Comprehensive Program Review Self-Study Report

Division/Area Name: Academic Development	Year: 2014-2015
Name of person leading this review: Mary Rose Toll	
Names of all participants in this review: Morenike Adebayo-Ige, Karen Lubick	
Number of Degrees offered: 0	Number of Certificates offered: 0

Part 1 - Division or Area Overview

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

The Antelope Valley College district mission is committed to offer "opportunity" to a diverse population of learners, including learners who struggle with reading comprehension. It is the mission of the Reading faculty to continue to offer all students the opportunity to improve their reading comprehension skills.

1.2. State briefly program highlights and accomplishments:

The major highlights and accomplishments of the Reading faculty include the redesign of Reading courses, the alignment of curriculum and support, and ongoing professional development.

One major accomplishment is the redesign of Reading courses. We reduced the Reading units in the series from 12 units and 15 LHE to 6 units/LHE for credit bearing classes, READ 097 and READ 099, and 3 LHE for the newly approved READ 095 non-credit class. We offer Reading courses in the several formats including, the traditional 16 week classes, 8 week compressed classes and hybrid classes.

Another ongoing accomplishment is the alignment of course curriculum and support for Reading students. Reading faculty meet bi-annually to review SLO, success and retention data. We share best practice strategies and determine what adaptations are needed to ensure student success. The Reading faculty have adopted the same textbook series, and we align the curriculum so that we teach the same concepts at about the same time. We also were able to purchase a web-based comprehensive reading program, *Reading Plus* in 2014. This program enables students to see their growth as they proceed through the program's levels. All Reading instructors

participate and enroll the students in the *Reading Plus* program. This program includes pre and post assessments and a number of reports to determine the strengths and weakness of groups as well as individuals. Students who have difficulty decoding cannot access *Reading Plus*, so we updated the *Reading Horizons* software. This is also a comprehensive reading program, but it begins with basic decoding. It works well with the lower level students before they move to *Reading Plus*. We are currently requesting funding for the web-based version of *Reading Horizons*. These programs are homework assignments. In class, we teach the basic reading concepts using metacognitve strategies with authentic text across the disciplines. Funding has been provided for in-class and Directed Learning Activity (DLA) tutors. Most instructors employ in-class tutors, and all instructors require DLAs with tutors outside the classroom in the Reading Center. These added supports not only help students to understand the concepts taught in class, but also give the students the opportunity to build valuable relationships with successful peers. A new full-time instructor was hired in 2015. This instructor is assigned to the Learning Center / Reading Center several hours a week. She facilitates workshops and on-to-one evaluation. The workshops align with our curriculum. Students may complete workshops to fulfill their DLA requirements. The alignment of curriculum and support have added consistency to the Reading series.

Reading faculty continue to engage in professional development events. Three of our instructors have enrolled in and successfully completed a *Reading Apprenticeship* course, one instructor attended a *Reading Apprenticeship* three-day workshop, and one instructor attended a *Reading Apprenticeship* trainer of trainers. This instructor has held trainings for instructor and tutors. These instructors are using the metacognitive strategies in the classroom they learned through *Reading Apprenticeship*. Students are engaged and responsive. The Reading faculty presented two FLEX events, one on metacognitive reading strategies and the other on *Habits of Mind*, in 2013-2014 to share what they learned. One instructor attended *The AVID Institute* as a member of the first year experience team in the summer of 2014. The strategies demonstrated in this institute are similar if not exactly the same as the *Reading Apprenticeship* reading strategies. Further AVID training will be offered to all of the instructors in 2015-2016. Our plan is to review the *AVID* strategies, combine them with the *Reading Apprenticeship* strategies, and implement them in our Reading classes. We plan to continue to attend both *Reading Apprenticeship*, *AVID* and *Habits of Mind* workshops and events. Also, we plan to hold trainings for instructors across the disciplines.

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

☒**Communication**	☒Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. ☐Demonstrates listening and speaking skills that result in focused and coherent communications
☒**Creative, Critical, and Analytical Thinking**	☒Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills.

	☐Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
☐**Community/Global Consciousness**	☐Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well being of society and the environment. ☐Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
☒ **Career and Specialized Knowledge**	☒Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

Part 2 - Data Analysis and Use

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

Discipline: Reading

Please review and interpret data by following the provided links

Indicator	Comments and Trend Analysis
2.1. Please review the FTES and enrollment (headcount) data. If applicable, please also review 1131sion or department data.	Comments on trends over the past five years and how they affect your program: Reading enrollment decreased 52.7% from 2010 to 2013 because of LHE reduction, but enrollment increased 54.8% from 2013 to 2015. The biggest factor for the increase since 2013 is a redesign of reading courses which resulted in a reduction of courses in the series and units. FTES has gradually decreased 28.4% between 2010-2015.
2.2. Report program/area data showing the quantity of services provided over the past five years (e.g. number transactions, acreage maintained, students served, sales figures).	Comment on trends and how they affect your program: The Reading department members redesigned courses in 2012-2013. We reduced the number of courses from three courses, READ 095, READ 097, and READ 099, to two courses, READ 095 and READ 099, and the units from 4 per course to 2 units. In 2015-2016, we again redesigned to align with the C-ID descriptors. These descriptors did not align with our READ 095 course, so we reactivated and aligned READ 097 and changed READ 095 to noncredit. This was approved in spring of 2016. We will offer the three courses in fall of 2016. The units for READ 097 and READ 099 increased from two units to three units to align with the C-ID Descriptors.
2.3. Student success and retention rates by discipline	Comment on trends and how they affect your program and on where improvements are needed to meet the Institutional Standard of **68%** for student success:

	The overall average success rate for Reading is 70.9% from 2010-2015. Success increased from 59.8% in 2010 to 70.4% in 2011. It has continued to increase with some fluctuation to 76.7% in 2015 which is an increase of 24.4%. Reading data exceed the district goal of 68%. Faculty continue to review and act to increase Reading success. The overall average retention rate is 87.3% for the past five years. The data fluctuate, but our students continue to improve.
2.4. Success and Retention by **Equity** Groups	Review and interpret data by race/ethnicity and gender or both together: African American students averaged 56.9% success in 2010 and 64.8% in 2015 for a 14% increase. This group also increased retention 2.6% from 81.9 in 2010 to 84.05% in 2015. Hispanic students increased success from 72.9% in 2010 to 84.2% in 2015. This is also a significant 15.5% increase. Hispanic students also increased retention 2.98% from 90.5% in 2010 to 93.2% in 2015. White students average from 73% in 2010 to 75.5% in 2015 for a 3.4% increase. Retention for white students increased from 87.8% in 2010 to 89.45% in 2015 or 1.9%. Asian student success rates have fluctuated but have averaged 90.43% and a 94% retention rate. Although there is some fluctuation, the trends are positive. Overall female students were 73% successful and male students were 67% successful over the past five years. In READ 095 females average 69% success and males average 57% success. Male students struggle in the lowest level course whereas the gap begins to close in READ 097 and READ 099. Females averaged 73% success in READ 097 and males average 74%, but females average 76% in READ 099 and males were 71% successful from 2010-2015. Thus the trends are moving in a positive direction. We now have intervention programs in place for READ 095 to help students reading at low levels improve. The overall retention for females is 88% and for males is 85%. In 2010 the total retention rate was 83.3%. From 2011 to 2015 the retention rate fluctuated between 88%-90%. As stated above, we continue to adjust and adapt curriculum to include engaging strategies so that students are motivated to continue in the course. Because of this, our retention rates continue to increase.

	The success and retention trends continually increase. The Reading faculty have employed the use of a variety of reading strategies that have been shown to improve student success, including *Reading Apprenticeship*. We are currently part of the first year experience planning team and will be integrating AVID reading strategies into our classrooms. *AVID* and *Reading Apprenticeship* complement each other. In addition, all students have benefited from the added support of in-class tutoring and Directed Learning Activities (DLAs). In 2013, 808 DLAs were completed. In fall of 2015, 2752 DLAs were completed. Students are using these tutoring sessions to be successful in their classes. We will continue to implement best practice reading strategies, collect data, and adapt curriculum to increase success challenges in 2016. Many instructors now give computer tests. This practice has improved student success in the classroom. Self-contained classrooms equipped with computers were complete in spring, 2014 with a room, ME-114, that will be designated for DLAs (Directed Learning Activities). We have also purchased a web-based reading intervention program, *Reading Plus* and updated the *Reading Horizons* software. We will use the *Reading Plus* pre and post assessment to measure growth along with the vocabulary assessment and the two other measures of reading proficiency (standardized and multiple-choice test).
2.5. Number of Sections by Location and Modality	Comment on trends: In 2010, we offered 19 Reading sections in Lancaster and 8 in Palmdale. We reached a low point for course offerings in 2012-2014 when we offered 10 sections at Lancaster and 3 sections at Palmdale. At that time, a full-time faculty member retired and was not immediately replaced, leaving one full-time faculty member. This faculty was assigned to Lancaster. The adjunct instructors all teach elsewhere during the day, so we were limited to the number of daytime classes we could offer at Palmdale. Since this time, we hired another full-time faculty in 2015. This faculty is also scheduled at Lancaster to meet the needs of students needing classes in daytime hours. In fall of 2015, we offered 19 sections at Lancaster and 8 sections at Palmdale. All of the Palmdale classes are taught by adjunct instructors and are offered in the late afternoon and evening, so there is great need for daytime class offerings at Palmdale. We plan to develop an individualized Reading lab course. If approved, we will need additional

	faculty to facilitate this course. We need two more full-time faculty members to meet the needs of the students at Palmdale and Lancaster. In 2010-2011, 40 Reading sections were offered and filled, but in 2011-2012/2013-2014 an average of 25.5 Reading sections were offered. Many students who placed in Reading were turned away. This happened because of budgetary cuts and a significant decrease in LHE. Reading faculty decided to reduce the units per course and offer two levels to double the course offerings, provided the LHE was not reduced, and reduce the number of units that may adversely affect the students' ability to stay below the thirty unit Basic Skills limit. In fall of 2013 Reading faculty redesigned curriculum and submitted proposals to reduce the Reading courses to two units with an integrated one-hour lab. In addition, we reduced the levels in the reading series from three courses to two courses, READ 099 and READ 095. These proposals were approved in fall of 2013, and the Reading sections offered in fall 2014 increased 75% (from 12 sections to 21 sections) and 92% in the spring, 2015 (12 sections to 23 sections). In 2013-2014 we served 655 students. Because of the changes made by Reading faculty, we had the ability to serve 1100 or more students in 2014-2015. In fall of 2015 we offered 27 Reading sections. 19 courses were offered at Lancaster and 8 courses at Palmdale. In 2015 we received the draft versions of the C-ID descriptors. The descriptors did not align with our classes. This caused a dilemma. Many low level readers, especially students with learning disabilities were struggling in READ 095. We knew that the data reveal that additional levels do not serve students, but it was clear that READ 095 should be a non-credit class. We aligned READ 099 with the descriptors and reactivated READ 097, and also aligned this course with the descriptors. READ 095 was changed to non-credit. These courses were approved in 2016. We will continue to look at ways to accelerate READ 099 and READ 097 so that students do not disappear between the semesters. Students will not exit READ 095 until they are prepared to be successful in READ 097. In fall of 2016, we will offer 19 READ 099 classes (16 at Lancaster and 3 at Palmdale), 7 READ 097 classes (4 at Lancaster and 2 at Palmdale), and 1 READ 095 class at Lancaster. Most of the current READ 095 courses will convert to READ 097. We will offer our first READ 097 course in summer of 2016. We continue to offer Reading

	classes in a variety of formats including, the traditional 16 week classes, 8 week classes, and beginning in 2014, hybrid classes. This allows students to choose a class that meets their needs.
2.6. Analyze and summarize trends in student progression through basic skills courses, if applicable.	Comment on trends and how they affect your program: According to the Cohort Tracker, in the three cohorts of students who enrolled in READ 099 from 2010-2012 (754 students), 34% or 259 of the students in these cohorts successfully completed English 101 by fall of 2015. During the same time 290 students enrolled in READ 097, 201 were successful, and 50 or 17% of the students successfully completed English 101. After 2012, no Reading data is available through the cohort tracker. Out of the 39 students who enrolled in READ 095 in 2010 and 2012 (no data for 2011), 7 students or 18% were successful in English 101. The data show that the number of READ 099 to English 101 must increase, and of the students who enter at the lower level courses, many do not proceed to the next course or to English 101. This means that again we must find a way to accelerate students into READ 099 and on to English 101. We currently offer two sections of 8 week classes. These classes have been successful. We either need to offer more of these compressed classes so that the majority of students can finish the Reading series in one semester, consider combining READ 097 and READ 099 into a single one-semester course, and/or develop a course that is open access where students can move through the series at their own pace. The data is clear and not promising unless we quickly take action. We will continue to rethink our courses and brainstorm ways to accelerate our courses. We did offer two hybrid classes on fall of 2015 and are offering four in spring of 2016. We plan to offer two hybrid 8-week READ 097/READ 099 courses in fall of 2016. We want to offer a variety of courses to meet student needs.
2.7. Degree and certificate completion	Discuss trends in the completion rates of degrees and certificates. If applicable, discuss improvements in license exam results, job placement/post testing and/or transfer rates to four-year institutions: N/A
2.8. Faculty Data	Review and Interpret data on PT/FT Ratio and FTES/FTEF (by Division, Department, Discipline). Comment on trends:

	The faculty in the Reading department include 2 full-time instructors to account for 2.4 FTEF (included .6 overload) and 7 adjunct instructors to account for 3.0 FTEF. It would benefit our students to hire two full-time reading instructors. We need a full-time faculty at Palmdale to meet the daytime offerings at Palmdale, especially since the site is expected to expand. The adjunct instructors have daytime jobs and are only able to teach late afternoon and evenings. It would also benefit us to have a full-time instructor to teach at Palmdale and Lancaster.
2.9. Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline.	Comment on the occupational projections for employment in your discipline for the next two years and how the projections affect your planning: N/A

Part 2 Summary

Based on examination of the data, address any student achievement gaps and/or other student needs here:

Although all of the Reading student groups show improvement, there is a need to focus on African American students and male students. We have seen some substantial improvements over the past five years, but more needs to be done. Also, the Reading faculty will continue to meet and review data, addressing the gaps. In addition, we need to work with the English department to motivate more students through the Reading and English series to English 101. We may want to consider linking classes and/or curriculum so the students will apply directly the concepts they are learning in their Reading classes to their English classes. In addition, we must continue to find ways to accelerate students through the Reading series and into English 101. We have been fortunate to add many resources to Reading that will guide students to success including, *Reading Plus* and *Reading Horizons* (software and web-based computer programs), *Reading Apprenticeship* and *AVID* strategies Directed Learning Activities, In-class tutors, and self-contained classrooms equipped with computers. Some faculty been trained in *Habits of Mind*. *Habits of Mind* can help us address persistence and mindset issues with students. We will continue to participate in professional development and research that show results to redesign and align our curriculum so that students are successful in the pathways to English 101 and graduation.

Part 3 – Outcome Analysis and Use

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

SLO/PLO/OO	Action Plan	Current Status	Impact of Action
SLOs	Reading Plus purchase	**Completed**	We purchased with web-based program in 2014. Students have improved at least 2 grade levels each semester. This program allows students to see their improvement as they move from grade level to grade level with a goal of college level reading. It also provides an array of reports to measure growth.
SLOs	Improve Vocabulary instruction	Completed	We met several times to discuss and share strategies for vocabulary instruction because we had difficulty meeting this outcome. We have not met this outcome for the past year.
SLOs	Self-Contained Classrooms with Computers	Completed	Reading moved from LC-113/LC-114 to ME-113/ME114. The classrooms were refurbished, painted, and equipped with computers, new furniture, and up-to-date technology.
SLOs	Reading DLA room-ME-114	Ongoing	ME-114 is being wired for eleven computers, a data projector, a screen and a telephone. We plan to offer more Directed Learning Activities in this room and provide another place for students to work on their computer assignments. The plan is to have this room complete and running in fall of 2016.
SLOs	Laptop Computers	Ongoing	30 laptops have been ordered for ME-113 and ME-115. These rooms are equipped with 16 computers each. All Reading assessments are online, so this causes some problems when assessing students. When the laptops arrive, there will be a computer available for each student. This project should be complete in spring of 2016.

Part 3 Summary

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

The Reading classroom/labs are a part of our continuing success. The more students read, the more they grow. Our students read using computer programs, through assessment, and they engage in reading a textbook. All of this is possible because of the support and funding we have received over the past five years. We will continue to seek innovative ways to perfect the Reading curriculum and improve student success.

Please provide any additional comments for Part 3:

Part 4 - Stakeholder Assessment

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

Type of feedback	Feedback provided by?	Recommendations/findings	Actions needed/planned/taken based on feedback
Survey	Students	Over half of the students who participated in the survey stated that in-class and DLA tutors helped them to be successful in their classes.	Propose funding from Basic Skills and Equity for in-class and DLA tutors for Reading classes annually.
Choose an item.			
Choose an item.			

Part 4 Summary
Please provide any additional comments for Part 4: A survey was created through Institutional Research. The findings show that in-class and DLA tutors have helped students achieve success in their classes. Students state that students help them when they struggle and they remove the fear of asking questions.

Part 5 - Goals and Objectives and Evaluation of Previous Plans

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

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
Self Contained Classrooms with technology	Completed	We now offer instruction in a multi-modal setting. Student also take their tests on computers which prepares them for future tests.

DLA Room	Ongoing	ME-114 still needs to be wired. The computers, a projector, screen, phone and furniture are being purchased. DLAs and workshops will be facilitated in this room.
Professional Development	Ongoing	We have received some training with Reading Apprenticeship, AVID and Habits of Mind, but we plan to both facilitate trainings on campus and attend additional trainings.
Create a .5-1 unit bridge course	Ongoing	We have not pursued this goal, but would like to create a self-paced individualized Reading course. We do not want to add any more units to the series.
Renew Reading Plus subscription for 2017-2020	Ongoing	We currently have a proposal submitted to renew the Reading Plus subscription for six years until 2023.

Briefly discuss your progress in achieving those goals:

The only goal we did not achieve is the creation of the .5-1 unit bridge course. We decided we did not want to add units to our series. It would be better to create an individualized, self-paced Reading course similar to Math 099. Reading Plus has worked well with our students, we have averaged at least two grade levels of Reading growth per semester since fall of 2015. We also have submitted a proposal to upgrade our *Reading Horizons* software to a web-based program. This will enable students to use the program at off campus like they currently do with *Reading Plus*.

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

We have received a tremendous amount of support to achieve our goals. Most of the funding has come from Basic Skills and the Title V Solo Grant. We hope to receive continued support through Basic Skills and Equity.

5.2 **2016-2017 Planning**

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

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

1	Hire two full-time Reading instructors	*1. Support learning and facilitate student success *4. Increase student success in Basic Skills and ESL courses *4. Increase student success in Basic Skills and ESL courses Choose an item.	There is a need for two more full-time instructors. One instructor to teach at Palmdale and one at both Palmdale and Lancaster.	Announce position. Interview candidates Hire instructors.	Yes
2	Develop an individualized self-paced reading course.	*1. Support learning and facilitate student success *4. Increase student success in Basic Skills and ESL courses - Supporting PLO(s), SLO(s), OO(s) Choose an item.	This course would individualize instruction and allow students to move through the series as quickly as they can as slowly as they must. They would complete their units one class at a time. Supports Reading SLOs	-Write curriculum -Designate a reading lab equipped with computers and an area for tutoring and student-instructor meetings. -Hire a clerk -Purchase textbooks and materials	Yes
3	Continue to hire and train DLA and in-class tutors	*1. Support learning and facilitate student success *4. Increase student success in Basic Skills and ESL courses Choose an item. Choose an item.	The in-class and DLA tutoring programs have impacted student confidence and ultimately student success.	Write proposal annually for Basic Skills funding.	Yes
4	Continued Professional Development: *Reading Apprenticeship, AVID, and Habits of Mind*	*1. Support learning and facilitate student success *4. Increase student success in Basic Skills and ESL courses 6. Maintain and enhance community partnerships	All instructors need to be trained in *AVID* and *Reading Apprenticeship* programs, and *Habits of Mind*. These are proven programs that have shown positive results.	Write proposal to purchase *Reading Apprenticeship* textbooks. Schedule RA workshops. -Seek and attend workshops -Share workshop information on campus	Yes

5	Design and print a Reading brochure	*1. Support learning and facilitate student success *4. Increase student success in Basic Skills and ESL courses Choose an item.	This brochure will be placed around campus and in community libraries buses and trains.	Design brochure Schedule photo shoot Receive approval of brochure and Print	Yes

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

Part 6 - Resource Needs

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

Indicate which Discipline/area Goal(s) guide this need	Type of Request (Personnel[1], Physical[2], Technology[3], Professional development[4], Other[5])	New or Repeat Request?	Briefly describe your request here	Amount, $	One-time or Recurring cost?	Contact person's name
1. Reading	Personnel	Repeat	Hire two full-time Reading instructors	$160,000	Reccuring	Karen Lubick
2. Reading Self-paced course	Technology	New	New reading lab for possible self-paced reading class	$150,000.00	One-time	Karen Lubick
2. Clerk	Personnel	New	For self-paced Reading class	$40, 000.00	Reccuring	Karen Lubick
2. Resources	Physical	New	Books and materials for self-paced class	$20,000.00	One-time	Mary Rose Toll
3. DLA/In-class Tutors	Personnel	Repeat	Hire DLA and In-class tutors	$50,000	Reccuring	Karen Lubick
4. Professional Development	Professional Development	Repeat	Ongoing professional development: *Reading Apprenticeship, AVID, and Habits of Mind*	$10,000.00	Reccuring	Karen Lubick
	Choose an item.	Choose an item.			Choose an item.	

[1]List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.
[2]List needed technology resources in priority order.
[3] In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.
[4]List needed professional development resources in priority order. This request will be reviewed by the professional development committee.
[5]List any other needed resources in priority order.

Part 7 - Comments

Please rate the level of your agreement with the following statements regarding the program review process:	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

▪ This year's program review was valuable in planning for the continued improvement of my program	☒	☐	☐	☐	☐
▪ Analysis of the program review data was useful in assessing my program's outcomes and current status	☒	☐	☐	☐	☐

Comments:

Comprehensive Program Review Self-Study Report

Division/Area Name: CHINESE	Year: 2016
Name of person leading this review: Duane Rumsey	
Names of all participants in this review: Duane Rumsey	
Number of Degrees offered: 0	Number of Certificates offered: 0

Part 1 - Division or Area Overview

1.1 Briefly describe how the division or area contributes to the district mission: Chinese contributes to student learning in the area of Humanities.
1.2 State briefly program highlights and accomplishments: Chinese is part of the newly formed Department of World Languages and contributes to student success via language learning.

1.3. Check each Institutional Learning Outcome (ILO) supported by the division/area.	
X **Communication**	X Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. X Demonstrates listening and speaking skills that result in focused and coherent communications
X **Creative, Critical, and Analytical Thinking**	X Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. ☐Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.

X **Community/Global Consciousness**	☐ Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well being of society and the environment. X Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
X **Career and Specialized Knowledge**	☐ Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

Part 2 - Data Analysis and Use

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

Discipline:

Please review and interpret data by following the provided links

Indicator	Comments and Trend Analysis
2.1. Please review the FTES and enrollment (headcount) data. If applicable, please also review division or department data.	Comments on trends over the past five years and how they affect your program: Chinese typically has between 20 and 35 students enrolled in CHIN 101 per semester.
2.2. Report program/area data showing the quantity of services provided over the past five years (e.g. number transactions, acreage maintained, students served, sales figures).	Comment on trends and how they affect your program: N/A
2.3. Student success and retention rates by discipline	Comment on trends and how they affect your program and on where improvements are needed to meet the Institutional Standard of **68%** for student success: Chinese has a sporadic retention rate, partially due to the lack of ability to obtain a qualified adjunct instructor and the limited offering of anything higher than CHIN 101.

2.4. Success and Retention by **Equity** Groups	Review and interpret data by race/ethnicity and gender or both together: From 2011 to 2015, the lowest and highest number of records, success, and retention will be reported. Specific data related to gender was not available at time of submission. CHINESE African American – Students = 0-6, Success = 33%-100% Retention = 33%-100% Amer. Ind./AK. Native – Students = 0-1, Success 0%,% Retention = 0%-100% Asian – Students = 2-7, Success = 25%-100%, Retention = 66.7%-100% Hisp/Lat – Students = 4-21 = Success = 31.6%-100%, Retention = 55.6%-100% White – Students = 2-14, Success = 0%-100%, Retention = 50-100%
2.5. Number of Sections by Location and Modality	Comment on trends: Typically 1 section of CHIN 101 offered each semester when there is an available instructor. CHIN 102 was offered 6 times (2 at Independent Study) and CHIN 201 was offered once (independent study).
2.6. Analyze and summarize trends in student progression through basic skills courses, if applicable.	Comment on trends and how they affect your program: N/A
2.7. Degree and certificate completion	Discuss trends in the completion rates of degrees and certificates. If applicable, discuss improvements in license exam results, job placement/post testing and/or transfer rates to four-year institutions: N/A – No degree in Chinese

2.8. Faculty Data	Review and Interpret data on PT/FT Ratio and FTES/FTEF (by Division, Department, Discipline). Comment on trends: There is 1 adjunct instructor in Chinese (when available)
2.9. Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline.	Comment on the occupational projections for employment in your discipline for the next two years and how the projections affect your planning: N/A – Not a career technical program.
Part 2 Summary Based on examination of the data, address any student achievement gaps and/or other student needs here:	

Part 3 – Outcome Analysis and Use

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

SLO/PLO/OO	Action Plan	Current Status	Impact of Action
		Choose an item.	
		Choose an item.	
		Choose an item.	
		Choose an item.	
Part 3 Summary Briefly describe what changes have been made (or need to be taken) to the program based on findings:			
Please provide any additional comments for Part 3:			

Part 4 - Stakeholder Assessment

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

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

Part 4 Summary
Please provide any additional comments for Part 4:

Part 5 - Goals and Objectives and Evaluation of Previous Plans

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

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
Previously under Foreign Language		Under the new World Languages Department, each language is conducting its own program review and will create autonomous goals.

Briefly discuss your progress in achieving those goals:		
Please describe how resources provided in support of previous program review contributed to program improvements:		

5.2 **2016-2017 Planning**

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

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or other	Expected Impact of Program Outcomes/Student Learning	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
1	Have a pool of qualified instructors	Long Term Goal #6 – Grow Enrollment to 22,500 Students	Courses will be able to be offered on a consistent basis	Work with HR and Public Relations to attract applicants	Yes - Advertising
		Choose an item. Choose an item. Choose an item.			Choose an item.

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

Part 6 - Resource Needs

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

Indicate which Discipline/area Goal(s) guide this need	Type of Request (Personnel[1], Physical[2], Technology[3], Professional development[4], Other[5])	New or Repeat Request?	Briefly describe your request here	Amount, $	One-time or Recurring cost?	Contact person's name

[1]List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.
[2]List needed technology resources in priority order.
[3] In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.
[4]List needed professional development resources in priority order. This request will be reviewed by the professional development committee.
[5]List any other needed resources in priority order.

Part 7 - Comments

Please rate the level of your agreement with the following statements regarding the program review process:	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
▪ This year's program review was valuable in planning for the continued improvement of my program	☐	☐	☐	☐	☐
▪ Analysis of the program review data was useful in assessing my program's outcomes and current status	☐	☐	☐	☐	☐

Comments:

Comprehensive Program Review Self-Study Report

Division/Area Name: Language Arts/Communication Studies and Journalism	Year: 2016
Name of person leading this review: Harish Rao, Tom Graves, Tina McDermott, and Ken Lee	
Names of all participants in this review: Harish Rao, Tom Graves, Tina McDermott, and Ken Lee	
Number of Degrees offered: Communication Studies: 1 AA-T degree Journalism: 0	Number of Certificates offered: N/A

Part 1 - Division or Area Overview

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

Communication Studies offers a variety of courses such as public speaking, argumentation, interpersonal, group communication, intercultural communication, storytelling, and others, all of which not only provide skills and knowledge in the communication studies discipline, but that also enhance students' skills and abilities for all majors and areas of employment due to the paramount importance of communication skills across the disciplines.

~~2.1.~~ 1.2 State briefly program highlights and accomplishments:

1. Increase the number of Comm. Studies majors (2014-2015: 163)
2. Increase the number of graduating with an AA-T degree in Comm. Studies (11)
3. Bi-annual Intramural Speech Tournament
4. The Small Group class has participated in a number of assignments that have targeted and offered benefits to both the college and community (e.g., Pantry drive, Coat and Sweater drive, campus event for a No KILL animal shelter, Arts showcase to raise awareness for a local charity, pizza party event that raised money for a local charity which assisted disabled children, and additional fund raising for local charities).
5. Both the Oral Interp. and Storytelling class/students have performed for the Child Development students.
6. Bi-annual Intercollegiate Debate Tournament

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~~6.~~7. Intercollegiate involvement with the AVC Law Scholar Program 8. Journalism's Oasis Magazine

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

Part 2 - Data Analysis and Use

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

Discipline: Communication Studies

Please review and interpret data by following the provided links

Indicator	Comments and Trend Analysis
2.1. Please review the FTES and enrollment (headcount) data. If applicable, please also review division or department data.	Comments on trends over the past five years and how they affect your program: The Communication Studies department contributed a consistent number of FTES with a high mark of 160 FTES, yet suffered a decline in numbers when the economy collapsed to only 126 FTES. To date, we are slowing climbing in FTES numbers to previous standards.

	Also, accounting for this drop and slow increase is the departures of part-time faculty members. Since the last comprehensive report in 2011-12, Comm. Studies has lost a total of eight (8) adjuncts. The FTES data for Journalism was combined with Comm. Studies, yet the numbers have been consistently low. This lack in FTES is largely due to 1) no full-time hire, and 2) adjuncts working for fill two (2) courses. During these periods, Journalism contributed a total of six (6) FTES per semester.
2.2. Report program/area data showing the quantity of services provided over the past five years (e.g. number transactions, acreage maintained, students served, sales figures).	Comment on trends and how they affect your program: N/A
2.3. Student success and retention rates by discipline	Comment on trends and how they affect your program and on where improvements are needed to meet the Institutional Standard of **68%** for student success: In the Fall, 2015, Communication courses were all above the 68% mark except for one course which had a smaller sample size. Note of some concern for the Comm. 101: Public Speaking course as it is identified as part of the Equity Intervention Program. Our numbers vary slightly but hover around 68%. We would like to see it exceed 68% for all students. However, our African American students have performed consistently lower, in the 40 and 50 percentile. The good news is that this rate has gone up steadily each semester with the last data showing 65%. It is not clear why, but the department has discussed this issue and will continue to monitor and discuss. Concerning Journalism, due to the consistently low sample sizes, no comments can be made concerning success and retention trends. However, during the years of 2011-2015, no noticeable anomalies.
2.4. Success and Retention by **Equity** Groups	Review and interpret data by race/ethnicity and gender or both together:

	Race/ethnicity: Our averages for Success and Retention remained fairly consistent with 2 notable exceptions within the 2011-2015 period. First, during a two-year period, 2013-2014, there was a decline in both Success and Retentions rates. (In the analysis of the data, we eliminate "Whites", in order to assess "all non-white groups". Second, during the Fall semester, our rates for Success and Retention were the highest totals during the five (5) year period. Gender (Female/Male): Our averages again for Success and Retention remained fairly consistently with 2 notable exceptions within the 2011-2015 period. First, during a two-year period, 2013-2014, there was a decline in both Success and Retentions rates. Second, during the Fall semester, our rates for Success and Retention for both Females and Males, were the highest totals during the five (5) year period. Concerning Journalism, based on either Race/ethnicity and/or Gender, due to the consistently low sample sizes, no comments can be addressed concerning the data. There was no noticeable anomalies.
2.5. Number of Sections by Location and Modality	Comment on trends: Communication Studies course have been very consistent between 2011-2015 in areas of sections, location, and modality. In total modality, we have a +/- average range of six (6). In 2012-13, however, our numbers peaked to 109. Fall has been reasonably consistent with the exception of a small drop in 2014 (Lancaster 33/Palmdale 130). Total number of course offerings drop slightly in Spring, yet in 2013 an anomaly occurred and produced an increase to Fall like numbers (Lancaster 38/Palmdale 13). Winter and Summer patterns are also consistent with the exception of 2012 when all communication courses were schedule in Palmdale to help achieve District goals. Journalism courses were consistently low during the periods of 2011-2015. Typically, two (2) sections were offered each Fall and Spring semesters at the Lancaster site. Enrollment numbers dropped for the J123 course, and the course wasn't offered in Fall 2012. This is in

	part due to three (3) factors: 1) No full-time Journalism faculty to build the classes, 2) only one (1) feeder course (J121), and 3) Chancellor's office eliminated repeatability.
2.6. Analyze and summarize trends in student progression through basic skills courses, if applicable.	Comment on trends and how they affect your program: N/A Note: The Communication Studies Department does not teach any Basic Skills Courses, yet many of our talking points (e.g., listening, outlining, public speaking, etc.) could/should be classified as "basic skills". N/A: Journalism
2.7. Degree and certificate completion	Discuss trends in the completion rates of degrees and certificates. If applicable, discuss improvements in license exam results, job placement/post testing and/or transfer rates to four-year institutions: Since the development of the AA-T degree, the Communication Studies discipline has been consistent with current trends at the 4-year colleges and universities. Presently, the Communication Studies' degree ranks amongst the top ten most desired degrees, and thus produces a significant number of graduates. AVC is mirroring these tends as we currently have an estimated 163 declared majors, and recent degrees awarded is showing within the past two years of 10 and 11 graduates. With the addition of one full time hire, we expect these numbers to keep increasing. Journalism has yet to complete an AA-T degree (NOTE: The completion of this AA-T degree is pending).
2.8. Faculty Data	Review and Interpret data on PT/FT Ratio and FTES/FTEF (by Division, Department, Discipline). Comment on trends: In the periods of 2011-2015, there has been a great disparity between PT/FT Ratios and FTES. We are and have not been non-compliant in the 50-50 ratio. In the Spring, 2015 alone, Comm. Studies had 5.6 adjuncts to 3.6 fulltime, or 60.9% versus 39.1% teaching load distribution. (One full time faculty member maintains six (6) units of release time for her Accreditation work,

	while the Department Chair does not presently take any release time). Furthermore, during the years of 2011-2015, Comm. Studies frequently carried 14 adjuncts to 4 full-time faculty ratio, and this total number has served over 3,200 students annually. During the periods of 2011-2015, there has been no full-time Journalism faculty. Furthermore, there has not been any attempt to hire a full-time faculty member from the District even though Board members have supported such a request. During the interim, two (2) adjunct faculty members with the assistance of two (2) full-time English faculty, and one (1) Mass Comm. adjunct faculty member (agreeing to accept one (1) LHE), have all contributed both time and energy in order to support the Journalism offerings.
2.9. Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline.	Comment on the occupational projections for employment in your discipline for the next two years and how the projections affect your planning: N/A: Communication Studies and Journalism

Part 2 Summary

Based on examination of the data, address any student achievement gaps and/or other student needs here:

1. Unequal distribution of adjunct to full-time faculty.
2. The full-time faculty are constantly questioning our SLO numbers and passing rates. Adjunct passing rate numbers concerning SLOs are consistently higher than their full-time counterparts. In section 2.4, our numbers were the highest totals in that five (year) period, and must be questioned.
3. In our yearly reports, we specifically note a request for a "norming" session, similar in nature to English. As of this comprehensive report, we have yet to receive any "fees" in support to this norming session. The need for a norming session address three (3) concerns: First, our success and retention numbers, second, the accuracy of our SLOs, third, offers consistency from instructor to instructor.
4. The Communication Studies faculty has been constantly questioning the student enrollment cap for public speaking courses and other performance based courses, which is currently set at 30. Cap reduction to 25 will allow for greater student-teacher contact hours, more time for performance practice and exercises in class, and more time for performance and critique. Students in performance based classes are often highly anxious about giving presentations and are in need of smaller class sizes in order to have

more time to work with the instructor and their peers. Both Northridge and Cal State Los Angeles consistently maintain a cap of 25 students in their public speaking course.

5. COR modification sought to correct, and assist students taking performance base courses. Students are challenged to receive sufficient verbal feedback (e.g., speeches, outlines).

5a. New course(s) would transfer the teaching/lecturing, and testing of core areas of discussion.

Part 3 – Outcome Analysis and Use

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

SLO/PLO/OO	Action Plan	Current Status	Impact of Action
COMM 219/SLO 2	**Adding an ENG 101 Pre req**	**Completed**	Percent of passing has increased
Comm 101/SLO 1 and 2	**Monitor and Question overall results. Hiring additional faculty provides more consistency and Consistency and communication**	**Ongoing**	Pending new faculty hire will determine if results will stabilize.

	amongst faculty		
		Choose an item.	
		Choose an item.	

Part 3 Summary
Briefly describe what changes have been made (or need to be taken) to the program based on findings:

1. Action needed: The need for a norming session which will address two (2) concerns: First, our success and retention numbers, and second, stabilize the accuracy of our SLOs. It would also provide consistency between faculty members to their students.

Please provide any additional comments for Part 3:

1. This department supports a change in the number of SLO tested per semester. Currently, we are to assess all SLO every semester. We advocate the move to one SLO per course, per semester.
2 The Comm. Studies is seeking financial assistance (similar to English reimbursement) for a per semester norming session.

Part 4 - Stakeholder Assessment

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

Type of feedback	Feedback provided by?	Recommendations/findings	Actions needed/planned/taken based on feedback

Focus group	AVC students	Increase in course offerings, time frame, and rotation for student availability.	1. Increase in faculty needed. 2. Review of the course offerings from the Department Chair.
Survey	AVC students	Reduction in class size (reduce from 30).	1. Comparison of other institution's communication courses. 2. Proposed cap reduction with AP&P.
Focus group	AVC students	Addition of communication courses: suggestions include broadcasting class, advanced public speaking course, Forensics and a communication lab.	1. Discussion with full-time faculty.
Focus group	AVC students	Addition of a speech lab/pre-requisite course to address outlining, listening, nervousness, and delivery skills (students lacking either sufficient or verbal feedback).	1. Discussion with full-time faculty. Based on findings, possible non-credit approach for course viability.
Focus group	AVC students	Introduction to broadcasting initiated larger discussion of pathways from high schools to a Media Studies approach.	1. Continuing discussion with full-time faculty, and campus concerning Media Studies concept. Possible focus group approach with local high schools.
Focus group	AVC students	Transferability to Bakersfield/campus at AVC.	1. Possible focus group discussion with Bakersfield.
Focus group	AVC students	Return of the campus paper.	1. Pending a full-time hire, Chair is presently seeking adjunct faculty with proper credentials to teach.

Part 4 Summary
Please provide any additional comments for Part 4:

1. Additional communication courses and an increase in offerings, time periods/slots, and rotation of these courses directly correlate with an increase in staffing (potential full-time hire Fall, 2016, yet a 6th full-time faculty member is still sought).
2. Additional student support must be addressed. Currently, class size prohibits verbal feedback and criticism in areas of outlining improvements, overcoming nervousness, physical delivery. Written critiques are insufficient, and any verbal critique after a presentation creates an unfair process. A norming process for Communication faculty must again be addressed.
3. Additional support from Administration is sought in order to grow Journalism. The AVC Board is in support of Journalism. The organization of the Advisory Committee should further aid in understanding the importance for not only Journalism class but also a Journalism Program. The District has supported Journalism with a budget of $10,000 dollars.

Part 5 - Goals and Objectives and Evaluation of Previous Plans

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

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
Goal #1 Improve student graduation and transfer rates of Comm Studies majors obtaining AA-T degrees	Completed	With the development of the AA-T degree, we have seen an increase in graduates from 1, 10, and 11 respectfully. Whiles these numbers fail to reflect those individuals who transfer as a Communication Studies major without the AA-T degree, with 163 students currently majoring in Comm. Studies, we hope to see the number of those obtaining the AA-T increase significantly.
Goal #2 To better align the COMM Studies Program with transfer institutions degree programs in the discipline.	Ongoing	The Communication Studies faculty will constantly maintain this as a goal. In the Spring, 2015, the Comm. Studies faculty wrote a vision document in which we noted long term plans for our AVC students. In reading the research and trends, our vision is to offer better pathways for our students. We seek to reflect today's every changing communication face, and desire the broader term of Communication and Media Studies (e.g., Communication Studies, Journalism, FTV, and possibly part of Digital Media). We are in the process of organizing an Advisory Committee in order to achieve these new pathways.
Goal #3 Establish PLOs for the AAT degree	Completed	PLOs have gone through a revision and are now consistent with the overall COMM Studies program.
Goal #4 To have at least 10 declared COMM Studies majors	Completed	Currently, we have 163 declared COMM Studies majors. This number of majors helps rank Comm. Studies as one of the top programs at AVC.
Goal #5 To revive the Forensics Team	Ongoing	Undetermined if new hire (Fall 2016) will fulfill this goal. It should be noted that Forensics is one (1) elective for the AA-T Communication Studies degree. In the 2015-

		16 AVC college retreat, a goal was to re-instate the Comm. Studies' Forensics Team. Prior to the budgetary cuts, when Forensics was a consistently offered course, the District was in financial support of the program with an annual budget of $10,000.
Goal #6 To expand the course offering in Communication Studies AAT degree program	Ongoing	Undetermined if new hire (Fall 2016) will fulfill this goal. (If needed, compare the C-ID offerings with our present offerings). One goal of the full time Communication Studies faculty is to mirror the complete offerings to the AA-T degree, yet we remain challenge to keep pace with the 2-year rotation. Additionally, we remain vigilant as we seek a full-time Journalism hire.
Goal #7 Stabilize and expand the Journalism offerings/ Program	Ongoing	Presently, we are formulating an advisory committee to determine the validity and growth of the Journalism program.

Briefly discuss your progress in achieving those goals:

1. Many of these goals are contingent on future new full-time hires, yet there is no assurance with that one (1) new hire in Communication Studies.
3 Every attempt to argue for one (1) full-time hire in Journalism has been denied. At the AAAC meeting, the Chair argued in support of one full-time hire at the Oct., 2015 meeting.
4 In regards to Journalism, specific resource requests are unknown until faculty with specific expertise in the area is hired.
5 During the periods of 2011-15, both the Department Chair and faculty, has address the AVC Board concerning Journalism. During these periods of time, the Board has offered their support for Journalism. A Board requests is that a "paper" once again be present at AVC and the community.

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

1. From the periods of 2011-2015, no financial support has been granted over this period of time, yet Comm. Studies consistently seeks additional financial support, especially in the areas of new faculty and a bi-annual norming session.

5.2 **2016-2017 Planning**

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

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or other	Expected Impact of Program Outcomes/Student Learning	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
#1	Continue to improve student graduation and transfer rates	2. Increase the transfer rate Choose an item. Choose an item. Choose an item. ~~Choose an item.~~	So far, 11 AA-T Comm. majors have ~~graduated,~~ but there are 163 declared Comm Studies majors; we want to see the numbers increase, as well as those to other universities, such as the UCs. Several of our students have transferred to UC Santa Barbara's Comm Studies. We must prepare them well.	A new full time faculty hire is needed to increase and course offerings, teach specialty classes, guarantee proper course rotation, and to create a stronger community of supportive interaction between faculty and students.	Yes~~Choose an item.~~
#2	To better align the COMM Studies Program with transfer institutions degree programs in the discipline.	*1. Support learning and facilitate student success 2. Increase the transfer rate 6. Maintain and enhance community partnerships ~~Choose an item.~~ ~~Choose an item.~~ ~~Choose an item.~~ Choose an item.	Successful outcomes will lead to students who are better prepared to transfer into their majors in the universities.	Research and meet with transfer institutions as well as Chancellor Office requirements. Involves new course offerings and revisions. More full time faculty to do this work is needed.	Yes~~Choose an item.~~

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#3	To revive the Forensics Team	*1. Support learning and facilitate student success 2. Increase the transfer rate ~~Choose an item.~~ ~~Choose an item.~~ 6. Maintain and enhance community partnerships Choose an item.	A Forensics Team is one of the cornerstones of most college Communication programs and has lacked funding at AVC for many years. Students need the opportunity to learn and practice competitive speaking for professional, academic, and personal advancement. The community benefits from having high profile students achieve regional and national recognition, which also motivates their peers in and out of the college to pursue education and succeed.	One full time hire is needed to re-introduce and expand the campus Forensics' program. It is not possible to manage it on a part time basis as it requires intensive training and interaction with students, travel, and a high commitment to their success.	Yes~~Choose an item.~~
#4	Expand the course offerings in Journalism/create AA-T Program / revive Student Newspaper	*1. Support learning and facilitate student success 2. Increase the transfer rate 6. Maintain and enhance community partnerships ~~Choose an item.~~	Journalism is a popular degree in universities and community colleges, as well as arguably one of the most critical and evolving disciplines in the 21st century world.	One new full time faculty hire. Create new CORs that are presently included in the C-ID for Journalism. Finish the AA-T degree.	Yes~~Choose an item.~~

			A campus newspaper is another cornerstone of Communication and of college life that AVC students have been denied for many years by not having a fully functioning campus newspaper. Due to the intensive nature of the program, 1 full time hire is needed to bring students the opportunity for a Journalism AA-T degree and a campus / community voice.		
#5	One specific building for Comm. Studies classrooms	- Other Reasons Choose an item. Choose an item. ~~Choose an item.~~	Create better cohesion and community amongst faculty and staff to improve outcomes.	Cluster of classrooms in one specific locale in the future based on the Facilities Master Plan.	No~~Choose an item.~~
#6	Explore a Comm prerequisite for Comm 101 and 103 to increase student readiness	*1. Support learning and facilitate student success Choose an item. Choose an item.	Increase outcomes results and student success rates.	Department discussions with review of data	No

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

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Part 6 - Resource Needs

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

Indicate which Discipline/area Goal(s) guide this need	Type of Request (Personnel[1], Physical[2], Technology[3], Professional development[4], Other[5])	New or Repeat Request?	Briefly describe your request here	Amount, $	One-time or Recurring cost?	Contact person's name
4	Personnel	Repeat	1 faculty full time Journalism hire (note: this is NOT the same as Communication Studies, this is a separate min. quals.)	Full Time Salary	Reccuring	Tom Graves
1-4	Personnel	Repeat	1 faculty full time hire with an emphasis on Forensics experience	Full Time Salary	Reccuring	Tom Graves
5	Other	Repeat	Block of rooms in one defined building		Choose an item.	
	Choose an item.	Choose an item.			Choose an item.	
	Choose an item.	Choose an item.			Choose an item.	
	Choose an item.	Choose an item.			Choose an item.	

[1]List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.
[2]List needed technology resources in priority order.
[3] In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.
[4]List needed professional development resources in priority order. This request will be reviewed by the professional development committee.
[5]List any other needed resources in priority order.

Part 7 - Comments

Please rate the level of your agreement with the following statements regarding the program review process:	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
▪ This year's program review was valuable in planning for the continued improvement of my program	☐	☒	☐	☐	☐
▪ Analysis of the program review data was useful in assessing my program's outcomes and current status	☐	☒	☐	☐	☐

Comments:

1. Data only explains half of the equation. It is important to also include narrative. At times, statistics may not truly reflect or offer a complete picture.
2. In the past, visits to each Division were made to provide both information and clarification. This process was helpful.
3. Comprehensive program review workshops were offered. This also was helpful.

4. It would be helpful to have a separate prompt sheet that offers greater insight, depth, and clarity into each section. Perhaps even examples of sample submissions.

Comprehensive Program Review Self-Study Report

Division/Area Name: Deaf Studies ASL and Deaf Studies Interpreter Training	Year: 2016
Name of person leading this review: Duane Rumsey	
Names of all participants in this review: Duane Rumsey, Daniel Humphrey, Maurice Boyd, Candice Rhea, Jayna Nastally, Michael Hart	
Number of Degrees offered: 2	Number of Certificates offered: 2

Part 1 - Division or Area Overview

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

The mission of the Deaf Studies program is to serve the community, with a focus on the Deaf community, by placing student success and student-centered learning as our number one priority. With an emphasis on our career technical program, Deaf Studies-Interpreter Training, our mission is to encourage students to seek employment or otherwise serve the Deaf community upon successful completion of the Deaf Studies program.

1.2 State briefly program highlights and accomplishments:

The Deaf Studies program at Antelope Valley College has been very instrumental in helping to develop entry-level and higher skilled interpreters. Many of the graduates from our program have obtained jobs. Some of these graduates are providing interpreting services here at AVC, others are working in K-12 or doing Freelance Interpreting. The Deaf Studies program has a club called, ASL @ AVC that has monthly events during the academic year that not only attracts students of AVC but also attracts members of the local Deaf Community, providing them a place to come and interact and fellowship with American Sign Language (ASL) students and interpreters. In 2013, 2014, and 2015 the DFST-INT program's students have volunteered at DEAFestival Los Angeles, Mata Expo, Deaf Nation Expo, GreenFest, and the Renaissance Faire. Several students have transferred to California State University – Northridge (CSUN) and joined its Deaf Studies program. Some of those students competed for, and were accepted into, the Interpreter Training Program at CSUN.

Deaf Studies has offered courses in DFST 101 at Palmdale consistently, and looks to expand there in the future. Deaf Studies also is a pioneer of offering courses at the Rosamond location.

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

Part 2 - Data Analysis and Use

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

Discipline:

Please review and interpret data by following the provided links

Indicator	Comments and Trend Analysis
2.1. Please review the FTES and enrollment (headcount) data. If applicable, please also review division or department data.	Comments on trends over the past five years and how they affect your program: Between 2011 and 2016 FTES remains constant reflecting the consistent scheduling of courses.

2.2. Report program/area data showing the quantity of services provided over the past five years (e.g. number transactions, acreage maintained, students served, sales figures).	Comment on trends and how they affect your program: N/A
2.3. Student success and retention rates by discipline	Comment on trends and how they affect your program and on where improvements are needed to meet the Institutional Standard of **68%** for student success: Per the data, Deaf Studies and Interpreter Training both tend to meet over 68% in success and retention. Both program tend to have retention rates of between 80% to 100%
2.4. Success and Retention by **Equity** Groups	Review and interpret data by race/ethnicity and gender or both together: In general both DFST-ASL and DFST-INT maintain success and retention about 68% From 2011 to 2015, the lowest and highest number of records, success, and retention will be reported. Specific data related to gender was not available at time of submission. DFST-ASL African American – Students = 56-112, Success = 58.1%-73.9%, Retention = 79.4%-95.8% Amer. Ind./AK. Native – Students = 1-4, Success = 50%-100%, Retention = 66.7%-100% Asian – Students = 2-11, Success = 50%-100%, Retention = 50%-100% Hisp/Lat – Students = 92-234 = Success = 77.1%-89%, Retention = 88.5%-95.3% Pac Island – Students = 1-4, Success = 75%-100%, Retention = 100%-100% White – Students = 88-132, Success = 77.0%-87.1%, Retention = 88.3$-94.6% DFST – INT

	African American – Students = 9-19, Success = 50%-92.3%, Retention = 62.5%-100% Amer. Ind./AK. Native – Students = 1-3, Success = 33.3%-100%, Retention = 33.3%-100% Asian – Students = 1-3, Success = 66.7%-100%, Retention = 66.7%-100% Hisp/Lat – Students = 20-35 = Success = 78.6%-90.5%, Retention = 62.5%-95.2% Pac Island – Students = 1-2, Success = 100%-100%, Retention = 100%-100% White – Students = 10-37, Success = 77.0%-87.1%, Retention = 64.3%-100%
2.5. Number of Sections by Location and Modality	Comment on trends: DFST-ASL Sections Fall 2010 – 12 Sections Fall 2015 –19 DFST-INT Sections Fall 2010 – 2 Sections Fall 2015 – 4 Palmdale: 1 or 2 DFST 101 courses offered per semester. Rosamond: Beginning Spring 2015 one DFST 101 course offered both semesters. One DFST 102 course offered Fall 2016.
2.6. Analyze and summarize trends in student progression through basic skills courses, if applicable.	Comment on trends and how they affect your program: N/A
2.7. Degree and certificate completion	Discuss trends in the completion rates of degrees and certificates. If applicable, discuss improvements in license exam results, job placement/post testing and/or transfer rates to four-year institutions:

	Degree: DSA: 2011 = 6 DSA: 2015 = 16 DSI: 2011 = 1 DSI: 2015 = 17 Certificates: DSA1: 2011 = 7 DSA1: 2015= 16 DSI1: 2011 = 1 DSI: 2015 = 16 20 Students have transferred to a 4 year university in the past 5 years. 22 Students have gained part-time, full-time, or self-employment working within the Deaf community as interpreters or in other directly related positions in the past 5 years. Educational Sign Skills Evaluation (Statewide Interpreter Test): 5 Students have attempted this test in the past 5 years. Educational Interpreter Performance Assessment (National Interpreter Test): 25 Students have attempted this test in the past 5 years. National Interpreter Certification (National Interpreter Test): 2 Students have attempted this test in the past 5 years.
2.8. Faculty Data	Review and Interpret data on PT/FT Ratio and FTES/FTEF (by Division, Department, Discipline). Comment on trends:

	DFST – ASL Fall 2010: Adjunct FTEF: 1.91 Fall 2010: Regular Instructor FTEF: 1.84 Fall 2015: Adjunct FTEF: 3.55 Fall 2015: Regular Instructor FTEF: 1.15 DFST – INT Fall 2010: Regular Instructor FTEF: .20 Fall 2015: Regular Instructor FTEF: 1.02 Increase in student demand and retention drives the need for more sections, thus DFST-ASL has grown the number of adjunct instructors. Increase in interest in Interpreting has made it so that the interpreter training instructor is able to teach full-time LHE in interpreting courses rather than teaching both DFST and INT courses.
2.9. Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline.	Comment on the occupational projections for employment in your discipline for the next two years and how the projections affect your planning: According to the EDD website 9,700 people in the state of CA are listed as interpreters and Translators. A 38.1% increase is projected through 2022. The hourly mean wage is $24.29.
Part 2 Summary Based on examination of the data, address any student achievement gaps and/or other student needs here:	

Part 3 – Outcome Analysis and Use

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

SLO/PLO/OO	Action Plan	Current Status	Impact of Action
		Choose an item.	
		Choose an item.	
		Choose an item.	
		Choose an item.	
Part 3 Summary Briefly describe what changes have been made (or need to be taken) to the program based on findings:			
Please provide any additional comments for Part 3:			

Part 4 - Stakeholder Assessment

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

Type of feedback	Feedback provided by?	Recommendations/findings	Actions needed/planned/taken based on feedback
Meeting	Advisory Committee	Some of the industry members have hired and/or contracted with graduates from AVC's DFST and INT programs.	Work with community stakeholders to ensure currency in language training and interpreting skills.
Licensure Exams	Current Students and Graduates	Several students attempt one or more of the following evaluations that, in California, lead to being qualified to work in the K-12 environment as interpreters. The National	Ensure that the skills required of the evaluation systems are incorporated in student learning via the course outlines of record.

		Interpreter Certification, the Educational Sign Skills Evaluation, and the Educational Interpreter performance Assessment.	
Choose an item.			

Part 4 Summary Please provide any additional comments for Part 4:

Part 5 - Goals and Objectives and Evaluation of Previous Plans

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

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
Goal 1: Obtain "interim" classroom and lab space dedicated to the Deaf Studies ASL and Interpreter Training programs until the new building, where the Deaf Studies programs are scheduled to be placed, is built.	Met	DFST was assigned LS2-137 as an additional permanent classroom. Student retention data supports the success of this assignment.
Goal 2: Hire a third full-time Deaf Studies faculty member.	NOT MET	Adjunct pool has been exhausted.
Goal 3: Increase the LHE for Deaf Studies Department chair(s) to a minimum of 5.0.	Partially Met	Instead of increasing Deaf Studies and Interpreter Training LHE for Dept Chair, DFST & INT were rolled into a new department called World Languages.
Goal 4: Obtain Classroom, Lab and Office Space	NOT MET	Lab space was/is anticipated in the new Learning Center Building that has yet to be approved. DFST currently offers a limited number of lab classes.

Dedicated to the Deaf Studies ASL and Interpreter Training programs. (needs to be an autonomous room for equipment, materials). An autonomous space is important since students will be expected to use Sign Language and not interact by voice.		
Goal 5: Hire an hourly or classified person to staff the Deaf Studies Lab.	Not Met	Related to Goal 4. Lab/Study Hall space does not exists, hence, there are no staff.
Briefly discuss your progress in achieving those goals: The progress that has been made regarding hiring a full-time instructor is that the position is now on a list of "top 15" provided by the college President. It is hoped that DFST will see this goal come to fruition. The progress related to the new space in the new building was stalled due to a statewide budget crisis. It is unknown if this project will go forth in the future.		
Please describe how resources provided in support of previous program review contributed to program improvements: Having the additional dedicated room has provided instructors and students a central place from which to collaborate and share ideas and practice skills since classes are scheduled back-to-back and students are often seen outside of the classroom practicing their American Sign Language skills.		

5.2 **2016-2017 Planning**

Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2016-2017. Discipline/area goals must be guided by **district Strategic Goals** in the

Educational Master Plan (EMP). They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or other	Expected Impact of Program Outcomes/Student Learning	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
1	Hire an additional full-time Deaf Studies faculty member for the Lancaster Campus.	Goals and initiatives: #6 – Increase outcomes of student success.	Program is impacted with adjuncts and local resources for recruitment have been severely depleted.	Obtain administration support. (This goal has been on the DFST program review for a decade).	Yes – Amount needed based on academic salary scale.
2	Hire and additional full-time Deaf Studies faculty member for the Palmdale Campus	Long Term Goal 2017-2022 #5 – Grow enrollment at Palmdale 2015-2016 #7. Complete a fully integrated class schedule that is sequenced for degree programs and supports student educational planning and completion.	Program Outcomes and Student Learning will reflect growth. Students will be able to obtain a DFST-ASL degree completely at Palmdale.	Obtain administration support. This will require possible support of lower enrollments in classes like DFST 201, DFST 202, and INT 201 in order to accommodate student success and completion at Palmdale.	Yes – Amount needed based on academic salary scale.
3	Larger second room. Soft color on walls. Equipped with Computer, TV/VCR/DVD capabilities, powerpoint projector	Goals and initiatives: #6 – Increase outcomes of student success.	With stronger language foundation, students will see greater success in the Career Technical Program of Interpreter Training – leading to enhanced gainful employment.	Identify a classroom that is square in shape that holds a minimum of 32 students. Although the class max for most ASL courses is 25, due to perimeter seating required for student	Yes – Based on Facilities and equipment. Cost is minimal.

	and Document camera.			learning, the larger class is necessary. This also complies with the ADA for Deaf instructors that require this type of seating in order to effectively perform job duties. Additionally, the room should have the ability to control lights. Multiple light switches and/or dimmer switches in order for instructors to include visual aids as well as to seen by students. (When the lights are completely off, the teacher cannot lecture/teach in Sign Language).	
4	Instruction Equipment/Software – (GO REACT)	Goals and initiatives: #6 – Increase outcomes of student success.	With stronger language foundation, students will see greater success in the Career Technical Program of Interpreter Training – leading to enhanced gainful employment.	The steps include researching companies such as GoReact to find out specific details. Determine what technology may be needed by the college and/or students, and to find out whether this needs to be approved	No cost to college, but students pay a "Use/Access Fee". Approximately $20 per student.

				through APP or other since this is an additional student fee per course. (Consider students enrolled in multiple and simultaneous DFST/INT courses).	
5	Obtain Classroom, Lab/Study Hall and Office Space Dedicated to the Deaf Studies ASL and Interpreter Training programs. (needs to be an autonomous room for equipment, materials and for language emersion, ie. silent room). An autonomous space is important since students will be expected to use Sign Language and not interact by voice.	Goals and initiatives: #6 – Increase outcomes of student success.	Study Hall/Lab Space will provide enhanced opportunities for Student Learning, leading to a solid foundation in American Sign Language. With stronger language foundation, students will see greater success in the Career Technical Program of Interpreter Training – leading to enhanced gainful employment.	Lab space was/is anticipated in the new Learning Center Building that has yet to be approved. DFST currently offers a limited number of lab classes.	Yes – Based on Facilities
6	Hire an hourly or classified person to staff the Deaf Studies Lab. (In conjunction with Goal 5)	Goals and initiatives: #6 – Increase outcomes of student success.	Study Hall/Lab Space will provide enhanced opportunities for Student Learning, leading to a solid foundation in American Sign Language.	Lab space was/is anticipated in the new Learning Center Building that has yet to be approved. DFST currently offers a limited number of lab classes.	Yes – Based on Facilities

			With stronger language foundation, students will see greater success in the Career Technical Program of Interpreter Training – leading to enhanced gainful employment.		
7	Dedicated room for DFST at Palmdale.	Long Term Goal 2017-2022 #5 – Grow enrollment at Palmdale 2015-2016 #7. Complete a fully integrated class schedule that is sequenced for degree programs and supports student educational planning and completion.	Program Outcomes and Student Learning will reflect growth. Students will be able to obtain a DFST-ASL degree completely at Palmdale.	Obtain administration support. This will require possible support of lower enrollments in classes like DFST 201, DFST 202, and INT 201 in order to accommodate student success and completion at Palmdale.	Yes – Based on Facilities
		Choose an item. Choose an item. Choose an item.			Choose an item.

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

Part 6 - Resource Needs

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

Indicate which Discipline/area	Type of Request (Personnel[1], Physical[2], Technology[3],	New or Repeat Request?	Briefly describe your request here	Amount, $	One-time or	Contact person's name

Goal(s) guide this need	Professional development[4], Other[5])				Recurring cost?	
Goal 1	Personnel	Repeat Request	Additional Full Time Faculty for DFST at the Lancaster Campus	Faculty Salary and Benefits	Recurring	Duane Rumsey or Daniel Humphrey
Goal 2	Personnel	New Request	Additional Full Time Faculty for DFST at the Palmdale Campus	Faculty Salary and Benefits	Recurring	Duane Rumsey or Daniel Humphrey
Goal 3	Technology	Repeat Request	Technology for a 2nd room that includes TV/VCR/DVD, Powerpoint projector, Document Camera	$5,000	One Time	Duane Rumsey
Goal 3	Facilities	Repeat Request	Large square 2nd room with custom painted walls	$500	One time	Duane Rumsey and Daniel Humphrey
Goal 4	Technology	New Request	Work with (GoReact) or similar company to procure student technology.	None to college $20.00 per student paid by student.	Recurring	Duane Rumsey and Matt Brandfield
Goal 5	Facilities	Repeat Request	MultiRoom space in new Learning Center Building or other.	TBD	One Time	Duane Rumsey
Goal 6	Personnel	Repeat Request	Staff for Student Learning Space/Study Hall/Lab	Classified Salary and Benefits	Recurring	Duane Rumsey

Goal 7	Facilities (Palmdale)	New Request	Dedicated Room Space equipped with TV/VCR/DVD capabilities, powerpoint projector, Document camera	$5,000	One Time	Duane Rumsey, Daniel Humphrey and Sharon Dalmage.

[1]List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.
[2]List needed technology resources in priority order.
[3] In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.
[4]List needed professional development resources in priority order. This request will be reviewed by the professional development committee.
[5]List any other needed resources in priority order.

Part 7 - Comments

Please rate the level of your agreement with the following statements regarding the program review process:	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
▪ This year's program review was valuable in planning for the continued improvement of my program	☐	☐	☐	☐	☐
▪ Analysis of the program review data was useful in assessing my program's outcomes and current status	☐	☐	☐	☐	☐

Comments:

Comprehensive Program Review Self-Study Report

Division/Area Name: English	Year: 2016
Name of person leading this review: Mark Hoffer, Program Chair	
Names of all participants in this review: Ahmad, Covell, Garcia, Hood, R. Jennings, V. Jennings, Koritsoglou, Lowry, Lubick, Memmer, Mitchell, Oliveira, Palagallo, Tafarella, Toth, Vaughn	
Number of Degrees offered: 3: AA (transfer), AA (non-transfer), and AA-T	Number of Certificates offered: 0

Part 1 - Division or Area Overview

1.1 Briefly describe how the division or area contributes to the district mission: The English discipline offers a comprehensive program of study, including elements of reading, writing, research, rhetorical strategies, critical thinking, textual analysis, and cultural studies, to a diverse community of learners who come to the college with varying skill levels, backgrounds, interests, perspectives, educational pursuits, and career trajectories.
1.2 State briefly program highlights and accomplishments: Program highlights include a composition sequence designed to address student needs at various levels; a portfolio system that assists students in the revision of their work, in their awareness and understanding of audience, and in their overall academic development; and a programmatic offering of three Associate's degrees in recognition of scholarly achievement in the discipline's arts. The program's accomplished faculty consists of dedicated individuals who laboriously review and evaluate student writing, who conference extensively with students as they coach them through the writing process and the acclimation to college life, who professionally publish their own scholarly and creative work, who regularly attend academic conferences, who produce student success films for the college, and who lead the campus in the number and variety of faculty professional development activities they offer.

1.3. Check each Institutional Learning Outcome (ILO) supported by the division/area.	
☒**Communication**	☒Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. ☒Demonstrates listening and speaking skills that result in focused and coherent communication**[ ]**.

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

Part 2 - Data Analysis and Use

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

Discipline:

Please review and interpret data by following the provided links

Indicator	Comments and Trend Analysis
2.1. Please review the FTES and enrollment (headcount) data. If applicable, please also review division or department data.	Comments on trends over the past five years and how they affect your program: Enrollment has been fairly consistent over the last five years, with an FTES range of 300-350 for fall / spring, FTEF range of 20-25, and FTES / FTEF range of 13-14 in the discipline's composition courses. Literature courses offer a similar FTES / FTEF range of 13-15. Creative writing and one-unit courses continue to represent a very small percentage of program offerings. Course cancellations are rare, reflecting the ongoing and vigorous student need for English courses, and have occurred most recently with eight-week courses that meet four times a week: advantageous in their pedagogical structure, but less attractive to students at the time of registration, as they block other scheduling options. The discipline seeks to maintain the integrity and variety of its course distributions, while increasing its offering of English 101 courses, so that more students can graduate and transfer.

2.2. Report program/area data showing the quantity of services provided over the past five years (e.g. number transactions, acreage maintained, students served, sales figures).	Comment on trends and how they affect your program: N /A
2.3. Student success and retention rates by discipline	Comment on trends and how they affect your program and on where improvements are needed to meet the Institutional Standard of **68%** for student success: Over the past five years, the percentage of overall success has increased from the mid 50s to the mid 60s, indicating a marked improvement and inching the percentage closer to the Institutional Standard. Students who self-identify as African American or two or more races also show percentage increases, although success and retention rates are comparatively not as high in those categories. See Part 2 Summary below.
2.4. Success and Retention by **Equity** Groups	Review and interpret data by race/ethnicity and gender or both together: A notable trend is an increase in the number of Hispanic / Latino students, with a consistent increase in retention and success. There has been an increase in the number of students overall, and though the success rates fluctuate slightly, the retention levels remain high. A distinct difference can be seen when examining student success by gender. Female students consistently succeed at higher rates than male students. See Part 2 summary below.
2.5. Number of Sections by Location and Modality	Comment on trends: The discipline expects a comparable if slightly higher number of course offerings at the new Palmdale Center location. As another way to serve students, hybrid courses are being explored, allowing students both flexibility and structure. Courses offered in entirely online formats still comprise a relatively modest portion of the schedule and continue to be offered solely at the 101 level and above.
2.6. Analyze and summarize trends in student progression through basic skills courses, if applicable.	Comment on trends and how they affect your program: The progression of students in basic skills courses into transfer-level courses improved most dramatically from the 2009-2011 cohort to the 2011-2013 cohort, with a gain of 12.6%. This increase can be directly attributed to more sections of compressed (eight-week) courses on the schedule, as well as more attention to basic skills issues at departmental retreats and increased efforts to have students utilize resources such as the Success Center and SMARTHINKING.

2.7. Degree and certificate completion	Discuss trends in the completion rates of degrees and certificates. If applicable, discuss improvements in license exam results, job placement/post testing and/or transfer rates to four-year institutions: Although the rate of non-transfer AAs has remained fairly consistent from 2011 to 2015, there was an increase in 2014-2015 for both transfer AAs and AA-Ts in the discipline.
2.8. Faculty Data	Review and Interpret data on PT/FT Ratio and FTES/FTEF (by Division, Department, Discipline). Comment on trends: FTEF data collection over the past five years reveals a steady range for FT (15-18) and overload (2-3) in the fall and spring semesters, with a recent increase in PT from 7-9 up to 11. The discipline has been fortunate to have recent waves of adjunct faculty hires and the hope is that more hires (PT and FT) can address the constant student need for discipline courses. While not consistent with the standard of a 25 / 75 PT-to-FT ratio for a community college (sadly, the inverse is the case in most two-year colleges), the English discipline has an almost 50 / 50 ratio with 20 PT faculty and 17 FT faculty members, all of whom participate in an instructional sequence that spans basic skills to transfer.
2.9. Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline.	Comment on the occupational projections for employment in your discipline for the next two years and how the projections affect your planning: N / A

Part 2 Summary

Based on examination of the data, address any student achievement gaps and/or other student needs here: AVConnect metacognitive journal writing, Habits of Mind techniques , AVID, First-Year Experience, the Book Help program, which allows students to rent textbooks for the semester at no cost to them, and the Triumph Scholars program, which seeks to empower African American male students in particular, are all ways that the English discipline has sought to address student achievement gaps and academic needs. The Academic Development Chair has worked with the English Chair, the Dean of Language Arts, the Vice President of Academic Affairs, and the Basic Skills Committee to continue these efforts and innovations, with particular focus on underperforming groups.

Part 3 – Outcome Analysis and Use

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

SLO/PLO/OO	Action Plan	Current Status	Impact of Action
		Choose an item.	
		Choose an item.	
		Choose an item.	
		Choose an item.	

Part 3 Summary

Briefly describe what changes have been made (or need to be taken) to the program based on findings: The English discipline discovered that capstone courses, student exit interviews, etc. did not work well as assessment methods for its PLOs. English, along with the Communication Studies area, piloted the mapping up technique of outcome data collection for more efficiency and ease. These efforts were then shared with the campus community at several professional development events.

Please provide any additional comments for Part 3: While the discipline has not used outcome action plans for specific resource requests in any systematic way, it continues to note the need for more faculty hires and improved instructional space for increased programmatic effectiveness. The discipline is exploring increased stipend funding for student assessment / placement purposes and for departmental review of student work at the 101 level, via the use of its CDEF form (see 5.1 below).

Part 4 - Stakeholder Assessment

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

Type of feedback	Feedback provided by?	Recommendations/findings	Actions needed/planned/taken based on feedback
Interview	Students	In 2015, the Student Success and Equity Committee and the Interdisciplinary Learning Committee produced a 15-minute film entitled *Finding Success at Antelope Valley College: Writing*. Students interviewed for the film were extremely positive, commenting on the English department's pivotal role in helping them become successful writers, critical thinkers, and scholars fully prepared to excel at the university level and beyond. Former students were also interviewed, including an individual who has gone on to get his degree at Long Beach State University and is now running a highly successful small production company.	Because the film *FSAVC: Writing* not only demonstrates the achievement of ILOs on the part of students but also serves as program promotion, similar films on the STEM Summer Bridge Program at Palmdale and the Honors Program have been created.
Choose an item.			
Choose an item.			

Part 4 Summary
Please provide any additional comments for Part 4:

Part 5 - Goals and Objectives and Evaluation of Previous Plans

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

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)

Create and develop English 101 Cohorts	Ongoing	The discipline created a CDEF form that establishes criteria for an essay's claim, development, expression, and format. This form would be used to evaluate student writing at the 101 level, in a process similar to the portfolio evaluation conducted at the 097 and 099 level, but in a more streamlined way (using only one typed essay as opposed to the three typed essays and greenbook writing collected for the traditional portfolio). The faculty readers using the CDEF form would function like a cohort as they evaluate and offer feedback to each other's student papers. Measures / data pending.
Encourage Writing Across the Curriculum	Ongoing	The Interdisciplinary Learning Committee, created by English faculty members, continues to offer professional development opportunities for campus faculty. Response has been positive to the ILC's newsletter, which offers a tangible resource for cross-curricular discussions and pedagogy. The ILC is also taking the lead on team-teaching opportunities, with two successful and well-received pilot courses (English 259: Gender, Image, and Rhetoric with embedded History component / Fall 2015; English 265: Literature and Film with embedded History component / Spring 2016). Making use of social media, the ILC recently created and uploaded to YouTube a promotional student success video that focuses on writing as a foundation for college achievement.
Offer ARC Courses	Ongoing	English 100A: Analytical Writing, English 100R: The Research Paper, and English 100C: Critical Thinking have not been offered in a systematic way, but have been kept in reserve. The English discipline is considering using these one-unit courses as co-courses with special sections of English 101 opened to students who by a slim margin missed the assessment threshold for 101 placement. More discussion / implementation / and data collection pending.
Briefly discuss your progress in achieving those goals: All three goals are ongoing; however, the implementation of the CDEF form and the launch of the 100 / 101 co-courses are specific actions dependent on discipline review and/or extra-departmental factors (i.e. the securing of a stipend for instructors participating in CDEF evaluations).		
Please describe how resources provided in support of previous program review contributed to program improvements: The discipline has had one full-time hire since the previous yearly program review, and this individual piloted the instruction of YouthBuild students at the college's Palmdale location. This pathway allows current students of the charter high school to complete any remediation in English before enrolling as full-fledged AVC students.		

5.2 **2016-2017 Planning**

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

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or other	Expected Impact of Program Outcomes/Student Learning	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
1	Determine new assessment / placement method for students in discipline courses	*1. Support learning and facilitate student success 2. Increase the transfer rate *4. Increase student success in Basic Skills and ESL courses - Supporting PLO(s), SLO(s), OO(s)	Accurate assessment and placement of students are crucial for student success and the achievement of learning outcomes.	Work with assessment point person at AVC and investigate options at other California community colleges.	Yes
2	Hire new faculty	*1. Support learning and facilitate student success 2. Increase the transfer rate *4. Increase student success in Basic Skills and ESL courses - Supporting PLO(s), SLO(s), OO(s)	There is a constant staffing need in the discipline; students move through the program faster when they have better access to the courses they need to graduate and transfer, particularly English 101.	Continue recruitment efforts and push for budget allowances for full-time hires.	Yes
3	Increase access to viable instructional space	*1. Support learning and facilitate student success 2. Increase the transfer rate *4. Increase student success in Basic Skills and ESL courses - Supporting PLO(s), SLO(s), OO(s)	Students who are forced to take classes in rooms with inadequate technology, fluctuating climates, uninspiring décor, and remote locations on campus associate learning with failure, problems,	Make building utilization for all Humanities disciplines, including those not formally housed in Arts and Humanities, a campus focus and priority.	Yes

			excuses, and an institutional lack of regard for their success.		
		Choose an item. Choose an item. Choose an item.			Choose an item.
		Choose an item. Choose an item. Choose an item.			Choose an item.
		Choose an item. Choose an item. Choose an item.			Choose an item.

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

Part 6 - Resource Needs

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

Indicate which Discipline/area Goal(s) guide this need	Type of Request (Personnel[1], Physical[2], Technology[3], Professional development[4], Other[5])	New or Repeat Request?	Briefly describe your request here	Amount, $	One-time or Recurring cost?	Contact person's name
1	Choose an item.	New	See above	Unknown	Reccuring	Dean of area
2	Personnel	Repeat	See above	Unknown	Reccuring	Dean of area
3	Physical	Repeat	See above	Unknown	Reccuring	Dean of area
	Choose an item.	Choose an item.			Choose an item.	
	Choose an item.	Choose an item.			Choose an item.	
	Choose an item.	Choose an item.			Choose an item.	
	Choose an item.	Choose an item.			Choose an item.	

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

[2]List needed technology resources in priority order.

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

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

[5]List any other needed resources in priority order.

Part 7 - Comments

Please rate the level of your agreement with the following statements regarding the program review process:	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
▪ This year's program review was valuable in planning for the continued improvement of my program	☐	☐	☒	☐	☐
▪ Analysis of the program review data was useful in assessing my program's outcomes and current status	☐	☒	☐	☐	☐

Comments: English faculty members welcome the chance to analyze data as a way to assess program components. The current program review template is a vast improvement over the previous iterations. However, in places, this template suffers from what hampers many institutional forms: redundancy, unclear prompts, and the unwarranted assumption that all things are knowable through data collection. Moreover, the college needs to edit the phrasing errors in its ILOs; have strategic goals that focus on the quality of learning rather than on a fixation with pass rates and supposedly failing educational programs, such as ESL, whose students should be able to define success in their own terms; and, perhaps most importantly, recognize that the educational struggles our students embody reflect a myriad of factors, including the performance of local school districts, personal and environmental deprivations and traumas, and a larger societal disregard for learning, intellect, complex thought, and any value not tied to the marketplace. In "Putting the Community Back into the College," educator David Ayers asserts that "while corporate leaders may have a clear understanding of the knowledge, skills, and attitudes they seek in workers, they have no privileged understanding of student interests, abilities, or goals….America's community colleges are full of potential leaders. Their education should not be focused on or determined by the needs of corporate boards." And so, while mindful of fiscal reality and accountability, the English faculty at AVC nevertheless supports a stronger emphasis on the democratic and humanitarian thrust of open-access higher education.

Comprehensive Program Review Self-Study Report

Division/Area Name: ESL	Year: 2015-2016
Name of person leading this review: D. Scott Jenison	
Names of all participants in this review: D. Scott Jenison, Priscilla Jenison	
Number of Degrees offered: None	Number of Certificates offered: (ESL Level 4 Certificate, Fall 2016)

Part 1 - Division or Area Overview

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

"Antelope Valley College, a public institution of higher education, provides a quality,comprehensive education to a diverse population of learners. We are committed to student success offering value and opportunity, in service to our community."

ESL serves an extremely diverse population of students who have come from a wide variety of cultures from all around the globe.

1.2 State briefly program highlights and accomplishments:

ESL continues to include a majority of Latino student population; however, other students arrive at AVC from unique countries Chile, Cambodia, Ivory Coast, Morocco, Ethiopia, Syria, Uzbekistan, Italy, and Cambodia. ESL has recently recategorized its levels so that Level 1-4 are noncredit, with Level 5 and above as credit. Noncredit courses are open-entry/exit so that students can join or leave at any time. Hopefully the new noncredit Level 4 Certificate will be available in Fall 2016.

1.3. Check each Institutional Learning Outcome (ILO) supported by the division/area.	
X **Communication**	X Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. ☐Demonstrates listening and speaking skills that result in focused and coherent communications

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

Part 2 - Data Analysis and Use

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

Discipline: ESL

Please review and interpret data by following the provided links

Indicator	Comments and Trend Analysis
2.1. Please review the FTES and enrollment (headcount) data. If applicable, please also review division or department data.	Comments on trends over the past five years and how they affect your program: Lower level (1-2) ESL courses tend to fill well. However, as students progress through the upper levels, there is obvious attrition. Thus, by Level 5 one section for each course is usually sufficient, and even that sole section may be in jeopardy of being cut due to low enrollment.
2.2. Report program/area data showing the quantity of services provided over the past five years (e.g. number transactions, acreage maintained, students served, sales figures).	Comment on trends and how they affect your program: The enrollment (repeated number/seat count) is typically around 500.
2.3. Student success and retention rates by discipline	Comment on trends and how they affect your program and on where improvements are needed to meet the Institutional Standard of **68%** for student success: SLOs in ESL classes average consistently around 82%. Occasionally, especially at the higher levels (Level 5 and ESL 099), the class SLO average may

	fall below 70%. The Student Success Scorecard for ESL (percentage of students who move through ESL and successfully complete ENGL 101/SL) has been at about 5.8% for the past few years. Therefore, efforts are being made to increase this scorecard.
2.4. Success and Retention by **Equity** Groups	Review and interpret data by race/ethnicity and gender or both together: Although success and retention rates tend to be the highest among Asian students (e.g., 89.58% in 2015), the Hispanic/Latino ESL population (the majority of ESL students) are still considered sucessful (70.83% in 2015). This trend is not uncommon campus-wide.
2.5. Number of Sections by Location and Modality	Comment on trends: ESL sections typically number around 24-25 with some (about 5-6) offered at the Palmdale Campus. All ESL courses are currently face-to-face (not online/hybrid).
2.6. Analyze and summarize trends in student progression through basic skills courses, if applicable.	Comment on trends and how they affect your program: Now with Levels 1-4 as noncredit, students are able to repeat a course up to 99 times. The norm, though, is for 1-3 students to repeat a course due to not passing, yet they almost always pass the second time. Significant attrition is noted after Level 4.
2.7. Degree and certificate completion	Discuss trends in the completion rates of degrees and certificates. If applicable, discuss improvements in license exam results, job placement/post testing and/or transfer rates to four-year institutions: The ESL Level 4 Certificate will hopefully be approved by AP&P and awarded in Fall 2016.
2.8. Faculty Data	Review and Interpret data on PT/FT Ratio and FTES/FTEF (by Division, Department, Discipline). Comment on trends: For Fall 2015 F/T instructors taught only about 37% of the total FTE in ESL. With the goal of at least 50% (which Math has), ESL can only accomplish this with an additional F/T instructor.
2.9. Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline.	Comment on the occupational projections for employment in your discipline for the next two years and how the projections affect your planning:
Part 2 Summary	

Based on examination of the data, address any student achievement gaps and/or other student needs here:

Part 3 – Outcome Analysis and Use

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

SLO/PLO/OO	Action Plan	Current Status	Impact of Action
ESL 099 (1-3)	**Classroom Tutors**	In process	**TBD**
		Choose an item.	
		Choose an item.	
		Choose an item.	
Part 3 Summary Briefly describe what changes have been made (or need to be taken) to the program based on findings: TBD			
Please provide any additional comments for Part 3:			

Part 4 - Stakeholder Assessment

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

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

Part 4 Summary Please provide any additional comments for Part 4:

Part 5 - Goals and Objectives and Evaluation of Previous Plans

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

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
Hire F/T ESL Faculty	No progress	**The current F/T:P/T ratio would improve.**
2nd ESL Classroom (Lancaster) (like LS2-141)	No progress.	**Greater access to technological support (e.g., student computers, network printer, doc camera/projector)**
ESL Classroom (Palmdale) (like LS2-141)	No progress	**Greater access to technological support (e.g., student computers, network printer, doc camera/projector)**
Briefly discuss your progress in achieving those goals: No progress until administration sees these as needs.		
Please describe how resources provided in support of previous program review contributed to program improvements: n/a		

5.2 **2016-2017 Planning**

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

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

		Plan (EMP) and/or other			
1	25 ESL Students per Year Awarded High-Intermediate ESL Certificate	Certificate is preparation for success in ENGL 101(SL), which directly affects the CCC Success Scorecard. This is guided by SG 1. Support learning and facilitate student success.	Greater numbers of ESL students prepared for credit courses, career and personal "success".	Additional (3rd) F/T ESL Faculty Hire. Two additional designated ESL classrooms (a 2nd in Lancaster, a 1st in Palmdale) with enhanced technology (document cameras; projectors; dimmable lighting; student computers) similar to but an updated version of the current LS2-141.	Yes, with Admin approval
2	ESL Success Scorecard to Reach or Exceed 20% by 2019 (2015: 5.8%; 2016: 11.6%)	The current Success Scorecard is the current primary goal for ESL within the EMP.	Greater numbers of ESL students in transfer courses, certificates, degree programs, better career and personal "success".	Additional (3rd) F/T ESL Faculty Hire. Two additional designated ESL classrooms (a 2nd in Lancaster, a 1st in Palmdale) with enhanced technology (document cameras; projectors; dimmable lighting; student computers) similar to but an updated version of the current LS2-141.	Yes, with Admin approval
		Choose an item. Choose an item. Choose an item. Choose an item.			Choose an item.
		Choose an item. Choose an item. Choose an item.			Choose an item.
		Choose an item. Choose an item. Choose an item.			Choose an item.
		Choose an item. Choose an item.			Choose an item.

		Choose an item.			

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

Part 6 - Resource Needs

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

Indicate which Discipline/area Goal(s) guide this need	Type of Request (Personnel[1], Physical[2], Technology[3], Professional development[4], Other[5])	New or Repeat Request?	Briefly describe your request here	Amount, $	One-time or Recurring Cost, $?
ESL 1 & 2	Physical	Repeat	2 more tech-enhanced ESL classrooms (Lancaster/Palmdale)	$100,000	One-time
ESL 1 & 2	Personnel	Repeat	1 more F/T ESL instructor	$100,000/year	Ongoing
	Choose an item.	Choose an item.			
	Choose an item.	Choose an item.			
	Choose an item.	Choose an item.			
	Choose an item.	Choose an item.			
	Choose an item.	Choose an item.			

[1]List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.
[2]List needed technology resources in priority order.
[3]In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.
[4]List needed professional development resources in priority order. This request will be reviewed by the professional development committee.
[5]List any other needed resources in priority order.

Part 7 - Comments

Please rate the level of your agreement with the following statements regarding the program review process:	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
• This year's program review was valuable in planning for the continued improvement of my program	☐	X	☐	☐	☐
• Analysis of the program review data was useful in assessing my program's outcomes and current status	☐	X	☐	☐	☐
Comments: To the extent that administration is responsive, this process can be very valuable and effective.					

Comprehensive Program Review Self-Study Report

Division/Area Name: FRENCH	Year: 2016
Name of person leading this review: Duane Rumsey	
Names of all participants in this review: Duane Rumsey	
Number of Degrees offered: 0	Number of Certificates offered: 0

Part 1 - Division or Area Overview

1.1 Briefly describe how the division or area contributes to the district mission: French contributes to student learning in the area of Humanities.
1.2 State briefly program highlights and accomplishments: French is part of the newly formed Department of World Languages and contributes to student success via language and cultural learning.

1.3. Check each Institutional Learning Outcome (ILO) supported by the division/area.	
X **Communication**	X Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. X Demonstrates listening and speaking skills that result in focused and coherent communications
X **Creative, Critical, and Analytical Thinking**	X Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills.

	☐Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
X **Community/Global Consciousness**	☐ Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well being of society and the environment. X Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
X **Career and Specialized Knowledge**	☐ Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

Part 2 - Data Analysis and Use

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

Discipline:

Please review and interpret data by following the provided links

Indicator	Comments and Trend Analysis
2.1. Please review the FTES and enrollment (headcount) data. If applicable, please also review division or department data.	Comments on trends over the past five years and how they affect your program: French typically offers approximately 5 courses per semester with enrollments of 20-35 students per course. Specific data related to French was not currently available. This is the first time each discipline in Foreign Languages did its own review.
2.2. Report program/area data showing the quantity of services provided over the past five years (e.g. number transactions, acreage maintained, students served, sales figures).	Comment on trends and how they affect your program: N/A

2.3. Student success and retention rates by discipline	Comment on trends and how they affect your program and on where improvements are needed to meet the Institutional Standard of **68%** for student success: In general French maintains success and retention over 70%
2.4. Success and Retention by **Equity** Groups	Review and interpret data by race/ethnicity and gender or both together: From 2011 to 2015, the lowest and highest number of records, success, and retention will be reported. Specific data related to gender was not available at time of submission. FRENCH African American – Students = 13-23, Success = 30.4%-70% Retention = 56.5%-95% Amer. Ind./AK. Native – Students = 1-1, Success 0%, Retention = 0%-100% Asian – Students = 1-11, Success = 50%-100%, Retention = 72.2%-100% Hisp/Lat – Students = 52-89 = Success = 58.8%-86.2%, Retention = 76.1%-93.1% White – Students = 17-37, Success = 43.8%-83.8%, Retention = 68.8-89.5%
2.5. Number of Sections by Location and Modality	Comment on trends: All sections are offered at the Lancaster Campus
2.6. Analyze and summarize trends in student progression through basic skills courses, if applicable.	Comment on trends and how they affect your program: N/A
2.7. Degree and certificate completion	Discuss trends in the completion rates of degrees and certificates. If applicable, discuss improvements in license exam results, job placement/post testing and/or transfer rates to four-year institutions:

	N/A – No degree in French
2.8. Faculty Data	Review and Interpret data on PT/FT Ratio and FTES/FTEF (by Division, Department, Discipline). Comment on trends: There is 1 Full-time instructor There is 1 adjunct instructor in French There are 2 Full time instructors that may share teaching load between German and French.
2.9. Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline.	Comment on the occupational projections for employment in your discipline for the next two years and how the projections affect your planning: N/A – Not a career technical program.
Part 2 Summary Based on examination of the data, address any student achievement gaps and/or other student needs here:	

Part 3 – Outcome Analysis and Use

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

SLO/PLO/OO	Action Plan	Current Status	Impact of Action
		Choose an item.	
		Choose an item.	
		Choose an item.	

		Choose an item.	

Part 3 Summary Briefly describe what changes have been made (or need to be taken) to the program based on findings:
Please provide any additional comments for Part 3:

Part 4 - Stakeholder Assessment

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

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

Part 4 Summary Please provide any additional comments for Part 4:

Part 5 - Goals and Objectives and Evaluation of Previous Plans

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

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
Previously under Foreign Language		Under the new World Languages Department, each language is conducting its own program review and will create new autonomous goals.
Briefly discuss your progress in achieving those goals:		
Please describe how resources provided in support of previous program review contributed to program improvements:		

5.2 **2016-2017 Planning**

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

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or other	Expected Impact of Program Outcomes/Student Learning	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
	This section is intentionally left blank because French has one tenured faculty member who was on a sabbatical leave. The only adjunct instructor				

	was in the first semester of teaching at AVC. Goals will be established.				
		Choose an item. Choose an item. Choose an item.			Choose an item.

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

Part 6 - Resource Needs

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

Indicate which Discipline/area Goal(s) guide this need	Type of Request (Personnel[1], Physical[2], Technology[3], Professional development[4], Other[5])	New or Repeat Request?	Briefly describe your request here	Amount, $	One-time or Recurring cost?	Contact person's name
	This section is intentionally left blank because French has one tenured faculty member who was on a sabbatical leave. The only adjunct instructor was in the first semester of teaching at AVC. Resource needs will be established.					

[1]List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.
[2]List needed technology resources in priority order.
[3] In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.
[4]List needed professional development resources in priority order. This request will be reviewed by the professional development committee.
[5]List any other needed resources in priority order.

Part 7 - Comments

Please rate the level of your agreement with the following statements regarding the program review process:	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
▪ This year's program review was valuable in planning for the continued improvement of my program	☐	☐	☐	☐	☐
▪ Analysis of the program review data was useful in assessing my program's outcomes and current status	☐	☐	☐	☐	☐

Comments:

Comprehensive Program Review Self-Study Report

Division/Area Name: German	Year: 2016
Name of person leading this review: Liette Bohler	
Names of all participants in this review: Heidi Preschler and Liette Bohler	
Number of Degrees offered: One; AA in German	Number of Certificates offered:

Part 1 - Division or Area Overview

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

Our German program is dedicated to helping AVC fulfill its mission by providing opportunities to our students and the community to learn German for academic, professional, and personal purposes at the beginners' and intermediate levels. We offer high quality education of the German language, culture, and literature. We foster and promote intercultural understanding and increase our students' ability to see connections in the world. The study of German increases our students' knowledge of other disciplines, such as geography, history, and natural sciences by learning about new places, weather patterns, the metric system, etc. Furthermore, proficiency in German enhances our students' marketability in an ever-changing international job market.

1.2. State briefly program highlights and accomplishments:

Revision of all courses in the last two years. Focus on improving SLO results in reading in 101 classes. Revision of 201/202 courses to be offered as online courses. Establishment of an AA in German and a website for the German program. Recruiting off campus to encourage students from other colleges to take AVC on-line courses. German has also applied for consideration by UC for 101 to meet the LOTE requirement with the German 102 course meeting the UC Area 3 GE requirement. We are still waiting to hear the results. Engagement in communication with German faculty at CSU Long Beach to facilitate students' transfer to their German major program

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

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

Part 2 - Data Analysis and Use

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

Discipline: German

Please review and interpret data by following the provided links

Indicator	Comments and Trend Analysis
2.1. Please review the FTES and enrollment (headcount) data. If applicable, please also review division or department data.	Comments on trends over the past five years and how they affect your program: Enrollment declined in the last 5 years with a reduction in sections, which happened in all areas due to cutbacks in funding from the state. With restored funding, the German program has been able to increase the number of sections offered, It had 199 students enrolled in 2014-15, close to the 214 enrolled in 2010-11. In fall 2015, we offered a section of 102, but it had to be cancelled as the adjunct instructor who was assigned to teach this class quit one week before the semester started and we were unable to find a replacement. The extreme lack of qualified German instructors remains the major challenge in being able to offer the courses needed for the program. For fall 2016, we should be offering 3 sections of 101, one section of 102 and a section of 201/202. However, we have no instructors to cover 2 of those courses. Because of

	Heidi Preschler's upcoming retirement by the end of June, our German program is in great need of another full-time instructor. Since the Spanish program lost a full-time instructor, Angela Shaheen, in the middle of the semester, it would be very helpful if we could hire a full-time instructor who could teach German and Spanish (or German and another language).
2.2. Report program/area data showing the quantity of services provided over the past five years (e.g. number transactions, acreage maintained, students served, sales figures).	Comment on trends and how they affect your program: With the creation of the AA degree in German, our enrollment is increasing in our 201/202 courses. 201 was offered in fall 2015 with an enrollment of 12 and 201/202 as an overlap in spring 2016 with an enrollment of 8. Anecdotally, from comments made by students, the option of completing an AA seems to be motivating them to continue into the higher level courses. Since the courses meet GE requirements, students are attracted to the idea of completing a second degree with only 1 or 2 additional courses.
2.3. Student success and retention rates by discipline	Comment on trends and how they affect your program and on where improvements are needed to meet the Institutional Standard of **68%** for student success: Our success and retention rates vary from semester to semester. Our lowest success rate in the last 5 years was in the fall of 2013 with 54.8% and our highest was in spring of 2012 with 70.2%. Our lowest retention rate in the last 5 years was also in the fall of 2013 with 69% and our highest retention rate was in the fall 0f 2010 with 88.7%. We are striving to improve our success rate through tutoring and more individualized learning assistance during office hours. Funding of programs such as learning assistance (tutoring) and adjunct faculty office hours would greatly help in achieving this goal.
2.4. Success and Retention by **Equity** Groups	Review and interpret data by race/ethnicity and gender or both together: We cannot reach any definite conclusions based on the data provided on race and gender. Often the numbers are too small to be statistically meaningful. For instance in fall 2014 we had 2 African American students. We had a 100% retention rate and a 50% success rate. That only tells us that one student passed and the other one did not. In spring of 2010 we had 1

	American Indian student, with 100% retention and success rate for that ethnicity. All in all, over the past 5 years, the success and retention rates for various ethnicities and gender groups varied, sometimes greatly, over time, without any noticeable trends.
2.5. Number of Sections by Location and Modality	Comment on trends: Including the online modality has increased enrollment in the 201/202 courses.
2.6. Analyze and summarize trends in student progression through basic skills courses, if applicable.	Comment on trends and how they affect your program: Not applicable.
2.7. Degree and certificate completion	Discuss trends in the completion rates of degrees and certificates. If applicable, discuss improvements in license exam results, job placement/post testing and/or transfer rates to four-year institutions: No data is available yet, since the degree will be new in 2016-17.
2.8. Faculty Data	Review and Interpret data on PT/FT Ratio and FTES/FTEF (by Division, Department, Discipline). Comment on trends: The German program is very dependent on adjunct faculty. We recently recruited a new adjunct, which might help, but we lost sections due to a lack of available instructors to teach these classes. With the upcoming retirement of a German full-time faculty member by the end of spring 2016, there are simply not enough instructors at this point to offer the courses needed. Foreign language is a sequence. It is critical that enough sections of 101 are offered to secure adequate enrollment in 102 and then into the second year. It will be essential to our German program to replace the position that we will lose due to retirement.
2.9. Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline.	Comment on the occupational projections for employment in your discipline for the next two years and how the projections affect your planning: Not applicable.
Part 2 Summary Based on examination of the data, address any student achievement gaps and/or other student needs here:	

The retention and success data are not helpful in analyzing student success since they do not provide a breakdown of retention and success by section/level or student placement in basic skills courses. From our own experience in the classroom, retention and success in 102 is high, with 85% or more completing the course successfully, according to our SLO data.
However, the 101 sections do not fare so well. In the past, we have had data on student retention and success as a function of placement in English courses. German 101 has a recommended prerequisite of English 101. That data showed that students who met that prerequisite stayed in the class and succeeded at rate similar to our 102 course. However, no students with English 095 succeeded and very few students at English 097 completed and succeeded. One factor that could improve retention and success would be to establish an enforceable prerequisite so that the students enrolled in German 101 are prepared for this rigorous, college-level transfer course.

Part 3 – Outcome Analysis and Use

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

SLO/PLO/OO	Action Plan	Current Status	Impact of Action
#1	**Modify writing assignments**	**Ongoing**	**Improve students' writing ability and thereby improve their communication skills.**
		Choose an item.	
		Choose an item.	
		Choose an item.	

Part 3 Summary
Briefly describe what changes have been made (or need to be taken) to the program based on findings:
Modify writing assignments to improve their final and most complex skill in foreign language acquisition.

Please provide any additional comments for Part 3:
Most SLO assessments in most classes showed that students met their target. Students in German 102 performed generally much better than those in German 101.

Part 4 - Stakeholder Assessment

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

Type of feedback	Feedback provided by?	Recommendations/findings	Actions needed/planned/taken based on feedback
Survey	instructor	Students are interested in continuing with German 201 after having taken German 102 on a regular basis.	We need more instructors to offer more classes, especially after one FT faculty will retire in spring 2016. Generally, it is hard to find adjunct instructors for German.
Choose an item.			
Choose an item.			

Part 4 Summary
Please provide any additional comments for Part 4:

Part 5 - Goals and Objectives and Evaluation of Previous Plans

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

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
Create an AA in foreign languages	Completed	**We created an AA in German and in Spanish which helps us to expand these 2 programs.**

Create website to inform campus and community	Completed	**A Foreign language/German website was created and we will work on maintaining it. Students can easily find out more information about these programs.**
Additional adjunct instructors needed in order to expand offerings in German and foreign languages. Adding Japanese and Arabic to foreign language program.	Ongoing	**Although it was our goal in our previous program review to expand our offerings in foreign languages, this never materialized.**
Briefly discuss your progress in achieving those goals: **It is hard to find qualified foreign language instructors. Instead of expanding our offerings, we had to eliminate our existing offering in Chinese, due to a lack of instructor. We hope to reestablish Chinese and we will strive to find qualified adjunct instructors for German. However, it would be most beneficial to our program to hire a full-time instructor in either German/Japanese or German/Chinese, or German/Spanish.**		
Please describe how resources provided in support of previous program review contributed to program improvements: No monetary resources were provided to accomplish these goals.		

5.2 **2016-2017 Planning**

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

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or other	Expected Impact of Program Outcomes/Student Learning	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
#1	Offer all courses needed to complete requirement for AA in German	2. Increase the transfer rate Choose an item. Choose an item. Choose an item.	SLO and success rates would increase significantly.	Hire replacement for lost German full-time position due to retirement in June 2016	Yes

		Choose an item. Choose an item. Choose an item. Choose an item.			Choose an item.
		Choose an item. Choose an item. Choose an item. Choose an item.			Choose an item.
		Choose an item. Choose an item. Choose an item.			Choose an item.
		Choose an item. Choose an item. Choose an item.			Choose an item.
		Choose an item. Choose an item. Choose an item.			Choose an item.

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

Part 6 - Resource Needs

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

Indicate which Discipline/area Goal(s) guide this need	Type of Request (Personnel[1], Physical[2], Technology[3], Professional development[4], Other[5])	New or Repeat Request?	Briefly describe your request here	Amount, $	One-time or Recurring cost?	Contact person's name
Goal # 1	Personnel	New	We are in great need of having the German full-time position that we will lose in June 2016 replaced by 1 or at	$25,633-51,266	Reccuring	

			least 0.5 FTEF. Cost for 0.5 FTEF: $25,633.			
	Choose an item.	Choose an item.			Choose an item.	
	Choose an item.	Choose an item.			Choose an item.	
	Choose an item.	Choose an item.			Choose an item.	
	Choose an item.	Choose an item.			Choose an item.	
	Choose an item.	Choose an item.			Choose an item.	
	Choose an item.	Choose an item.			Choose an item.	

[1]List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.
[2]List needed technology resources in priority order.
[3] In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.
[4]List needed professional development resources in priority order. This request will be reviewed by the professional development committee.
[5]List any other needed resources in priority order.

Part 7 - Comments

Please rate the level of your agreement with the following statements regarding the program review process:	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
▪ This year's program review was valuable in planning for the continued improvement of my program	☐	☐	☒	☐	☐
▪ Analysis of the program review data was useful in assessing my program's outcomes and current status	☐	☐	☒	☐	☐

Comments:

Comprehensive Program Review Self-Study Report

Division/Area Name: Latin	Year: 2016
Name of person leading this review: Robert Ruckman and Duane Rumsey	
Names of all participants in this review: Robert Ruckman and Duane Rumsey	
Number of Degrees offered: 0	Number of Certificates offered: 0

Part 1 - Division or Area Overview

1.1 Briefly describe how the division or area contributes to the district mission: Latin contributes to student learning in the area of Humanities by enriching a student's understanding of English and Romance language vocabulary/structure and providing a foundation in W
1.2 State briefly program highlights and accomplishments: Latin is part of the newly formed Department of World Languages and contributes to student success via language learning. Transfer students to UCLA, UC Berkeley, UC Irvine, and other sch

1.3. Check each Institutional Learning Outcome (ILO) supported by the division/area.	
X **Communication**	X Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. ☐ Demonstrates listening and speaking skills that result in focused and coherent communications
X **Creative, Critical, and Analytical Thinking**	X Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. ☐Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
X **Community/Global Consciousness**	☐ Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well being of society and the environment.

	X Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
X **Career and Specialized Knowledge**	☐ Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

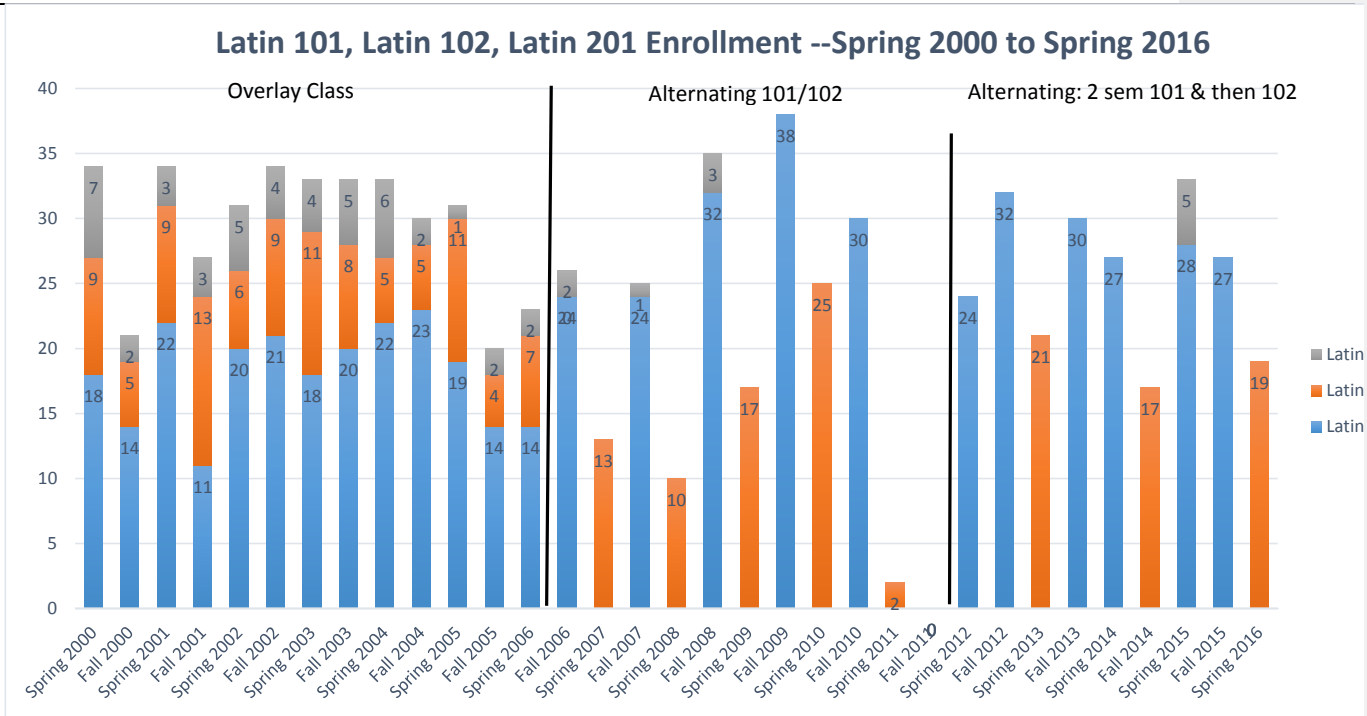
Part 2 - Data Analysis and Use

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

Discipline:

Please review and interpret data by following the provided links

Indicator	Comments and Trend Analysis
2.1. Please review the FTES and enrollment (headcount) data. If applicable, please also review division or department data.	Comments on trends over the past five years and how they affect your program: Latin typically has between 28 and 35 students enrolled in LATN 101 per semester.



Please see above bar graph showing enrollment numbers for the past 16 years. Latin 101 enrollment is shown in blue, Latin 102 is in orange and Latin 201 is the top, grey portion. In the past 16 years, Latin 101[Latin I] and Latin 102 [Latin II] have been offered as an overlay class [Spring 2000 to Spring 2006] and a system involving alternating semesters [Fall 2006 to Spring 2016]. Latin 201 [Latin III] has been offered as Independent Studies.

Latin 101 and 102

Alternating system: Most recently, from Spring 2012 to Spring 2016 [4 years], Latin 101 [Latin I] has been offered for two

	consecutive semesters and then Latin 102 [Latin II], with the idea that the two semesters of Latin 101 would generate the minimum requirement of 20 students for Latin 102. The three offerings of Latin 102 had these census numbers: Spring 2013: 22 students [from a pool of 56 students created from 2 consecutive semesters of Latin 101]; Fall 2014: 17 [from a combined pool of 57 students]; and Spring 2016: 22 [from a combined pool of 55 students]. Students completing Latin 102 were 21, 17, and 19 respectively. In Spring 2011, Latin 102 was cancelled due to insufficient numbers. Note: Uncertainty about having the minimum number of 20 students creates much stress for the instructor and students. **Overlay system:** From Spring 2000 to Spring 2006, Latin 101 and 102 were offered as an overlay. No classes were canceled. The definition of "overlay" is based upon Spring 2000 to Spring 2006 classes, in which there was no minimum enrollment for Latin 102 and class numbers were based upon desks available to Latin 101 and 102 classes combined. **Conclusions based on enrollment trends:** A main issue is being able to offer Latin 102 consistently and not having the class cancelled due to insufficient numbers. The overlay of Latin 101 and 102 would provide continuity from semester to semester and ensure Latin 102 would be offered since minimum numbers for the classroom would be met as a combined class. However, combining Latin 101 and Latin 102 in an overlay class is not an ideal instructional environment presenting challenges to students and instructor. A better solution might be to keep the current system of alternating two consecutive semesters of Latin 101 and one semester of Latin 102, but lowering the number of students required to make a 102 class. Based on trends from the past 10 years, a more realistic minimum class requirement would be 15 students for Latin 102. The current alternating system [two semesters of Latin 101 and one semester of Latin 102] provides a more focused learning environment than the overlay. **Latin 201** Latin 201 [Latin III] is the "payoff" or "icing on the cake" for taking Latin – where students read original Latin authors [Vulgate Bible, Medieval, Caesar, Vergil, Ovid, Livy, Cicero]. The overlay classes from Spring 2000 to Spring 2006 did generate significantly more Latin 201 students: 48 students vs. 11 students during the alternating semester system from Fall 2006 to Spring 2016. In the past 16 years, the greatest number of students taking Latin 201 is 7 [Spring 2000], with an

	average of 3 students. **Conclusion based on Latin 201 enrollment trends:** The current minimum number required to make a Latin 201 class --"double digits"; i.e. 10 students-- is an unrealistic minimum number. Latin 201 should continue to be offered as Independent Studies.
2.2. Report program/area data showing the quantity of services provided over the past five years (e.g. number transactions, acreage maintained, students served, sales figures).	Comment on trends and how they affect your program: N/A
2.3. Student success and retention rates by discipline	Comment on trends and how they affect your program and on where improvements are needed to meet the Institutional Standard of **68%** for student success: Typically, students enrolled in Latin meet 75% or higher in success and retention.
2.4. Success and Retention by **Equity** Groups	Review and interpret data by race/ethnicity and gender or both together: In general LATIN maintains success and retention over 75%. Comparing Male and Female success and retention for the 9 past semesters suggests no difference between genders. In the past 9 semesters, 119 females have taken Latin classes, only 4% of females were unsuccessful in meeting the SLOs. In the past 9 semesters, 93 males have taken Latin classes: only 1% were unsuccessful in meeting the SLOs. No significant gender difference is noted regarding dropping the class or those going on to take Latin 102 or Latin 201. Total number of students taking Latin 201 from Spring 2000 to Spring 2006 [6 years] = 48 students [Independent Studies in most cases] From 2011 to 2015, the lowest and highest number of records, success, and retention will be reported.

	LATIN African American – Students = 1-5, Success = 33%-100% Retention = 33%-100% Amer. Ind./AK. Native – Students = 1, Success 100%, Retention = 100% Asian – Students = 1-6, Success = 66.7%-100%, Retention = 66.7%-100% Hisp/Lat – Students = 1-21 = Success = 66.7%-100%, Retention = 77.8%-100% White – Students = 6-12, Success = 76.7%-100%, Retention = 79.4-100%
2.5. Number of Sections by Location and Modality	Comment on trends: Typically 1 section of LATN 101 offered each semester. LATN 102 was offered 3 times and LAT 201 was offered once (independent study).
2.6. Analyze and summarize trends in student progression through basic skills courses, if applicable.	Comment on trends and how they affect your program: N/A
2.7. Degree and certificate completion	Discuss trends in the completion rates of degrees and certificates. If applicable, discuss improvements in license exam results, job placement/post testing and/or transfer rates to four-year institutions: N/A – No degree in Latin
2.8. Faculty Data	Review and Interpret data on PT/FT Ratio and FTES/FTEF (by Division, Department, Discipline). Comment on trends: There is 1 adjunct instructor in Latin
2.9. Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development	Comment on the occupational projections for employment in your discipline for the next two years and how the projections affect your planning: N/A – Not a career technical program.

Department website for jobs related to your discipline.	
Part 2 Summary Based on examination of the data, address any student achievement gaps and/or other student needs here:	

Part 3 – Outcome Analysis and Use

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

SLO/PLO/OO	Action Plan	Current Status	Impact of Action
		Choose an item.	
		Choose an item.	
		Choose an item.	
		Choose an item.	

Part 3 Summary
Briefly describe what changes have been made (or need to be taken) to the program based on findings:

Please provide any additional comments for Part 3:

Spring 2015 – Latin 201 Independent Studies class was allowed to meet in a Learning Center room and this was very helpful for the students and instructor.

Part 4 - Stakeholder Assessment

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

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

Part 4 Summary
Please provide any additional comments for Part 4:

Part 5 - Goals and Objectives and Evaluation of Previous Plans

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

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
Previously under Foreign Language		Under the new World Languages Department, each language is conducting its own program review and will create autonomous goals.
Briefly discuss your progress in achieving those goals:		
Please describe how resources provided in support of previous program review contributed to program improvements:		

5.2 **2016-2017 Planning**

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

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or other	Expected Impact of Program Outcomes/Student Learning	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
1	Latin Course Offerings – Research Overlay of Latin 101 and 102 every semester.	Goals and Initiatives Long Term 2017-2022 #6 (Grow Enrollment)	Student learning and retention will be enhanced	Conduct research into the possibility of establishing overlay courses for Latin 101 and 102 to enhance student learning and retention.	No
2	Latin Course Offerings – Offer Latin 201 as Independent Study	Goals and Initiatives Long Term 2017-2022 #6 (Grow Enrollment)	Student learning and retention will be enhanced	Advertise the option of Independent Study.	Yes – Minimal funding to create flyers/brochures that include the Independent Study option.

		Choose an item. Choose an item. Choose an item.			Choose an item.

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

Part 6 - Resource Needs

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

Indicate which Discipline/area Goal(s) guide this need	Type of Request (Personnel[1], Physical[2], Technology[3], Professional development[4], Other[5])	New or Repeat Request?	Briefly describe your request here	Amount, $	One-time or Recurring cost?	Contact person's name

[1]List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.
[2]List needed technology resources in priority order.
[3] In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.
[4]List needed professional development resources in priority order. This request will be reviewed by the professional development committee.
[5]List any other needed resources in priority order.

Part 7 - Comments

Please rate the level of your agreement with the following statements regarding the program review process:	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

▪ This year's program review was valuable in planning for the continued improvement of my program	☐	☐	☐	☐	☐
▪ Analysis of the program review data was useful in assessing my program's outcomes and current status	☐	☐	☐	☐	☐

Comments:

Comprehensive Program Review Self-Study Report
Division/Area Name: Learning Center Year: 2015-2016
Name of person leading this review: Dr. Magdalena Caproiu
Names of all participants in this review: Faculty – M. Caproiu, D. Flores-Kagan, W. Rider, K. Lubick. Staff – M. Lathrop, T. Lopez, T. Raper, R. Trejo
Number of Degrees offered: 0 Number of Certificates offered: 0
Part 1 - Division or Area Overview
1.1 Briefly describe how the division or area contributes to the district mission: The Learning Center facilitates success in college by teaching students learning and study strategies that lead to self-confidence in the attainment of their goals and life skills, helping them to become good citizens in their communities.
1.2 State briefly program highlights and accomplishments: Diversity of services and resources both onsite and online; LAC noncredit courses for skill building in math, reading, and writing; LAC credit courses for tutor training accredited by the College Reading and Learning Association; faculty, staff, and tutors who participate in professional development opportunities each year to stay current in the discipline of learning assistance.
1.3. Check each Institutional Learning Outcome (ILO) supported by the division/area.
☒Communication ☒Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. ☒Demonstrates listening and speaking skills that result in focused and coherent communications ☒Creative, Critical, and Analytical Thinking ☒Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts. ☒Community/Global Consciousness ☒Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well being of society and the environment. ☒Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions. ☒Career and Specialized Knowledge ☒Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.
Part 2 - Data Analysis and Use
All divisions will complete Parts 2-7. Within academic divisions, Parts 2-7 will be completed by each discipline.
Discipline: Learning Assistance Center (LAC)
Please review and interpret data by following the provided links Indicator Comments and Trend Analysis 2.1. Please review the FTES and enrollment (headcount) data. If applicable, please also review division or department data. Comments on trends over the past five years and how they affect your program: LAC FTES do not follow District FTES trends, dropping sharply by 83.07% from 20.91 in 2010-2011 to 3.54 in 2014-2015. There is no clear explanation for the decrease in FTES except that a third full-time faculty member retired in 2012 and was not replaced; therefore the number of individual learning improvement plans (ILIPs) and workshops were reduced. LC faculty and staff are working with Admissions and Records to clarify and interpret the data. LAC enrollment numbers

follow the District trend for LAC 900-Supervised Tutoring, but dropped by 34.29% for LAC 901-Supervised Learning Assistance, again possibly due to the loss of a third full-time instructor, although adjunct faculty continue to teach each term. As LC faculty teach more in-class workshops that do not count toward FTES and students develop better technological skills for accessing information and instruction online rather than attend onsite services, it is clear that LC faculty need to consider new instructional methods for greater student involvement. Professional development for faculty AND staff is warranted. The duplicated headcount for the LC follows the District trend. The sharp dip in 2011- 2012 was due to heavy reductions in funding, resulting in the hiring of fewer tutors and, therefore, less options for students to be served in the LC.

2.2. Report program/area data showing the quantity of services provided over the past five years (e.g. number transactions, acreage maintained, students served, sales figures). Comment on trends and how they affect your program: 411 sessions have been added to the workshop list. Computer usage and that of quiet study options for students have increased, though space is minimal for the latter. Similar to headcount, quantity of services follow District enrollment trends, with the sharp dip in numbers for 2011-2012 still due to funding being cut. Although year 2014-2015 saw a decrease in tutoring visits, the amount of tutoring hours has actually increased to its highest point since 2010-2011.

2.3. Student success and retention rates by discipline Comment on trends and how they affect your program and on where improvements are needed to meet the institutional standard of 68% for student success: LAC success and retention data is only reported through 2014, with later data hard to access or not accessible. Retention and success are only measured for LAC 020, 098, 099, 100 and 200. Overall LAC retention rates have remained relatively stable, hovering between 80.4% and 89.4% from 2010 to 2015 with the latest rate 84.3%. Overall LAC success rates show a sharp dip in Spring 2011 and again in Spring 2012, rising to 72.5% in Spring 2015. The LC meets the standard. The success of students using tutoring (LAC 900) is tracked using metacognitive data culled from tutor reports and is not tracked for comparing students who receive tutoring against those who do not. The latter is of interest because some Learning Centers use this method. LC faculty and staff will conduct research and consider this method as a way of tracking student success, though tutoring is only one factor in that success.

2.4. Success and Retention by Equity Groups Review and interpret data by race/ethnicity and gender or both together: LAC course retention rates by gender show a fluctuation between 71% and 100% for males, with Spring 2014 being the lowest rate at 71% after falling from 100% in Spring 2012. Retention rates for females have fluctuated between 79% and 90%, settling at 84% in Spring 2014. Success rates for males appear erratic, falling to 20% in Spring 2012, and even though they rose to 85% in Spring 2013, they have fallen again to 59% by Spring 2014. Success rates for females have fluctuated in range from 45% in Spring 2011 at its lowest to 73% at the highest in Fall 2013, falling to 66% in Spring 2014. While retention rates have remained relatively stable, success rates by race show heavy fluctuations for African-Americans and Whites.

2.5. Number of Sections by Location and Modality Comment on trends: LAC credit courses are only offered once during fall and spring terms, mostly at the Lancaster campus, although LAC 020 and 100 were offered twice at the Palmdale Center in two previous terms. LAC 020 was scheduled for the summer term in 2015 and will continue during summers as well as fall and spring terms. Distance ed. courses include LAC 100, taught as a hybrid every other regular term, and LAC 900 for which a hybrid designation was approved by

AP&P. Enrollment in LAC 100 has been lower in Palmdale than in Lancaster, which is also true for LAC 900 and 901. An evaluation of course offerings will take place at a faculty retreat later in Spring 2016/Goal #2. Note: Math 020 and 021 are given a Math designation but are taught on the Math Learning Specialist's full-time load.
2.6. Analyze and summarize trends in student progression through basic skills courses, if applicable. Comment on trends and how they affect your program: Some LAC credit and all non-credit courses support basic skills courses for reading, math, English, and ESL. LAC 020 and MATH 020 provide support for writing and math anxiety respectively. LAC 900, Supervised Tutoring, is the course from which basic skills students receive tutoring support. Support is also given to those enrolled in LAC 901 via individual learning improvement plan (ILIP) sessions with faculty learning specialists as well as workshops.
2.7. Degree and certificate completion Discuss trends in the completion rates of degrees and certificates. If applicable, discuss improvements in license exam results, job placement/post testing and/or transfer rates to four-year institutions: Not applicable
2.8. Faculty Data Review and Interpret data on PT/FT Ratio and FTES/FTEF (by Division, Department, Discipline). Comment on trends: LAC credit course (LAC 020, 098, 099, 100) data is listed as IR by Division. One full-time instructor teaches LAC 020 and 100, rotating every other spring and fall term with an adjunct who teaches these courses. LAC 098 and 099 are only taught by a full-time instructor. LAC 900 is taught in Lancaster by full-time faculty members for writing, math, reading, and general tutoring. In Palmdale, it is taught by one full-time faculty member and 3-4 adjuncts, meaning that full daily coverage is only provided one day per week. LAC 901 is assigned to every learning specialist, full and part-time. A gap in teaching assignments exists during summer terms because of the two full-time faculty, one is assigned a 12 month contract and the other only 10 months, causing inconsistency of services to students, including tutors/Goal #3.
2.9. Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline. Comment on the occupational projections for employment in your discipline for the next two years and how the projections affect your planning: The only description on the CEDD website that resembles the job of tutoring is Teacher Assistant; tutoring, however, is only one aspect of that position. Students who complete one or more LAC tutoring credit courses and receive CRLA certification are prepared to become tutors in any setting, college, community, or private setting. Part 2 Summary Based on examination of the data, address any student achievement gaps and/or other student needs here: If the Learning Center is to expand its services with more opportunities for tutoring to take place, determined as a need by students who took the LC survey, faculty and staff coverage is essential for that to take place. When the Palmdale Center expands its space by moving to a new location, a dedicated learning specialist and tutorial specialist should be assigned, so that the same level of services can be offered, including tutoring and training, requiring full funding/Goal #4 & 5. New instructional methods for greater student involvement in LC services is required, so professional development for faculty and staff is important/Goal #1. LC faculty and staff can research learning assistance data collection methods for new kinds of reporting/Goal #4.
Part 3 – Outcome Analysis and Use

Cite examples of using outcome (PLO, SLO, and/or OO) action plans as the basis for resource requests and the allocation of those requests (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved outcome findings over the past five years.
SLO/PLO/OO Action Plan Current Status Impact of Action LAC 900 #2 Tutor training to emphasize reinforcement of tutee's efforts. Ongoing A tutor training session dedicated to this action plan to ensure that tutees know their efforts are appreciated by the tutors who serve them. LAC 901 #1 Emphasize a study skill that applies to workshop topic Completed A discussion about this occurred on July 31, 2015 at a faculty retreat. Although not all learning specialists were present, a meeting summary was sent to everyone. This action may be reintroduced at a later time. The emphasis impacts the student's ability to recall the study skill and details related to it. LAC 100 #3 Add written communication to lesson plan Ongoing In the tutoring session, tutoring tutees who have disabilities may necessitate the taking of notes. This subject is on target for April 2016. OO #2 Provide workshops for Student Services areas Ongoing Relates to Goal #1 for providing learning support for basic skills, in this case to support the STAR program, and eventually, EOPS and CalWORKS. The impact of this action so far is that workshops are well attended, and STAR students are made aware of all the Learning Center can offer them. This action also creates a closer partnership with a Student Services area. Part 3 Summary Briefly describe what changes have been made (or need to be taken) to the program based on findings: Learning Center (LC) faculty and staff need to continually improve LC marketing efforts. Even though the LC is at the heart of the campus and a useful resource to many students, the majority still resist utilizing the workshops and other services. Those who do utilize the services show improvement in metacognitive abilities. One of the LC's ongoing goals is to create a marketing plan with new strategies each year to improve enrollment in LAC courses. Another area where the Learning Center is changing is in its recent collaboration with Student Equity and Student Services areas. A combined tutor training event was a successful way to bridge resources and assist tutors from all campus areas to share values and pedagogies. The LC also serves instructors in many ways, some unknown to them, so efforts will expand to market these as well. Please provide any additional comments for Part 3: LC faculty and staff will continue to follow OSD recommendations for accommodations of students with special needs.
Part 4 - Stakeholder Assessment Assess how well the program serves the needs of the students, district, and community. Use surveys, interviews or focus groups to obtain feedback from stakeholders (students and/or others who are impacted by your services). Include documented feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement). Type of feedback Feedback provided by? Recommendations/findings Actions needed/planned/taken based on feedback
Survey Students Favorable overall (learning needs met from services offered, adequate equipment and materials); recommendations noted as more hours of operation, varied times for services, more space for tutoring and quiet study, and Actions needed: 1) Expansion of hours and space for tutoring and Supplemental Instruction/LC Goals 1 & 4. Removal of some computers in Computer & Media Center would accommodate LC space needs for tutoring; 2) Planned discussions/strategies for more workshops. attracting more students to workshops and 411s in Lancaster and Palmdale before more are offered. Actions taken: 1) In-class tutoring and workshops for basic skills courses (math, English, reading/LC Goal #1; 2) Stronger ties to Student Services departments (EOPS, STAR), discussions with

heads and workshops for students/LC Goal #1. Survey Employees Positive view; recommendations noted as more hours of operation, expansion of LC services, and wider publication of services. Actions needed: 1) As noted in #1 above; 2) faculty and staff consistency in following the promotion plan/LC Goal #1. Actions taken: 1) LC Advisory Committee meetings held once each semester that address promotion of services and other faculty concerns. Other (Please specify) LC Advisory Committee (Minutes) Committee meetings each semester and feedback given. Committee goals agreed upon for 2015-2016 include LC promotion, ADA compliance, and LC tip of the week. Actions needed: 1) More faculty members to attend meetings; 2) Completion of LC Advisory Committee recommendations for promotion in general and specific to revision of LC referral form and website. Part 4 Summary Please provide any additional comments for Part 4: At a recent division meeting, the dean found that faculty do not know the difference between learning assistance and tutoring. She suggested that a brochure with information about this in detail be developed. Besides students, LC stakeholders are AVC instructors, so this project might prove to be fruitful in a number of ways. Communication with employers who own tutoring centers in the local community occur each year as students enrolled in LAC 100, Introduction to Tutoring, seek paid and/or volunteer tutoring opportunities in order to receive a tutoring certificate. Instructors of the course assist students by contacting employers (a few are ones who took the course) for possible job openings. LAC faculty retreats are held 1-2 times per school year, including summer, to discuss LAC courses and LC goals. LC department meetings held once per month with faculty and staff present allow for topics to be discussed related to LC operations and services. LC services also include those online: 1) SMARTHINKING online tutoring for writing; 2) Learning Express Library with Ebooks, practice tests and scoring, and individualized study plans for skill building in reading writing, math, and science as well as job search and career advancement, etc.; 3) Reading Plus to improve reading skills. Data is captured for all three. Actions needed: Funding for these online services to be available each year.

Part 5 - Goals and Objectives and Evaluation of Previous Plans

5.1. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals. Goals/Objectives/Action Plans Current Status Impact of Action (describe any relevant measures/data used to evaluate the impact)

Goal #1/Objective to continue to maintain close ties to Basic Skills classrooms with active learning opportunities Ongoing Math, reading, and more in-class writing tutors than ever before were hired at the beginning of Spring 2016 to accommodate students in math, reading, and English classrooms.

Goal #3/Objective to re-fill vacant position of Clerical III Completed but now ongoing The Clerical III that was hired on April 4, 2016 has resigned as of July 2016. This objective must be maintained. Goal #6/Objective to update the LC website, provide captions and transcripts Ongoing One of Learning Center Advisory Goals adopted in Fall 2015 was to ensure ADA compliance for the LC website. At the Spring 2016 meeting in May, recommendations will be made by those in attendance. Briefly discuss your progress in achieving those goals: Progress for the first goal objective was made as a result of the basic skills coordinator meeting with basic skills faculty to recommend in-class tutoring, involving learning specialists (full-time and adjunct) for faculty and tutor training and the tutorial specialists for training tutors and assigning tutors to classrooms. Recent surveys reveal that students like the presence of and help from their in-class tutor. Data measuring success, retention, and persistence rates will be provided at the end of the term. The third goal

objective was met, but the position will be vacant August 1. The sixth goal objective above requires team effort to ensure ADA compliance. This topic will be discussed at the LC Advisory Committee in May. Minutes will reflect the suggestions made by members. Please describe how resources provided in support of previous program review contributed to program improvements: Only part of the resources in the 2014 Program review were provided. Faculty and staff computers were replaced. Only a few faculty were funded to go to the ACTLA conference. Other staff members were denied after initial approval. Professional development opportunities continue to be a need for faculty, staff, and tutors to stay current with developments in learning assistance.
5.2 2016-2017 Planning Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2016-2017. Discipline/area goals must be guided by district Strategic Goals in the Educational Master Plan (EMP). They must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency). Goal # Discipline/area goal and objectives Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or other Expected Impact of Program Outcomes/Student Learning Action plan(s) or steps needed to achieve the goal** Resources needed (Y/N)?
1 Provide meaningful access and integrated learning support for basic skills and CTE students; step up efforts to publicize this 1. Support learning and facilitate student success 2. Expand and diversify CTE. Many goal objectives have been accomplished or implemented. SLOs for LAC 900, Supervised Tutoring, and LAC 901, Supervised Learning Assistance, continue to meet the benchmark of 70% or More CTE faculty need to be involved. A CTE faculty member recently took a seat on the Basic Skills Committee. Supporting materials need to be purchased (ex. new TEAS Yes support. higher. 00#2 for 2015-2016 was met, but a new action plan needs to be developed, one targeted more to CTE students. test-taking manuals for all learning specialists who teach TEAS workshops). 2 Evaluate Learning Center course offerings and LAC course SLOs. 1. Support learning and facilitate student success. LAC 020 and LAC 100 had increased enrollment in Spring 2015 from previous terms. SLOs for all LAC courses continue to meet the benchmark of 70% or higher. AD Chair will prepare a two year plan indicating which LAC courses will be offered in each semester. Increasing the position of full-time Writing Learning Specialist to 12 months would ensure Title 5 compliance for LAC 900. Yes 3 Ensure that adequate Learning Center staffing is in place for Academic Development/ Basic Skills and CTE Student Support. *1. Support learning and facilitate student success. *3. Expand and diversify CTE. *4. Increase student success in Basic Skills and ESL courses. The Learning Center is still in need of replacing a full-time faculty member. OO#1 for non-tutoring services was not met (decrease in student computer use and online resources). Adequate classified staffing (Clerical III) with these areas of responsibility could facilitate consistent use of the services. AD Chair will prepare necessary forms and processes to hire part time Learning Specialists. Increasing the position of fulltime Writing Learning Specialist to 12 months would ensure adequate faculty staffing for LAC 900 compliance of Title 5. Yes 4 Fully fund the Learning Centers with district and grant funding 5. Utilize campus resources efficiently and effectively 7. Enhance technology's support of the college Mission Publicizing the Learning Center (00#2) to an even greater extent could impact student attendance. Technology to replace old equipment would be required. District funding and the collection of FTES is being explored. Yes 5 Improve tutor training *1. Support learning and facilitate student success 2. Increase the transfer rate *3. Expand and diversify CTE SLOs for LAC 900, Supervised

Tutoring, meet the benchmark of 70%. Professional development opportunities for tutor training have increased due to Student Equity, Title V, and Foundation funding. A tutor conference held once per term could have an impact on tutor training. Yes 6 Be web-based and technologically current to facilitate student learning processes. 7. Enhance technology's support of the college Ongoing improvements to data collection over last five years. OO#1 for non-tutoring services was not met (decrease in student computer use and online resources). Request for a LC data base to replace the home-grown one in place. Replacement of equipment as needed for currency. Yes 7 Comply with State regulations *1. Support learning and facilitate student success Maintenance of Title 5 standards for learning assistance instruction. SLOs for LAC 900 and 901 continue to meet the benchmark of 70%. Compliance with Title 5 is a high priority. Faculty retreats to ensure Title 5 compliance No **Action plan verbs: expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.

Part 6 - Resource Needs Identify significant resource needs that should be addressed currently or in near term. For each request type identify which discipline/area goal(s) from Part 5.2 guide this need. Indicate which Discipline/area Goal(s) guide this need Type of Request (Personnel1 , Physical2 , Technology3 , Professional development4 , Other5) New or Repeat Request? Briefly describe your request here Amount, $ One-time or Recurring Cost, $?

#1 – CTE Other New Instructional resources $3,000 est. Recurring #3 – LC Faculty Personnel Repeat Fill full-time Academic Skills Learning Specialist position. $80,000 est. Recurring #3 – LC Faculty Personnel Repeat Increase to 12-months Writing Center Learning Specialist (WCLS) position #25,000 est. Recurring #3 – LC Tutors Personnel Repeat Continue to provide district funding for tutoring and Supplemental Instruction. $50,000 Recurring #4 – Technology Technology. Repeat Funding for new LC database $20,000 est. One-time #4 – Technology Technology Repeat DVD viewing stations with closed captioning access $10,000 One-time #6 – Technology Technology New Upgrade faculty computer monitors with webcams $2,000 One-time #4 – Furniture Chairs Repeat Replace worn/soiled chairs $5,000 est. One-time 1 List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form. 2 List needed technology resources in priority order. 3 In priority order,list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment. 4 List needed professional development resources in priority order. This request will be reviewed by the professional development committee. 5 List any other needed resources in priority order.

Part 7 - Comments Please rate the level of your agreement with the following statements regarding the program review process: Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree This year’s program review was valuable in planning for the continued improvement of my program. ☒ ☐ ☐ ☐ ☐

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

Comments: The ease of use of the template made this report flow much better.

Comprehensive Program Review Self-Study Report

Division/Area Name: Spanish	Year: 2016
Name of person leading this review: Lucia Pozo and Rosa Onofre	
Names of all participants in this review: Lucia Pozo, Rosa Onofre, Monica Esquivel, Daniel Young, and Arthur Salazar	
Number of Degrees offered: One - Spanish AA-T	Number of Certificates offered: N/A

Part 1 - Division or Area Overview

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

The mission of the Spanish program is to serve the community, by placing student success and student-centered learning as our priority. We provide a quality, comprehensive education to a diverse population of learners. We are committed to student success and offering value and opportunity as a service to our community. This degree is meant to prepare the student for transfer and to stand on its own as an Associate in Arts (AA) degree. This degree is intended to make it easier for students to transfer to California State University campuses, but does not exclude admittance to other colleges or universities.

The AA-T in Spanish provides students with the ability to think and to communicate clearly and effectively both orally and in writing in Spanish; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding.

1.3 State briefly program highlights and accomplishments:

This is the first year of the AA-T in Spanish. In order to develop this program Lucia Pozo and Rosa Onofre reviewed and created new courses to better fit the program. Both professors have been promoting the Program among students, faculty, counselors and members of the community. The counseling services have been key in informing and guiding our Spanish students; Professors Pozo and Onofre and counselors are in close contact. Our exit course Span 203 (Introduction to Hispanic Literature) has currently 15 students enrolled and we project to have students graduating with the Spanish degree this year.

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

Part 2 - Data Analysis and Use

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

Discipline:

Please review and interpret data by following the provided links

Indicator	Comments and Trend Analysis
2.1. Please review the FTES and enrollment (headcount) data. If applicable, please also review division or department data.	Comments on trends over the past five years and how they affect your program: Enrollment has been affected by the reduction on sections offered in the past five years, due to the budget cuts. The average Spanish student enrollment has been in between 414 and 474 per semester in the past 5 years. The Spanish 101 courses have the larger number of sections, since it is a very popular course and always in demand. As we grow, we are planning to maintain and perhaps increase the number of sections of the Span 102 courses (three in the fall 2015); since we need to offer enough courses for the students pursuing the new Spanish AA-T. Because one

	full time instructor resigned in the middle of the Spring 2016 semester, the Spanish program is now in great need of a new full time faculty.
2.2. Report program/area data showing the quantity of services provided over the past five years (e.g. number transactions, acreage maintained, students served, sales figures).	Comment on trends and how they affect your program: N/A
2.3. Student success and retention rates by discipline	Comment on trends and how they affect your program and on where improvements are needed to meet the Institutional Standard of **68%** for student success: In general Spanish maintains success above 70% and retention above 80%
2.4. Success and Retention by **Equity** Groups	Review and interpret data by race/ethnicity and gender or both together: From 2011 to 2015, the lowest and highest number of records, success, and retention will be reported. Success in Spanish classes African American → 54-86 students / Success: 43.1%-75.8% / Retention: 71.9%-87.1% American Indian→ 1-2 students / Success: 0%-100% / Retention: 50%-100% Asian -→ 5-18 students / Success: 62.5%-100% / Retention: 77.8%-100% Hispanic/ Latino → 178- 297 students / Success: 81.2%-91.1% / Retention: 88.8%-94.8% Pacific Islander→ 1-3 students / Success: 66.7%-100% / Retention: 100%-100% Two or more races → 8-25 students / Success: 50.5%-90.9% / Retention: 76.5%-100% Unknown → 3-78 students / Success: 47.2%-85.1% / Retention: 66.6%-100% White → 57-92 students / Success: 68.4%-92.6% / Retention: 80.6%-95.6% The group with the lowest retention is the students of African American background fluctuating between 71.9 – 87.1% in the past five years. The success in this group is low, fluctuating between 43.1 – 75.8%. We need to put together our efforts to motivate these students and make sure they are aware of the resources offered in AVC for all students. Often we see these students getting easily unmotivated in our classes, causing them to drop early in the semester.

	We, the instructors can increase their retention by fomenting a better communication with African American students. Sometimes they are unaware of the institutional resources available for students. We can embrace this group by letting them know that their success is important to their instructor and the college and there are ways that they can achieve their academic goals. In order to improve success and retention for this and other groups we need to offer and maintain existing resources such as tutoring for Spanish classes (number of tutors according to the amount of Spanish students we have), also appropriate classrooms with the right lay out, ventilation, illumination, and equipment.
2.5. Number of Sections by Location and Modality	Comment on trends: Sections fall 2010 – 13 Sections 2011 – 26 Sections 2012 -24 Sections 2013 – 28 Sections 2014 - 27 Sections 2015 - 34 The decrease of sections in the past five years has been due to budget cuts and not to a lack of interest. Palmdale: 1 or 3 Spanish 101 courses offered per semester (2010-2015). 1 Spanish 102 course offered on 2012 and 2013 only. 1 Spanish 110SS course offered on Fall 2012 only. Online: 1 online Spanish 101 course offered per semester since Fall 2013 to Spring 2015 1 online Spanish 102 course offered per semester since Fall 2014 to Spring 2015 1 online Spanish 110SS (former 101HL) course offered per semester since Fall 2012

2.6. Analyze and summarize trends in student progression through basic skills courses, if applicable.	Comment on trends and how they affect your program: N/A
2.7. Degree and certificate completion	Discuss trends in the completion rates of degrees and certificates. If applicable, discuss improvements in license exam results, job placement/post testing and/or transfer rates to four-year institutions: AA-T in Spanish is effective starting on Fall 2015.
2.8. Faculty Data	Review and Interpret data on PT/FT Ratio and FTES/FTEF (by Division, Department, Discipline). Comment on trends: Fall 2010: Adjunct instructor FTEF 1.33 Fall 2010: Instructor regular FTEF 3.00 Fall 2015: Adjunct instructor FTEF 2.33 Fall 2015: Instructor regular FTEF 3.00 Twice in the last two years adjunct instructors had to finish the semester because of an unexpected leave of a full time instructor. The Spanish program heavily relies on the adjunct faculty. Currently, with the resignation of the full time faculty member in the middle of the Spring 2016 semester, there are not enough instructors to cover all the courses in our growing program. We are in urgent need of hiring a full time Spanish instructor as soon as possible.
2.9. Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline.	N/A
Part 2 Summary Based on examination of the data, address any student achievement gaps and/or other student needs here:	

- Based on the location data and the demand of the second semester Spanish courses, we can start offering Span 102 classes more consistently at the Palmdale campus.
- The number of Hispanic students is increasing year by year since we are offering specific courses to serve the Latino community; in addition, we have expanded the academic options by offering the online class for Spanish Speakers (110SS) since Fall 2012; we should continue offering such a class every semester.
- Online courses are very popular, but not all students complete these courses, in order to increase retention and success we need to offer these students more resources including online tutoring.
- In order to find strategies and resources to maintain and improve student success and retention, professors Onofre and Pozo are serving in the following committees: Basic Skills, Equity and Distance Education and technology Committee.

Part 3 – Outcome Analysis and Use

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

SLO/PLO/OO	Action Plan	Current Status	Impact of Action
		Choose an item.	**This is a new program and data will be collected starting on Fall 2016.**
		Choose an item.	
		Choose an item.	
		Choose an item.	

Part 3 Summary

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

Please provide any additional comments for Part 3:

Part 4 - Stakeholder Assessment

Assess how well the program serves the needs of the students, district, and community. Use surveys, interviews or focus groups to obtain feedback from stakeholders (students and/or others who are impacted by your services). Include documented feedback from

other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement).

Type of feedback	Feedback provided by?	Recommendations/findings	Actions needed/planned/taken based on feedback
Meeting	Students	Continue offering Intermediate Spanish courses at least once a year for students seeking the Spanish AA-T program (Span 202, 220SS, 203).	We need to hire a Spanish faculty who can share the load of courses we need to offer in the program. We are in urgent need of opening a new full time position in the Spanish area, the demand and need of our courses is imminent now that we have many students registered for the Span AA-T.
Licensure Exams			
Choose an item.			

Part 4 Summary
Please provide any additional comments for Part 4:

Part 5 - Goals and Objectives and Evaluation of Previous Plans

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

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
Create an AA in foreign languages	Completed	**We created an AA-T in Spanish, this degree will expand the program and offer a great academic option for our students.**
Development of new Composition (Span 220 SS) course	Ongoing	We are waiting for the Chancellor's office approval of this course; we are hoping to include this course in the Spanish AA-T. We are planning to offer this course as part of the program in the Spring semester 2017.

Briefly discuss your progress in achieving those goals:		
describe how resources provided in support of previous program review contributed to program improvements: N/A		

5.2 **2016-2017 Planning**

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

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or other	Expected Impact of Program Outcomes/Student Learning	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
1	Improve student success and retention with the increase of 10% more than existing percentages.	Goals and initiatives: #6 – Increase outcomes of student success.	PLO 1,2,3 We will be able to offer the courses needed for our students. Students will be able to reach their academic goal, by mastering and completing the material required for the course. This semester the instruction was interrupted, since a full time Spanish faculty resigned. The students had to switch from one instructor to another in order to finish the	Hire an additional Full time faculty	Yes – amount needed based on academic salary scale.

			semester. Student learning acquisition was affected by this situation. Note explanatory: Our Program is large and full-timers and adjunct faculties are already taking emergency full loads and overloads. **We urgently need to hire an additional full time Spanish faculty member.**		
		Goals and initiatives: #6 – Increase outcomes of student success.	PLO 1,2,3 We will provide an adequate learning environment and space in order to accomplish the SLOs and PLOs. In order to provide equal access to curriculum for all our students, we need to have adequate classrooms. Student learning has been affected by inadequate classrooms where audio is not working, the curtains are broken and unable to cover the light anytime the projector is on, also instructors and students	Four large smart classrooms designated exclusively for the use of the Spanish courses. We need soft color on walls, curtains to block light when projector is being used and graduating light switches. Equipped with Computer, TV/DVD capabilities, PowerPoint projector and Document camera. Room specifics are due to the fact that language courses require paired and group work, so students can mobilize	Yes – Based on Facilities and equipment. Cost is minimal.

			are complaining because air conditioning is not working properly.	easily around the classroom.	
		Goals and initiatives: #6 – Increase outcomes of student success.	PLO 1,2,3 Provide equal access to the curriculum and material for our students. The students sometimes work on assignments from campus; there is a need for the appropriate equipment so students can fully use the online resources of the Spanish courses (elementary and intermediate).	Lab space is needed in the Learning Center or other building. Establish at least one computer lab or part of a lab with headphones, microphones and webcam for Spanish students (F2F and online)- so students can work from campus if needed. A separate space is needed since sometimes students will be expected to speak and record their voices and also hear videos and audios (listening comprehension, speaking and pronunciation activities).	Yes – Based on Facilities
		Goals and initiatives: #6 – Increase outcomes of student success.	PLO 1,2,3 Students will have assistance while working on Spanish lab.	Hire an hourly or classified person to staff the Spanish Lab. Lab space is needed in the Learning Center or other building.	Yes – Amount needed based on salary scale.

		Goals and initiatives: #6 – Increase outcomes of student success.	PLO 1 Spanish students will have additional academic support. Some students with disabilities count on tutors in order to achieve their academic goals.	Spanish tutors for all levels offered in the program. We need to maintain and expand the tutoring service for students. We need administration support to allocate a budget for Spanish tutors.	Yes
		Goals and initiatives: #6 – Increase outcomes of student success.	PLO 1,3 Writing support for intermediate students.	Continue and extend the use of Smarthinking-online tutoring for Spanish classes. The Smarthinking service exists and provides the service for Spanish for Heritage Speakers classes (we do not count on a physical Spanish writing center in the Learning Center). We need the approval to extend the service for all intermediate level Spanish classes, since all Intermediate students should benefit from this great service (201, 202, 203, and 220SS).	Yes – Assuming that The Basic Skills Funding and Equity committees will allocate a budget for now, until we get a more permanent source.

		Goals and initiatives: #6 – Increase outcomes of student success. Better accomplish Program's PLOs.	PLO 1,2,3 A coordinator for the Spanish program can improve the support for the Spanish instructors and program needs. A better coordination in the program will have a positive effect on students' learning acquisition and support of their academic goals.	Spanish coordinator. Coordinator position could be rotated among full time faculty.	Yes – Amount needed based on academic salary scale and/or reassignment time

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

Part 6 - Resource Needs

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

Indicate which Discipline/area Goal(s) guide this need	Type of Request (Personnel[1], Physical[2], Technology[3], Professional development[4], Other[5])	New or Repeat Request?	Briefly describe your request here	Amount, $	One-time or Recurring cost?	Contact person's name
Goal 1	Personnel	New	Additional Full Time Spanish Faculty	Faculty Salary and Benefits	Recurring	Rosa Onofre or Lucia Pozo
	Technology	New	Technology for four classrooms that includes TV/DVD, Power Point projector, Document Camera.	$10,000	One time	Rosa Onofre or Lucia Pozo

	Facilities	New	Four large classrooms designated exclusively to the use of the Spanish courses.	$2000	One time	Rosa Onofre or Lucia Pozo
	Facilities	New	Multi-room space for computer lab in new Learning Center Building or other.	TBD	One time	Rosa Onofre or Lucia Pozo
	Personnel	New	Staff for Student Learning Space – Spanish Lab	Classified Salary and Benefits	Recurring	Rosa Onofre or Lucia Pozo
	Personnel	New	Spanish tutors	TBD	Recurring	Rosa Onofre or Lucia Pozo
	Other	New	Extend the use of Smarthinking online tutoring for all intermediate Spanish courses.	According to the price of the service	One time	Rosa Onofre or Lucia Pozo
	Existing personnel	New	Spanish coordinator	Faculty salary and/or reassignment time	Recurring	Rosa Onofre or Lucia Pozo

[1]List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.
[2]List needed technology resources in priority order.
[3] In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.
[4]List needed professional development resources in priority order. This request will be reviewed by the professional development committee.
[5]List any other needed resources in priority order.

Part 7 - Comments

Please rate the level of your agreement with the following statements regarding the program review process:	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
▪ This year's program review was valuable in planning for the continued improvement of my program	X	☐	☐	☐	☐

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

Comprehensive Program Review Self-Study Report

Division/Area Name: **Learning Center**	Year: **2015-2016**
Name of person leading this review: **Dr. Magdalena Caproiu**	
Names of all participants in this review: **Faculty – M. Caproiu, D. Flores-Kagan, W. Rider, K. Lubick. Staff – M. Lathrop, T. Lopez, T. Raper, R. Trejo**	
Number of Degrees offered: **0**	Number of Certificates offered: **0**

Part 1 - Division or Area Overview

1. Briefly describe how the division or area contributes to the district mission: **The Learning Center facilitates success in college by teaching students learning and study strategies that lead to self-confidence in the attainment of their goals and life skills, helping them to become good citizens in their communities.**
1.2 State briefly program highlights and accomplishments: **Diversity of services and resources both onsite and online; LAC non-credit courses for skill building in math, reading, and writing; LAC credit courses for tutor training accredited by the College Reading and Learning Association; faculty, staff, and tutors who participate in professional development opportunities each year to stay current in the discipline of learning assistance.**

1.3. Check each Institutional Learning Outcome (ILO) supported by the division/area.	
☒**Communication**	☒Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. ☒Demonstrates listening and speaking skills that result in focused and coherent communications
☒**Creative, Critical, and Analytical Thinking**	☒Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
☒**Community/Global Consciousness**	☒Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well being of society and the environment.

	☒Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
☒Career and Specialized Knowledge	☒Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

Part 2 - Data Analysis and Use

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

Discipline: Learning Assistance Center (LAC)

Please review and interpret data by following the provided links

Indicator	Comments and Trend Analysis
2.1. Please review the FTES and enrollment (headcount) data. If applicable, please also review division or department data.	Comments on trends over the past five years and how they affect your program: **LAC FTES do not follow District FTES trends, dropping sharply by 83.07% from 20.91 in 2010-2011 to 3.54 in 2014-2015. There is no clear explanation for the decrease in FTES except that a third full-time faculty member retired in 2012 and was not replaced; therefore the number of individual learning improvement plans (ILIPs) and workshops were reduced. LC faculty and staff are working with Admissions and Records to clarify and interpret the data.** **LAC enrollment numbers follow the District trend for LAC 900-Supervised Tutoring, but dropped by 34.29% for LAC 901-Supervised Learning Assistance, again possibly due to the loss of a third full-time instructor, although adjunct faculty continue to teach each term. As LC faculty teach more in-class workshops that do not count toward FTES and students develop better technological skills for accessing information and instruction online rather than attend onsite services, it is clear that LC faculty need to consider new instructional methods for greater student involvement. Professional development for faculty AND staff is warranted.**

	The duplicated headcount for the LC follows the District trend. The sharp dip in 2011-2012 was due to heavy reductions in funding, resulting in the hiring of fewer tutors and, therefore, less options for students to be served in the LC.
2.2. Report program/area data showing the quantity of services provided over the past five years (e.g. number transactions, acreage maintained, students served, sales figures).	Comment on trends and how they affect your program: **411 sessions have been added to the workshop list. Computer usage and that of quiet study options for students have increased, though space is minimal for the latter. Similar to headcount, quantity of services follow District enrollment trends, with the sharp dip in numbers for 2011-2012 still due to funding being cut. Although year 2014-2015 saw a decrease in tutoring visits, the amount of tutoring hours has actually increased to its highest point since 2010-2011.**
2.3. Student success and retention rates by discipline	Comment on trends and how they affect your program and on where improvements are needed to meet the institutional standard of 68% for student success: **LAC success and retention data is only reported through 2014, with later data hard to access or not accessible. Retention and success are only measured for LAC 020, 098, 099, 100 and 200.** **Overall LAC retention rates have remained relatively stable, hovering between 80.4% and 89.4% from 2010 to 2015 with the latest rate 84.3%. Overall LAC success rates show a sharp dip in Spring 2011 and again in Spring 2012, rising to 72.5% in Spring 2015. The LC meets the standard.** **The success of students using tutoring (LAC 900) is tracked using metacognitive data culled from tutor reports and is not tracked for comparing students who receive tutoring against those who do not. The latter is of interest because some Learning Centers use this method. LC faculty and staff will conduct research and consider this method as a way of tracking student success, though tutoring is only one factor in that success.**
2.4. Success and Retention by **Equity** Groups	Review and interpret data by race/ethnicity and gender or both together:

	LAC course retention rates by gender show a fluctuation between 71% and 100% for males, with Spring 2014 being the lowest rate at 71% after falling from 100% in Spring 2012. **Retention rates for females have fluctuated between 79% and 90%, settling at 84% in Spring 2014.** **Success rates for males appear erratic, falling to 20% in Spring 2012, and even though they rose to 85% in Spring 2013, they have fallen again to 59% by Spring 2014. Success rates for females have fluctuated in range from 45% in Spring 2011 at its lowest to 73% at the highest in Fall 2013, falling to 66% in Spring 2014.** **While retention rates have remained relatively stable, success rates by race show heavy fluctuations for African-Americans and Whites.**
2.5. Number of Sections by Location and Modality	Comment on trends: **LAC credit courses are only offered once during fall and spring terms, mostly at the Lancaster campus, although LAC 020 and 100 were offered twice at the Palmdale Center in two previous terms. LAC 020 was scheduled for the summer term in 2015 and will continue during summers as well as fall and spring terms. Distance ed. courses include LAC 100, taught as a hybrid every other regular term, and LAC 900 for which a hybrid designation was approved by AP&P. Enrollment in LAC 100 has been lower in Palmdale than in Lancaster, which is also true for LAC 900 and 901. An evaluation of course offerings will take place at a faculty retreat later in Spring 2016/Goal #2. Note: Math 020 and 021 are given a Math designation but are taught on the Math Learning Specialist's full-time load.**
2.6. Analyze and summarize trends in student progression through basic skills courses, if applicable.	Comment on trends and how they affect your program: **Some LAC credit and all non-credit courses support basic skills courses for reading, math, English, and ESL. LAC 020 and MATH 020 provide support for writing and math anxiety respectively. LAC 900, Supervised Tutoring, is the course from which basic skills students receive tutoring support. Support is also given to those**

	enrolled in LAC 901 via individual learning improvement plan (ILIP) sessions with faculty learning specialists as well as workshops.
2.7. Degree and certificate completion	Discuss trends in the completion rates of degrees and certificates. If applicable, discuss improvements in license exam results, job placement/post testing and/or transfer rates to four-year institutions: **Not applicable**
2.8. Faculty Data	Review and Interpret data on PT/FT Ratio and FTES/FTEF (by Division, Department, Discipline). Comment on trends: **LAC credit course (LAC 020, 098, 099, 100) data is listed as IR by Division. One full-time instructor teaches LAC 020 and 100, rotating every other spring and fall term with an adjunct who teaches these courses. LAC 098 and 099 are only taught by a full-time instructor. LAC 900 is taught in Lancaster by full-time faculty members for writing, math, reading, and general tutoring. In Palmdale, it is taught by one full-time faculty member and 3-4 adjuncts, meaning that full daily coverage is only provided one day per week. LAC 901 is assigned to every learning specialist, full and part-time. A gap in teaching assignments exists during summer terms because of the two full-time faculty, one is assigned a 12 month contract and the other only 10 months, causing inconsistency of services to students, including tutors/Goal #3.**
2.9. Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline.	Comment on the occupational projections for employment in your discipline for the next two years and how the projections affect your planning: **The only description on the CEDD website that resembles the job of tutoring is Teacher Assistant; tutoring, however, is only one aspect of that position. Students who complete one or more LAC tutoring credit courses and receive CRLA certification are prepared to become tutors in any setting, college, community, or private setting.**
Part 2 Summary Based on examination of the data, address any student achievement gaps and/or other student needs here:	

If the Learning Center is to expand its services with more opportunities for tutoring to take place, determined as a need by students who took the LC survey, faculty and staff coverage is essential for that to take place. When the Palmdale Center expands its space by moving to a new location, a dedicated learning specialist and tutorial specialist should be assigned, so that the same level of services can be offered, including tutoring and training, requiring full funding/Goal #4 & 5. New instructional methods for greater student involvement in LC services is required, so professional development for faculty and staff is important/Goal #1. LC faculty and staff can research learning assistance data collection methods for new kinds of reporting/Goal #4.

Part 3 – Outcome Analysis and Use

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

SLO/PLO/OO	Action Plan	Current Status	Impact of Action
LAC 900 #2	**Tutor training to emphasize reinforcement of tutee's efforts.**	**Ongoing**	**A tutor training session dedicated to this action plan to ensure that tutees know their efforts are appreciated by the tutors who serve them.**
LAC 901 #1	**Emphasize a study skill that applies to workshop topic**	**Completed**	**A discussion about this occurred on July 31, 2015 at a faculty retreat. Although not all learning specialists were present, a meeting summary was sent to everyone. This action may be reintroduced at a later time. The emphasis impacts the student's ability to recall the study skill and details related to it.**
LAC 100 #3	**Add written communication to lesson plan**	**Ongoing**	**In the tutoring session, tutoring tutees who have disabilities may necessitate the taking of notes. This subject is on target for April 2016.**
OO #2	**Provide workshops for Student Services areas**	**Ongoing**	**Relates to Goal #1 for providing learning support for basic skills, in this case to support the STAR program, and eventually, EOPS and CalWORKS. The impact of this action so far is that workshops are well attended, and STAR students are made aware of all the Learning Center**

			can offer them. This action also creates a closer partnership with a Student Services area.

Part 3 Summary

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

Learning Center (LC) faculty and staff need to continually improve LC marketing efforts. Even though the LC is at the heart of the campus and a useful resource to many students, the majority still resist utilizing the workshops and other services. Those who do utilize the services show improvement in metacognitive abilities. One of the LC's ongoing goals is to create a marketing plan with new strategies each year to improve enrollment in LAC courses. Another area where the Learning Center is changing is in its recent collaboration with Student Equity and Student Services areas. A combined tutor training event was a successful way to bridge resources and assist tutors from all campus areas to share values and pedagogies. The LC also serves instructors in many ways, some unknown to them, so efforts will expand to market these as well.

Please provide any additional comments for Part 3: **LC faculty and staff will continue to follow OSD recommendations for accommodations of students with special needs.**

Part 4 - Stakeholder Assessment

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

Type of feedback	Feedback provided by?	Recommendations/findings	Actions needed/planned/taken based on feedback
Survey	**Students**	**Favorable overall (learning needs met from services offered, adequate equipment and materials); recommendations noted as more hours of operation, varied times for services,**	**Actions needed: 1) Expansion of hours and space for tutoring and Supplemental Instruction/LC Goals 1 & 4. Removal of some computers in Computer & Media Center would accommodate LC space needs for tutoring; 2) Planned discussions/strategies for**

		more space for tutoring and quiet study, and more workshops.	**attracting more students to workshops and 411s in Lancaster and Palmdale before more are offered. Actions taken: 1) In-class tutoring and workshops for basic skills courses (math, English, reading/LC Goal #1; 2) Stronger ties to Student Services departments (EOPS, STAR), discussions with heads and workshops for students/LC Goal #1.**
Survey	**Employees**	**Positive view; recommendations noted as more hours of operation, expansion of LC services, and wider publication of services.**	**Actions needed: 1) As noted in #1 above; 2) faculty and staff consistency in following the promotion plan/LC Goal #1. Actions taken: 1) LC Advisory Committee meetings held once each semester that address promotion of services and other faculty concerns.**
Other (Please specify)	**LC Advisory Committee (Minutes)**	**Committee meetings each semester and feedback given. Committee goals agreed upon for 2015-2016 include LC promotion, ADA compliance, and LC tip of the week.**	**Actions needed: 1) More faculty members to attend meetings; 2) Completion of LC Advisory Committee recommendations for promotion in general and specific to revision of LC referral form and website.**

Part 4 Summary

Please provide any additional comments for Part 4:

At a recent division meeting, the dean found that faculty do not know the difference between learning assistance and tutoring. She suggested that a brochure with information about this in detail be developed. Besides students, LC stakeholders are AVC instructors, so this project might prove to be fruitful in a number of ways.

Communication with employers who own tutoring centers in the local community occur each year as students enrolled in LAC 100, Introduction to Tutoring, seek paid and/or volunteer tutoring opportunities in order to receive a tutoring certificate. Instructors of the course assist students by contacting employers (a few are ones who took the course) for possible job openings.

LAC faculty retreats are held 1-2 times per school year, including summer, to discuss LAC courses and LC goals. LC department meetings held once per month with faculty and staff present allow for topics to be discussed related to LC operations and services.

LC services also include those online: 1) SMARTHINKING online tutoring for writing; 2) Learning Express Library with Ebooks, practice tests and scoring, and individualized study plans for skill building in reading writing, math, and science as well as job search and career advancement, etc.; 3) Reading Plus to improve reading skills. Data is captured for all three. Actions needed: Funding for these online services to be available each year.

Part 5 - Goals and Objectives and Evaluation of Previous Plans

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

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
Goal #1/Objective to continue to maintain close ties to Basic Skills classrooms with active learning opportunities	**Ongoing**	**Math, reading, and more in-class writing tutors than ever before were hired at the beginning of Spring 2016 to accommodate students in math, reading, and English classrooms.**
Goal #3/Objective to re-fill vacant position of Clerical III	**Completed but now ongoing**	**The Clerical III that was hired on April 4, 2016 has resigned as of July 2016. This objective must be maintained.**
Goal #6/Objective to update the LC website, provide captions and transcripts	**Ongoing**	**One of Learning Center Advisory Goals adopted in Fall 2015 was to ensure ADA compliance for the LC website. At the Spring 2016 meeting in May, recommendations will be made by those in attendance.**
Briefly discuss your progress in achieving those goals: **Progress for the first goal objective was made as a result of the basic skills coordinator meeting with basic skills faculty to recommend in-class tutoring, involving learning specialists (full-time and adjunct) for faculty and tutor training and the tutorial specialists for training tutors and assigning tutors to classrooms. Recent surveys reveal that students like the presence of and help from their in-class tutor. Data measuring success, retention, and persistence rates will be provided at the end of the term.**		

The third goal objective was met, but the position will be vacant August 1. **The sixth goal objective above requires team effort to ensure ADA compliance. This topic will be discussed at the LC Advisory Committee in May. Minutes will reflect the suggestions made by members.**
Please describe how resources provided in support of previous program review contributed to program improvements: **Only part of the resources in the 2014 Program review were provided. Faculty and staff computers were replaced. Only a few faculty were funded to go to the ACTLA conference. Other staff members were denied after initial approval. Professional development opportunities continue to be a need for faculty, staff, and tutors to stay current with developments in learning assistance.**

5.2 **2016-2017 Planning**

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

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or other	Expected Impact of Program Outcomes/Student Learning	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
1	**Provide meaningful access and integrated learning support for basic skills and CTE students; step up efforts to publicize this support.**	**1. Support learning and facilitate student success** **2. Expand and diversify CTE.**	**Many goal objectives have been accomplished or implemented. SLOs for LAC 900, Supervised Tutoring, and LAC 901, Supervised Learning Assistance, continue to meet the benchmark of 70% or higher. 00#2 for 2015-2016 was met, but a new action plan needs to**	**More CTE faculty need to be involved. A CTE faculty member recently took a seat on the Basic Skills Committee. Supporting materials need to be purchased (ex. new TEAS test-taking manuals for all learning specialists who teach TEAS workshops).**	**Yes**

			be developed, one targeted more to CTE students.		
2	**Evaluate Learning Center course offerings and LAC course SLOs.**	1. Support learning and facilitate student success.	**LAC 020 and LAC 100 had increased enrollment in Spring 2015 from previous terms. SLOs for all LAC courses continue to meet the benchmark of 70% or higher.**	**AD Chair will prepare a two year plan indicating which LAC courses will be offered in each semester. Increasing the position of full-time Writing Learning Specialist to 12 months would ensure Title 5 compliance for LAC 900.**	Yes
3	**Ensure that adequate Learning Center staffing is in place for Academic Development/ Basic Skills and CTE Student Support.**	*1. Support learning and facilitate student success. *3. Expand and diversify CTE. *4. Increase student success in Basic Skills and ESL courses.	**The Learning Center is still in need of replacing a full-time faculty member. OO#1 for non-tutoring services was not met (decrease in student computer use and online resources). Adequate classified staffing (Clerical III) with these areas of responsibility could facilitate consistent use of the services.**	**AD Chair will prepare necessary forms and processes to hire part time Learning Specialists. Increasing the position of full-time Writing Learning Specialist to 12 months would ensure adequate faculty staffing for LAC 900 compliance of Title 5.**	Yes
4	**Fully fund the Learning Centers with district and grant funding**	5. Utilize campus resources efficiently and effectively 7. Enhance technology's support of the college Mission	**Publicizing the Learning Center (00#2) to an even greater extent could impact student attendance. Technology to replace old equipment would be required.**	**District funding and the collection of FTES is being explored.**	Yes
5	**Improve tutor training**	*1. Support learning and	**SLOs for LAC 900, Supervised Tutoring, meet the benchmark of 70%. Professional development**	**A tutor conference held once per term could have an impact on tutor training.**	Yes

		facilitate student success 2. Increase the transfer rate *3. Expand and diversify CTE	**opportunities for tutor training have increased due to Student Equity, Title V, and Foundation funding.**		
6	**Be web-based and technologically current to facilitate student learning processes.**	7. Enhance technology's support of the college	**Ongoing improvements to data collection over last five years. OO#1 for non-tutoring services was not met (decrease in student computer use and online resources).**	**Request for a LC data base to replace the home-grown one in place. Replacement of equipment as needed for currency.**	**Yes**
7	**Comply with State regulations**	***1. Support learning and facilitate student success**	**Maintenance of Title 5 standards for learning assistance instruction. SLOs for LAC 900 and 901 continue to meet the benchmark of 70%. Compliance with Title 5 is a high priority.**	**Faculty retreats to ensure Title 5 compliance**	No

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

Part 6 - Resource Needs

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

Indicate which Discipline/area Goal(s) guide this need	Type of Request (Personnel[1], Physical[2], Technology[3], Professional development[4], Other[5])	New or Repeat Request?	Briefly describe your request here	Amount, $	One-time or Recurring Cost, $?
#1 – CTE	**Other**	**New**	**Instructional resources**	**$3,000 est.**	**Recurring**
#3 – LC Faculty	**Personnel**	**Repeat**	**Fill full-time Academic Skills Learning Specialist position. Increase to 12-months Writing Center Learning Specialist (WCLS) position**	**$80,000 est. #25,000 est.**	**Recurring**
#3 – LC Faculty	**Personnel**	**Repeat**			**Recurring**

#3 – LC Tutors	**Personnel**	**Repeat**	**Continue to provide district funding for tutoring and Supplemental Instruction.**	**$50,000**	**Recurring**
#4 – Technology	**Technology**	**Repeat**	**Funding for new LC database**	**$20,000 est.**	**One-time**
#4 – Technology	**Technology**	**Repeat**	**DVD viewing stations with closed captioning access**	**$10,000**	**One-time**
#6 – Technology	**Technology**	**New**	**Upgrade faculty computer monitors with webcams**	**$2,000**	**One-time**
#4 – Furniture	**Chairs**	**Repeat**	**Replace worn/soiled chairs**	**$5,000 est.**	**One-time**

[1]List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.
[2]List needed technology resources in priority order.
[3]In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.
[4]List needed professional development resources in priority order. This request will be reviewed by the professional development committee.
[5]List any other needed resources in priority order.

Part 7 - Comments

Please rate the level of your agreement with the following statements regarding the program review process:	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
This year's program review was valuable in planning for the continued improvement of my program.	☒	☐	☐	☐	☐
Analysis of the program review data was useful in assessing my program's outcomes and current status	☒	☐	☐	☐	☐
Comments: **The ease of use of the template made this report flow much better.**					