



2017-2018 Instructional Program Review Annual Update

1. Discipline/Area Name: Communication Studies	For: 2019-2020
2. Name of person leading this review: Tom Graves	
3. Names of all participants in this review: Harish Rao, Tom Graves, Richie Hao	
4. Status Quo option: Year 1: Comprehensive review <input type="checkbox"/> Year 2: Annual update or status quo option <input type="checkbox"/> Year 3: Annual update <input checked="" type="checkbox"/> Year 4: Annual update or status quo option <input type="checkbox"/>	In years two and four of the review cycle, programs may determine that the program review conducted in the previous year will guide program and district planning for another year. <input type="checkbox"/> Check here to indicate that the program review report written last year accurately reflects program planning for the current academic year. (Only programs with no updates or changes may exercise the status quo option. All others will respond to questions 6 – 13.)

Number of Full-time Faculty Five (5)

 Number of Part-time Faculty Nine (9)

Data/Outcome Analysis and Use

5. Please review the subject level data and comment on trends (data is available on the [Program Review](#) web page):

Indicator	2013-2014	2014-2015	2015-2016	2016-2017	Recent trends?	Comment
Enrollment #	2929	2743	2751	2805	Decrease	Loss in adjunct faculty over the 4-year period, in addition to 1 full-time faculty member serving as lead on Accreditation (release time) resulted in a reduction of course offerings
# of Sections offered	106	104	106	112	Increase	The increase is a result of a full-time hire in 2016.
# of Online Sections offered	0	0	0	0	No Change	
# of Face-to-Face Sections offered	106	104	106	112	Increase	The increase is a result of a full-time hire in 2016.
# of Sections offered in Lancaster	72	70	72	78	Increase	The increase is a result of a full-time hire in 2016.

# of Sections in other locations	34	33	34	33	No Change	
<u># of Certificates awarded</u>	0	0	0	0	No Change	No Certificate offered
<u># of Degrees awarded</u>	10	10	22	17	Decrease	Perhaps 1) a lack of PR from counseling and discipline faculty, 2) withdraw of UC Bakersfield
Subject Success Rates	73.1%	74.2%	76.2%	74.7%	Decrease	Within the 4-year period, Comm. Studies has maintained a higher percentage than the institutional standard
Subject Retention Rates	86.4%	86.8%	87.9%	86.5%	No Change	Consistent within the last 4-years
Full-time Load (Full-Time FTEF)	3.7	3.7	3.6	4.7	Increase	The increase is a result of a full-time hire in 2016.
Part-time Load (Part-time FTEF)	6.3	5.5	5.96	5.1	Decrease	Loss of excellent adjunct faculty to full-time hires
PT/FT FTEF Ratio	1.9	1.4	1.7	1.1	Decrease	Loss of adjunct faculty in culmination with full-time hire
Other measure: Full Time Overload			.49	.20		

#	Indicator	Comments and Trend Analysis																
7.	If applicable, report program/area data showing the quantity of services provided over the past four years (e.g. # of workshops or events offered, ed. plans developed, students served)	<p>Until recently, each semester, Comm. 101 and 103 students engaged in a speech tournament</p> <p>Comm. 112: Oral Interpretation and 114: Storytelling-Students performed for the children in the Child Development area</p> <p>Comm. 115: Argumentation and Debate students completed either against their classmates or other students from the community college system</p> <p>Comm. 109: Small Group: Students coordinated with outside non-profit organizations to conduct a 1-day event to benefits students, faculty, and staff.</p>																
8.	Student success and retention rates by equity groups within discipline	<p>Review and interpret the subject data by race/ethnicity and gender. Identify achievement gaps. List actions that are planned to meet the Institutional Standard of 69.1% for student success and to close achievement gaps:</p> <p>Overall success rate '15-16 76.2%</p> <table border="1"> <thead> <tr> <th>Female</th> <th>Male</th> <th>African-Amer /Black</th> <th>Hispanic</th> <th>White –</th> <th>Other</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td>74.9% (1464)</td> <td>81.1% (614)</td> <td>84.5% (232)</td> </tr> </tbody> </table>					Female	Male	African-Amer /Black	Hispanic	White –	Other				74.9% (1464)	81.1% (614)	84.5% (232)
Female	Male	African-Amer /Black	Hispanic	White –	Other													
			74.9% (1464)	81.1% (614)	84.5% (232)													

		77.4%	74%	69.6% (441 students)	students)	students)	students)
Overall success rate '16-17 74.7%							
		Female 76.9 %	Male 71.1%	62.6% (414 students) Down 8%	74.6% (1582 students)	80.3% (542 students)	82.8% (267 students)
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					

10. Cite examples of using action plans (for SLOs, PLOs, OOs, ILOs) as the basis for resource requests and how the allocation of those resources or other changes resulted in improved outcomes over the past four years.

SLO/PLO/OO/ILO	Action Plan	Current Status	Impact of Action
SLO on delivery for 101 and 103	Norming session	Ongoing	Initial norming session yet census of full time faculty is the need for an annual norming session.
		Choose an item.	
		Choose an item.	
		Choose an item.	

11. 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	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
Adding full-time faculty	Completed	Added one (1), and hiring a second (2018) full-time member.
Norming session	Ongoing	Pending outside funding source. Additionally, needed contact with local UCs and CSUs concerting 1) re-assess standards for speeches, and 2) comparison of SLOs.
	Choose an item.	

Briefly discuss your progress in achieving those goals: 1. Too soon to analyze the overall results of the first hire. 2. There has been no progress in this area.

Please describe how resources provided in support of previous program review contributed to program improvements: 1. Support has been received for one (1) full-time hire, yet the faculty member is ONLY in their second year. Improvements at this time are difficult to assess. 2. As of this date, the Comm. Studies department repeated requests for a consistently norming session has not come to fruition.

12. 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 2019-2020. Discipline/area goals must be guided by **district Strategic Goals** in the Educational Master Plan (EMP), p.90. 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 Outcomes	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
#1	Improve different types of outlining skills (e.g., chronological, topical, spatial, cause and effect, etc.)	*3. Focus on utilizing proven instructional strategies that will foster transferable intellectual skills Choose an item. Choose an item. Choose an item.	Embedded student tutors	Yes
#2	Improve students overall physical and vocal delivery skills	*3. Focus on utilizing proven instructional strategies that will foster transferable intellectual skills Choose an item. Choose an item. Choose an item.	Embedded student tutors and instructional videos	Yes

#3	Facilities lighting, arrangement, and design	*2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services Choose an item. Choose an item. Choose an item.	While in the pre-construction phase of the campus, discipline faculty input concerning design, arrangement, and lighting (e.g., overhead lighting, door placards (Speech in Progress/Do Not Enter), screen placement, sound, etc.) of new classrooms.	Yes
#4	Improve classroom technology to industry standards	Choose an item. *2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services Choose an item. Choose an item.	Pre-existing and future construction of classrooms space where discipline faculty input is warranted.	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.

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

13. Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/program goal(s) from #12 guide this need.**

Indicate which Goal(s) guide this need	Type of Request (Personnel ² , ³ Technology, Physical, ⁴ Professional developments, Other)	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?	Contact's name
Goal 2 and 3	Technology	New	Instructional videos for students	Up to \$2500.	One-time	Comm. Studies faculty
Goal 2	Personnel	New	Embedded full-time Comm. Studies counselor		Recurring	Comm. Studies faculty
Goal 2 and 4	Personnel	New	Embedded student tutors 01, 103—outline and delivery (immediate impact)		Recurring	Comm. Studies faculty

Goal 2	Personnel	Repeat	Commitment from the administration toward personnel and funding (Forensics is equivalent to athletics and football, soccer, softball, etc.). An extracurricular activity that is part of our AA-T program. Additionally, will aid the Law Scholar program.	Starting commitment of \$10,000.	Recurring	Comm. Studies faculty
Goal 4	Technology	New	Visual aid stands with carriers	Up to \$500.	One-time	Comm. Studies faculty
Goal 4	Technology	New	Logitech R800 Professional Presenters, Black 910-001350	Up to \$500.	One-time	Comm. Studies faculty
Other	Other	New	Comm. Studies Faire Day	Up to \$1500.	Recurring	Comm. Studies faculty

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

²List needed technology resources in priority order.

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

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

⁵List any other needed resources in priority order.



2017-2018 Instructional Program Review Annual Update

1. Discipline/Area Name: English	For: 2019-2020
2. Name of person leading this review: Mark Hoffer, Program Chair	
3. Names of all participants in this review: Ahmad, Covell, Dover, Fisher, Flores-Kagan, Garcia, Heinzman, Hood, Inganni, James, Jefferson, R. Jennings, V. Jennings, Koritsoglou, Lowry, E. Martin, H. Martin, Mejia, Memmer, Mitchell, Nogales, Oliveira, Palagallo, Perez, Puga, Rider, Ryder, Spurgeon, Tafarella, Toll, Toth, Vaughn, Velinda, Williams	
4. Status Quo option: Year 1: Comprehensive review <input type="checkbox"/> Year 2: Annual update or status quo option <input type="checkbox"/> Year 3: Annual update <input checked="" type="checkbox"/> Year 4: Annual update or status quo option <input type="checkbox"/>	In years two and four of the review cycle, programs may determine that the program review conducted in the previous year will guide program and district planning for another year. <input type="checkbox"/> Check here to indicate that the program review report written last year accurately reflects program planning for the current academic year. (Only programs with no updates or changes may exercise the status quo option. All others will respond to questions 6 – 13.)

Number of Full-time Faculty 18

 Number of Part-time Faculty 16

Data/Outcome Analysis and Use

5. Please review the subject level data and comment on trends (data is available on the [Program Review](#) web page):

Indicator	2013-2014	2014-2015	2015-2016	2016-2017	Recent trends?	Comment
Enrollment #	7393	7646	8057	8417	Increase	
# of Sections offered	265	272	294	324	Increase	Enrollment numbers are up, and this translates to more sections of English being offered. As a gateway discipline for all students, English is in constant demand.
# of Online Sections offered	21	16	26	33	Increase	
# of Face-to-Face Sections offered	241	255	268	291	Increase	
# of Sections offered in Lancaster	223	237	235	261	Increase	

# of Sections in other locations	42	35	59	63	Increase	
<u># of Certificates awarded</u>	0	0	0	0	No Change	
<u># of Degrees awarded</u>	4	10	22	19	Increase	More English majors are pursuing AA degrees, with the AA-T the most popular option of the discipline's three degrees. This trend supports recent conversations discipline faculty have had regarding English degree options, and it increases the likelihood that only the 18-unit AA-T degree will be offered starting Fall 2019.
Subject Success Rates	67.3	68.5	67.6	67.6	No Change	
Subject Retention Rates	86.8	87.5	88.2	87.9	No Change	
Full-time Load (Full-Time FTEF)	15.2	15.2	16.4	15.6	Increase	
Part-time Load (Part-time FTEF)	8.4	9.8	9.8	10.9	Increase	As the discipline seeks to meet student demand for classes, full-time instructors have taken on more overload and adjunct instructors have increased load as well. This trend demonstrates the need for 1) more instructors, 2) more plentiful and viable instructional space, and 3) increased support services.
PT/FT FTEF Ratio	2/1	2/1 >	2/1 >	2.1 >	Increase	
Other measure						

#	Indicator	Comments and Trend Analysis
7.	If applicable, report program/area data showing the quantity of services provided over the past four years (e.g. # of workshops or events offered, ed. plans developed, students served)	N/A

8.	Student success and retention rates by equity groups within discipline	<p>Review and interpret the subject data by race/ethnicity and gender. Identify achievement gaps. List actions that are planned to meet the Institutional Standard of 69.1% for student success and to close achievement gaps: The most recent available data for the discipline shows a high rate of retention for both females (86.6) and males (86.3), with nearly equal numbers. Success rates are lower overall, and even more pronounced for males, with a 62.6 percentile as opposed to females at 68.2. When race/ethnicity is factored in, we see further distinctions in success rates:</p> <p>American Indian: 42.9 Asian: 74.6 Black: 57.0 Hispanic: 66.5 Other: 76.7 Pacific Islander: 87.5 Two or more races/ethnicities: 65.3 White/Non-Hispanic: 71.5</p> <p>The equity gap is the most pronounced for students identifying as American Indian, with “Black,” “Two or more races/ethnicities,” and “Hispanic” also showing numbers that fall short of the Institutional Standard for student success. To address both retention and success, the English discipline now offers ENGL 100A: Academic Strategies. This single course not only replaces three levels of basic skills (ENGL 095, 097, 099) but it also incorporates and foregrounds student awareness and empowerment, exploring such factors as multiple language use, code switching, personal voice and perspective, goal setting and prioritizing of responsibilities, and the importance of support services. The discipline will continue to use the Books HELP program, which facilitates student access to textbooks, as well as concepts from Habits of Mind and AVID for higher education.</p> <p>Moreover, several English instructors have become involved in the AVC Umoja Community, a program which includes regional events, guest speaker appearances, and more formal activities, such as the Summer Learning Institute. The Umoja Community also focuses on classroom performance and intervention. In the words of its Program Specialist, Crystal Garcia, speaking here about student progress reports: “We believe that interaction with faculty is necessary for student success: it helps build an important relationship and connect students with their instructors that will, in turn, help the student be more successful in class. The progress report creates an opportunity for our students to see how they are progressing and allows them to</p>
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		identify what areas they need help or tutoring in, in ample time to be able to make corrections, if need be, before the end of the semester.” In addition, the AVC Umoja Community is planning to become a Guided Pathway for students in historically under-performing groups.
	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 <u>occupational projections</u> for employment in your <u>discipline</u> for the next two years and how the projections affect your planning: According to the California Employment Development Department website, “In California, the number of Technical Writers is expected to grow faster than [the] average growth rate for all occupations. Jobs for Technical Writers are expected to increase by 22.4 percent, or 1,700 jobs between 2014 and 2024.” Additionally, with the same ten-year projections for California in mind, “an average of 180 new job openings per year is expected for Technical Writers, plus an additional 170 job openings due to net replacement needs, resulting in a total of 350 job openings.” These data points support our current and projected departmental offerings of ENGL 115: Introduction to Technical Communication and ENGL 315: Applied Technical Writing.

10. Cite examples of using action plans (for SLOs, PLOs, OOs, ILOs) as the basis for resource requests and how the allocation of those resources or other changes resulted in improved outcomes over the past four years.

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

11. 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	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
Create and develop English 101 Cohorts	Choose an item.	Current Status: Abandoned. The CDEF (Claim, Development, Expression, Format) form was not developed further for use in ENGL 101. Team evaluation of student work continues at the academic development level of the composition sequence, in ENGL 100A.

Encourage Writing Across the Curriculum	Ongoing	While it addresses foundational writing skills crucial to college success, the newly developed ENGL 100A: Academic Strategies course also allows students instruction and practice in critical thinking and reading strategies, textual analysis, and introductory academic research, thereby increasing their preparedness for, and success with, cross-curricular and transfer-level work in other discipline courses.
Offer ARC Courses	Choose an item.	Current Status: Abandoned. The discipline considered offering four one-unit courses (ENGL 090, 100A, 100R, 100C) in combination, as a way to prepare students for college-level work. Logistics, including scheduling and staffing, posed a challenge. This experimental cohort of courses was abandoned in favor of a single four-unit academic development course, ENGL 100A: Academic Strategies.
<p>Briefly discuss your progress in achieving those goals: All departmental goals are focused on, and directed toward, student success. The streamlining of the traditional composition sequence, brought about by collapsing eleven units of basic skills (ENGL 095, 097, 099) into four units (ENGL 100A), has created a streamlined curriculum, resulting in a clearer and, arguably, more efficient scaffolding of academic development and transfer-level work. More directly, a two-course sequence translates to more students in ENGL 101. This major structural change in the composition sequence anticipated AB 705, which addresses both timelines for course completion and methods of assessment and placement. Discipline faculty members are exploring ways to increase access to ENGL 101 while still realistically addressing a wide spectrum of student need and often vastly disparate levels of academic preparedness.</p>		
<p>Please describe how resources provided in support of previous program review contributed to program improvements: The discipline has had one additional full-time hire since the previous yearly program review. In her role as Academic Development Co-Chair, this full-time faculty member has co-created a Summer Bridge program that accelerates student access to ENGL 101. She has participated in outreach and articulation efforts with local high schools. She has also been instrumental in piloting embedded tutors in ENGL 100A, and has worked with another full-time discipline faculty member in the creation of an online resource site for ENGL 100A pedagogy.</p>		

12. 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 2019-2020. Discipline/area goals must be guided by **district Strategic Goals** in the Educational Master Plan (EMP), p.90. 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 Outcomes	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
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1	Determine new assessment / placement method for students in discipline courses	*4. Advance more students to college-level coursework. Choose an item. Choose an item. Choose an item.	Gather data from, and investigate options at, other California community colleges, including the use of high school information databases and alternative curricular structures, such as co-requisites.	Yes
2	Increase access to viable instructional space and support services (including evening hours and online support)	*2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services Choose an item. Choose an item. Choose an item.	Make instructional space / support service utilization a campus focus and priority linked to student success.	Yes
3	Continue use of, and funding for, embedded tutors in ENGL 100A	*3. Focus on utilizing proven instructional strategies that will foster transferable intellectual skills Choose an item. Choose an item. Choose an item.	Maintain funding streams and collect data on effectiveness of practice.	Yes
4	Increase student support and success through highly qualified and dedicated faculty	1. Commitment to strengthen Institutional Effectiveness measures and *2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services Choose an item. Choose an item.	Continue recruitment efforts and push for budget allowances for full-time hires.	Yes

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

Indicate which Goal(s) guide this need	Type of Request (Personnel ^{2, 3} Technology, Physical ⁴ , Professional developments, Other)	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?	Contact's name
1	Other	Repeat	Funded support for new assessment method	Unknown	Choose an item.	Dean / Chair
2	Physical	Repeat	Four dedicated discipline classrooms with computer stations for student use	\$80,000 (4 x \$20,000)	One-time	Dean / Chair
2 (cont.)	Technology	Repeat	"	"	Recurring	Dean / Chair

213. l	Personnel	Repeat	Increased support services	Unknown	Recurring	Dean / Chair
2 d	Technology	Repeat	SMARTHINKING subscription	\$20,000	Recurring	Dean / Chair
3 e	Personnel	Repeat	Embedded tutor funding	\$50,000	Recurring	Dean / Chair
4 n						
4 t	Personnel	Repeat	Funding for additional full-time positions	Full-time salaries and benefits	Recurring	Dean / Chair

fy significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/program goal(s) from #12 guide this need.**

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

²List needed technology resources in priority order.

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

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

⁵List any other needed resources in priority order.



2017-2018 Instructional Program Review Annual Update

1. Discipline/Area Name: ESL	For: 2019-2020
2. Name of person leading this review: Scott Jenison, Priscilla Jenison	
3. Names of all participants in this review: Susan Lowry, Heidi Williams, Scott Jenison, Priscilla Jenison	
4. Status Quo option: Year 1: Comprehensive review <input type="checkbox"/> Year 2: Annual update or status quo option <input type="checkbox"/> Year 3: Annual update <input checked="" type="checkbox"/> Year 4: Annual update or status quo option <input type="checkbox"/>	In years two and four of the review cycle, programs may determine that the program review conducted in the previous year will guide program and district planning for another year. <input type="checkbox"/> Check here to indicate that the program review report written last year accurately reflects program planning for the current academic year. (Only programs with no updates or changes may exercise the status quo option. All others will respond to questions 6 – 13.)

Number of Full-time Faculty 2

Number of Part-time Faculty 5

Data/Outcome Analysis and Use

5. Please review the subject level data and comment on trends (data is available on the [Program Review web page](#)):

Indicator	2013-2014	2014-2015	2015-2016	2016-2017	Recent trends?	Comment
Enrollment #	1007	914	1073	1177	Increase.	Since we moved to non-credit, we have been working on more efficiently filling the courses we offer, and we have begun offering more courses in Palmdale

# of Sections offered	48	45	49	48	No Change	See above
# of Online Sections offered	0	0	0	0	No Change	The ESL program was never a great fit for online classes. Once we went to non-credit, we determined that online was completely out of the question.
# of Face-to-Face Sections offered	43	45	49	48	No Change.	We are working on more efficiently filling the courses we offer, rather than offering more courses.
# of Sections offered in Lancaster	39	38	39	38	No Change.	See above
# of Sections in other locations	9	7	10	10	Increase.	All increase in enrollment in ESL over the last few years is a result of growth at Palmdale.
# of Certificates awarded					No Change	We added a certificate option in the 17-18 year.
# of Degrees awarded					N/A.	
Subject Success Rates	70.3%	67.6%	60.1%	52.3%	Decrease.	Since we have switched to a non-credit program, we have many students who show up sporadically, and others who show up until the final, and then don't take it. They generally don't like the stress of tests, and the classes "don't count" anymore.
Subject Retention Rates	88.9%	91.8%	94.2%	91.6%	Increase	Positive attendance classes often have students who come to class sporadically throughout the term--they learn what they can as they can, and they don't see success the same way the college does--success for them is learning more English in whatever way--credit for the class is

						secondary or tertiary in their thinking. So they stay even if they fail. In fact, even when the program was structured for credit, students were more inclined to stay in the classes they took, even if they were likely to fail because the classes provide a “learning community” for them.
Full-time Load (Full-Time FTEF)	2.10	2.0	1.98	2.13	No Change.	See above about enrollment and course offerings.
Part-time Load (Part-time FTEF)	3.43	2.83	3.3	2.9	No Change.	see above about enrollment and course offerings.
PT/FT FTEF Ratio	1.7	1.2	1.7	1.4	No Change.	see above about enrollment and course offerings.
Other measure						

#	Indicator	Comments and Trend Analysis
.	If applicable, report program/area data showing the quantity of services provided over the past four years (e.g. # of workshops or events offered, ed.plans developed, students served)	Embedded tutoring has been incorporated into some ESL sections, including one bilingual tutor who is becoming a permanent tutor from term to term in five ESL sections. The ESL counselor has regularly visited many ESL sections at least once a year to help students create and/or update their Ed. Plans.
8.	Student success and retention rates by equity groups within discipline	<p>Review and interpret the subject data by race/ethnicity and gender. Identify achievement gaps. List actions that are planned to meet the Institutional Standard of 69.1% for student success and to close achievement gaps:</p> <p>The population of ESL students is overwhelmingly the same population the state and federal governments target for equity. Our equity gaps are severe, but that is because our population’s</p>

traditionally-measured success-rates have always been poor. However, they have gotten worse since we moved from credit to non-credit courses.

The vast majority of our students are self-identified Hispanics (**298** unduplicated headcount in 2017-18, as compared to 6 for African Americans, 70 for Asians, and 4 for all others), and the numbers have gotten worse for them proportionally with the drop across all populations. The gaps for African Americans and “white, non-hispanics” swing wildly because there are so few of them.

Because the bulk of our students are Hispanic, most of the increase can be explained in the same way we explained the success rate drop above, and any discussion about the rise and fall of our success rates in general, and any measures we take to increase student success will be fashioned with Hispanic students in mind. Goals 1,2, and 5 in item number 12 below, as well as their attendant action plans, were designed with this population in mind.

The gender equity gaps are also severe. On the surface, it looks as if the equity gap for men has increased drastically, but, once again, if we look at our population breakdown, the large majority of our students are women (346 unduplicated headcount, as compared to 64 for men). Therefore, the seemingly large swing in the achievement gap for men is at least partially a reflection in the fact that the number of men in the program is small, so any decrease will look much larger for them. However, the gap is important in any case, and, again, our action plans and goals below, are designed with the population in mind.

The bottom line is that everything we do, and everything we plan to do as a program, is focused on equity.

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 <u>occupational projections</u> for employment in your <u>discipline</u> for the next two years and how the projections affect your planning: N/A
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10. Cite examples of using action plans (for SLOs, PLOs, OOs, ILOs) as the basis for resource requests and how the allocation of those resources or other changes resulted in improved outcomes over the past four years.

SLO/PLO/OO/ILO	Action Plan	Current Status	Impact of Action
Fall 2014 ESL 058 SLO 2 (57%)	Monitor	Choose an item.	This course's subsequent offering produced acceptable SLO scores, so monitoring proved sufficient. ESL students tend to struggle more with the technical aspects (e.g., grammar, reading, and especially writing) of language learning at higher levels. (This is an advanced level Reading and Writing course, and SLO is for writing.)
Spring 2016 ESL 099 SLO 1 (60%), 2 (67%), and 3 (67%).	Monitor	Choose an item.	This course was eventually deactivated due to low enrollment and with the advent of ENGL 100A. ESL students tend to struggle more with the technical aspects (e.g., grammar, reading, and especially writing) of language learning at higher levels. (This is an advanced level writing course.)
Fall 2016 ESL 053 SLO 1 (67%)	Monitor	Choose an item.	This course's subsequent offering produced acceptable SLO scores, so monitoring proved sufficient. ESL students tend to struggle more with the technical aspects (e.g., grammar, reading, and especially writing) of language learning at higher levels. (This is an advanced level grammar course.)
		Choose an item.	

11. 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	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
1 dedicated ESL Classroom Palmdale	No Change	
1 more (of 2) dedicated ESL	No Change	

Classrooms Lancaster		
1 Full-Time ESL Faculty Hire	No Change	
Briefly discuss your progress in achieving those goals:		
No progress has been made, and now with the demolition of LS2, it is uncertain if ESL will have any ESL-equipped classroom at all.		
Please describe how resources provided in support of previous program review contributed to program improvements:		
None noted.		

12. 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 2019-2020. Discipline/area goals must be guided by **district Strategic Goals** in the Educational Master Plan (EMP), p.90. 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 Outcomes	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
1	Institutionalize the use of embedded tutors in all ESL classes to deal with the variation in skill levels of students within a class--to help with the equity gap among Hispanic students.	1. Commitment to strengthen Institutional Effectiveness measures and Choose an item. *2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services *4. Advance more students to college-level coursework.	Identify more ESL students who might be suitable tutors. Work with Michele Lathrop and Academic Development Chairs to create an ongoing training program for ESL tutors.	Yes
2	Increase the percentage of ESL students who receive and follow a formal education plan through the Counseling office--to refocus the non-credit student on a clear goal of matriculation through the program.	*2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services *3. Focus on utilizing proven instructional strategies that	Consider the use of the Guided Pathway system as an aid to this goal. Work with counseling to figure out how to entice students into counseling sessions. Consider a replacement program for our former bridge class	Yes

		<p>will foster transferable intellectual skills</p> <p>*4. Advance more students to college-level coursework.</p> <p>Choose an item.</p> <p>Choose an item.</p>	(ESL 099) to ENGL 101.	
3	Increase community interest in ESL program, particularly in Palmdale.	<p>*2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services</p> <p>*3. Focus on utilizing proven instructional strategies that will foster transferable intellectual skills</p> <p>5.Align instructional programs to the skills identified by the labor market</p> <p>Choose an item.</p>	Promote the new ESL proposed course (ESL 035 USA Citizenship) so that ESL students can be prepared to pass the USA Citizenship Test and become more connected and contributing members of US society and culture.	No.
4	Increase number of certificates granted per year by 5 per semester.	<p>2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services</p> <p>*3. Focus on utilizing proven instructional strategies that will foster transferable intellectual skills</p> <p>5.Align instructional programs to the skills identified by the labor market</p>	<p>Program goal #2 integrates with this.</p> <p>Further, work with Admissions and Records to make certification more timely and smoother.</p>	Yes
5	Try to increase our State Scorecard to	Choose an item.	Program goals 1, 2 and 4 integrate with this.	Yes

	10%, and to maintain that.	Choose an item. Choose an item. Choose an item.	Further, standardize our drop policies in ESL classes to account for the large numbers of students who look as if they have been retained in courses but should probably have been dropped.	
		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.***

13. Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/program goal(s) from #12 guide this need.**

Indicate which Goal(s) guide this need	Type of Request (Personnel ¹ , Technology ² , Physical ³ , Professional development ⁴ , Other ⁵)	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?	Contact's name
Embedded Tutors	Personnel	New	Increased ESL Embedded Tutors (for Goal 1 and 5)		Recurring	
Lancaster and Palmdale Classrooms	Physical, Technology	Repeat	Establish and equip designated ESL classrooms: 2 in Lancaster and 1 in Palmdale. (Previous, unmet need)		One-Time	
F/T ENG Hire with background in TESOL	Personnel	Repeat (Modified)	Create a smoother transition for ESL students to transfer. (For goals 1 and 5)		Recurring	
	Choose an item.	Choose an item.			Choose an item.	
	Choose an item.	Choose an item.			Choose an item.	

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

²List needed technology resources in priority order.

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

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

⁵List any other needed resources in priority order.



2017-2018 Instructional Program Review Annual Update

1. Discipline/Area Name: Learning Center	For: 2017-2018
2. Name of person leading this review: Susan Lowry	
3. Names of all participants in this review: Diane Flores Kagan, Michele Lathrop, Tammy Lopez, Riley Dwyer, Heidi Williams, Magdalena Caproiu	
4. Status Quo option: Year 1: Comprehensive review <input type="checkbox"/> Year 2: Annual update or status quo option <input type="checkbox"/> Year 3: Annual update <input checked="" type="checkbox"/> Year 4: Annual update or status quo option <input type="checkbox"/>	In years two and four of the review cycle, programs may determine that the program review conducted in the previous year will guide program and district planning for another year. <input type="checkbox"/> Check here to indicate that the program review report written last year accurately reflects program planning for the current academic year. (Only programs with no updates or changes may exercise the status quo option. All others will respond to questions 6 – 13.)

Number of Full-time Faculty

2

Number of Part-time Faculty

4

Data/Outcome Analysis and Use

5. Please review the subject level data and comment on trends (data is available on the [Program Review web page](#)):

Indicator	2013-2014	2014-2015	2015-2016	2016-2017	Recent trends?	Comment
Enrollment #	169	131	108	99	Decrease	These enrollment numbers are for classes, not workshops.
# of Sections offered	10	9	8	9	No Change	The bulk of our student interactions occur in workshops and tutoring sessions, which I cover in Section #7.
# of Online Sections offered	0	0	1	1	No Change	

# of Face-to-Face Sections offered	10	9	7	8	No Change	
# of Sections offered in Lancaster	10	9	8	9	No Change	
# of Sections in other locations	0	0	0	0	No Change	
# of Certificates awarded	0	0	0	0	No Change	N/A
# of Degrees awarded	0	0	0	0	No Change	N/A
Subject Success Rates	68.6	67.9	82.4	78.8	Increase	
Subject Retention Rates	85.8	82.4	89.9	84.8	No Change	
Full-time Load (Full-Time FTEF)					No Change	
Part-time Load (Part-time FTEF)					No Change	
PT/FT FTEF Ratio					No Change	
Other measure						

#	Indicator	Comments and Trend Analysis
7.	If applicable, report program/area data showing the quantity of services provided over the past four years (e.g. # of workshops or events offered, ed.plans developed, students served)	<p>Workshops PY Lancaster: 2013-14: 365 (approx.) 2014-15: 420 (approx.) 2015-16: 515 (approx.) 2016-17: 450 (approx.)</p> <p>Workshops PY Palmdale: 2013-14: 249 (approx.) 2014-15: 199 (approx.) 2015-16: 206 (approx.) 2016-17: 105 (approx.)</p> <p>Tutoring visits PY across both centers, measured as individual interactions with students: 2013-14: 19,349 2014-15: 16,748 2015-16: 14,276 2016-17: 16,405</p> <p>The real action in our department in terms of active student contact is tutorials and workshops. Numbers</p>

		<p>are approximate, as in some cases, workshops are canceled for low enrollment or instructor illness. However, in any given month in the Fall and Spring terms over the past four years, the Learning Center has provided from 40 to 60 workshops on the Lancaster campus on subjects ranging from TEAS testing strategies for nurses, to MLA formatting, to fractions, to note taking skills. This number shows no trend other than staffing levels—in some terms, or for some weeks, we have fewer faculty to offer workshops. The numbers for the Palmdale Center are, of course, lower and have shifted dramatically as we have moved through different facilities and staffing levels. 2016-17 was the year that we moved into the new Palmdale Center, so no workshops were offered in Summer, and the offerings in the Intersession and Fall were greatly reduced.</p> <p>In both cases the workshop program is ambitious and varied, and in many cases is arranged in response to specific needs in certain disciplines and departments.</p> <p>Our tutorial interactions declined quite precipitately between 2013-14 and 2014-15. It is believed that this was a time when our budget was impacted by a variety of things.</p>
8.	<p>Student success and retention rates by equity groups within discipline</p>	<p>Success rate racial F 2015: Overall: 82.1% success Notable Low: African American: 66.7% S 2016: Overall: 78.6% Notable Low: African American: 64.7%</p> <p>As noted above, the bulk of our student contact and teaching happens in workshops and one on one tutoring. Until recently, it has been impossible to track meaningful success data for these short interactions: we have not tracked the race and gender make up of workshop and tutor attendees. So the data above is related only to the very small number of official LAC classes we offer. However, we have recently begun to implement a software program that will likely help us to track students through their college career: AccuSQL. See below in Section 11.</p> <p>In our small list of actual classes, our N is so small for the race-based success measurements (N=9 for African Americans in Spring 2016), that the success rate for African Americans would shift well above the standard in both of these cases with the addition of one more successful student. However, in order for the equity gap between 82.1 (overall) and 66.7 to be closed entirely, we should look at our practices and see what patterns might exist that perpetuate the gap. The racial makeup of our LAC faculty is not reflective of the student body. 5 of 6 of us are white, and 5 of 6 of us are women. We plan to convene a staff meeting about it next month to discuss what we might do. That said, we also believe that Umoja can help us recruit more African American students into tutoring, which would also be helpful.</p> <p>Success rate gender F 2015 M: 80% F: 81.3% S 2016 M: 87% F: 72.7% Retention Rate gender</p>

		<p>F 2015 M: 100% F: 96.9%</p> <p>S 2016 M: 91.3 F 75.8%</p> <p>Our success rates for males and females do not show a significant gap. In Spring of 2016, there was a significant percentage gap between males and females in retention, but again, the N is so small (56 total, M 23, F 33) it is hard to see it as more than an aberration. What is a persistent gap pattern is the difference between the numbers of males and females who take LAC classes at all—which serves to illustrate a thorny problem: what do we do to entice male students to seek help when they need it. We will address this in the Goals section below.</p>
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:

10. Cite examples of using action plans (for SLOs, PLOs, OOs, ILOs) as the basis for resource requests and how the allocation of those resources or other changes resulted in improved outcomes over the past four years.

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

11. 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	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
#1 Objective to continue to maintain close ties to Basic Skills classrooms with active learning opportunities	Ongoing	(How many tutors do we now have?) Over the last three semesters, the Learning Center has worked with the Academic Development department chairs to develop and expand an embedded tutoring program for basic skills classes. As of this review, all English, Reading and Math faculty who have requested tutors have them. We are currently working to expand the program into the ESL classroom, but thus far, only one tutor has been hired. The Learning Center remains poised to help basic skills programs as they deal with new initiatives and state mandates, such as AB 705.
#6 Objective to update the LC website to make it more accessible to faculty and students including ADA	Ongoing	Our website continues to be a significant portal for student and faculty use.
#3 Objective to re-fill vacant position of Clerical III.	Completed	There is no way to measure the impact of the effort to reach this goal.
Briefly discuss your progress in achieving those goals:		

Goal #1: Over the last three semesters, the Learning Center has worked with the Academic Development department chairs to develop and expand an embedded tutoring program for basic skills classes. We are currently working to expand the program into the ESL classroom, but thus far, only one tutor has been hired for ESL. The Learning Center remains poised to help basic skills programs as they deal with new initiatives and state mandates, such as AB 705.

Goal #6: We have made little progress over the past year regarding complete ADA compliance on our website. However, we have updated and continue to maintain the website in terms of the services we offer and the information we provide.

Goal #3: It was determined by the Dean that, as a result of the staffing shifts and technological and programmatic changes within the Learning Center, that the Division would abandon this goal for the time being. Since last year, we have lost two Tutorial Specialists, abandoned our enrollment tracking system of LAC 900/901, and are moving toward implementation of a new software program to track appointments, tutor hours, workshop attendance, and SLO/ILO/PLO data.

Please describe how resources provided in support of previous program review contributed to program improvements: In fact, most of these improvements have been achieved with minimal additional support except for the hiring of tutors. Tutors have been hired and AccuSQL has been purchased using Basic Skills Initiative funding.

12. 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 2019-2020. Discipline/area goals must be guided by **district Strategic Goals** in the Educational Master Plan (EMP), p.90. 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 Outcomes	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
1	Work closely with basic skills disciplines to increase the amount of tutor contacts with students within classrooms, particularly in the light of AB 705	1. Commitment to strengthen Institutional Effectiveness measures and *4. Advance more students to college-level coursework.	1) Continue to increase the number and types of basic skills courses with embedded tutors. 2) Outreach to basic skills faculty to help develop corequisite courses and workshops appropriate to the requirements of AB 705.	Yes
2	Work closely with basic skills disciplines to increase the number of basic skills students actively seeking out our services	*2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services 1. Commitment to strengthen Institutional Effectiveness measures and *4. Advance more students to college-level coursework. Choose an item.	1) Continue to work on outreach and marketing efforts towards students in basic skills courses. 2) Consult with appropriate faculty and staff to help bridge the gender gap in those who seek our services. 3) Fully implement AccuSQL to help us better track our efforts to bridge gender and race gaps in those who seek up out.	Yes
3	Work closely with other disciplines to	1. Commitment to strengthen Institutional Effectiveness	1) Renew our effort to work on outreach and	Yes

	expand our Supplemental Instruction services	measures and *4. Advance more students to college-level coursework. *2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services Choose an item.	marketing towards students in disciplines such as Psych, Sociology, History, Nursing, Biology, etc. 2) Renew our effort to increase contact between our faculty and staff and the faculty in disciplines across campus. 3) Recruit, hire and train more students as tutors in Supplemental Instruction.	
4	Redesign our CRLA certification course sequence to make it more accessible to our tutors, with the <i>eventual</i> goal of having all tutors be CRLA certified at least to level 1	1. Commitment to strengthen Institutional Effectiveness measures and 5.Align instructional programs to the skills identified by the labor market *2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services *3. Focus on utilizing proven instructional strategies that will fostertransferable intellectual skills	1) Complete the revision of LAC 100 course to decrease the number of units. 2) Redesign LAC 200 to follow 100. 3) Schedule these courses in such a way that we may increase the volume of students who can enroll in them.	No
5	Continue to seek new and better ways to provide tutoring and support services to our students and our colleagues	1. Commitment to strengthen Institutional Effectiveness measures and *4. Advance more students to college-level coursework. *2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services *3. Focus on utilizing proven instructional strategies that will fostertransferable intellectual skills	Send LC faculty to state and national conferences such as ACTLA and CRLA to connect with other faculty and staff in the profession. Arrange for more formal interaction between LC faculty and faculty in other parts of campus—symposia, meetings, etc. to exchange ideas and knowledge.	Yes
6	Continue to expand the operation in the Palmdale Center to keep pace with the growth of the student population there	*2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services *4. Advance more students to college-level coursework.	1) Regularize staffing in the Palmdale Center to keep track of student data and to provide consistent assistance. 2) Study effective methods for maintaining regular and effective communication between the two centers.	Yes
7	Finish implementation of AccuSQL to	*2. Increase efficient and	1) Continue to work with IT to debug this promising	Yes

	better track student interactions with faculty to give clearer equity and outcomes data for workshops, ILPs and tutoring sessions.	effective use of all resources: Technology, Facilities, Human Resources, Business Services 1. Commitment to strengthen Institutional Effectiveness measures and	software for our use. 2) Train all faculty and staff in its use.	
8	With the Implementation of AccuSQL, develop Learning Outcomes for interactions outside of named and numbered classes: tutoring, workshops, and ILP sessions.	1. Commitment to strengthen Institutional Effectiveness measures and *4. Advance more students to college-level coursework. *2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services *3. Focus on utilizing proven instructional strategies that will foster transferable intellectual skills	1) Set a series of retreats where faculty work on each type of interaction separately 2) Set up a means of keeping track of the measurement of these outcomes.	No

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

13. Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/program goal(s) from #12 guide this need.**

Indicate which Goal(s) guide this need	Type of Request (Personnel ¹ , Technology ² , Physical ³ , Professional development ⁴ , Other ⁵)	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?	Contact's name
6	Personnel	Repeat	Tutorial Specialist for Palmdale Center	Classified Salary Range 15 (Currently: \$45,086-\$54,802 starting)	Recurring	Riley Dwyer
1-3, 5,7	Personnel	New	Director, Learning Center	CMS Salary Range 31-38 (Currently: \$80,210-	Recurring	Riley Dwyer

				\$125,441)		
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¹List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.

²List needed technology resources in priority order.

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

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

⁵List any other needed resources in priority order.



2017-2018 Instructional Program Review Annual Update

1. Discipline/Area Name: Reading	
2. Name of person leading this review: Mary Rose Toll and Morenike Adebayo-Ige	
3. Names of all participants in this review: Bertha Acosta-DelRiego, Sandra Heller, Lisa Shabazian, Kimberly Jefferson, Regina Tillman, Sergio Arroyo	

Number of Full-time Faculty

 Number of Part-time Faculty

Data/Outcome Analysis and Use

4. Please review the subject level data and comment on trends (data is available on the [Program Review web page](#)):

Indicator	2013-2014	2014-2015	2015-2016	2016-2017	Recent trends?	Comment
Enrollment #	722	1090	1369	1361	Increase	Enrollment has increased 43% since 2013-2014 because course units were reduced from 5 units to 3 units in 2014-2015 enabling more course offerings.
# of Sections offered	29	46	62	63	Increase	Because of the course unit reduction, section offerings have increased 54% since 2013-2014.
# of Online Sections offered			6	11	Increase	Hybrid and Blended classes were offered beginning in 2015-2016. These classes were slow to start, but offerings of these courses have doubled, and they are filling each semester. Since fall of 2017, the Hybrid offerings were replaced with Blended classes, meeting 49% face-to-face and 51% online.

# of Face-to-Face Sections offered	29	46	56	52	Increase	Face-to-face classes have increased 39% since 2013-2014.
# of Sections offered in Lancaster	21	37	50	50	Increase	Lancaster sections have increased 58% since 2013-2014.
# of Sections in other locations-P	8	9	12	13	Increase	Palmdale sections offered have increased 38% since 2013-2014.
Subject Success Rates	83.4	78.3	71.2	68.5	Decrease	<p>Overall success is 74.1%. There has been a steady decrease in success since 2013-2014, but enrollment has almost doubled and several curriculum changes were implemented. READ 097 was reinstated for one year in 2016-2017 because it was thought that this would improve success rates, but after reviewing the data and research in regard to offering multiple Basic Skills courses in a series, it was decided that many READ 097 students can be successful in READ 099. Quick action was taken and READ 097 was deactivated.</p> <p>Currently, READ 095, non-credit, is offered and READ 099, 3 units. Also, the hybrid/blended classes have added to this decrease in success, the current data is showing positive trends for these classes since transition from Hybrid to Blended and the implementation of the Canvas course management system.</p> <p>The data for the Blended courses will continue to be closely monitored.</p>
Subject Retention Rates	90.7	89	89.2	89.3	Decrease	Retention continues to remain high with a slight decrease since 2013-2014.
Full-time Load (Full-Time FTEF)	1.9	1.0	1.8	2.0	Increase	An instructor was hired in 2015, increasing our Full-time FTEF.
Part-time Load (Part-time FTEF)	2.1	2.8	3	2.8	Increase	An adjunct instructor was hired in Fall of 2017 increasing the part time FTEF.

PT/FT FTEF Ratio	12.3	12.7	11.8	11.6	Decrease	The PT/FT ratio has decreased with the addition of another full-time instructor
Other measure						

#	Indicator	Comments and Trend Analysis
7.	If applicable, report program/area data showing the quantity of services provided over the past four years (e.g. # of workshops or events offered, ed. plans developed, students served)	Dr. Adebayo-Ige leads the Reading to Succeed (RtS) program. The committee chooses a book per semester to promote campus wide reading. Depending on the level of the book, faculty are able to adopt RtS books for supplementary readings, which ultimately increases the number of students reading and enables discussions at various levels of comprehension. The program includes several book discussions and student panels, which promote critical thinking and clear expressions of students. The culminating event of having the author visit the campus gives room for students to discuss, share and ask thought provoking questions.
8.	Student success and retention rates by equity groups within discipline	<p>Ethnicity Hispanic students averaged 78.2% success since 2013-2014 serving 2,481 students. The average success in 2013-2014 is 88.5% serving 339 students. The number of students increased to 572 in 2014-2015 with an 85.5% success rate and 749 students served in 2016-2017 with a 76.6% success rate. In 2016-2017 the success rate was 70.2% serving 821 students. Retention for Hispanic students averaged 92%. African American students averaged 63.2% serving 1181 students since 2013-2015. There was a decrease from 75.2% serving 234 students in 2013-2014 to 57.1% serving 302 students in 2016-2017 for a decrease of 25%. Retention averaged 85.1% since 2013-2014. A total of 471 White students were served since 2013-2014 with an average success rate of 78.1%. Success decreased from 83.9% serving 87 students in 2013-2014 to 71.6% serving 146 students in 2015-2016, but then increased to 80.3% success serving 132 students in 2016-2017. Retention averaged 88.5%. Asian student success also decreased from 93.1% in 2013-2014 to 87.5% in 2016-2017 or a -6%. A total of 172 Asian students since 2013-2014. The overall success rate for all groups is 74.1% since 2013-14, and the overall retention averaged 89.6%.</p> <p>Gender Overall 2,903 female students were 75.9% successful and 1,609 male students were 70.7% successful since 2013-2014. The success rates have decreased from 85.6% to 69.7% for -18.6% decrease for females. There was also a decrease in success for males from 78.9% to 66.7% for -15.5%. Average retention rates for females is 90.3% and for males 87.9%.</p>

		<p>The Reading department's success rates have decreased since 2013-2014. This was not unexpected given the increase in enrollment and course offerings of over 54%, the hiring of a full-time and adjunct instructor, the changes made to curriculum, and the added hybrid (now blended) classes to diversify offerings. These changes have partly caused a decrease in success rates, yet the retention rates remain consistent.</p> <p>The data from Fall of 2017 is promising. The overall Reading department success was 78.3% and the retention was 92.3%.</p>
9.	<p>Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline.</p>	<p>Comment on the <u>occupational projections</u> for employment in your <u>discipline</u> for the next two years and how the projections affect your planning:</p>

10. Cite examples of using action plans (for SLOs, PLOs, OOs, ILOs) as the basis for resource requests and how the allocation of those resources or other changes resulted in improved outcomes over the past four years.

SLO/PLO/OO/ILO	Action Plan	Current Status	Impact of Action
SLO 1 Comprehension and SLO 2 Vocabulary	Self-contained classrooms with computers	Completed	These classrooms have given the instructors the ability to smoothly transition from instruction to tests. Also, instructors may lecture and then have students go directly to computers to complete self-graded, instructor generated quizzes. This way students receive immediate feedback, and the results are then discussed in class and with tutors.
SLO 1 Comprehension and SLO 2 Vocabulary	Continue to employ both embedded and DLA Tutors	Ongoing	Embedded tutors assist students in-class at the point of confusion in both individual and group settings. Directed Activity (DLA) tutors work directly with students individually and in group to assist students with the concepts taught in class. Many students seek the help of these tutors. Each semester the tutors have served between 2,000-3,000 students in DLA sessions.
SLO 1 Comprehension	Renew web-based	Ongoing	The web-based computer programs, <i>Reading Plus</i> and <i>Reading Horizons</i> , provide many reports that measure students' comprehension and vocabulary development.

and SLO 2 Vocabulary	computer programs that provide measurable results.		For example, since acquiring <i>Reading Plus</i> , students have grown 1.8-2.0 grade levels per semester. <i>Reading Plus</i> is a comprehensive program for students reading above third grade level. <i>Reading Horizons</i> begins at primer level and enables READ 095 students who cannot access <i>Reading Plus</i> to review and fill the gap as they transition to <i>Reading Plus</i> . These programs also add to classroom differentiation.
SLO 2 Vocabulary Strategies.	Instructors will share number of vocabulary strategies to improve vocabulary SLO results	Ongoing	Even though the vocabulary SLO achievement target was met, the data shows additional work is necessary when it comes to delivering consistent and successful vocabulary lessons. We continue to work on strategies and review the data. There has been some improvement in this area.
SLO 1 Comprehension and SLO 2 Vocabulary	Purchase sets of textbooks for students	Ongoing	In 2015-2016 Equity purchased classroom sets of Reading textbooks for student use in class only. In Spring of 2018, textbooks were purchased and distributed through the Books H.E.L.P. program. Currently, all students have a book which has increased student engagement and overall classroom success.

11. 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	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
Hire two full-time Reading instructor	Ongoing	One full-time instructor was hired in 2015. There is a need for a full-time instructor at Palmdale and two full-time instructors in Lancaster to accommodate student needs.
Develop an individualized self-paced reading course.	Ongoing	This project has been put on hiatus. It was decided to change READ 095 to non-credit and offer only one, READ 099, credit-bearing course. If needed in the future, this idea may be revisited.
Continue to hire and train DLA and in-class tutors	Ongoing	DLA and in-class tutors have been hired annually. Many struggling students take advantage of these support services to aid their success.

Continued Professional Development: <i>Reading Apprenticeship, AVID, and Habits of Mind</i>	Choose an item.	One instructor has attended NADE (National Association of Developmental Education) conference since 2017. This has helped to promote collaborative efforts with other institutions in relation to best practices for the Reading department. In addition, being a part of the Umoja Program – a student support program, especially geared towards the African American student population has increased faculty/student relationships, which ultimately aids student success. Three instructors have been trained in Reading
		Apprenticeship program, and three have attended the AVID Institute. One instructor has received a certificate for online teaching from @One.
Design and print a Reading brochure	Completed	Brochures were printed and distributed around campus.
<p>Briefly discuss your progress in achieving those goals: A full-time instructor was hired in 2015 which allowed more course offerings during the desired daytime hours. Another full-time instructor is needed to accommodate student needs at the Lancaster and Palmdale campuses. Rather than create a complex individualized reading class, it was decided to change READ 095 to a non-credit class and offer only READ 099 as a credit-bearing class. This allows more students to complete READ 099 and move to college level courses. One instructor attended NADE and Umoja and brought back much information to share with the department in regards to best practices. Another instructor has presented at several FLEX events, including Canvas trainings. These presentations are a result of the professional development conferences and trainings that they have attended. One instructor also and received a certificate for online teaching from @One. The Reading brochures were created and distributed through the Learning Center. They have provided valuable information for students interested in taking Reading classes. Although it was not listed as one of our goals, classroom textbooks were provided through Equity. We were also provided with 15 laptops and a laptop cart in two Lancaster Reading classes. This additional technology allows us to provide computer use for every student in class.</p>		
<p>Please describe how resources provided in support of previous program review contributed to program improvements: We now have self-contained classrooms. Our lessons are delivered in a multi-modal settings to meet the needs of student learning preferences. Most classes also have embedded tutors which have benefitted struggling students in Reading classes. The <i>Reading Plus</i> and <i>Reading Horizons</i> computer programs allow us to collect data that have shown continued improvement in students' comprehension and vocabulary skills.</p>		

12. 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 2019-2020. Discipline/area goals must be guided by **District Strategic Goals** in the Educational Master Plan (EMP), p.90. 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 Outcomes	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
1	1 Full-time Reading Instructor to offer students more support through dedicated faculty.	*4. Advance more students to college-level coursework. *4. Advance more students to college-level coursework. Choose an item. Choose an item.	Hire 1 full-time Reading instructor. A full-time instructor is needed at the Palmdale facility and two in Lancaster now.	Yes
2	Adjunct Reading Instructors to provide more students with support and access to additional Reading offerings.	*4. Advance more students to college-level coursework. Choose an item. Choose an item. Choose an item.	Create continued announcements for adjunct Reading Instructors. Review applications and hire a qualified candidate.	Yes
3	Continued support from Books H.E.L.P. to provide all Reading students with access to Reading curriculum so that every student is issued a textbook.	*4. Advance more students to college-level coursework. Choose an item. Choose an item. Choose an item.	Make sure instructors order their books through the bookstore so that Books H.E.L.P can monitor and replenish textbooks.	Yes
4	2 Laptop carts and an additional 34 laptops to provide students with a seamless transition and access to curriculum and assessments when Reading classes are moved to temporary portable classrooms.	*2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services Choose an item. Choose an item. Choose an item.	Identify funding source. Order computers and/or laptop carts. Set-up in portable classrooms. Wi-fi connections needed, or classrooms will need to be wired for 30 desktop computers.	Yes
5	New larger locking cabinet at Palmdale that includes shelves and file drawers to safely store Reading materials and earphones so that students have these learning materials available at the point of lesson delivery.	*2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services Choose an item. Choose an item. Choose an item.	Identify funding source. Order cabinet and install in Palmdale. The current cabinet has to be adjusted each time it is opened to get it to lock. The poles that have to be in place to lock the cabinet do not align. Maintenance has looked this.	Yes
6	Professional development to keep current on best practices and strategies used in the classroom to	*3. Focus on utilizing proven instructional strategies that will foster transferable intellectual skills	Identify funding to send instructors to NADE (National Association of Developmental Education), Umoja, the AVID Institute, Reading Apprenticeship training and/or RP Group	Yes

	ensure student success.	Choose an item. Choose an item. Choose an item.	Student Success conference.	
7	Stipends and Special Projects such as Summer Bridge to provide students with targeted instruction so that students who participate have the opportunity to re-test out of Reading.	*3. Focus on utilizing proven instructional strategies that will foster transferable intellectual skills	Identify funding for special projects such as Summer Bridge. Plan, create and deliver curriculum.	Yes
8	Desktop computers for the new classrooms at the future Lancaster building with pop up computer desks like the Palmdale set-up to provide students with easy access to curriculum and assessments and to create an effective multi-modal learning environment.	*2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services Choose an item.	Communicate the needs for Reading classrooms. Palmdale has provided a model Reading Room. Two rooms that mirror this room would provide the optimum classroom experience for students and instructors for the Lancaster campus.	Yes
9	Extend the subscription for <i>Reading Plus</i> and <i>Reading Horizons</i> , web-based, comprehensive Reading programs through 2029. These comprehensive programs measure Reading growth and student success. Students are able to monitor their growth and are provided with data that reveals their strengths and weaknesses enabling instructors to provide targeted and differentiated instruction.	*3. Focus on utilizing proven instructional strategies that will foster transferable intellectual skills Choose an item.	Identify funding source and negotiate price with vendors. These programs are effective and an essential component of the Reading program. Many reports are available that measure students' growth.	Yes

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

13. Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/program goal(s) from #12 guide this need.**

Indicate which Goal(s) guide this need	Type of Request (Personnel ^{2, 3} Technology, Physical ⁴ Professional developments , Other)	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?	Contact's name
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1	Personnel	Repeat	Hire more full-time Reading instructors. A full-time instructor will be scheduled at the Palmdale campus and two full-time instructors will be scheduled at the Lancaster campus.	\$60,000-\$80,000	Recurring	Riley Dwyer Morenike Adebayo-I ge Mary Rose Toll
2	Personnel	Repeat	Hire adjunct instructor(s	\$30,000-\$80,000	Recurring	Riley Dwyer Morenike Adebayo-I ge Mary Rose Toll
3	Physical	Repeat	Continued support from Books H.E.L.P. to provide students with textbooks.	\$5,000	Recurring	Morenike Adebayo-I ge and Mary Rose Toll coordinate e with Books H.E.L.P
4.	Technology	New	Provide and 2 laptop carts and 17 (34 total) laptop computers per cart for the two Lancaster portable (temporary) classrooms. Maintain and/or replace the current Reading Room laptops, or set up rooms for 30 desktop computers.	\$60,000-\$100,000	One-time	Riley Dwyer Morenike Adebayo-I ge Mary Rose Toll
5	Physical	Repeat	Provide a new cabinet for the Palmdale Reading room which includes shelves and file drawers.	\$1200	One-time	Morenike Adebayo-I ge Mary Rose Toll

6	Professional Development	New	Send instructors to NADE, Umoja, AVID, RP Group Conferences and Institutes.	\$10,000	Recurring	Morenike Adebayo-I ge Mary Rose Toll
7	Professional Development	New	Provide stipends for instructors who participate in special projects such as assessment workshops and Summer Bridge.	\$5,000	Recurring	Morenike Adebayo-I ge Mary Rose Toll
8	Technology	New	Provide classrooms for new building that mirror the Palmdale site Reading room.	\$100,000	One-time	Riley Dwyer Morenike Adebayo-I ge Mary Rose Toll
9	Technology	Reading	Purchase extended (5 year 2024-2029) school wide subscription for <i>Reading Plus and Reading Horizons</i> , the web-based, comprehensive Reading computer programs used in Reading classes.	\$110,000	Recurring every five years	Morenike Adebayo-I ge, Mary Rose Toll

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

²List needed technology resources in priority order.

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

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

⁵List any other needed resources in priority order.