, with attaching documents a laborious and time-consuming task. It is hoped that this will be remedied shortly.

- **What plans for improving, replacing, or repairing equipment and technology are already included in the goals and strategies of the college's Education Master Plan?**

The Educational Master Plan focuses on areas identified in the 2002 Plan and states, "Much has been accomplished toward reaching the technology goal."

- **What plans for improving, replacing, or repairing equipment and technology still need to be explored?**

In general, the entire campus needs to be made a WiFi zone, and resources must be found to make all AVC classrooms much more technologically current. Many students have more current technology at home than is available on campus.

While a number of the technologies mentioned above do address the needs of AVC students, the lack of technological advancement at the college—along with the lack of reliability of those technologies

already in place—make for a difficult learning environment. Suggestions about improvement focus on those technologies that will improve instruction, both in the near term and further downrange. In summation to this section, the faculty makes the following recommendations:

- WiFi connectivity offered across campus, available to both students and faculty
- Classroom A/V equipment which is current technology. (Example: in some English classrooms, the video player offered plays only VHS tapes and not DVD, even though DVD is much more conducive to teaching and has been the standard video format for 15 years.)
- VHS and DVD players in all classrooms.
- Loudspeakers that work and that are plugged into the video system
- Fully functioning computers in all classrooms, with operating systems and memory close to current technology
- Computers loaded with all the necessary software to run presentations and present lectures
- Video projectors which are functional and operable
- Rooms which are “light-tight” and can be darkened for video and photographic presentations
- SmartCarts and VideoCarts from IMC which are occasionally Q/C’ed and will arrive at an instructor’s class in operating condition
- An overhauled reservation system in IMC that is more accurate and reliable—i.e., an instructor does not arrive the day of her reservation to discover that her reservation is unavailable and there is no replacement

While English is by far the largest department within Language Arts, and is one of the largest departments on campus, there is no specific mention of any plans within the Master Plan to address its specific needs.

5.3 Program support space is adequate to ensure the effective operation of the educational program and related support activities.

- **Describe the strengths and weaknesses of program support space currently in use, including full- and part-time faculty offices, divisional office space, work room(s), and classified work space.**

The biggest concern regarding space, as mentioned elsewhere in this report, is the scattered nature of our office locations. There is no centralization of offices. This creates a fragmentation in teaching and camaraderie. Since most English instructors welcome comparing lessons and pedagogy, this lack of centralization affects the quality of teaching and collaboration. Many also share and recommend students from semester to semester, with this sort of cross-pollination helping students to achieve more.

- **What plans for improving space utilization are already included in the college’s Education Master Plan?**

The Plan addresses space utilization in Palmdale.

- **What plans for improving space utilization still need to be explored?**

In the short term, it appears that space utilization is at its maximum. Faculty are given small but adequate offices. One concern going forward: the adjuncts have no designated office space. The

department is trying to attract more and better adjunct professors. A plan to provide them with a rotating office space situation would benefit both students and part-time instructors.

Lastly, of course, the eventual construction of an office building large enough to house the entire English department would be ideal.

5.4 The safety of the facilities and equipment are reasonable and adequate.

Overall, the safety of the Language Arts facilities is reasonable and adequate. However, it is not perfect. With current media reports regarding college attacks and violence, there is cause for concern. Some classroom phones do not work or are hard to get to. Perhaps security personnel could come to a Language Arts division meeting and do a short presentation on the current state of security on the AVC campus.

Area 6: FISCAL SUPPORT

6.1 During the period under review, resources have been used effectively to support programs and services.

It is important to note that within the past five years, the Language Arts division has been without a stable dean to make consistent decision-making policy regarding financial priorities and capital outlays. It is the impression of the faculty that the current system was developed over a decade ago, and is too slowly shifting to meet the needs of a division that has nearly tripled in size in that time. The new dean is working hard with the faculty to find more efficient ways to make funding available.

Currently, however, resources are given to those who ask on a first-come, first-served basis, after basic needs, such as stationary and office supplies, have been purchased. The dean has been in the habit of periodically asking whether anyone has any requests for media, special equipment and supplies. There is a list of people in need of new computers, and apparently, a system is being implemented whereby all staff will have their computers replaced on a rotating basis. The faculty generally receives a call early in the fall semester to request the library to purchase books and journal subscriptions. However, the librarian in charge of the department's program passed away last year and no one has picked up this duty. The English faculty has generally not been proactive on its own behalf with regard to library resources. Faculty members with a desire or a need for special funds for special programs (bringing a speaker to campus for a reading, for example), may request funds from the dean if they have the resolve to do so, but as many have an implicit sense—or direct experience being told—that there is not enough money for the things that would improve the program, many instructors never think of this possibility.

The strength of the piecemeal strategy—filling requests as they are made, and asking individuals informally for suggestions about how funds should be spent—is that people are given a chance to articulate needs for all sorts of things, large and small, throughout the term, and this means that the system is generally responsive to faculty needs. People who have the time and the experience to know what to request benefit from this system.

The weakness of this strategy is that people who are new to the division, as well as people who are pressed for time because of other duties such as committee work and program management, seldom have the time to sit back and consider what they might purchase to make their classrooms more

effective. Also, the result is somewhat chaotic. When a faculty member requests the purchase of a DVD, for instance, the faculty member houses that DVD in her or his office, and other faculty members will only ask to use it if they know it exists.

6.2 Current and anticipated funding is adequate to maintain high quality programs and services.

At present, funding is generally inadequate to maintain high quality programs. Efforts have been made, with limited funds, to make headway in the area of classroom audio-visual (AV) and computer equipment. Many of the classrooms are now equipped with projectors, DVD players and VCRs, as well as rudimentary sound systems. A couple of classrooms even have full computer stations. However, since many of the classrooms do not come with this equipment, or the equipment is not compatible in all rooms, the faculty members who teach in a variety of rooms often have to do multiple preps for different classrooms, leading to enormous unevenness in the process of their teaching. For instance, the classrooms without any computer or projection equipment (often the most remote classrooms on campus) require the faculty member to come up with alternative delivery systems (putting a PowerPoint program on overhead sheets and showing it on the overhead projector, for example), or to cart large and often unavailable SmartCarts from the IMC to their classrooms.

For larger capital outlays, such as ceiling projectors for the classroom presentations, the process is less flexible but provides a more universal benefit—primarily because large purchases are much more public in nature. But this does not cure the problematic everyday need for more technology in the classroom.

Fiscal Recommendations

Technology. The English department recommends that funding is allocated to purchase equipment to provide a consistent audio-visual and computing environment in the classrooms. As has been noted in several places in this document, there are several equipment and facilities needs—all of which are crucial to providing students with consistent, excellent instruction. It would be difficult to state the actual cost of this package, which would include

- working data projectors,
- full sound systems,
- working DVD players with easily-accessed closed-captioning for hearing impaired students
- computing facilities that are consistently updated with AVC compatible software and contain enough memory and RAM to run audio-visual, graphic-design, and complex word-processing programs

It would certainly cost \$20,000-\$30,000 dollars to bring all of the classrooms used by English faculty to a similar level of technological readiness. Thereafter, as technology improves and changes, it will be necessary need to have consistent funding to update and replace old equipment and software. \$10,000 per year should be enough to do this on a consistent basis.

Further, many faculty members have computers which are both old and non-portable. In the future, it would be appropriate to dedicate \$10,000 per year to the replacement of faculty computers, and wherever possible and appropriate, to replace them with laptop models for portability to classrooms.

It is crucial that the college make the commitment to make the entire campus a WiFi zone, so that students as well as instructors—full-time and adjunct—can access the Internet while they are on campus.

There is also little funding for training in the use of technology. A faculty member can choose to use their staff development funds to go to a training conference, but if that faculty member also wants to present a paper at the national conference that year, money must come from an alternate source. It is recommended that locating funding sources for technology training is ongoing.

There is an immediate need to provide more systematic ways of training faculty to teach online. Currently, three faculty members teach online consistently. These people were trained in-house. More resources are needed for us to expand in this area.

Basic Workplace Maintenance. Further facilities expenditures for less technological classroom needs include \$10,000 for regular painting and maintenance of surfaces in classrooms, including:

- unabraded white-boards,
- cabinet refinishing,
- ceiling-tile replacement,
- sound-proofing materials on the walls of rooms in the T900 building and rooms adjoining classrooms regularly used by film and foreign language classes,
- replacement of broken and worn-out desks and chairs.

There is a need for basic supplies including books, paper, pens, and white boards to deliver effective instruction. The English faculty recommends that funds are allocated to the division on a regular basis to purchase basic supplies.

Finally, there is an immediate need for new furniture in many classrooms. This furniture should include a consistent set of the newer, broader style of chair and desk (found in the BE building), new lecterns in many classrooms, a padded chair, a functioning and clean desk for the teacher, and at least two tables and two chairs designated for ADA compliance purposes. A quick survey of classrooms in the LS buildings, where the bulk of English classes are taught, nets roughly 50% of the student desks as either old and worn down, or of a style with an impossibly small writing surface. There is often an odd assortment of broken old office chairs shoved into corners to be used for handicapped students, teacher desks ranging in age from 10 to 40 or 50 years old (some are of wood, some have broken legs). The department recommends the purchase of new classroom furniture that adheres to collaborative learning and limited space. The estimated cost is \$15,000.

English Department Library. With the advent of the new AA degree in English, there is a need for more extensive library materials than we currently have. The most economical way to achieve this is to subscribe to the full text version of the MLA online Bibliography, the cost of which will be approximately \$3,070 per year. This purchase will provide students with the resources necessary to do quality research work without having to travel to Bakersfield, UCLA or Northridge.

Visiting Writers' Series. The Language Arts division, as has been noted in several sections, has been very active in extracurricular activities on campus. One of the most visible and generally important external efforts has been its history of arranging for readings by professional authors and lectures by experts both within and outside of academia. The faculty is often hampered in these efforts by a lack of

consistent financial support. With the advent of the AA degree (fall 2009), the hope is to make efforts in this area more consistent and closely tied to the division's programs of study. Therefore, a consistent stream of financial support is needed—\$10,000 minimum, annually—to create an ongoing writers' and thinkers' series.

Funding. One hidden funding commitment that was accessed in the past several years was changing English 097 and 099 from three to four units to meet the current pedagogic standards for the discipline and profession. In real dollars, this means 30% more per course than two years ago. This has been a boon. The commitment in resources is also part of a greater focus on retention and success in those classes. We hope that commitment continues from the college.

6.3 Anticipated funding is adequate for the development of revised and new programs.

Much of what is listed below is mentioned in other areas of this report. However, the department anticipates the following needs:

Supplies:

- Basic supply inventory and distribution

Equipment:

- Consistent classroom equipment.
- Consistently up-to-date computers in offices and classrooms.
- New practical classroom furniture

Facilities:

- Consistent classroom environments.
- Comfortable and technologically sophisticated classroom spaces.
- English faculty housed closer together to facilitate conversation, collaboration and pedagogical growth.
- A WiFi environment to keep technologically current with the rest of the academic world, both for ourselves and our students.
- A more consistent server and communications system

Personnel:

- New full-time faculty hires each year to meet a growing demand.
- Personnel in IT dedicated to classroom IT issues and to teacher training.
- Support staff who can work specifically on English faculty support issues such as supplies, facilities problems, paperwork management and so forth.

Area 7: COMMUNITY OUTREACH AND PROGRAM AWARENESS

7.1 Staff maintains appropriate links with the community.

English faculty welcome opportunities to contribute to the cultural fabric of the community. The faculty feel that it is the department's responsibility to represent what the community likes to think of as "academic and cultural life." The English department is instrumental in many activities intended for

community consumption. On campus, the faculty facilitates literary events (such as readings by famous writers), academic lectures, film screenings, and Flex presentations designed for general audiences. Off campus, the faculty members showcase their talents through poetry readings, book signings, and multimedia presentations at informal settings such as coffee houses and local restaurants. Additionally, classroom curriculum is often supplemented by taking students to art galleries, playhouses, museums, and festivals through field trips or informal excursions. The English faculty is mindful of community interest when they set up events for annual programs such as Women’s History Month, and occasional programs such as this year’s Bridges Festival. If additional resources were available, more could be accomplished. The weakness in this area, in addition to lack of funding sources, would be not arranging events early enough to do widespread marketing—advertising tends to reach only a small number of outside attendees, but those who do participate typically become involved in classes and programs later. The department is proud of its efforts in fostering community spirit, and is confident that an excellent face is provided to the community.

Many faculty members volunteer to speak about the departmental programs and offerings when high school students come to AVC for orientation sessions in the spring. More formally, over a period of years, there has been an ongoing relationship with faculty and staff at local high schools, meeting with them to discuss standards and practices of teaching and learning. These collaborations have a two-fold purpose: to ensure that high school teachers are adequately preparing students based on the department standards, and to enable us to identify areas to improve in our developmental offerings. But this is a difficult relationship to initiate and maintain. Both parties agree that additional resources and a stronger commitment are needed to make this link more systematic and effective for all involved.

7.2 Staff makes appropriate efforts to inform the community and students about each program and facilitate student participation in those programs

The English faculty volunteers in the college’s outreach programs, when asked to do so. The department’s reticence to recruit new students at the high school level is mostly because the department’s mission is so circumscribed by the department’s function as a skills program—all students must take English and there are limited resources to meet current needs, so recruiting more students is not necessary. Recent efforts have been made to create an AA program, which will further legitimize the range of the department’s course offerings, and obviously benefit from successful marketing. An English department brochure has been developed, and as the faculty sees students in their composition courses, they counsel them as to what other English courses they might take. When the faculty provides Flex and other special programs that they feel the community will be especially interested in, they notify Public Relations. Flyers are posted and emails are sent to potential students to increase the numbers in the department’s lower-enrolled courses, generating FTES for the campus. As evidenced by the chart below, the English department already generates substantial FTES for the college, and all its course offerings should be factored into that tally:

CLASS	2004-2005		2005-2006		2006-2007		Fall 2007*	
	# of Courses	FTES	# of Courses	FTES	# of Courses	FTES	# of Courses	FTES
COMM	98	188.102	108	218.501	76	178.477	46	105.766
DFST	24	91.651	31	102.194	31	101.029	17	54.017
ENGL	261	576.005	260	572.716	268	665.523	141	370.757
ESL	27	75.758	28	82.792	35	105.316	22	67.430
INT	3	5.310	7	10.414	6	9.637	4	8.024
SPAN	23	96.826	25	114.408	25	119.531	15	65.746

7.3 Where appropriate, advisory committees meet regularly and support the development of programs and services.

The department's composition retreats have an advisory function in that writing faculty meet twice per year to discuss standards and policies. Several faculty members attend Writing Center Advisory Committee meetings and faculty liaise with Writing Center tutors and staff. In fact, the tutors who are hired at the Writing Center must be recommended by an English teacher and must have earned an "A" in English 101. The English department faculty distribute our English 101 grading rubric to interested parties campus-wide to help faculty across the disciplines to understand and uphold English standards in classes that have written assignments. One area of improvement in the English department would be communication with Counseling faculty and staff who assist us by placing students into English classes. Counselors seem to be largely unaware of the scope of the program outside English 101, so faculty members are working informally to develop a quick training session for the counseling staff so that counselors are aware of English program standards, and students are placed in proper classes.

Area 8: STATE AND FEDERAL COMPLIANCE

8.1 Program adheres to all state and federal guidelines.

Yes, the English program adheres to these guidelines.

8.2 Program adheres to all college policies and procedures.

While in this document it advocates a change in some of the college's practices, the English program adheres to all current policies and procedures.

FINAL SUMMARY

Area 1: Curriculum

Summary and Recommendations

The English department continues to prepare students for a wide variety of careers and courses of study, in accordance with the college's mission "to provide quality comprehensive programs and educational activities in the disciplines taught, thus encouraging students in the development of their critical thinking skills." To this end, the department has developed one major course, English 095, and revised others enumerated above. The department currently has a number of Honors courses as well as a strong literature program that prepares students for transfer to four-year universities. Since transfer students are also an important constituency in the department, as they are for the college as a whole, it is vital that administration be supportive of these courses. As literature courses generally have lower enrollments than the composition classes (most of which are required), they are often the first to be cut each semester. This is a disservice to those students wishing to continue with their education at four-year universities. Since preparing students for transfer is part of the college's mission, the literature courses

need and deserve administration's support. This will be particularly true in the new climate created by the AA degree in English.

As it continues to expand educational possibilities and incorporate technology, the English department has developed distance education versions of English 101, 102 and 103. Offering such courses is one solution to lack of classroom space. In the future, as faculty becomes more comfortable with online teaching, literature classes will develop online forums as well. Basic and intermediate composition courses, however, will probably not be proposed, as students in these areas need more direct explicit instruction to help them succeed.

Curriculum development and revision have focused on serving student needs. The English department strives to offer coursework that is challenging, diverse, and consistent from instructor to instructor. Existing instruments such as Course Outlines of Record articulate standards, while newer instruments such as Student Learning Outcomes and Program Learning Outcomes will be used to measure and assess learning rates and patterns. The English discipline will continue to schedule an array of courses, work with student service support, and align its coursework with other learning institutions.

Plan of Action

1. Establish AA degree in English. (1-1 1/2 years)
2. Formulate Program Learning Outcomes for AA program. (1 year)
3. Compose PLOs for major course sequences: basic skills, academic writing, creative writing, and literature. (1 semester)
4. Develop new courses to meet student needs. (ongoing)

Area 2: Student Support and Development

Summary and Recommendations

In order to provide current and accurate information about its programs, the English department has created a brochure. In addition, faculty address student conduct, especially plagiarism, in course syllabi and direct students to print and online media such as the Student Handbook, schedule of classes, and catalog. Faculty also work to ensure that students know about the educational services available through working one-on-one with students and by working closely with the Writing Center and Disabled Student Services. Class time is made available for brief visits from the Writing Center staff to discuss their services, and referrals are used to direct students to Writing Center services or to assist them through the Early Alert program. These are cooperative ventures and require no cost. The expected outcomes are represented in Writing Center data, which show increases in student visits over the past few semesters.

As for assessment, the English department uses two separate Language Arts rubrics to assess student writing in English 097/099 and 101, respectively. These tools have been instrumental in unifying standards and student outcomes and are used to reduce bias. However, the campus uses COMPASS—an assessment tool that lacks a writing component—to place students in composition courses, English 095-101. Despite a validation process, the English faculty still finds that a large number of students are improperly placed using the current assessment practice. Most English faculty would like to see a writing sample become part of the assessment test. In fact, many instructors give a diagnostic essay during the first week of a course in order to make recommendations about possible changes in placement. The major recommendation would be to implement a writing sample in addition to, or instead of, the COMPASS test. This would require additional staffing and stipends for faculty who are

enlisted to assess the results. The outcome would be better student placement in composition courses. The costs would depend on the number of hours needed to assess the writing exams; typically a stipend of the adjunct pay rate times the number of hours would suffice. An annual budget of \$5000 would be a good estimate. A reasonable timeline would be to begin this process during summer of 2009 and to continue for five years in order to collect enough data to determine if success rates had improved.

The English program offers a variety of courses that provide diverse cultural perspectives. The developmental writing courses service a varied population and are designed to make underrepresented students more prepared. The English faculty is highly visible and active in the faculty Flex program and often present material connected to diversity. The department sponsors a Writers' Series. A stable annual budget of \$10,000 is needed for the visiting writers program, ongoing and fixed. Data from this PR cycle's student surveys revealed that many students feel as though there are not enough sections of English 097-102 offered each term. With additional faculty, more sections of core courses, more evening classes, classes at Palmdale, and online courses could be offered. One of the problems is the lack of equipment in the classroom from projection screens to smart classrooms. Consistency in the equipment available in classrooms is needed, and both an initial budget of at least \$24,000 to upgrade equipment and an annual budget of \$12,000 to complete upgrades and keep technology current.

Plan of Action

1. Research the viability of a writing assessment tool. (1 semester)

Area 3: Program and Student Learning Outcomes

Summary and Recommendations

Student Learning Outcomes as projected in the Educational Master Plan have been written and they do reflect the learning that has occurred between beginning and ending of the course or assignment.

The English department is currently entering into the assessment phase of its Student Learning Outcomes. The first step is to establish an assessment data collection method. Once that has been determined it can begin collecting and analyzing data.

Since faculty members are so early in the process of implementing SLOs, the current expected outcomes of goals and objectives is to complete the first Student Learning Outcome cycle. Once faculty members have completed the first cycle, they will be in a good position to reassess SLOs and make revisions if necessary.

One academic year is a reasonable timeline for attaining the above-mentioned goals.

With respect to PLOs, the Educational Master Plan should be revised to acknowledge them. Once they are determined they should be included in it. Regarding SLOs, none were written at the time the Educational Master Plan was drafted. It would be prudent to refrain from revising it until the English discipline has completed at least one full SLO cycle. Once that is has been done, the Educational Master Plan should be revised to reflect findings. Any changes English faculty plan to make based on the results should be included as well.

Plan of Action

1. Assess Student Learning Outcomes. (1 year)
2. Assess Program Learning Outcomes. (1 year)

Area 4: Personnel and Support Services

Summary and Recommendations

The present ratio of full-time to part-time faculty affects the quality of instruction. There is a need for more full-time faculty to meet students' needs. In order to increase the quality of instruction, the department should cultivate and foster an atmosphere of connection among adjunct faculty and integrate them into the program more. With funding for such endeavors and increased reassigned time, the composition coordinator could facilitate adjunct training.

Evaluation and revision is paramount to the success of the program. Class sizes and overuse of adjuncts make the effective evaluation of student work difficult for full timers and nearly impossible for adjuncts. However, the quality of instruction on the whole is excellent. The program is growing rapidly, especially with the prospect of an AA degree. Therefore, more full-time faculty members are needed to ensure the continued effective evaluation and revision of the program.

The English faculty is actively involved in staff development opportunities on and off campus. On campus, the faculty members fulfill their Flex obligations. In addition, English instructors have a strong presence in the Flex calendar and present numerous Flex activities each semester. Since the English faculty is so active in professional development, additional staff development funds would allow faculty to attend at least two conferences per academic year.

The English faculty is also actively involved in the hiring process. The instructors who are going through the tenure and evaluation process are evaluated at appropriate intervals. However, many full-time faculty members are a full cycle behind for evaluation. This past year the dean has caught up with overdue adjunct evaluations in the English program and overall division. Faculty evaluations are conducted according to the process outlined in the Faculty Handbook.

Recommendations:

- Hire new full time faculty on a regular basis.
- Adjust the full-time to part-time ratio to better reflect the Title V ratio of 75/25.
- Increase reassigned time for composition coordinator position to 9 LHE.
- Provide funds for training adjuncts and provide professional growth opportunities for them.
- Provide more staff development funds for full time faculty to enhance their abilities to provide cross curricular activities and Flex projects, as well as to continue encouraging professional development.
- Press faculty into service more effectively to evaluate their tenured peers.

All but one of these recommendations require additional funds from the college. Once funding is obtained, those goals will be easily reached in a year or less. The recommendation for faculty to evaluate their peers is also not a matter of time. It is a matter of cultural change. The hope would be to see the English department caught up and fully operating in a manner that is reflective of this cultural change within three years.

Plan of Action

1. Work with administration and the faculty union to prioritize spending and action items. (immediate)
2. Offer training to adjunct faculty to ensure consistent instruction (pending funds). (?)
3. Cycle all full-time instructors into evaluation process. (1 – 3 years)

Area 5: Facilities, Equipment and Technology

Summary and Recommendations

According to its Master Plan, the college seeks to “[d]evelop and maintain facilities to ensure an innovative educational environment that supports student learning outcomes.” However, the English department has found that the college’s tremendous growth has forced it to play catch-up with its facility, equipment, and technology needs. This is particularly true when it comes to classroom space. Other issues related to classroom use involve the spaces themselves, and what often makes them less than optimum learning environments (i.e. rooms that are not sound- or light-proof, temperature-controlled, or that lack smart technology). Because this area hinges on fiscal support, there is overlapping—and reiterating—commentary in Areas 5 and 6.

Plan of Action

1. Design faculty academy presentations that focus on the use of classroom technology to bring campus-wide attention and interest to these issues. (1 year, ongoing)

Area 6: Fiscal Support

Summary and Recommendations

No systemic process is in place for budgetary requests; the procedure now is informal, and often chaotic. Resources are provided to those who ask on a first-come, first served-basis. The process is responsive to the needs of the faculty, but chiefly benefits those with the requisite time and experience. In addition, the materials purchased with department funds are not readily accessible to all department faculty members. Classrooms are not uniformly equipped causing multiple preps for instructors or making use of technology extremely inconvenient. Many computers in faculty member’s offices are old and outdated and need to be replaced. Technology, as well as basic furniture, for many classrooms is needed. A need exists for faculty to receive technology training. Staff development funds are inadequate to cover both a subject-area conference and technology training. In addition, an immediate need exists to provide more systematic ways of training faculty to teach online. Current faculty members teaching online were trained in-house.

More library resources are needed for students both on- and off-line. With the advent of the new AA degree in English, there is a need for more extensive library materials than we currently have. Part of the problem is that the English faculty has not been proactive on their own behalf with regard to library resources. Funding is needed to support on-line research resources. Recommendations:

- Establish a systematic process for budget requests that allows equal access to resources purchased with department funds
- Equip all classrooms and instructors with comparable technology and other necessary materials to ensure a consistent campus-wide learning and teaching environment.
- Provide more funding for technology training and training for teaching in an online environment.

- Provide funding for additional library resources--including access to on-line materials and electronic databases.

All but one of these recommendations require additional funds from the college. Once the English department obtains funding, those goals will be easily reached within a year.

Part of the problem of establishing a systematic budget process has been the lack of stable leadership in our division. Since the leadership situation has been addressed with the hiring of a permanent dean, developing and implementing a systematic budget request process should be accomplished prior to the 2008-2009 academic year.

Plan of Action

1. Establish a departmental budgeting system to facilitate requests. (1 year)

Area 7: Community Outreach and Program Awareness

Summary and Recommendations

The English department is instrumental in many activities intended for the community and mindful of community interest when it sets up events for annual programs. If monetary resources were available, more could be accomplished. There also needs to be more widespread marketing of these events. Creating a budget of \$1500 would help to cover marketing expenses and other supplies for these innovative programs. One of the strategic goals in the Educational Master Plan is to “[d]evelop a campus culture with a sense of community and a commitment to excellence.” With its emphasis on the humanities and global awareness, the English department already intrinsically contributes to this process and wants this sense of community to extend outward to reach and impact various populations.

AVC has had ongoing relationships with faculty and staff at local high schools, but discipline faculty need additional resources and a stronger commitment to make this link more systematic and effective for both parties. A budget of \$3500 would be useful to compensate instructors for their time and to conduct these events semi-annually. The outcome would be better understanding of how the high schools can prepare their students for college and developmental English.

Currently, an AA program is being developed to address the college mission, its Institutional Learning Outcomes, and to take departmental course offerings boldly into the new century. An English department brochure has been created. Flyers and emails are sent to students to encourage participation in these courses and programs, but the department needs increases to its supply, postage and marketing funds to promote widespread knowledge to the community and students of these opportunities.

Department faculty members confer regularly to discuss composition courses, standards, and policies. The English 097/099 rubric as well as the English 101 grading rubric have recently been updated. Many faculty members across the disciplines have requested the 101 rubric as a tool for their own evaluation of student writing. This document could be placed online for students and faculty alike to view. Rubrics could also be shared with counseling staff and a quick training session developed to help them place students into our courses. Meetings could be held with little to no cost.

Plan of Action

1. Create a departmental webpage to inform and connect relevant parties and to advertise events.
(1 year)

Area 8: State and Federal Compliance**Summary and Recommendations**

The English program adheres to all state and federal guidelines, as well as to all college policies and procedures. No recommendations.

Plan of Action

None.

COMMUNICATION STUDIES

AREA 1: CURRICULUM

Course Development

- 1.1 The curriculum supports the educational objectives of the program/discipline. New and revised courses address changes in the discipline or industry and specifically address student needs.

The Communication Studies program provides students with courses that cater to a wide range of interests within the discipline. This has always been the objective of this program – to provide a wide curriculum to meet the diverse needs of students' courses of study.

- *List new courses (number and title) developed during the period under review.*

New courses developed since the last program review:

- COMM 116, Forensics
- COMM 215, Public Relations Communication

COMM 116 expands our program to include a forensics (speech) team that competes against other colleges and universities at intercollegiate forensics competitions. COMM 215 expands our applied course offerings. The Public Relations Communication course extends our curriculum to address a popular area of interest within the discipline and also addresses a popular profession utilizing communication studies.

New courses being developed this semester are Small Group Communication and Advanced Public Speaking.

Small Group Communication is an additional expansion of our applied course offerings. This course is being developed to expand the curriculum of the Communication Studies programs to fill in an extremely significant yet absent area of study within the discipline as well as supplying another course to enhance students' professional and personal objectives through the study of this area of interest within communication studies.

Advanced Public Speaking is a logical extension of our current Public Speaking course. Students will have the opportunity to be better prepared for communication in areas where public address is required. Not only does this allow, for students with an inclination for further study in the area of public speaking, to pursue their academic interests in more depth, but the course also will become another important method of promotion and recruitment for the forensics program.

Both of these courses have been identified as integral to a future AA degree in Communication Studies. The SLOs for these courses are being developed concurrently with their submission to AP&P.

According to student responses on the survey this semester, there is strong interest in the following possible future courses: Small group communication, Advanced Public Speaking, Business and Professional Speaking, Mass Media and Society, Political Communication, Organizational Communication, Mediation and Conflict Resolution, and Debate.

The discipline faculty members are preparing to ask for help from the institutional research office in analyzing student success in all courses to determine if the recommended prerequisites are adequate.

SLOs have been developed for all COMM and JOUR courses.

Course Revisions

1.2 Course Revision:

All courses are reviewed within a six-year cycle per Title 5, Section 55210(b)(3).

All Communication Studies courses (COMM and JOUR) were updated in a recent revision to adhere to the new Title V regulations for curriculum development. The Course Proposal, Content Review, and Course Outline of Record forms change along with the changes in regulations and necessitate updating of the forms for each course. The updates on the forms varied from course to course. While some courses underwent substantial revisions (COMM 103 went through a major revision within the last two years in part to provide a more appropriate course for nursing majors), other course updates on the forms were not substantive in nature.

As we have just recently begun the process of establishing SLOs for our course offerings, there are no changes to the SLOs for the courses. Additionally, while it may be an area of future consideration for the creation of the Communication Studies A.A. major, it doesn't make sense to develop PLOs as the levels of the courses vary so widely. Planned with the development of an A.A. major is the concurrent development of relevant PLOs by the Communication Studies faculty. It is acknowledged by the discipline faculty members that substantial planning and research will be required for such an effort in the near future. Accordingly there are no PLOs for Communication Studies at this time. Since our SLOs for Communication Studies were only created this semester, we have not yet implemented them and therefore are unable at this time to identify areas which need curricular revision.

Other Curriculum Matters

1.3 Obsolete courses

Courses which have not been taught within a three-year academic period are obsolete and have been removed from the college catalog. Courses which have not been taught within a two-year academic period are inactive and have been identified.

The Communication Studies faculty has reviewed the courses of the Communication Studies discipline (COMM and JOUR) within the three-year academic period and has deemed one course as inactive.

JOUR 125, Photojournalism

The majority of this decision was based on the fact that the COR needed massive revision to bring it in line with industry standards and the use of digital photography. There is a strong possibility that the course will be offered in the future based on student interest and faculty availability.

1.4 Diversity and/or Multicultural Perspectives

Where appropriate, courses address issues related to diversity and/or multicultural perspectives.

Several courses specifically address diversity are listed in the diversity category for graduation:

- COMM 114 – The Art of Storytelling
- COMM 217 – Gender and Communication
- COMM 219 – Intercultural Communication

Additionally most other communication courses also address diversity and multiculturalism within the course objectives in individual course CORs. For example, in Public Speaking (COMM 101), audience and speaker diversity is addressed. The course content of COMM101 requires a unit on audience analysis where these issues are addressed. Additionally within the textbook choices for COMM 101 generally understanding cultural diversity and multicultural perspectives are important elements of the public speaking pedagogy. In Mass Communication (COMM 105), international communication and contemporary trends in media are listed as units to be discussed in the COR course content. Moreover, just as in the COMM 101 textbooks, the COMM 105 textbooks offer substantive discussions of cultural diversity and multicultural perspectives interwoven with other substantive elements.

Program Development and Revision

1.5 New programs developed.

New Programs developed during the period under review meet students' needs and are consistent with the college mission and ILOs.

- *Identify new program that have been developed during the period under review and explain the SLOs for each.*
- *Identify and explain the Program Learning Outcomes (PLOs) for each new program.*

No new programs were developed during the period under review.

Discipline faculty members are currently working toward a major in Communication Studies and a possible Certificate in Communication. The discipline faculty is currently discussing and formulating the elements of both the A.A. degree in Communication Studies and a Certificate in Communication. The intention of the Communication Studies faculty is to develop a program/programs that meet/s the needs of the student community, increases student interest, success and retention, and that will provide an optimal academic experience that can serve as an

enhanced professional qualification or preparation for more advanced degree options elsewhere. Additional actions in developing the A.A. degree and Certificate program in the fall semester and in the spring semester were contingent upon (1) making the Communication Studies degree proposal consistent with the guidelines for A.A. degree programs that recently have been updated and; (2) further research into similar programs at community colleges and more study into student interest and needs (as expressed in survey results).

As this program is under development, SLOs and PLOs have not yet been developed.

1.6 Existing programs are revised as needed.

- *Identify which programs have been revised during the period under review. Explain what the revisions were and why they were made.*

No new programs were developed during the period under review.

With no existing programs during the period under review, no revisions were made.

Instruction

1.7 Courses are taught within the parameters described in the outline of record

Every effort is made to insure that all courses are taught according to the outline of record. The five full-time Communication Studies instructors communicate frequently to ensure universal standards are met in their courses.

When adjunct evaluations are done, course assignments are judged against the outline of record and judgements are made. More frequent contact with adjunct faculty is needed so that all instructors are aware of the standards set forth in the outlines of record, and that consistency across sections is maintained. To that end, and since all CORs have been recently revised, the current CORs were sent to all adjuncts prior to the beginning of this term.

Discipline faculty recently decided to recommend the use of two textbooks for COMM101 and two textbooks for COMM 103. These textbooks were chosen in part because they closely resemble the content outlined in the course outlines of record for those courses. Hopefully, using these textbooks will help all faculty teaching those courses to adhere to the CORs.

Communication Studies faculty are required to list the Course Outline of Record's Course Objectives on their syllabi. Each semester, course syllabi are submitted to the Language Arts Division office, per district policy; these documents are kept on file and systematically reviewed by the Dean of Language Arts.

1.8 Innovative strategies

Faculty and staff use innovative strategies to meet student needs and staff development supports the development of these strategies.

- *What innovative strategies have faculty/staff developed to better serve our students?*

Communication Studies faculty members regularly make use of staff development funds to fund professional activities in order to stay current in their areas. The Communication Studies faculty members regularly attend professional development activities and academic conferences to enhance pedagogy with prevalent, contemporary academic developments.

Several areas specifically address intentions by the Communication Studies faculty to employ innovation within the Communication Studies discipline, coursework, advising, and in a more general sense, to address student needs:

- Assessment Tools
- New Media Technological Curriculum Innovations

Assessment Tools

The Communication Studies faculty is discussing utilizing the most current and technologically advanced methods to evaluate student speeches. Such technological issues are being discussed as possible avenues to explore in applying for educational grants as well as discussions of future infrastructure requirements for the discipline. The *Vid-Oral* system is state-of-the-art equipment in public speaking courses and serves as one such innovative instructional tool. The *Vid-Oral system* would definitely address the need for innovative strategies within Comm. 101 and 103. Additionally, it would also aid those students in storytelling, oral interpretation, argumentation and debate, and forensic classes. Such an innovative technological system would also provide the Communication Studies discipline with a better assessment tool to assess student progress and SLOs. Ultimately the *Vid-Oral* system has three key components to effective assessment practice. First, the system employs the use of a small, non-obtrusive camera that records student speeches. Second, the system enables instructors to orally critique simultaneously while student voices are being recorded. Finally, the system could provide each student with a ‘video library’ of his/her presentations.

New Media Technological Curriculum Innovations

The Communication Studies faculty is discussing utilizing the most current and technologically advanced methods to develop course content and delivery of said content. This spring term the discipline’s faculty members are examining various methods of delivering online instructional aids. This is being accomplished in several areas. First, publishers of the texts that we are using are providing complementary textbook online resources. Such online content includes test questions for chapter content, vocabulary building (flash cards), online videos to aid comprehension of concepts, speech outline workshops and more. Members of the communication faculty are currently assessing the viability, necessity, and accessibility of such online options. Secondly, the Communication Studies faculty is assessing a third party provider (Thinkwell) of online content. Not bound to a particular text’s content, assessment of this method of online content will focus on accessibility and efficacy in delivering content pursuant to discipline goals in meeting student needs. Lastly, we are compiling a listing of the Communication Studies faculty video resources. Having a catalog of a library of speech example videos and relevant media videos to illustrate communication concepts, Communication Studies faculty will be able to better utilize shared resources to develop innovative course

content and deliver instruction in way that better meet the needs of students and resonates with the discipline's pedagogical ends.

- *In what ways do classified staff and/or student assistants help support faculty efforts?*

The Communication Studies faculty is discussing the possibility of working with the Learning Center to provide tutorial support and possibly a speech practice space for our students. It is hoped that we can provide unique learning opportunities for the students who are having difficulty in putting together a speech or the elements of a speech, dealing with speaking in public (anxiety), or simply understanding basic concepts within the courses. Continued research into whether this would meet student needs as well as the feasibility and efficacy of such an effort will serve to focus future discussions in this area.

The Communication Studies faculty depends on its divisional office staff for administrative and clerical support. These duties include the collection and maintenance of syllabi, direct and indirect contact with students, contact with various institutional entities and with the facilitation of divisional and discipline meetings.

Scheduling

1.9 Course scheduling provides students with reasonable access to meet their educational objectives.

- *What factors contribute to strong enrollment patterns?*

The Communication Studies discipline offers classes at many of the time periods in the day and evening. All sections of COMM 101 and 103 usually close well before the start of open enrollment. Most other communication courses close by the first day of classes.

Although most students responding to the survey this fall indicated that course scheduling met their needs, some responded that there were not enough sections of COMM 101 and COMM 103. Several others responded that more late afternoon and evening sections need to be offered.

All sections of COMM 101 and 103 usually close well before the start of open enrollment. Most other communication courses close by the first day of classes. Continued strong enrollment in COMM classes will continue relative to student interest level in offerings, the diversity and range of course offerings, and our ability to successfully find staffing to meet enrollment demands.

- *What barriers exist that weaken student access?*

All sections of COMM 101 and 103 usually close well before the start of open enrollment. Most other communication courses close by the first day of classes. Some students have commented that accessibility to course offerings is limited due to these dynamics. Most COMM classes experience waiting lists and large numbers of crashers who need to be turned away due to enrollment limits. The Communication Studies faculty also needs to rethink scheduling needs in light of facility (room) restrictions. Each Fall and Spring semester, Comm. 101 should be also offered as a 'fast-track' or split 8 course (student surveys also illustrate student interest in such courses).

- *What can be done to alleviate these problems?*

While theoretically increasing access to students by expanding course enrollment limits might seem to be an option for COMM 101 and COMM 103, it is not a feasible one for several reasons. First, in a class that features student performances, ideally we would not want to exceed the enrollment limits for pedagogical reasons. Each student (given 5 presentations minimum in COMM 101 for example) would add a corresponding performance time that trades off with class lecturing and activity time which adversely would affect the quality of pedagogy and the educational experience within the class.

Creative scheduling and offering more sections of the popular courses would be warranted. For example, COMM 101 could be offered on a “double eight” schedule every semester. Also, classes could be scheduled as Friday/Saturday sections, with times mirroring the M/W and T/R sections. Student surveys illustrate student interest in these types of scheduling innovations.

Course and Program Support

1.10 Relationships with the Library, the Learning Center, the Writing Center and the Instructional Media Center:

Communication Studies faculty regularly refer students to the Writing Center, rely on the Instructional Media Center for materials and smart carts, and routinely use the services of the Library. We are interested in talking with the Learning Center about creating a Public Speaking Lab.

1.11 Technology

Many instructors are relying on myAVC in order to communicate with their students. A few have been experimenting with Blackboard. Many of the faculty are more comfortable with using PowerPoint as an integral part of delivering course content. Because many instructors are incorporating multimedia into their lessons, it is imperative that technology be supported in all classrooms used by Communication Studies.

Discipline faculty are also interested in online teaching. Mass Communication (COMM 105) is the only course currently approved for online instruction. In spring 2008 the Communication Studies faculty are meeting with Thinkwell, a company that produces materials geared for online instruction of Public Speaking.

1.12 Courses are articulated with local high schools and institutions of higher education.

- *Please provide a brief description of faculty and dean’s efforts toward articulating with institutions of higher education and high schools.*

All new courses are scrutinized by the articulation officer to verify transferability to other colleges and universities. Communication Studies offerings are developed with transferability as an essential quality for our courses. Additionally Communication Studies courses continue to be offered within the SOAR programs.

- *What are the strengths and weaknesses of the articulation process?*

As public speaking and communication studies courses are not necessarily a requirement in high school curricula, it would be hard to articulate how high school academic programs would result in preparation for our communication studies courses.

One of the strengths of the Communication Studies articulation process is that even in developing new classes and programs, discussions in discipline meetings regarding transferability occur frequently and such articulations are given a high priority in the curriculum development and assessment process.

- *If necessary, what can be done to improve the articulation?*

Continued research into retention and student success rates would provide a clearer answer to this question. Additional question governing preparation for the course in Communication Studies student surveys also would be warranted.

- *If applicable, explain faculty's involvement in articulation with California institutions of higher education through state projects?*

N/A. No state projects concerning organizations of California Community Colleges, standardization of teaching or course content towards the goals of articulation have been developed in the period under review.

College Mission

- 1.13 The programs meet one or more of the primary goals articulated in the College Mission Statement.

The Communication Studies courses meet the goals of providing “Transfer Education” and “Personal Enrichment and Professional Development.” Although there is no certificate in Journalism, many students in that program have gone on to work in the newswriting field, hence meeting the “Vocational and Technical Education” goal. Further a number of students have completed supervised Work Experience hours in both print and broadcast journalism.

- 1.14 The courses and programs meet one or more of the college's ILOs.

The Communication Studies Program satisfies the following Institutional Learning Outcomes:

2. Value and apply lifelong learning skills required for employment, basic skills, transfer education, and personal development.

3. Demonstrate a breadth of knowledge and experiences from the humanities, social and behavioral sciences, arts, natural sciences, and mathematics.

4. Solve problems using oral and written communication, critical thinking and listening skills, planning and decision-making skills, information literacy, and variety of technologies.

All COMM courses satisfy these three ILOs.

1.15 The courses and/or programs are consistent with plans articulated in the Educational Master Plan.

The Educational Master Plan closely resembles the findings of this report.

- Mission: All courses in the Communication Studies Program support the College's Mission Statement, as discussed in 1.13 above.
- Student Learning Outcomes: The Educational Master Plan (EMP) considers Student Learning Outcomes (SLOs) as an important issue to be addressed within academic planning and development; the Communication Studies program has developed SLOs for the COMM 101 and is in the process of developing SLOs for all of their current courses. As our SLOs are being developed this semester, they will be incorporated into all CORs, course syllabi, and program descriptions. Assessment tools are being discussed and will be incorporated in all SLO development.
- Current Student Demand: We are currently offering COMM 101 and COMM 103 at a large variety of time periods to meet student demand for these basic courses. Additionally we are offering themed diversity courses and communication studies elective courses corresponding to student interest, relevance to the Communication Studies academic goals, and faculty availability.
- Anticipated Student Demand: According to student responses on the survey this semester, there is strong interest in the following possible future courses: Small Group Communication, Advanced Public Speaking, Business and Professional Speaking, Mass Media and Society, Political Communication, Organizational Communication, Mediation and Conflict Resolution, and Debate. Additionally as the A.A. major and the Certificate program are put into place additional student needs will be assessed and appropriate planning actions will be taken by the Communication Studies faculty.
- Personnel: The Communication Studies discipline is currently hiring an additional two full-time instructors. Additional consideration for expansion of the discipline (more faculty members) in order to meet the demands of a growing student population need to be considered.
- Equipment: To provide our students with the most advanced assessment tools and course content delivery, the Communication Studies discipline is considering the *Vid-Oral* system as well as other equipment aimed at facilitating assessment and content delivery. Funding must be forthcoming from various sources on campus including but not limited to technology grants.

AREA 2: STUDENT SUPPORT AND DEVELOPMENT

2.1 The institution provides all prospective and currently enrolled students with current and accurate information about its programs, admissions policies, graduation requirements, social and academic policies, refund policies, student conduct standards, and complaint and grievance procedures.

Not applicable. The Communication Studies program is not involved with the formulation of admission policies, graduation requirements, social and academic policies or refund policies, student conduct standards, and complaint and grievance procedures. However, all

Communication Studies faculty and Communication Studies courses are expected to follow college policy with regard to all those issues.

2.2 The program identifies the educational support needs of its student population and provides appropriate services to address those needs.

2.2a Explain the various methods used to identify the educational support needs of the students.

While Student Services is the primary agent in this area, our program works to ensure that students know about the student support infrastructure available. Communication Studies faculty often identify individual needs of students who may have difficulty with a variety of learning skills related to communication studies courses. We work regularly with the programs that supplement and support our classes such as the Writing Center, Library Services and Disabled Student Services. Students are regularly encouraged by faculty to use the Writing Center's services with referral slips. Additionally faculty members also utilize library seminars on research as a necessary supplement to our course offerings. These library presentations help ensure that our students' needs are met in the area of research methodology and library resources. Regularly our faculty works with Disabled Student Services (DSS) to address the needs of students with disabilities. Working closely with Disabled Student Services helps faculty provide students with the additional support in order to allow for full participation within our classrooms.

2.2b. As the student population changes, what plans or procedures are used to address those changes?

The Communication Studies faculty currently addresses the procedural issues in dealing with support issues within our discipline's efforts in course creation and revision.

As we consider online courses, we are taking into consideration issues that are of importance for support (particularly DSS issues). In our discussions we are taking into consideration the recommendations of both DSS and the Online Teaching committee.

Additionally within discipline meetings discussions of such support issues regularly are areas of consideration.

2.3 The program involves students, as appropriate, in planning and evaluating student support and development services.

2.3a Describe the various methods used to involve the students.

We developed and administered a Student Satisfaction Survey this semester (Fall 2007). The results of this survey are being used to address student needs and to plan and drive our instruction.

2.3b What additional methods do you perceive as useful in this process?

We would like to use surveys address additional concerns the students have about their classes (public transportation issues, schedules, need for academic support, difficulties with purchasing

texts for courses, and the problems with funding required for the purchase of texts). Moreover, we would like to see additional research of retention and success rates for the students within our courses to better assess the Communication Studies program within the context of the Educational Master Plan, ILOs and the Language Arts goals and objectives for student success.

2.4 Admissions and assessment instruments and placement practices are designed to reduce bias and are regularly evaluated to assure effectiveness.

The admissions instruments and placement practices are not generally addressed within the Communication Studies program discussions. Assessment practices are continually being discussed in particular with reference to applicability to SLOs. Continued research into the effectiveness of our assessment procedures are required to determine effectiveness with particular emphasis on reduction of bias.

2.5 The program provides appropriate comprehensive, reliable and accessible services to its students regardless of service location or delivery method.

2.5a Identify and evaluate the various service locations and delivery methods used by this program.

We use the main AVC campus as our primary service location, and are starting to offer a few sections of Communication Studies courses at the Palmdale location. The delivery method is primarily lecture. Additionally, the Communication Studies faculty is researching and developing online courses in the area. Many of those courses will be hybrid courses (i.e. have online and face-to-face components).

2.5b What are the projections as to the needs in the future?

We need to develop online courses. These facilitate current trends in instructional/learning process, increase student participation in Communication Studies courses, and alleviate pressure on facility resources (classroom space). Additionally, our student population seems to want a greater diversity of courses offered, number of sections of those courses increased, a greater variety of faculty choices for those courses, and a greater variety of times when Communication courses are offered. We would be required to hire more faculty members to meet the demands of our student population to address all these issues. We would also benefit from establishing a Communication or Public Speaking lab within the Learning Center.

2.6 The institution, in keeping with its mission, creates and maintains a campus climate that serves and supports its diverse student population.

2.6a Describe the diverse student population most frequently served by your program.

According to the *New AVC Fact Book*, the majority of the student population in fall 2006 was white (39%) and Hispanic (28.8%), with African Americans (18.6%) making up the third largest ethnicity group.

The categories of ethnicity, age, gender, full time/part time status and hours of employment per week are found in the results of the Communication Studies and Journalism Student Survey.

Ethnicity: Overall Program	
Alaskan / Native American	0.0%
Asian American / Pacific Islander	5.4%
Black / African American	11.8%
Hispanic / Mexican American	31.2%
White / Caucasian	38.5%
Bi-Racial	2.7%
Other	5.0%
Decline	5.0%

Gender: Overall Program	
Female	53%
Male	47%

Age: Overall Program	
17 and younger	12.5%
18-20	55.1%
21-24	16.1%
25-29	3.6%
30-39	6.3%
40-49	4.9%
50-59	1.3%
60 +	0.0%

FT/PT: Overall Program	
Full time	70.0%
Part time	30.0%

The student population of Communication Studies courses on the whole correlates with the demographics of the student population of Antelope Valley College.

In order to maintain and improve a healthy campus climate, our program offers a variety of courses that provide diverse cultural perspectives, such as the Art of Storytelling, Intercultural Communication, Gender and Communication. Additionally, our Communication Studies courses generally deal with cultural issues within the course content. Such diversity is found within many of the textbooks chosen as well as within the course content outlined in the CORs. With an AA program in Communication Studies in development, we hope to offer more courses with diverse perspectives. Communication Studies faculty are always active in the Flex program and often present material connected to diversity. The Readers Theatre performance, Vagina Monologues performance, Women and the Holocaust flex presentation, and the construction of the Day of the Dead altar at AVC are all examples of Communication Studies faculty involvement with the community. The faculty promote active student participation and involvement in these cultural activities.

2.6b Describe how your area is involved in the maintenance and/or improvement of a healthy campus climate.

We support the needs of our students by continuing to, first, prioritizing determination of the most pressing student needs and meeting those needs through whatever means are readily available, such as providing references to the Writing Center for students that we assess as requiring additional help, providing additional testing time after class or through the DSS program, providing texts for library use for those who cannot afford them, and by offering office hour appointments to students who seek additional support. Additionally we offer an Intramural Speech Tournament that gives students the ability to compete for monetary prizes and develop their public speaking skills through competition.

2.7 The institution supports a co-curricular environment that fosters intellectual, ethical, and personal development for all of its students and encourages personal and civic responsibility.

- *Describe the various programs (clubs, organizations, etc.) available to the students for development of social and other skills.*

We offer a forensics program where students learn to compete in public speaking events through intercollegiate forensics competitions. Forensics participation has several clear advantages to our college community:

1. Enrich, support and add to the formal academic curriculum. The program and the courses enhance the academic curriculum in at least three ways. First, students learn to discuss, research and study important issues like military intervention, media coverage of politics, and human rights policies. Second, students engage in more stimulating discussions in classes that they take because they have had real world practice researching, studying and communicating about these important issues. Third, students turn in better research and analysis for papers because they have practiced researching and organizing their work into the most effective manner possible. These benefits are not isolated to any one discipline. Rather, students in any academic program on campus gain skills in presenting their subject matter more effectively. Overall, students become better educated and more involved citizens of our society.
2. Foster opportunities for students to develop to their fullest potential and to provide for their physical and emotional well-being. Students learn to be the best speakers that they can be. By being able to communicate better, students are able to better express their needs thereby enhancing their ability to achieve their fullest potential. Students have a group of friends which they can depend upon and who share their desire to discuss issues and to speak effectively.
3. Provide a forum for students to use skills gained in the classroom (i.e. critical reasoning, writing, speaking, organizing, and analyzing) other settings. Speech and debate obviously achieve these goals. Students engage in critical reasoning by discussing, refuting, rebuilding, and refining ideas and arguments. Students learn to write persuasive cases and speeches, as well as informative essays, analyses of communication, and humorous stories. They learn how to speak by practicing and competing in speaking and debating events against some of the best young speakers in the country. Students learn to organize huge files of evidence and briefs, arguments in their cases and persuasive points in their speeches. Students learn to

analyze the claims other students make and to refine their arguments so that they are rhetorically and logically sound arguments.

4. Enhance the College's reputation. Our program contributes to the liberal arts atmosphere by providing an activity in which virtually every field of the liberal arts curriculum is addressed via researching and communicating its subject matter. Students learn about politics (debates on U.S. domestic and foreign policy), sociology (speeches on the role of sexuality in contemporary society), philosophy (analysis of topics by discussing such thinkers as Nietzsche), literature (the interpretation of plays, poetry and prose), science (speeches on the invention of telecommunications, debates on the development of nanotechnology), and we could go on. Needless to say, this broad based learning experience adheres to the liberal arts reputation of our school. In addition, the program is expanding this year to include on-campus debates. This kind of campus dialogue on vital social, political and academic issues can make the school an even more vibrant and intellectually stimulating atmosphere. Coupled with the program's already recognized national reputation, the team definitely offers unique features that enhance the school's reputation.

- *What programs would you change, add or delete to improve this personal development?*

The forensics program needs to be nurtured by the entire campus community, led by the Communication Studies faculty. Additional funds are needed for travel and re-assigned time need o be attached to the faculty who are coaching and traveling with the students.

2.8 *Student records are maintained permanently, securely, and confidentially, with provision for secure back up of all files.*

- *Describe the methods used for maintaining student records regardless of the form in which those files are maintained.*
- *List any projected plans for improvement of maintaining and controlling the records.*

Not applicable

2.9 *The program systematically evaluates the appropriateness, adequacy, and effectiveness of its student services and uses the results of the evaluation as a basis for improvement.*

- *Describe the methods used for systematic evaluation.*
- *How do you intend to use the information gleaned from this program review as a basis for improvement?*

Not applicable

AREA 3. PROGRAM AND STUDENT LEARNING OUTCOMES

- 3.1 Expectations for PLOs and SLOs are clearly articulated and are used in assessing the effectiveness of the program and service provided.

Although we are just beginning to create SLOs and the means to assess them, expectations for student outcomes regarding course objectives are clearly articulated on each instructor's syllabus.

Additionally such expectations will be articulated thoroughly in the development of PLOs for the A.A. major. SLOs will be similarly developed with clearly articulated assessment methods.

3.2 Student evaluations are an integral part of the assessment of course and program effectiveness.

Student evaluations are given regularly – in every course, every semester. Further, a survey regarding the Communication Studies courses has been conducted again this year as part of this review. Surveys have also been conducted as part of the previous three reviews, so that student input is used to assess program effectiveness and student needs, including the need for new courses.

3.3 Job placement data are an integral part of the assessment of course and program effectiveness for vocational programs.

N/A

AREA 4. PERSONNEL AND SUPPORT SERVICE

4.1 The ratio of full-time to part-time faculty provides students with a quality of instruction consistent with student needs and goals of the programs.

Progress has been made since the last Program Review, but more full-time faculty are still needed. This semester, there are 44 sections of COMM offered (132 LHE). Eighteen sections are assigned to adjunct instructors (54 LHE). In other words, 59% of the offerings are taught by full-time instructors and 41% by adjunct instructors.

4.2 The ratio of full-time to part-time faculty provides adequate personnel responsible for program evaluation and revision.

Again, more full-time faculty are needed. With so many adjuncts teaching 101 and 103, consistency of standards across sections has become problematic. Also, we need to be offering more sections of 101 and 103 to meet the demand, and finding qualified adjuncts has historically been difficult. Further, as we develop a major and/or certificate, we need more faculty who can deliver the increased demand that will create.

4.3 There are adequate full-time faculty and staff to meet program needs.

Again, if we are to develop a major and/or certificate, more full-time faculty are needed.

4.4 There is adequate staff support to meet program needs.

Additional clerical help might facilitate more timely processing of program paperwork. We would also benefit from establishing a Communication or Public Speaking lab within the Learning Center. This initiative would highlight the benefits of peer mentoring. By using student tutors, a Public Speaking lab would help students, who are accomplished in Communication, with an opportunity to tutor for money. Moreover, clearly the Communication

Studies faculty would utilize such a program to help students who require extra attention in Communication Studies classes. Communication Studies faculty are clearly supportive of all the support services in basic skills, which at this time does not include basic speaking skills.

- 4.5 There are adequate staff development opportunities to enhance the effectiveness of all staff in meeting the goals and objectives of the programs as well as the professional development of the staff.

The Communication Studies faculty are involved in staff development opportunities both on and off campus. Each member of the Communication Studies discipline fulfills Flex obligations in a timely manner. Communication Studies instructors regularly participate in developing and participating in Flex activities each semester as well. Additionally, faculty have participated in conferences.

Communication Studies faculty members can be found regularly pursuing their research in work within our discipline. These activities include performing as a storyteller; presenting workshops at the National Storytelling Conferences in Chicago in 2003 and in Pittsburgh in 2006 and having been commissioned to write and tell two pieces at the Getty Museum in 2002. Additionally, another member continues his research and Master's work in the area of Dia de los Muertos. For the past three years, this work is partially represented in a Day of the Dead altar at AVC. The head of our forensics program has judged and coached at the Phi Rho Pi National Forensics Tournament. Our faculty participates in a variety of Flex activities including a Women's History Month presentation on Women and the Holocaust this spring. Other faculty members are on the editorial board of *Colloquy* (a Communication Studies journal at California State University, Los Angeles) as well as working with Women Against Gun Violence in training members of their public speaker series.

The Communication Studies faculty continues to provide diverse perspectives on the field of communication studies. Additionally the faculty members engage student needs through a variety of campus engagements to enhance and enrich the campus community.

- 4.6 Full-time faculty are actively involved in the process of hiring and evaluating instructors.

Full-time faculty have regularly been involved in the hiring of new full-time and adjunct instructors. They have also evaluated all the adjunct instructors hired in Communication Studies in the last several years.

- 4.7 The evaluation of staff is systematic and conducted at appropriate intervals. Follow-up to evaluation is timely and systematic.

Until this year, recommendations for re-evaluations of adjunct faculty and regular periodic evaluation of adjunct faculty was not done when that responsibility was to be attended to by the dean. This year, however, that trend has been reversed.

- 4.8 The evaluation processes assess effectiveness and encourage improvement.

When done correctly, our evaluation process is effective and encouraging.

AREA 5 – FACILITIES, EQUIPMENT, AND TECHNOLOGY

5.1 Facilities are appropriate for effective teaching, learning, counseling, or other services.

Student responses to the survey question regarding facilities indicated that the classrooms are cold, the chairs are very uncomfortable, and the rooms are too small for forming small groups. These complaints were also noted in our last program review and all instructors echo these concerns.

5.2 Equipment and technology are appropriate for effective teaching, learning, counseling, or other services.

Most rooms used by the department have computers and overhead projectors, aiding in effective instruction; however, the equipment frequently does not work. The equipment in APL 112 usually does not work. Communication Arts faculty frequently must bring in Smart Carts or “tap dance” to make their lesson plans work. Better support for instructional technology would be an important priority.

5.3 Program support space is adequate to ensure the effective operation of the educational program and related support activities.

A room dedicated to the Forensics program is sorely needed. Also a Public Speaking lab would be of great use.

5.4 The safety of the facilities and equipment are reasonable and adequate.

While overall the safety of the facilities and equipment are reasonable and adequate, more information regarding the status of campus security and assurances of student safety (particularly as some of the Communication Studies classes end at a late hour) might be warranted.

AREA 6 - FISCAL SUPPORT

6.1 During the period under review, resources have been used effectively to support programs and services.

Communication Arts is and always has been understaffed. More full-time faculty members are needed.

Also, all classrooms should be “smart” classrooms. It is an important goal for the Communication Studies discipline to provide our students with the most effective/advanced methods of assessment, course content delivery, and student interaction.

6.2 Current and anticipated funding is adequate to maintain high quality programs and services.

More permanent faculty members are needed in order to maintain program quality. Again, technology needs to be updated and supported in all classrooms so that faculty members are assured that it will work. Also, guaranteed and accessible funding for the forensics program is essential if we are to continue offering it.

6.3 Anticipated funding is adequate for the development of revised and new programs.

Funding for the forensics program must include reassigned time, money for travel for both students and instructor, and money for entrance fees. Additionally, funding issues due to state restrictions on expenditures for out-of-state forensics competitions (as the national tournament competition occurs out-of-state) have been discussed and various methods have been discussed to address this significant impediment to competitive success.

AREA 7. – COMMUNITY OUTREACH AND PROGRAM AWARENESS

7.1 Staff maintains appropriate links with community

Public performances of oral interpretation and storytelling programs are regularly offered in conjunction with those courses. Additionally the faculty members of Communication Studies are investigating additional community outreach in conjunction with the forensics program and local high school forensics programs.

The Communication Studies discipline will participate in general community outreach programs offered by the college. In conjunction with our development of an A.A. degree major, coordination of efforts to recruit students through community outreach will become more important.

Forensics

The Communication Studies discipline sees an active forensics team as a vital component to a well-rounded Communication Studies program. In moving forward to integrate a forensics team with the goals of improved student participation and student development, the Communication Studies faculty is coordinating efforts to promote the forensics team including, but not limited to, creating a promotional video, pamphlets, Public Relations items in the school newspaper, to increase student awareness of this co-curricular opportunity. Additionally, funding issues due to state restrictions on expenditures for out-of-state forensics competitions (as the national tournament competition occurs out-of-state) have been discussed and various methods have been discussed to address this significant impediment to competitive success. Moreover, methods of community outreach including public demonstrations of forensics activities and developing ties to local high school forensics programs (in some cases perhaps starting programs) have been discussed and are in the process of being researched for possible implementation.

- 7.2 Staff makes appropriate efforts to inform students about each program and facilitate student participation in those programs.

Courses and special events are advertised in the schedule of classes and in programs for other events.

- 7.3 Where appropriate, advisory committees meet regularly and support the development of programs as well as promote student placement.

If applicable, describe the use of advisory committees. How do they assist the development of programs? What is their role in student placement?

No advisory committees exist to support the development of community outreach programs. Decisions governing community outreach programs are either (1) driven by individual faculty member motivation to support such activities; (2) are developed in discipline meetings with the input and discussion of the faculty of the discipline or; (3) informally communicated amongst the faculty members through emails, face-to-face meetings, or informal discussions.

AREA 8 – STATE AND FEDERAL COMPLIANCE

- 8.1 Program adheres to all state and federal guidelines

The Communication Studies adheres to all state and federal guidelines, without exception.

- 8.2 Program adheres to all college policies and procedures.

The Communication Studies program adheres to all college policies and procedures, without exception.

Summary of Area 1: Curriculum

The Communication Studies faculty are in a constant state of reflection governing the course offerings, course requirements, and innovative approaches to course delivery. We continue to contribute to a health campus environment by offering courses that incorporate diverse and multicultural perspectives, a wide range of curricular choices within our discipline, and a diverse faculty (backgrounds, perspectives, etc.). The Communication Studies faculty is also considering new courses and new scheduling strategies to better meet the needs of AVC students.

The courses offered in the Communication Studies discipline at AVC are carefully considered by the full-time faculty as the SLOs and CORs are being reviewed and revised in accordance with State guidelines. More sections of the popular offerings of Communication Studies need to be offered to meet student needs. Creative scheduling, online courses, and simply increasing the number of offered courses can help to alleviate the crowd in Communication Studies courses. Technology is a growing concern in the curriculum development of the discipline. The Communication Studies faculty is working on developing an A.A. major and certificate program to meet student academic and intellectual needs.

Recommendations:

We need to do additional research on student retention and success rates, and to measure student needs within our discipline with regard to student interest in course subject matter, scheduling needs, and student interest in A.A. major and certificate programs. More full time faculty are needed, especially as we develop more classes with more sections to meet student demand. The Communication Studies faculty members are resolved to maintain the most current methods of delivering course materials in class (face-to-face), in assessment (*Vid-Oral* system), and online (through online resources such as myAVC and Blackboard). Additionally, the Communication Studies faculty should seek better adherence to CORs with online access of syllabi and review of COR adherence for all discipline faculty members. Classroom environments also need to insure maximum pedagogical benefits for our students. Classrooms require working equipment for technologically advanced curriculum delivery techniques and require manageable class sizes to maximize teaching success rates. \

Summary of Area 2: Student Support and Development

The Communication Studies faculty regularly supports students by making referrals to the Writing Center, coordinating with the DSS, and making library research instruction part of many of our courses. We contribute to a healthy campus environment by offering many courses in diversity such as Gender, Intercultural Communication, and Storytelling. Cultural diversity is also core to our other communication courses. The Forensics Team offers academic and personal growth opportunities to students. The major in Communication Studies is being developed to offer students entry into the major at a university, important work skills, and personal improvement.

Recommendations:

Continue research into creating a Public Speaking Lab in the Learning Center to offer tutoring in oral communication and presentation skills. We need to continue our work in developing online and hybrid courses to address student population changes. We need to do additional research on student retention and success rates, and to develop SLO assessment measures. More full time faculty are needed, especially as we develop more online classes, to meet student demand. The Forensics Team needs to be funded by the college and the coach needs re-assigned time. Once the A.A. degree is established, a Communication Club should be created.

Summary of Area 3: Program and Student Learning Outcomes

The SLOs are being developed and evaluations are an on-going part of this program.

Recommendations:

Finish and get the SLOs approved and continue conducting student evaluations.

Summary of Area 4: Personnel and Support Service

Due to the ratio of full-time faculty to adjunct faculty more full-time faculty are needed. Also, clerical staff and student tutors would greatly aid the program. Members of the Communication Studies faculty are actively engaged in staff development, FLEX activities and the hiring process.

Recommendations:

Hire additional full-time faculty

Summary of Area 5: Facilities, Equipment, and Technology

Many of the rooms used for Communication classes are not adequate. Students and faculty have voiced their complaints. At times, the technology does not work correctly.

Recommendations:

Fix and maintain equipment in the classrooms.

Summary of Area 6: Fiscal Support

The Communication Studies Department needs more faculty, updated classroom equipment and funding for the forensics program.

Recommendations:

Hire more full-time faculty and increase the budget in order.

Summary of Area 7: Community Outreach and Program Awareness

Communication Studies faculty members continue to participate in activities to increase awareness of forensics and communication studies program opportunities offered by our college. Organized activities (i.e. through advisory committees) should be created to maintain community outreach and increase program visibility within and outside the college. A key component of the Communication Studies community outreach and program awareness is the maintenance of a competitive forensics team.

Recommendations:

Establish more independent communication studies outreach activities in cooperation with existing outreach programs. Maintain the forensics program and develop additional methods of increasing visibility and awareness of this co-curricular activity.

Summary of Area 8: State and Federal Compliance

Communication Studies faculty members adhere to required policies and procedures.

Recommendations:

Continue with policy adherence and enforcement of state and federal guidelines.

READING

Area 1: Curriculum

1.1 Course Development:

1.1 The curriculum supports the educational objectives of the program/discipline. New and revised courses address changes in the discipline or industry and specifically address student needs.

- *List new courses (number and title) developed during the period under review.*

The Reading Program has developed a new lower level reading course, READ 095, Basic Reading, for students reading at the 4th-6th grade level. We have had many students who were reading significantly below the READ 097 level (intended for students reading at the 7th-9th grade levels), who were unable to succeed in READ 097. We investigated different models of instruction for the 4th-6th grades level of course, recognizing the difficulty of increasing the student's reading level by 3 years during a single semester; trying to accomplish this large an increase will present a great deal of difficulty for a number of students in the course; however, we would like them to be able to successfully continue with READ 097 their following semester.

A completely separate area, Teacher Preparation, is supported by READ 175, Literacy Tutoring and Supervised Field Experience. This course was developed since the last program review was conducted. As a part of the TEACH program, funded by the Chancellor's Office, this course was initially developed in order to provide early field experiences to the students interested in pursuing a career in teaching at the K-12 level. This course has been positively received by the students, as evidenced by the fact that the enrollment has been at or close to the course maximum nearly every semester that the course has been offered, and very few students drop the course during the semester (retention is nearly 100%). This is a stand alone course, so it is not part of a program (and there are no PLOs), but it does articulate with the California State University, Bakersfield (CSUB) Teacher Education Program, and fulfills the students' early field experience requirement.

- *How do the new courses support the objectives of the program?*

READ 095 will fit in with the current sequence of courses, by extending the lower level of courses offered; READ 095 is for students reading at the 4th-6th grade levels, READ 097 is for students reading at the 7th-9th grade level, and READ 099 is for students reading at the 10th-12th grade levels. All three courses support the College's Mission Statement, as these are "Basic Skills Courses consisting of pre-collegiate, non-degree applicable courses that provide students with the knowledge and skills necessary to enroll in college level courses." There are plans for future course development; a substantial proportion of Reading students surveyed (62/134=46%) would like to take a College Level Reading course, and a smaller yet significant number (34/134= 25%) would like to take a more basic reading course. These numbers do not, of course, represent the entire student population at AVC, just the population of current reading students; yet they do point out the concept that many of our students are interested in taking a College level reading course, and that there is also substantial need for a more Basic Reading Course. There is a higher level of demand for a more basic course by students in READ 097, and the level of demand for a higher level reading course is greater for students in READ 099. The READ 097 number (requesting a lower level course) represents to some extent the students who are finding READ 097 too difficult, and the READ 099 (requests for a higher level course) represents the students who anticipate having difficulty with more challenging reading.

Student level	Number desiring more basic reading course	Number desiring higher level reading course
READ 097 N = 55	19/55= 35%	19/55= %

READ 099 N = 79	15/79= 19%	43/79= 54%
Total Students N = 134	34/134= 25%	62/134= 46%

- *What procedures are used for developing and reviewing new courses?*

The Reading Faculty researched other California Community Colleges to explore other models for basic level reading courses, and figured out a model which would seem to support the needs of students at AVC who are reading at approximately the 4-6th grade levels. Also referring to the California State Standards for Reading at the K-12 level, the Reading Faculty decided on a set of skills and objectives which would provide a solid foundation for students reading at this level. These were used to set the objectives for the course. Then it was a matter of developing the Course Proposal Form, Course Outline of Record, and locating instructional materials to support students at this level.

READ 097 and 099 are in the process of having prerequisite scores for enrollment re-established after a period of time during which data was compiled regarding student performance in reading courses and associated scores on the COMPASS (Computerized Assessment Test). The results of this research are being taken to AP & P for establishing prerequisite scores on COMPASS for enrollment in READ 097 and READ 099.

A series of Reading Lab courses are currently in development. These courses are being designed to provide a mechanism for Reading Faculty to provide extra instruction to students who are having difficulty with concepts or assignments in the Parent Reading courses, READ 095, 097, and 099. This is in response to demand from students who have requested additional instruction on concepts they are finding difficult to understand and then to apply to written materials.

- *For appropriate courses, what methods were used to determine pre or corequisites, advisories or limitations on enrollment (assessment, course validation studies, content review)*

The sequence of Reading Courses, in adding READ 095 at the most basic level, has enabled the Reading Faculty to propose reestablishing prerequisite scores for enrollment in READ 097 and 099. The research validating the scores being used to set prerequisites was conducted by a research firm contracted by the College for the purposes of conducting this research.

- *How do the new courses meet student needs and the College mission?*

Faculty in Reading have been observing quite a few students enrolled in READ 097 who have had a tremendous amount of difficulty in successfully completing the course, since the students appear to lack the prerequisite Reading skills. In addition, research conducted by AVC has shown that a substantial percentage of incoming students are reading below the level set for READ 097 (approximately 9% of new students). It is essential to meet the needs of these students. In addition, this meets the College mission of transitional education, by adding a basic level “pre-collegiate, non-degree applicable course to provide students with the knowledge and skills necessary to enroll in College level courses.”

- *In what areas might new courses be developed for the future?*

There have been numerous requests each semester by students for a College level Reading course. In addition, there are many students who need a more basic level Reading course than READ 095. It is student need which will be driving the development of these courses.

- *Have Student Learning Outcomes (SLOs) been developed? Explain the process.*

The Reading Faculty worked together to develop the SLOs (Student Learning Outcomes) for the Reading program. We first attended a workshop on SLOs, then looked at various SLOs (for Reading) on the Internet, drafted an initial version of our SLOs, based on the Course Objectives, and then worked to revise and finalize our SLOs. Four of our five Reading Faculty worked cooperatively on this process.

- *How do the SLOs support the objectives of the program?*

The SLOs for the developmental reading program (READ 095, 097, and 099) are progressive in nature, and follow an increasingly more difficult sequence of reading skills, as the courses are progressively more difficult. The other Reading courses, READ 150 and 175 are “stand alone” courses, and their SLOs are stand alone in nature, and do not reflect a progression in difficulty or any other type of specific relation to the other reading courses. There is some consistency between the SLOs for READ 150 (Speed Reading) and the SLOs for the developmental reading courses, where they all refer to rate of reading. However, there is no connection between READ 175 (Literacy Tutoring and Supervised Field Experience) and the other reading courses, either in content or in SLOs, since these represent very different types of courses and programs.

Student Learning Outcomes, READ 095, 097, 099:

SLO Areas	READ 095	READ 097	READ 099	How will it be measured?
Reading Comprehension, main idea and supporting details	The student will be able to <u>identify</u> the main idea and major supporting details of a passage written at the 6 th grade level.	The student will be able to <u>state</u> or <u>identify</u> the main idea and major supporting details of a passage written at the 9 th grade level.	The student will be able to <u>state</u> the main idea and major supporting details of a passage written at the 12 th grade level.	The student will be given a passage of expository text written at the grade level identified at the upper level for each course; successful students will be able to answer 70% of the questions correctly.
Vocabulary Development and Dictionary Usage	The students will increase their functional reading vocabulary through systematic instruction, accurately using and defining words at the 6 th grade level.	The students will increase their functional reading vocabulary through systematic instruction, accurately using and defining words at the 9 th grade level.	The students will increase their functional reading vocabulary through systematic instruction, accurately using and defining words at the 12 th grade level.	1. Successful students (all courses) will be able to select or provide the correct definition for 70% of the vocabulary words. The difficulty level of the vocabulary will increase according to course progression. 2. Successful students (all courses) will be able to accurately use a representative sample of words at increasingly higher grade levels, with 70% success.
Rate	The student will increase reading rate by a factor of at least 100%, as measured by pre and post assessments.	The student will increase reading rate by a factor of at least 100%, as measured by pre and post assessments.	The student will increase reading rate by a factor of at least 100%, as measured by pre and post assessments.	Given the same difficulty level of textual passages at the beginning and end of the semester, the student’s reading rate will be calculated in words per minute; the successful student will increase his/her rate by at least 100%, maintaining at least 70% in comprehension.

Student Learning Outcomes, READ 150

SLO Areas, READ 150	How will this be measured?
1. The student will increase reading rate by a factor of at least 100%, as measured by pre and post assessments.	Given the same difficulty level of textual passages at the beginning and end of the semester, the student's reading rate will be calculated in words per minute; the successful will increase his/her rate by at least 100%, maintaining at least 70% in comprehension.
2. The student will be able to adjust rate and approach to reading according to purpose for reading and the text density of written material.	2. The student will demonstrate their ability to adjust their reading rate by using a variety of types of materials. The successful student will be able to maintain varying levels of comprehension (from 70 to 100%), as required by purpose and material.
3. The student will be able to identify the main idea and major supporting details and identify the primary organizational pattern of material written at the 10-12th grade levels.	3. The student will be given a passage of expository text written at the grade level identified at the 10-12 th grade level; successful students will be able to answer 70% of the questions correctly.

Student Learning Outcomes, READ 175

SLO Areas, READ/ED 175	How will this be measured?
1. School setting: The student will be able to describe the elementary school and classroom environments, teacher management strategies, and interactions between teacher and students.	1. The students will write an evaluation report, including information about the school facilities, school personnel, children's names and characteristics, classroom rules, communication, and instructional strategies; the successful student will satisfactorily answer 70% of the elements required for their report.
2. Students will be able to explain and apply various instructional strategies and management techniques related to literacy instruction.	2. Students will be observed by the AVC Faculty member and the mentoring classroom teacher; observations will document the AVC tutor's ability to apply instructional strategies and management techniques in a classroom setting while tutoring children.
3. Students will be able to identify Internet resources related to reading instruction, summarize and evaluate selected activities.	3. Students will identify articles on the Internet related to reading activities which can be used in the grade levels of their choice; students will be evaluated by the appropriateness of the article selected, their written summary of the article, and their critique of the usefulness of the activity in a classroom setting.
4. Students will learn how to design lesson plans for teaching reading within content area instruction.	4. Students will be evaluated on their lesson plans using a rubric that measures the students' ability to include important elements in lesson planning and the appropriateness of the lesson materials for the intended objectives.

1.2 Course Revision:

All courses are reviewed within a six-year cycle per Title 5, Section 55210(b)(3).

All reading courses were updated to adhere to the new Title V regulations for curriculum development. The Course Proposal, Content Review, and Course Outline of Record forms change along with the changes in regulations and necessitate updating of the forms for each course. Overall, however, updates that were made on the forms were not substantive in nature.

There were substantive changes made in the Content Review section of the developmental reading courses, READ 097 and READ 099. Gordon and Associates conducted a research study in 2006 "to establish appropriate

cut scores for student placement using the COMPASS assessment system.” Since we now have data to support setting cut scores for READ 097 and READ 099, we have had to revise the Course Prerequisites for READ 097 and READ 099. These changes are in the process of being approved by AP & P.

We just developed our SLOs for the first time, so there are no changes to the SLOs for the courses. Additionally, with a Developmental Program, it doesn’t make sense to develop PLOs as the levels of the courses vary so widely; accordingly there are no PLOs for Reading. Since we just wrote our SLOs for Reading, we are not yet at a point where we can use our SLOs to identify areas of courses which need curricular revision.

1.3 Other Curriculum Matters:

Courses which have not been taught within a three-year academic period are obsolete and have been removed from the college catalog. Courses which have not been taught within a two-year academic period are inactive and have been identified.

The Reading Program has identified several Reading courses which were obsolete and which were subsequently removed from the college catalog. These courses were READ 098, Readings of Current Events, and READ 103, Reading Across the Curriculum. READ 150 had not been taught within a two-year period, was identified as being inactive, but is again being taught.

1.4 Diversity and/or Multicultural Perspectives:

Where appropriate, courses address issues related to diversity and/or multicultural perspectives.

Although not required, the Reading Faculty have ensured that the textual materials in their courses are culturally diverse. Additionally, efforts have been made to have a variety of cultures represented in the books from which the students select for their silent reading.

1.5 Program Development and Revision:

New Programs developed during the period under review meet students’ needs and are consistent with the college mission and ILOs.

- *Identify new programs that have been developed during the period under review and explain the SLOs for each.*
- *Identify and explain the Program Learning Outcomes (PLOs) for each new program.*

No new programs were developed during the period under review.

1.6 Existing programs are revised as needed

- *Identify which programs have been revised during the period under review. Explain what the revisions were and why they were made.*

There has been considerable development within the Reading Program to meet student needs. First of all, we will (subject to approval by AP & P) implement our newly validated cut scores in setting course prerequisites for READ 097 and READ 099.

One of the challenges we have had is in trying to provide extra support for students who are having difficulties with the course and in completing their coursework. From the practices suggested in the Chancellor’s Office’s document, “Basic Skills as a Foundation for Student Success in California Community Colleges,” the Reading Faculty have been investigating models of providing additional instruction, ensuring that instruction is provided by the Faculty. The Lab class was one of the models found to be effective, based on research in other California Community College Reading programs. Accordingly, we are developing a series of Reading Lab courses (READ 095L, READ 097L, and READ 099L) to accompany their parent Developmental Reading Courses, READ 095, READ 097, and READ 099. These new Lab courses are in the process of being approved by AP & P. As this model of support course is under development, SLOs and PLOs have not yet been developed.

The model of Reading Lab support course is currently being adopted at the request of Business Faculty who are teaching Workforce Development/Business courses. As their students have considerable difficulty succeeding in academic work, they have requested the Reading Faculty to work with them, developing a Reading Lab support course to provide additional instructional support for students in low level Business classes. The concept is that by helping the students learn how to read and use their textbook and other textual course materials, there will be an increase in students' success and retention in this program. The Reading Faculty will be working closely with each instructor for the parent business courses, to help reinforce learning of instructional concepts of the parent course.

- *Identify and explain the SLOs for each revised program.*
- *Identify and explain the PLOs for each revised program.*

The SLOs for the Lab courses are under development. There are no PLOs for the Developmental programs since the sequence of skills increases in difficulty, and cannot be standardized across the developmental courses.

1.7 Instruction:

Courses are taught within the parameters described in the outline of record.

- *What steps are taken to assure that faculty design their syllabi within the parameters described in the Course Outline of Record?*

All new Reading Faculty meet with the tenured Faculty to go over the COR; they usually develop their syllabi along the lines of existing syllabi, which have been carefully designed, incorporating the major elements of the COR. Additionally, the new Reading Faculty are provided guidelines for development of course syllabi by the Faculty Senate.

1.8 Innovative strategies:

Faculty and staff use innovative strategies to meet student needs and staff development supports the development of these strategies.

- *What innovative strategies have faculty/staff developed to better serve our students?*

One method that an instructor is using to get help for her students is by having a student assistant in charge of an SI (Supplemental Instruction) session for her students. She reports that attendance at the SI sessions greatly improves student performance. Another instructor has been able to acquire equipment in her classroom, a digital presenter, enabling her students to visually see the materials which are being discussed, as they are projected upon the screen. The implementation of Reading Lab classes to accompany Developmental Reading courses is another innovation which is being implemented. In addition to these well defined practices, instructors provide one another with research-based effective strategies, so that these ideas can be incorporated into classroom instruction. Using classroom-based research, Faculty members constantly revise the methods and content they select for their classes, selecting those which prove to be effective, and either modifying or discarding less effective methods or content. It is through these practices that instruction changes, with the ultimate goal of serving our diversified student population in the best way possible.

We have a new Reading Faculty member (adjunct) who is providing invaluable services in the Learning Center for our students. This is the first semester that we have had this opportunity to have a Faculty member providing support to the student community at large. She is providing workshops, one-on-one assessment and assistance, and small group learning opportunities for the students who are having difficulty in reading. Despite having very few resources at hand, she has been incredibly successful in providing essential services to our students. We hope that funding will continue so that this will become a full-time tenured Faculty position.

- *In what ways do classified staff and/or student assistants help support faculty efforts?*

There is a Reading Lab Tutorial Specialist in the Learning Center who is charged with training and providing tutors to help students, both enrolled in Reading courses and across all areas of the curriculum, with their difficulties in reading their textual assignments. This is a fledgling program with a lot of opportunity for growth.

1.9 Scheduling:

Course scheduling provides students with reasonable access to meet their educational objectives and promotes strong enrollment patterns.

- *How has scheduling provided for better student access?*

In order to address the students' perceptions of scheduling of Reading courses, we asked the students on the Student Satisfaction Survey about whether enough sections of Reading courses are offered and about the convenience of the scheduling of Reading classes. An overwhelming number were satisfied with the quantity of Reading sections offered as well as the times that they are offered. The proportion of "yes" or satisfied responses is given in the table below:

Student course	Enough sections offered?	Times convenient?	Overall satisfaction
READ 097	Yes = 53/56	Yes = 50/54	128/136 = 94%
READ 099	Yes = 75/80	Yes = 75/80	125/134= 93%

Students were also asked on the Survey whether the times that the classes were offered were convenient for them.

- *What factors contribute to strong enrollment patterns?*

The Reading Faculty has noticed that the first choice of many students is for the 8 or 9 a.m. time slot, MW or TR. We offer classes at those popular times as well as many other times of the day and evening. The mid morning classes seem to have the highest success and retention rates of all of the classes. The afternoon and evening classes often have lower success and retention rates; Faculty like to schedule classes so that they end by 9 p.m., as students' concentration seems to wane after that point. We have also started offering classes on Saturday mornings, which has been a workable time for most semesters.

- *What barriers exist that weaken student access?*

One problem we have encountered recently is the cancellation of classes when they have nearly met minimum enrollment requirements; in the past the instructors would have been allowed to meet their first class as many students want to crash the class or are referred to Reading classes by other instructors and counselors. Additionally, many Basic Skills students put off signing up for classes until the last minute. Fortunately these recent practices have been modified to permit Faculty to meet with their first class if they have at least 10 students enrolled, to see if additional students show up and would like to add this class. This practice has helped increase student access to classes which are offered at low enrollment times.

Transportation is also problematic for students in the early morning and evening times due to limitations in bus schedules. Since we are limited in our number of classrooms during the prime teaching hours, we have difficulty encouraging students to enroll at non-peak times. These factors have had the effect of reducing the number of sections of Reading which were offered, reducing the size of the program and reducing the availability of class offerings for the students.

We will be offering sections of Reading 097 and READ 099 in Palmdale this Spring (08). So far we have not had sufficient enrollment in Palmdale for a class to be taught at that site. Hopefully we will be able to offer our Developmental Reading classes, at the very least, to students living in the Palmdale area. However, public transportation system issues are also a concern for students in Palmdale.

- *What can be done to alleviate these problems?*

Several possible changes in scheduling can help with increased student enrollment in Reading classes. Offering more classes throughout the mornings would help with enrollment. If we were able to have access to another classroom setting in or near to the Learning Center during the mornings, then we might be able to increase accessibility for more students.

Offering Reading courses during Intersession and during the Summer Session is another possible way to increase access to Reading courses. Although enrollment has been too low during Intersession to be able to offer a class, that was a first try and may become successful in the future. Summer offerings in Reading are also a new effort to increase access to Reading classes for students. As this is being done for the first time in Summer 2008, it will be interesting to see if sufficient students are interested in taking Reading courses during the Summer.

Scheduling courses at Palmdale is still a beginning effort, and enrollment is starting to allow courses to be offered. This situation should improve over time, as students become accustomed to seeing Reading classes offered at the new site.

1.10 Course and Program Support:

Faculty and staff are familiar with and work closely with other Student Services and Academic Affairs faculty and staff in program development and student referral.

- *What is the relationship between the program under review and the following [listing of support services]? Consider availability, relevancy and currency of materials and services. Consider support staff role and services.*

The Reading Faculty have had consistent support from the Office of Disabled Student Services, through referrals from the DSS Office when a student has special needs (such as extended time on tests, testing in a quiet environment), assistance with visually impaired students, and interpreters for Deaf students. These services have all functioned flawlessly.

The Reading Faculty has been actively involved with Assessment, as the assessment practices in Reading are such an important component of the program. Reading Faculty has helped with the selection of assessment instruments, and has been involved in discussions regarding the establishment of cut scores. Thanks to the Assessment Office, cut scores have finally become validated once more, and will be implemented as soon as passage through the AP & P Committee has been complete.

Support from the Office of Instructional Technical Services has been slow in taking place; the Computer Technician in the Learning Center provides much of the day-to-day support for the technical operations in the Reading Lab and Reading classrooms. The ITS office did set up a document camera/digital presenter in LC 114; however, it took a full year for the ITS office to recognize problems in the set up which were present from the very first day that the equipment was installed. It was not until a representative from the Vendor came to campus and verified that the equipment was not working properly that the ITS office identified the difficulty with the equipment. Even so, it still took 5 months for the problem to be resolved. There must be improvement in the purchasing of computers, scheduling of installing hardware, verifying that there are problems, and completing repairs/replacement.

The Library has supported the Reading Program in several ways. The Library has put Reading texts in the reserve check-out area, so that students who are unable to purchase texts have been able to complete their coursework in the Library. For the last few years, the Library has purchased these texts upon Faculty request, and the Faculty have found this to be a tremendous benefit. In addition, the Library has developed the Quest collection, books for low level readers. Students can check out these materials for personal or instructional uses. The librarians have always been extremely supportive of the Reading program and the needs of the students.

The Learning Center's Supplemental Instruction (SI) program has provided a model for assisting students outside of the classroom. The SI leader who provides this assistance for READ 097 has been extremely effective at increasing student success and retention.

The Instructional Media Center (IMC) provided an overhead projector for one of the Reading classrooms for many years until more advanced technology (document camera) became available for use in that classroom.

This has been a landmark period in the inclusion of Reading Faculty within the Learning Assistance Center. For the very first time, we have been able to have a Reading Specialist (Faculty) in the Learning Center, helping students. The Reading Specialist provides services to all students who come to the Learning Center/Reading Center seeking help, including Reading students, students in other content areas, and ESL students. The services provided by the Reading Specialist are differentiated and guided by individual student's needs in the area of Reading and Reading Comprehension and not by their area of study. However, some of the reading strategies call for the use of the students' own textbooks. There are several methods and steps followed to identify the educational support services needed by each student including: student led outcomes for each session, teacher led interviews, observations, and reading assessments including the assessment of reading fluency, reading comprehension, and analytical reading inventories.

The Reading Specialist curriculum takes into account the emotional development of the student as well as their reading and academic skill development, and cognitive growth. The Reading Specialist services a diverse student population, including students with learning disabilities or experiencing reading anxiety, students of varying socioeconomic backgrounds, students who are succeeding in school, students who are about to fail or are failing the semester, and students from different ethnic backgrounds with varying degrees of English ability.

For reading comprehension, the Reading Specialist uses research based strategies and skills that lead to increased reading comprehension and achievement, which include:

- Surveying before reading
- Activating and connecting to prior knowledge
- Self questioning activities
- Monitoring and clarifying activities
- Summarizing activities
- Provide feedback to develop awareness of learning—metacognitive activities
- Taking notes or writing in the reading log
- Effectively using the dictionary

For reading fluency, the Reading Specialist also uses:

- Phonemic (awareness) exercises and instruction
- Word study and analysis
- Repeated readings
- Computer (Assistance) programs
- Reading Groups

Students have very enthusiastically taken part in the activities and presentations provided by the Reading Specialist. This is a service which has been needed for as long as the college has been established.

It is hoped that funding will be provided on a permanent basis and that there will be a commitment on the part of the administration to permanently fund a full time Reading Faculty in the Learning Center. It is quite incredible that the administration has funded a full time Faculty position in Writing and Mathematics for many years, but never a Faculty member in Reading. This is an inequity which must be resolved.

1.11 Developments in Instructional Technology:

Recent developments in instructional technology have been incorporated into courses and student support services consistent with the objectives of the programs and services.

- *What new or innovative technologies are being utilized to better serve students?*

A digital presenter/document camera was installed in one of the Reading classrooms. This enables the instructor to project written materials of any type or objects for the entire class to see. With the accompanying software, the instructor can freeze the frame, and highlight/underline/write annotations on the screen for the students to read. These images can be saved, and posted on a web site or otherwise shared with the students. Being able to project textual materials and to point out specific details has been an incredible improvement for the instructor and the students. The students become more engaged with the text, improving students' ability to understand concepts and to follow along with instruction. When the instructor models various learning strategies, the students are increasingly able to understand and apply the strategies to their own learning (the "I do, we do, you do" model of instruction, or Modeling, Guided Practice, and Independent Practice). They understand the concept that the teacher presents, follow along while the instructor demonstrates the strategy, and then are able to apply it independently. Without exception, all students and instructors have been very pleased with having this technology available, and find it a very effective at improving student engagement in learning.

This equipment needs to be purchased and installed in any classroom where Reading is taught at both campuses. When a singular piece of equipment can so easily improve instruction, it should become a very high funding priority for the administration.

1.12 Articulation:

Courses are articulated with institutions of higher education and local high schools.

- *Please provide a brief description of faculty and dean's efforts toward articulating with institutions of higher education and high schools.*

There are two Reading courses which articulate with the CSU system, READ 150 (Speed Reading) which has articulated with the CSU system for many years, and READ/ED 175, which was recently developed and which articulates with not only the general CSU system, but also fulfills the early fieldwork requirement for Teacher Education students at CSUB.

- *What are the strengths and weaknesses of the articulation process?*

Our developmental courses do not necessarily articulate with other colleges; if the assessment tests were to become standardized, students would be able to complete developmental courses at various campuses, and would be able to transfer from one campus to another more easily. At this point, however, articulation at the developmental level is lacking

- *If necessary, what can be done to improve the articulation?*

Statewide standardization of assessment tests appears to be in process, and will ultimately improve articulation among Community Colleges for developmental students. However, norming practices which account for community variances will make this articulation process unlikely.

- *If applicable, explain faculty's involvement in articulation with California institutions of higher education through state projects.*

There is a widespread effort by California Community Colleges in the southern half of the state to have more articulation among Community Colleges' teacher preparation programs and those at the California State University partners. One of the Reading Faculty is involved with this effort, working with colleagues to establish mission statements, goals, and operational procedures for the fledgling Association of California Community

Colleges Teacher Education Programs. As the programs for teacher preparation become more standardized, it is increasingly easier for students to start out at one Community College and transfer coursework to other 4 year institutions of higher education within the state of California, facilitating process involved in earning a California Teaching Credential.

College Mission

1.13 College Mission Statement:

The courses and/or program meet one or more of the primary goals articulated in the College Mission Statement.

The Developmental Reading program meets the College’s Mission statement regarding Basic Skills, by providing “pre-collegiate, non-degree applicable courses that provide students with the knowledge and skills necessary to enroll in college level courses.” The Developmental Reading Program will soon have a sequence of three Reading courses, which will take students from the 4th grade level through the 12th grade level (to become effective in Fall 2008). The missing part of this sequence is in basic literacy instruction, from the non-reading level through the 3rd grade level.

The Speed Reading course (READ 150) helps college level readers improve their reading proficiency. It transfers to the CSU system and can be used as an elective in a student’s Associate Degree program, thereby being a part of the Transfer function of the college’s Mission Statement.

Also supporting the Transfer function of the college’s Mission Statement is The Literacy Tutoring and Supervised Field Experience Course (ED/READ 175). It fits in with the Associate Degree program, providing the required early field experience component of a credential program which the student will ultimately complete at a CSU, UC, or other 4 year institution of Higher Education. In California, the Teaching Credential is a 5 year program, with the student first earning a BA degree, and then during their 5th year, completing the requirements for a teaching credential. Some of the requirements are met during the first 4 years of the students’ program; ED/READ 175 is one of these courses.

1.14 College ILOs:

The courses and/or program meet one or more of the college’s ILOs.

All of the Reading courses at AVC apply to more than one of the Institution’s ILOs.

Reading Course(s)			Institutional ILO
Developmental 095, 097, 099	Speed Reading 150	Literacy Tutoring 175	
Yes, in readings and discussions	Yes, in readings and discussions	Yes, in working in schools	Analyze diverse perspectives from a variety of disciplines and experiences that contribute to the development of self-awareness.
Developmental skills courses do this by definition	Strategies learned are for life long reading skills	Yes, by working with students in schools	Value and apply lifelong learning skills required for employment, basic skills, transfer education, and personal development.
Yes, in readings and discussions	Yes, in readings and discussions	Knowledge from Behavioral sciences are applied in working with children	Demonstrate a breadth of knowledge and experiences from the humanities, social and behavioral sciences, arts, natural sciences, and mathematics.
Critical thinking skills are an integral part of the	Critical thinking skills are included in comprehension	All of these factors are used in learning to teach reading and writing.	Solve problems using oral and written communication, critical thinking and listening skills, planning and decision-making skills, information literacy,

curriculum.	activities.		and a variety of technologies.
These qualities are expected within the classroom environment.	These qualities are expected within the classroom environment.	These qualities are especially important in teaching.	Demonstrate good citizenship and teamwork through respect, tolerance, cultural awareness, and the role of diversity in modern society.
Literacy skills are necessary in today's job market.	High level reading ability is vital for employment in fields with a large amount of reading.	Students are preparing to become teachers.	Identify career opportunities that contribute to the economic well being of the community.

1.15 The courses and/or program are consistent with plans articulated in the Educational Master Plan

- Mission: All courses in the Reading Program support the College's Mission Statement, as discussed in 1.13 above.
- Student Learning Outcomes: The Educational Master Plan (EMP) makes considerable reference to Student Learning Outcomes (SLOs); the Reading Program has developed SLOs for all of their current courses, which is a necessary first step to using SLOs for program evaluation and improvement. As our SLOs were developed this semester, they are in the process of being incorporated into all CORs, course syllabi, and program descriptions.
- Current Student Demand: We have offered sections of Reading courses at non-traditional times and at the Palmdale site. These efforts to provide more seats for Reading students have been of limited success; students are reluctant to take courses on Saturdays, in the afternoons and evenings, when they would rather take classes in the mornings and early afternoons. As we have maximized our classroom utilization during the traditional instructional times, we have no more space available for students who are reluctant to enroll in classes at other times and days. We tried offering READ/ED 175 at the Palmdale campus for the first time in Fall of 2007; however, it failed to have sufficient enrollment and was cancelled.
- Anticipated Student Demand: The demand for Reading classes is somewhat diminished at present due to the limitations of times and days when they can be offered. In addition, many students do not realistically appraise their own reading abilities; until we are able to implement reading prerequisites, and to reestablish the Reading requirement for graduation, enrollment in Reading classes at unpopular times and locations will be somewhat small. Approximately 46% of the 66% of our students who take the assessment tests when they enter AVC are below the college level in reading. At this time, only 186 students are enrolled in Reading classes. Conjectures for this low enrollment are that either students are unable to identify their own weaknesses in reading, or view taking Reading courses as socially unacceptable. However, being able to read is critical for academic success. Once the Reading requirement for graduation is again in place, the enrollment for Reading classes will increase tremendously. This will impact student performance positively in courses with a high level of reading required. It is anticipated that reestablishment of the Reading requirement for graduation will greatly improve students' ability to read critically (part of the EMP) and hence improve overall student success and retention.
- Personnel: We now have a Reading Coordinator, though this person does not receive any release time or compensation for the additional duties. This situation is being discussed by the Faculty Senate; it is fervently hoped that some sort of agreement will be reached in the near future.
- Personnel: We have one new full time and one new adjunct Faculty member in Reading, giving us a total of three full-time and three adjunct Reading Faculty. Reading positions are difficult to fill with a qualified candidate. We must expand our program to meet the needs of our students, yet we want fully qualified applicants for our positions. We developed equivalencies in hiring so that we are able to draw from a larger pool of candidates; we were also permitted to advertise in the publications of the International Reading

Association. This is still going to be difficult in the future, but we hope that our new Faculty members' networking contacts will assist us in the hiring process.

- Equipment: Our outdated computers which are used by students in the Reading classes need to be replaced so that students can work with new interactive software. A document camera/digital presenter set-up has just been approved for LC 113. As our operations expand to the Palmdale site, again there will be the difficult situation of ensuring that a document camera/digital presenter set-up and computer lab are available in Palmdale. Funding must be forthcoming from various sources on campus.
- Equipment: In the Learning Center, we still lack a common storage cabinet for Reading materials outside of LC 113 and 114, so that instructors do not need to interrupt classes where materials are stored.
- External Factors, Community: We are the main source of Reading Instruction for adults in the Antelope Valley. We need to develop a full program, with courses going from the basic literacy level to the college level. We are adding READ 095 in the Fall of 08, which will be extremely useful in serving students reading at the 4-6th grade levels. We also have finally made small inroads into the Learning Center, with one of our Reading Faculty providing workshops and one-on-one individualized assessments and learning plans. We would very much like this to become a full time position, and part of the reading program. In order to provide cohesion between the Reading Specialist and the Reading Faculty, the programs need to be integrated.
- Additional: The Basic Skills programs statewide have been identified as major priorities of California Community Colleges, and were recently given a large amount of funding from the State, through the Chancellor's Office. A document disseminated by the Chancellor's Office, "Basic Skills as a Foundation for Student Success in California Community Colleges" presents extensive research which validates effective practices in the basic skills areas. These ideas provide a possible blueprint for success in our programs. We have already incorporated some of their suggestions in Reading, through the development of our Reading Lab Support classes for our Developmental Reading classes.

Data is being acquired regarding student performance in Developmental Reading, and the overall needs in Developmental Reading for the entire student population. In addition, we are examining the effectiveness of our Developmental Reading Program in general, and our Developmental Reading courses in particular, on courses across the college, in terms of success and retention. The data we acquire will be used to guide further development of the Basic Skills Reading Program. We hope that we will be able to guide the development of support services in Reading in the Learning Center, so that we have a unified program bridging the Language Arts Division Reading Faculty and courses, and the Reading Program Support Services within Learning Center. The closer these programs are integrated, the better the support for the Basic Skills students.

We do not have a Basic Literacy level of Reading being offered; the need for this level of course is certainly present, but the Reading Faculty has been involved in development of the other new offerings in Reading. The most basic Reading course (from non-Reader to 3rd grade level) will need to be a non-credit course, and must be repeatable; therefore it may need to be offered through the Office of Corporate and Community Education.

We would like to reintroduce one unit courses in Reading, covering areas such as Reading development, Study Skills, Vocabulary study, Preparing for examinations, and other such topics the students identify as important. We have one unit mini courses already approved which have been taught by other Faculty for several years. We could update these courses and offer them online or during the summer.

- Additional: We need to improve our online presence in Reading; this needs to be an area of responsibility for an individual, identifying online resources and links, developing online instructional modules in specific areas of Reading, giving information about the Reading Faculty, the Reading courses we offer and other services available in the area of Reading.
- Additional: A long term goal of ours is to serve all of our community in Reading. We could develop programs for tutoring school age children or for helping seniors with Adult Literacy. Seniors who are strong readers could also work as volunteers to help with our program as well. It would be a tremendous benefit for our community if we could make plans to offer these types of reading instruction. If we could integrate our Literacy Tutoring course and the needs of the community members in Reading, we would be able to support our community in a very innovative way. Developing this program would require a coordinator, facilities, and materials. Funding would be dependent upon the college and grants.

Area 2: Student Support and Development

2.1 The institution provides all prospective and currently enrolled students with current and accurate information about its programs, admissions policies, graduation requirements, social and academic policies, refund policies, student conduct standards, and complaint and grievance procedures.

Not applicable.

2.2 The program identifies the educational support needs of its student population and provides appropriate services to address those needs.

2.2a Explain the various methods used to identify the educational support needs of the students.

All incoming students are supposed to take the assessment tests in reading, writing, and mathematics. However, only about 66% of new students take at least one of these tests before enrolling as a first time student. The percentage of students taking one or more of the tests increases to about 75% before the students leave the college (graduate, transfer or drop out). Assessment testing in all three areas (Reading, Writing, and Mathematics) should be mandatory before being permitted to enroll in classes at AVC which have the student using any of these skills. The exceptions to assessment testing should be investigated to determine if students who really need basic skills instruction are currently in one of the categories identified as being exempt from taking assessment tests. The Basic Skills document, "Basic Skills as a Foundation for Student Success in California Community Colleges," strongly supports the position of mandatory assessment testing (Basic Skills Document, Effective Practice B.1, p. 115). Assessment testing is vital to success in courses where the student is required to do any amount of reading, writing, or mathematics.

2.2b. As the student population changes, what plans or procedures are used to address those changes?

We have added an additional level of reading course, READ 095, for students reading at the 4th-6th grade level. We are developing zero unit Reading Lab courses to provide additional student support for the Developmental Reading courses (in process at AP & P). We are also requesting funding to expand SI assistance to include READ 099.

2.3 The program involves students, as appropriate, in planning and evaluating student support and development services.

2.3a Describe the various methods used to involve the students.

We developed and administered a Student Satisfaction Survey this semester (Fall 2007). The results of this survey are being used to address student needs and to plan and drive our instruction. The results of the survey are attached to the end of this Program Review.

2.3b What additional methods do you perceive as useful in this process?

We would like to use surveys at the beginning of the class regarding concerns the students have about their classes (public transportation issues, schedules, need for academic support, difficulties with purchasing texts for courses, and the problems with funding required for the purchase of texts).

2.4 Admissions and assessment instruments and placement practices are designed to reduce bias and are regularly evaluated to assure effectiveness.

2.4a Describe the current instruments and practices used and explain their effectiveness.

We are very limited in which assessment instruments we can use to those approved by the Chancellor's Office. We have a very thorough Faculty evaluation of the different instruments available several years ago, the ASSET and the COMPASS tests. The Faculty were unanimously in favor of using the COMPASS instrument.

Since that time, we have been working on validating the cut scores for these instruments. The research was conducted by Gordon et. al in 2006; the results of the analysis have allowed us to set the cut scores used as prerequisites for enrollment into READ 097 and READ 099. These prerequisite cut scores are in the process of being approved by AP & P. It is hoped that once the prerequisites are reestablished, students will be enrolling in the courses which are at the appropriate level for the students' level of reading.

2.4b Admissions and assessment instruments and placement practices are designed to reduce bias and are regularly evaluated to assure effectiveness.

- *Describe the current instruments and practices used and explain their effectiveness.*

The COMPASS Reading Test is the major means of placing students into Reading courses. The Reading Faculty continue to have concerns regarding the cut scores which have been set as prerequisites for students to enroll in READ 097 and READ 099. Many of our students state that they have enrolled in the appropriate class, yet observations of student performance lead us to conclude that many students are enrolled in courses which are too difficult for them, while a few students enroll in courses which are far too easy.

- *What changes do you foresee are needed in the admissions, assessment, and placement procedures?*

At present, we are relying on students reporting that they are enrolled in the correct Reading course. This should really be verified (we have no way of doing so at present), and the scores which were established should be revisited. It is hoped that students will be directed toward more appropriate courses in the future. Perhaps measures in addition to the COMPASS will yield better recommendations.

2.5 The program provides appropriate comprehensive, reliable and accessible services to its students regardless of service location or delivery method.

2.5a Identify and evaluate the various service locations and delivery methods used by this program.

We use the main AVC campus as our primary service location, and are starting to offer a few sections of reading courses at the Palmdale location. The delivery methods are lecture, lab, and a combination of the two.

2.5b What are the projections as to the needs in the future?

We need to have a computer lab available for all of our Reading courses (developmental and college-level) where we can teach and have the computers available in the same classroom. That way the students can work seamlessly in the same room, and the instructor is available to provide assistance to all students constantly. One problem presented by having the Reading computers outside of the classroom is that the students are interrupted continually by others in the Learning Center, including both students and staff. It would be much better if we had a laptop lab available for use in the Reading classrooms.

Additionally, we need to have document cameras/digital presenters available in all locations where we teach reading. These facilitate the instructional/learning process, and increase student engagement.

2.6 The institution, in keeping with its mission, creates and maintains a campus climate that serves and supports its diverse student population.

2.6a Describe the diverse student population most frequently served by your program.

The categories of ethnicity, age, gender, full time/part time status and hours of employment per week are found in the results of the Student Satisfaction Survey attached to the end of this document. One area which is not identified in this document, however, concerns the many students we have with a learning disability background. Some have been identified in their previous schools as having learning disabilities, and others are enrolled in the

DSS program. Some have not yet been identified as having learning disabilities, yet they have the same issues and support needs as those with identified disabilities.

2.6b Describe how your area is involved in the maintenance and/or improvement of a healthy campus climate.

We support the needs of our students by working to determine their needs, and meeting those needs through whatever means are readily available. For example, Disabled Student Services (DSS) provides a Kurtzweil Reader located outside of the classroom (for visually impaired students), the DSS office offers additional testing time for students enrolled in the DSS program, the Library has texts on reserve for students who cannot purchase them. The Reading Program offering Supplemental Instruction (SI) sessions, tutoring services, and drop-in instructional support services provided by Faculty to students who seek additional assistance. We have also purchased dictionaries for classroom use to help those who find it difficult to purchase or carry dictionaries to class.

We are currently designing a series of zero unit lab classes to provide additional academic support for the developmental classes. These classes should be offered beginning in 2008.

2.7 The institution supports a co-curricular environment that fosters intellectual, ethical, and personal development for all of its students and encourages personal and civic responsibility.

- *Describe the various programs (clubs, organizations, etc.) available to the students for development of social and other skills.*
- *What programs would you change, add or delete to improve this personal development?*

Not applicable.

2.8 Student records are maintained permanently, securely, and confidentially, with provision for secure back up of all files.

- *Describe the methods used for maintaining student records regardless of the form in which those files are maintained.*
- *List any projected plans for improvement of maintaining and controlling the records.*

Not applicable

2.9 The program systematically evaluates the appropriateness, adequacy, and effectiveness of its student services and uses the results of the evaluation as a basis for improvement.

- *Describe the methods used for systematic evaluation.*
- *How do you intend to use the information gleaned from this program review as a basis for improvement?*

Not applicable

Area 3: Program And Student Learning Outcomes

3.1 Expectations for PLOs and SLOs are clearly articulated and are used in assessing the effectiveness of the program and service provided.

Briefly describe the trends and patterns revealed by those methods.

As we developed our SLOs for our current courses this semester, we are not yet at the point of having data to determine trends and patterns.

3.2 Student evaluations are an integral part of the assessment of program effectiveness.

While we created our SLOs this semester, we do not have a specific student program evaluation procedure tied in with the SLOs to determine the extent to which students feel they have achieved the objectives in each area. We

will be working to design the appropriate data questions and data collection techniques or instruments. We will then be able to address this question more completely.

3.3 Job placement data are an integral part of the assessment for the effectiveness of vocational education programs.

We do not have vocational programs in our area. However, we do offer the Literacy Tutoring and Supervised Field Experience course. This course is a transfer level course and has a formal articulation agreement with CSUB. The students who complete this course transfer to a 4 year institution of higher education. The IHE office of research most likely compiles data on the outcomes of its programs, yet this data is not communicated to us. On an informal basis, when students who complete the Literacy Tutoring course ultimately graduate and attain their teaching credential, they may report on their teaching positions to AVC. There is no formal mechanism to ensure that this takes place.

Area 4: Personnel and Support Services

4.1 The ratio of full-time to part-time Faculty and staff provides students with a quality of instruction, and services consistent with students' needs and goals of the program.

There are currently three full-time and three part-time Reading Faculty. Having the part-time Faculty makes it possible to offer more services and sections to the students than can be provided by just the full-time Faculty. For example, with additional part-time Faculty, the Reading Program is now able to offer drop-in support services and workshops in the area of Reading; these are just not possible with fewer faculty. However, there is considerable need for more staff members to help with course development, on-going evaluation of courses and student needs, teaching of Reading workshops within the Learning Center, and one-on-one clinical evaluation of students with severe reading problems. The program is developing new Reading Lab support courses and will need to have sufficient Reading faculty to offer the open Reading Labs. The Reading program needs to offer a higher level reading class (freshman level) as well as a foundational level reading program below the READ 095 level, thus needing Faculty to design and teach these courses. The Reading program also needs to be linked directly to the support services in the Learning Center, and needs to have a Faculty member who serves as a liaison, ensuring continuity of services between the Reading courses, other courses with reading needs, and support services.

With any services, they are best provided by Faculty who are working with the college over an extended period of time; this is the best means of providing consistency and continued improvement of services. It is far better to have more full-time faculty providing these services, rather than a rotation of part-time Faculty who do not have an invested interest in long-term improvement of support services. With all of the needs of the Reading program, it would be best to add an additional full-time Faculty member whose primary area of responsibility would be the various types of support services in the Learning Center, a Language Arts faculty member who can serve to bridge the two Division in the area of Reading.

4.2 The ratio of full-time to part-time Faculty and staff provides adequate personnel responsible for program evaluation and revision.

This has presented quite a challenge for the reading Faculty. With one full-time Faculty member retiring, and with the recent addition of one new full-time Faculty in reading, it has been difficult to have enough Faculty available for Program Evaluation. The part-time Faculty lack historical experiences with the Reading program to help with all aspects of program evaluation. The new Faculty member does not yet have the perspective of the past history of the reading program, and the historical perspective is quite important for understanding past efforts, successes, and continued needs. This will continue to be a problem as the retiring full-time Faculty member is replaced by a new hire, as again that person will lack an understanding of the long term needs of the program.

Planning for revision to the Reading program is not quite as dependent upon understanding of historical practices, and can be more relatively easily performed by newer Faculty. Both our recent hire in Reading and our yet-to-be

hired Faculty member will be able to step forward with program revision, and will bring additional experiences to the planning process.

There are a number of areas to be addressed in revising the Reading program. New courses must be developed (lower than READ 095 and higher than READ 099), Lab courses must pass the approval process by AP & P, a plan for offering Reading Workshops needs to be developed in order to ensure that necessary topics are taught over a full semester. The reinstatement of the Reading requirement for graduation will be a major focus in the near future, until completed at the Academic Policies and Procedures Committee.

4.3 There are adequate full-time Faculty and staff to meet program needs.

Additional Faculty in Reading are needed for program development and evaluation, course development, offering support services, as well as teaching sufficient sections of Reading to meet anticipated student needs. Faculty need to be in place to offer Reading Lab classes as well as newly approved READ 095 (and future Reading courses). More Reading Faculty will be needed to teach Developmental Reading courses as the Reading requirement for graduation is reinstated. Faculty are needed to offer Reading Workshops, Reading Lab sections of courses in other divisions, and for one-on-one as well as small group support within the Learning Center.

As the college becomes increasingly aware of the extent of problems that the students are having in reading their textbooks, and makes that a priority for our students across the community, the support services and courses will need to expand to meet both present needs (as identified by current students) as well as anticipated needs by a more cognizant student body.

4.4 There is adequate support staff to meet program needs.

There is a tremendous immediate need to have Reading Specialists available on a full time basis to provide reading related workshops, develop a website with reading-related links, conduct small group support sessions and individualized student support, as well as to train tutors in the area of reading. This person must have the appropriate qualifications in reading for the position (a strong background in reading assessment and evaluation) in order to provide essential training to other support personnel.

4.5 There are adequate staff development opportunities to enhance the effectiveness of all staff in meeting the goals and objectives of the program as well as the professional development of the staff.

The staff development opportunities are limited by funding availability. Although there are opportunities to attend training institutes or to travel to other institutions to observe their effective practices in operation, the funding to pursue these activities has not been forthcoming. This is of concern to involved Faculty who would like to observe other institutions and attend training workshops and institutes whose practices have been identified in the chancellor's office document as effective practices. In addition, delays in funding to the division and delays in approval at other levels have restricted the extent to which the Faculty can do other types of activities which involve travel. Having exhausted the opportunities which exist on our campus, it is essential that Faculty be given increased access to planning of staff development early in the academic year, rather than having this access delayed into the second semester (at best). The delays which occur when divisions are not informed in a timely manner of their budget availability, and in other approval processes, directly restrict access to staff development opportunities.

Briefly describe the professional development of the Faculty and staff during the period under review, including staff development, flex, sabbatical leaves, publications, honors, etc. What can the college do to enhance the effectiveness of Faculty and staff professional development?

The Reading Faculty belong to organizations including the International Reading Association, the National Reading Conference, and the College Reading and Learning Association, and have attended conferences such as the International Reading Association Annual Convention, IRA (International Reading Association) Regional

Meeting on Computers and Reading, the College Reading and Learning Association Annual Convention, the National Science Foundation Conference for NSF Grantees, the California K-16 Partnership Conference, and meetings of the CCCTEP association (California Community Colleges Teacher Education Programs). Faculty have presented their programs at the National Science Foundation Conference, been involved with writing the Mission statement and goals of the CCCTEP association, and presented flex workshops on topics such as Reading Games across the Curriculum. One Reading Faculty was enrolled in a Doctoral program in adult education during the past six years. Another Reading Faculty was nominated by AVC for the Hayward Award in AY 2007-2008.

As previously mentioned, the college can enhance the effectiveness of Faculty and staff professional development by more fully supporting efforts of the Faculty to attend training institutes and conferences, by providing funding in a more timely manner, and by approving implementation of effective practices at AVC. Sometimes these effective practices do involve purchase of hardware and software for use with students; it is of great concern that the college does not actively support these purchases, but continually defers purchases and thus denies improved educational capabilities for classroom Faculty. There clearly should be an increased recognition of needs within the classroom, and dedication of funding for these purposes. At times the delays continue for years; this practice at AVC is extremely discouraging to classroom Faculty. Furthermore, there is a lack of recognition of Faculty efforts within the classroom; the administration could certainly improve this shortcoming.

4.6 Full-time Faculty are actively involved in the process of hiring and evaluating Faculty.

The full-time Faculty are completely involved in the processes of hiring and evaluating Faculty. No problems noted in this area.

4.7 The evaluation of staff is systematic and conducted at appropriate intervals. Follow-up to evaluation is timely and systematic.

This has been a problem area since the last Program Review. Since one previous Dean's retirement, administrators—with the noted exception of the current Dean—have failed to conduct timely reviews of full-time Faculty. It should be acknowledged that the current Dean has made tremendous efforts in improving the timeliness of Faculty evaluation, concentrating first on adjunct Faculty, before bringing full-time Faculty into the evaluation cycle. This is an appropriate decision, as the adjunct Faculty are more transient, and have not undergone the extensive hiring and evaluation processes required for the full-time Faculty. No problems have arisen from this lack of timeliness in regards to the reading Faculty, but the delays are apparent.

4.8 The evaluation processes assess effectiveness and encourage improvement.

Many evaluators take great care to fairly assess effectiveness, identify problems, and encourage improvement when they evaluate Faculty within their area and in other divisions. Guidelines are provided for evaluation, and one hopes that the process itself is effective. However, it is hard to know whether the processes do indeed assess instructional effectiveness and encourage improvement. There are numerous instances of less than satisfactory instruction which have been observed and discussed, yet one does not know whether the Faculty in question have been adequately assessed, and whether the problems have been addressed. One only knows about one's own evaluation, and those whom one has evaluated; yet if problems are noted college-wide, how effective can the process be?

Area 5: Facilities, Equipment, and Technology

5. 1 Facilities are appropriate for effective teaching, learning, counseling, and/or other services.

Describe the strengths and weaknesses of the facilities currently in use.

- The classrooms used for the Reading program are LC 113 and LC 114. Both classrooms are set up with an instructor's desk in the front, and tables seating 3 students apiece. Padded chairs are provided for Faculty and students. There is a whiteboard in the front of each classroom.

- The Reading Lab is located in an open area within the Learning Center, where the computers are clustered around central cores. A desk is available for the support staff to sit while they are available to the students.

Strengths:

- The tables inside the classrooms permit the students to spread out their materials when the classroom is at full capacity. Tables can be rearranged for students to work in groups. Lighting is good in LC 114; the switches have been wired to permit the instructor to diminish the lighting which is over the screen, when the instructor is showing material from the Proxima projector attached to the ceiling.
- The instructor's table at the front of LC 114 is wheelchair accessible, and permits the instructor to access all equipment and to be able to maintain visual contact with the students. Wiring is hidden inside of a locking panel.

Weaknesses:

- In LC 113, the ceiling light over the screen cannot be reduced in illumination while information is projected from the Proxima projector onto the screen. This should be rewired the same as was done for LC 114, to make it easier for students to read the screen and to take notes at the same time.
- It is very difficult for Faculty to write on the white board at the front of the classroom in LC 114. When the classroom was designed, the architect built the cupboards too wide, making it very difficult to write on the whiteboard. The cupboards need to be reduced in depth, or replaced with shelves and doors which are no wider than 15 inches. The architect also designed the built in shelves in this cupboard so low in height that papers cannot be retrieved from the back of the shelves. This needs to be corrected with higher distances between the shelves.
- It is very loud in the computer area, and students are continually distracted by conversations at the front desks in the main media check out area and in the Reading Lab area. There is no way of controlling the conversation levels; even after repeated requests by the Faculty, the noise volume increases constantly. In addition, other individuals (Faculty, staff, students) walk through the computer lab continually. This area needs to be surrounded by barriers, similar to those at the east side of the computer lab, at the very least. A much better solution would be to house the Reading computer lab in a separate room.
- An additional Reading classroom will be needed before the next Program Review cycle is started. Facilities needs to start planning for this, as the students will continue to need access to computers, and the Reading classes have nearly reached full usage of classrooms LC 113 and 114. With the implementation of Reading Lab classes which are planned for Fall 2008 and the addition of READ 095, the facilities will be stretched to their maximum. When a Reading requirement for graduation is again in place, there will be an immediate need to offer more sections of Reading; the question is where will these classes be taught and the necessary support services be offered?

What plans for improving space utilization are already included in the goals and strategies of the college's Education Master Plan?

- There are neither plans for adding an additional Reading classroom in the Education Master Plan, nor are there are plans for enclosing the Reading Computer Lab.

What plans for improving space utilization still need to be explored?

- Plans need to be made to add an additional Reading classroom at the main campus, which has access to the Reading Computer Lab. The Reading Computer Lab needs to be somehow enclosed so that auditory and visual distractions and people walking through the class do not continue to interfere with instruction.
- There is no current Computer Lab in place at the Palmdale site, so the educational support computer programs and technology will not be available to students enrolled in Reading classes at that site. This needs to be rectified, as students attending classes in Palmdale should not receive less access to instructional support materials.

5.2 Equipment and technology are appropriate for effective teaching, learning, counseling, and/or other services.

Describe the strengths and weaknesses of equipment and technology currently available.

Strengths:

- Under the ADA (Americans with Disabilities Act), a document camera/digital presenter equipment has been purchased and installed in LC 114. This equipment is particularly useful for writing on a computer monitor or on a desktop surface, and being able to project this material, as well as textual material to the class. All Faculty and students have felt that this equipment facilitates and improves instruction and delivery; students find it much easier to follow along with the instructor as he/she demonstrates instructional concepts to the class.
- A computer lab in reading with 28 computers is available for Reading classes which are taught at the main campus. Some of the original software is still operational in the current operating system (Windows XP).

Weaknesses:

- A document camera/digital presenter needs to be purchased and installed in all of the classrooms where Reading is taught (as well as other classes, who also find it most helpful, including areas as diverse as mathematics, foreign language, etc.). A similar set-up is also requested for the Palmdale site. Equipment for both locations has been requested in the Education Master Plan, the Basic Skills Committee recently approved funding for a document camera/digital presenter for LC 113.
- Information is being sought regarding the status of the computers in the Reading Lab, and the need for replacement of these computers. This was mentioned in the Education Master Plan, and the current status is being requested.

What plans for improving, replacing, or repairing equipment and technology still need to be explored?

- Plans for replacing computers in the Reading Lab at the main campus need to be defined, funding needs to be appropriated, the process needs to be set in motion.
- Plans to purchase and install digital presenters in the classroom where Reading is taught at the Palmdale site needs to be defined, funding needs to be appropriated, the process needs to be set in motion.
- Information is being sought regarding the status of a computer lab in the Palmdale site, when this will be available to Reading classes, and whether it will have Internet access.
- A dedicated printer is very much needed for the Reading classes. Purchase of a printer (for the Reading classes in the Learning Center) was approved last year, but delays in identifying the appropriate printer caused the purchase to be cancelled. No funding is currently available for this purpose. There needs to be a dedicated printer at both the Palmdale site and at the main campus, for the use of the Reading classes (Faculty, students).

5.3 Program support space is adequate to ensure the effective operation of the educational program and related support activities.

Describe the strengths and weaknesses of program support space currently in use, including full- and part-time Faculty offices, divisional office space, work room(s), and classified work space.

Strengths:

- At this point, we have sufficient office space for our full time Faculty. The storage situation is currently solved through the approved purchase of a locking storage cabinet at the Palmdale site.

Weaknesses:

- Our adjunct Faculty member who works in the Learning Center with students having severe reading problems needs an enclosed office for working with students. The staff of the Learning Center have failed to provide this person with a work location despite promises made. As the support services for Reading

continue to expand to meet student requests and needs, more space will be needed. No plans have been made for this.

What plans for improving space utilization still need to be explored?

- Plans need to be made for an office and site for the people conducting reading support classes, workshops, training, and one-on-one services. No place has been identified, yet it is desperately needed. Recognition of programmatic needs in Reading must be recognized and incorporated into institutional planning

5.4 The safety of the facilities and equipment are reasonable and adequate.

No problems are noted in this area.

Area 6: Fiscal Support

6.1 During the period under review, resources have been used effectively to support programs and services.

Briefly discuss how these funds are used (e.g., hiring clerical assistance, purchasing specific equipment, etc.).

- An additional Reading Faculty member was hired in 2007 to help meet the need for additional sections of Reading to be taught. In addition, for the first time a Reading Faculty member was assigned to the Learning Center to provide workshops, small group assistance, and one-on-one diagnostic/prescriptive assistance to students in reading. This is the beginning of what is hoped to be an expanded type of support for students across the community, who are enrolled in Reading classes, who are having difficulty in reading in general, or who are having difficulty reading and studying the materials in the courses they are taking. It is hoped that this function will be tied in with the Faculty in the Language Arts division to promote cohesiveness among the courses, support, and Faculty efforts to assist all students in Reading.
- Computer equipment and a digital presenter were purchased for LC 114 under ADA funding. This has helped not only the Faculty who needs to be able to write on a desk top surface, but all Faculty who use this classroom and wish to project materials for the students to see during classroom instruction.

Describe the goals and emphasis placed on the use of capital outlay funds for the program with reference to the goals and strategies of the college's Education Master Plan.

- New capital outlay funds which have been expended for the Reading Program have been those associated with the hiring of a new Reading Faculty member, and funds for digital presenters for the two primary reading classrooms, LC 113 and LC 114. The funding for the first digital presenter was from ADA compliance funding, and for the second from the Basic Skills Account. In addition, new standardized tests and dictionaries have been purchased for all of the Reading classrooms, and a locking cupboard has been purchased to secure all reading materials at the Palmdale location.

Evaluate the ability of the program to be maintained at the current level with the budgetary allowances of the last three years.

- Until recently, funds have only been expended for the Reading Program as required for the normal day-to-day operations. Funding has not been used for purchase of materials and equipment by the division. ADA funding was secured to purchase a digital presenter in 2007, and in 2007 Basic Skills funding provided the Reading Program with new standardized tests, a timer, a locking cupboard for Palmdale, and in 2008, for a digital presenter in LC 113. Otherwise, the major new expenditures from the Division have been for the costs associated with a new hire.

The Reading program is limited in its ability to meet the needs of the student population by the restriction of funds allocated to the program. With the funding which is now available from the Basic Skills Committee, it is hoped that the deadlock on expenditures will finally be unlocked, that more out-of-date materials in the program will be replaced by current materials, that old equipment will be replaced, and that the program will now be allowed to meet student needs.

6.2 Current and anticipated funding is adequate to maintain high quality programs and services.

Describe and evaluate the need to modernize or develop new areas of capital support for the program.

- There is tremendous need to modernize the Reading Program. The computers in the Reading Computer lab are out of date. Information is being sought regarding the exact problems encountered with the computers; however they were recommended for replacement by the Computer Technician of the Learning Center, and funding has theoretically been recommended for this purpose. The status of this request is being requested.
- A document camera/digital presenter is needed for any other locations where Reading is taught (for example at the Palmdale campus, and/or any other classrooms on the Main campus which may eventually be used for teaching Reading when more space is needed than is available in the Learning Center).
- Internet access is also needed for classrooms where Reading is taught, as evaluation of Internet sites is one of the techniques taught in reading classes. Internet access is currently not available at the Palmdale site.

Describe and evaluate fiscal support for supplies currently used.

- The Language Arts division has supplied the reading Faculty with basic items such as file folders, pens, pencils, scantrons (for instructor use), tape, and other basic necessities. The amount of fiscal support for these items has been adequate, except for the need for sufficient printer cartridges and for blank CDs. When instructors provide each other with multiple files involved with course preparation and other division activities, as well as keys for new Faculty, they are not being reimbursed for the purchase of blank CDs or for purchase for keys for new Faculty. Similarly reimbursement is lacking for both full-time Faculty who have had to purchase their own printers, or who purchase printer cartridges. Additional funding is clearly needed.

Describe and evaluate funding sources other than those provided by the district, including grants and categorical funding, contract education and Vocational Technical Education Act (VTEA) funding. Distinguish which funds support existing programs and which are categorical, requiring specific new programs for funding.

- Categorical funding from the Basic Skills budget is just starting to be provided to the Reading Program. During the 2007-2008 academic year, funding has been approved for the purchase of dictionaries in the Reading classrooms, locking cupboards for testing materials and other supplies, new Stanford Diagnostic Reading Tests, and a timer for the Palmdale campus. As the Basic Skills committee finalizes the procedures for the development of action plans in order to justify and prioritize budget requests, it is hoped that the Reading program will start to receive funding on a par with other support programs at AVC. Increased recognition of the importance of reading for student success will hopefully catalyze these efforts.

If essential objectives of the program are not being achieved due to a lack of funding, what are they?

- While the need to support students in reading has been well understood by the reading Faculty for many years, this need has only recently been recognized at the national as well as community level. From the assessment tests administered to the students at AVC, approximately 46% of new students read below the

college level. Once the reading requirement for graduation is reinstated (it was suspended temporarily due to problems with statistical validation procedures), there will be more recognition by students that they must improve their reading skills in order to be able to comprehend and study textual materials. Many Faculty are becoming aware of the importance that reading ability has on students' ability to succeed in courses where students are required to read and retain textual material. As the recognition of the need to support reading increases at AVC, the need for workshops in reading techniques, an increased span of Reading courses (from the college level down to the most fundamental level) and instruction in reading in a variety of content areas will become evident. Additionally, the Reading Faculty members are most willing to work with other instructors to develop strategies to help students learn their materials from textbook assignments. Students are requesting workshops to assist them in their reading ability and reading-related study skills. ESL and native English speaking (but low level reading) students are requesting phonics instruction. Individual students who have great difficulty in reading and who most likely have come from special education backgrounds are also seeking assistance. The Reading website needs to be developed more completely. Publicity regarding awareness of reading problems and services available at AVC need to be developed. The Reading program has a lot of areas where growth is needed, but all this will require additional funding for personnel, for duplicating of materials, and for purchase of reading related instructional materials.

6.3 Anticipated funding is adequate for the development of revised and new programs.

What supplies, equipment, facilities and/or personnel will be needed in the future that are not now provided?

- Document camera/digital presenter for all Reading classrooms
- Personnel to :
 - develop and maintain reading related website and document student use of different parts of the website
 - develop publicity materials, providing information about reading-related programs and services
 - develop and teach additional reading courses such as College Level Reading and Analysis, Fundamental Reading, and Content Area Reading
 - teach reading and study-strategy workshops
 - perform individual in-depth diagnostic testing and follow-up prescriptive instruction
 - train reading tutors on specific strategies reinforcing classroom concepts being taught
- Update current computers and purchase software as current software needs to be replaced (due to problems with being able to be used with new operating systems (e.g. Windows Vista, which will inevitably replace Windows XP, and so on, as new operating systems evolve)
- Funding for software such as PLATO which can provide supplemental reading related instruction to students both enrolled in regular reading classes and in short term content area reading courses
- Educational materials and tests to keep up with programmatic needs
- Storage facilities for instructional materials and testing materials in all reading locations (so that instructors will no longer need to interrupt other classes to access materials)
- A printer and scanner for each location where reading classes are taught

Area 7: Community Outreach and Program Awareness

7.1 Staff maintains appropriate links with community.

Separate from articulation, what efforts have been made to create educational links between the program under review and the community?

- The Literacy Tutoring program has developed formal partnerships with the Lancaster School District and the Palmdale School District, for placement of tutors at their school sites. Additionally, students who are employed by other school districts as classroom aides also form links between their school site and AVC. These partnerships have been invaluable in providing tutorial opportunities for the AVC pre-teaching

students, and in providing one-on-one and small group support for children in local schools whom classroom teachers have identified as needing additional support in learning to read and write.

- There are no formal links between the developmental reading program at AVC or the Speed Reading course at AVC and the local community. It would be very helpful to bring the various partners together, so that the high school teachers could get a better understanding of the resources in reading at AVC, and the AVC Faculty could develop a deeper understanding of the background students bring with them as they start their courses at AVC.

7.2 Staff makes appropriate efforts to inform the community and students about each program and facilitate student participation in those programs.

Describe the efforts toward informing the community and students (e.g., high school graduates, reentry, non-traditional, at-risk, ESL, professional, etc.). Make references to specific methods used: brochures, press releases, workshops, etc.

- There has been very little communication about the Developmental Reading program courses and the Speed Reading course at AVC; they are presented in the schedule of classes and in the college catalogue and there is minimal listing of the courses on the Learning Center website, but that is the extent of publicity about the Reading courses. Currently plans are in progress to inform students about the Reading courses in an advertisement in the Schedule of Classes.
- READ 175, Literacy Tutoring and Supervised Field Experience is a cornerstone course in the fledgling Teacher Education Program at AVC. This course is part of the Pathways Program which is regularly publicized in Pathways Program publicity, and is discussed at the Pathways Program Orientation meetings. This course is regularly publicized in the AVC Schedule of Classes, is advertised with brochures and posters and periodically on the college website, and has its own site on the AVC site. READ 175 formally articulates with the Teacher Credentialing Program at CSUB, and satisfies the early field experience requirement for students earning their teaching credentials at CSUB.

7.3 Where appropriate, advisory committees meet regularly and support the development of programs and services.

If applicable, describe the use of advisory committees. How do they assist the development of programs? What is their role in student placement?

- There are no advisory committees used for development or support of the developmental reading programs or services. Some informal meetings were held during the spring of 2007 to support the development of READ 095, Basic Reading; however, these meetings lasted only for the spring semester.
- Meetings were held with the administration of the Lancaster School District Assistant Superintendent of Human Resources during the early development phases of Literacy Tutoring; once the course was developed, this contact evolved into support for the Literacy Tutoring program and placement of students, and then into forming an advisory board for the Teach Program, and ultimately into an Advisory board for the Pathways Program. These partnerships have continuously evolved since approximately 2000, and continue to support our teacher preparation program (since conjoined with a National Science Foundation grant, a Title V grant, and the Engineering Program at AVC). The advisory board makes recommendations for community partnerships and support, provides grants for educational programs at local schools, provides letters of support for grant applications, makes recommendations regarding instructional practices which support the engineering program at the Lancaster University Center (Cal State Fresno), and provide opportunities for AVC students to be mentored by local community professionals.

Area 8: State and Federal Compliance

8.1 Program adheres to all state and federal guidelines

The reading program adheres to all state and federal guidelines, without exception.

8.2 Program adheres to all college policies and procedures.

The reading program adheres to all college policies and procedures, without exception.

Area 1: Curriculum

Summary:

The courses offered in the Developmental Reading Program at AVC are carefully thought out, taught by well-trained part-time faculty as well as highly qualified full-time faculty each semester. The courses are periodically reviewed and revised, in accordance with State guidelines. Both a higher level and a lower level Reading course need to be developed in order to meet student needs. Support Reading Lab courses are in development, which should provide additional instructional support for Developmental students having difficulty with their coursework.

Plan of action:

1. Develop and offer a basic literacy course (non credit) for the lowest level of student.
2. Develop and offer a college level (freshman level) course teaching analysis of written materials, vocabulary, and study strategies for the college level student (freshman level).
3. Develop and offer courses which combine instruction in Reading and Writing for all levels of Developmental students (095, 097, and 099).
4. Complete development of Reading Lab courses and offer these at times and days which maximize student access.
5. Increase Reading Workshop offerings for students reading textbooks and studying in all curricular areas

Area 2: Student Support and Development

Summary:

Data obtained from the Office of Institutional Research as well as data obtained from the Student Satisfaction Survey provided evidence regarding the need for reading support for over 60% of the student population at AVC. Information regarding specific student requests for classes and workshops in reading was obtained from the Student Satisfaction Survey. These sources of data clearly show that there is an increased need for support for reading at AVC, both in terms of types of classes (lower and higher level classes), workshops, and assistance outside of regularly scheduled classes which students attend.

Plan of action:

1. Continue to survey Reading students regarding needs in scheduling, types of support, courses and workshops requested.
2. Survey the larger population regarding awareness of support in Reading, types of support which students would like to have.
3. Survey both groups of students regarding when different types of reading support would be most accessible for them to attend.
4. Increase visibility of Reading Program so that more students are aware of services available, advertising in the schedule of classes, information on the college website, and preparation/printing of a poster and brochures would be feasible places to start this process. Funding will need to be provided for some of these activities.

Area 3: Program and Student Learning Outcomes

Summary

Student Learning Outcomes have been written for all current Reading courses. Program Learning Outcomes have not been written for the Developmental Reading Program.

Plan of action:

1. Student Learning Outcomes will be reviewed periodically to see if they need to be revised, and will be revised accordingly.
2. Designing and writing Program Learning Outcomes for the Developmental sequences of Reading courses will be in accordance with similar plans for designing and writing PLOs for Developmental sequences of courses in other content areas.
3. Student Learning Outcomes will be assessed periodically as specified by AVC, and evaluated to determine if corrective action needs to be taken.
4. If corrective action needs to be taken, plans will be made and implemented for appropriate corrective actions.

Area 4: Personnel and Support Services

Summary

While there are sufficient Reading Faculty to teach current courses in Reading, more Faculty must be available to provide assistance with program evaluation, curriculum development, class instruction needs, and instructional support services for both Reading students and general students.

Plan of action:

1. Additional courses need to be developed, a lower level and a higher level reading course.
2. Program evaluation needs to be ongoing, with frequent analysis of necessary programmatic changes.
3. Additional Reading Faculty will be needed in order to teach additional Reading classes, including but not limited to, READ 095 (approved by AP & P) and the Reading Lab courses (READ 095L, 097L, and 099L) once they have been approved by AP & P.
4. Reading Faculty support is needed to present Reading Workshops and student diagnostic/ instructional assistance.
5. Reading Faculty support is needed to develop materials to increase the visibility of Reading Program, such as advertising in the schedule of classes, information on the college website, and preparation/printing of a poster and brochures.

Area 5: Facilities, Equipment, and Technology

Summary:

Progress has been made in providing digital presenters/document cameras, dictionaries, new standardized tests, for the Reading classrooms. There are still needs in terms of computers for the Reading students; the Reading Lab is a very noisy environment and makes it extremely difficult for students to concentrate, reports of continual problems with the computers in the Reading Lab are going to make it essential to replace the computers in the near future, and the classroom where Reading is taught in Palmdale has numerous computer needs: computer access, online access, and a digital presenter/document camera. Additionally, as the Reading program expands to meet student needs, an additional classroom will be needed by the next Review cycle. In LC 113, electrical lighting over the screen makes it difficult for students to read material projected on the screen when the classroom lights are on. In LC 114, the architects' design of the counter on the west side of the classroom makes it extremely difficult for Faculty to write on the white board.

Plan of Action:

1. An electrician is needed to rewire the lighting in LC 113 so that the lighting can be decreased over the screen, yet the rest of the room can still be illuminated so that the students can refer to materials and take notes. This modification was done in LC 114 several years ago, and makes it much easier for students to read the material on the screen.
2. The counter behind the desk in LC 114 needs to be reduced in depth so that Faculty can reach the white board and write on it. The cupboards themselves are very useful, but were made too deep, and the shelving in one

unit is composed of shelves too short in height for access to materials which slip to the back of the shelves. The hinges are breaking on the cupboard doors behind the Instructor's desk and need to be fixed.

3. The computers in the Reading Lab need to be replaced in the near future. It actually would be better to purchase laptop computers for LC 113 and LC 114, so that the students could work on computer activities without the excessive interruptions in the Reading Computer Lab. Perhaps the Computer Lab area could then be reconfigured for some drop in use as well as small group tutoring areas.
4. An office needs to be designated in the Learning Center for use by the Reading Faculty member who works with students on confidential testing; this also needs to be an enclosed space, with a door, so that there is not a sound distraction interfering with individual testing and diagnosis.
5. The Palmdale site where Reading is taught needs to have computer access, online access, and a digital presenter/document camera in the designated Reading classroom (where Reading materials are stored).

Area 6: Fiscal support

Summary:

Historically under funded, the Reading program has recently benefited by funding from the Basic Skills Account. Until this point, purchasing was limited to initial software when the Reading Lab was first built (in 1992). We also benefited a number of years ago from a grant from the Faculty Union for Dictionaries in LC 114, and more recently, donations of used computers for both the Reading Faculty and the Reading Lab from other programs and Divisions who had received new equipment. In the last few years, Faculty have purchased their own office printers. The computers in the two full-time Faculty offices were very slow, due to the standards at the time when they were initially built. However, both the Reading Faculty and program have recently benefited from a great increase in support through the purchases of new office computers (the first in 15 years), a digital presenter/document camera (requested initially in 2003, funded in 2006 through ADA compliance funding), and most recently, Dictionaries for all Reading classrooms, new Standardized tests for all Reading classrooms (the previous ones were purchased over 20 years ago), and a storage cupboard and classroom timer for the Palmdale campus. Immediate needs have now been taken care of, which has been a tremendous benefit to the program. Future needs are for student computers and a classroom-networked printer/scanner for both the Learning Center and Palmdale locations.

Plan of Action:

1. Reading Faculty meet with the Language Arts and Learning Center Deans, ITS personnel, and the Basic Skills Co-Chairs, to plan for computer access for Reading students so that students are not disrupted constantly while they work on the computers. This needs to be thoroughly researched, with possibly purchasing laptop computers as well as secure computer cupboards with charging facilities. These would need to be purchased for LC 113, LC 114, and the Palmdale site (SV3D), and should be located within the classrooms.
2. Secure funding for networkable printer/scanner for LC 113 and LC 114, and a similar printer/scanner for use in Palmdale.
3. Request Internet access wherever computers are used in the Reading program. This will become increasingly important as Faculty use online resources more with their Developmental Reading classes.

Area 7: Community Outreach and Program Awareness

Summary

The majority of contact with the community has been in relation with the Literacy Tutoring and Field Experience course, since it involves so much contact with local school districts including the Lancaster School District and the Palmdale School District. There has not been any formal contact with the community regarding the Developmental Reading program.

Plan of Action:

1. Increase visibility of the Developmental Reading courses, Reading workshops, and general content-area reading services.

2. Develop posters, brochures, flyers to increase visibility of Reading program.
3. Develop a website presence on the AVC website to publicize the program and to provide useful links to resources for all interested in increasing their Reading ability.
4. Develop strategies to attract students into taking Reading courses when the results of their assessment tests indicate that they should enroll in READ 095, 097, and 099.

Area 8: State and Federal Compliance

Summary

The reading program adheres to all state and federal guidelines and to all college policies and procedures.

Plan of Action:

Continue to adhere to all state and federal guidelines and to all college policies and procedures.

ESL

Area 1. CURRICULUM

The English as a Second Language (ESL) Program at Antelope Valley College offers sixteen courses. These sixteen courses include five levels and four skill areas. All courses are designed to assist non-native speakers of English in improving their English language abilities. ESL courses provide students an opportunity to improve their English vocabulary, grammar, pronunciation, reading, writing, listening, and speaking skills for use in both academic and everyday situations.

All of the ESL courses offered are available for credit; however, none of the courses are transferable or applicable toward a degree. All of the sixteen courses are currently offered in both sixteen-week semesters.

Course Development

1.1 The curriculum supports the educational objectives of the program/discipline. New and revised courses address changes in the discipline or industry and specifically address student needs.

- List new courses (number and title) developed during the period under review.
- How do the new courses support the objectives of the program?
- What procedures are used for developing and reviewing new courses?
- For appropriate courses, what methods were used to determine pre or corequisites, advisories or limitations on enrollment (assessment, course validation studies, content review)?
- How do these new courses meet student needs and the college mission?
- In what areas might new courses be developed for the future? Explain need.
- Have Student Learning Outcomes (SLOs) been developed? Explain the process.
- How do the SLOs support the objectives of the program?

The current ESL curriculum supports the educational objectives of the program by offering courses in which non-native speakers learn and improve their skills in English vocabulary, grammar, pronunciation, reading, writing, listening, and speaking.

	Voc./Pron.	Grammar	Read/Writ.	Integrated
Level 1			ESL 018	ESL 019
Level 2	ESL 020	ESL 023	ESL 028	ESL 029
Level 3	ESL 030	ESL 033	ESL 038	ESL 039
Level 4	ESL 040	ESL 043	ESL 048	ESL 049
Level 5			ESL 058	ESL 059

In order to fill in one of the gaps, ESL 040 was approved in 2004. The purpose of this course was to prepare higher level students for the more academic vocabulary required in eventual transfer courses. The only existing gaps in the ESL curriculum are in the first and fifth levels. If possible it would be a good idea to add ESL 010 and ESL 013; however, adding ESL 050 and 053 could be a problem since it is becoming more difficult to fill the higher level courses. Also, until we have more instructors and classrooms, these additional courses will not be possible. The most recent upgrade to the curriculum has been offering ESL grammar online. These courses are going well, and students are enthusiastic about learning in this visual environment. Moreover, TMIs for all five levels of ESL Reading and Writing (018, 028, 038, 048, and 058) have recently been approved by AP&P and will begin to be offered in Fall 2008. These are “natural” offerings for

online instruction. In our grammar courses we have been doing pre-/post-testing over the past two years. This has given us some solid data to show SLOs. Also, many of our students take the ESL Assessment once or twice per year, which also helps in documenting student learning.

SLOs have recently been developed (actually extracted and enhanced from all 2004 ESL COR objectives), and they are now approved. They describe the skills and knowledge that ESL students are supposed to be learning.

Course Revision

1.2 All courses are reviewed within a six-year cycle per Title 5, Section 55210(b)(3).

- List courses (number and title) that have been revised, updated, or developed during the period under review. For each, explain what changes were made and why.
- For appropriate courses, what methods were used to determine pre or corequisites, advisories or limitations on enrollment (assessment, course validation studies, content review)?
- Have SLOs been developed or revised? Explain the process.
- How do the SLOs support the objectives of revised courses?

In 2004 all fifteen existing CORs and one new course (ESL 040) were approved by AP&P:

Level 1: ESL 018, ESL 019

Level 2: ESL 020, ESL 023, ESL 028, ESL 029

Level 3: ESL 030, ESL 033, ESL 038, ESL 039

Level 4: ESL 040, ESL 043, ESL 048, ESL 049

Level 5: ESL 058, ESL 059

Offering ESL grammar online has been a great enhancement to the program, and the upcoming addition of ESL Reading and Writing (018, 028, 038, 048, and 058) as online offerings should do even more to improve our ESL students' literacy, grammar, and computer skills.

We have taken a thorough look at cut scores for our five ESL levels. From the data it looks like the current score ranges are doing an adequate job at leveling our students. However, in the future, and after more data is accumulated, we will need to do another look and make any necessary adjustments. Although cut scores are now being used, they are not yet enforced. The catalog lists them with the word "advisory", not "prerequisite". Therefore, students are free to level themselves, and they often do, especially if they have scheduling constraints or if they do not feel confident to enter a level that they think is too high for them. ESL students often level themselves down (not up) in order to review, to gain confidence, or to ensure their own success before moving on.

In our grammar courses we have been doing pre-/post-testing over the past two years. This has given us some solid data to show SLOs. Also, many of our students take the ESL Assessment once or twice per year, which also helps in documenting student learning. As previously stated, formal SLOs are being compiled for all sixteen ESL courses and should be revised and established by the end of the 2007-2008 academic year.

Other Curriculum Matters

1.3 Courses which have not been taught within a three-year academic period are obsolete and have been removed from the college catalog. Courses which have not been taught within a two-year academic period are inactive and have been identified.

- List courses that have become obsolete or inactive during the period under review.

About two years ago the ESL Public Speaking course had not been offered in several years, so it was rendered obsolete and removed from the AVC catalog. (It had not been offered for a few years and was a course that did not fit into the 5-level, 4-skill-area program. Fortunately, the skill of public speaking is a natural component of at least half of our sixteen courses, which emphasize the oral skills: Vocabulary and Pronunciation 020-030; Skills Building 019-059.

1.4 Where appropriate, courses address issues related to diversity and/or multicultural perspectives.

- Identify courses that meet the criteria for Category F (Diversity Studies).
- Identify courses that integrate issues of diversity into the course content or objectives.

The very nature of the ESL classroom includes attention to diversity, and the ESL materials often include cultural topics. The emphasis is always on mutual respect of others from different cultures. The World Culture EXPO has been a 2-day display of our ESL students' first cultures for the past four years. This has done a great deal to promote cultural understanding and appreciation among our ESL students and the greater AVC student population.

Program Development and Revision

1.5 New programs developed during the period under review meet students' needs and are consistent with the college mission and ILOs.

- Identify new programs that have been developed during the period under review and explain the SLOs for each.
- Identify and explain the Program Learning Outcomes (PLOs) for each new program.

The following ESL Program Learning Outcomes have been verified by ESL students themselves on the most recent (Fall 2007) program survey as the top purposes for studying ESL. Thus, they are listed here in order of priority:

1) Demonstrate oral/aural communicative competence in English conversation.

To improve my English speaking, pronunciation, listening, and conversation skills (19%)

2) Demonstrate visual communicative competence in English, including grammatical and academic competence.

To improve my English reading, writing, grammar, and academic skills (17%)

3) Value self-improvement.

To improve myself and my personal life (17%)

4) Value career development.

To improve my career or job opportunities (14%)

5) Value and maintain personal relationships through English fluency.

To help my personal friendships or family relationships (10%)

6) Value academic achievement of degree completion at the post-secondary level.

To finish a college certificate or degree program (e.g., A.A., A.S., B.A., B.S) (08%)

7) Value citizenship and civic involvement.

To become a better U.S. citizen (08%)

8) Value academic achievement of diploma completion at the secondary level.

To get high school credit or pass the GED (05%)

1.6 Existing programs are revised as needed.

- Identify which programs have been revised during the period under review. Explain what the revisions were and why they were made.
- Identify and explain the SLOs for each revised program.

- Identify and explain the PLOs for each revised program.

n/a

Instruction

1.7 Courses are taught within the parameters described in the outline of record.

- What steps are taken to assure that faculty design their syllabi within the parameters described in the Course Outline of Record?

All instructors, especially new instructors, are given a copy of the COR for each assigned course. The

syllabus is then to be created based upon the COR. A copy of the syllabus is then requested by the

division office (and by the ESL Coordinator) in order to confirm that course syllabi include the objectives

and criteria of the COR. The best way to verify this, though, is to conduct classroom observations and

evaluations, which have been ongoing activities in the ESL Program.

1.8 Faculty and staff use innovative strategies to meet student needs and staff

development supports the development of these strategies.

- What innovative strategies have faculty/staff developed to better serve our students?
- In what ways do classified staff and/or student assistants help support faculty efforts?

Some examples of innovative strategies that have been implanted by faculty include the use of:

ESL classroom games

ESL pronunciation text

ESL readers as supplemental texts

Scheduling

1.9 Course scheduling provides students with reasonable access to meet their educational objectives and promotes strong enrollment patterns.

- What factors contribute to strong enrollment patterns?
- How has scheduling provided for better student access?
- What barriers exist that weaken student access?
- What can be done to alleviate these problems?

The scheduling of ESL courses continues to be an ongoing challenge. Some of the scheduling constraints include adjunct teachers' availability (most prefer teaching afternoons or evenings), many classes are still only offered as one section each semester, and classroom space has become harder to secure, especially on the Lancaster Campus. There seems to be a significant number of students who prefer taking classes while their own children attend school (8:30am – 2:30pm), so our full-time faculty generally are committed to teaching during this time. In order to deal with the shortage of classroom space, we have responded by offering more courses at the Palmdale Campus, more evening courses, Friday courses, and online courses, all of which are assisting in the tremendous growth that the ESL Program is experiencing (despite the increasing facility constraints).

Course and Program Support

- 1.10 Faculty and staff are familiar with and work closely with other Student Services and Academic Affairs faculty and staff in program development and student referral.
- What is the relationship between the program under review and the following? Consider availability, relevancy and currency of materials and services. Consider support staff role and services.

Academic Divisions	Learning Assistance Center
Admissions and Records	ESL Support
Assessment	Math Lab
CalWORKs	Reading Lab
Career Center	Tutoring Center
Counseling	Writing Center
Disabled Student Services	Library
EOPS/CARE	Matriculation
Instructional Media Center	Outreach
Instructional Technical Services	STAR
Job Placement Center	Student Development
	Transfer Center
	Veterans Affairs

The student service areas which relate the most to the ESL Program are Outreach, Counseling, Assessment, and ESL Support (the ESL Study Center) in the LC. Outreach is now equipped with a new, institutionally uniform ESL brochure which has been distributed at various events. Counseling (especially our ESL Counselor) is often the first contact that ESL students have, and counselors continue to assist ESL students as they progress through the ESL courses. Assessment and Institutional Research have been very helpful in monitoring and adjusting ESL “cut scores” and allowing ESL students to re-test once or twice a year in order to document student improvement. The addition of a new hire (ESL adjunct and ESL Tutoring Specialist in the ESL Study Center) has been a wonderful addition to the ESL Program. She offers ESL workshops each week. There are also three other student tutors who have been assisting with the ESL tutoring load.

- 1.11 Recent developments in instructional technology have been incorporated into courses and student support services consistent with the objectives of the programs and services.

- What new or innovative technologies are being utilized to better serve students?

Over the past five years Title V funds for the ESL classroom (LS2-141) and a Verizon grant of \$40,000 for the ESL Study Center have enhanced the technological resources available to ESL students. Title V allowed for the purchase and installation of technological equipment (e.g. document camera, projector, screen, speakers, Extron, DVD/VHS player, site licensing for Pronunciation Power 1 and 2, Grammar 3D, Focus on Grammar 2 and 3, Writer’s Resources) for LS2-141. Verizon’s grant covered the purchase of both hardware (e.g., two computers and six flat panel monitors, document camera, projector, screen, speakers, Extron, two DVD/VHS players, boombox, headphones) and software and resources (e.g., Longman interactive, grammar videos, pronunciation DVD and audio CDs, Culture Clips videos, English language games).

Articulation

- 1.12 Courses are articulated with institutions of higher education and local high schools.

- Please provide a brief description of faculty and dean's efforts toward articulating with institutions higher education and high schools.

- What are the strengths and weaknesses of the articulation process?
- If necessary, what can be done to improve the articulation?
- If applicable, explain faculty's involvement in articulation with California institutions of higher education through state projects.

n/a

College Mission

1.13 The courses and/or program meet one or more of the primary goals articulated in the College Mission Statement.

The ESL Program is designed to provide the fifth area in the Mission Statement: *Basic Skills Courses consisting of precollegiate, non-degree applicable courses that provide students with the knowledge and skills necessary to enroll in college level courses.*

1.14 The courses and/or program meet one or more of the college's ILOs.

As Basic Skills courses, the ESL Program meets the second institutional ILO:

Value and apply lifelong learning skills required for employment, basic skills, transfer education, and personal development.

1.15 The courses and/or program are consistent with plans articulated in the Educational Master Plan.

The ESL Program is not on track to meet the plans for growth in the Educational Master Plan.

Additional faculty (both full-time and adjunct) as well as an additional lab classroom at both Lancaster and Palmdale are still needed.

Area 2. STUDENT SUPPORT AND DEVELOPMENT *(if applicable)*

2.1 The institution provides all prospective and currently enrolled students with current and accurate information about its programs, admissions policies, graduation requirements, social and academic policies, refund policies, student conduct standards, and complaint and grievance procedures.

- Describe how the program being reviewed is involved with and/or affected by each subject listed above.
- List any plans for change or improvement for each applicable subject listed above.

The new (2006) ESL brochure has been a great way to promote and inform potential and existing ESL students regarding the ESL Program. Whenever general academic matters (e.g., admission, academic policy, refund policy, student conduct standards, complaint and grievance procedures) are addressed, the AVC Student Handbook becomes a helpful resource to which to refer. In general, ESL students are directed to (and become comfortable accessing) assistance in Student Services, especially in Counseling (since we have an ESL Counselor there).

2.2 The program identifies the educational support needs of its student population and provides appropriate services to address those needs.

- Explain the various methods used to identify the educational support needs of the students.
- As the student population changes, what plans or procedures are used to address those changes?

The major program that began several years ago was an official ESL Study Center (ESC) in the AVC Learning Center. Space (LC-104) and tutors have been acquired. Furthermore, Verizon's grant of \$40,000 has been used to equip the ESC with a wealth relevant ESL resources. Also, beginning the Fall

of 2007 an official Tutoring Specialist (who is also an ESL adjunct) was assigned to oversee the services at the ESC.

The ESL student population's educational support needs are met through the support services (e.g., Assessment, Counseling, the Learning Center). The ESL Study Center in the Learning Center is the major support system in place for ESL students' academic needs. As more courses are offered at the Palmdale Campus, ESL tutoring (although not yet within an official "ESL Study Center") will be provided.

2.3 The program involves students, as appropriate, in planning and evaluating student support and development services.

- Describe the various methods used to involve the students.
- What additional methods do you perceive as useful in this process?

The Learning Center's ESC requires students to complete evaluations at the end of any workshops. In addition, there are periodic evaluation forms which assist in gaining feedback from ESL students.

2.4 Admissions and assessment instruments and placement practices are designed to reduce bias and are regularly evaluated to assure effectiveness.

- Describe the current instruments and practices used and explain their effectiveness.
- What changes do you foresee are needed in the admissions, assessment, and placement procedures?

The Assessment Center has worked diligently to incorporate and validate the Compass ESL test. Cut scores have been adjusted slightly to produce a better correlation between students' levels and their success rates. Until the state decides on an official ESL assessment instrument, the Compass ESL assessment will continue to level ESL students into one of the five ESL levels. Cut scores are being used only as advisories, but could someday be enforced. However, until the ESL Program is large enough to allow more sections of specific courses so that students can fit them into their schedules, many students will continue to level themselves and be mis-leveled. Fortunately, quite often students tend to be more cautious and level themselves below their level of proficiency (as provided by the ESL assessment scores) rather than leveling themselves to a level which is too difficult for them.

Our in-house GPT (Grammar Proficiency Test) is also given in our three levels of grammar at the beginning and end of each semester. Students are informed of their scores so that they are better aware of their grammar proficiency. Because the test is progressive (low to high level grammar), students are able to see where there are still "holes" in their grammar.

Retesting with either the Compass ESL or GPT has provided data as to the particular level of a student at a particular time in their English language learning experience.

Currently (Fall 2007) there is a push throughout the state to identify and approve an official ESL assessment tool. If the Compass ESL Assessment is selected, then no changes will be needed; however, if this instrument is not chosen, then some major changes will need to be made in the area of assessment and placement.

2.5 The program provides appropriate comprehensive, reliable, and accessible services to its students regardless of service location or delivery method.

- Identify and evaluate the various service locations and delivery methods used by this program.

- What are the projections as to the needs in the future?

Again, the most relevant services to ESL students include Assessment, Counseling, and the ESL Study Center in the Learning Center. Although all of these are housed at the Lancaster Campus, plans are underway to provide these kinds of services at the Palmdale Campus. For example, ESL tutoring is scheduled to begin in Palmdale in the Spring term. This should serve the students in the four ESL courses which will be offered there.

2.6 The institution, in keeping with its mission, creates and maintains a campus climate that serves and supports its diverse student population.

- Describe the diverse student population most frequently served by your program.
- Describe how your area is involved in the maintenance and/or improvement of a healthy campus climate.

The ESL student population is extremely diverse. There is diversity of first culture, age, gender, language ability, social class, educational background, religious background, and ethnicity. Although the majority (75%) of ESL students are Latino (actually Latinas since 83% of the ESL students are female), another 18% is Asian with the remaining 9% being of other ethnicities (e.g., Middle Easterners, Eastern Europeans, and Africans). As “a Hispanic-serving institution”, AVC is demonstrating their commitment to Hispanics through support of the growing ESL Program. Each Spring for the past four years the 2-day World Culture EXPO has been a great way to encourage cultural understanding and appreciation of our ESL student population with the wider AVC community. Cultural barriers are slowly eroding, and cross-cultural connections are being established through activities like these.

2.7 The institution supports a co-curricular environment that fosters intellectual, ethical, and personal development for all of its students and encourages personal and civic responsibility.

- Describe the various programs (clubs, organizations, etc.) available to the students for development of social and other skills.
- What programs would you change, add or delete to improve this personal development?

Attempts have been made over the past five years to initiate an ESL Club or International Club, but the success has been limited to about one semester each. The greatest hindrance seems to be the busy schedules of ESL students and their job, family, and academic commitments.

Hosting a couple of Saturday night socials each semester has become one of the most successful extra-curricular activity. For example, just this month in preparation for the Holidays, ESL students gathered to share a favorite recipe and food samples of dishes from around the world. Also, the regular ESL Study Center workshops have provided valuable co-curricular opportunities for ESL students. Similarly, on the Palmdale Campus Priscilla Jenison has recently established a monthly international lunch hour when ESL students can gather together and share their favorite foods while practicing their English.

2.8 Student records are maintained permanently, securely, and confidentially, with provision for secure back up of all files.

- Describe the methods used for maintaining student records regardless of the form in which those files are maintained.
- List any projected plans for improvement of maintaining and controlling the records.

The Assessment Center confidentially manages student test scores. AVC’s Banner system confidentially stores and records students’ final grades.

2.9 The program systematically evaluates the appropriateness, adequacy, and effectiveness of its student services and uses the results of the evaluation as a basis for improvement.

- Describe the methods used for systematic evaluation.
- How do you intend to use the information gleaned from this program review as a basis for improvement?

In the Fall 2002 a “need assessment” was conducted in three classes. The main findings included students desire for improvement in the language skills of grammar, pronunciation, speaking, and writing (as opposed to the receptive skills of reading and listening), as well as the practical skill of inter-personal conversation (as opposed to job or computer skills). In the Spring 2004 a basic ten-question survey was given to ESL students in all ESL classes. Although most areas were rated quite positively, the lowest rated area was the area of scheduling. We have responded to students input by adding sections of courses as well as online course offering.

The more recent and extensive 30-question survey was used this cycle, but it will likely be refined and simplified (possibly with the use of scantrons and/or an online survey) for the next program review. The findings of this survey have been helpful in confirming many of our previous assumptions. Students seem quite satisfied with the overall program. However, issues with facilities/technology (e.g., lack of climate control in older classrooms) and scheduling (e.g., desire for more Palmdale Campus courses) are already being addressed.

Area 3. PROGRAM AND STUDENT LEARNING OUTCOMES

- 3.1 Expectations for PLOs and SLOs are clearly articulated and are used in assessing the effectiveness of the program and service provided.
- Briefly describe the trends and patterns revealed by those methods.

The following ESL Program Learning Outcomes have been verified by ESL students themselves on the most recent (Fall 2007) program survey as the top purposes for studying ESL. Thus, these PLOs are designed to be student-centered and student-generated. They are listed here in order of priority:

1) Demonstrate oral/aural communicative competence in English conversation.

To improve my English speaking, pronunciation, listening, and conversation skills (19%)

2) Demonstrate visual communicative competence in English, including grammatical and academic competence.

To improve my English reading, writing, grammar, and academic skills (17%)

3) Value self-improvement.

To improve myself and my personal life (17%)

4) Value career development.

To improve my career or job opportunities (14%)

5) Value and maintain personal relationships through English fluency.

To help my personal friendships or family relationships (10%)

6) Value academic achievement of degree completion at the post-secondary level.

To finish a college certificate or degree program (e.g., A.A., A.S., B.A., B.S) (08%)

7) Value citizenship and civic involvement.

To become a better U.S. citizen (08%)

8) Value academic achievement of diploma completion at the secondary level.

To get high school credit or pass the GED (05%)

3.2 Student evaluations are an integral part of the assessment of program effectiveness.

- Summarize the results of the student program evaluation procedure.

Student evaluations have been used in gathering information about the needs of ESL students, the effectiveness of the ESL Program, and ESL instruction. Hopefully the official evaluation which was created for this report has the potential to be revised and become a good monitor of the needs of our students and the effectiveness of the ESL Program.

3.3 Job placement data are an integral part of the assessment for the effectiveness of vocational programs.

- Briefly describe job placement of students in vocational education programs.

n/a

Area 4. PERSONNEL AND SUPPORT SERVICES

4.1 The ratio of full-time to part-time faculty and staff provides students with a quality of instruction, and services consistent with students' needs and goals of the program.

In 2002 the F/T to P/T ratio was about 1 to 5. The current ratio has improved to 2 to 8. It is hoped that the ESL Program can reach a balance of a 3 to 12 ratio in the future. The challenge continues to be the finding of qualified ESL adjuncts in the Antelope Valley (or willing to commute to the AV).

4.2 The ratio of full-time to part-time faculty and staff provides adequate personnel responsible for program evaluation and revision.

- Explain the impact of this ratio on the effectiveness of the program.

A third full-time ESL faculty member and two more adjuncts would provide a logical one to three ratio (3

to 9) balance, allowing for an actual 2 to 6 ratio at the Lancaster Campus and a 1 to 3 ratio at the Palmdale Campus.

4.3 There are adequate full-time faculty and staff to meet program needs.

For a number of years the ESL Coordinator was the only full-time faculty member within the ESL Program. The addition of a second full-time ESL instructor in 2006 allowed for much needed expansion (much of it in the form of this individual's willingness to do overload) and greater support and visibility of the ESL Program. With the need of establishing a solid ESL presence at the Palmdale Campus, it would seem logical to position two full-timers at the larger Lancaster Campus while assigning one full-timer (instructor/coordinator) to run the Palmdale ESL Program.

At a Fall 2007 LA division meeting, the following data showed the ratio between student "seats" and full-time faculty:

ENG 3319/21 = 158:1

COMM 1022/6 = 170:1

FL = 678/5 = 135:1

ESL = 521/2 = 261:1

(If a third is added, 521/3 = 174:1)

ASL/INT = 408/2 = 204:1)

(If a third is added, 408/3 = 136:1)

READ = 285/3 = 95:1

With the other five disciplines averaging a ratio of 152:1, obviously ESL is currently under-represented by full-time faculty with a ratio of 261:1. By adding a third full-time faculty member, the ratio would then be 174:1, bringing it a bit closer to (but still greater than) the average of the other five disciplines (i.e.,

1:152). If the goal is to fairly balance this ratio so that there is one full-timer to every 125-175 students, it

seems obvious that the ESL Program has grown to the point of being due to hire a third full-time instructor; however, this request has recently been denied, and, in fact, the established second full-time position may have been in danger of being cut (due to the current budget crisis).

4.4 There is adequate support staff to meet program needs.

Currently the Lancaster Campus' ESL Study Center is providing wonderful support for ESL students. The challenge will be to provide similar learning support opportunities at the Palmdale Campus. Eventually, we will need to establish ESL tutors and technological resources with AVC Palmdale's Learning Center.

4.5 There are adequate staff development opportunities to enhance the effectiveness of all staff in meeting the goals and objectives of the program as well as the professional development of staff.

- Briefly describe the professional development of the faculty and staff during the period under review, including staff development, flex, sabbatical leaves, publications, honors, etc. What can the college do to enhance the effectiveness of faculty and staff professional development?

Many conferences (mainly CATESOL – California Teachers of English to Speakers of Other Languages) are attended by several ESL faculty members. Staff Development Funds have been very useful in covering expenses for these type of professional growth activities. ESL faculty have participated in Flex activities (e.g., Blackboard training) that are useful to their ESL teaching. Moreover, both full-time ESL instructors have presented and co-presented on a number of ESL-related Flex presentations (e.g., Empowering Your ESL Students; Errors, Errors Everywhere, Especially in ESL; Games – In and Out of the ESL Classroom; the Five Love Languages – In and Out of the ESL Classroom) with one planned for this academic year (i.e., Karaoke – In and Out of the ESL Classroom). No sabbatical leaves have occurred. Over the past few years the ESL Coordinator has put together a complete self-published basic pronunciation text (*Pronounce It!*), complete with images and audio CDs, a self-published 46-page text which is being used in ESL 020 sections. Depending on its success or failure, it will be revised and perhaps proposed to ESL publishers for publication and wider distribution.

4.6 Full-time faculty are actively involved in the process of hiring and evaluating faculty.

During the past six years a new ESL Coordinator was hired as a replacement (2002); two existing adjuncts left the program due to relocation (2002-2004); one adjunct left the program due to health reasons (2005); one full-time ESL instructor was added (2006) and replaced (2007); and two adjuncts

were added (2007). The full-time faculty and the dean have been the ones to conduct these interviews. A number of adjunct evaluations have been done during this six-year period, and full-time faculty have conducted these.

4.7 The evaluation of staff is systematic and conducted at appropriate intervals. Follow-up to evaluation is timely and systematic.

All evaluations have been done according to the schedule established and monitored by the division office and have been done in a timely and systematic manner.

4.8 The evaluation processes assess effectiveness and encourage improvement.

The evaluation process specifically focuses on the effectiveness of ESL methods and techniques in the ESL classroom as well as the general faculty responsibilities. Areas of strength are highlighted and commended, while areas for improvement with specific suggestions are also provided.

Area 5. FACILITIES, EQUIPMENT, AND TECHNOLOGY

5.1 Facilities are appropriate for effective teaching, learning, counseling, and/or other services.

- Describe the strengths and weaknesses of facilities currently in use.
- What plans for improving space utilization are already included in the goals and strategies of the college's Education Master Plan?
- What plans for improving space utilization still need to be explored?

Like every other program on the Lancaster Campus, we are running out of classrooms. We are currently housed for many of our ESL classes in LS2-141, an old, non-sound-proof, noisy (due to the heating/cooling system), and unregulated/unthermostated classroom, which is extremely hot in the warmer seasons and chilly in the cooler times. Someday it would be ideal to have an ESL center with two to three regular adjacent classrooms, one adjoining state-of-the-art computer/language lab, and one central tutoring/meeting/social center for the ESL Program.

5.2 Equipment and technology are appropriate for effective teaching, learning, counseling, and/or other services.

- Describe the strengths and weaknesses of equipment and technology currently available.
- What plans for improving, replacing, or repairing equipment and technology are already included in the goals and strategies of the college's Education Master Plan?
- What plans for improving, replacing, or repairing equipment and technology are still need to be explored?

Although The ESL Study Center in the Learning Center has recently (2005) been equipped with up-to-date technology and a wealth of resources, the "ESL Classroom" in LS2-141 has been in dire need of a major upgrade. The technology there, which had included 21 computers and monitors, was installed around 2001, and the wear and tear had been substantial. It was hoped that a replacement of all of this equipment could happen soon. Fortunately, during December and January of 2008 ITS identified this as a critical need, and Basic Skills funding (approx. \$24,000) was used to equip LS2-141 with 23 new computers and monitors!

- 5.3 Program support space is adequate to ensure the effective operation of the educational program and related support activities.
- Describe the strengths and weaknesses of program support space currently in use, including full- and part-time faculty offices, divisional office space, work room(s), and classified work space.
 - What plans for improving space utilization are already included in the college's Education Master Plan?
 - What plans for improving space utilization still need to be explored?

ESL adjuncts, like all other AVC adjuncts, do not have the necessary office/work space to support themselves and to offer office hours within an adequate, dedicated space.

5.4 The safety of the facilities and equipment are reasonable and adequate. The safety of the facilities and equipment in LS2-141 and the ESL Study Center in the Learning Center has been adequate. There have been no serious injuries due to the facilities used by ESL students. Moreover, there have been no reported incidents of theft or vandalism in regards to ESL facilities or equipment.

Area 6. FISCAL SUPPORT

- 6.1 During the period under review, resources have been used effectively to support programs and services.
- Briefly discuss how these funds are used (e.g., hiring clerical assistance, purchasing specific equipment, etc.).
 - Describe the goals and emphasis placed on the use of capital outlay funds for the program with reference to the goals and strategies of the college's Education Master Plan.
 - Evaluate the ability of the program to be maintained at the current level within the budgetary allowances of the last three years.

From 2002 to 2006 there were basically no annual funds available for ESL Program expenses. Finally, in 2007 the new Language Arts dean was able to acquire funds and facilitate the purchase of some much needed classroom supplies (e.g., chairs to replace several broken, unsafe ones in LS2-141, a CD/cassette audio player/recorder, posterboard for the annual EXPO, white board markers and erasers) were purchased.

- 6.2 Current and anticipated funding is adequate to maintain high quality programs and services.
- Describe and evaluate the need to modernize or develop new areas of capital support for the program.
 - Describe and evaluate fiscal support for supplies currently used.
 - Describe and evaluate funding sources other than those provided by the district, including grants and categorical funding, contract education and Vocational Technical Education Act (VTEA) funding. Distinguish which funds support existing programs and which are categorical, requiring specific new programs for funding.
 - If essential objectives of the program are not being achieved due to a lack of funding, what are they?

The previously stated funding is sufficient for current annual classroom supplies; however, as the ESL Program continues to grow more substantial funding will be needed. Furthermore, in order to upgrade

the aging technology in LS2-141, funds will likely have to be found through something like a grant, like we have received in the past from Title V and Verizon.

- 6.3 Anticipated funding is adequate for the development of revised and new programs.
- What supplies, equipment, facilities and/or personnel will be needed in the future that are not now provided?

Anticipated funding for ESL classroom supplies should be adequate for now; however, as the ESL Program continues to grow, more funding will obviously be needed. Significant one-time grant-type money will be needed to add designated ESL lab classrooms (one or two more at Lancaster and two at Palmdale).

Area 7. COMMUNITY OUTREACH AND PROGRAM AWARENESS

- 7.1 Staff maintains appropriate links with community.
- Separate from articulation, what efforts have been made to create educational links between the program under review and the community?
 - Explain the weaknesses or strengths of these efforts.

Over the past several years, ESL and LC faculty have presented at local CABE (CALifornia Bilingual Educators) conferences. Presentations have included a number of ESL-related topics (e.g., Tutoring ESL Students; Focusing on Vocabulary for ESL Learners; The ESL Study Center – What a Concept!). CABE brings together ESL educators, students, and parents of students from all over the Antelope Valley, so the local CABE Conference has been a wonderful way to promote our ESL Program among those in our community who are involved in similar work and who are in contact with those who could benefit from our ESL Program (e.g., parents of K-12 immigrant students).

- 7.2 Staff makes appropriate efforts to inform the community and students about each program and facilitate student participation in those programs.
- Describe the efforts toward informing the community and students (e.g., high school graduates, reentry, non-traditional, at-risk, ESL, professional, etc.). Make references to specific methods used: brochures, press releases, workshops, etc.

There are a number of examples showing how the ESL Program at AVC is being promoted throughout the community. Almost every semester an advertisement is placed in the printed schedule which is mailed to thousands of residents in the area. Furthermore, the annual World Culture EXPO has been covered and reported in local newspapers, as well as on AV3 News, the local cable TV station. In addition to the previously mentioned outreach opportunities, the college has published articles which feature new ESL faculty or the achievements of veteran ESL faculty (1996 CAPED, California Association for Post-Secondary Education and Disability, Teacher of the Year). More recently AVC's Public Relations did a fine job at creating an ESL brochure (in English and Spanish), which has also been a great tool for promoting the ESL Program throughout our community. Full-time ESL faculty have also become members of the AVC Latino Advisory Committee, which has also elevated the visibility of the ESL Program to prominent Latino leaders in our community.

- 7.3 Where appropriate, advisory committees meet regularly and support the development of programs and services.
- If applicable, describe the use of advisory committees. How do they assist the development of programs? What is their role in student placement?

AVC's Latino Advisory Committee supports the development of the ESL Program; however, it is not involved in student placement issues. On the other hand, it has been instrumental in the growth of ESL

at the Palmdale Campus. The Assessment Committee and the Office of Institutional Research have done a great deal to establish and validate cut scores, which currently seem to working well as “advisories” for our ESL students.

Area 8. STATE AND FEDERAL COMPLIANCE

8.1 Program adheres to all state and federal guidelines.

The ESL Program at AVC works hard at adhering to our campus governing bodies (e.g., AP&P, Senate), who in turn comply with the Chancellor’s Office, as well as state and federal guidelines.

8.2 Program adheres to all college policies and procedures.

The ESL Program at AVC also is committed to adhering to all college policies and procedures and has had a very positive experience submitting, revising, gaining approval of ESL course proposals, revisions, and TMIs through AP&P.

AVC ESL Program Review Survey Results – Fall 2007

Synopsis of Results:

The vast majority of AVC ESL students (83%) are female. Most reside in either the Lancaster campus’ zip code of 93536 (18%), the East Palmdale zip code of 93550 (19%), or the East Palmdale zip code of 93552 (17%). The majority of students (57%) are between 31 and 49 years old. The most frequent chosen purpose of ESL students at 19% is in the area of oral communication skills (listening, speaking, and pronunciation) although the academic skills or grammar, reading, and writing are also significant at 17%, as was the improvement of self and my personal life (also at 17%).

Latinos are the clear ethnic majority at 75%, while Asians are the second most common ethnicity at 18%. Most ESL students (63%) learn about AVC’s ESL Program by word-of-mouth through personal contacts (family, friends, neighbors), while a significant amount (31%) are initially informed about the ESL Program through various AVC publications.

Almost a third of ESL students (30%) reported taking a total of just two ESL courses previous to and including the current semester. The largest group (39%) claimed to be only taking one course during the current semester, while the second most populous group (35%) reported being enrolled in two. A significantly smaller group (17%) stated that they were taking three courses in the current term. The most common number of total semester units was either five units (18%) or eight units (also 18%). Obviously, ESL courses are serving primarily part-time students (about 85%). A significant number of ESL students (21%) are also enrolled in other non-ESL courses. There is a clear preference for taking courses at the Lancaster Campus (60%) while those preferring courses at the Palmdale Campus were a noteworthy 33%.

Not surprising, the most desired days for classes are Monday through Thursday (19%-24%) although 10% of the responses favor classes on Friday, and 6% favor Saturday. A substantial total of 62% favor classes between the hours of 8AM and 2PM; however, there is a solid interest (38%) for courses from 2PM to 10PM.

ESL students are most strongly in agreement in three areas: ESL courses’ effectiveness in improving a student’s English (#13 67% strongly agreeing), the overall quality of the ESL Program (#17 60% strongly agreeing); and the ESL instructors’ effectiveness in facilitating the improvement of a student’s English (#20

64% strongly agreeing). On the other hand, the ESL Program's advertising and the AVC Library's resources are among the lowest of those who strongly agree on their effectiveness (36% and 32%, respectively).

1. Gender –

Male: 28/163 (17%)

Female: 135/163 (83%)

NR: 4

2. Zip Code –

93550: 30/154 (19%)

93536: 28/154 (18%)

93552: 26/154 (17%)

93555: 20/154 (13%)

93551: 19/154 (12%)

93534: 17/154 (11%)

Other: 13/154 (08%)

NR: 22

3. Age –

15-17: 01/165 (0.6%)

18-20: 11/165 (06%)

21-24: 13/165 (08%)

25-30: 24/165 (15%)

31-39: 47/165 (29%)

40-49: 46/165 (28%)

50-59: 20/165 (12%)

60-69: 03/165 (0.2%)

4. Purpose –

To become a better U.S. citizen: 59/733 (08%)

To get high school credit or pass the GED: 33/733 (05%)

To finish a college certificate or degree program (e.g., A.A., A.S., B.A., B.S): 56/733 (08%)

To pass the TOEFL exam: 16/733 (02%)

To improve my career or job opportunities: 103/733 (14%)

To help my personal friendships or family relationships: 71/733 (10%)

To improve myself and my personal life: 121/733 (17%)

To improve my English reading, writing, grammar, and academic skills: 126/733 (17%)

To improve my English speaking, pronunciation, listening, and conversation skills: 138/733 (19%)

For other purposes (Please explain.): _____: 10/733 (01%)

5. Race/Ethnicity –

Asian/Asian American/Pacific Islander: 31/176 (18%)

Black/African American: 1/176 (0.5%)

Hispanic/Mexican American: 132/176 (75%)

White/Caucasian: 5/176 (03%)

Other: 7/176 (04%)

NR: 3

6. How did you first learn about the ESL Program?

From friends, relatives, family, or neighbors: 110/176 (63%)

From AVC publications: 54/176 (31%)

From the Internet: 3/176 (2%)

Other: 9/176 (5%)

7. How many AVC ESL courses have you taken until now (including this semester)?

1 course: 26/152 (17%)

2 courses: 45/152 (30%)

3 courses: 24/152 (16%)

8. How many ESL courses are you taking this semester?

1 course: 66/169 (39%)

2 courses: 59/169 (35%)

3 courses: 29/169 (17%)

9. How many units do you have this semester?

3 units: 15/148

5 units: 27/148 (18%)

8 units: 26/148 (18%)

9 units: 15/148

12 units: 15/148

10. Are you taking other classes at AVC that are NOT ESL classes?

Yes: 38/179 (21%)

No: 141/179 (79%)

11. Where do you like to take your ESL classes?

Lancaster: 121/202 (60%)

Palmdale: 66/202 (33%)

Online: 15/202 (07%)

12. When do you like to take your ESL classes?

Monday: 134/558 (24%)

Tuesday: 112/558 (20%)

Wednesday: 108/558 (19%)

Thursday: 116/558 (21%)

Friday: 57/558 (10%)

Saturday: 31/558 (06%)

8AM-10AM: 75/399 (19%)

10AM-12PM: 99/399 (25%)

12PM-2PM: 70/399 (18%)

2PM-4PM: 46/399 (12%)

4PM-6PM: 42/399 (11%)

6PM-8PM: 48/399 (12%)

8PM-10PM: 13/399 (03%)

Other: 6/399 (01%)

	SA	A	D	SD	NA
13. My ESL courses help me improve my English.	102/152(67%)	46/152(30%)	0/152(00%)	3/152(02%)	1/152(00%)
14. My ESL classes have good technology.	58/150(39%)	79/150(53%)	10/150(07%)	1/150(00%)	2/150(01%)
15. The ESL schedules (times/places) are good for me.	57/148(39%)	59/148(40%)	23/148(16%)	8/148(05%)	1/148(00%)
16. ESL activities outside of class (e.g., workshops, socials) are good					

learning opportunities for ESL students.	51/132(39%)	62/132(47%)	10/132(08%)	4/132(03%)	5/132(04%)
17. The AVC ESL Program is a good English language program.	91/151(60%)	58/151(38%)	1/151(00%)	1/151(00%)	0/152(00%)
18. The AVC Library has good materials for ESL students.	47/145(32%)	58/145(40%)	7/145(05%)	2/145(01%)	31/145(21%)
19. The ESL Program's advertising brings new students to AVC.	54/148(36%)	60/148(41%)	11/148(07%)	1/148(00%)	22/148(15%)
20. My ESL instructors help me improve my English	96/150(64%)	46/150(31%)	5/150(03%)	0/150(00%)	3/150(02%)
21. The ESL Study Center helps me improve my English.	65/147(44%)	53/147(36%)	6/147(04%)	2/147(02%)	21/147(14%)
22. My ESL textbooks and CDs help me improve my English.	76/152(50%)	62/152(41%)	10/152(07%)	1/152(00%)	3/152(02%)
23. My ESL classrooms are comfortable and good for learning.	71/150(47%)	60/150(40%)	15/150(10%)	3/150(02%)	1/150(00%)

Summaries and Recommendations

For each area (1-8) of the self-study, provide the following information and relate its impact to the Vision and Goals of the college's Educational Master Plan.

A. A summary of the findings and their significance.

1. Curriculum

The ESL Program's 16 courses (four skill areas and five levels) constitute a comprehensive, skills-based and integrated skills-based, up-to-date, technologically enhanced curriculum. All CORs have been recently updated and SLOs have been established and approved. The ESL curriculum is being constantly improved to incorporate current ESL methodology and materials, as well as adapt to the needs (e.g., Palmdale site, online sections) of our ESL students.

2. Student Support and Development

The ESL Counselor is not only available as the first point of contact but also as an ongoing resource for our ESL students. The Assessment Center utilizes an ESL-specific instrument which does a good job of leveling new students (and monitoring student success). Moreover, the ESL Study Center is now well-established (with a tutoring specialist and student tutors) in order to serve the special language acquisition needs of ESL students. Other outside-of-class activities (e.g., socials, potlucks, conversation hours) allow students to better identify with their ESL learning community. The challenge remains to attempt to duplicate these services and activities at the Palmdale site.

3. Program and Student Learning Outcomes

PLOs (which reflect the specific felt needs of ESL students to improve their English language skills and personal lives) have been established for the ESL Program. SLOs for all 16 courses have recently been established and approved and will be implemented throughout the program.

4. Personnel and Support Services

The ESL Program continues to lag far behind other Language Arts disciplines in the ratio of student seats to full-time faculty. A third full-time faculty member would bring that ratio closer (but not quite) to the other discipline's average. More ESL instructors are needed, especially for the expansion at the Palmdale site. The challenge of finding qualified and experienced ESL adjuncts in our area (or who are willing to commute to our area) is a constant issue. The area of Personnel and Support Services is likely the greatest need within the ESL Program at this time. Although our division dean has been of great

support in hiring new adjuncts (four this academic year), as well as lobbying for a third full-time ESL instructor, it is up to the administration to grant the hiring of a third full-time ESL faculty member.

5. Facilities, Equipment, and Technology

Temperature control is an ongoing issue in our main (and only designated) ESL classroom, LS2-141, especially during the summer and winter months. Campus Events and the cafeteria have been very helpful in accomodating a variety of ESL socials and the annual World Culture EXPO. Basic Skills funding has recently allowed a computer upgrade in LS2-141. However, more needs to be done so that the appropriate technology (e.g., student computers, document cameras, LCD projectors, ESL software, Internet access) is available in at least two designated rooms on the Lancaster campus and two designated rooms at the Palmdale site.

6. Fiscal Support

Division funds have recently been used to purchase some minor classroom equipment and materials. Basic Skills funding is now being used for greater ESL needs (ESL lab computers/monitors), which has been a great help. Outside grants (e.g., Verizon's \$40,000 for the ESL Study Center, Title V) have also assisted the ESL Program. Hopefully through the Measure R (and Palmdale) expansions, we will see an increase in our ESL labs go from one at Lancaster to two to three at Lancaster and two at Palmdale.

7. Community Outreach and Program Awareness

As the ESL Program continues to grow, visibility is increasing throughout our community. Our ESL coordinator and faculty have increased promotion (e.g., the recent ESL brochure distributed through Outreach, contacts via CATESOL: California Teachers of English to Speakers of Other Languages and CABE: California Association of Bilingual Educators), which has helped target potential students (e.g., parents of K-12 immigrants/international students) and even potential ESL instructors. Our ESL Counselor also continues to promote the ESL Program through contacts throughout the community, including our local high schools.

8. State and Federal Compliance

The ESL Program works hard to comply with the campus governing bodies (e.g., AP&P and Senate), who in turn strive to comply with mandates from the Chancellor's Office and other state and federal regulations.

B. A list of major recommendations which include:

- A plan of action for implementation of goals and objectives for improvement or enhancement of programs and associated costs.
- Expected outcomes of goals and objectives.
- A reasonable timeline for attainment of goals and objectives.

Goals/Objectives	Action	Expected Outcomes	Begin	End
Continue 20% annual growth of ESL student "seats".	Add two more ESL adjuncts (1:6 F/T:P/T ratio).	ESL "seats" will increase: approx. 507 (F2007); 675 (F2008); 810 (F2009); 945 (2010).	Fall 2008	Fall 2008
	Add a third F/T ESL instructor (1:4 F/T:P/T ratio). (This would include an ESL Coordinator for Palmdale.)	ESL "seats" will increase: approx. 507 (F2007); 675 (F2008); 810 (F2009); 945 (2010).	Fall 2009	Fall 2009
	Add 1-2 courses each semester at Palmdale.	Increased accessibility and convenience for Palmdale residents	Spring 2007	Fall 2010
Expand alternate access to ESL courses by 10% .	Offer three ESL Reading and Writing courses online.	Increased accessibility and computer literacy in addition to English learning	Fall 2008	Fall 2008

	Offer Saturday ESL sections.	Increased access, especially for males	Spring 2009	Spring 2009
Increase student access to ESL Labs from 50% to 100% .	Add an additional ESL lab on the Lancaster Campus.	Increased computer literacy in addition to English learning skills	Fall 2010?	2012?
	Set up two ESL labs at the Palmdale Site.	Increased computer literacy in addition to English learning skills	Fall 2010?	2012?
Create two "ESL Centers"	Include an ESL Center in the renovation at Lancaster.	Greater sense of community and support among ESL students who can gather for group studying, socials, ceremonies, and presentations	Fall 2010?	2012?
	Include an ESL Center in the construction of the Palmdale Campus.	Greater sense of community and support among ESL students who can gather for group studying, socials, ceremonies, and presentations	Fall 2010?	2012?

C. A list of recommended changes to the Educational Master Plan. The Educational Master should be reviewed and revised to:

- Meet student needs.
- Respond to ILOs, PLOs and SLOs.
- Adequately reflect changes in the disciplines as well as changes in educational methodology and technology.

Changes to the Educational Master Plan at this time include:

- SLOs for ESL are now in place.
- Anticipated restrictions of immigrant have not occurred and/or affected the ongoing (20% annual) growth of the ESL Program.
- Thus, the anticipated 10-year plan for faculty (3 F/T: 7 P/T) should be increased to 3 F/T: 9-11 P/T).
- At least two ESL labs are now needed at both the Lancaster campus and Palmdale site.
- An "ESL Center" should be established at each of the Lancaster and Palmdale campuses in order to build and maintain a sense of community and support for ESL students. (These centers would be multi-purpose areas where ESL students could gather for socials, ceremonies, and presentations.)

Address external mandates such as state requirements, industry and professional standards, etc.

n/a

Foreign Languages

Mission Statement

As citizens of the global village, our students must be able to communicate with and to relate in a meaningful way to our global fellow-citizens. It is the goal of the AVC Foreign Language Program to teach our students to understand and to be understood in the languages of the world-wide neighborhood. The study of world languages and cultures gives our students the powerful tool of communication. It enhances their personal education as well as their marketability in an ever-changing, increasingly demanding, and increasingly international job market.

Research studies indicate that the process of learning a Foreign Language gives students a cognitive boost that enables them to perform at higher levels in other subject areas. Furthermore, researchers have found that high-school foreign language students perform significantly better on the SAT verbal exam than non-foreign language students.

The study of another language and culture increases our students' ability see connections in the world. And since Foreign Language courses include history, geography, social studies, science, math, and fine arts, Foreign Language students develop an interdisciplinary perspective while gaining intercultural understanding. Analyzing and understanding the patterns of languages, comparing and contrasting the new language with the native language and comparing and contrasting the different cultures increase our students' analytical abilities. Our communicative approach to Foreign Language teaching requires students to memorize, to solve problems, to think critically, and to reason inductively and deductively.

The broad range of teaching and learning strategies used in our foreign language courses expands our students' awareness of the numerous dimensions of their intelligence. There is hardly a profession or career in our present-day society that would not be enhanced by the ability to communicate efficiently, effectively, and sensitively with co-workers and clients. Students who experience the process of acquiring a foreign language obtain language learning skills that enrich the vocabulary of their own native language as well as facilitate the learning of any additional foreign languages. 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.

Program Learning Outcomes for Foreign Languages (DRAFT), modeled on the National Standards as outlined in the document "Standards for Foreign Language Learning: Preparing for the 21st Century", published by the American Council on the Teaching of Foreign Languages (ACTFL):

- Students are able to communicate effectively, provide and obtain information, express feelings and emotions, and exchange opinions, using all four skills (listening, speaking, reading and writing) in a second language (Non-modern languages, such as Latin, focus on reading and translating original texts rather than listening, speaking and writing)
- Students demonstrate familiarity with another culture as well as an understanding of the relationship between the practices (greetings, holidays, celebrations, etc.), the products (tangible products such as food, cars, etc. and intangible products such as music, fairy-tales, etc.) and perspectives (ideas, philosophies, values, beliefs, etc.) of the culture studied.

- Students increase their knowledge of other disciplines (such as geography, history, chemistry, etc.) by learning about new places, weather patterns, the metric systems, etc. through the foreign language. By analyzing narratives in a foreign language, they also recognize new and different viewpoints that are only available through the foreign language and its cultures.
- Students demonstrate understanding of the nature of languages, grammatical structures, and linguistic patterns through comparisons of the foreign language and English or their own language. They are also able to analyze, compare, and contrast their own culture, customs, and traditions with the culture studied.
- Students participate in the multilingual communities by using the foreign language both within and beyond the AVC setting. They can partake in foreign language clubs, study abroad programs, pen-pal activities, watch foreign films, travel, etc. and hence become life-long learners by using the foreign language for personal enjoyment and enrichment.

Area 1: CURRICULUM

The Foreign Language Program includes Chinese, French, German, Latin and Spanish. These disciplines currently include the courses listed below. Courses with an asterisk have been developed since the last program review

Chinese

Chin 101: Elementary Chinese	5 units	
Chin 102: Elementary Chinese	5 units	
Chin 201: Intermediate Chinese	5 units	revision in progress
Chin 202: Intermediate Chinese	5 units	revision in progress
Chin 110: Basic Business Chinese	5 units	new course, in progress

French

Fren 101: Elementary French	5 units	
Fren 102: Elementary French	5 units	
Fren 110: Elementary French Conversation	2 units	
Fren 111: Elementary French Conversation	2 units	
Fren 201: Intermediate French	5 units	revision in progress
Fren 202: Intermediate French	5 units	revision in progress
Fren 203: Advanced French	3 units	revision in progress
Fren 210: Intermediate French Conversation	2 units	

German

Ger 101: Elementary German 1	5 units
*Ger 101A: Elementary German 1A	2.5 units
*Ger 101B: Elementary German 1B	2.5 units
Ger 102: Elementary German 2	5 units
*Ger 102A: Elementary German 2A	2.5 units
*Ger 102B: Elementary German 2B	2.5 units

Ger 110: Elementary German Conversation	2 units	
Ger 111: Elementary German Conversation	2 units	
Ger 201: Intermediate German 1	3 units	
Ger 202: Intermediate German	3 units	revision in progress
Ger 203: Intermediate German	3 units	revision in progress
Ger 210: Intermediate Ger Conversation	2 units	

Latin

Latn 101: Elementary Latin	5 units	revision in technical review
Latn 102: Elementary Latin	5 units	revision in technical review
Latn 201: Elementary Latin	5 units	revision in technical review

Spanish

Span 101: Elementary Spanish	5 units
*Span 101HL: Elementary Spanish for Heritage Learners I	5 units
Span 102: Elementary Spanish	5 units
*Span 102HL: Elementary Spanish for Heritage Learners II	5 units
Span 110: Elementary Spanish Conversation	2 units
Span 111: Elementary Spanish Conversation	2 units
*Span 120A: Elementary Spanish for Teachers	3 units
*Span 120B: Elementary Spanish for Teachers	3 units
Span 201: Intermediate Spanish 1	5 units
Span 202: Intermediate Spanish	5 units
Span 203: Advanced Spanish	3 units
Span 210: Intermediate Spanish Conversation	2 units

1.1 Course Development: The curriculum supports the educational objectives of the program/discipline. New and revised courses address changes in the discipline or industry and specifically address student needs

Courses developed since the last program review (noted above by an asterisk) responded to needs gathered from student surveys in program review or input from the community (local teachers, Latino Advisory Group). Spanish 120A and B address the need for elementary school teachers to have six units of foreign language for their CLAD certification. Spanish for Heritage Speakers has been much demanded and has just begun to be offered and is drawing very good enrollments in the second semester as well as the first semester course. German 101A/B and 102A/B were developed to address the potential for high school students to enroll in German at AVC since only one local high school offers German. Many local high schools, in fact, offer few choices in foreign language offerings. This alternative schedule was offered, but did not receive the enrollment needed to sustain these courses. With adequate outreach to the high schools, these courses could both build enrollments in German and offer local high school students more choice in completing their language requirements.

All courses except for conversation courses are fully transferable to CSU and UC. Conversation courses transfer to CSU. In addition, 101 and 102 level courses fulfill the language requirement for proficiency in a language other than English for UC transfer. The basic sequence (101, 102, 201, 202 and 203) also allows students majoring in the languages to complete their lower division language major requirements and meets the needs of students who need Foreign Language for a different major (music or English, for

example). Conversation courses attempt to meet the needs of students who desire to maintain their skills and improve their oral fluency.

Latin 101/102/103 was being offered as an overlay, but is now being offered as single course. The Latin instructor would like to explore returning to offering Latin 101, 102 and 103 as an overlay. He feels that the overlay structure benefits students in that they have more opportunities to continue their study of Latin and can continue without any break in study since all levels are available each semester.

New courses are developed according to the procedures required by AP&P. Prerequisites are in line with other, parallel Foreign Language courses either here at AVC or at transfer institutions. The pre-requisite for the first level course is advisory, and subsequent courses require the previous course, as is standard for skills courses in a sequence. New courses are proposed to meet the needs of the students and community as determined through surveys like those done for program review, requests received by the Language Arts Division office and input from groups such as the Latino Advisory Group.

The Latino population in AVC is increasing; therefore, we need to implement and offer courses that meet their needs. This year the Spanish faculty developed two new courses to target these students: Spanish for Heritage Learners 101HL and 102HL. Our community also needs specialized courses. We are currently also offering Spanish for Teachers I and II (3 units each). There is considerable demand for specialized courses such as Spanish for medical professionals or for public service. Further, since we have a sheriff's academy, we are also planning to work on Spanish for Law Enforcement. The student surveys reflect a demand for additional languages, such as Japanese, Italian and Arabic.

Student Learning Outcomes are being developed and should be complete by the end of spring 2008. Faculty from the discipline are working with the course outlines to determine appropriate SLO's for each course. They will then be forwarded to the SLO committee for review. Ted Younglove, AVC Director of Research, has begun working with the FL faculty to develop ways to assess the course SLO's.

The SLO's are globally the same for each parallel course for each discipline, e.g., all 101 level courses, excluding, perhaps, Latin. The SLO's for each course in the sequence are also very similar, though not exactly identical. The difference is primarily a matter of degree. After one semester, students will already have achieved a certain ability to communicate in another language using all four skills (listening, speaking, reading and writing), will demonstrate familiarity with another culture, from both concrete differences such as food, to differences in educational, religious and political institutions, history, values and/or beliefs and will have been honing their ability to analyze and compare and contrast linguistic patterns as well as cultural information from different languages, cultures, societies and disciplines. Completing the sequence of courses, however, leads to their achieving a higher level of linguistic mastery and a deeper and broader appreciation and understanding of other cultures as well as the ability to deal with increasingly complex and abstract subjects in the target language.

1.2 Course Revision: All courses are reviewed within a six-year cycle per Title 5, Section 55210(b)(3). Revisions and updates have been done as needed to keep course current in terms of content, objectives, descriptions, and methods of evaluation.

The first section lists all of the foreign language courses and whether or not their revisions have been completed.

SLOs: see 1.1.

1.3 *Obsolete or Inactive Courses*

The Language Arts Division previously offered Russian 101 and 102, Japanese 101 and 102, Hebrew 101, and Greek 101 and 102. These courses were all deleted from the catalog in 2006-07.

We recommend removing German 101A/101B and German 102A/102B. The three levels of conversation (110, 110 and 210) in French, German and Spanish should be revised and their number of weekly hours reduced from 4 to 3 and their number of credit units increased from 2 to 3 so that the number of weekly contact hours and units match. Student surveys indicate a demand; however, when offered, these courses have not attracted sufficient enrollment, which may be due to the fact that classes meet for 4 hours per week, but students receive only 2 units. The foreign language faculty should consider doing more in-depth surveys of student interest and revising them accordingly.

1.4 *Courses address issues related to diversity and/or multicultural perspectives*

None of the foreign language courses meet the Category F—Diversity Studies—requirement. However, all foreign language courses include multi-cultural perspectives as they deal with different ways of life. Culture is the way of life of a group of people. Study of the culture is integral and inseparable from the study of a language. Students become aware of differences in clothing, food, architecture, customs, values, and beliefs and constantly contrast and compare the new culture as well as the new language to their own. Cultural information is included in the text, homework and tests, and students are often called upon to contrast differences in areas such as education, political parties and structures, food, clothing, and housing as well as learning about major historical events and figures, artists and geography. Hence foreign language classes not only deal explicitly with a different culture, but often examine these other cultures from different disciplines, such as history or art and address multi-cultural issues within the societies themselves (e.g., the different ethnic groups in China, the diversity of the francophone world, or guest workers in Germany). Issues such as environmental degradation, religious differences and conflicts, immigration and integration, racism, and sexism are global issues and therefore reflected in the foreign language curriculum.

1.5 *Program Development: New programs, courses or disciplines have been developed to meet students' needs, the college mission and/or ILO's. Identify the new programs and explain the PLO's.*

The foreign language program needs to expand to include additional languages.

In the past, both Russian and Japanese were offered regularly, but became obsolete. Demand, particularly for Japanese, remains strong, but the courses were not offered due to lack of an instructor. The student surveys also indicate a high demand for Arabic and Italian. Nationally, Italian, Japanese and Chinese are the most commonly taught languages after Spanish, French and German. Arabic has about the same number of students as Russian nationally, but has increased exponentially in the last few years.

The division should find adjunct instructors qualified to teach Japanese and bring it back into the scheduled. Also, Arabic and Italian courses, at least at the 101 and 102 level, should be developed and taught. These are new disciplines within the Foreign Language Program and hence have the same PLO's.

AA in Foreign Languages

Students expressed a strong interest in an AA in foreign language and/or international business. Establishing this degree would give students clear direction in the requirements necessary for transferring with majors in these areas. The foreign language faculty would work with the Business Division to create a program/degree in International Business, for which the study of one or more languages would be mandatory. Chinese is identified by both the Department of Education and the Department of Defense as a language important for national interests and national security. Japanese and Arabic are both undoubtedly equally in demand. Both agencies have offered funding to expand programs in Chinese and other critical languages. The faculty should consider applying for funding in 2008.

1.6 Program Revision: Existing programs have been revised as needed. Explain revisions and identify and explain the SLO's and PLO's for each revised program.

The overall foreign language program is not substantially in need of revision. Courses have been obsoleted or revised as needed. New courses have been developed. SLO's and PLO's are being defined.

Development of speaking ability

Students expressed a strong interest in being able to actively use and improve their foreign language skills, especially their speaking skills. Faculty will be working on revising conversation courses and need to explore opportunities for mini-immersion days, activities that use perhaps community members who are native speakers. However, since developing oral fluency is difficult in the classroom, the faculty believe the foreign language program should be expanded to include opportunities for students to study/experience the language abroad in a true immersion environment, either on trips organized by and/or coordinated by AVC or through other organizations. Ideally, students would be able to earn credit at AVC either through credit by examination or through independent study. Such experience would not only accelerate students' achievement of the program's learning outcomes, but would give them direct experience with multiple cultural perspectives.

1.7 Instruction: Courses are taught within the parameter of the course outline of record.

The evaluation process directs faculty to "prepare a syllabus consistent with the course outline." Faculty are provided the course outline of record when they are hired, and faculty are required to turn in a syllabus during the first two weeks of instruction to the dean, who can monitor them for compliance with the COR's. The foreign language faculty believe that all instructors should be furnished a copy of all of the COR's for that discipline in fall 2008 due to the extensive revisions recently completed.

In addition, faculty are evaluated on a regular basis. For several years, the Language Arts Division failed to evaluate faculty, both adjunct and full-time, as required; however, the current dean has focused on bringing the division into compliance and has made great progress. The COR's call for a departmental final to ensure that course objectives and SLO's are being met by all instructors; the division needs to develop a division policy of how to develop the departmental final and by whom and how the division can be sure that all instructors are using it. In addition, the faculty believe that they

need to meet with all faculty, including all adjunct, to discuss grading rubrics and to norm grading standards to ensure that evaluation of SLO's is consistent.

1.8 Teaching Strategies: Innovative strategies are used to meet student needs and staff development supports the development of these strategies.

Instructors in French, German and Spanish use current textbooks. These textbooks incorporate new language teaching methodologies, focusing on students' being immersed in the language from the first week. Students engage in meaningful communication, learning to talk about themselves and their own ideas and values. The textbooks highlight cultural content relevant to the topics covered. The COR's now call for most, if not all instruction to be in the target language and demand a great deal of student interaction. Ancillary materials often include videos and power point presentations. Instructors frequently use TPR and picture files and bring in current events or film or use internet to visit sites in the countries being studied.

Chinese textbooks and teaching methodologies are similar to the European languages and are taught as much as possible in the language in 101 and 102 and is taught mostly in the target language in 201 and 202.

Latin was for years taught with heavy emphasis on grammar and rules and charts. The modern approach focuses on teaching students to read and the material they reach teaches them about Latin culture: the everyday life, the political structure, history, mythology and art and leads up to reading original texts so that students are learning content as they learn the language. This approach keeps the study of Latin in line with the program goals, which focus on knowledge of and ability to analyze the culture as well as the ability to communicate.

Staff have been helpful in setting up video conferencing and providing TV5 access to the French instructors. Staff in the IMC take care of duplicating CD's needed by students for the oral comprehension parts of the program.

Staff development is inadequate to meet needs. Adjunct faculty need to be included in regular meetings with full-time discipline faculty to work on revisions, choosing textbooks, developing rubrics and establishing SLO's. All faculty should receive training in the language teaching standards established by ACTFL.

1.9 Scheduling: Scheduling provides students with reasonable access to meet their educational objectives and promote strong enrollment patterns.

The division is striving to work out ratios to assist in figuring out how many sections to offer. We will strive to offer the sequence of courses during both day and evening. Poor scheduling has hampered student access. Intermediate courses have been scheduled, then changed, and then changed again, withdrawn and then reinstated and converted to independent study. These courses, especially in languages other than Spanish, need to be offered on a regular basis (we suggest every 3 semesters) and NOT changed or withdrawn once scheduled. They should also not be listed with "staff" as students shy away from these classes, fearing they will be withdrawn. They MUST be listed in the printed scheduled and NOT changed once published.

Between 2002 and 2007, FTES at AVC increased by 23% but foreign language offerings increased by only 16%. In the last year, sections have been added so that spring 2008 represents a 53% increase over fall 2002 offerings. Sections of 101, however, continue to fill, particularly quickly in Spanish. Offerings should be monitored to see if enough sections of 101 are being offered to meet student demand.

Beginning foreign language courses generate a great amount of FTES. The lower level courses, which have a maximum enrollment of 35, can be as high as 1 FTEF to 35 FTES; however, the sections are often scheduled in rooms that hold fewer students. The overall ratio in spring 2007 for all foreign languages combined was 1 FTEF to 26 FTES. One very common complaint of students was that higher level courses are not offered often enough. (They are also frequently offered, and then cancelled due to low enrollment. These classes must be scheduled on a regular basis. The overall FTES generated by foreign languages supports the occasional, but regularly offered higher level course. Careful planning to ensure that 101 courses are in rooms of 35 can hopefully both increase enrollments so that more students will be going on to higher level courses but also boost revenues to support higher level courses.

The faculty recommend the following scheduling matrix. Roughly,

101 and 102 courses

- must be offered once per year for each language to meet student transfer requirements
- offer sections of 101 as indicated by demand and increase in proportion to increasing FTES; the division should work with the research office to establish the number of 101 sections (of all languages combines) needed to meet student needs
- sections of 101 should be offered in the evening as proportionate to student enrollments
- one section of 102 should be offered whenever possible each semester; offerings should include adequate evening offerings, alternate between day/evening
- one section of 102 should be offered per 2-3 sections of 101
- AVC has begun to offer foreign language classes at Palmdale (Spanish 101 and 102 and, recently, French 101) and should continue to offer course there as demand grows

201 and 202

- schedule one section of 201 for 1-3 sections of 102 or at least once every 3 semesters
- schedule one section of 202 for 2 sections of 201 or once every 3 semesters
- if multiple sections of 201 or 202 are offered, they should also alternate semesters and day/evenings

203 (all languages): offered if justified by enrollments in 202 or as independent study

1.10 Course and Program Support: Relationship between the program and student services and the learning assistance center

Foreign language faculty need to work closely with assessment in order to either find and begin using the assessment tests previously purchased for French, German and Spanish or to identify another method of assessment to place students properly. Other institutions encourage enrollment in higher level courses by offering students who assess into a higher level and who take and complete that course credit for both the completed course and the lower level course. AVC should explore this option.

Work needs to also be done with the counseling center to make sure we all have current information on foreign language requirement for transfer not only for the General Education and IGETC patterns, but for individual universities and for foreign language requirements for specific majors. For example, many universities require English majors to take either literature courses in translation or to have studied a language through the intermediate level. Prospective majors can fulfill this requirement as part of their lower division preparation. Many graduate programs require demonstrated proficiency in a foreign language; students can achieve that proficiency at AVC. The Transfer Center should have information about requirements for transferring in international business or international relations.

As noted, IMC provides support for the duplication of CD's. Also, smart carts are used for some rooms for power point presentations and they provide assistance occasionally with video conferencing.

Students have noted that it is very difficult for them to access computers on campus. Many languages use CD's available on-line or on-line workbooks through Quia. Student without home computers need access through AVC open labs and, often, according to students, the computers are not available because many students are using them to play video games or engage in other non-instructional activities. Computer use needs to be more strictly monitored to ensure student access.

1.11 Recent developments in instructional technology

See 1.8 for current uses of technology in the classroom.

The faculty believe a lab dedicated to foreign language learning would much enhance foreign language instruction at AVC. The field offers many wonderful software programs to assist students in learning vocabulary and pronunciation, to allow for group projects using the internet and real time interaction with the country, and to ensure student access to the many ancillary materials supported by publishers. Student surveys show that the majority of students want to have multi-media and internet access in their classrooms and believe that access to computer-based language programs would be used by them and would aid their learning a foreign language. The college should explore subscribing to services such as the Horizon Wimba (<http://www.wimba.com>), which is replacing the old language lab model. Sanako is another online language service (<http://www.sanako.com>), but the Wimba service is better.

1.12 Articulation of courses with universities and high schools

New and revised courses are submitted to California universities for articulation. The process seems to work well and needs no revision. We do not articulate with the high schools. Faculty at AVC did attend several meetings that attempted to articulate on a faculty to faculty level with CSU's and UC's in California, but this effort was not very successful since no UC's and few CSU's attended. The faculty would like to try reaching out to faculty at CSU's and also teaching coordinators at UC's responsible for lower division language learning to establish common SLO's for elementary and intermediate level courses and grading rubrics.

1.13 The courses/program meets one of the goals in the college's mission statement

Foreign language study is required for transfer to UC and is a requirement for transfer to some CSU's and it is also a requirement for some majors at the transfer institutions, such as English and voice. Foreign language courses are a major area in the GE pattern. Many students pursue language study as an

integral component of careers in business and professional development, particularly Spanish, or for personal enrichment.

1.14 The courses/program meet one or more of the college's ILO's

Foreign language courses directly contribute to several of AVC's Institutional Learning Outcomes. Analyzing diverse perspectives and experiences (#1) is inseparable from foreign language learning. Students study not only different cultures, but study the culture through the prisms of different disciplines: history, sociology, art, political science, music, geography and film. Analyzing structures, comparing and contrasting linguistic patterns and cultures develops higher level critical thinking skills.

Foreign language is part of transfer education and develops basic skills (#3), since students learn reading strategies, learn new vocabulary and how to define words from context, to organize ideas, to learn and apply new grammatical structures.

Modern methodologies require student to work frequently in groups, stressing teamwork (#5), social skills, and respect for peers. Students not only learn about different cultures, but must work cooperatively in their courses with students from diverse backgrounds and with diverse abilities.

1.15 Program and plans in the Education Master Plan

As noted, the foreign language program is an integral part of the college's mission to offer AA degrees, transfer education and personal enrichment and professional development. The diverse, global and multi-cultural nature of the program makes our mission central to the institution's goal of making our students knowledgeable of and comfortable in a diverse, multi-cultural environment and constantly exposes them to a variety of disciplines and perspectives, and requires team work, critical thinking and problem-solving skills.

The goals listed at the end of this report are consistent with and an expansion of the goals for the foreign language program in the Educational Master Plan, including expanding courses to Palmdale, adding new languages, developing a language lab, developing SLO's, developing specialized courses, recruiting new faculty, and increasing sections to keep pace with growth.

Area 2 Student Support and Development

2.1 The institution provides accurate information

It is necessary to better inform our students about the foreign language classes offered and about transfer and major requirements. We can improve this by making an informative brochure for foreign languages classes. We also need to work on a web page for foreign languages in order to provide current information about our curriculum and cultural activities.

2.2 The program identifies educational support needs and provides for them

Tutoring services are inadequate. There is only one tutor available for French and German. We need more than one person available to accommodate the growing number of students and their varied schedules.

2.3 *The program involves students in planning and evaluating student support and development services*
Student surveys call for more trips and activities.

2.4 *Admissions and assessment instruments and placement strategies reduce bias and are evaluated*

An assessment instrument was purchased for French, German and Spanish. Implementation was however sporadic, and the software has gone missing. The faculty believe that an assessment instructor for placing students who have previous knowledge into higher level courses would be useful. Many colleges use such tools to place students in higher courses (e.g., Spanish 102) and grant credit for the 101 level upon successful completion of the 102 course. The faculty would like to explore implementing this practice at AVC.

Faculty could develop their own assessment tests to be given on-line through Blackboard, which would make them very easy to implement and much more flexible as instructors would revise and update them as needed.

For foreign language, assessment doesn't keep anyone "out" of a course—the door to 101 is open to all—but rather tries to place them into a higher level course. Bias isn't an issue.

2.5 *The program provides comprehensive, reliable and accessible services regardless of location or delivery method*

We are offering Spanish 101 and 102 and French 101 at the Palmdale site. In the future and according to the demand, we might also offer Spanish 101HL and advanced courses there as well.

Spanish students from the Palmdale site had trouble accessing the Spanish tutoring since it was just offered in the main campus. In the fall of 2007, the Learning center staff, with the help of Spanish instructors, provided a Spanish tutor in Palmdale three times per week.

2.6 *The institution creates and maintains a campus climate that services and supports its diverse student population*

No response.

2.7 *The institution supports a co-curricular environment*

It is very difficult to organize events for students and quite unclear how to obtain funding to bring local high school students, for example, to the campus or to find funding to bring speakers to the campus. The process by which one secures funds and/or who gives permission for what is unclear and learned by word of mouth. Also, sending students abroad or other ways of improving oral fluency need to be integral to the program. Funding remains the greatest of mysteries.

2.8 *Student records are maintained permanently, securely and confidentially*

Not a responsibility of our program

2.9 *The program evaluates its student services and uses the results to improve*

Our program doesn't provide student services.

Area 3: Program and Student Learning Outcomes

3.1 *Expectations for PLO's and SLO's are clearly articulated and used in assessing the effectiveness of the program*

Program Learning Outcomes for Foreign Languages (DRAFT), modeled on the National Standards as outlined in the document "Standards for Foreign Language Learning: Preparing for the 21st Century", published by the American Council on the Teaching of Foreign Languages (ACTFL):

- Students are able to communicate effectively, provide and obtain information, express feelings and emotions, and exchange opinions, using all four skills (listening, speaking, reading and writing) in a second language
- Students demonstrate familiarity with another culture as well as an understanding of the relationship between the practices (greetings, holidays, celebrations, etc.), the products (tangible products such as food, cars, etc. and intangible products such as music, fairy-tales, etc.) and perspectives (ideas, philosophies, values, beliefs, etc.) of the culture studied.
- Students increase their knowledge of other disciplines (such as geography, history, chemistry, etc.) by learning about new places, weather patterns, the metric systems, etc. through the foreign language. By analyzing narratives in a foreign language, they also recognize new and different viewpoints that are only available through the foreign language and its cultures.
- Students demonstrate understanding of the nature of languages, grammatical structures, and linguistic patterns through comparisons of the foreign language and English or their own language. They are also able to analyze, compare, and contrast their own culture, customs, and traditions with the culture studied.
- Students participate in the multilingual communities by using the foreign language both within and beyond the AVC setting. They can partake in foreign language clubs, study abroad programs, pen-pal activities, watch foreign films, travel, etc. and hence become life-long learners by using the foreign language for personal enjoyment and enrichment.

Student Learning Outcomes for Foreign Languages (DRAFT),
SLO's for 101:

1. Respond correctly to comprehend basic interrogatory and declarative sentences (aural and written) orally or in writing based on the vocabulary, grammar and situations introduced at the novice to novice-mid level.
2. Compare and contrast common cultural differences between the country/countries where the target language is spoken and U.S. culture.
3. Produce the sounds/words of the target language that are comprehensible to the instructor and fellow students.

SLO's for 102:

1. Respond correctly to interrogatory and declarative sentences (aural and written) by responding appropriately orally or in writing based on the vocabulary, grammar and situations introduced at the novice-mid to novice-high level.
2. Compare and contrast common cultural differences between the country/countries where the target language is spoken and U.S. culture as well as rudimentary knowledge of geography of the target country/countries and significant historical events and figures.
3. Produce the sounds/words of the target language that are comprehensible to a very sympathetic native speaker within paragraph length utterances.

SLO's for 201:

1. Evaluate oral and written narratives of several paragraphs in length that include most grammatical structures and are based on vocabulary covering basic living and working situations at an intermediate low level.
2. Produce responses in complete sentences and some paragraph-length utterances of several sentences (oral) and longer paragraphs (written) on topics covered.
3. Compare and contrast, in the target language, important cultural differences between the country/countries where the target language is spoken and U.S.
4. Employ with increasing mastery less frequently used grammatical structures with an increasing ability to ask and answer questions and to express opinions.

SLO's for 202:

1. Evaluate authentic extended oral (5-10 minutes) and written narratives (short magazine or newspaper articles or 3-5 page short stories) at an intermediate-mid level.
2. Produce responses in complete sentences and longer utterances of several sentences (oral) and connected texts of several paragraphs (written) on topics covered.
3. Compare and contrast, in the target language, important cultural differences between the country/countries where the target language is spoken and U.S.
4. Employ with increasing mastery less frequently used grammatical structures with an increasing ability to ask and answer questions and to express opinions.

SLO's for 203:

1. Evaluate authentic extended oral (10 minutes) and written narratives (longer magazine or newspaper articles, 5-7 page short stories or full-length literary works) at an intermediate high level demonstrating some knowledge of basic terms of literary analysis, such as plot, character, setting, image and metaphor in order to analyze excerpts of major writers' works.

2. Produce responses in longer utterances of several sentences (oral) and connected texts of several paragraphs (written) on topics covered with.
3. Compare and contrast, in the target language, understanding of important cultural differences between the country/countries where the target language is spoken and U.S.
4. Employ with increasing mastery less frequently used grammatical structures with an increasing ability to ask and answer questions and to express opinions.

The Foreign Language program is actively developing student learning outcomes in the remaining courses. (See 1.1.) The college as a whole is just beginning to work on assessing SLO's and PLO's; foreign languages will be working on defining, implementing and assessing SLO's and PLO's.

3.2 Student evaluations are an integral part of the assessment of program effectiveness

Through program review, the faculty receive input from the students on how effective they find the offerings. Numerous recommendations in this document stem from and/or are supported by input from students: the need to improve facilities, increase access to tutoring, to develop an language lab and to improve access to multi-media and internet for instruction as well as developing an AA in foreign languages.

3.3 –not applicable

Area 4: Personnel and Support Services

4.1 The ratio of full-time to part-time faculty and staff provides students with a quality of instruction consistent with students' needs and goals of the program.

The quality of instruction is generally excellent, as is validated by the students' enthusiasm for their instructors and their recognition that the teachers are one of the best parts of the program. All instructors meet minimum qualifications and most have many years of teaching experience.

4.2 The ratio of full-time to part-time faculty and staff provides adequate personnel responsible for the program evaluation and revision

Generally, foreign language has a severe shortage of staff. Most courses are 5 units and therefore adjunct are limited to one course. There are few adjunct in the pool who are not assigned. Many travel from far away and transportation availability, time and cost are a serious concern and make retaining them difficult. Pay for office hours helps faculty both meet the needs of students and makes it financially more attractive to work at AVC. Offerings in new areas usually start with hiring an adjunct instructor; we need to recruit more adjunct instructors to develop and teach Japanese and Arabic and perhaps also Italian. The need to offer more classes for which we lack instructors puts considerable pressure on current full-time faculty to teach overload courses. While these meets the District's need for instruction, overload burdens faculty who also need time to do the non-instructional part of their job, which involves

revising and developing curriculum, planning (program review), accreditation and other governance and service needs of the District as well as carrying out the plans formulated through program review.

In Spring 2008, 146 LHE of foreign language courses are being offered. Sixty-six LHE (45%) are taught by adjunct or full-time overload and 80 LHE (55%) are taught by full-time on load. Some languages, however, like Chinese and Latin, are taught entirely by adjunct personnel. This places an unfair burden on them to be involved in course revision, program review, accreditation and other non-classroom faculty responsibilities. One full-time instructor, Xinmin Zhu, has been instrumental in developing the Chinese discipline; however, he is actually full-time in philosophy and can only be involved in Chinese on an overload basis.

4.3 There are adequate full-time faculty and staff to meet program needs

The lack of instructors is the primary reason AVC cannot offer other languages. We have in the past had Russian and Japanese, both languages we should consider offering again, but they were taught by adjunct instructors. We may be able to add Arabic since one of our ESL instructors also teaches Arabic at other community colleges. Of course, “stealing” an ESL adjunct means we have to find someone else to take his place there.

It is extremely hard to find faculty who have a Masters or equivalent in foreign languages to teach on a part-time basis, especially in languages other than Spanish, and, of course, we don't have a load for a full-time instructor since we don't even have any courses yet. (Since Spanish is taught in many high schools, we do have some local high school Spanish teachers who work for us as adjunct instructors.)

In order to offer Chinese courses commensurate with demand and to expand offerings, the college must hire a full-time instructor in Chinese.

4.4 There is adequate support staff to meet program needs.

To have a high quality lab requires clerical support and to improve the program by increasing the number of field trips, cultural events, and/or study abroad requires clerical support. In order to properly evaluate the PLO's and SLO's and to implement changes, support staff are needed since administering student evaluations of the program or gathering qualitative data requires considerable time.

4.5 There are adequate staff development opportunities to enhance the effectiveness of all staff in meeting the goals and objectives of the program as well as the professional development of staff.

Staff development is available to both full-time and adjunct faculty. The funds, however, are seriously inadequate. Twenty years ago, when the college had under 100 full-time faculty, each full-time faculty member had a \$210 travel budget and could also apply for funds to the staff development committee. The staff development committee had \$100,000, excluding sabbatical funds, to distribute. Requests were not limited to a certain maximum. At the time, deans and VP's also had travel budgets. The budgets for deans, VP's and other administrator has been restored and seems to be quite generous; however, the faculty travel budget has not been restored, nor does the amount of support to staff development even equal what was available twenty years ago, even though the college staff has doubled.

It is scandalous that administration travel needs have been so generously addressed while the faculty (and support staff) have been ignored. Funds are not even adequate for all faculty to attend one local

conference. \$1,000 is quite inadequate to fund attendance at a national conference. Foreign language faculty need to be trained on the ACFTL standards of language assessment if we are to properly define, implement and assess SLO's.

Funds need to also be available to include adjunct instructors in training sessions on SLO's since assessment of SLO's must involve all faculty. Setting rubrics and ensuring that student achievement and faculty evaluation of student achievement is consistent across courses requires training and collaboration. Rubrics need to be developed and faculty need to be normed on assessment as is done in the portfolio program for English composition.

4.6 Full-time faculty are actively involved in the process of hiring and evaluating faculty.

The hiring process clearly involves full-time faculty in the hiring of faculty. It calls for faculty in the division to develop the job announcements and to establish equivalencies to minimum qualifications. Full-time faculty sit on all hiring committees and are the majority for full-time faculty hiring committees and these committees set the desirable qualifications, determine the interview questions, do the interview and select the person hired. As for evaluation, faculty are 2 of the 3 members of peer review teams and tenured peer teams. Faculty peers also have input into tenured faculty self and administrative evaluations. Full-time faculty alternate with the dean in evaluating adjunct faculty and have the opportunity to be added to evaluations done by the dean in which the adjunct may be removed from the hiring pool.

4.7 The evaluation of staff is systematic and conducted at appropriate intervals. Follow-up to evaluation is timely and systematic.

Since the last program review, evaluation has been seriously neglected for both tenured faculty and adjunct faculty. In general, evaluation of tenure-track faculty has been systematic and timely. In the last year, the Division has made a great deal of progress in bringing adjunct and tenured evaluation up to date, though some are still due.

4.8 The evaluation processes assess effectiveness and encourage improvement.

The adjunct process in particular has always encouraged improvement by requiring that suggestions for improvement be included in the interim report of the adjunct evaluation process. Recent revisions to the evaluation and tenure processes include new forms that include specific descriptions of areas that need improvement or are inadequate. The tenure review process specifically requires that committees look at areas that were noted as needing improvement or unsatisfactory so that improvement is assessed. The adjunct evaluation process includes the possibility of a "re-evaluation," in which the faculty member is specifically evaluated on areas that were noted in a previous evaluation as being unsatisfactory or needing improvement. The evaluation process for tenured faculty doesn't specifically call out for areas that need improvement.

Area 5: Facilities, Equipment, and Technology

5.1 Facilities are appropriate for effective teaching

One problem is the inefficient set up for the air conditioning or heater. This is an issue in the LS1 and LS2 rooms on campus and at the Palmdale site. Students are constantly complaining; it is hard to teach a class on a hot day when the air conditioning is either not working or set at a temperature that is much too cold. The same thing happens when, on a cold day, the classrooms are freezing cold to too hot. Instructors are constantly complaining to the facilities manager and it seems like we rarely can get the problem solved. Or, they are so hot in winter that one is comfortable wearing a tank top.

Regarding the set up for the classrooms, some classrooms in Palmdale have a strange set up; distribution of the desks and boards is not conducive to students seeing the board or to group work. It is hard time to deliver the lectures because of the distribution of the chairs. Moving things around helps somewhat, but it's often hard to move furniture and takes time. The room is not structured in a way that is beneficial to all the students. Rooms in the BE building are also very strangely configured with rows that have just one or two desks. Current foreign language teaching methodology requires much partner activity and students need to be able to stand up and walk around or to move chairs easily. One solution is to schedule classes in rooms that hold more than the maximum so that chairs can be moved aside. Also, having some chairs in the room that could be folded up put out of the way once enrollment is lower would help.

5.2 Equipment and technology are appropriate for effective teaching

Not all classrooms at the AVC campus have computers. All language classrooms need to be smart classroom. Borrowing laptops, checking out and bringing in carts is every inefficient and time-consuming. Another inconvenience is that not all classrooms have internet access, although they might have a white box with DVD and VCR player. For those who work at the Palmdale site, the classrooms have no overhead projector; so the instructor has to go to the secretary's office everyday to ask for a key to the white box and for the overhead projector.

We really need rooms dedicated to foreign language instruction so that we can have the internet access and video/DVD/projection capabilities and audio required for excellent instruction. Instructors in foreign language, on any given day, may use video, DVD, internet or audio or video or all two or three or all of them. They also have extensive picture files and have or assembly collections of easily portable objects or posters would greatly ease the burden of assembling these items each semester and carting them around and would enable instructors to share materials (plastic fruit, kitchen objects like plates and dishes, posters of animals and kitchen implements etc)

Often, the equipment that is in the rooms doesn't work. Overhead projectors have burned out bulbs. No one routinely checks them and maintains them. Sometimes the projectors simply disappear from rooms and one must constantly remember to check and have back up assignments.

5.3 Program support space is adequate to ensure the effective operation of the educational program and related support activities

No problems with program support space for full timer instructors. But language part-time instructors do not have adequate space to be used as faculty offices. For space in terms of classroom, see 5.2: adequate

storage space in a permanently assigned room is much needed and would help instructors. We need a room for activities or group projects with students.

Having all foreign language faculty offices in the same area would also be extremely beneficial. We are currently spread out in 4 locations and have to specifically plan to get together. Were we physically housed together would facilitate discussions about curriculum and carrying out plans, and sharing of pedagogical strategies.

5.4 The safety of the facilities and equipment are reasonable and adequate.

Some classrooms in LS2 don't have telephone service even though the classrooms have a telephone. This is a safety issue, since if we had an emergency we would not be able to dial the security campus extension. Phones sometimes don't work.

Area 6: Fiscal Support

6.1 During the period under review, resources have been used effectively to support programs and services.

Fiscal support is a mystery of the highest order. The faculty, including those with many years at AVC and who are very involved in governance, have no clear idea of how the division budget is determined at the college level nor how it is allocated at the divisional level. The explanations of how to apply for funds (through the annual budgeting requests) and how they are allocated have no connection to reality. There seems no way to secure facilities or funds for large projects such as labs or study abroad programs except through pursuing grants. Support for diversity events such as Francophone music festival, Cinco de Mayo sometimes exist and sometimes doesn't. What procedures or approvals are needed is unclear and change depending on the individual who is in charge at the moment.

Some divisional funds have been used to purchase videos, movies, and stereos for language instructors, one laminator for the instructors, and a set of realia (plastic food) for each full-time language instructor. This semester the Spanish faculty took 30 students to the theater in LA. Since transportation is always an issue in Palmdale, the Language Arts Division offered the students and faculty a school bus for this field trip.

In order to better support the existing and new classes, funds are needed for more cultural activities and to help students who may not be able to participate in certain activities for a lack of funds. All students should have equal access to the curriculum.

6.2 Current and anticipated funding is adequate to maintain high quality programs and services

Since AVC is offering a variety of foreign languages, it would be beneficial to have a language lab that will improve the delivery and practice of the language. A language lab is a place where students can have the opportunity to get extra practice with all aspects of language learning. The funding for everyday supplies is adequate. The division could use additional access to copies on the divisional copier.

We need a budget for guest speakers and more staff development support to attend conferences or get training. It's very unclear what monies exist that one can apply for and the budget process is quite a mystery.

6.3 Anticipated funding is adequate for the development of revised and new programs.

As noted elsewhere in the report, funding is needed for a language lab, for clerical assistance to staff the lab, for clerical assistance to develop and run cultural events, trips and study abroad and also for assessment of SLO's and PLO's. See 6.2.

Area 7: Community Outreach and Program Awareness

7.1 Staff maintains appropriate links with the community.

Efforts have been made to establish educational links between the FL program and the community. The Chinese, Filipino and Indian communities have also been invited to participate in different festivals. The French students performed for the French Alliance, but lack of funding hampered efforts to continue. The Spanish instructors attend the meetings of the college's Latino Advisory Group.

7.2 Staff makes appropriate efforts to inform the community and students about each program and facilitate student participation in those programs.

Efforts have been made to reach out to the high schools, but lack of funds limits our ability to bring students to campus. The French class visited several high schools and performed short play for those students. Faculty do try to contact students through myavc about upcoming offerings of higher level courses or to inform local community groups (there is a small German Club and French Club that meets locally). The language faculty began developing a brochure about the program, but it wasn't completed. This should be completed and utilized. Also, the faculty feel that a website with information about the program, about transfer requirements, and colleges with foreign language and international business programs would be very useful.

7.3 Where appropriate, advisory committees meet regularly.

Not applicable.

Area 8: State and Federal Compliance

8.1 Program adheres to all state and federal guidelines:

Insofar as we know.

8.2 Program adheres to all college policies and procedures:

Insofar as we know.

Summary Page
Program Review 2007: Foreign Languages

The last program review, done in 2000, included many goals. The majority of them has not been carried out. One major reason may well have been the lack for full-time faculty in foreign languages. In 2000, there were but two; today we have 6 full-time foreign language faculty. The goals listed for the 2007 program review have been developed in conjunction with all the full-time Foreign Language faculty and their support and diligence in implementing them should lead to greater improvements in the Foreign Language program.

The following goals from 2000 have been achieved or partially achieved:

- reduction of part-time full-time ratio and recruitment of new adjuncts
- Spanish course for Elementary Teachers (Span 120A and B)
- restoration of offerings in French
- establishment of regular sequence of levels and day/evening courses for German
- overhead projectors in all rooms
- assessment test (purchased for French, Spanish and German; used sporadically)
- some specialized courses like Spanish for Heritage Learners and development of
or revision of conversation courses

Goals for 2008 Program Review

Curriculum:

1. find/design assessment test for placement; explore credit for first level courses upon completion of second level or higher
2. define SLO's for all courses; define PLO's; establish how to assess SLO's and PLO's.
3. revise conversation courses; consider developing 101A/B sequences for high school; bring all Chinese courses up to date
4. add languages: Japanese, Italian, Arabic
5. develop new courses as needed: specialized subjects or an short course in "how to study a foreign language" to make students more successful
6. Create an AA in foreign languages and/or international business/relations
7. Training for all faculty and adjunct in rubrics, assessment and development of division policies on determining proficiency versus "seat time" as assessment of PLO's. Need funding for training, for regular meetings with all faculty

Co-curricular Activities

1. find budget for regular series of speaker, events, activities
2. provide for immersion/speaking opportunities through education abroad
3. perhaps funding through a grant that would include funding for clerical support for co-curricular

Scheduling

1. Establish ratio of 101 courses to total FTES for campus
2. monitor and work out maximally efficient ratio of 101 to 102, 102 to 201 etc and alternating of day/evening offerings
3. have plan for expanding languages to Palmdale

Outreach and Information

1. Work with counseling to get accurate information about language requirements for transfer for GE and IGETC, for specific universities and majors, for majors in international business or relations and in the languages
2. Develop brochure about the offerings
3. Create website to inform campus and community
4. Regular contact with high school instructors, attempt to expand programs and to articulate

Facilities

1. Computer lab for foreign languages, needs room, equipment and technical support
2. temperature programs
3. dedicated "FL" rooms to have maps, internet, TV5 downloads etc; need smart classrooms, ones where desks are mobile and conducive to group work
4. office space for adjunct faculty

Personnel

1. additional tutors needed; also tutors aren't paid if students don't show up, yet the hours are so limited that many students can't take advantage of tutoring
2. need staff development money for adjunct to involve them in curriculum, rubrics, grading, and work on teaching methodology
3. clerical help to organize field trips, study aboard and to track success and outcomes
4. additional adjunct instructors in order to expand offerings in Spanish and into new languages, such as Japanese and Arabic, and/or additional full-time instructors.

Student Demographics

Surveys were given to students in all of the fall 2007 foreign language sections. A total of 364 surveys were returned. Not all areas have the same number of students as some surveys did not have answers to all questions. Percentages are rounded off.

#1 Course Taken (364 total)

	Number	Percentage
Spanish	233	64%
French	46	13%
German	40	11%
Chinese	26	7%
Latin	19	5%

#2 Gender (360 total) 130 Male 36% 230 Female 64%

#3 Age (330 total)

a. 15-17	24	7%
b. 18-20	131	40%
c. 21-24	71	22%
d. 25-30	25	8%
e. 31 –39	28	8%
f. 40-49	34	10%
g. 40-59	9	3%
h. 60+	8	3%

#4 Educational Goals (354 total)

a. AA/AS & transfer	224	63%
b. Transfer w/out AA/AS	52	15%
c. AA/AS only	12	3%
d. Vocational certificate	2	0.5%
e. career interests	3	1%
f. acquire or update skills	28	8%
g. license or certificate	0	0%
h. educ. development/skills	21	6%
i. high school credits	9	2%
j undecided	20	6%
k nursing	1	0%

#5 Ethnicity (343 total)

a. Alaskan Native/American Indian	2	0.1%
b. Asian/American Pacific Islander	13	4%
c. Black/African American	48	14%
d. Hispanic/Mexican American	121	35%
e. White/Caucasian	134	40%
f. other	25	7%

#6 Number of courses in foreign language (359 total)

a. one	247	69%
b. two	72	20%
c. three	15	4%
d. four	7	2%
e. five	7	2%
f. 6 or more	11	3%

#7 Enrollment status (369 total)

a. full time: 219	59%	part-time: 150	40%
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#8 Do students plan on transferring? (351 total)

a. yes	295	85%	b. no	56	16%
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Main universities to which students are planning to transfer

CSUB: 42	others: UCD, UCSD, CSULB, CSULA, SDSU
UCLS: 27	and a scattering of private colleges/universities
CSUN: 24	
Berkeley: 4	
UCI: 5	
USC: 3	

What additional foreign languages should be offered?

Japanese: 34	
Italian: 24	others: Farsi, Cantonese, Greek, Vietnamese, Polish,
Arabic: 19	Dutch, Finnish, Kurdu, Swahili, Xosa

Russian: 16
Korean: 7
Portuguese 5
Tagalog 5
Hebrew 4

Students generally felt that the course offerings meet their needs and interests and the pattern meet their goals. The courses are seen as relevant and up to date. Dates and times generally meet student needs, though percentages who strongly agreed or agreed were somewhat lower than other answers. Students agreed even less that courses were offered frequently enough, with 22% disagreeing.

Students evinced a high interest in having multi-media devices and internet access in their classrooms. Only 26% strongly agreed that computer labs were adequate to meet their learning needs. 74% agreed or strongly agreed that computer-based language programs would help them learn a foreign language and that they would use such programs (75%).

Students generally felt that the textbooks, workbooks and CD's helped them learn. Some comments from the individual disciplines, however, did express some dissatisfaction with textbooks, though some

comments may be coming from just one or two students: German text needs updating, Latin doesn't have a CD to help with pronunciation, need for a better French book and for a better Chinese book. 17% did not feel that tutoring is sufficiently available; however, many student do not take advantage of tutoring.

A surprising high percentage—nearly 50% of respondents—would be interested in getting an AA degree in Foreign Language and/or international business (40%).

Deaf Studies & Interpreter Training

Area 1. CURRICULUM

Course Development

1.1 The curriculum supports the educational objectives of the program/discipline. New and revised courses address changes in the discipline or industry and specifically address student needs.

The Deaf Studies program provides students the opportunity to earn a Certificate or a Degree in DFST-ASL -- American Sign Language (ASL) and DFST-INT -- Interpreter Training. These programs have been approved by the California Community College Chancellor's office.

According to student responses on the survey this semester, there is strong interest in the following possible future courses: Interpreting in Elementary School, Interpreting in the Theatre, Signing Music, Video Relay Service and Interpreting in the Medical Profession. There are other courses suggested by students as well in both enhancement of Sign Language and Interpreting.

SLOs are an inherent part of the CORs for the Deaf Studies Program. Putting the SLOs on the AVC SLO form has been completed. PLOs have also been developed and completed.

Course Revision

1.2 All courses are reviewed within a six-year cycle per Title 5, Section 55210(b)(3).

All Deaf Studies and Interpreter Training Courses have been updated and are current based on information from the AP&P committee. However, INT 101 – Principles of Interpreting was specifically revised in 2006 to incorporate new and updated materials and stay abreast of current trends in the profession of interpreting. An on-line version of the course was also created. SLOs were also revised by evaluating the past SLOs and updating them for currency in the profession.

1.3 Courses which have not been taught within a three-year academic period are obsolete and have been removed from the college catalog. Courses which have not been taught within a two-year academic period are inactive and have been identified.

N/A

1.4 Where appropriate, courses address issues related to diversity and/or multicultural perspectives.

It is the nature of Deaf Studies and Interpreter Training courses to incorporate multicultural perspectives and issues into courses, obviously Sign Language is focused on communicating with persons with disabilities and when one trains to become an interpreter, not only must s/he be able to communicate effectively with a Deaf person, but s/he must be able to communicate effectively with hearing people in diverse settings as well as who will be from varied multicultural backgrounds.

- Identify courses that meet the criteria for Category F (Diversity Studies).

It is believed that DFST 105 – Introduction to American Deaf Culture and DFST 106 – Introduction to Deaf Education would meet Category F. They are in the process of being submitted to AP&P for discussion. INT 101 – Principles of Interpreting may also qualify in category F based on the diversity and multicultural aspects of the profession of Interpreting.

- Identify courses that integrate issues of diversity into the course content or objectives.

DFST 105 – Introduction to American Deaf Culture, DFST 106 – Introduction to Deaf Education, INT 101 – Principles of Sign Language Interpreting and DFST 101 – Introduction to American Sign Language, all have specific language in the CORs regarding diversity.

Since the entire Deaf Studies program is related to persons with disabilities, diversity is an inherent aspect of ALL DFST and INT courses.

Program Development and Revision

1.5 New programs developed during the period under review meet students' needs and are consistent with the college mission and ILOs.

N/A – The Deaf Studies Program was formally approved in 2000 by the Chancellor's office.

1.6 Existing programs are revised as needed.

Revisions in programs were made to the Degrees and Certificates in both ASL and Interpreting. The revisions were that of requiring a more rigorous standard in the minimum requirements to achieve a degree or certificate. The Interpreting Certificate and Degree were updated and formally approved in 2007 and the ASL Certificate and Degree were updated and formally approved in Spring 2008. Updates for the DFST-ASL Certificate and Degree will appear in the 2008-09 college catalogue.

Instruction

1.7 Courses are taught within the parameters described in the outline of record.

Because of the nature of Language Instruction and levels of courses (Levels 1-4), all instructors use the same approved curriculum for each course. When adjunct evaluations are done, course assignments are judged against the outline of record and judgments are made. Additional contact with adjunct faculty is provided, as needed, so that all instructors are aware of the standards set forth in the outlines of record, and that consistency across sections is maintained.

1.8 Faculty and staff use innovative strategies to meet student needs and staff development supports the development of these strategies.

Both full-time Deaf Studies faculty members regularly make use of staff development funds to fund professional activities in order to stay current in their areas. Many faculty have incorporated new technology in instruction.

Scheduling

- 1.9 Course scheduling provides students with reasonable access to meet their educational objectives and promotes strong enrollment patterns.

As a newer program with two full-time instructors, scheduling is designed to meet student needs. Enrollment patterns and attrition are taken into consideration when scheduling. One of the full-time instructors teaches late afternoon and night courses regularly because the typical student that joins an Interpreter Training program is often a non-traditional student and has needs for courses to be offered in the evenings.

Course and Program Support

- 1.10 Faculty and staff are familiar with and work closely with other Student Services and Academic Affairs faculty and staff in program development and student referral.

Several attempts have been made over the past three years to establish a relationship with the Counseling department to help counselors understand the certificate sequence and the Associate Degree sequence required for students to graduate from the Deaf Studies program. Although there has been some success in helping counselors understand the requirements and rigors of the Deaf Studies program, more work is needed. At least annual communication with current program requirements will help counselors have current information.

- 1.11 Recent developments in instructional technology have been incorporated into courses and student support services consistent with the objectives of the programs and services.

- What new or innovative technologies are being utilized to better serve students?

Instructors regularly incorporate use of PowerPoint, video/dvd, internet and video camera technology into their courses.

Articulation

- 1.12 Courses are articulated with institutions of higher education and local high schools.

Some courses have articulation agreements with a local university that also has a Deaf Studies program. There are presently no high schools in the college district that offer Deaf Studies courses. Should local high schools begin to offer Deaf Studies courses, Antelope Valley College (AVC) will try to find ways to accommodate high school students and help them join the AVC Deaf Studies program.

College Mission:

1.13 The courses and/or program meet one or more of the primary goals articulated in the College Mission Statement.

The Deaf Studies program meets the goals of providing student-centered learning leading to student success. This has been shown by the number of graduates from the program, and more specifically, the increase in graduates from the Interpreter Training Program. Over the past two years, most of the graduates have begun entry level careers as Sign Language Interpreters and several of the graduates have taken and passed various national certification tests.

1.14 The courses and/or program meet one or more of the college's ILOs.

The PLOs and the SLOs are in line with college ILOs. Sign Language and Interpreting courses emphasize diversity and multiculturalism. Additionally, critical thinking skills are an important part of language development, skill development and decision making.

1.15 The courses and/or program are consistent with plans articulated in the Educational Master Plan.

The Deaf Studies and Interpreter Training program are most definitely a part of the Educational Master Plan. Presently, Deaf Studies is the only program in the Language Arts Division that offers a formal degree. In fact, Deaf Studies offers two Associates Degrees and two Certificates.

Area 2. STUDENT SUPPORT AND DEVELOPMENT (*if applicable*)

2.10 The institution provides all prospective and currently enrolled students with current and accurate information about its programs, admissions policies, graduation requirements, social and academic policies, refund policies, student conduct standards, and complaint and grievance procedures.

- Describe how the program being reviewed is involved with and/or affected by each subject listed above.

In 2006 a brochure was created that provides information to the community about American Sign Language as well as the profession of Interpreting. This brochure is not only distributed in the program, but also through campus public relations at events in the Antelope Valley. Graduation requirements have been addressed by extracting information from the college catalogue and providing a document that is given to students that outlines the sequence of courses and requirements necessary for graduation. There are no admissions policies into the program outside that of satisfying course pre-requisites. Instructor CORs address the other issues of social and academic policies and student conduct. The college itself has guidelines for refunds and complaints and grievances.

- List any plans for change or improvement for each applicable subject listed above.

Evaluated and updated on an as-needed basis.

2.11 The program identifies the educational support needs of its student population and provides appropriate services to address those needs.

Expectations for student outcomes are clearly articulated on each instructor's syllabus and are also a part of each course outline of record.

- 2.12 The program involves students, as appropriate, in planning and evaluating student support and development services.

A new student evaluation/survey was recently developed and implemented Fall 2007.

- 2.13 Admissions and assessment instruments and placement practices are designed to reduce bias and are regularly evaluated to assure effectiveness.

- Describe the current instruments and practices used and explain their effectiveness.

N/A

- What changes do you foresee are needed in the admissions, assessment, and placement procedures?

N/A

- 2.14 The program provides appropriate comprehensive, reliable, and accessible services to its students regardless of service location or delivery method.

- Identify and evaluate the various service locations and delivery methods used by this program.

Presently courses are taught in LS2-145 and other rooms at the Lancaster site. LS2-145 is in an old building with very thin walls. Because Sign Language instruction is often in a very quiet environment, televisions, instructor lectures and class activities can often be heard coming from surrounding rooms. Instructors do their best to work around the ambient noise of nearby rooms.

The courses that are taught at the Palmdale site are sometimes scheduled in small rooms which affects the students from being able to sit in the semi-circle that is required in Sign Language since communication happens by site so sitting in rows is not ideal. Instructors try to avoid this by requesting for larger square rooms. Small rooms and rectangular rooms are not conducive to the Sign Language environment. It is also a negative for the instructors who themselves are Deaf, because they need to be able to monitor student behavior as well as communicate effectively with students.

- What are the projections as to the needs in the future?

Projections for need include providing large square rooms and preferably a permanent home-base since there is much video work that takes place. It is hoped for at least two large, square rooms, side-by-side that will be able to accommodate Sign Language classes, Interpreting classes as well as ASL/Interpreting Lab space. This was recommended in the Master Plan. It has been said that a building to be constructed in the future would include this for the Deaf Studies/Interpreter Training Program.

- 2.15 The institution, in keeping with its mission, creates and maintains a campus climate that serves and supports its diverse student population.

- Describe the diverse student population most frequently served by your program.

The majority of students in the Deaf Studies program are female. At least 1/3 of the student population is a non-traditional student (by age) as well as being of a minority ethnicity.

- Describe how your area is involved in the maintenance and/or improvement of a healthy campus climate.

Deaf Studies regularly hosts activities that involves the local campus community. Additionally, some graduates from the Interpreter Training Program have become interpreters on campus that ensures students who are Deaf, access to communication in their courses.

- 2.16 The institution supports a co-curricular environment that fosters intellectual, ethical, and personal development for all of its students and encourages personal and civic responsibility.
- Describe the various programs (clubs, organizations, etc.) available to the students for development of social and other skills.

The Deaf Studies program has the ASL @ AVC sign language club. This club hosts activities that welcome all students as well as the local Deaf Community making AVC one of the respected institutions that serves the Deaf community in the Antelope Valley.

- What programs would you change, add or delete to improve this personal development?

Programs and activities may be updated, changed or deleted at any time based on campus and community need and interest.

- 2.17 Student records are maintained permanently, securely, and confidentially, with provision for secure back up of all files.
- Describe the methods used for maintaining student records regardless of the form in which those files are maintained.

Student records are maintained by the college itself. When information is needed, such as graduation numbers or how many students have declared a major in Deaf Studies, appropriate departments on campus or contacted.

- List any projected plans for improvement of maintaining and controlling the records.

N/A

- 2.18 The program systematically evaluates the appropriateness, adequacy, and effectiveness of its student services and uses the results of the evaluation as a basis for improvement.
- Describe the methods used for systematic evaluation.

A program student evaluation form and a program faculty evaluation form were created in 2007 to gain information from students and faculty regarding the overall program. Since the document is new, it may undergo revisions as needed.

- How do you intend to use the information gleaned from this program review as a basis for improvement?

The information will be gathered and reviewed in order to make decisions of how to continue to improve the overall program.

Area 3. PROGRAM AND STUDENT LEARNING OUTCOMES

- 3.1 Expectations for PLOs and SLOs are clearly articulated and are used in assessing the effectiveness of the program and service provided.
- Briefly describe the trends and patterns revealed by those methods.

PLOs were created in 2008 and SLOs, although were part of the CORs in course objectives, have not been evaluated. Under the direction of the current administration, PLOs and SLOs will be evaluated and updated based on college policies as they become available.

3.2 Student evaluations are an integral part of the assessment of program effectiveness.

- Summarize the results of the student program evaluation procedure.

A new student evaluation/survey was recently developed and implemented Fall 2007. There were several hundred responses to the new evaluation. Program numbers were gathered and student comments were compiled in order to assist in future program development.

3.3 Job placement data are an integral part of the assessment for the effectiveness of vocational programs.

- Briefly describe job placement of students in vocational education programs.

Although not yet a formal process, anecdotal job placement data is regularly gathered by the Deaf Studies (Interpreter Training) program.

Area 4. PERSONNEL AND SUPPORT SERVICES

4.1 The ratio of full-time to part-time faculty and staff provides students with a quality of instruction, and services consistent with students' needs and goals of the program.

At least one more full-time faculty is needed. This semester, the LHE for all of Deaf Studies is 72.6. 30.6 LHE is being taught by full-time instructors (approx 42%). The uniqueness of the location of Antelope Valley College provides a challenge in finding enough qualified instructors for a degree program in Deaf Studies, an extremely specialized field since all instructors must know Sign Language. Adjunct instructors in this field are hard to find. Because adjunct instructors can only teach up to 9 LHEs, approximately two Deaf Studies courses per semester, another full-time instructor would help alleviate the issue of not having access to enough qualified instructors.

4.2 The ratio of full-time to part-time faculty and staff provides adequate personnel responsible for program evaluation and revision.

- Explain the impact of this ratio on the effectiveness of the program.

There are 2 full-time faculty members who are involved in all faculty evaluations and involved in the decisions necessary to effectively operate and grow the program. Adding a Deaf Studies Department Chairperson would aid in the ability to effectively complete responsibilities and tasks that are currently placed on full-time instructors...much of which is far over and above what an equivalent full-time instructor in a less specialized area does.

4.3 There are adequate full-time faculty and staff to meet program needs.

See 4.2 and 4.4

4.4 There is adequate support staff to meet program needs.

The Deaf Studies program presently has no support staff. Rarely, does the Deaf Studies program seek support from Division staff. It is typical for the full-time instructors to handle all paperwork and other assignments themselves.

4.5 There are adequate staff development opportunities to enhance the effectiveness of all staff in meeting the goals and objectives of the program as well as the professional development of staff.

- Briefly describe the professional development of the faculty and staff during the period under review, including staff development, flex, sabbatical leaves, publications, honors, etc. What can the college do to enhance the effectiveness of faculty and staff professional development?

One of full-time faculty presents flex program workshops, and both actively participate in flex workshops. Staff development funds have been requested and used for full-time faculty to attend workshops, however, the adjunct instructors have not taken advantage of staff development funds.

4.6 Full-time faculty are actively involved in the process of hiring and evaluating faculty.

Yes, full-time faculty have been involved in ALL hiring and evaluating of faculty.

4.7 The evaluation of staff is systematic and conducted at appropriate intervals. Follow-up to evaluation is timely and systematic.

Beginning in 2005, evaluations of adjunct faculty have been performed in accordance with college policy. There is a schedule in place to keep track of upcoming evaluation dates.

4.8 The evaluation processes assess effectiveness and encourage improvement.

Yes. The evaluations are conducted per college policy. Using the guideline provided by the college ensures that effectiveness of instructors is maintained, and as needed, offers suggestions for improvement.

Area 5. FACILITIES, EQUIPMENT, AND TECHNOLOGY

5.1 Facilities are appropriate for effective teaching, learning, counseling, and/or other services.

Current areas are not adequate. LS2-145 needs to be updated to incorporate more current technology. Another "white-box" (technology box) needs to be added in the room to support dvd/vcr players that are hopefully going to be added along with two flat-screen televisions which are planned to be mounted on

the wall. A different large square room with better lighting control up-to-date equipment would be a benefit. LS2-145 has a terrible issue with sound bleed through the walls and particularly through an air vent. It is normal and frequent to be able to hear instructors in near-by rooms lecturing as well as showing video. Since Sign Language classes are typically silent, the noise is extremely distracting to students try to practice language skills.

According to the Advisory Committee, the Deaf Studies program has grown large enough that it would benefit the program by having another room on the Lancaster campus dedicated to the program as well as one room at the Palmdale campus completely dedicated to the program. Rooms must be large and square because students do not sit in the traditional rows of most classes, but rather in a big circle around the perimeter. This is extremely important for the instructors that are Deaf themselves so that they can visually see each student and each student can see them. This is an “accommodation” that should always be considered for instructors who are Deaf.

The Advisory Committee also recommended that lab space be determined for the Deaf Studies program. Presently, there is no place on campus Sign Language students and Interpreting Students can go where they can practice their language and skills without distracting others. The recommendation is that during the hours the dedicated classroom is not in use, that an adult-hourly person be hired to staff the room and allow it to be used for lab space. Presently, the room should be LS2-145.

Student responses to the survey question regarding facilities indicated that the classrooms are could use updating. Also, of concern was finding a room where the sound doesn't bleed through from other classrooms. Because Sign Language is a SILENT language and classes are also very quiet, the lectures, movies and other noises from nearby classes is very distracting. Students would also like to see a Sign Language lab.

5.2 Equipment and technology are appropriate for effective teaching, learning, counseling, and/or other services.

Equipment that is used and needed on a daily basis in the Deaf Studies program are Televisions with 24” or larger screens (LCD screens that do are considered “no-glare” are ideal). DVD recorders/players, VHS recorders/players. Carts for the TVs/DVD/VHS. Overhead projector and PowerPoint are also integral to student learning.

Video cameras and tripods are used on a regular basis for in class assignments as well as for homework assignments.

Computers with webcams and Internet access are an integral part of student learning because the newest aspect of the interpreting profession is Video Relay Service and Video Remote Interpreting.

5.3 Program support space is adequate to ensure the effective operation of the educational program and related support activities.

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they can practice their language and skills without distracting others. The recommendation is that during the hours the dedicated classroom is not in use, that an adult-hourly person be hired to staff the room and allow it to be used for lab space. Presently, the room should be LS2-145.

5.4 The safety of the facilities and equipment are reasonable and adequate.

Yes.

Area 6. FISCAL SUPPORT

6.1 During the period under review, resources have been used effectively to support programs and services.

There is no dedicated funding to the Deaf Studies program. Because there is no dedicated budget it is difficult to plan any hiring or purchasing of supplies. It tends to be done on a case-by-case basis. Requests have been kept to a minimum due to the paperwork involved in creating a request and the uncertainty of whether it would be filled.

In the past, VTEA (Perkins IV) grants have been written and awarded. Money was used to purchase instructional materials to enhance student learning.

6.2 Current and anticipated funding is adequate to maintain high quality programs and services.

See 6.1

6.3 Anticipated funding is adequate for the development of revised and new programs.

- What supplies, equipment, facilities and/or personnel will be needed in the future that are not now provided?

Because the program receives no regular funding or budget there is no anticipated funding; therefore, anticipated funding is not adequate for the development of programs. Two rooms with better sound-proofing are needed, lab space for language and interpreting skill enhancement is needed along with audio-visual equipment to be installed in the space as well as materials for students to access that will provide greater outcomes for students.

Area 7. COMMUNITY OUTREACH AND PROGRAM AWARENESS

7.1 Staff maintains appropriate links with community.

- Separate from articulation, what efforts have been made to create educational links between the program under review and the community?

Local High School Sign Language students are invited to attend the Deaf Studies events on campus.

- Explain the weaknesses or strengths of these efforts.

The strength of the effort is that some of these students enter the Deaf Studies program either as VEYSEY students while still in High School or after they graduate High School and begin attending AVC.

- 7.2 Staff makes appropriate efforts to inform the community and students about each program and facilitate student participation in those programs.
- Describe the efforts toward informing the community and students (e.g., high school graduates, reentry, non-traditional, at-risk, ESL, professional, etc.). Make references to specific methods used: brochures, press releases, workshops, etc.

The Deaf Studies brochure is distributed at local community events to encourage the community to learn Sign Language or consider the profession of Interpreting. An annual mailing campaign to High School counselors includes a letter as well as brochures. FLEX presentations that have been offered by Deaf Studies are advertised on www.OhSoEZ.com which is a Deaf Community website as well as publicized locally and in all of the Los Angeles, Orange County area.

- 7.3 Where appropriate, advisory committees meet regularly and support the development of programs and services.
- If applicable, describe the use of advisory committees. How do they assist the development of programs? What is their role in student placement?

The advisory committee has begun to meet to discuss ways to improve the program. Not only is program development discussed, but ways to encourage student retention and encourage graduates on interpreting professionals to attend the Deaf Studies and Interpreter Training program at AVC.

Area 8. STATE AND FEDERAL COMPLIANCE

- 8.3 Program adheres to all state and federal guidelines.
Yes.

- 8.4 Program adheres to all college policies and procedures.
Yes.

Summary

The Deaf Studies program was formally approved by the Chancellor's Office in 2000. This means the program as a whole is relatively new. Being a new program, allowing for growth is an important part of how the college can support the program. Since 2005, the interpreter training courses have been growing, in large part, due to scheduling techniques and the perception that the college supports this program. It is hoped and recommended that the college allow Interpreting courses with over 10 students

enrolled to be offered without fear of being cut. Over the past two years, which were the first two years of graduates from the Interpreter Training program, several graduates have obtained various national level certifications as well as began their careers in interpreting. Some of them are even interpreting

here at AVC. Some students have also transferred to California State University, Northridge, which hosts Bachelor Degrees in Deaf Studies and Interpreting. The program here at AVC is a vital part of the Antelope Valley community and needs the support of administration.

Some ways administration can support the program are:

1. Allow Interpreting courses with 10 or more students to remain active.
2. When planning future construction projects, include a plan for Deaf Studies to have specialized classrooms and lab space which includes two rooms side-by-side that have protection from sound bleeding in from other rooms.
3. Continue to support the program with improved technology.
4. Provide a budget for supplies and materials.