



Fall 2023 Program Review Report

Division/Area Name: Chinese	For Planning Years: 2024-2025
Name of person leading this review: Cole Wolf	
Names of all participants in this review: Cole Wolf	
Part 1. Program Overview: <i>Briefly describe how the program contributes to the district mission</i>	
<p>Chinese contributes to student learning in the area of Humanities and can enhance students' knowledge and skills leading to employment in related areas such as international business and Chinese studies. Also, the study of Chinese increases our students' knowledge of other disciplines, such as geography, history, and natural sciences by learning about new places, cultures, technology, etc.</p>	
Part 2A: Analyze the program review data (retrieval instructions), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:	
<p>Use the following questions to guide your analysis: Overall (Use the <i>Program Review</i> tab to inform your analysis)</p> <ul style="list-style-type: none"> • What are the success and retention rates (S&R) for your discipline? Did they decrease or increase in the last year? • What are the trends for the number of awards granted? Are the number of awards going up or down? <p>Equity (Use the <i>S & R by Demographic Group</i> or the <i>Equity</i> tab to inform your analysis)</p> <ul style="list-style-type: none"> • Which racial/ethnic student groups complete their courses at the highest rates? • Which racial/ethnic student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the <i>Strengths and Accomplishments</i> section. 	
Strengths and Accomplishments: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)	
<ul style="list-style-type: none"> • At current we have no faculty to teach our Chinese courses. We have exhausted our adjunct pool. 	
Opportunities and Challenges: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)	
<ul style="list-style-type: none"> • The single largest challenge to our program is our lack of faculty to teach our courses. In the recent past, one class of Chinese 101 was offered in the spring semester only. Hence the Chinese program is not consistent. • Currently, we have no faculty to teach our Chinese courses. • China is the largest trade partner of the USA. Students who are fluent in Chinese will have an advantage acquiring jobs in the areas where Chinese is used or preferred. Also, BYD, a Chinese owned company is located here in Lancaster. There may be some opportunity to work with them to encourage their employees to take Chinese courses. 	
Aspirations: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)	
<ul style="list-style-type: none"> • We first hope to offer at least one Chinese 101 every semester, and one Chinese 102 at least once per year. 	

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

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

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

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

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

N/A	N/A

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

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

Goal: increase the number of students who register to take Chinese 101.	We have made no progress.

Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1 increase the number of students who register to take Chinese 101	ILO 3. Community /Global Consciousness		2		Goal 4: Advance more students to college-level coursework- Develop and implement effective placement tools	We want to increase the number of students who take Chinese 101.	We need to hire more faculty. We currently have 0 faculty.	When we are able to consistently offer CHIN 101.
#2	Choose ILO				Choose an item.			
#3	Choose ILO				Choose an item.			
#4	Choose ILO				Choose an item.			

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

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

*****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:**
https://www.surveymonkey.com/r/2023PR_ResourceRequest

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

Required:

- Program Review tab
- S&R by Demographic Groups tab

Optional:

- Other supporting data/information

Please Select **Subject** area (*twice*) and **Program** Major(s.) togetyourdata-->

511111ct Subj11Ct
CHIN

Select Subject
CHIN 17

Select Program Major(s)
None

Academic Year
Multiple values



Retention, Success, Number of Sections, & Enrollment in CHIN (Total AVC rates are shown as | hover over to see data)



Enrollment and Number of Sections by *Modality* in CHIN

Instr. Method	2019-2020
Traditional	1
Enrollment	24

Enrollment and Number of Sections by *Location* in CHIN

Location	2019-2020
Lancaster	1
Enrollment	24

Number of Program Awards in None

FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in CHIN

	Fall 2019	Fall 2020	Fall 2021	Fall 2022
TOTAL FTEF	0	0	0	
FTES				0

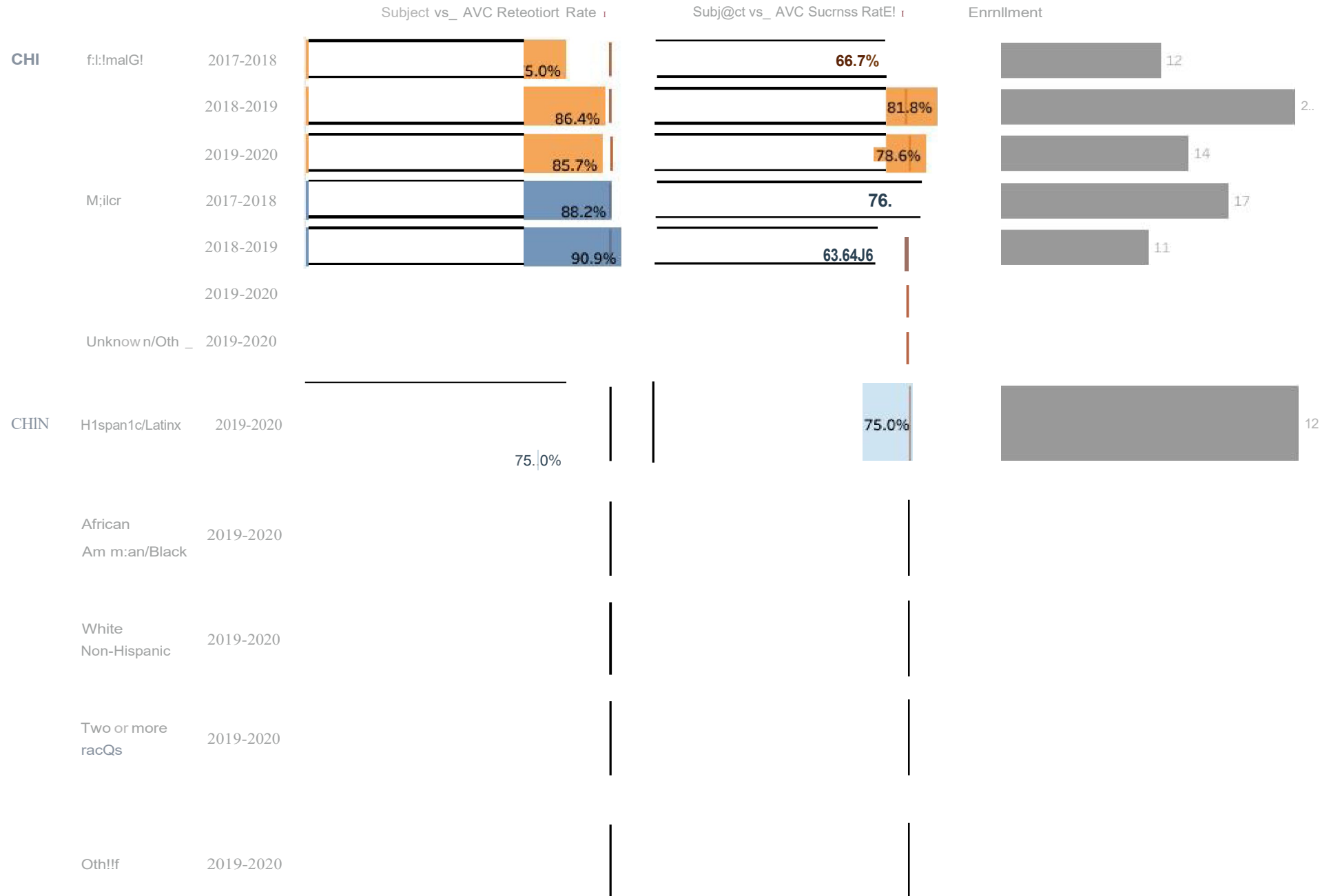
ee AVC's Progn1m
.awards dashboard

Last Update: D>I/3QI2022 .Data Sources. AV['s
Elan ner, A GOS reports

Subject-Level Retention Rate (RR), Success Rate (SR), and Enrollment by Sex & Race/Ethnicity as Compared to AVC's Rates (I)

If the Subject bars are below the vertical lines, it indicates that equity gaps exist in SR or RR for those sub-groups as compared to average/155 or RR. Some questions to ask when looking at the data:

- What are the potential reasons for equity gaps? - What can my program implement to mitigate these gaps? (Consider such factors as curriculum design, teaching methods, campus climate, and support services.) - What resources/training are available needed to support these efforts?





Fall 2023 Program Review Report

Division/Area Name: Language and Communication Arts/Communication Studies & Journalism	For Planning Years: 2024-2025
Name of person leading this review: Richie Neil Hao	
Names of all participants in this review: Regina Avakian, Thomas Graves, Richie Neil Hao, Nari Kaseforth, Norma Jones, Greg Langner, Tina McDermott, Harish Rao, Ryan Rivas	

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

Communication Studies/Journalism offers a breadth of courses to contribute to general education and an AA-T degree; all courses are fundamental in exploring diversity and preparing students academically and professionally. In order to service our community better, we offer courses with special projects, collaboration, partnerships with on and off campus organizations, and giving students opportunities for experience applying knowledge of the discipline.

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

Use the following questions to guide your analysis:

Overall (Use the *Program Review* tab to inform your analysis)

- What are the success and retention rates (S&R) for your discipline? Did they decrease or increase in the last year?
- What are the trends for the number of awards granted? Are the number of awards going up or down?

Equity (Use the *S & R by Demographic Group* or the *Equity* tab to inform your analysis)

- Which racial/ethnic student groups complete their courses at the highest rates?
- Which racial/ethnic student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the *Strengths and Accomplishments* section.

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

1. As of Fall 2022, 163 students declared Communication Studies as a major. Of 28 AA-T and AS-T programs at AVC, Communication Studies currently ranks tenth in the college for its number of declared majors.
2. In 2022-2023 year, data reveals that a total of 23 Comm. Studies AA-T degrees were awarded.

3. Combining all students' racial backgrounds, our retention and success rates are 84.4% and 69.4%, respectively, which are within a few percentage points from AVC's rates.
4. Several COMM courses are tied to other programs on campus (e.g., Honors, Law Scholars, Rising Scholars/Prison, Film/Television, etc.) that show the significance and relevance of the discipline across different areas.
5. Communication Studies offered 21 online sections in 2022-2023 year, which provided opportunities for students with different learning needs and abilities.
6. The AVC Rising Scholars (Prison) Program (AA-T in Communication Studies) continues to collaborate with CSULA's Prison Program (BA in Communication Studies) by offering a variety of course offerings (e.g., COMM 105, 107, 109, 112, and 219), expanding important opportunities for more students to work towards completing their degree requirements.
7. In collaboration with AVC Library faculty, beginning in Fall 2021, Dr. Langner began piloting a trial Research Exchange between the AVC Library and our Comm. classes at the prison, allowing students in the program a means to request and receive research materials pertinent to their classes and interests, in a way that provides all students with supplemental resources. Professor Tina McDermott expanded this partnership with the Library through Fall 2022 and Spring 2023.
8. Our Course Improvement Plans show that COMM students have generally met or exceeded the achievement target of 70% (77.5%).
9. Discipline faculty serve on a variety of campus-wide committees (e.g., Senate, Student Equity, Puente, Equivalency, Basic Needs, Honors, DETC, LGBTQIA+, Civic and Voter Engagement, Gaming Club and Alpha Iota advisors, etc.) and hold important college (Tenure Review and New Faculty Orientation) and communication association positions (National Communication Association, Western States Communication Association, and Southern States Communication Association).
10. The department continues to implement events and initiatives to promote the program.
 - a. The Communication Studies Day event was held in Spring 2023, attended by approximately 50 students, featuring a panel of former students who have successfully moved on academically and professionally using their Comm Studies degrees. Transfer and counseling experts from AVC and Cal State Bakersfield also attended.
 - b. With partnership with the Learning Center, the department also began offering speech anxiety workshops (led by Dr. Norma Jones).
 - c. The department developed a subcommittee focusing on marketing and publication efforts (with the assistance of Dr. Norma Jones, Dr. Greg Langner, and Prof. Ryan Rivas).
11. COMM 201 (Virtual Communication and Expressive Technology), which will be offered for the first time in Fall 2024, was approved for CSU Area A1 (Oral Communication) that would allow students to take this course to fulfill the GE requirement.
12. The Communication Studies Department had its first group/cohort of Communication Studies degree graduates at the CA State Prison in Lancaster (LAC) in Spring 2022. Thirteen students earned their Associate Degrees for Transfer in Communication Studies, while the department was responsible for supporting graduation/course completion for a total of 17 incarcerated students. Antelope Valley College is now on track to celebrate the graduation of an additional 12 incarcerated graduates.

13. Communication Studies faculty completed the norming of COMM 101's SLO 2 (speech delivery) during 2022-2023 academic year where we developed a rubric and assessed sample student speeches to create a standardized evaluation of speech delivery for the course.
14. Communication Studies faculty's presentations and publications contributed to curricular and program strengths:
 - a. Dr. Norma Jones also participated in publishing for popular culture texts. In addition, Dr. Jones presented an "Artificial Intelligence and Academic Integrity in Distance Education" online poster session at the 8th International Conference on Communication & Media Studies to address ethical and responsible A.I. in digital communication systems. Dr. Jones' involvement in A.I. research has been instrumental in shaping current AVC pedagogical practices concerning A.I.
 - b. Dr. Richie Neil Hao published a book, *(Trans)national Tsina/oys: Hybrid Performances of Chinese and Filipina/o Identities*, which examines Chinese and Filipina/o identities in and beyond the Philippines. Dr. Hao's scholarship provides further understanding of how to incorporate the interrelationship of identity, culture, and globalization when teaching COMM 219: Intro to Intercultural Communication.

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

Consider the following questions:

- What does your program/area need to do better to support/improve student success?
- What actions can be taken to help close equity gaps?

Opportunities:

1. The development of a Speech Lab could provide students a dedicated space with a computer/smart device station and video/digital recording equipment to assist in researching, preparing, practicing, and presenting/performing in front of a live audience and in new/emerging media formats. The lab space could also provide students opportunities to collaborate with each other and improve achievement targets in various learning outcomes.
2. While we have a division embedded counselor (Lusine Koshkaryan), we would like to further collaborate with Lusine to attend our Communication Studies Open House and other events to provide proper guidance for our majors with their A.A.-T degree and/or post-transfer opportunities.
3. Rising Scholars (Prison) Program: There is an opportunity to hire more faculty (adjunct or full-time) to offer a sufficient number of course offerings for the program. This is especially important as our students in the Rising Scholars Program are specifically earning a Communication Studies degree.
4. In addition to Comm. Studies Day becoming an annual event, and in addition to a number of public speaking anxiety workshops offered by Prof. Norma Jones, Comm. Studies as a discipline could develop other student activities and professional development events for students, faculty, and community. Increasing awareness and presence of professional development events centered on building vital communication skills would be another opportunity to increase departmental visibility and student engagement.
5. The Comm. Studies faculty is discussing the concept of broadening the scope of its discipline to incorporate a broader reach of "media studies" courses and emphasis; this can include an additional new hire specializing in Mass Communication, Public Relations and/or Journalism.
6. We are expanding instructional modalities with our courses (asynchronous online, hybrid, etc). This would significantly help meet students' learning and experiential needs and complete their classes in a timely manner.

Challenges:

1. Comm. Studies struggles to keep up with the heavy demand, specifically Comm. 101: Public Speaking courses. The discipline is trying to fill the needs at the Lancaster and Palmdale campuses, as well as the Rising Scholars (Prison) Program. In 2022-2023, 97 sections of courses were offered, which are still below 105 sections from the 2020-2021 academic year. Staffing issues continue to be a major challenge in being able to offer a consistent number of sections.
2. We continue to experience a shortage of qualified adjuncts. Advertisement for Comm. Studies instructors is continuous, yet it is not unusual to receive applications from unqualified instructors who do not meet minimum qualifications. During this Program Review period, the current adjunct pool totalled only two (2) instructors.
3. In 2022-2023, our success rate (69.4%) was the lowest compared to the previous three years. In particular, African American/Black students had the lowest success rate among students from other racial groups at 58%. In response to our success rate, our faculty will begin surveying our major students to get some feedback about course offerings, modalities, financial and structural issues, and academic activities to promote student success.
4. Our department has yet to hire a full-time faculty who can teach Argumentation & Debate, which would allow us to strengthen our partnership with the Law Scholars Program by serving on the Law Scholars Committee.
5. There is a lack of embedded tutors specializing in Communication Studies. There is also a problem where students cannot request a tutor if that tutor is not embedded in their class. This presents a problem for students who need a tutor who is familiar with certain instructors' requirements.

Journalism:

The Journalism discipline continues to offer only one (1) course: Journalism 121 per semester or year (if current adjunct is available). Part of this issue is largely due to not having a full-time faculty and adequate adjuncts. As a result, enrollment varies annually. Based on data from 2022-2023, only one section was offered with above average retention and success rates.

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

Consider the following questions:

- What does your program/area want to be known for?
 - What is a desired future?
1. The AA-T in Communication Studies is the only AVC degree offered in the Rising Scholars (Prison) Program. Several students made progress towards their eventual transfer into the Cal State Los Angeles' B.A. Program. Because we only have a few faculty members teaching in the program, we are not able to provide additional sections that would help with expediting completion of and enrollment growth in the program. With additional faculty in the future, we hope to fulfill additional curricular needs within the program.
 2. Service Learning Projects: Our faculty continues to be active in including service learning projects in their curriculum.
 - a. Prof. Harish Rao's COMM 109 (Small Group Communication) organized a community service campaign focused on serving the homeless population, on animal adoption, and on veterans' services, respectively.

b. Prof. Tina McDermott's COMM 101 (Public Speaking) organized a civic and voter registration event in collaboration with the Democratic Women of the High Desert.

3. Our department offers innovative and practical faculty professional development events that can enhance vital communication skills in different contexts for faculty, staff, and students alike (e.g., Dr. Jones' A.I.-related topic and speech anxiety/communication apprehension workshops).
4. Our faculty is establishing a more student-centered Communication Studies program. In Spring 2023, we featured a student panel at the Comm Studies Day to hear from our alums and current students. We also started discussing how we could engage students to participate in the department's professional development activities, workshops, and other events to promote student success within our major.

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

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

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

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

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

<p>The Communication Studies Department has been requesting a Speech Lab, which is a multimedia approach to practice, record, and analyze students' speech presentation performance in a professional setting, to maintain current results and improve self-awareness of communication.</p>	<p>In collaboration with LACA Dean Riley Dwyer, Learning Center Director Ashley Hawkins, and Learning Center Faculty Wendy Rider, a space in the Learning Center will be designated as a Speech Lab. Further discussion is ongoing to reconfigure the space to be conducive for the Speech Lab.</p>
<p>Explore options to offer experiential learning as part of the curriculum, such as field trip, conference attendance, and other activities, that would deepen students' cultural awareness and understanding.</p>	<p>Continue to encourage faculty to incorporate activities related to cultural awareness and understanding (if/as appropriate for respective classes).</p>

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

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

Past Goal	Progress Made
<p>Goal 1: Create a Speech Lab. A Speech Lab would allow students to prepare for live speeches, to present and record speeches in front of live audiences as required for asynchronous online public speaking classes, and to also use media and computer equipment to practice online speeches.</p>	<p>This goal is in progress. We found a dedicated space in the Learning Center. Further discussion is needed to discuss how to make the space more conducive to the Speech Lab for courses across modalities.</p>
<p>Goal 2: Norming Sessions. Norming sessions are starting in Fall 2022. The norming process was initially discussed during the department's meeting in Spring 2022 to officially begin during 2022-2023 academic year. The purpose of the norming sessions is to implement consistent standards and expectations for COMM 101 in delivery and outline with research. The first norming session (COMM 101 delivery) will be conducted in 2022-2023 and the second session (COMM 101 outline/research) will take place 2023-2024.</p>	<p>Norming sessions for 2022-2023 were completed. We are currently in the process of planning, developing, and completing second norming sessions for the 2023-2024 year.</p>
<p>Goal 3: Fulfill and strengthen curricular needs in Argumentation & Debate and Journalism/Mass Communication/Public Relations. Full-time hires would make it possible to accomplish this goal, but more importantly serve students affiliated with other programs (e.g., Honors, Law Scholars, Prison, FTV, etc.), and those pursuing transfer into more specialized four-year programs.</p>	<p>In progress. Unfortunately, we had a failed search for the Argumentation & Debate position in Spring 2023; we will conduct another search in Spring 2024.</p> <p>We have proposed another faculty line to fulfill the Journalism/Mass Comm/Public Relations area of curriculum.</p>
<p>Goal 4: Increase Embedded Tutors. This goal can be improved through better promotion in classes about embedded tutoring and encouraging students to apply. The department can continue to work with The Learning Center to advertise embedded tutor positions for the department.</p>	<p>Collaboration with the Learning Center is ongoing. More in-depth discussions will take place with Comm Studies faculty in order to communicate specific needs with the Learning Center (such as specific differences in evaluation requirements between instructors).</p>
<p>Goal 5: Increase visibility of the department. This goal can be achieved through the continued annual FPD event of Communication Studies Day and other activities. We have created a departmental subcommittee to develop initiatives and produce promotional materials to aid with</p>	<p>The goal has been met, although the department discussed in Spring 2023 the need to launch social media sites to promote departmental courses, events, and other activities.</p>

branding, marketing, and advertising the department's program to students and the community.	
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Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1 To improve student success by creating a Speech Lab.	ILOs 1, 2, 3, 4	PLOs 1, 2, 3	Related SLOs		Focus on utilizing proven instructional strategies that will foster transferrable intellectual skills.	A dedicated space to assist students with presentations where a multipurpose presentation space contains a computer station and video equipment to be used for researching, preparing, practicing, recording, and presenting.	1. Further discussion with the division dean to develop the lab space. 2. Assess equipment and personnel needs.	Improvement in student retention and success rates.
#2 To develop curricular evaluation standards through	ILO 1	PLO 1	Related SLOs		Focus on utilizing proven instructional strategies that will foster transferrable intellectual skills.	Establish department norms and standards for speech outline/ research.	Submit FPD proposal to receive Standard I credit for holding norming sessions for 2023-2024.	Faculty development of standard rubric to improve achievement targets for relevant SLOs.

second norming sessions.								
#3 To fulfill and strengthen curricular needs in argumentation & debate and journalism/mass comm/public relations.	ILO 1, 2, 3, 4	All PLOs	All SLOs		Advance more students to college-level coursework.	Specific areas in communication need further development and consistent course offerings to fulfill student needs for degree and transfer requirements across multiple programs.	Propose and acquire funding for new hires.	Consistent offering of courses that would aid in students' degree completion in a timely manner.
#4 To improve student success by increasing the number of embedded tutors.	ILO 1, 2, 4	All PLOs	All SLOs		Advance more students to college-level coursework.	Increase recruitment of tutors through class advertisements to encourage students to apply.	1. Advertise in classes to recruit embedded tutors. 2. The department can continue to collaborate with The Learning Center to advertise for embedded tutor positions.	Number of embedded tutors is sufficient every semester to provide student support.
#5 To Increase departmental visibility	ILO 1	PLO 1	Related SLOs		Increase efficient and effective use of all resources	Increase departmental visibility by holding Comm Studies Day and creating promotional materials (banners, table cloth, displays,	Propose funding from LACA, Student Equity or other sources to hold Comm Studies Day.	Regular attendance and presence at fairs and other events. Annual event offered for students to learn more

						AVC merchandise, etc.) to be used for college fairs and other events.	Discuss with Divisional Dean and other relevant parties to receive funding and/or aid with development of promotional materials.	about the ADT in Communication Studies. Attract more students to major in Communication Studies.
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Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Faculty	Full-time faculty	Goal 3	Repeat	\$64,675.63 - \$95,534.64	Recurring	Richie Neil Hao
Physical/Facilities	Speech Lab (Speech, Media, and Accessible Live Learning Lab [SMALL]) space and related equipment	Goal 1	Repeat	TBD	Recurring	Richie Neil Hao
Classified Staff	Speech Lab Assistants	Goal 1	Repeat	TBD by HR	Recurring	Richie Neil Hao
Professional Development	Funding for Comm Studies Day	Goal 5	Repeat	\$2,000	Recurring	Richie Neil Hao
Supplies	Promotional materials and	Goal 5	Repeat	\$5,000	Recurring	Richie Neil Hao

	merchandise for the department						
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*****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:**

https://www.surveymonkey.com/r/2023PR_ResourceRequest

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

Please Select **Subject** area (*twice*) and **Program Major(s)** to get your data -->

Select Subject
COMM

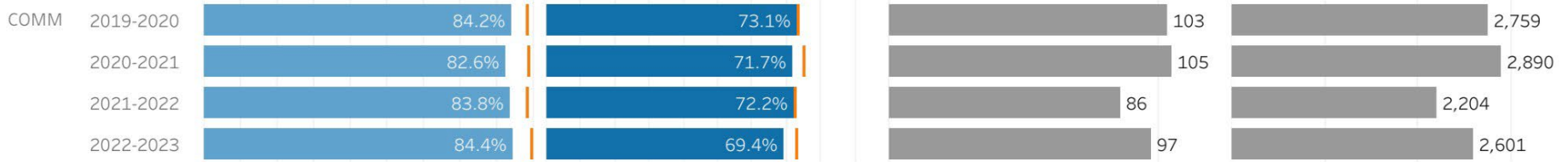
Select Subject *again*
COMM

Select Program Major(s)
AA-T Communication Studies (COMT)

Academic Year
Multiple values



Retention, Success, Number of Sections, & Enrollment in **COMM** (Total AVC rates are shown as | *hover over to see data*)



Subject vs. AVC Retention Rate

Subject vs. AVC Success Rate

of Sections

Enrollment (Dupl.), no EWs

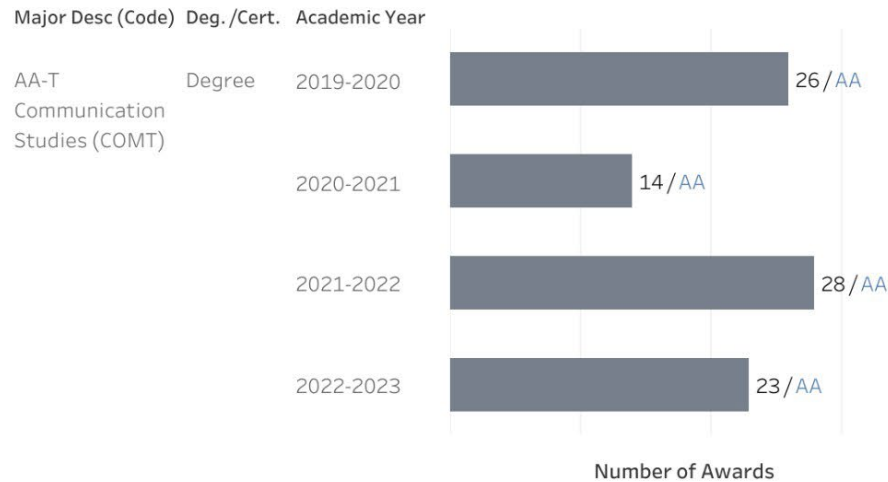
Enrollment and Number of Sections by **Modality** in **COMM**

	Instr. Method	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	Online			0	21
	Traditional	103	105	86	76
Enrollment	Online			509	574
	Traditional	2,887	2,895	1,699	2,028

Enrollment and Number of Sections by **Location** in **COMM**

	Location	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	Lancaster	78	81	65	67
	Lancaster [O..	2	4	3	4
	Palmdale	23	20	18	26
Enrollment	Lancaster	2,193	2,214	1,256	1,829
	Lancaster [O..	61	116	90	87
	Palmdale	633	565	862	686

Number of Program Awards in **AA-T Communication Studies (COMT)**



FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in **COMM**

	Fall 2019	Fall 2020	Fall 2021	Fall 2022
PT (Adjunct) FTEF	2	0		0
FT (Regular) FTEF	7	9	6	8
FT (Overload) FTEF	0	1	0	2
TOTAL FTEF	9	10	7	10
PT/FT FTEF Ratio	0	0	0	0
FTES	132	138	82	136
FTES/FTEF Ratio	15	14	12	14
WSCH/FTEF Ratio	440	430	374	408
WSCH	3,959	4,129	2,470	

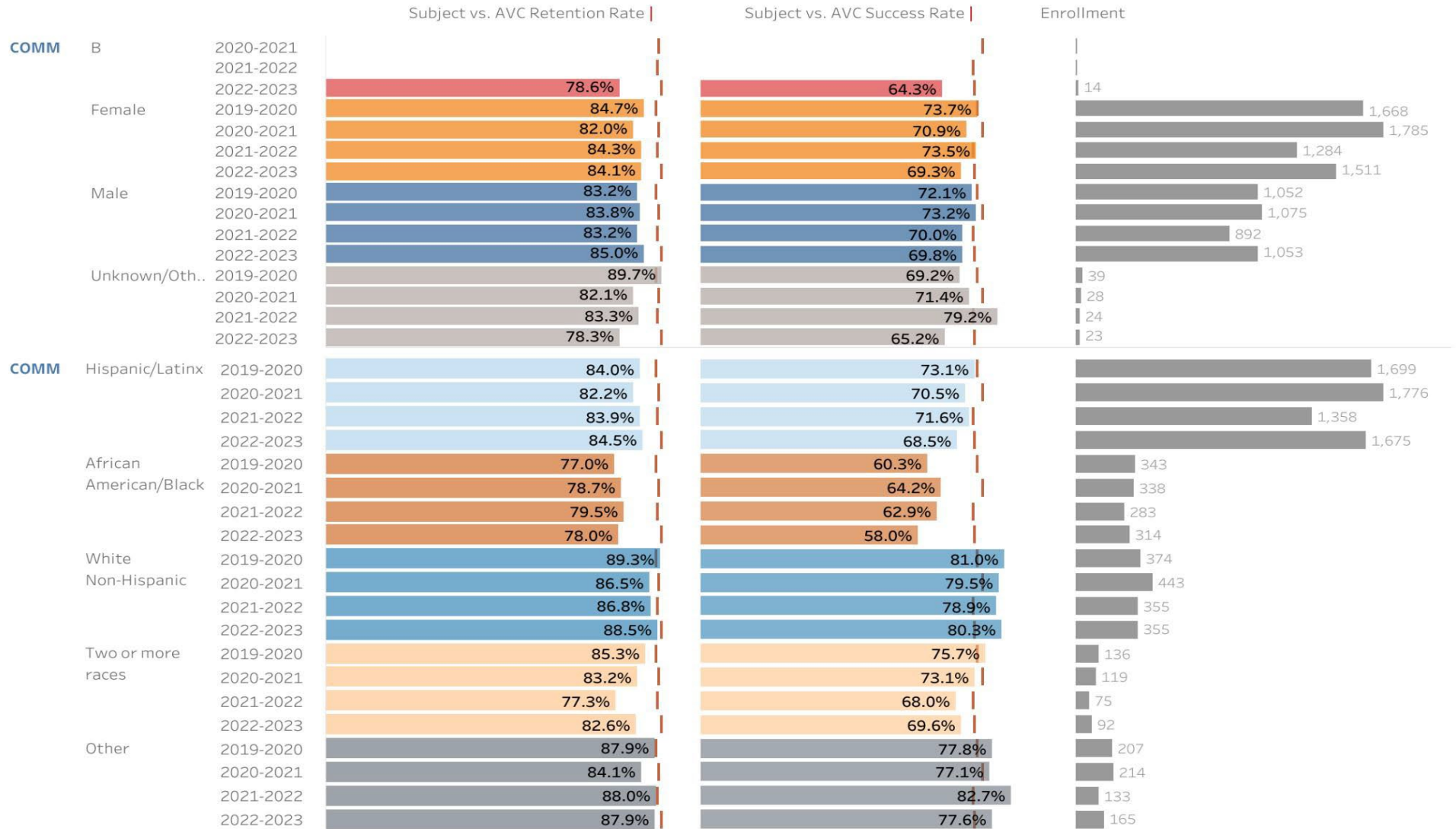
Click [here](#) to see AVC's Program awards dashboard

Last Update: 09/30/2022 . Data Sources: AVC's Banner, ARGOS reports

Subject-Level Retention Rate (RR), Success Rate (SR), and Enrollment by Sex & Race/Ethnicity as Compared to AVC's Rates (I)

If the Subject bars are below the vertical lines |, it indicates that equity gaps exist in SR or RR for those sub-groups as compared to overall SS or RR. Some questions to ask when looking at the data:

- What are the potential reasons for equity gaps? - What can my program implement to mitigate these gaps? (Consider such factors as curriculum design, teaching methods, cam, climate, and support services.) - What resources/training are available/needed to support these efforts?





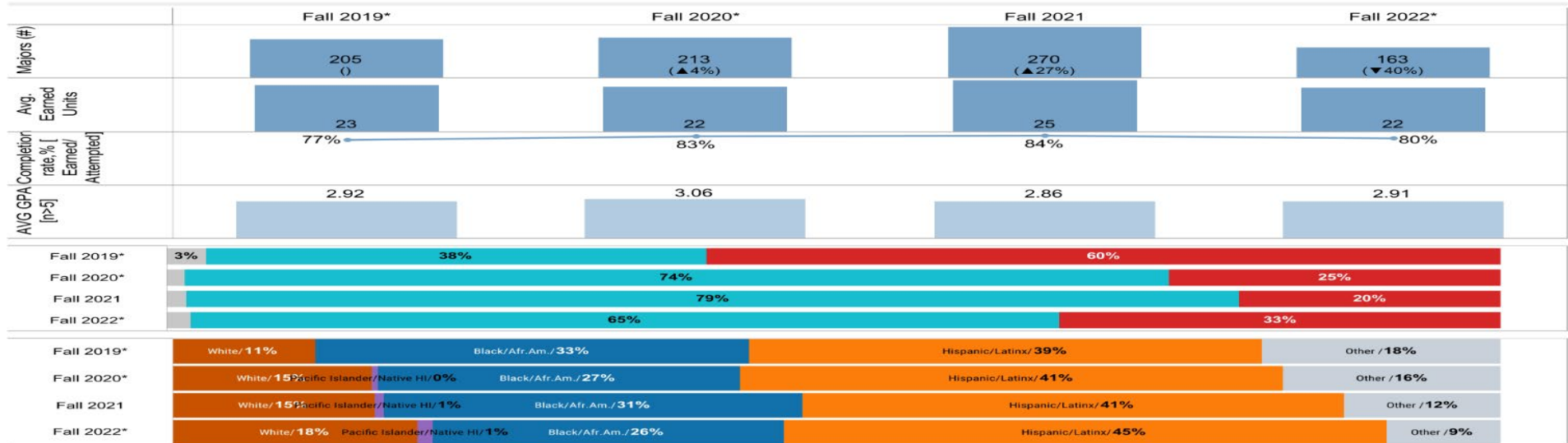
MAJORS AMONG ENROLLED STUDENTS BY TERM

Term
Multiple values

Major
Multiple values

Hover over the numbers of majors to see trends
To see details for a report, click on the [Major](#) in the table below ↓
* Census Day Snapshot

		Fall 2019*	Fall 2020*	Fall 2021	Fall 2022*
PSYT	AA-T Psychology	735	649	572	616
BUS2	AS-T Business Admin 2.0			82	383
BIOT	AS-T Biology	379	367	364	365
ECET	AS-T Early Childhood Education	277	264	246	282
KINT	AA-T Kinesiology	295	245	213	250
ADJT	AS-T Administration of Justice	424	329	235	241
BUST	AS-T Business Administration	777	701	532	233
COSC	AS-T Computer Science		29	108	209
SOCT	AA-T Sociology	336	292	236	203
COMI	AA-T Communication Studies	205	213	270	163
ET	AA-T English	106	87	118	154
ASAT	AA-T Studio Arts	153	131	128	134
ETVI	AS-T Film, TV, Electronic	118	104	97	107
MATT	AS-T Mathematics	152	113	106	95
HT	AA-T History	74	64	65	74
MUST	AA-T Music	104	80	70	69
POST	AA-T Political Science	86	72	72	65
THAT	AA-T Theatre Arts	123	70	67	58
CHMT	AS-T Chemistry	54	68	55	54
AAHT	AA-T Art History	43	27	41	45
ECNT	AA-T Economics	22	23	33	34
PHYT	AS-T Physics	41	46	33	30
ANNT	AA-T Anthropology	24	25	36	29
SPNT	AA-T Spanish	57	40	37	21
PHIT	AA-T Philosophy	19	20	16	16
LPST	AA-T Law, Policy, & Society				12
GEOT	AA-T Geography	2	5	7	9
GET	AS-T Geology	9	4	6	8
Grand Total		4,615	4,068	3,845	3,959



Please Select **Subject** area (twice) and **Program Major(s)** to get your data-->

Select Subject
JOUR

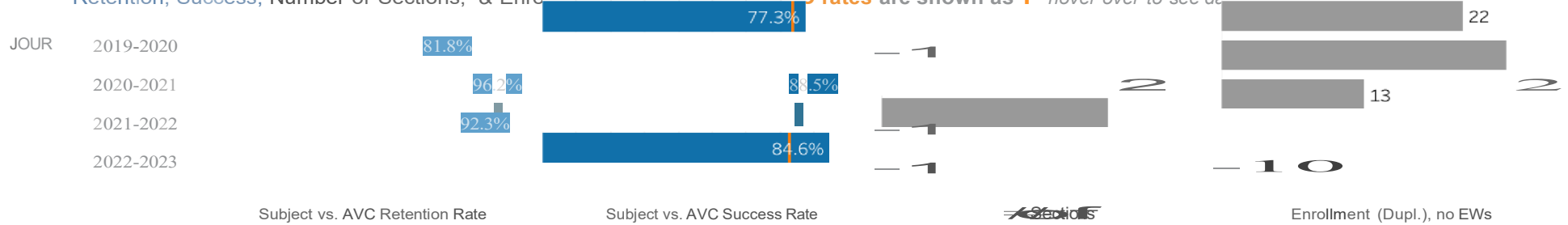
Select Subject
JOUR

Select Program Major(s)
None

Academic Year
Multiple values



Retention, Success, Number of Sections, & Enrollment in **JOUR** (Total AVC rates are shown as | hover over to see data)



Enrollment and Number of Sections by **Modality** in **JOUR**

Instr. Method	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	1	2	1	1
Enrollment	23	26	13	10

Enrollment and Number of Sections by **Location** in **JOUR**

Location	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	1	2	1	1
Enrollment	23	26	13	10

Number of Program Awards in **None**

FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in **JOUR**

	Fall 2019	Fall 2020	Fall 2021	Fall 2022
PT (Adjunct) FTEF		0.2		0.2
TOTALFTEF	0.0	0.2	0.0	0.2
FTES		1.2		1.0
FTES/FTEF Ratio		6.2		5.0
WSCH/FTEF Ratio	1	186.0		150.0
WSCH		37.2		

[here](#)
to see AVC's Program
awards dashboard

Last Update: 09/30/2022 .Data Sources: AVC's
Banner, ARGOS reports



Fall 2023 Program Review Report

Division/Area Name: LACA / Deaf Studies & Interpreter Training	For Planning Years: 2024-2025
---	--------------------------------------

Name of person leading this review: Cole Wolf

Names of all participants in this review: Dan Humphrey, Maurice Boyd, Cole Wolf

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

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

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

Use the following questions to guide your analysis:

Overall (Use the *Program Review* tab to inform your analysis)

- What are the success and retention rates (S&R) for your discipline? Did they decrease or increase in the last year?
- What are the trends for the number of awards granted? Are the number of awards going up or down?

Equity (Use the *S & R by Demographic Group* or the *Equity* tab to inform your analysis)

- Which racial/ethnic student groups complete their courses at the highest rates?
- Which racial/ethnic student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the *Strengths and Accomplishments* section.

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

Throughout Covid we have held higher success and retention rates than the campus average. Currently, our biggest challenge is low enrollment. Low enrolled courses lead to course cancellations of courses required for students to graduate. However, we still have higher success and retention rates than the campus average.

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

- Our Interpreting courses are too large to effectively train students with the level of attention required. Effective teaching of interpretation and transliteration skills mandates very small class size. In addition to using a visual language (ASL) or visual coded form of English (MCE or PSE), courses require extensive individual instruction, critique and modeling due to the extremely complex nature of the task. Ideally, students have developed bilingual/bicultural skills prior to entering a course of study in interpretation or transliteration. However, this is rarely the case due to the time restrictions imposed by colleges and universities. It is therefore necessary for instructors to provide feedback on the general linguistic performance of students, specifically in the areas of semantic selection, grammatical correctness, and complexity of sentence structure, and register of utterance. This applies to both English and ASL. In addition, skills in interpretation and transliteration must be taught. Extensive individual instruction, critique and modeling are required due to the extremely complex nature of the task. Drills must be conducted in the area of visual and auditory closure, prediction, perception, and discrimination; visual/auditory short and long-term memory must be developed and refined; text analysis must be taught enabling the reproduction of the source language message into target language. In each of these steps, one-

half of the process takes place in a visual rather spoken language or code. It is essential that students be able to see each other, as well as the instructor. Use of hands and upper torso should not be restricted by tables or other fixed objects in the room. Lighting in the classrooms must be maximal, eliminating facial shadows. "Class size must be small to allow an appropriate amount of individual instruction and skills development. As the medical student must have hands-on practice to perfect surgical procedures, the interpreter training students must have maximal hands-on experience in developing interpreting and transliterating skills utilizing a variety of texts appropriate to a variety of clients. Videotaping must be used extensively, allowing students to analyze their own performance and to compare their performance to that of several models. This mandates the availability of camera(s) and multiple playback capabilities, which have freeze frame and slow-motion capabilities. The Conference of Interpreters Trainers recommends a class size of 6-10 students for interpreting/transliterating classes. The American Sign Language Teachers Association (ASLTA) recommends an optimal instructional class size for classes in American Sign Language of 8 to 20 students. To remedy this, we have sent many of our Interpreting courses in for revision to reduce the maximum enrollment.

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

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

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

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

Smaller class size for interpreting courses.
 Continue to advocate for an improvement to our campus infrastructure and ensure that more current technology with adequate hardware and software is available should the need to go back to remote instruction occur again in the future.
 On campus Internship for final semester cohort.
 On campus mentorship program

Projections of Employment by Occupation, 2018 - 2028

Occupations Matched to CIP Code(s):

161603 *Sign Language Interpretation and Translation*

Geography: Los Angeles County

Counties: Los Angeles County

Annual Job Openings by Occupation

SOC Code	Occupation Title (Link to Occupation Profile)	2018 Employment	Annual Job Openings ¹
273091	Interpreters and Translators	3,260	4,290
	Total	3,260	4,290

Table Generated on 9/19/2023 2:17:47 PM

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

²This occupation has been suppressed due to confidentiality.

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

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

Past Course Improvement Plans	Progress Made
Maintain current goals until Covid- related enrollment volatility stabilizes.	We have met a handful of our target goals at 100% Success. Several goals were unreported due to class cancellations. All reported courses show students' Actual Performance exceeding the expected performance line.

Part 2D: Review and comment on progress towards past program review goals:	
In the past we saw promising results with our 8-week course offerings. However, once covid hit, we took a heavy hit to our enrollments. Enrollments have failed to reach pre-covid levels now that we are back in person. Our goal now is to regain the progress we made previously.	
Increase student success in interpreting program	Student success is up in our area.
Increase the number of students in our DFST programs.	The number of students in our program as a whole is down.

Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:								
Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 4. Career and Specialized Knowledge	2			Goal 5: Align instructional programs to the skills identified by the labor market	Increase student success in interpreting program	Decrease class size to align with best practices and industry standard for interpreter training program	95% student success for both Deaf Studies (feeder to interpreting) and INT program.
#2	ILO 3. Community /Global Consciousness	3			Goal 4: Advance more students to college-level coursework- Develop and implement effective placement tools	Increase the number of students in our DFST programs.	Hire a 4th full time faculty for the Palmdale campus.	At least double current enrollments.
#3	Choose ILO				Choose an item.			
#4	Choose ILO				Choose an item.			

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

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Faculty	Hire additional Full-time Faculty	Goal 1: Increase student success in interpreting program Goal 2: Increase the number of students in our DFST programs.	Repeat	Full-time Faculty Salary	Recurring	Cole Wolf
Classified Staff	Hire staff for a DFST-Lab space.	Goal 2: Increase student success in interpreting program	Repeat	Part time worker salary.	Recurring	Cole Wolf
Other	GoReact Subscriptions	Goal 2: Increase student success in interpreting program.	New	Approx \$66.00 per student per year.	Recurring	Cole Wolf
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

*****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:**
https://www.surveymonkey.com/r/2023PR_ResourceRequest

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

- Program Review tab
- S&R by Demographic Groups tab

Optional:

- Other supporting data/information

Please Select **Subject** area (twice) and **Program Major(s.)** to get your data-->

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Multiple values

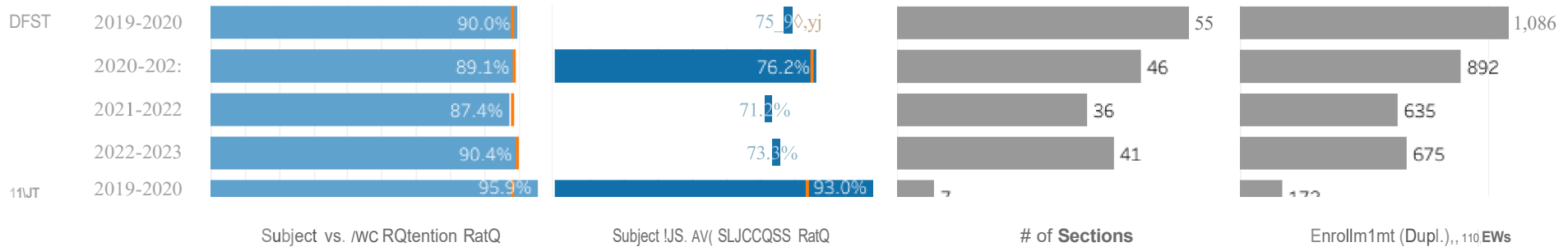
elect Subject
Multiple values

Select **Program Major(s)**
Multiple values

Academic Year
Multiple values



Retention, Success, Number of Sections, & Enrollment in All (Total AVC rates are shown as | hover over to see data)



Enrollment and Number of Sections by *Modality* in All

Instr. Method	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections				
Online			2	1
Traditional	55	7	46	8
Work Experience				36
				6
Enrollment				
Online			27	8
Traditional	###	173	892	155
Work Experience				635
				127
				674
				71

Enrollment and Number of Sections by *Location* in All

Location	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections				
Lancaster	38	7	32	8
Lancaster [O.]			3	2
Palmdale	14		12	11
				2
				6
Enrollment				
Lancaster	775	173	598	155
Lancaster [O.]			67	43
Palmdale	280		251	237
				27
				110

Number of Program Awards in Deaf Studies: ASL (DSA), Deaf Studies: ASL Cert (DSA), Deaf Studies: Intern Trng (DSI) and 1 more

Major Desc (Code)	Deg./Cert.	Academic Ye<1r	Number of Awards
Deaf Studios: ASL (DSA)	Degree	2019-2020	
		2020-2021	
		2021-2022	17/AA
		2022-2023	23/AA
Deaf Studios: Intern Trng .. (DSI)	CBrtifica..	2019-2020	
		2021-2022	
		2022-2023	18/AA
Deaf Studios: Intorp Trng .. (DSA)	Cortifia..	2019-2020	
		2020-2021	
		2021-2022	15/CT
		2022-2023	

FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in DFST & INT

	Fall ..	Fall ..	Fall ..	Fall ..	Fall ..	Fall ..	Fall ..	Fall ..
PT (Adjunct) FTH	3	3	1	1	1	1	1	0
FT (Regular) FTEF	2	3	2	2	0	1	0	1
FT (Overload) HEF	1		0	0		0		0
TOTAL FTEF	6	5	4	4	1	1	1	1
PTCH/FTEF Ratio	40%	33%	31%	33%	40%	36%	39%	21%
FTES	##76	##60	##41	41	41	43	40	7
FTES/HEF Ratio	13	11	11	11	14	12	13	7

Click [here](#) to see AVC's Progn1m awards dashboard

Studios: ASL 2020-20L
 Cert (DSA1) 2021-2022
 Deaf Degree 2022-2023
 2019-2020

17/CT

 24/CT
 14/AA

Studies: 2020-202-
 Intorp Trng .. 2021-2022
 Deaf Cortifia.. 2022-2023
 Studios: 2019-2020
 Intorp Trng .. 2020-202-
 2021-2022
 2022-2023

18/AA

 15/CT

NumbeItr of Awards

WSCH/FTEF Ratio	403	339	316	338	409	365	399	218
WSCH	###	###	###		417	438	407	

Click [here](#)
 to see AVC's Progn1m
 awards dashboard

Please Select **Subject** area (**twice**) and **Program** 51111111ct Subj11ct
Major(s.) to get your data--> Multiple values

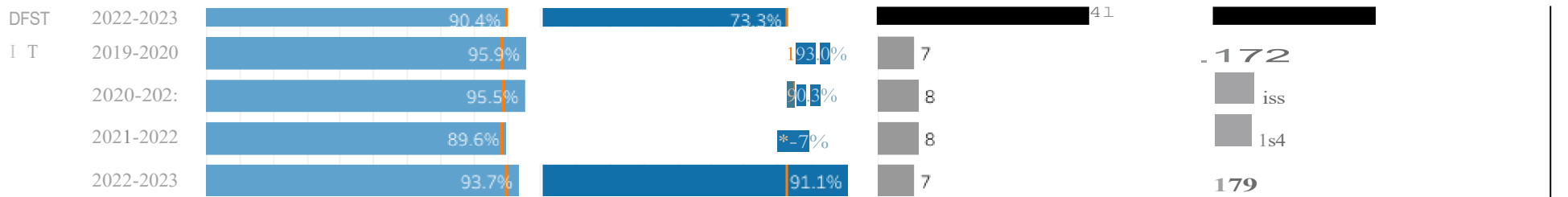
Select **Subject**
Multiple values

Select **Program Major(s)**
Multiple values

Academic Year
Multiple values



Retention, Success, Number of Sections, & Enrollment in All (**Total AVC rates** are shown as | *hover over to see data*)



Subject vs. WCRQntention RatQ

Subject JS. AV(SLJCCQSSRatQ

of Sections

Enrollm1mt (Dupl.), 110 EWs

Enrollment and Number of Sections by *Modality* in All

	Instr. Method	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	Online			2	1
	Traditional	55	7	46	8
	Work Experience				1
Enrollment	Online			27	8
	Traditional	###	173	892	155
	Work Experience				674

Enrollment and Number of Sections by *Location* in All

	Location	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	Lancaster	38	7	32	8
	Lancaster [O.]	3		2	
	Palmdale	14		12	11
Enrollment	Lancaster	775	173	598	155
	Lancaster [O.]	67		43	
	Palmdale	280		251	237

Number of Program Awards in Deaf Studies: ASL (DSA), Deaf Studies: ASL Cert (DSA), Deaf Studies: Intern Trng (DSI) and 1 more

Major Desc (Code)	Deg./Cert.	AcademicYe<1r	Number of Awards
Deaf	Degree	2019-2020	
Studios: ASL (DSA)		2020-2021	17/AA
Studios:		2021-2022	
Intorp Trng ..		2022-2023	23/AA
Deaf	Cortifiea..	2019-2020	
Studios:		2020-2021	18/AA
Intorp Trng ..		2021-2022	
Studios:		2022-2023	15/CT

Number of Awards

FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in DFST & INT

	Fall..	Fall..	Fall..	Fall..	Fall..	Fall..	Fall..	Fall..
PT (Adjunct) FTH	3	3	1	1	1	1	1	0
FT (Regular) FTEF	2	3	2	2	0	1	0	1
FT (Overload) HEF	1		0	0		0		0
TOTAL FTEF	6	6	4	4	1	1	1	1
WSCH/FTEF Ratio	403	339	316	338	409	365	399	218
PT/ET FTEF Ratio	###	###	###	1	417	438	407	0
WSCH	76	60	41	41	14	15	14	7
FTES	76	60	41	41	14	15	14	7
FTES/HEF Ratio	13	11	11	11	14	12	13	7

Click [here](#)

to see AVC's Progn1m awards dashboard

Deaf Certifica.. 2019-2020
 Studios: ASL 2020-20L
 Cert (DSAI) 2021-2022
 2022-2023
 Deaf Degree 2019-2020

17/CT
 24/CT
14/AA

Studies: 2020-202-
 2021-2022
 Intorp Trng .. 2022-2023
 Deaf Cortifia.. 2019-2020
 Studios: 2020-202-
 Intorp Trng .. 2021-2022
 2022-2023

18/AA
15/CT

NumbeIrr of Awards

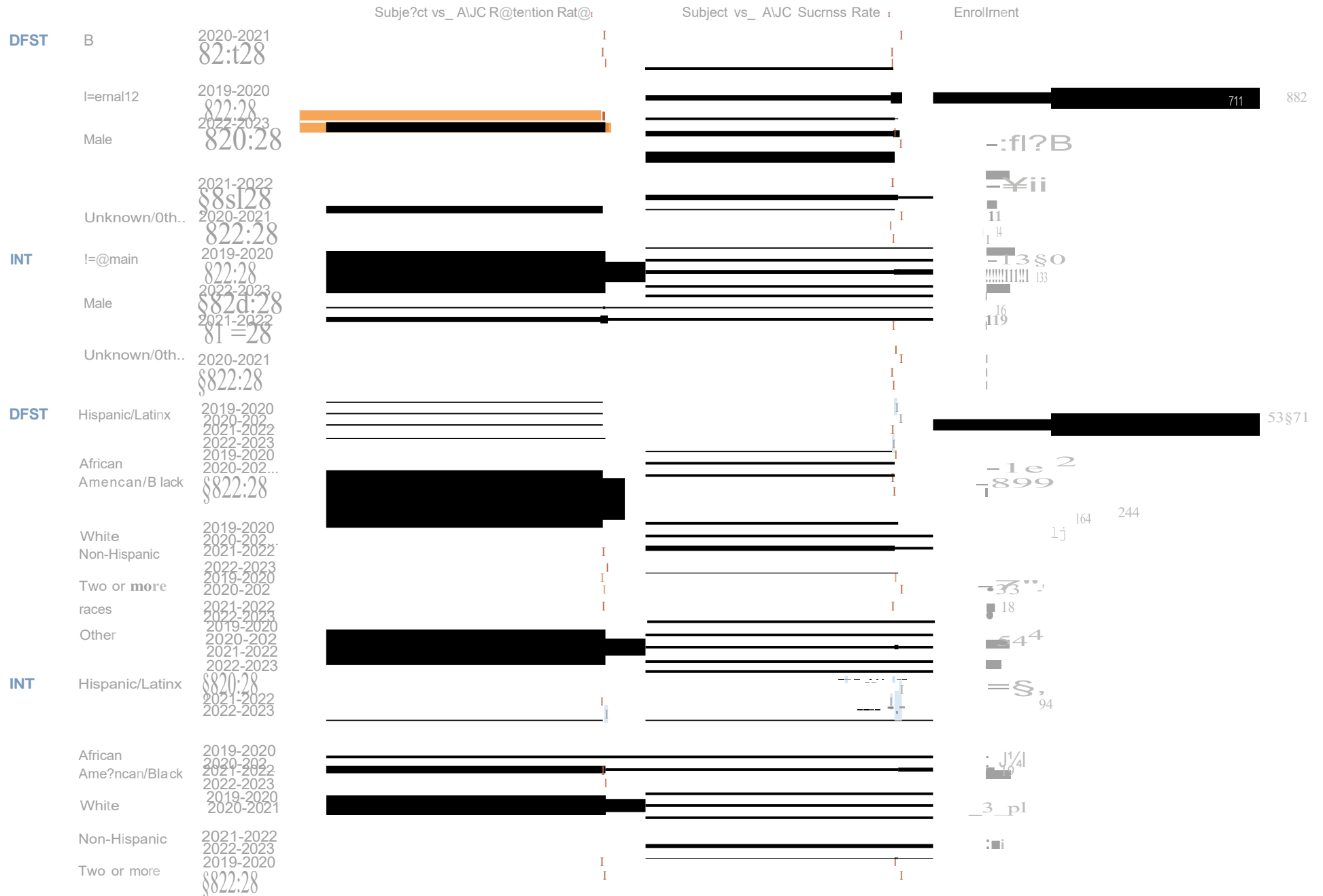
WSCH/FTEF Ratio	403	339	316	338	409	365	399	218
WSCH	###	###	###		417	438	407	

Click [here](#)
 to see AVC's Progn1m
 awards dashboard

Subject-Level Retention Rate (RR), Success Rate (SR), and Enrollment by Sex & Race/Ethnicity as Compared to **AVC's Rates** (I)

If the Subject bars are below the vertical lines I, it indicates that equity gaps exist in SR or RR for those sub-groups as compared to over a 15% or RR. Some questions to ask when looking at the data:

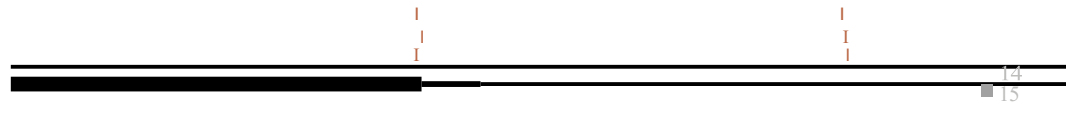
- What are the potential reasons for equity gaps? - What can my program implement to mitigate these gaps? (Consider such factors as curriculum design, teaching methods, campus climate, and support services.) - What resources/training are available/needed to support these efforts?



races

Othnr

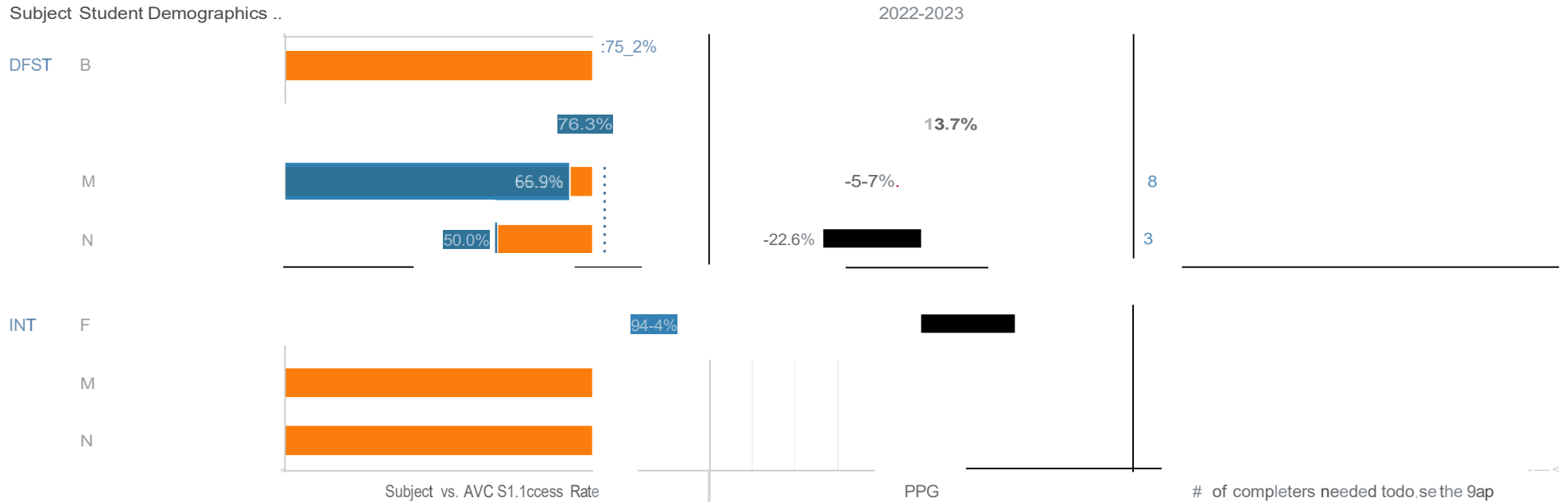
2022-2023
2019-2020
2020-202
2021-2022
2022-2023





2022-2023 Disproportionate Impact (DI) as Percentage Point Gap (PPG)

Blue Bars show Success Rate (SR) within the sub-Groups vs. AVC Annual SR (orange bar) vs. All Annual SR (dotted line)



In 2022-2023, All's Success Rate was 73.3% to 91.1% vs. AVC's Annual rate of 72.6%

Overall Disproportionate Impact as percentage point gap was: 0.7% to 18.5%

111All, 79 to 675 was the enrollment count (duplicated headcount) (only shows if n > 10)

If there is a Disproportionate impact (PPG is **negative**), multiply the absolute value of PPG by the number of students and divide it by 100 to determine how many more successful completers would eliminate the gap.

(For example, (79 to 675) x (0.7% to 18.5%): 5 to 15. it means that 5 to 15 more successful course completers would help close the gap for this subject area)

(Hover over each bar in the chart to see details about each sub-group)

Some possible questions to ask when looking at the DI data:



- *What are the potential reasons for equity gaps?*
- *What can my program implement to mitigate these gaps?*
- *What resources are available to support these efforts?*

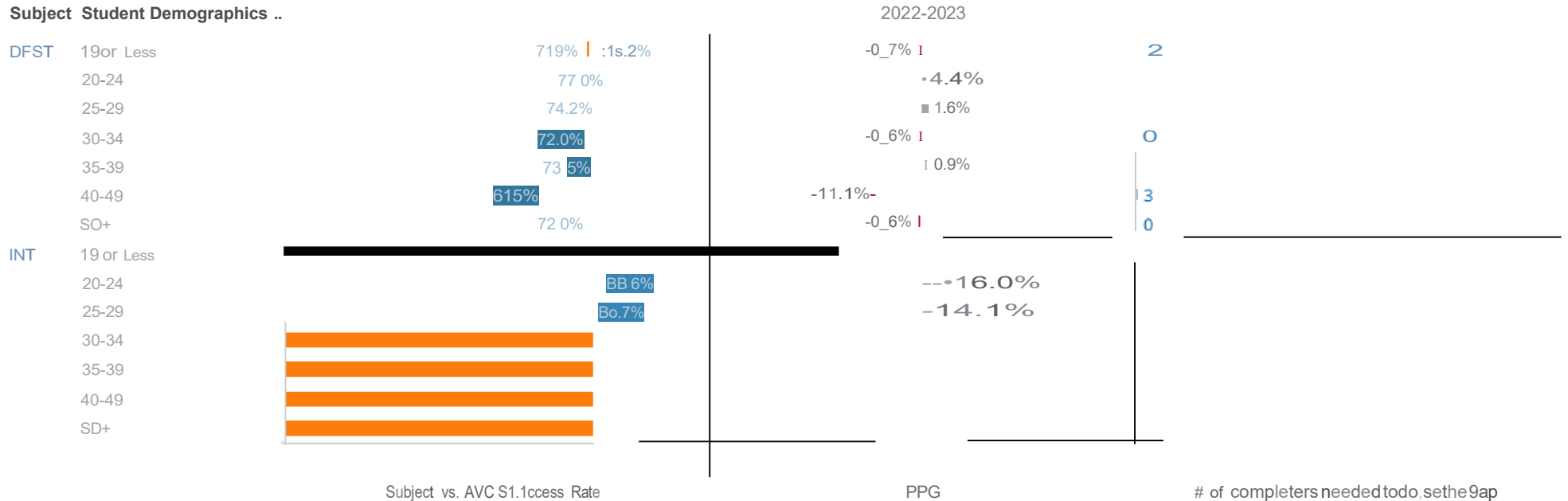




2022-2023 Disproportionate Impact (DI) as Percentage Point Gap (PPG)

Blue Bars show Success Rate (SR) within the sub-Groups vs. AVC Annual SR (orange bar) vs. All Annual SR (dotted line)

Subject Student Demographics ..



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(For example, (79 to 675) (0.7% to 18.5%) : 5 to 15. it means that 5 to 15 more successful course completers would help close the gap for this subject area)

(Hover over each bar in the chart to see details about each sub-group)

Some possible questions to ask when looking at the DI data:

- What are the potential reasons for equity gaps?



- *What can my program implement to mitigate these gaps?*
- *What resources are available to support these efforts?*

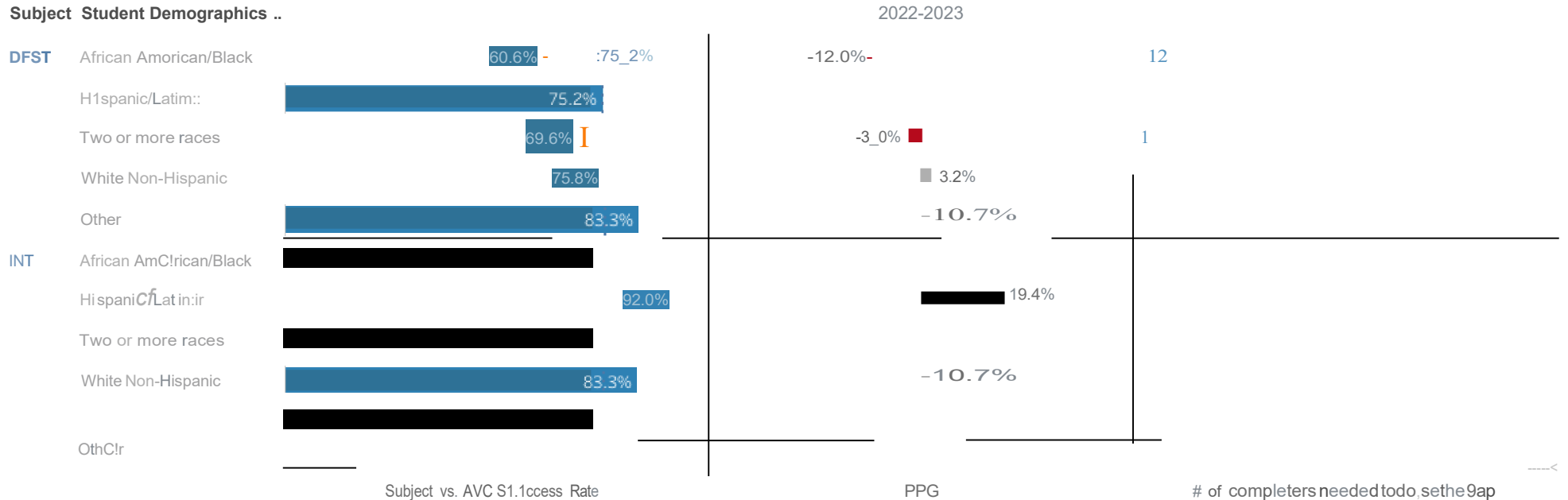




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(For example, (79 to 675) \times (0.7% to 18.5%): 5 to 15. it means that 5 to 15 more successful course completers would help close the gap for this subject area)

(Hover over each bar in the chart to see details about each sub-group)

Some possible questions to ask when looking at the DI data:



- *What are the potential reasons for equity gaps?*
- *What can my program implement to mitigate these gaps?*
- *What resources are available to support these efforts?*



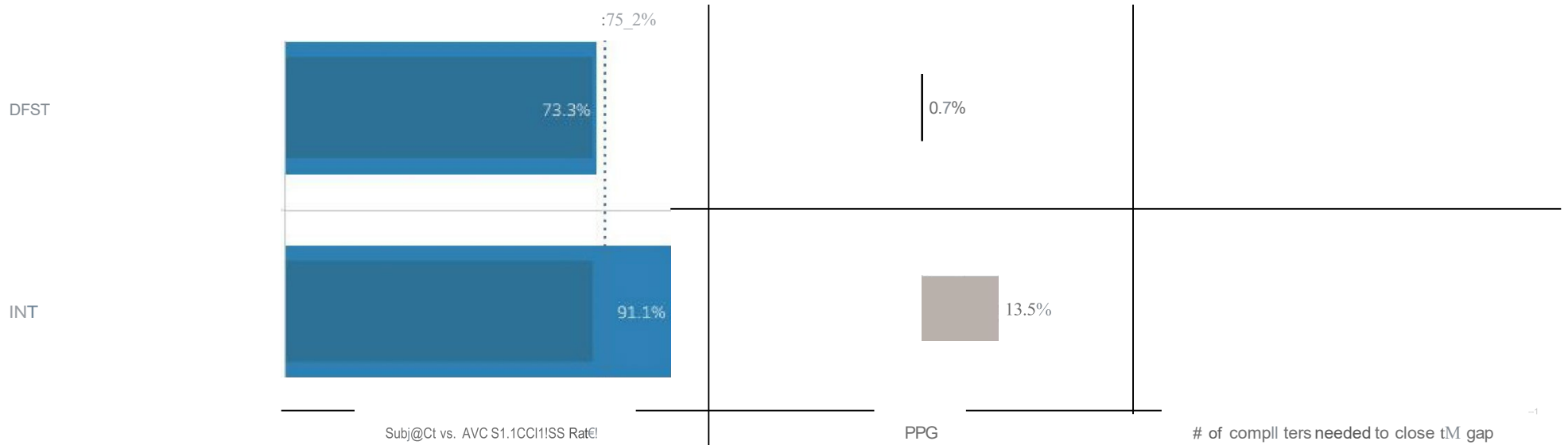


2022-2023 Disproportionate Impact (DI) as Percentage Point Gap (PPG)

Blue Bars show Success Rate (SR) within the sub-Groups vs. AVC Annual SR (orange bar) vs. All Annual SR (dotted line)

Subject Student Demographics ..

2022-2023



In 2022-2023, All's Success Rate was 73.3% to 91.1% vs. AVC's Annual rate of 72.6%

Overall Disproportionate Impact as percentage point gap was: 0.7% to 13.5%

In All, 79 to 675 was the enrollment count (duplicated headcount) (only shows if n > 10)

If there is a Disproportionate impact (PPG is negative), multiply the absolute value of PPG by the number of students and divide it by 100 to determine how many more successful completers would eliminate the gap.

(or example, (79 to 675 * 10.7% to 18.5%) = 5 to 15. it means that 5 to 15 more successful course completers would help close the gap for this subject area)

(Hover over each bar in the chart to see details about each sub-group)

Some possible questions to ask when looking at the DJ data:

- What are the potential reasons for equity gaps?
- What can my program implement to mitigate these gaps?
- What resources are available to support these efforts?





Fall 2023 Program Review Report

Division/Area Name: Language and Communication Arts/ English	For Planning Years: 2024-2025
Name of person leading this review: Heidi Williams	
Names of all participants in this review: Karen Heinzman, Mark Hoffer, Sawsan Farrukh, Kristine Oliveira, Morenike Adebayo-Ige, Rachel Jennings-Tafarella	
Part 1. Program Overview: <i>Briefly describe how the program contributes to the district mission</i>	
<p>The English program aligns with AVC’s mission to provide “a quality, comprehensive education to a diverse population of learners” by offering composition courses such as ENGL 101, 102, and 103. The program also includes robust and diverse literature and creative writing courses, as well as technical writing courses for the AFMT program, thereby successfully meeting the various needs of our students. Currently, the only approved AVC ethnic studies course is English’s 257 class, Native American Studies in Literature. Without this course offered by the English Department, all AVC students would have to go elsewhere to acquire the course to transfer.</p> <p>Faculty from the English Department have also been leaders in the DEIA efforts of the college, working on the Equity committee, developing and offering English Learning Community courses for Umoja and student athletes, teaching and coordinating Puente English classes, and revising curriculum to offering more equitable learning opportunities for English 101 students.</p>	

Part 2A: Analyze the program review data (retrieval instructions), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:
<p>Use the following questions to guide your analysis:</p> <p>Overall (Use the <i>Program Review</i> tab to inform your analysis)</p> <ul style="list-style-type: none"> • What are the success and retention rates (S&R) for your discipline? Did they decrease or increase in the last year? <ul style="list-style-type: none"> ○ Both our retention and success rates rose, with the highest increase being in success rates. During the 21-22 school year, overall English success rates were 66.2%, rising to 69.1% during the 22-23 school year. • What are the trends for the number of awards granted? Are the number of awards going up or down? <ul style="list-style-type: none"> ○ The number of English AA-T's awarded has slowly been dropping, with 38 in 20-21, 36 in 21-22, and 35 in 22-23. Unfortunately, these trends match the drop in English majors nationwide, though our drops have been less drastic. <p>Equity (Use the <i>S & R by Demographic Group</i> or the <i>Equity</i> tab to inform your analysis)</p> <ul style="list-style-type: none"> • Which racial/ethnic student groups complete their courses at the highest rates? <ul style="list-style-type: none"> ○ When looking at overall completion of all English courses, Other and white/non-Hispanic students complete our courses with the highest rate, with Other passing at 84.2% (285 students total) and white/non-Hispanic students passing at 77.0% (740 students total). • Which racial/ethnic student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the <i>Strengths and Accomplishments</i> section. <ul style="list-style-type: none"> ○ By far, the racial/ethnic group with the largest success gap is African American/Black students with a 57.3% success rate. Though this number is alarming, it is a significant improvement from the previous year’s 51.8% success rate.
Strengths and Accomplishments: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)
<p>English faculty continue to teach college-level courses with students of widely differing skill levels in both writing and emotional resiliency. A group of faculty have continued to meet regularly to revise the ENGL 101 and ENGL 901 COR to meet the needs of our incoming students. In fact, we have solved many scheduling problems this past year, and we will be offering our ENGL 901 corequisite to English students in the Fall 24 semester.</p>

Faculty are continuing with one-on-one conferencing, working with embedded tutors, and holding office hours in various modalities to help our students succeed.

English faculty have a strong commitment to teaching with equity. We have educated ourselves on anti-racist pedagogy and equitable grading practices, and we have revised our CORs and individual teaching practices to better meet the needs of our students. As a result, we have made huge strides in reducing the equity gaps for our African American and Black students. Though the equity gaps are still alarming, our retention rates rose from 82.2% to 86.2%, and our success rose from 51.8% to 57.3%.

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

The greatest opportunity for improvement continues to be our success rates in ENGL 101, particularly our success rates during the Spring semesters. Though our success rates rose slightly this past year, we still see a significant decrease in success every Spring semester.

AVC's overall success rate for African American students is roughly 60%, while the English department's success rates are 57.3%

Although we continually implement culturally relevant pedagogy, we could do better at bridging the students' expectations with teacher goals to improve success rates and equity gaps. We have currently revised the English 101 COR, focusing on integrating more equity-minded pedagogy into the COR. We have also developed and revised the corequisite ENGL 901 and we are hoping to offer it for the first time during the Fall 24 semester.

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

Our program wants to be known for delivering quality instruction with equity being foundational to all our practices. We find inspiration in this article that discusses how instructors can confront their own biases. We are actively working to reduce equity gaps in our program through departmental and individual reckoning. <https://static1.squarespace.com/static/62c4ba2609f6370427726636/t/636421d512b7566fde73fc9e/1667506646154/THEME-2-BRIEF-3.pdf>

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

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

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

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

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

Past Course Improvement Plans	Progress Made
We focused on SLO #3, and made the following goal: "Reinforce and scaffold MLA concepts by assessing style conventions and/or research methods no less than three times per semester."	We finally raised our success rate with a 72.11% success rate. This is the first time since AB 705 that we have met our 70% goal.

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

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

Past Goal	Progress Made
Work with TAPP program to develop and offer workshops for English faculty on equitable teaching practices to address English equity gaps.	We are still working towards this, but we will be collaborating with TAPP, using the funds from AB 1705 to help faculty prepare to teach our new ENGL 901 corequisite.
Revise current English 101 COR to integrates equitable teaching practices to best serve student need.	We have successfully completed this.
Work with the Learning Center to increase the understanding of the benefits of embedded tutors in English class. Work to increase the use of embedded tutors to all English 101 classes.	We are still working on this and will be focusing on this goal this year as well.

Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:								
Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	Choose ILO				Choose an item.	Using funds from AB 1705, we will work together as faculty members to develop and implement best practices for teaching our ENGL 901 corequisite to boost success rates in ENGL 101.	Plan and offer various collaborative working sessions to help instructors use the extra unit in ENGL 101 to increase equity.	Success rates in ENGL 101 will increase.
#2	Choose ILO				Choose an item.	Work with the Learning Center to increase the understanding of the benefits of embedded tutors in English class. Work to increase the use of embedded tutors to all English 101 classes.	Encourage English faculty to recommend more tutors to the LC. Develop workshops for faculty. Offer workshops, encouraging English instructors to use tutors.	An increase in the percentage of English 101 classes using embedded tutors.
#3	Choose ILO				Choose an item.	Focus on greater student support for students during the Spring semester.	Work with the Learning Center, Counseling, and student services to best meet our students' needs.	Increased student success rates in the spring semesters.

#4	Choose ILO				Choose an item.	Work with online faculty to develop and implement English online best practices to create effective and equitable online learning experiences.	Create collaborative online groups to address reduction in online success rates and create suggestions for online course edits.	Increased success in online English classes.
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Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Choose an item.	1. Additional hires of full-time faculty to better meet the needs of our students	1,3	Choose an item.	Salary for 3 full time hires	Choose an item.	Heidi Williams
Choose an item.	2. More available mobile computers (chrome books) to easily access during class time.	1,3	Choose an item.	50,000 for tech	Choose an item.	Heidi Williams
Choose an item.	3. Additional AI Workshops for faculty and students to take advantage of the technological opportunities for equity inherent in AI	1,3	Choose an item.	??	Choose an item.	Heidi Williams
Choose an item.	4. Greater access to computer labs that fit 27+ students for writing workshops during class time.	1,2,3	Choose an item.	50,000 for tech and location in Cedar Hall or Sage Hall	Choose an item.	Heidi Williams
Choose an item.			Choose an item.		Choose an item.	

*****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:**
https://www.surveymonkey.com/r/2023PR_ResourceRequest Heads up: the form isn't working properly. It only allows you to submit one request.

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

Required:

- Program Review tab
- S&R by Demographic Groups tab

Optional:

- Other supporting data/information

Please Select **Subject** area () and **Program** Major(s) to get your data->

Still Select Subject
ENGL

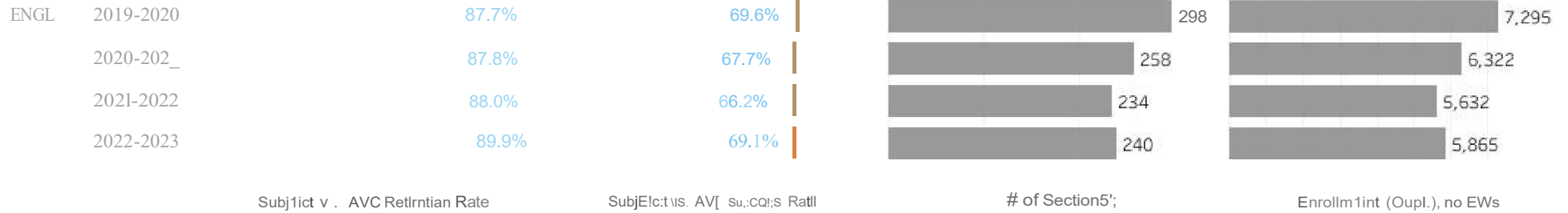
Select Subject
ENGL

Select Program Major(s)
Multiple values

Academic Year
Multiple values



Retention, Success, Number of Sections, & Enrollment in ENGL (Total AVC rates are shown as *horizontal bar chart*)



Enrollment and Number of Sections by *Modality* in ENGL

Instr. Method	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections				
Online	23	34	46	90
Traditional	275	224	188	150
Enrollment				
Online	590	846	2,537	2,218
Traditional	5,968	5,480	3,102	3,651

Enrollment and Number of Sections by *location* in ENGL

Location	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections				
Lancaster	243	196	169	155
Lancaster [O.]	6	5	5	6
Palmdale	49	57	60	79
Enrollment				
Lancaster	6,203	4,837	2,757	3,803
Lancaster [O.]	158	113	118	100
Palmdale	1,197	1,376	2,764	1,966

Number of Program Awards in AA-T English (ET) & English - Transfer (ENGT)

Major DISC (Code)	Degree	Academic Year	Awards
M-T English (ET)	Degree	2019-2020	23/AA
		2020-2021	38/M
		2021-2022	36/AA
		2022-2023	35/AA
Engls - Transfer (ENGT)	Degree	2019-2020	1/AA

FTEF by Contract Type, Part-time/Fulltime Ratio, FTES, FTES/FTEF in ENGL

Contract Type	Fall 2019	Fall 2020	Fall 2021	Fall 2022
PT (Adjunct) FTEF	8	7	9	6
FT (Regular) FTEF	17	17	14	13
FT (Overload) HH	2	2	1	2
TOTAL FTEF	26	25	23	21
PT/FT FTEFRatio	0	0	1	0
HES	351	317	249	265
FTES/FTEF Ratio	13	12	11	13
WSCH/TEIF Ratio	397	374	321	382
WSCH	10,519	9,498	7,463	

2020-202-

1/AA

Numbe. of Awards

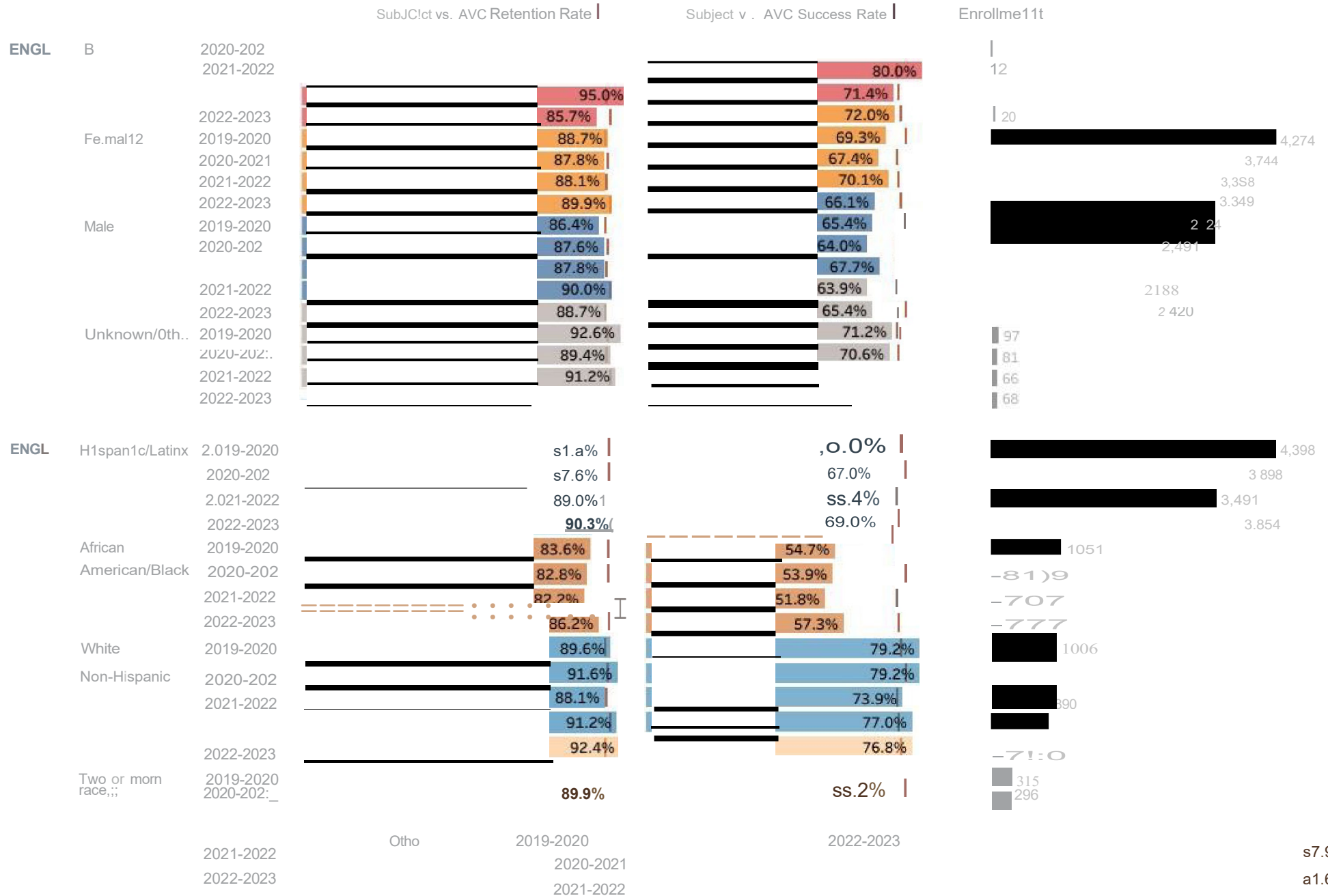
Click [here](#)
to see AI/C's Progr11m
.awards dashboard

La.5. Uodate: U9/30/2022 .Data Saun:es "W", s
San oer. MIG OS ,ep,,rts

Subject-Level Retention Rate (RR), Success Rate (SR), and Enrollment by Sex Race/Ethnicity as Compared to AVC's Rates (|)

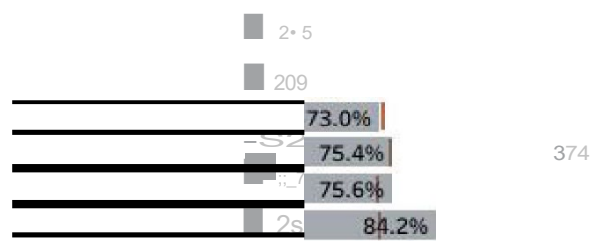
If the Subject bars are below the vertical lines |, it indicates that equity gaps exist in SR or RR for those sub-groups as compared to overall 55 or RR. Some questions to ask when looking at the data:

- What are the potential reasons for equity gaps? - What can my program implement to mitigate these gaps? (Consider such factors as curriculum design, teaching methods, campus climate, and support services.) - What resources/training are available/needed to support these efforts?



89.1%
88.8%
90.0%
93

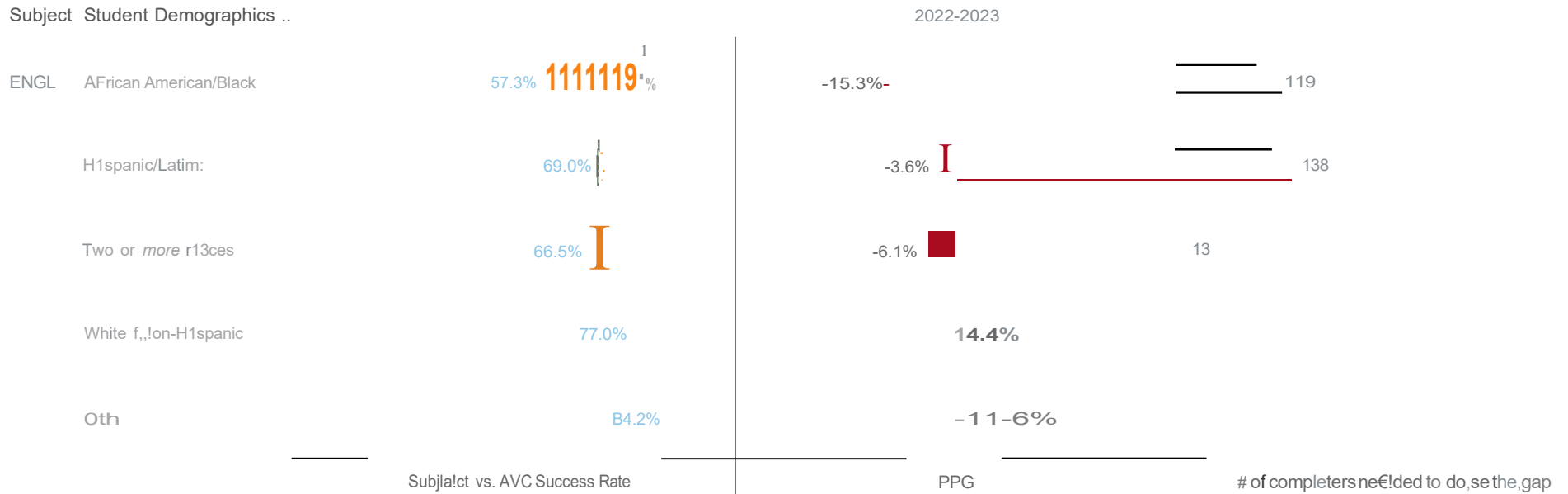
66.4% |
 88.8% |





2022-2023 Disproportionate Impact (DI) as Percentage Point Gap (PPG)

Blue Bars show Success Rate (SR) within the sub-Groups vs. AVC Annual SR (orange bar) vs. ENGL Annual SR (dotted line)



In 2022-2023, ENGL's Success Rate was 69.1% vs. AVC's Annual Rate of 72.6%

Overall Disproportionate Impact as percentage point gap was: -3.5%

In ENGL, 5,865 was the enrollment count (duplicated headcount) (only shows if $n > 10$)

If there is a Disproportionate impact (PPG is negative), multiply the absolute value of PPG by the number of students and divide it by 100 to determine how many more successful completers would eliminate the gap.

(or example, $\{5,865 \times |-3.5\%|\} = 204$. it means that 204 more successful/course completers would help close the gap for this subject area)

(Hover over each bar in the chart to see details about each sub-group)

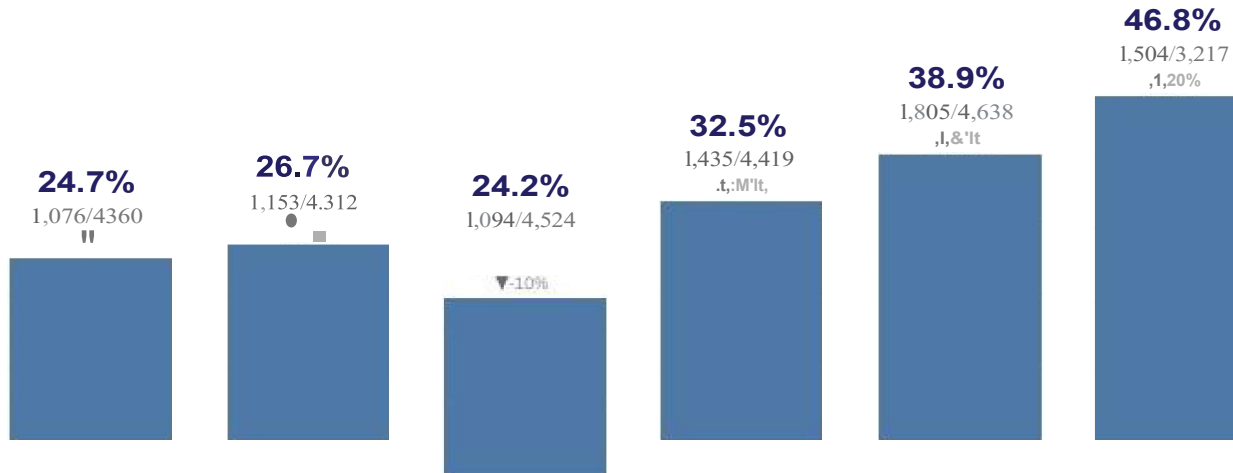
Some possible questions to ask when looking at the DI data:

- What are the potential reasons for equity gaps?
- What can my program implement to mitigate these gaps?
- What resources are available to support these efforts?



Completed Transfer-Level Math and English (Expanded) {SM 44sW}: Among students in selected student journey, the proportion who completed transfer-level math and/or English in their first academic year of credit enrollment from their first term within the district allowing for students who enrolled in credit ESL to complete transfer-level math and English within three complete years from first term

Completed Transfer Level English (Expanded) : Overall

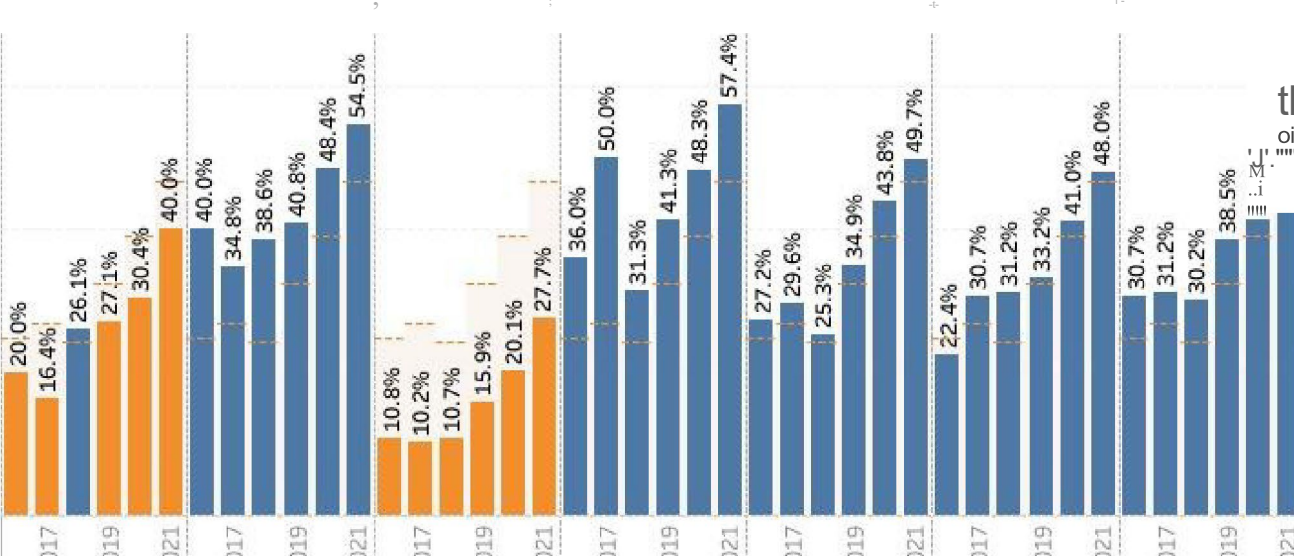


Cour:SeType,

- Complete:ed Transfer Level English (Expanded)
- Complete:ed Transfer Level English In the First Year
- Complete:ed Transfer Level Math (Expanded)
- Completed Transfer Level Math and English (Expanded)
- Completed Transfer Level Math and English in the First Year
- Completed Transfer Level Math in the First Year

Sub-Groups

- Age
- Colleg@ Prom1se/ Grant/BOG El1g1bl1a1
- C@11Hg@Promis@ Grant/BOG R@c1pient
- Crndit ESL
- Disabled
- Ethnicity
- i=1rst Generation
- i=oster Youth
- G@nder
- Hom@lri;-;
- LGBT
- Overall
- P@tl Grant Recipient
- Perkins Ernrom1.cally Disadvantaged
- Veterans



DI? Above Below

Academic Year
Multiple Years

Student: who reported a specific race/ethnicity category of the selected academic year provided at the

institutional level.

Academic Y,Mr-
Multiple values

Subject
ENGL

Break by..
Scheduling/ Modality



Success (and Enrollment) Numbers in Subject(s) **ENGL** by Academic Year (Hover over the numbers for Retention)

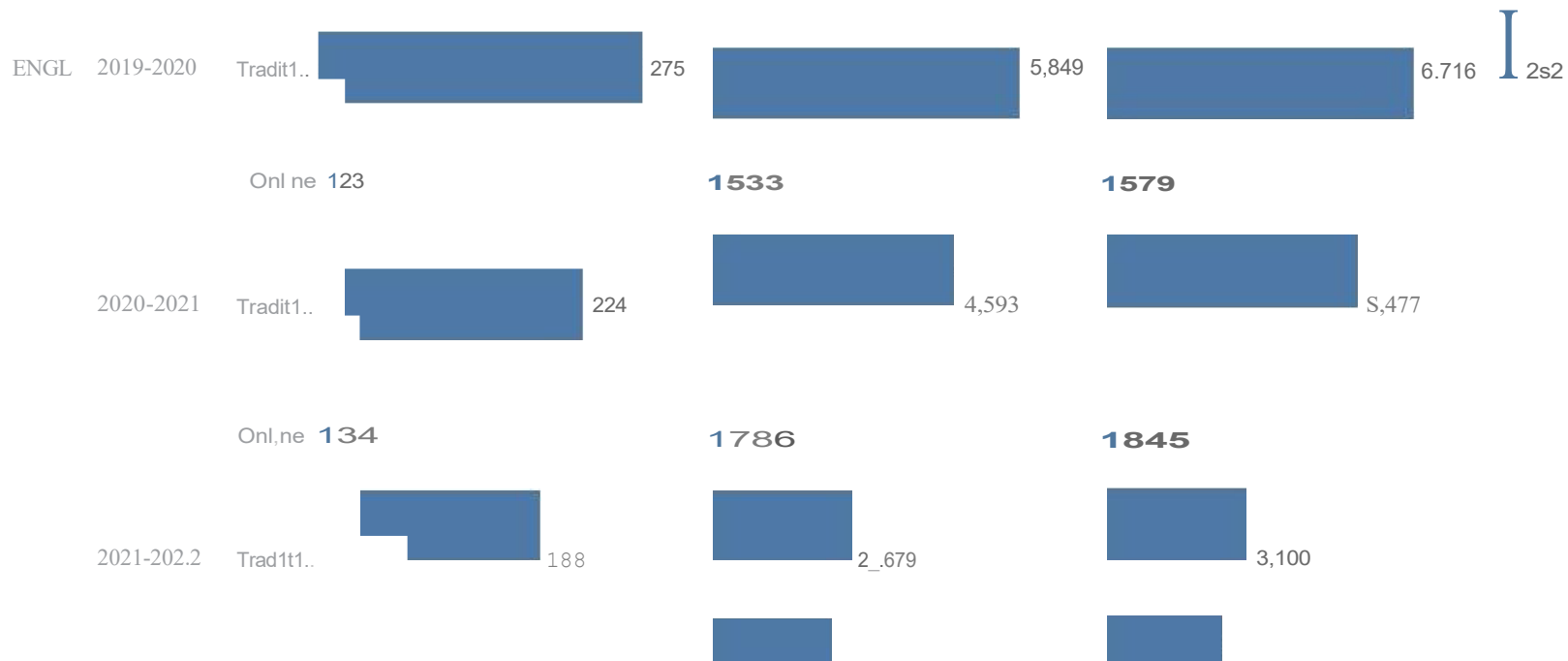
		2019-2020	2020-2021	2021-2022	2022-2023	Grand Total
ENGL	Online	69.3% (579)	69.7% (845)	66.2% (2,532)	64.8% (2,216)	66.5% (6,172)
	Traditional	69.6% (6,716)	67.4% (5,477)	66.2% (3,100)	71.7% (3,649)	68.8% (18,942)
Grand Total		69.6% (7,295)	67.7% (6,322)	66.2% (5,632)	69.1% (5,865)	68.2% (25,114)

Enrollment, Number of Sections by Course Number

Annual or Term
Annual

Term
All

Select a Course Number
All



Online

46

2,300

2,532

0

.LOO

200

300

DK

2K

41(

61<

Distinct count of# of Sectlons without..

Unduplkated HEladcount

-Enrollment Count WithoutEW

COVIDEWs



Fall 2023 Program Review Report

Division/Area Name: Language and Communication Arts / ESL	For Planning Years: 2024-2025
Name of person leading this review: Wendy Rider	
Names of all participants in this review: Priscilla Jenison, Scott Jenison, Wendy Rider	
Part 1. Program Overview: <i>Briefly describe how the program contributes to the district mission</i>	
ESL contributes actively to AVC’s mission, which includes offering “[b]asic skills courses in reading, writing, mathematics, English as a Second Language, and learning and study skills. These courses offer students essential foundation skills that are necessary for success in college-level degree applicable courses.”	

Part 2A: Analyze the program review data (retrieval instructions), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:
<ul style="list-style-type: none"> • Use the following questions to guide your analysis: <p>Overall (Use the <i>Program Review</i> tab to inform your analysis)</p> <ul style="list-style-type: none"> • See Strengths and Accomplishments below. <p>Equity (Use the <i>S & R by Demographic Group</i> or the <i>Equity</i> tab to inform your analysis)</p> <ul style="list-style-type: none"> • 498 female students enrolled in ESL classes in 2022-23 compared to 133 males. Both female (94.6%) and male (96.2%) ESL students persisted in their courses. The female students (63.3%) were significantly more successful than their male counterparts (51.9%), however. Both success rates were lower than the AVC average. • Hispanic/Latinx students appeared less successful than African American/Black ESL students in 2022-23 (58.7% vs. 68%), but far more Spanish speaking students (499) enrolled in ESL classes than Black students (16). • For the 71 students identifying as White/Non-Hispanic, the retention rate was 93%, and the success rate was 63.4%. 57 students identifying as Other persisted at 96.5% and succeeded at 78.9%. <p>We thought that lower success rates were related to higher dropout rates (with the open entry/exit policy), but the data shows that is not the case. ESL faculty will analyze other reasons that ESL students may be struggling and seek solutions in 2023-24.</p>

Strengths and Accomplishments: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)
<p>From 2021-2022 to 2022-2023</p> <ul style="list-style-type: none"> • ESL retention rates increased from 93.2% to 95.0% (up 1.93%) • ESL success rates rose from 58.8% to 61.3% (up 4.25%). • ESL total enrollment has soared from 469 to 643 (up 37%)! • ESL SLOs edged up in a few courses (e.g., Level 4 Grammar) so that currently all ESL courses are reporting “success” (70% or higher). • ESL Counselor (Sandra Zamudio) has met with most current ESL classes/students in order to create and revise their IEPs. • Most ESL classes have begun to incorporate ZTC or Books H.E.L.P. in order to further lighten the financial burden of ESL students. • AVC’s Marketing and Public Information has recently produced several YouTube testimonials of former ESL students (who are now AVC professors).

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

- Both of our full-time faculty members are retiring in Spring 2024, and our current adjunct instructors have limited availability. To have a healthy ESL program, it is vital that we hire two new full-time instructors. Only one replacement faculty was approved in the Fall 2023 Faculty Prioritization process. We may be able to maintain the status quo with one new full-time instructor and 3 new adjuncts, but we will not be able to grow or serve students according to our goals without two full-time instructors.
- Technology: ESL student computer skills have long been lagging (especially among older students); however, more students are learning to access Canvas tools and are needing less tech support in classes (e.g., 18 students last term vs. only 2 this term in ESL 019). Although many students have inadequate technological devices (or are inadequately trained to use them), some students, with the recommendation of their ESL instructors, have acquired new laptops through the GAIN program. Increased proficiency with these tools is evident but gradual.
- Attrition: A steep decrease in enrollment over the short-term semester (as well as over the long-term completion of ESL's five-level program) has long been an issue. Although the free-tuition, noncredit, open-entry/exit nature of ESL offers great value and flexibility for students, it may also be contributing to diminished personal investment in and commitment to one's own education.
- Low Certificate Numbers: Although ESL students seem motivated to pursue certificates, a number of factors (e.g., cancellations of under-enrolled Level 4, and especially Level 5, courses; satisfaction with "good-enough" English after Level 3; impatience to remain in ESL and thus to, often prematurely, enter ENGL 101 and other transfer courses; the overwhelming challenge of performing successfully at these higher academic ESL levels to which they are not accustomed), have resulted in very low numbers of awarded ESL certificates. 3 students earned High Intermediate (Level 4) certificates and 2 students earned Advanced (Level 5) certificates in 2022-23.

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

- We are actively seeking ways to increase the relatively small numbers of ESL students going on to certificate programs and transfer.
- Hiring new faculty will be essential to continue offering a full menu of ESL courses.
- We made a preliminary foray into vocational ESL by developing a VESL Welding course in Spring 2023. More needs to be pursued in this area which is relevant to the current student population. This would include courses in traditionally feminine fields (to best serve our approximately 75-80% female ESL students): Early Childhood Education, Nutrition, Nursing (e.g., CNA, LVN), Real Estate, and Culinary Arts.
- When we have the faculty to teach the courses, we can also reach new populations of second language learners with VESL for students in CTE programs such as Welding, Electrical Technology, ACRV, etc. By partnering with local high schools, we can also reach the families of students in underserved geographic areas like Littlerock and Rosamond.
- The ESL program seeks to provide differentiated, intentional support to increase student equity and success.
- We want our program to be known for fostering a strong community of learners where students feel like they belong. Many ESL students are pursuing citizenship, social integration, and career opportunities more than college degrees. As ESL students model academic values and persistence, it also influences their children's academic success, especially for our high population of older students. When their children attend AVC and other colleges and universities, they often enjoy the fruits of second-generation immigration success (which is not often a reality for their more greatly challenged first-generation parents).
- The ESL certificates build students' self-esteem and confidence, so we also hope to see higher rates of this tangible evidence of success in the future.

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

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

Insert Labor Market Data here <https://www.labormarketinfo.edd.ca.gov/commcolleges/> N/A

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

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

All the 2022/23 ESL course SLOs were met and/or exceeded as a result of focused attention to problem areas. This success shows that the instructional methods and materials currently being used are effective. We can sustain this success by maintaining our ongoing efforts. While most ESL classes met face-to-face pre-pandemic, we observed some data on success and retention in online modalities in the last 2 years and did not see any clear pattern variations between face-to-face and online.	Progress maintained
More comparison data needed for f2f vs. online courses	IERP research request sent 9/20/23. No response yet.

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

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

#1 Certificates: Increase the number of ESL 4 certificate recipients from 3 to at least 6 per year. Build the ESL 5 certificate program.	ESL historically struggles with attrition. This means that at the highest levels, the enrollment drops off quite drastically. In fact, to provide Level 5 courses to the few students pursuing the Level 5 Certificate, Independent Study for just one student had to be offered this semester. <ul style="list-style-type: none"> • 2021: 5 certificates awarded; 2022: 2 certificates; 2023: 5 certificates
#2 Enrollment: Increase ESL program enrollment by 20% (from 500 to 600).	Over the past two academic years, ESL enrollment has substantially increased by 37.1% (469 to 643)!
#3 Success: Increase student success rates in ESL to at least 63%.	Over the past two academic years, ESL success has steadily increased 2.5% (58.8% to 61.3%).

Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1 Certificates	ILO 4. Career and Specialized Knowledge				Goal 4: Advance more students to college-level coursework- Develop and implement effective placement tools	Certificates: Increase the number of ESL 4 certificate recipients from 3 to at least 6 per year. Build the ESL 5 certificate program.	<ul style="list-style-type: none"> Continue to promote the Level 4 and 5 ESL Certificates. Provide instructional alternatives (e.g., Independent Study) in order to award more certificates. 	The number of awarded certificates will be 6 per year.
#2 Enrollment	ILO 3. Community /Global Consciousness				Goal 1: Commitment to strengthening institutional effectiveness measures and practices	Enrollment: Increase ESL program enrollment from 643 to 750 (a 16.64% increase).	<ul style="list-style-type: none"> Work with Marketing to continue to promote AVC ESL to the community. Offer classes at remote sites like Littlerock High School in the evenings. Offer at least one VESL course in Fall 2024. Develop more VESL courses after new faculty are hired. 	Total enrollment will reach 750.
#3 Success	ILO 2. Creative, Critical, and Analytical Thinking				Goal 4: Advance more students to college-level coursework- Develop and implement effective placement tools	Success: Increase student success rates in ESL to at least 63%.	<ul style="list-style-type: none"> Continue to "Serve students and be kind" by providing a full variety of course offerings taught by qualified and caring ESL instructors. 	Student Success in ESL reaches 63%.

#4 Faculty	ILO 4. Career and Specialized Knowledge				Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services	Serve students and maintain the ESL program by hiring two new full- time ESL faculty (or one F/T and three P/T ESL faculty for the time being) to replace two retiring F/T faculty.	<ul style="list-style-type: none"> Work with the department chair and the dean to announce position(s) through AVC HR a.s.a.p. 	AVC hires new F/T and P/T faculty.
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Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Faculty	1 full time faculty member	Goal #4 (new request)	New	\$67,304.52 annually	Recurring	Dean Riley Dwyer
Faculty	3 adjunct faculty	Goal #4 (new request)	New	\$30,000 per adjunct annually	Recurring	Dean Riley Dwyer
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.	

*****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:**

https://www.surveymonkey.com/r/2023PR_ResourceRequest

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

Please Select **Subject area (twice)** and **Program Major(s)** to get your data -->

Select Subject
ESL

Select Subject **again**
ESL

Select Program Major(s)
None

Academic Year
Multiple values



Retention, Success, Number of Sections, & Enrollment in ESL (Total AVC rates are shown as | hover over to see data)



Enrollment and Number of Sections by **Modality** in ESL

	Instr. Method	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	Online			1	6
	Traditional	42	31	27	22
Enrollment	Online			135	126
	Traditional	1,076	497	334	517

Enrollment and Number of Sections by **Location** in ESL

	Location	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	Lancaster	24	12	15	10
	Palmdale	18	19	13	18
Enrollment	Lancaster	577	215	167	228
	Palmdale	499	282	302	415

Number of Program Awards in **None**

FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in **ESL**

	Fall 2019	Fall 2020	Fall 2021	Fall 2022
PT (Adjunct) FTEF	2	2	1	1
FT (Regular) FTEF	2	2	2	2
FT (Overload) FTEF			0	
TOTAL FTEF	5	4	3	4
PT/FT FTEF Ratio	1	1	1	1
FTES	39	18	20	27
FTES/FTEF Ratio	9	4	6	8
WSCH/FTEF Ratio	259	134	183	229
WSCH	1,165	536	597	

Click [here](#)
to see AVC's Program
awards dashboard

Last Update: 09/30/2022 .Data Sources: AVC's
Banner, ARGOS reports

Required:

- Program Review tab

- S&R by Demographic Groups tab

Optional:

- Other supporting data/information

Subject-Level Retention Rate (RR), Success Rate (SR), and Enrollment by Sex & Race/Ethnicity as Compared to AVC's Rates (I)

If the Subject bars are below the vertical lines I, it indicates that equity gaps exist in SR or RR for those subgroups as compared to overall SS or RR. Some questions to ask when looking at the data:

- What are the potential reasons for equity gaps? - What can my program implement to mitigate these gaps? (Consider such factors as curriculum design, teaching methods, campus climate, and support services.) - What resources/training are available/needed to support these efforts?





Fall 2023 Program Review Report

Division/Area Name: French	For Planning Years: 2024-2025
Name of person leading this review: Cole Wolf	
Names of all participants in this review: Cole Wolf	
Part 1. Program Overview: <i>Briefly describe how the program contributes to the district mission</i>	
<p>The French program is committed to the teaching of introductory and intermediate French language and culture courses to a diverse student population. After English, Mandarin, Hindi, and Spanish, French is the 5th most widely spoken language with a total of 280 million speakers. It is the official language in 29 countries across 5 different continents and it is the second most studied language in the world, after English. It is the goal of our French program to teach our students to understand and to be understood in their world-wide neighborhood. The acquisition of linguistic and cultural understanding and insight, as well as the awareness of diversity that comes with foreign language studies, is a requisite for the life of any global citizen.</p>	
Part 2A: Analyze the <u>program review data</u> (retrieval instructions), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:	
Use the following questions to guide your analysis:	
Overall (Use the <i>Program Review</i> tab to inform your analysis)	
<ul style="list-style-type: none"> • What are the success and retention rates (S&R) for your discipline? Did they decrease or increase in the last year? • What are the trends for the number of awards granted? Are the number of awards going up or down? 	
Equity (Use the <i>S & R by Demographic Group</i> or the <i>Equity</i> tab to inform your analysis)	
<ul style="list-style-type: none"> • Which racial/ethnic student groups complete their courses at the highest rates? • Which racial/ethnic student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the <i>Strengths and Accomplishments</i> section. 	
Strengths and Accomplishments: <i>(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)</i>	
None to report. We have 0 faculty in French.	
Opportunities and Challenges: <i>(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)</i>	
<p>We currently have no faculty and are offering no courses. To recap: In 2014, we had 10 sections (263 students). In 2015-16, when Marthe, our full-time French instructor, was on sabbatical, the number of sections and enrollment dropped to 8 sections (194 students). When she returned, the number of sections went back up to 10 (213 students), but then dropped again sharply in 2017-18 to 8 sections (162 students), after she retired. We lost an additional section in the spring of 2019, because one of our adjunct French instructors could not keep his commitment to teach 2 classes, due to unforeseen circumstances. He could only teach 1 class. Instead of finding a replacement for him, the class was cancelled, even though the adjunct instructor gave us plenty of notice. Then we lost Liette and then our last adjunct faculty. This further hurt our program. We currently have 0 faculty, 0 classes offered and 0 students.</p> <p>We were approved for a Full-time hire two years ago in Fall. We advertised a full-time hire and conducted interviews. The hiring committee agreed to not-hire from that applicant pool and to wait to try again in hope of finding stronger applicants. When the time came to try again, we were told by administration (I believe unfairly and out of order, a COMMON practice of our administration) that we lost our opportunity to hire. Thus, administration remains the biggest challenge to our program.</p>	
Aspirations: <i>(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)</i>	
We want to be able to consistently offer all levels of our FREN courses.	

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

N/A

N/A

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

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

N/A no courses in French have been offered.	N/A

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

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

N/A No courses in French were able to be offered.	N/A

Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1 increase the number of students who register to take French 101.	ILO 3. Community /Global Consciousness		2		Goal 4: Advance more students to college-level coursework- Develop and implement effective placement tools	We want to increase the number of students who take French 101.	We need to hire more faculty. We currently have 0 faculty	When we are able to consistently offer French 101. Courses.
#2	Choose ILO				Choose an item.			
#3	Choose ILO				Choose an item.			
#4	Choose ILO				Choose an item.			

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

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

*****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:**
https://www.surveymonkey.com/r/2023PR_ResourceRequest

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

- Program Review tab
- S&R by Demographic Groups tab

Optional:

- Other supporting data/information

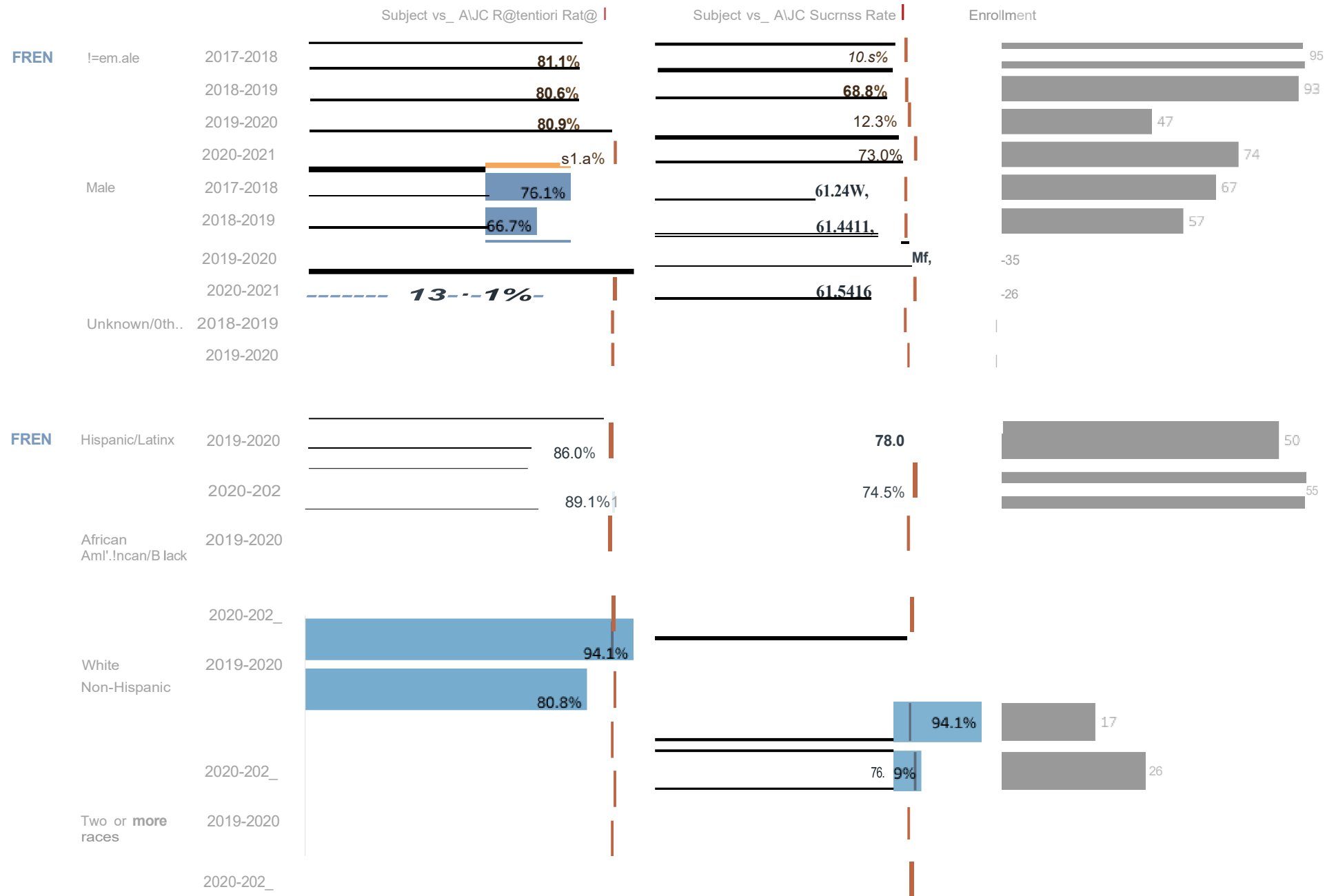
see AVC's Progn1m
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La5t Update: D>I/3QI2022 .Data Sources. AV['s
Elan ner, A GOS reports

Subject-Level Retention Rate (RR), Success Rate (SR), and Enrollment by Sex & Race/Ethnicity as Compared to **AVC's Rates** (I)

If the Subject bars are below the vertical lines I, it indicates that equity gaps exist in SR or RR for those sub-groups as compared to overa/15S or RR. Some questions to ask when looking at the data:

- What are the potential reasons for equity gaps? - What can my program implement to mitigate these gaps? (Consider such factors as curriculum design, teaching methods, campus climate, and support services.) - What resources/training are available/needed to support these efforts?



Other

2019-2020

2020-202_





Fall 2023 Program Review Report

Division/Area Name: German	For Planning Years: 2024-2025
Name of person leading this review: Cole Wolf	
Names of all participants in this review: Cole Wolf	
Part 1. Program Overview: <i>Briefly describe how the program contributes to the district mission</i>	
<p>It is the mission of the German program to provide a quality, comprehensive education to a diverse student population and to serve the community by placing student success and student-centered learning as our priority. Our German program is dedicated to fulfill the district’s mission by providing opportunities to our students and the community to learn German for academic, professional, and personal purposes at the beginners’ and intermediate level. We offer high quality education of the German language, culture, and literature. We foster and promote intercultural understanding and increase our students’ ability to see connections in the world. The study of German increases our students’ knowledge of other disciplines, such as geography, history, and natural sciences by learning about new places, cultures, technology, etc. Furthermore, proficiency in German enhances our students’ marketability on an ever-changing labor market here and abroad.</p>	
Part 2A: Analyze the program review data (retrieval instructions), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:	
Use the following questions to guide your analysis:	
Overall (Use the <i>Program Review</i> tab to inform your analysis)	
<ul style="list-style-type: none"> • What are the success and retention rates (S&R) for your discipline? Did they decrease or increase in the last year? • What are the trends for the number of awards granted? Are the number of awards going up or down? 	
Equity (Use the <i>S & R by Demographic Group</i> or the <i>Equity</i> tab to inform your analysis)	
<ul style="list-style-type: none"> • Which racial/ethnic student groups complete their courses at the highest rates? • Which racial/ethnic student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the <i>Strengths and Accomplishments</i> section. 	
Strengths and Accomplishments: <i>(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)</i>	
<ul style="list-style-type: none"> • Covid hit our program hard. We have lost all of our full-time faculty. However we still have two adjunct faculty. 	
Opportunities and Challenges: <i>(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)</i>	
<ul style="list-style-type: none"> • A lack of a full-time faculty to provide the needed leadership for the program to thrive has been prohibitive to the growth and overall wellness of our program. 	
Aspirations: <i>(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)</i>	
<ul style="list-style-type: none"> • We want to be able to offer all of our GER courses at least once each academic year. 	

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

N/A

N/A

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

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

Increase student success meeting SLO goals.	Our assessment data reveals that students' proficiency in listening and comprehension has exceeded expectations. Students have consistently demonstrated the ability to understand spoken German at an advanced level

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

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

Hire full time faculty	None. We made it to position number 6 for a new hire and then were removed from the list by the president.

Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1 Increase class offerings.	ILO 3. Community /Global Consciousness		3		Goal 4: Advance more students to college-level coursework- Develop and implement effective placement tools	#1 Increase class offerings.	Replace lost FT positions in German (2 total).	When we have the faculty needed to offer our courses we will have met this goal.
#2	Choose ILO				Choose an item.			
#3	Choose ILO				Choose an item.			
#4	Choose ILO				Choose an item.			

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

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Faculty	Full-time Faculty	#1 Increase class offerings.	Repeat	Full-time Faculty Salary.	Recurring	Cole Wolf
Faculty	Adjunct Faculty	#1 Increase class offerings.	Repeat	Adjunct salary 5-10 units.	Recurring	Cole Wolf
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

*****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:**
https://www.surveymonkey.com/r/2023PR_ResourceRequest

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

Required:

- Program Review tab
- S&R by Demographic Groups tab

Optional:

- Other supporting data/information

Please Select **Subject area (twice)** and **Program Major(s.)** togetyourdata-->

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GER

elect Subject
GER

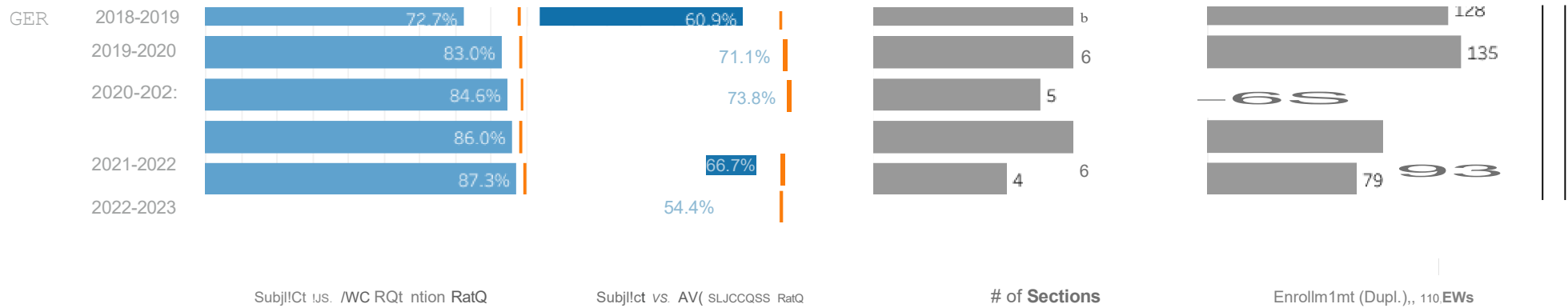
17

Select Program Major(s)
None

Academic Year
Multiple values



Retention, Success, Number of Sections, & Enrollment in GER (Total AVC rates are shown as | hover over to see data)



Enrollment and Number of Sections. by *Modality* in GER

Instr. Method	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Online					4	4
Traditional	8	6	6	5	2	
Enrollment					80	79
Traditional	147	128	138	65	14	

Enrollment and Number of Sections by *Location* in GER

Location	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Lancaster	8	6	6	5	2	1
Palmdale					4	3
Enrollment					14	9
Palmdale					80	70

Number of Program Awards in None

FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in GER

	Fall 2019	Fall 2020	Fall 2021	Fall 2022
PT (Adjunct) HH	0.7	0.7	1.0	1.0
FT (Regular) FTEF	0.3			
IOTAIFTH	1.0	0.7	1.0	1.0
PT/FT FTEF Ratio	2.0			
FTES	12.1	4.0	7.6	7.1
FTES/FTEF Ratio	12.1	5.7	7.6	7.1
WSCH/FTH Ratio	363.9	170.6	227.4	213.0
WSCH	363.9	119.4	227.4	

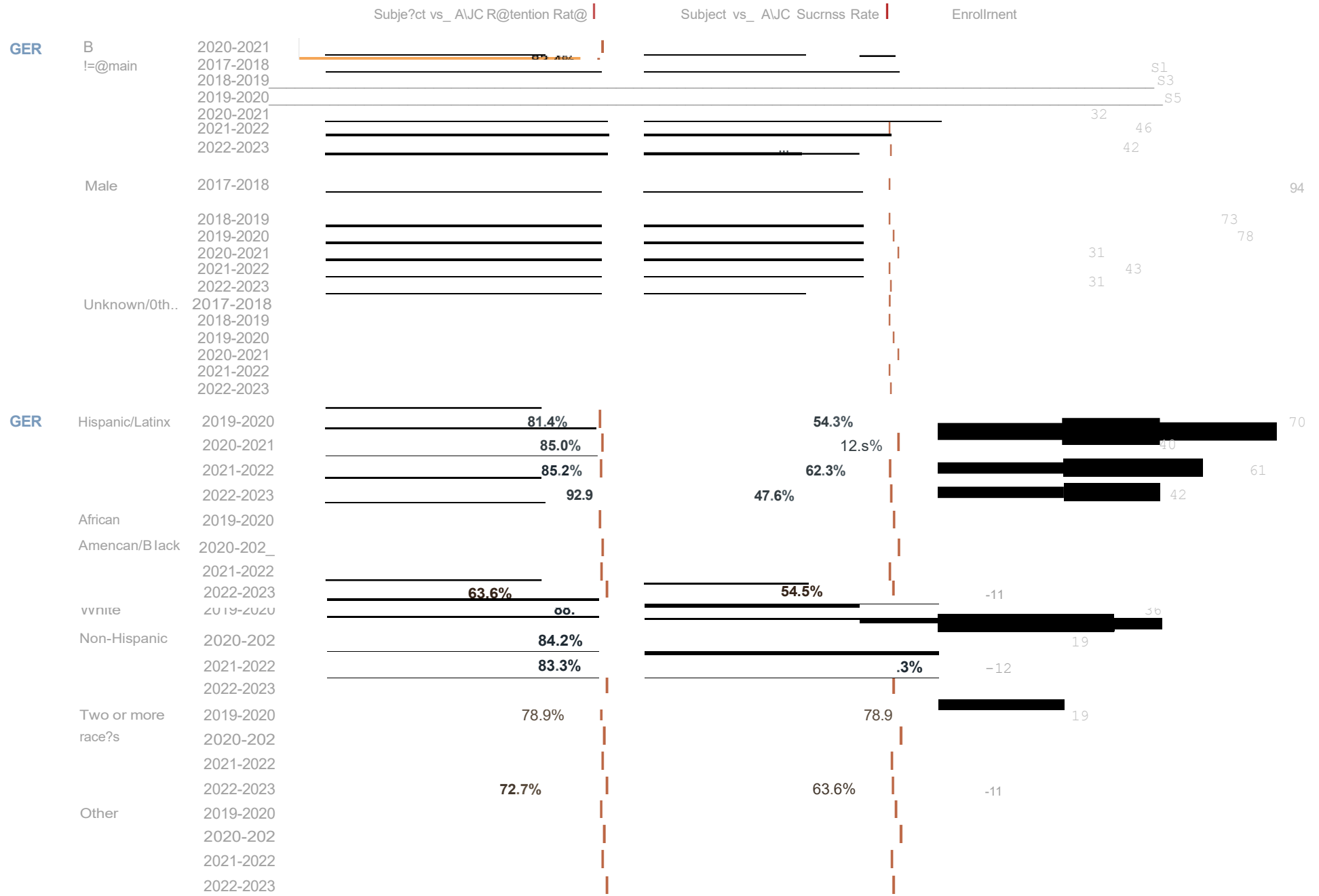
Click [hr](#)
to see AVC's Progn1m
.awards dashboard

La5t Update: D>/3Ql2022 .Data Sources. AV['s
Elan ner, A GOS reports

Subject-Level Retention Rate (RR), Success Rate (SR), and Enrollment by Sex & Race/Ethnicity as Compared to **AVC's Rates** (I)

If the Subject bars are below the vertical lines I, it indicates that equity gaps exist in SR or RR for those sub-groups as compared to over a/15S or RR. Some questions to ask when looking at the data:

- What are the potential reasons for equity gaps? - What can my program implement to mitigate these gaps? (Consider such factors as curriculum design, teaching methods, campus climate, and support services.) - What resources/training are available/needed to support these efforts?





Fall 2023 Program Review Report

Division/Area Name: Latin	For Planning Years: 2024-2025
Name of person leading this review: Cole Wolf	
Names of all participants in this review: Cole Wolf	
Part 1. Program Overview: <i>Briefly describe how the program contributes to the district mission</i>	
<p>The Latin program at AVC contributes to the district mission by offering a quality, comprehensive education to a diverse population of learners. The Latin program is committed to student success offering opportunity for student advancement in education and better service to our community. The Latin program offers students a unique opportunity to learn a language that up until about 100 years ago was the foundation of education in the Western world. Latin helps students from any background improve their vocabulary comprehension [especially useful to the medical field, sciences, law, and arts & literature], writing skills and understanding of world history. Latin on a transcript is a statement about the quality and comprehensiveness of a student’s education and helps students transferring to 4-year universities.</p>	
Part 2A: Analyze the <u>program review data</u> (retrieval instructions), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:	
Use the following questions to guide your analysis:	
<p>Overall (Use the <i>Program Review</i> tab to inform your analysis)</p> <ul style="list-style-type: none"> • What are the success and retention rates (S&R) for your discipline? Did they decrease or increase in the last year? • What are the trends for the number of awards granted? Are the number of awards going up or down? <p>Equity (Use the <i>S & R by Demographic Group</i> or the <i>Equity</i> tab to inform your analysis)</p> <ul style="list-style-type: none"> • Which racial/ethnic student groups complete their courses at the highest rates? • Which racial/ethnic student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the <i>Strengths and Accomplishments</i> section. 	
Strengths and Accomplishments: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)	
<ul style="list-style-type: none"> • In the past, students have kept in contact and gone on to study Latin at UC Irvine and UCLA; students have reported the benefit of Latin in law classes, medical classes & sciences, and arts and literature. 	
Opportunities and Challenges: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)	
<ul style="list-style-type: none"> • We currently do not have any faculty to teach our classes. • Better promotion of Latin Pathways programs, especially Pre-Law. On-line class option might be explored. • Continued promotion at the Arts and Humanities Festival every Spring. Distribute ½ page Latin flyer to counselors/meet with counselors. • Outreach to area high schools. Promote Latin 102 better in Latin 101 class – Field Trips • Upgrade to higher interest class material through introduction of more original Latin material from famous authors. 	
Aspirations: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)	
<ul style="list-style-type: none"> • Our goal here is to have the faculty required to offer our Latin courses consistently 	

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

N/A

N/A

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

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

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

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

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

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

Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1 Increase numbers of students who graduate and transfer with	ILO 3. Community /Global Consciousness		4		Goal 4: Advance more students to college-level coursework- Develop and	#1 Increase numbers of students who graduate and transfer with Latin on transcript.	Increase enrollment in Latin 101, 102, 201	When we have the faculty required to offer the courses we will be able to begin measurement of this goal.

Latin on transcript.					implement effective placement tools			
#2	Choose ILO				Choose an item.			
#3	Choose ILO				Choose an item.			
#4	Choose ILO				Choose an item.			

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

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Faculty	Full-time Faculty	#1 Increase numbers of students who graduate and transfer with Latin on transcript.	Repeat	Full-time Faculty Salary.	Recurring	Cole Wolf
Faculty	Adjunct Faculty	#1 Increase numbers of students who graduate and transfer with Latin on transcript.	Repeat	Adjunct faculty salary 5-10 units.	Recurring	Cole Wolf
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

*****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:**

https://www.surveymonkey.com/r/2023PR_ResourceRequest

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

Required:

- Program Review tab
- S&R by Demographic Groups tab

Optional:

- Other supporting data/information

Please Select **Subject area (twice)** and **Program Major(s.)** togetyourdata-->

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LATN

Select Subject
LATN

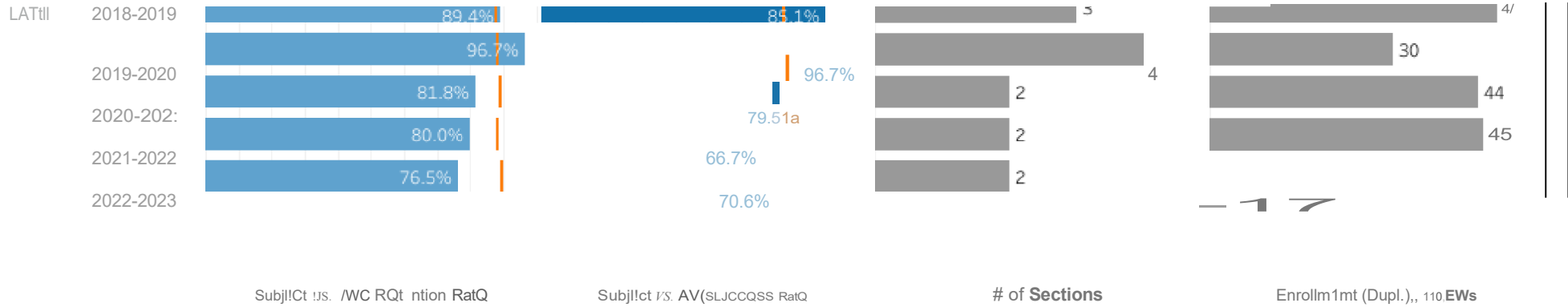
17

Select Program Major(s)
None

Academic Year
Multiple values



Retention, Success, Number of Sections, & Enrollment in LATN (Total AVC rates are shown as *hoverovertosee data*)



Enrollment and Number of Sections by *Modality* in LATN

	Instr. Method	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	Online					0	1
	Other Indep Study	1	1	2			1
	Traditional	1	2	2	2	2	
Enrollment	Online					15	15
	Other Indep Study	1	1	2			2
	Traditional	18	46	29	44	30	

Enrollment and Number of Sections by *Location* in LATN

	Location	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	Lancaster	2	3	4	2	1	1
	Palmdale					1	1
Enrollment	Lancaster	19	47	31	44	11	2
	Palmdale					34	15

Number of Program Awards in None

FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in LATN

	Fall 2019	Fall 2020	Fall 2021	Fall 2022
PT (Adjunct) FTH	0.3	0.3	0.3	0.0
TOTALFTEF	0.3	0.3	0.3	0.0
FTES	2.0	5.1	3.5	0.3
FTES/FTEF Ratio	6.0	16.8	10.4	
WSCH/FTEIF Ratio	180.9	505.0	312.3	
WSCH	60.3	151.5	104.1	

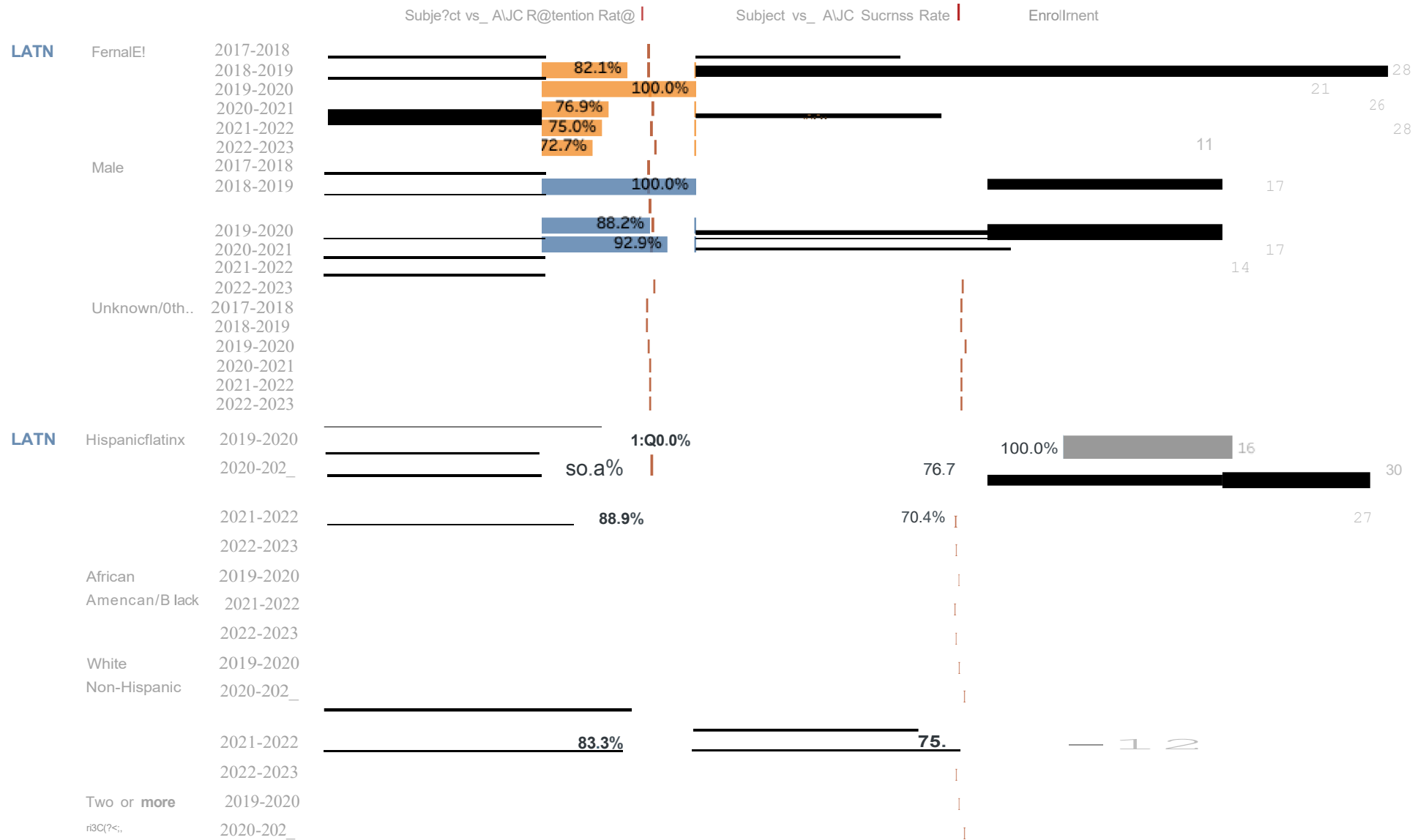
Click [here](#)
to see AVC's Progn1m
.awards dashboard

La5t Update: D>I/3QI2022 .Data Sources. AV['s
Elan ner, A GOS reports

Subject-Level Retention Rate (RR), Success Rate (SR), and Enrollment by Sex & Race/Ethnicity as Compared to **AVC's Rates** (1)

If the Subject bars are below the vertical lines, it indicates that equity gaps exist in SR or RR for those sub-groups as compared to over a 15% or RR. Some questions to ask when looking at the data:

- What are the potential reasons for equity gaps? - What can my program implement to mitigate these gaps? (Consider such factors as curriculum design, teaching methods, campus climate, and support services.) - What resources/training are available/needed to support these efforts?



Oth12r

2022-2023

2019-2020

2020-202_

2021-2022

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Fall 2023 Program Review Report

Division/Area Name: Language and Communication Arts / Learning Center For Planning Years: 2024-2025

Name of person leading this review: Wendy Rider

Names of all participants in this review: Ashley Hawkins, Sarah Harano, Dezdemona Ginosian, Jane Bowers, Hannah Valencia

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

The Antelope Valley College Learning Center contributes to the mission of the college in serving "a diverse population of learners" and being "committed to student success." We value all students. We also share the vision of the college that education can transform lives. Specifically, our mission is to provide a supportive, collaborative space where our diverse community of learners can discover and develop their potential for academic success. The AVC Learning Center is committed to promoting kindness, connection, and a growth mindset. Faculty, staff, and peer tutors work together to offer personalized educational experiences and resources that help students build confidence, resilience, and greater independence as critical thinkers and lifelong learners.

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

Use the following questions to guide your analysis:

Success & Retention

- For the Learning Assistance courses, both success and retention in LAC courses decreased in 2022-23. Success went from 92.7% to 83%. Retention dropped from 78% to 68%.
In contrast, the number of tutors who earned CRLA certificates at Levels 1, 2, and 3 increased from 23 in 2021-22 to 32 in 2022-23.

Equity

For some reason, demographic data for the Learning Center was only partially captured by IERP between 2020 and 2023, so we cannot compare 2021-22 to 2022-23 (see table in Part 5).

- According to the S&R by Demographic Groups report, more males (89.5%) than females (75%) completed LAC courses in 2022-23. Males were also more successful in those courses (73.7% vs. 62.5%).
Latinx students did better than the AVC average, with 95.8% retention and 83.3% success.
African American/Black students struggled more, with 70.6% retention and only 47.1% success.
We have no data for White/non-Hispanic or multiracial students.

Needless to say, we are concerned about the equity gap experienced by women and Black students. Learning Center faculty will leverage their DEIA training to do everything they can to make LAC courses more supportive and inclusive for all students in 2023-24.

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

- This Fall, we restructured Learning Center faculty duties to facilitate constant line of sight supervision so we can collect apportionment. Apportionment will increase funding for AVC and support the development of more LC programs for student success.
2. We partnered with the Athletics program to create the Student Athlete Academic Achievement Zone: 1355 students served to date
3. We are on track to equal or surpass the 2022-23 numbers of students served.
Tutoring: 960 students in Fall 2022 vs. 917 students tutored in Fall 2023 to date.

- Independent study: 1089 Fall 2022 vs. 1179 Fall 2023 to date.
 - Supplemental Instruction: 16 SI leaders in 28 courses with total attendance of 1913 students vs. 17 SI leaders supporting 39 courses with 1054 attendance in Fall 2023 to date.
4. We hired a second full time Learning Center faculty member, 2 adjunct faculty, and a Learning Center Director (per our 2021-22 goals).
 5. We increased our tutor outreach efforts by emailing faculty teaching all 178 late-start classes. Tutors completed 5 presentations out of 18 possible for in-person, late-start classes.
 6. Tutor training courses continue to grow, which has led to increased CRLA certification (32 tutors certified in 2022-23).
 7. We increased our campus-wide partnership efforts by cohosting Study Jam with Student Equity programs, tabling during the Transfer Fair hosted by the Transfer Center, and offering workshops for students in the STAR program.
 - We are seeing steady growth in attendance at our Late Night Study Party/Study Jam: 36 students in Fall 2022, 54 students in Spring 2023, and 85 students in Fall 2023.

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

1. Our data collection has improved, but it is still a challenge. We are working with Accudemia (our tracking software company) and have begun conversations with the IERP office.
 - The LC faculty has improved in documenting presentations for courses on a shared spreadsheet throughout the Spring 2023 and Fall 2023 semesters. The spreadsheet includes the instructor's name, course name, date, topic, and number of students served.
 - Spring 2023 – 1,054 students
 - Fall 2023 – 1,012 students (as of 10.30.23)
 - Student and faculty surveys: not done because of staff turnover and miscommunication.
 - We have worked to expand our tutor outreach goals for the Fall 2023 semester's late-start (8-week) classes. Part of these outreach goals was to more accurately track completed in-person presentations and email communication with online instructors, which included reminding the student tutors to document these two activities on a spreadsheet.
 - Fall 2023 late start classes – 82 students attended the 5 in-class presentations; all faculty teaching the 178 late-start classes received an email about our LC services and support options.
2. Another challenge is low participation in faculty-led workshops. Students who attend workshops often express appreciation for what they learn, but attendance remains low. We need to find more effective ways to promote our workshops. We hope that making instructional videos of frequently requested topics, such as MLA/APA Format, will increase student access (see Program Goal #3). We also hope to collaborate more closely with instructors to identify their students' needs so we can host workshops in the LC or in the classroom.
 - 2022-23 Writing workshop attendance: 268
 - 2022-23 Math workshop attendance: 215
 - 2022-23 Academic Skills & Communication Studies workshop attendance: 92
3. Tutor retention is an ongoing challenge endemic to 2-year colleges; students often work as tutors for only two or three semesters before graduating and moving on. As noted in last year's Program Review report, hiring a limited number of professional (hourly) tutors would help with retention issues. These professional tutors could also act as mentors and project leaders after they were CRLA certified, which would strengthen our tutoring program further (see Program Goal #2). Professional tutors could enhance our tutoring in specific disciplines where we have struggled to hire student tutors, such as AFAB, ESL, math (all levels), etc.

4. Enrollment in our LAC courses increased slightly in 2022-23, but retention and success decreased. Due to the conversion of the tutor training courses (LAC 100, 200, & 299) to training sessions with less data collected, we were unable to count those usually successful students. The tutor training will change to noncredit courses by Fall 2024. We have also struggled to attract enough students in our academic support courses—LAC 020 Managing Writing Anxiety, LAC 022 Managing Math Anxiety, and LAC 023 Math Study Strategies—in the last couple of semesters; the courses have been canceled repeatedly because of low enrollment, further skewing the data. Changes in Marketing policies may have contributed to less effective outreach. We hope to address the issue by collaborating better with counselors and instructors.

5. While our Palmdale LC has seen an increase in virtual tutoring appointments, we have not seen an increase in on-site tutoring. We hired a tutorial specialist and tutors dedicated to Palmdale in Spring 2023, but it did not prove effective. Few students came for tutoring, and the Palmdale tutorial specialist and the tutors felt disconnected from the Learning Center team. We started rotating the tutorial specialists between Lancaster and Palmdale, which helped. Moving forward, we plan to encourage Palmdale faculty to request more embedded tutors or SI leaders for their courses so that there is still LC-based support for our Palmdale students. We also aim to match our tutors more accurately to the subjects offered at Palmdale, either through peer tutors or through professional tutors in the future. The Palmdale Learning Center includes 11 computers with cameras and headphones for student use, so we will encourage Palmdale students to use the space for virtual tutoring appointments as well.

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

1. CRLA tutor training will move back to noncredit courses in Fall 2024. We submitted the changes to AP&P this fall. The return to course-based training will help us collect and analyze more quantifiable data on student learning outcomes, success, and retention. Through positive attendance, noncredit courses will also contribute to AVC's goal to increase FTES so we can maintain state funding.

2. Asynchronous tutoring is currently offered through NetTutor, which offers tutoring support in multiple disciplines at varied hours. While there are positives of using NetTutor, in-house asynchronous tutoring also has its benefits, such as providing tutors a new way of offering feedback and student support. Tutors can make brief videos reviewing relevant concepts or offer writing-focused support, such as offering feedback on papers submitted electronically to the LC during their regularly scheduled hours of availability.

3. We are also seeking to become accredited for our SI program through University of Missouri, Kansas City (UMKC). Currently, our SI program functions more similarly to group tutoring than the formal SI program. Providing students with group tutoring and formal SI will expand our accessibility and student support.

4. We aim to increase our faculty support and buy-in. Some faculty already offer their students extra credit for meeting with a tutor or attending LC events, such as Study Jam, which benefits the students' grades and the development of their self-advocacy behaviors. We also want more faculty recommendations for new tutors as the faculty work closely with their students and can provide greater insight. Moving forward, we also aim to offer more on-demand workshops to meet students' needs more efficiently.

5. As previously mentioned, our significant aspiration is to reinvent workshops to be more effective. These workshops may be more specific to individual faculty and their courses' needs, we may lean into creating videos to address common student concerns, or we may implement a new method of scheduling workshops.

6. We worked to grow our partnerships in Fall 2023 by partnering with Student Equity programs, such as First-Year Experience, Umoja, and Veterans Resource Center, for Study Jam. We also partnered with the Transfer Center for their Transfer Fair and with the STAR program. We are seeking to increase our partnerships with Puente and other Student Services, which will enhance our ability to serve students campus-wide.

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

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

Insert Labor Market Data here <https://www.labormarketinfo.edd.ca.gov/commcolleges/> N/A

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

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

Students in LAC 020 (Writing Anxiety) and LAC 022 (Math Anxiety) continue to meet and exceed the expected performance when the courses carry.

Plan to convert LAC 020 Managing Writing Anxiety to ZTC	In progress—anticipated implementation Spring 2024.
Plan to report and analyze SLO data for LAC 023 Math Study Strategies	Although LAC 023 was offered in Fall 2022, Spring 2023, and Fall 2023, the course was canceled each time due to low enrollment, so no data was reported.

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

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

Past Goal	Progress Made
1.Faculty: Hire a second full-time LC faculty member. Hire an adjunct faculty member in ESL.	<ul style="list-style-type: none"> A full-time LC faculty member (Sarah Harano) was hired in Fall 2023. An adjunct ESL instructor was recruited in Spring 2023, but she left AVC at the end of the semester for a full-time position elsewhere. Dr. Harano has some training in ESL but does not specialize in it.
2.Staff: Hire some short term hourly professional tutors from among graduating advanced tutors and CSU Students. Hire classified staff and tutors for the Palmdale campus.	<ul style="list-style-type: none"> Another tutorial specialist was hired for Palmdale, but then we went from 4 to 3 tutorial specialists. At first, they rotated locations, but now we have only 2, so until we can hire another full-time tutorial specialist, we have no one in Palmdale. Desk assistants and some tutors were hired for Palmdale, but the tutors cannot work without a supervising faculty member. Prof. Dezdemonia Ginosian and Dr. Sarah Harano currently fill that role during limited hours MTW. HR has still not approved hiring any short term hourly professional tutors.
3.Make instructional videos on frequently requested topics and post them on the Learning Center website.	<ul style="list-style-type: none"> Master Tutors have made short videos in 2022-23, but they have not been posted to the website (currently under revision) yet. We hope to have the videos available by early Spring 2024.

	<ul style="list-style-type: none"> Prof. Jane Bowers made a great orientation video, but other faculty have not made videos of workshop topics.

Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 3. Community /Global Consciousness				Goal 4: Advance more students to college-level coursework- Develop and implement effective placement tools	Increase access to learning support at the Palmdale Center.	<ul style="list-style-type: none"> Identify specific needs of students and faculty with classes in Palmdale. Allocate staff and tutors effectively. Collaborate with SOAR High School. Increase resources as student numbers grow. 	<ul style="list-style-type: none"> Measure achievement with quantitative data on students served as well as qualitative surveys.
#2	ILO 2. Creative, Critical, and Analytical Thinking				Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services	Redesign the way we offer workshops to better meet student needs	<ul style="list-style-type: none"> Work more closely with faculty to identify the needs of their students. Pilot on demand or pop-up workshops. Survey students in targeted subject areas. 	<ul style="list-style-type: none"> Track attendance and analyze surveys in 2023-4.
#3	ILO 4. Career and Specialized Knowledge				Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills	Professional tutors	<ul style="list-style-type: none"> Finish job description (in progress) Submit to HR and follow the approval process. 	<ul style="list-style-type: none"> Tutors hired

#4	ILO 2. Creative, Critical, and Analytical Thinking				Goal 1: Commitment to strengthening institutional effectiveness measures and practices	Obtain more robust data to analyze how tutoring and other services impact AVC students	<ul style="list-style-type: none"> • The LC director has already discussed the position with the dean. • Move through HR • Meet with the committee in Summer 2024 • Hire a technical analyst (50/50 Student Equity & LC) by Fall 2024. 	<ul style="list-style-type: none"> • Hire technical analyst and improve data collection by Fall 2024.
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Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Choose an item.	Professional tutors	#3	Repeat	TBD	Recurring	Director Ashley Hawkins
Choose an item.	Technical analyst	#4	New	\$96,424.00 annually	Recurring	Director Ashley Hawkins
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.	

*****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:**
https://www.surveymonkey.com/r/2023PR_ResourceRequest

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

Required:

- Program Review tab
- S&R by Demographic Groups tab

Optional:

- Other supporting data/information

Program Review Data

Program Review by [LAC](#)

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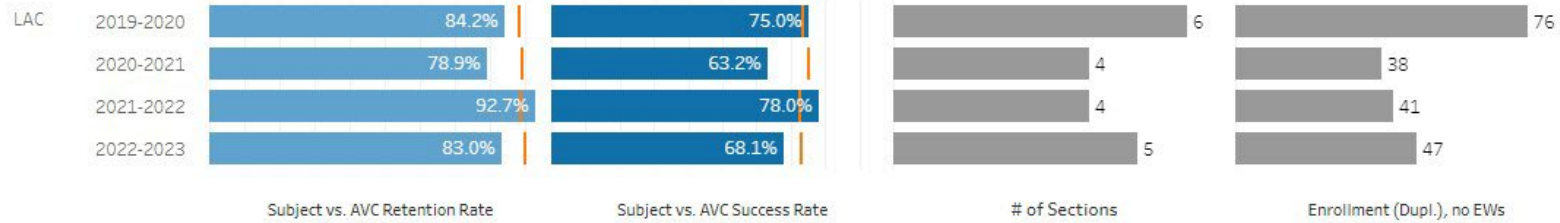
Program Review Data | S&R by Demographic Groups | Equity | With EW | Grade Distribution | PT/FT, FTES/FTEF | Access | Success & Retention | AVC Success and Retention

Please Select Subject area (**twice**) and Program Major(s) to get your data -->

Select Subject: LAC | Select Subject **again**: LAC | Select Program Major(s): (None) | Academic Year: (Multiple values)



Retention, Success, Number of Sections, & Enrollment in LAC (Total AVC rates are shown as | *hover over to see data*)



Enrollment and Number of Sections by *Modality* in LAC

	Instr. Method	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	Online	1		1	3
	Traditional	5	4	3	2
Enrollment	Online	13		21	20
	Traditional	65	38	20	27

Enrollment and Number of Sections by *Location* in LAC

	Location	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	Lancaster	6	4	4	3
	Palmdale			0	2
Enrollment	Lancaster	78	38	30	32
	Palmdale			11	15

Number of Program Awards in [None](#)

FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in **LAC**

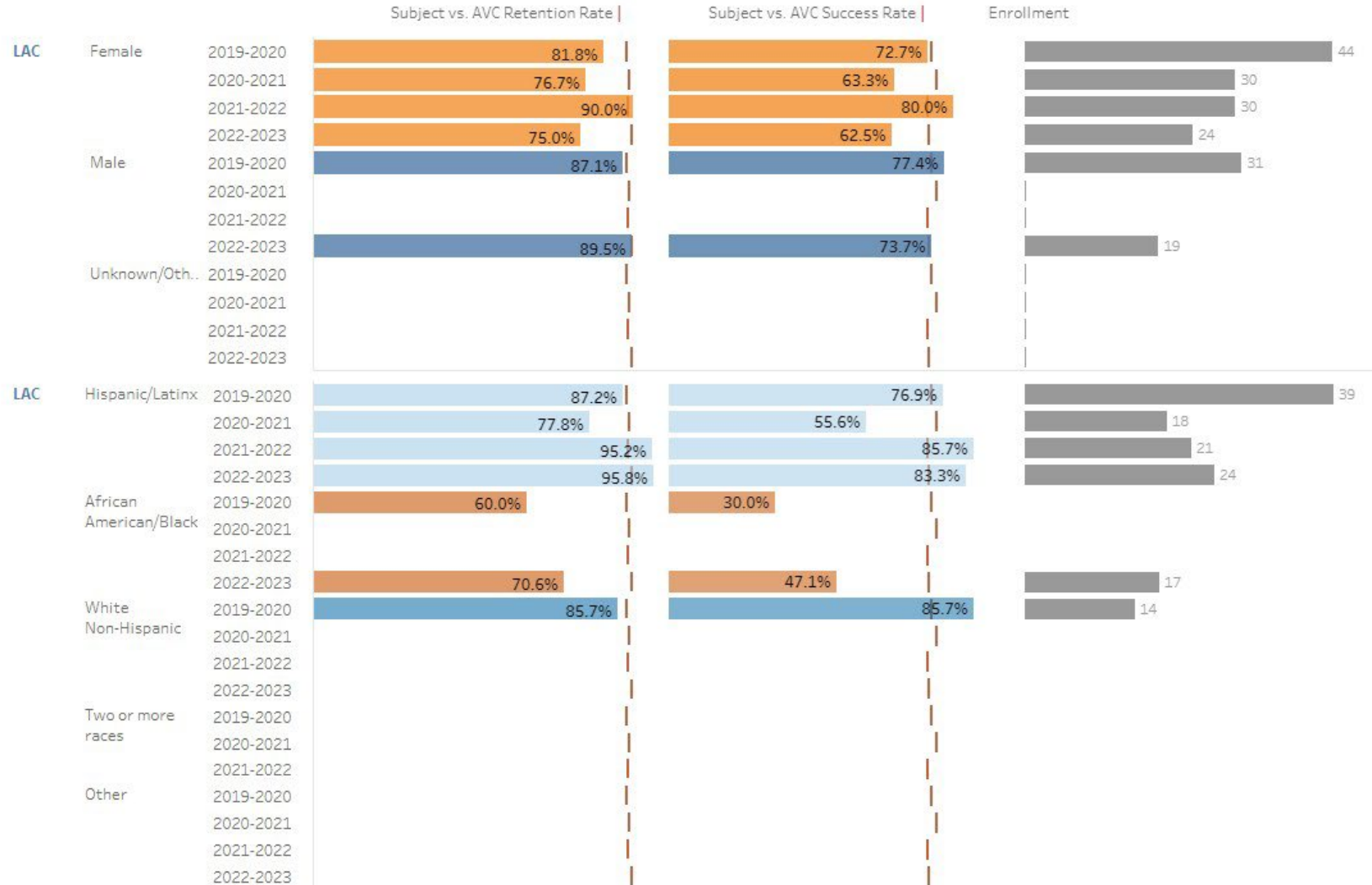
	Fall 2019	Fall 2020	Fall 2021	Fall 2022
PT (Adjunct) FTEF	0.1	0.1	0.1	0.1
FT (Regular) FTEF	0.2		0.2	0.1
TOTAL FTEF	0.3	0.1	0.3	0.1
PT/FT FTEF Ratio	0.3		0.7	1.0
FTES	1.4	0.7	0.7	1.2
FTES/FTEF Ratio	5.4	7.0	2.2	9.2
WSCH/FTEF Ratio	160.9	210.0	65.7	276.9
WSCH	42.9	21.0	21.9	

Success & Retention by Demographic Groups

Subject-Level Retention Rate (RR), Success Rate (SR), and Enrollment by Sex & Race/Ethnicity as Compared to AVC's Rates (|)

If the Subject bars are below the vertical lines |, it indicates that equity gaps exist in SR or RR for those sub-groups as compared to overall SS or RR. Some questions to ask when looking at the data:

- What are the potential reasons for equity gaps? - What can my program implement to mitigate these gaps? (Consider such factors as curriculum design, teaching methods, campus climate, and support services.) - What resources/training are available/needed to support these efforts?



Data 2023 | Fall Summary for Program Review

- Total number of students served in the 2022-23 academic year (Fall 2022, Spring 2023, Summer 2023)

Term	Students Served
Fall 2022	3267+5831 (Independent Study) = 9098 361+1450 (Independent Study) = 1450 Unique Visitors
Spring 2023	3202+4887 (Independent Study) = 8090 392+963 (Independent Study) = 1355 Unique Visitors
Summer 2023	787+ 1108(Independent Study) = 1895 201+ 257(Independent Study) = 458 Unique Visitors
Fall 2023 (To Date)	1989+5273 (Independent Study) = 7262 206+1322 (Independent Study) = 1528 Unique Visitors
SAAAZ (To Date)	11+1344 (Independent Study) = 1355
Palmdale (To Date)	18+158 (Independent Study) = 176

- # of students served via faculty led workshops (Academic Skills/SSBI, Math, Writing).

Term	Academic Skills /SSBI	Math	Writing
Fall 2022	12	106	77

Spring 2023	29	27	100
Summer 2023	13	82	91
Fall 2023 (To Date)	38	29	26

- # of students served via tutoring (drop in and appointments)

Term	Drop-in	Appointments
Fall 2022	783	177
Spring 2023	1015	118
Summer 2023	296	39
Fall 2023 (To Date)	N/A	917 (To Date)

- # of classes with embedded tutors + subject areas

Term	Tutors & Subjects
Fall 2022	14 Embedded Tutors - 22 Supported Courses (Eng101 & 103, Pols101 & 201, Comm101, Math135/035, Art103, CIS111)
Spring 2023	15 Embedded Tutors – 24 Supported Courses (Soc101, Eng101 & 102, Mus101, CIS161, Comm101, Anth101, NursingSkills, Math135, DFST101, Pols101 & 103, Phil110)

Summer 2023	7 Embedded Tutors - 8 Supported Courses (Soc101, PolS101, DFST102, CIS111, Eng101 & 102, AFAB115)
Fall 2023	18 Embedded Tutors - 37 Supported Courses (Mus101, PolS101 & 201, Engl101 & 103, Hist107, Math115, Span101, Bio204, Comm101, DFST101, Int201, AFAB115)

- # of classes with SI leaders + subject areas

Term	SI Leaders and Subjects
Fall 2022	16 SI Leaders - 28 Supported Courses SI Session Attendance – 1913 (Math115 & 140 & 150 & 160 & 220 & 230, Chem101 & 110 & 120 & 210, Phil110, PolS201, Bio201, CIS111 & 121)
Spring 2023	18 SI Leader – 40 Supported Courses SI Session Attendance - 1797 (Math115 & 135 & 140 & 150 & 220, DFST101 & 102, Bio201, CIS111 & 117 & 121, Phys110, Chem 110 & 120 & 210 & 220, Phil 105)
Summer 2023	6 SI Leaders – 10 Supported Courses SI Session Attendance - 214 (Phil110, DFST101, Bio101 & 201, Math150 & 160, Chem 101 & 110)
Fall 2023	17 SI Leaders – 39 Supported Courses SI Session Attendance – 1054 (Math115, Biol101 & 120 & 201, Comm101, DFST101 & 102,

	Phys120, Chem101 & 110 & 120 & 210, Pols101, Phil105 & 110)
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- Additional Tracking

Term	Special Events
Fall 2022	Late Night Writing Party - 36
Spring 2023	Late Night Study Party - 54
Summer 2023	N/A
Fall 2023	Late Night Study Jam - 85

Fall 2023 Program Review Report

Division/Area Name: Spanish Program (LACA)	For Planning Years: 2024-2025
Name of person leading this review: Dr. Ariel Zatarain Tumbaga	
Names of all participants in this review: Luis Diego Lara	
Part 1. Program Overview: <i>Briefly describe how the program contributes to the district mission</i>	
<p>Spanish is the fourth most spoken language in the world and, according to the US Census (2022), the most spoken non-English language in America. While Latinx people account for 18.7% of the US population, according to 2021 Census estimates data 43% of Lancaster inhabitants and 61.6% of Palmdale inhabitants are Latinx. The AVC Spanish Program provides quality second language courses for student transfer and offers a Spanish AA(T) degree. The Spanish Program’s courses and AA(T) offer students the opportunity to think critically and to communicate clearly and effectively in the Spanish language both orally and in writing. Our goal is to better prepare our students to be professionally competitive, academically prepared, and to engage with the wider Spanish speaking Southern California community and Global Market.</p>	
Part 2A: Analyze the program review data (retrieval instructions), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:	
<p>Use the following questions to guide your analysis:</p> <p>Overall (Use the <i>Program Review</i> tab to inform your analysis)</p> <ul style="list-style-type: none"> • What are the success and retention rates (S&R) for your discipline? Did they decrease or increase in the last year? • What are the trends for the number of awards granted? Are the number of awards going up or down? <p>Equity (Use the <i>S & R by Demographic Group</i> or the <i>Equity</i> tab to inform your analysis)</p> <ul style="list-style-type: none"> • Which racial/ethnic student groups complete their courses at the highest rates? • Which racial/ethnic student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the <i>Strengths and Accomplishments</i> section. 	
Strengths and Accomplishments: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)	
<p>In the 2022-2023 academic year, the Spanish Program reported a success rate of 76.9%, 4.3% higher than the AVC campus success rate of 72.6%. The retention rate was 90.4% overall, a higher average than the AVC campus 89.2%. Considering the continuing negative impact of post pandemic and economic struggles from inflation our enrollment in the Spanish Program remains notably strong.</p> <ul style="list-style-type: none"> • Success rates were still above the AVC average. • Women’s success rate in Spanish was at 79.8%, which was better than the AVC 72.6% average. • Latinx success rate was 79.6%, which was also higher than the AVC average. • African American student retention improved from 80.3% to 82% in 2022. • SPAN 110SS Spanish for Heritage Speakers grew in enrollment significantly to 91, from the previous two years (2020-2021 at 60, 2019-202 at 83). And the program added one more section of SPAN 110SS. • The Spanish AA(T) award rate sustained at 6 awardees in the 2022-2023 academic year. • Spanish Program instructors trained, became proficient, and successfully taught all levels of Spanish language courses in Online synchronous and asynchronous modalities. 	

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

Consider the following questions:

- What does your program/area need to do better to support/improve student success?
- The AVC Spanish Program needs greater coordination in the areas of instructional consistency and assessment uniformity for major exams, and greater focus on discipline-based evaluation of instructors.
- The program needs greater expertise in Afro-Latin American culture and Languages to help make the language and culture feel relevant to African American students who may not see themselves reflected in the curriculum.
- The program needs greater expertise in Central American culture and Languages to help make the language and culture feel relevant to Central American students who may not see themselves reflected in the curriculum. For example, many Central American students hear the informal “vos” and its peculiar conjugations at home instead of the “tú” form more popular in Mexico and Spain.

- What actions can be taken to help close equity gaps?
- AVC should hire a full-time Spanish Instructor with expertise in Afro-Latin American culture and languages. This expert can then train the rest of the Program Faculty in best practices to implement curricula with lessons that are sensitive to Afro-Latin American demographics.
- AVC should hire a full-time Spanish Instructor with expertise in Central American culture and languages. This expert can then train the rest of the Program Faculty in best practices to implement curricula with lessons that are sensitive to Central American demographics.
- By hiring two more full-time instructors, the Spanish Program will better manage adjunct instructor evaluations, adjunct instructor training, and curricular uniformity, as well as offer greater visibility in campus cultural programming.
- The full-time Spanish Instructor should refocus his energy on Spanish Program duties and required service, while reducing some participation in campus cultural programming.

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

Consider the following questions:

- What does your program/area want to be known for?
- The AVC Spanish Program will be a source of Latin American & Latinx language and cultural knowledge for AVC’s nearly 60% Latinx student body, as well as for all students, and its faculty. The AVC Spanish instructional team will efficiently guide fluent Spanish Speakers through appropriate Heritage Speaker courses while improving student retention in basic Spanish learner courses.
- What is a desired future?
- Consequentially, the SPANISH AA(T) will have more graduates set on becoming K-12 or higher education instructors, and interpreters/translators. Finally, the AVC Spanish instructional team will bolster student graduation and transfer by promoting a welcoming campus culture and pride in students’ cultural heritage.

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

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

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

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

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

Past Course Improvement Plans	Progress Made
Information not available in eLumen. Need to implement at the program level.	
Information not available in eLumen. Need to implement at the program level.	

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

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

Past Goal	Progress Made
Improve student success, retention, and opportunities, as well as faculty awareness of its student body, by providing a breadth of sociocultural Latinx & Latin American knowledge in and out of the classroom. <ul style="list-style-type: none"> • Hire Spanish Instructor 	None
Create and implement a degree and/or certificate in the fields of translation and interpretation, servicing the Spanish speaking Latinx community. <ul style="list-style-type: none"> • Hire Spanish Instructor 	None

Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 1, 2, 3, 4	SPAN PLOs 1, 2, 3			Goal 1: Commitment to strengthening institutional effectiveness measures and practices	Improve student success, retention, and opportunities, as well as faculty awareness of its student body, by providing a breadth of sociocultural Latinx & Latin American knowledge in and out of the classroom.	<p>AVC should hire two full-time Spanish instructors to support the Spanish program's instructional and the non-instructional duties required to make the Spanish AA(T) a success and to service the campus's Central American and African American students.</p> <p>One full-time Spanish instructor should be an expert in Central American culture and languages to service students and faculty with specialized knowledge during instruction and in AVCs HSI-related cultural activities.</p> <p>The other full-time Spanish instructor should be an expert in Afro-Latin American culture and languages to service students and faculty with specialized knowledge during instruction and in AVCs HSI-related cultural activities.</p>	Student retention will increase due to greater offerings in Latinx, Mexican, Central American, & Afro-Latin American expertise for the Spanish AA(T) and for a range of HIS-related FPD and student activities for Hispanic Heritage Month and Latinx/Chicanx History & culture.
#2	Choose ILO				Goal 5: Align instructional programs			

					to the skills identified by the labor market			
#3	Choose ILO				Choose an item.			
#4	Choose ILO				Choose an item.			

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

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Faculty	Spanish Instructor (Central Americanist)	ILO 1, 2, 3, 4	Repeat	\$67,304.52	Recurring	
Faculty	Spanish Instructor (Afro-Latin Americanist)	ILO 1, 2, 3, 4	Repeat	\$67,304.52	Recurring	
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.	

*****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:**

https://www.surveymonkey.com/r/2023PR_ResourceRequest

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

Required:

- Program Review tab
- S&R by Demographic Groups tab

Optional:

- Other supporting data/information

Program Review by IER?

[?]

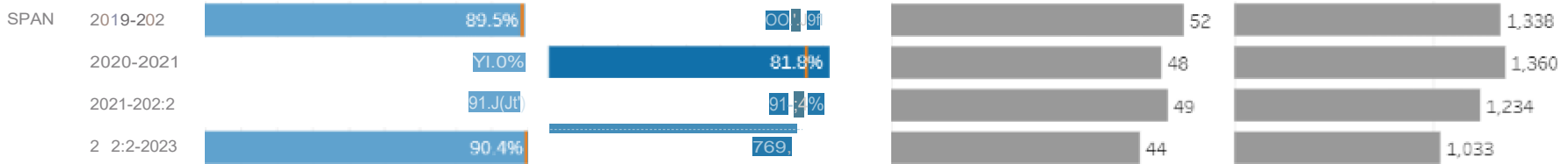
Program Review Data S:&R by Demographic Groups EqLity \Nith EW Grade DistribLtio11 PT/FT. FTES/FTEF Ae<:ess Sucoess & Retention AVC S:L1ccess and Rete1T

Please Select Subject area ('Vice) and Program Major(s) to get your data-->

Select Subject: SPAN Select Subject again: SPAN Select Program Major(s): AA-T Spanish (SPNT) Academic Year: (Multiple values)



Retention, Success, Number of Sections, & Enrollment in SPAN (Total AVC rates are shown as *noververtoseedata*)



Subject Area: SPAN Success Rate: 89.5% # of Sections: 52 Enrollment (Diploma), no EWs: 1,338

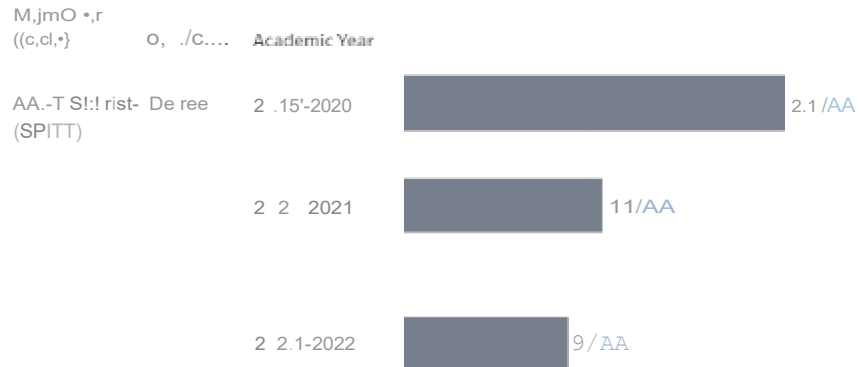
Enrollment and Number of Sections by Modality in SPAN

Modality	2019-2020	2020-2021	2021-2022	2022-2023
Online	4	7	9	25
Other Instructional	1	1	1	1
Non-traditional	47	41	39	19
Online	134	184	644	656
Other Independent	2	1	1	1
Non-traditional	1,228	1,117	1,588	1,377

Enrollment and Number of Sections by Location in SPAN

Location	2019-2020	2020-2021	2021-2022	2022-2023
ncas.ter	38	33	34	2
Palmdale	12	13	15	20
ncas.ter	985	938	509	486
ncas.ter [O...]	37	30	30	30
Palmdale	3	3	3	541

Number of Program Awards in AA-T Spanish (SPNT)



Full-time Contract Type, Part-time Ratio, FTES, FIES/ Total in SPAN

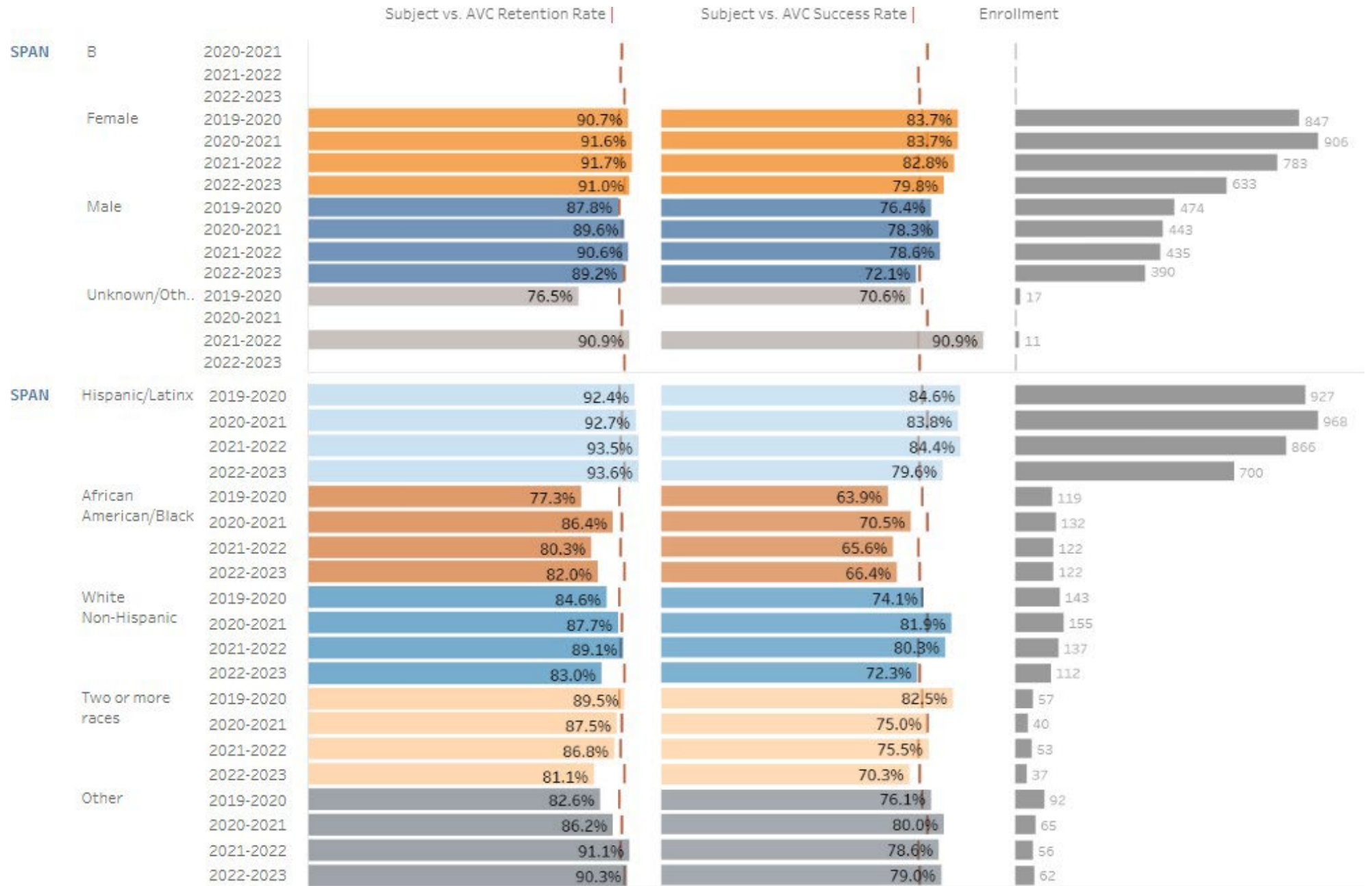
Contract Type	Fall 2019	Fall 2020	Fall 2021	Fall 2022
PT (Adjusted) FTEF	6	5	5	5
FT (Regular) FTEF	1	1	1	1
TOTAL FTEF	7	7	7	6
PT/FT FTEFRatio	6	6	6	5
FTES	05	06	90	72
FTES/FTEFRatio	14	15	13	13
WSCH/FTEF Ratio	428	453	387	383
WSCH	3,117	3,171	2,707	

Number of Awards

Click [here](#)
to see AVC's Program
awards dashboard

L. up-: =:::3 "2U .J-t.iSa ;:;:e
E;n.r.er, ...Rfosr p:::n::

SUBJECTS vs AVC RETENTION RATE (DEMOGRAPHIC GROUPS)



RACE & ETHNICITY STUDENT DEMOGRAPHICS

Program Review Data | S&R by Demographic Groups | Equity | With EW | Grade Distribution | PT/FT, FTES/FTEF | Access | Success & Retention | AVC Success and Retention

Select Demographics

Race/Ethnicity



Academic Year Slider

Slider control for Academic Year



2022-2023 Disproportionate Impact (DI) as Percentage Point Gap (PPG)

Blue Bars show Success Rate (SR) within the sub-Groups vs. AVC Annual SR (orange bar) vs. SPAN Annual SR (dotted line)



In 2022-2023, SPAN's Success Rate was 76.9% vs. AVC's Annual rate of 72.6%

Overall Disproportionate Impact as percentage point gap was : 4.3%

In SPAN, 1,033 was the enrollment count (duplicated headcount) (only shows if $n > 10$)

If there is a Disproportionate impact (PPG is negative), multiply the absolute value of PPG by the number of students and divide it by 100 to determine how many more successful completers would eliminate the gap.

(For example $(1,033 * |4.3\%|) = 44$ it means that 44 more successful course completers would help close the gap for this subject area)

GENDER STUDENT DEMOGRAPHICS

Select Demographics

Gender



Academic Year Slider

2022-2023

Click to Include EWs

2022-2023 Disproportionate Impact (DI) as Percentage Point Gap (PPG)

Blue Bars show Success Rate (SR) within the sub-Groups vs. AVC Annual SR (orange bar) vs. SPAN Annual SR (dotted line)



In 2022-2023, SPAN's Success Rate was 76.9% vs. AVC's Annual rate of 72.6%

Overall Disproportionate Impact as percentage point gap was : 4.3%

In SPAN, 1,033 was the enrollment count (duplicated headcount) (only shows if $n > 10$)

If there is a Disproportionate impact (PPG is negative), multiply the absolute value of PPG by the number of students and divide it by 100 to determine how many more successful

MALE STUDENT DEMOGRAPHICS (Lagging .5% below AVC success rate)

Select Demographics

Gender



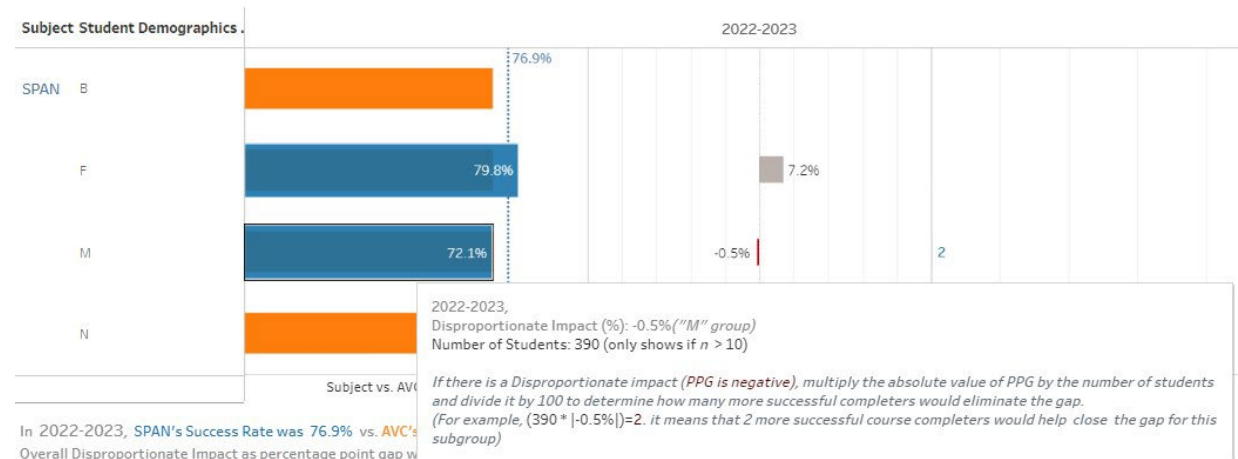
Academic Year Slider

2022-2023

Click to Include EWs

2022-2023 Disproportionate Impact (DI) as Percentage Point Gap (PPG)

Blue Bars show Success Rate (SR) within the sub-Groups vs. AVC Annual SR (orange bar) vs. SPAN Annual SR (dotted line)



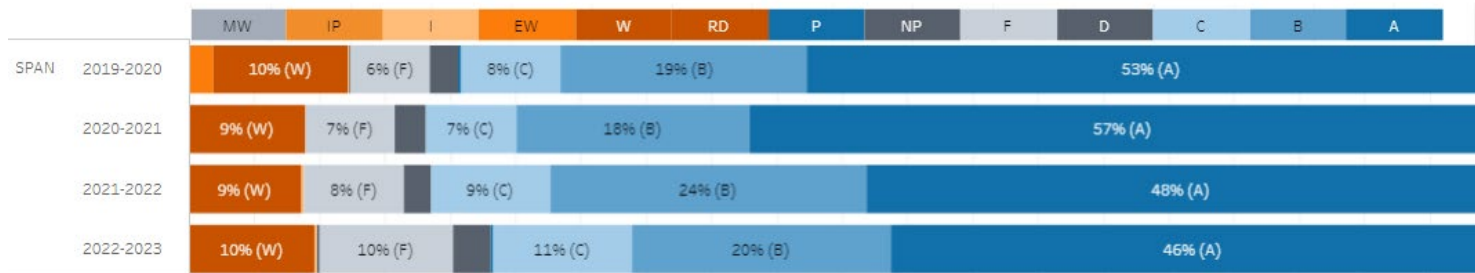
In 2022-2023, SPAN's Success Rate was 76.9% vs. AVC's sub group
Overall Disproportionate Impact as percentage point gap w

GRADE DISTRIBUTIONS & Ws (ANNUALLY)

Annual or Term Selector

Annual

Grade Distribution for SPAN based on all enrolled students, including those who received "EW"s during Spring 2020

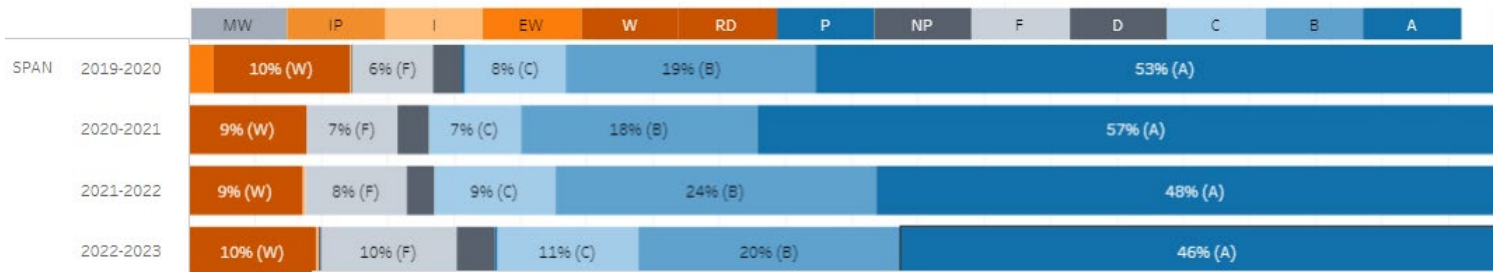


GRADE DISTRIBUTIONS & Ws (BY RACE)

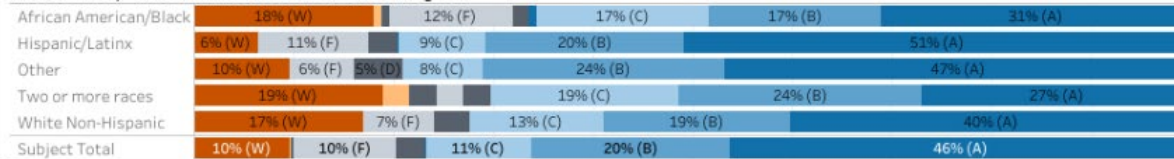
Annual or Term Selector

Annual

Grade Distribution for SPAN based on all enrolled students, including those who received "EW"s during Spring 2020



In 2022-2023, 46% of SPAN students received "A" grade



SPAN (only shows if n >10)

ENROLLMENT (ANNUALLY) – GENERAL DROP IN ENROLLMENT

Academic Year:
 Subject:
 Break by:

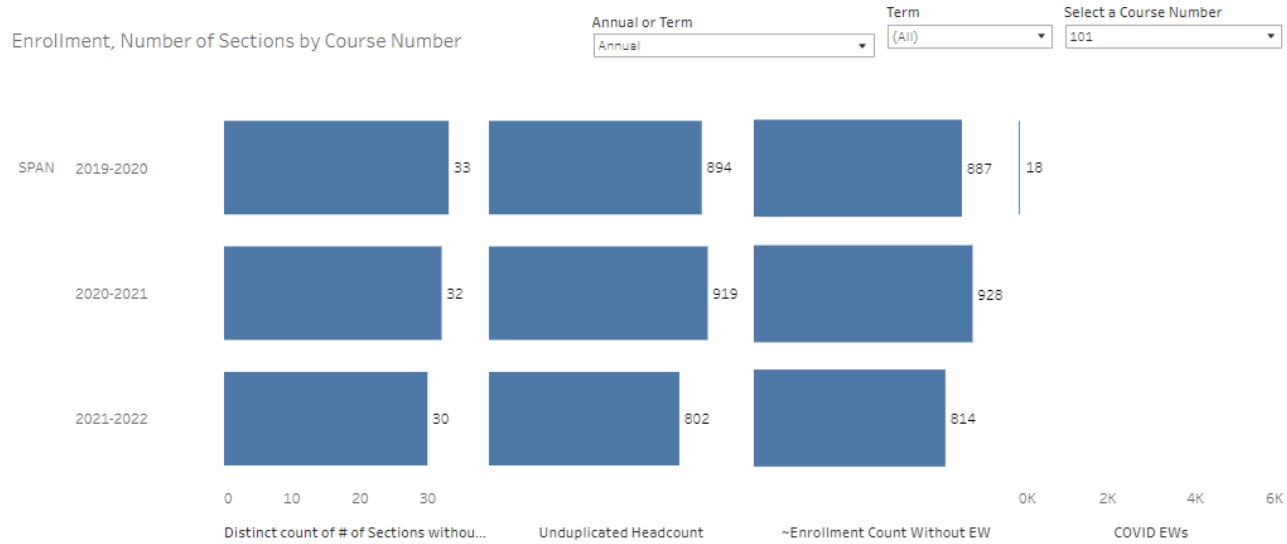

Success (and Enrollment) Numbers in Subject(s) SPAN by Academic Year (Hover over the numbers for Retention)

	2019-2020	2020-2021	2021-2022	2022-2023	Grand Total
SPAN	80.9% (1,338)	81.8% (1,360)	81.4% (1,234)	76.9% (1,033)	80.5% (4,965)
Grand Total	80.9% (1,338)	81.8% (1,360)	81.4% (1,234)	76.9% (1,033)	80.5% (4,965)

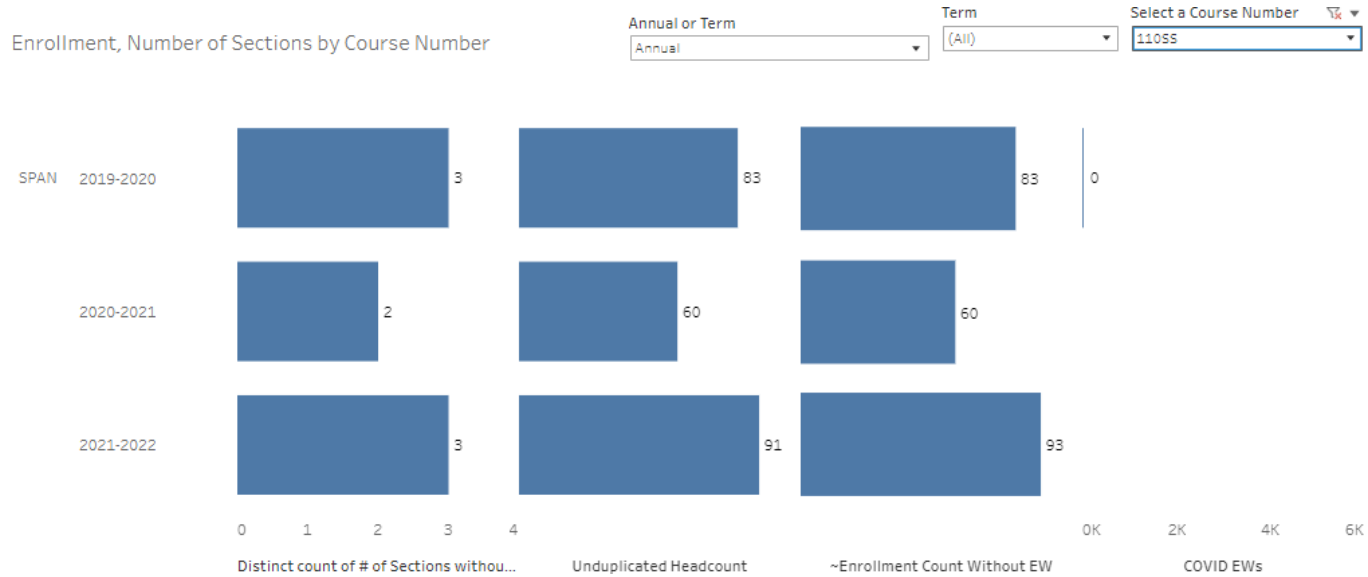
Enrollment, Number of Sections by Course Number



ENROLLMENT BY COURSE : SPAN 101 (ENROLLMENT DROPPED SIGNIFICANTLY)



SPAN 110SS (ENROLLMENT CLIMBED JUST ABOVE 2019-2021 LEVELS)



SPAN 201 (ENROLLMENT DOPPED SIGNIFICANTLY)

Enrollment, Number of Sections by Course Number

Annual or Term

Annual

Term

(All)

Select a Course Number

201





Fall 2023 Program Review Report

Division/Area Name: LACA/Student Equity For Planning Years: 2024-2025

Name of person leading this review: Vanessa Escobar

Names of all participants in this review: Ty Steans, Theresa Rezkalla, Riley Dwyer

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

(How does your program/area help the college meet its mission?)
Student Equity is committed to providing support services and activities to a diverse population of students to ensure they have the resources necessary to achieve their goals. To achieve this, the department offers programming that fosters a sense of belonging for all students on campus. By distributing support and services to our DI groups, Student Equity helps to ensure that every student has access to the support to succeed. Additionally, Student Equity is committed to offering campuswide professional development and support that assists in closing equity gaps and fostering growth mindsets to address equity gaps.

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

Use the following questions to guide your analysis:
Overall (Use the Program Review tab to inform your analysis)
• What are the success and retention rates (S&R) for your discipline? Did they decrease or increase in the last year?
• What are the trends for the number of awards granted? Are the number of awards going up or down?
Equity (Use the S & R by Demographic Group or the Equity tab to inform your analysis)
• Which racial/ethnic student groups complete their courses at the highest rates?
• Which racial/ethnic student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the Strengths and Accomplishments section.

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

Consider the following questions:
• What does your program/area do well, including capabilities and greatest accomplishments?
• What are the practices that were implemented to increase success and retention rates or program awards?
Our department's focus in the past year has been on creating events and programs that cater to the needs of BIPOC students. Our efforts have been aimed at fostering a sense of community and belonging for our students, who have expressed the need for increased opportunities to connect with others on campus. We have been working hard to create an inclusive environment where our students feel seen and can find programming that enhances their ties to our campus community. To support student success, Student Equity offers scantrons, green books, and school supplies to students as needed. Additionally, we have been collaborating with other departments and organizations on campus to help spread equity work throughout AVC.
Apart from our Student Equity programming, we are also working on bringing more equity-minded professional development to AVC. We have brought USC Equity Minded Teaching Institute to train four cohorts of 25 faculty in equity-minded practices in the classroom. In addition to this, we are also collaborating with Human Resources to provide regular Safe Zone and Undocu Ally training as well as USC's Equity Minded Hiring Institute and USC's Equity Minded Leadership Insistute. Our successful Speaker Series has been another initiative that has brought some of the brightest minds to AVC. Speakers like Rosa Clemente, Dr. Angela Davis, and Dolores Huerta have been featured in the series.

Program Strengths/Accomplishments:

Umoja

In Fall 2023, two Umoja faculty coordinators to support the program. We have revamped our Umoja program to include Umoja-supported cohorts and courses including English 101, Human Development 101, and Statistics courses. Umoja students benefit from tailored student orientations, priority registration, peer mentoring, connection to services at AVC and in the community, culturally relevant workshops/activities, Umoja-supported courses, and counseling. During the Umoja student orientation, students commit to attending three Student Equity or Umoja events per semester, see a counselor once per term, and if new enroll in an Umoja-supported course. Currently, 178 students have committed to the Umoja program.

In response to the question, “What do you hope to gain from participating in AVC Umoja community?” 34% of students expressed a desire to find community, while 38% said they wanted to feel a sense of unity and/or belonging. We have been intentional about creating events and programming that create a sense of belonging and space on campus for our Black/African American students. Additionally, to ensure that our students have transfer opportunities, the Student Equity department has been working on re-establishing HBCU tours and collaborating with the Transfer Center to offer culturally relevant UC and CSU tours.

Focus 180

As part of our efforts under Focus 180, we recently organized a workshop on record expungement and another one on CA Fair Chance Act and Occupational Licensing. Presently, we have 15 active Focus 180 students enrolled in the program. To further our outreach efforts, Student Equity has been working on creating more intentional outreach to prospective students. We have reached out to organizations in AVC's service area, such as the Asian Youth Center, Los Angeles County Department of Youth Development, and Paving the Way, to facilitate new student onboarding to AVC.

Guardian Scholars

The Guardian Scholars program at AVC offers comprehensive wrap-around services to our Foster Youth students. Our students receive individualized support to help them succeed in their academic and personal lives. To ensure the success of the program, the Student Equity team has been working closely with student support services and outside organizations, such as Paving the Way, to provide our students with support both in and outside of the classroom.

Books HELP

The Books HELP program at AVC has expanded its services to include access codes for statistics and business courses and providing calculators to students taking any Math course. Moreover, if a course requires a digital version of a book, Student Equity provides it to students free of charge. In Fall 2023, the Books HELP program served 1,181 students at the beginning of the term and continues to provide assistance throughout the semester to support late-start courses and students who may have missed the distribution date. The Books HELP program staff collaborates with department chairs and faculty to develop initiatives that align with common goals.

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

Consider the following questions:

- What does your program/area need to do better to support/improve student success?
- What actions can be taken to help close equity gaps?

To improve student success and close equity gaps we need to implement more academic support for our students. We would like to continue scale back on social events and implement regular study groups, time management, life/school balance, and study habits workshops for students participating in Student Equity programs. Regarding the general organization and function of the Equity efforts on campus, there are significant challenges and missed opportunities for synergistic alliances. One effort that must be coordinated is the alignment Guided Pathways, Achieving the Dream and Equity in order to maximize the efforts of each so that they are recognizably one effort to support the success of our students. Additionally, there are programming efforts for DI groups that are spread across divisions.

Currently, we don't have existing programming that is open to all Latinx students. While AVC has the Puente Project program in place in the LACA division but outside of Equity, it is restricted to approximately 25 first-time students per year. We are an HSI with a majority of Latinx students (64%), so it is imperative to have programming that goes beyond Hispanic Heritage Month events and the Puente program. That being said, FYE/SYE is supported by a Title V grant, in one area and the Dreamer's Center sits in yet another area. Technically, Student Equity does not have a Latinx supporting program, although Latinx students are identified as a DI group in our campus equity plan regarding transfer.

In addition to the USC training that is taking place, the Student Equity department would like to collaborate with faculty members to implement faculty inquiry groups that address equity in the classroom. We want to expand on IERP's past data coaching efforts, to provide faculty with a space to look at their own data and do a deeper dive into equity gaps and equity-minded practices. We also would also like to provide asynchronous online training to mirror the USC synchronous online trainings to provide college employees with an alternative.

Programmatic Opportunities/Challenges:

Umoja

We have identified a need for more deliberate leadership training for peer mentors. Presently, our Umoja Ambassadors help with program recruitment, but we aim to expand their role to include peer-to-peer mentorship. Umoja students have expressed a desire for additional guidance in navigating their college experiences, which makes it necessary to enhance the support structure we have in place. We also plan to follow the model of the Student Athletic Academic Achievement Zone (SAAAZ) and require our Umoja students to provide a certain number of tutoring hours. Specifically, we will require our new students to complete 2 hours of tutoring every week for their Math and English courses. Our objective is to increase the number of Umoja students who complete their Math and English courses in their first year, so we want to ensure that students have the support to achieve this goal.

A2MEND

We are currently looking for an A2MEND advisor. To ensure the program's sustainability, we require at least two advisors who can provide mentorship to A2MEND students and support the program's implementation. In our informal interviews with students, we have learned that they are looking for mentors who share similar lived experiences and can relate to them on a deeper level. A fulltime program specialist is needed to support both Umoja and A2MEND.

Focus 180

Overall, the Focus 180 program has faced disengagement from its students. To address this issue, we are exploring ways to re-engage the students by offering relevant workshops and looking at successful programming models from other institutions that serve justice-involved and impacted student populations. However, we have encountered additional challenges, such as identifying students who would benefit from the program and increasing program enrollment. We are working to overcome these challenges to ensure that our students receive the support they need to succeed. Focus 180 is another effort that is divided across divisions. For our justice-involved students on campus, Equity leads Focus 180. For our currently incarcerated students, the BSS division leads Rising Scholars, yet the coordinator for Rising Scholars is in a third division.

Guardian Scholars

There are now two programs on campus that cater to current/former Foster Youth students. Guardian Scholars has been in Student Equity and serves any current or former Foster Youth student at AVC. Next Up is in the Counselling division with EOPS. Next Up focuses on students who are 26 years old or younger. To ensure that students who age out of the Next Up program receive a smooth transition to the Guardian Scholars program, it is essential to strengthen our partnerships with Next Up.

To meet the growing needs of our Foster Youth students, dedicated staffing is required for the Guardian Scholars program. In Fall 2023, we had 330 registered Foster Youth students at AVC, out of which 137 were enrolled in the Guardian Scholars program. We need to implement more targeted outreach

since AVC's service area has one of the largest populations of current and former Foster Youth in LA County. With the right support and resources, we can ensure that all former Foster Youth students have the opportunity to succeed and thrive.

Additionally, we have identified a need for additional academic support for Foster Youth students as their success and retention rates continue to remain below AVC's total success rates (60.1% for foster youth vs. 73.3% for AVC in Spring 2023). Supports such as one-on-one tutoring, study groups, study skills works and Guardian Scholars academic counselors.

Books HELP

We have identified a communication gap between some faculty members and the bookstore. While Barnes and Noble bookstore and Student Equity staff make efforts to notify faculty about making their books available at the bookstore, some faculty members miss these communications. To address this issue, Student Equity has created a newsletter that will be sent out before the start of each term to remind faculty about making their book titles accessible to Books HELP staff through the bookstore. Additionally, Student Equity will be working with academic deans to allocate a few minutes during departmental/division meetings to ensure that all faculty members are aware of the Books HELP process.

The Books HELP program previously operated only during the beginning and end of the semester, but due to increased student needs, we now offer services throughout the semester. However, staffing shortages have slowed down the process of serving students. To address this issue, we have temporarily hired two short-term hourly program specialists to assist with the workload. We are also looking for ways to streamline the book checkout system since the current system is outdated and time-consuming. However, checking out loaner books is not a specialty of the Student Equity office, and it might be another service to be aligned with, as an example, the check-out of laptop computers, which is currently done through Basic Needs.

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

Consider the following questions:

- What does your program/area want to be known for?
- What is a desired future?

Our department's primary objective is to close equity gaps at AVC. We aspire to be recognized as collaborative partners on campus, working alongside other departments to foster a supportive and inclusive environment for all our students. Our goal is to strengthen existing efforts to ensure that our students complete their goals at AVC and have the resources to help them to succeed. Our desired future is to be fully staffed, allowing us to support programmatic growth and enhance our services. We aim to have a robust team of dedicated professionals who can provide our students with the support and resources they need to overcome any challenges they may face. Ultimately, we envision a future where all students at AVC have equitable opportunities to achieve their academic and personal goals, regardless of their backgrounds or circumstances. In the campuswide efforts to achieve equity, we envision an Office of Equity that is across campus and not solely student-facing. In the last year, Equity has focused on cross-campus initiatives such as the professional development activities of the Equity Minded Teaching, Hiring and Leadership Institutes and the Speakers Series. These efforts need to be elevated and be inclusive across all constituents at the college, so the Office of Equity does less event planning and focuses more fundamental issues such as policy review, academic support, professional development and alignment with initiatives such as Guided Pathways and Achieving the Dream. The vision here is the Office of Equity function at the Exec level to partner across campus.

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

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

Insert Labor Market Data here <https://www.labormarketinfo.edd.ca.gov/commcolleges/> N/A

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

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

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

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

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

Past Goal	Progress Made
1. To improve student success by closing equity gaps for black students through programs and services offered to students through the creation of a Center for Black Excellence.	We have not made progress towards creating a Center for Black Excellence but have maintained a village space for our Umoja students. At the Village, we have computers and study spaces available for our students.
2. Successful building of the A2MEND Program	A2MEND Barbershop talks were held during Summer 2023 with the A2MEND advisors. However, since the A2MEND advisors have left we are temporarily holding listening sessions for our students. In Spring 2023, we plan to implement study skills workshops for our A2MEND students and expand outreach efforts to our Black Male students both on-campus and at our local feeder high schools.
3. Successful building of the Focus 180 Initiative	In Fall 2023, we held two workshops in partnership with the Neighborhood Legal Counsel Los Angeles County (NLSLA). One of the workshops is related to learning about the Expungement process and the other is a Know-Your-Rights workshop about employment with a record. We plan to continue the NLSLA workshops in Spring 2023 and hold regular meetings with our Justice impacted/involved students. Student Equity also aims to expand partnerships with local community organizations to serve students more holistically. In Spring 2023, we hope to expand our outreach efforts to expand the number of justice impacted/involved students served.
4. Expand Programs and Services to Palmdale Campus	We currently offer Books HELP services at our Palmdale campus. However, we do not offer other Student Equity programming at the Palmdale location. We are working on partnering with Palmdale to make other services available at this location.

Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 2. Creative, Critical, and Analytical Thinking				Goal 4: Advance more students to college-level coursework- Develop and implement effective placement tools	Strengthen existing academic support for Black students	<ul style="list-style-type: none"> Require tutoring for Math and English as part of the Umoja program requirements Implement regular study groups in the Village Implement professional mentorship modeled off the Puente program via Umoja and A2MEND programming 	<ul style="list-style-type: none"> Increase in % of Black students successfully completing Math and English first year In survey's Black students express they have made at least one professional connection at AVC
#2	ILO 3. Community /Global Consciousness				Goal 4: Advance more students to college-level coursework- Develop and implement effective placement tools	Expand academic and social support programming for Latinx students	<ul style="list-style-type: none"> Implement cultural and community development opportunities (regular leadership workshops, work-study/volunteer networks with Latinx serving organizations) Offer cultural trips that model Umoja/A2MEND trip offerings Collaborate with FYE to host family night for new students that is delivered in Spanish/English Collaborate with the MESA program to implement targeted outreach to Latina/o/xs interested in STEM 	<ul style="list-style-type: none"> Increase in Latinx student engagement on campus In survey's Latinx students express they have made at least one professional connection at AVC Increase in the number of Latinx students participating in both Equity and MESA programs
#3	ILO 3. Community /Global Consciousness				Goal 1: Commitment to strengthening institutional effectiveness measures and practices	Institute faculty inquiry groups to review faculty-level equity data as well as across constituent groups	<ul style="list-style-type: none"> Collaborate with institutional research and the FPD committee to 	<ul style="list-style-type: none"> Increase in the number of faculty understanding data tools and looking at

						<p>expand data coaching efforts</p> <ul style="list-style-type: none"> • Hold regular workshops to discuss equity-minded practices in the classroom 	<p>faculty-level disaggregated success data</p> <ul style="list-style-type: none"> • Increase in the number of faculty using equity-minded practices in the classroom and in campus services and administration
#4	ILO 3. Community /Global Consciousness				Goal 4: Advance more students to college-level coursework- Develop and implement effective placement tools	<p>Create re-entry program for students 25 years or older</p> <ul style="list-style-type: none"> • Create workshops tailored to nontraditional students • Offer networking opportunities with other re-entry students • Offer holistic, individualized support tailored to students who are 25 or older 	<ul style="list-style-type: none"> • Students actively participating in re-entry workshops and showing higher engagement • In survey's students express they feel supported and connected to the institution

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)						
Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Classified Staff	Hire a full-time program specialist to support programming	#s 1-4	New	SE funding	Recurring	Riley Dwyer
Classified Staff	Hire a full-time program specialist to support the Re-Entry program & programming for Latinx students	#2	New	SE funding	Recurring	Riley Dwyer
Classified Staff	Hire FT Grants administrator in Fiscal Services	#s 1-4	New	50% SE funding 50% SWF funding	Recurring.	Riley Dwyer
Administrator	Hire Dean or AVP as dedicated leadership in Equity	#s 1-4	New		Recurring	Riley Dwyer
Choose an item.			Choose an item.		Choose an item.	

*****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:**
https://www.surveymonkey.com/r/2023PR_ResourceRequest

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

Required:

- Program Review tab
- S&R by Demographic Groups tab

Optional:

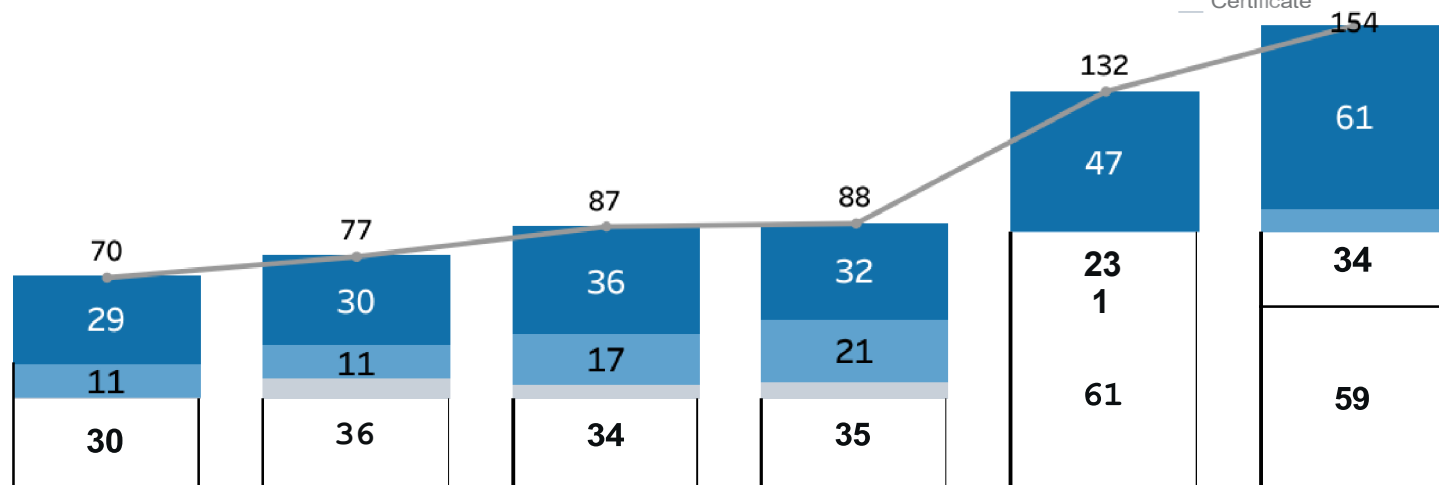
- Other supporting data/information

See below

Select a Group **Foster Youth:**

- CalWORKs - California Work Opp..
- CARE- Cooperative Agencies Res.. Program Awards
- CCAP - College and Career Access..
- DSPS - Disabled Students Progra..
- EOPS - Extended Opportunity Pr..
- First Generation
- Foster Youth
- Incarcerated
- MCHS- Middle College High Scho..
- Military (Active Duty, Active Res..
- Puente
- Special Admit
- Umoja
- Veteran

- AA/AS
- AS-T/AA-T
- BS
- Certificate



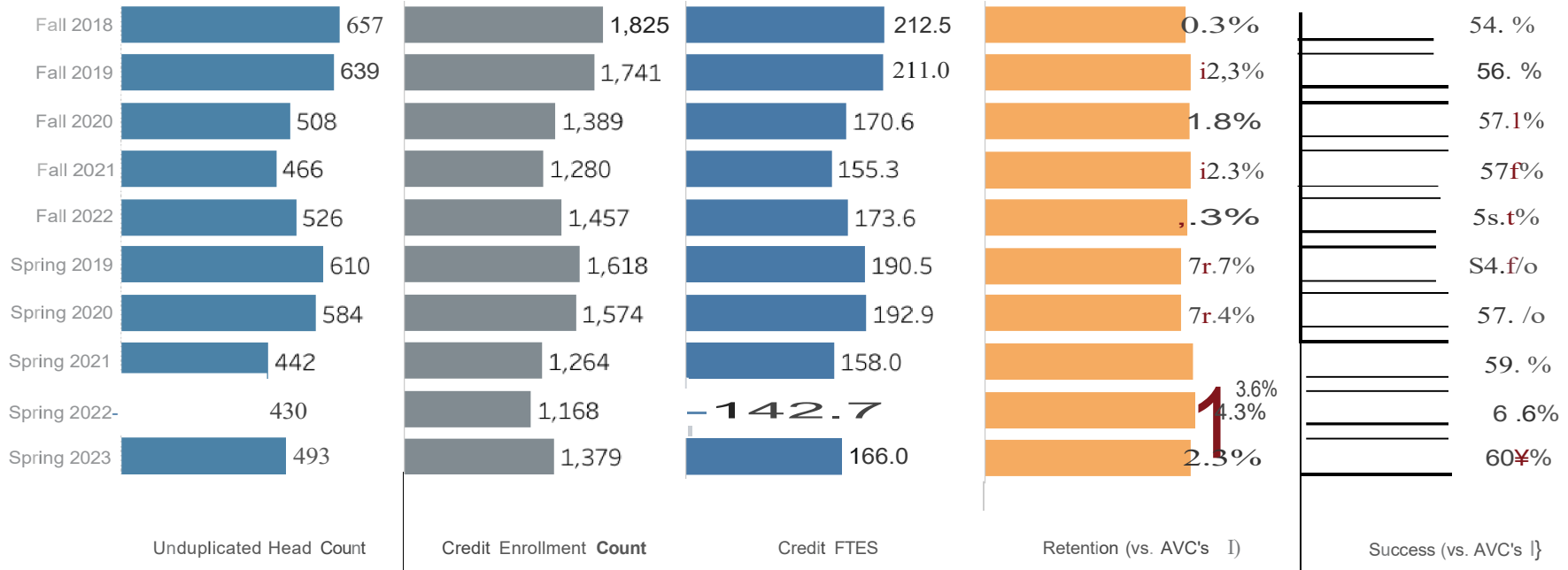
2016-2017 2017-2018 2018-2019 2019-2020 2020-2021 2021-2022

Terms

Multiple values

Headcount, Credit Courses Enrollment, Credit FTES

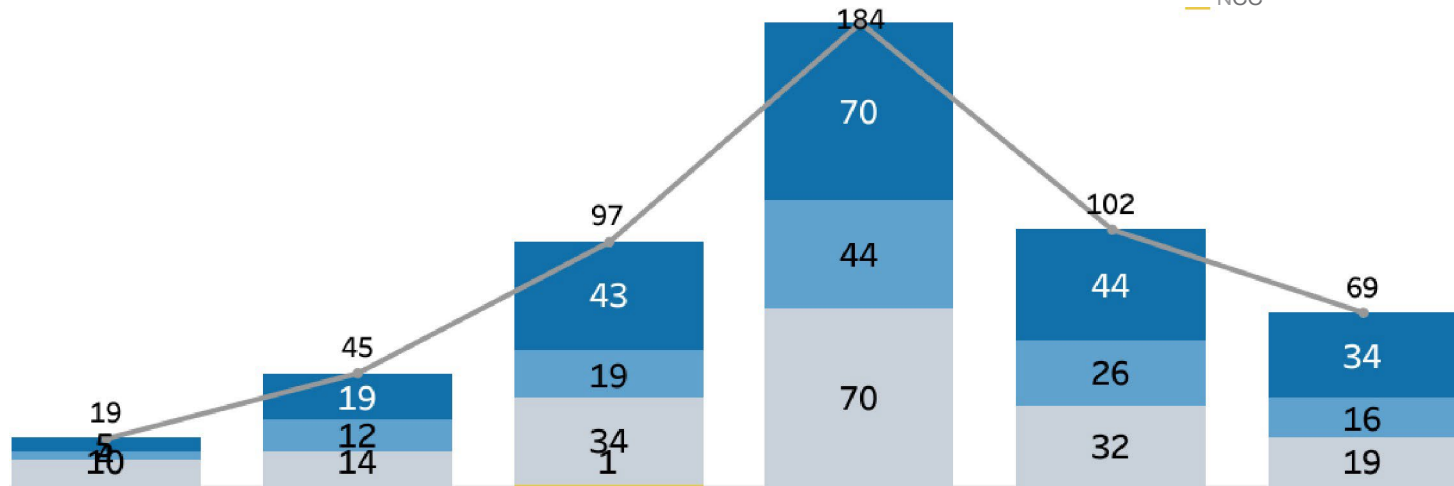
Credit Courses: Retention & Success (vs. all AVC)



- S@@ct a Group
- CalWORKs -California Work Opp.
- CARE - Cooperative Agencies Res..
- CCAP- College and Career Access..
- DSPTS - Disabled Students Progra..
- EOPS - Extended Opportunity Pr..
- First Generation
- Foster Youth
- Incarcerated
- MCHS- Middle College High Scho..
- Military (Active Duty, Active Res..
- Puente
- Special Admit
- Umoja
- Veteran

Umoja:
Program Awards

- AA/AS
- AS-T/AA-T
- Certificate
- NCC



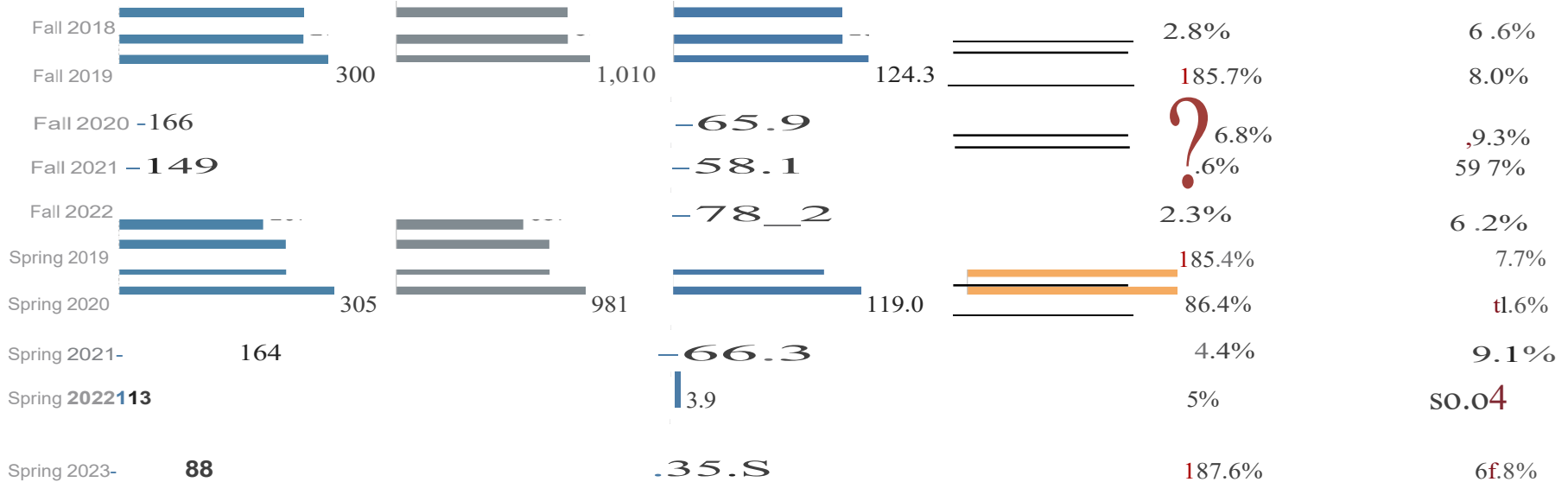
Terms

2016-2017 2017-2018 2018-2019 2019-2020 2020-2021 2021-2022

Multiple values

Headcount, Credit Courses Enrollment, Credit FTES

Credit Courses: Retention & Success (vs. all AVC)



Unduplicated Head Count

Credit Enrollment Count

Credit FTES

Retention (vs. AVC's I)

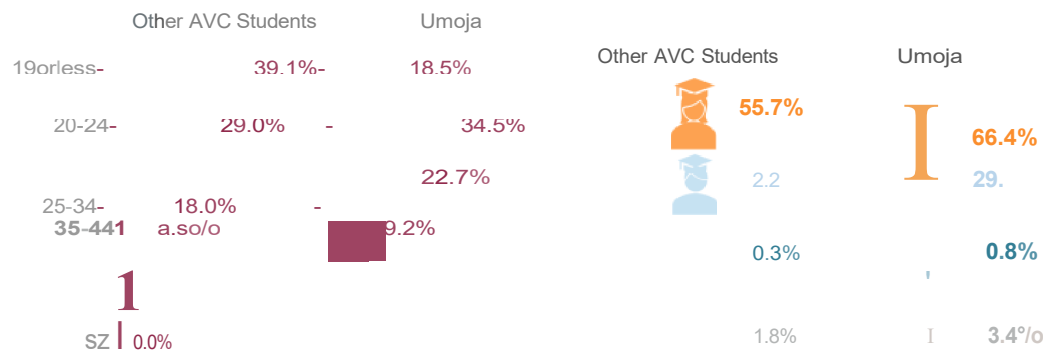
Success (vs. AVC's I)



Age Groups

Gender/Sex

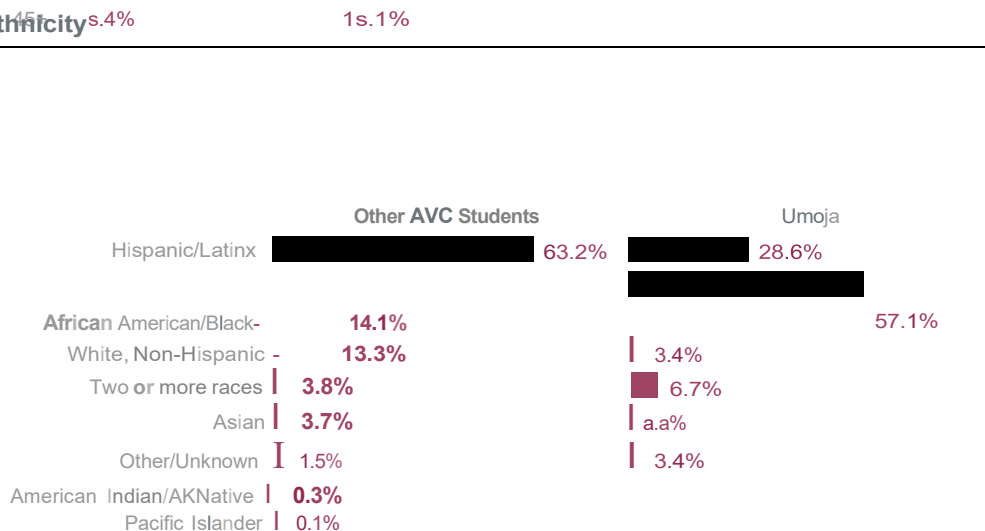
Metrics



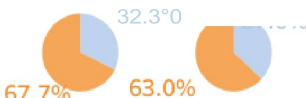
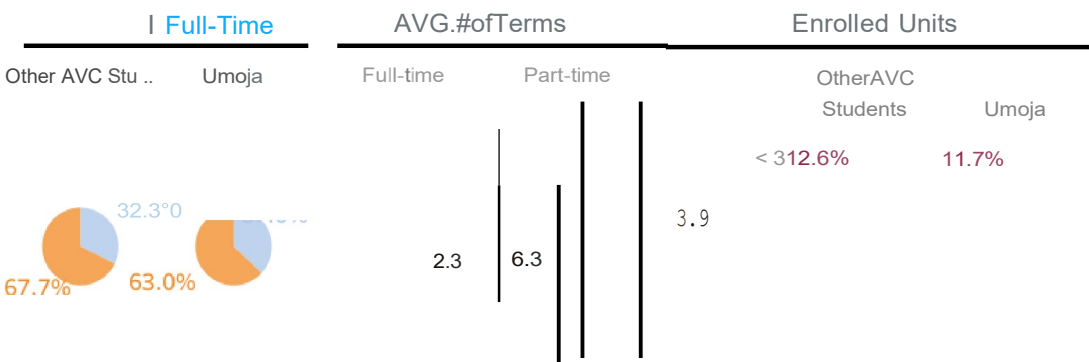
	Other AVC Students	Umoja
Avg.# of Terms	3	7
Avg. GPA	2.72	2.55
Avg. AVC Earned HoLJrs	35	51
Completion Rate	76.9%	69.2%
Avg. Enrolled Units	8.7	9.3
Number of Students	12,672	119

Race/Ethnicity

Top Majors (if more than 10)



	Other AVC.Stu..	Umoja
1 Registered Nursing	11.9%	10.9%
2 LAS: Arts and Humanities	5.5%	
3 AS-T Business Admin 2.0, AS-T Business Admini..	4.9%	
4 AA-T Psychology	4.5%	
5 AS-T Biology & Biological Sciences	4.3%	
6 Administration of Justice & AS-T Administration..	3.4%	
7 Undeclared	3.5%	
8 Aircraft Fabrication&Assembly	3.0%	
9 Radiologic Technology	2.8%	
10 General Business	2.7%	
11 Child & Family Education	2.4%	
12 Mechanical Engineering	2.3%	



3-6-34.1%-28.6%

21.4%

21.0%

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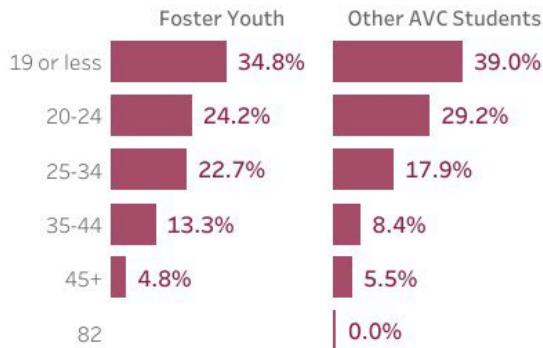
6.1-9



0	0	0	0	0	0	0	0	0	0
9.1-11.9	19.6%	111.8%	17	AA-T Sociology	1.8%				
12-15-	27.6%	30.3%	18	AA-T Kines1ology	1.7%				
15+	14.7%	16.7%	19	AA-T Communication Studies	1.4%				
			20	Electrical Engineering	1.3%				



Age Groups



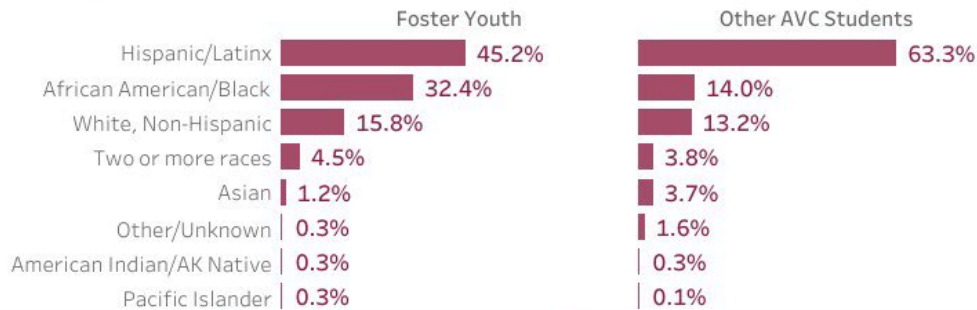
Gender/Sex



Metrics

Metric	Foster Youth	Other AVC Students
Avg. # of Terms	4	3
Avg. GPA	2.44	2.73
Avg. AVC Earned Hours	33	35
Completion Rate	68.1%	77.0%
Avg. Enrolled Units	9.3	8.7
Number of Students	330	12,461

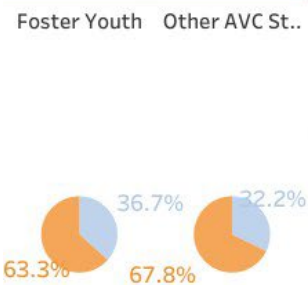
Race/Ethnicity



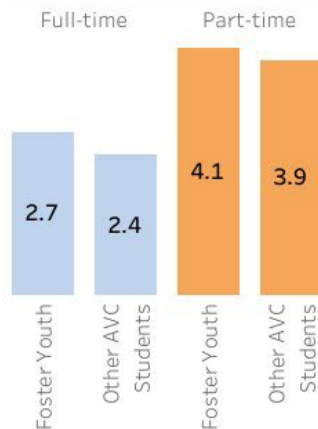
Top Majors (if more than 10)

Rank	Major	Foster Youth	Other AVC Students
1	Registered Nursing	10.6%	11.9%
2	LAS: Arts and Humanities	4.5%	5.5%
3	AS-T Business Admin 2.0, AS-T Business Admini..		5.0%
4	AA-T Psychology	7.3%	4.4%
5	AS-T Biology & Biological Sciences		4.3%
6	Administration of Justice & AS-T Administration..	6.7%	3.4%
7	Undeclared		3.5%
8	Aircraft Fabrication&Assembly		3.0%
9	Radiologic Technology		2.8%
10	General Business	3.6%	2.7%
11	Child & Family Education	4.5%	2.3%
12	Mechanical Engineering		2.2%
13	Aircraft Fab & Assem Cert		2.2%
14	AS-T Computer Science		2.1%
15	AS-T Early Childhood Education		2.1%
16	LAS: Social/Behavioral Science		1.9%
17	AA-T Sociology	4.5%	1.7%
18	AA-T Kinesiology		1.7%
19	AA-T Communication Studies		1.5%
20	Electrical Engineering		1.3%

Part-Time | Full-Time



AVG.# of Terms



Enrolled Units

