



Fall 2022 Program Review Report

Division/Area Name: Language and Communication Arts/Communication Studies & Journalism	For Planning Years: 2023-2024
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	

Fall 2022 Program Review Report

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 a wide range of courses with special projects, collaboration, partnerships, on and off campus organizations, giving students opportunities for experience applying knowledge of the discipline to projects on campus and in the community.

Part 2A: Analyze the program review data (retrieval instructions) focusing on equity 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:

Strengths and Accomplishments: (Guiding Question: What does your program/area do well, including capabilities and greatest accomplishments?)

1. As of Fall 2021, 270 students declared Communication Studies as a major, which is a continuing upward trend from 213 in the previous year. Of 26 AA-T and AS-T programs at AVC, Communication Studies currently ranks fourth in the college for its number of declared majors.
2. In 2021-2022 year, data reveals that a total of 28 Comm. Studies AA-T degrees were awarded which doubled from the previous year (14). This was the most degrees awarded since 2018-2019.
3. Several COMM courses are tied to other programs on campus (e.g., Honors, Law Scholars, Prison, etc.) that show the significance and relevance of the discipline across different areas.
4. A majority of COMM faculty have been trained and certified to teach COMM courses online.
5. The AVC Prison program (AA-T in Communication Studies) and partnership with CSULA's Prison program (BA in Communication Studies) continue to make significant progress with 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. The number of Communication Studies instructors teaching within the prison has also been expanding and similarly providing our students/majors with a greater variety of expertise and perspective within the field.
6. 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.
7. Mapping and alignment of SLOs, PLOs, and ILOs were conducted to provide accurate assessment of learning outcomes for COMM and JOUR courses.
8. Discipline faculty serve on a variety of campus wide committees (e.g., Senate, Equivalency, Basic Needs, Honors, DETC, LGBTQIA+, Civic and Voter Engagement, Gaming Club and Alpha Iota advisors, etc.) and hold important college (Tenure Review, New Faculty Orientation) and communication association positions (National Communication Association and Southern States Communication Association).
9. Held the Communication Studies Day event virtually in Spring 2022 that helped promote the program.
10. COMM 110 (Persuasion) was approved for CSU Area C (Critical Thinking) that would allow students to take our course and fulfill the GE requirement.
11. 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.

Opportunities and Challenges: (Guiding Question: What does your program/area need to do better to support/improve student success?)

Opportunities:

1. Faculty are proposing to hire one full-time tenure track position specializing in Argumentation and Debate to fulfill the needs of our majors, Law Scholars and Prison Programs.
2. The addition of a dedicated Speech and Media Lab to provide students dedicated space in which multipurpose/versatile presentation space, computer/smart device stations, video/digital recording equipment, and broadcasting stations are used for researching, preparing, practicing, and presenting performances and student presentations in new/emerging media formats.
3. We need a dedicated Communication Studies counselor to provide clarification and guidance for our majors with their A.A.-T degrees and/or post-transfer opportunities.
4. Prison Program: There needs to be a dialogue with leadership (College President, Director, and LACA Dean) to include compensation (stipend and/or FPD hours) for Prison Program faculty. We can continue strengthening our relationship with the prison program broadly, and with our students and classes within the program more specifically. Our program and students would further benefit from expanding opportunities for Communication Studies program faculty, who are invested and experienced within the prison program, to contribute directly to the development and promotion of the prison program; this is especially important as our students at the prison are specifically earning a Communication Studies degree.
5. Many of our courses within the Comm. Studies and Journalism disciplines provide opportunities to collaborate with other disciplines, in addition to offering unique chances of increased visibility in order to highlight student success, the Comm. Studies and Journalism disciplines, the Language and Communication Arts Division, the college, and the encompassing communities of the Antelope Valley.
6. 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 Journalism and Mass Communication/Public Relations.
7. As a discipline specializing in understanding and developing proficiencies for dynamic communication modalities and communication-intensive experiences, we are beginning to make more permanent and varied the expansion of modalities we offer with our courses (asynchronous online, hybrid, etc). This would not only significantly help meet students’ learning and experiential needs as far as scheduling and completing their classes, but this is also an opportunity to emphasize the unique value of our discipline to help students acquire increasingly in-demand communication-specific proficiencies.

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 Prison Program. Compared to 2020-2021 (105 sections), only 86 sections were offered in 2021-2022. Staffing issues continue to be a major challenge in being able to offer a consistent number of sections. As the prison program has always required additional significant time and effort from participating instructors — additional travel; annual security clearance training, protocol, and renewal processes; extended class preparation and grading time, impacted by a variety of logistical limitations including but not limited to a lack of adequate technology accessible within the prison for both students and instructors — securing the commitment of willing/supportive instructors has been especially challenging. While the number of Communication Studies instructors teaching within the prison is slowly expanding, on-campus needs to cover sections of Comm. 101 and other necessary Communication classes reduces our capacity to also offer the number sections of Comm. 101 within prison necessary for our students there to continue graduating.
2. We continue to experience a shortage of qualified adjuncts. Advertisement for Comm. Studies instructors is continuous, yet the response is woefully lacking. During this Program Review period, the current adjunct pool totalled only one (1) instructor.
3. Retention and Success Rates. In 2021-2022, retention rate was 83.8% versus 88% for AVC. Even though there's a slight improvement from last year (82.6%), we believe that COVID continues to play a role, especially when students have to quarantine that prevents them from attending class and completing their academic work. Success rate was also lower than that of AVC's (72.2% vs. 72.4%, respectively). Similar to our retention rate, we have a slight improvement in success rate from the previous year (71.7%).
4. Comm. Studies personnel that meet the needs of the discipline course offerings. In the previous 2020-2021 year, Comm. Studies hired one tenure-track and one temporary full-time faculty. Despite these hires, we do not have adequate faculty members who have expertise in COMM 115: Introduction to Argumentation and Debate, as well as Media/Mass Comm./PR and Journalism classes. The Department Chair continues to assign the COMM 115 course to only one (1) instructor without any rotation. Furthermore, with the Prison Program requirement of COMM 115, another faculty member is desperately needed.

Journalism:

1. The Journalism discipline continues to offer only one (1) course: Journalism 121 per semester (if current adjunct is available). Part of this issue is largely due to not having a full-time faculty, adequate adjuncts, and commitment from administration. As a result, enrollment varies annually.

Aspirations: (Guiding Questions: What does your program/area want to be known for? What is a desired future?)

1. Prison Program - AA-T in Communication Studies in the Lancaster Men's prison (COMM 101, 105, 107, 109). These classes were taught and completed through a correspondence modality (with 50-60 students at a time) tailored to the specific needs of Communication Studies as a discipline. Several students made progress towards their eventual transfer into the Cal State Los Angeles' B.A. Program at the third cohort. 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.
2. Continued the Speech Tutor program in coordination with the Learning Center; four (4) faculty members are utilizing embedded tutors in the classroom.
3. Service Learning Projects: COMM 107 (Spring 2022) - Interpersonal Communication - community based learning Antelope Valley Senior Center Interview Project "In My Life: Relationships Over the Lifetime" was accomplished virtually with students connecting with senior citizens in the community over Zoom to interview them. COMM 109 (Spring 2022)-Small Group Communication-community service campaign on the homeless population that included a clothing drive and hygiene bag giveaway.
4. Continued participation with the Law Scholars Program and the Argumentation and Debate course (COMM 115).
5. In addition to Comm. Studies Day becoming an annual event, Comm. Studies as a discipline could develop and collaborate with other departments to promote other student activities and professional development events for students, faculty, and community. Communication Studies-organized professional development events centered on building vital Communication-intensive skills extensively valued across professional industries would be another opportunity.
6. COMM faculty have also recently proposed a new course — COMM 201: Virtual Communication and Expressive Technology — which, if approved, would offer students an additional option for completing their oral communication transfer requirement; if fully approved, this course would also offer students, including our COMM majors, a new option for completing the CSU Area C1 (Arts) requirement.

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

Insert Advisory Committee Recommendations here

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

Part 2C: Review and comment on progress toward past SLO/PLO/OO Analysis (fka Action Plans):

After reviewing all SLOs, we found that our students tend to meet and exceed SLOs in presentation skills. COMM 101, 112, 114, and 115 are similar in that they map to our PLO #1(Presentation Skills) and ILO #1 (Communication). Adding all relevant SLOs to PLO #1 & ILO #1 and finding the average, our students met/exceeded the SLOs of about 75%.

The Communication Studies Department has been requesting a Speech and Media 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 within the new building (Cedar Hall).

We found that a couple of SLOs related to PLO #3 (Cultural Diversity) and ILO #3 (Global Consciousness) did not meet the expected performance line. By looking at all courses that are mapped to PLO #3 and ILO #3 (COMM 107, 109, 112, 114, and 219), we found that a couple of SLOs that did not meet the expected performance line were not representative of our courses since data varied widely in different courses (with an overall average of about 75% in these respective SLOs). Therefore, it is inconclusive until we offer multiple sections of COMM 107 starting Fall 2023 (due to new TMC) to be included as part of the analysis.

Based on our findings, we found that our Program's needs can be met with the development of a Speech and Media Lab to maintain and improve SLOs related to PLO #1 (Presentation Skills).

In order to address a couple of SLOs (related to PLO #3: Cultural Diversity) that did not meet the expected performance line, it would be advantageous to have access to grants or funding that would make it possible for instructors to have the option 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.

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

Goal 1: Create a Speech and Media Lab. This goal is in progress. A speech and media lab would allow students to prepare for live speeches and to also use media and computer equipment to practice online speeches. Currently, the department began a discussion with the Dean and consulted with IMC and IT staff about equipment and design for the Media and Speech lab.

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 research. The first norming session (COMM 101 delivery) will be conducted in 2022-2023 and the second session (COMM 101 research) will take place 2023-2024.

Goal 3: Fulfill and strengthen curricular needs in Argumentation & Debate, Mass Communication and 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.). The department is hopeful that new hires will be able to provide staffing needs in these areas to provide consistent and sufficient course offerings and further development of the program.

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.

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 branding, marketing, and advertising the department’s program to students and the community.

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

Program /Area Goal #	Goal Supports which:				EMP Goal Primarily Supported:	Description of Goal	Steps to be taken to achieve goal?	Measure of Success (How would you know you’ve achieved your goal?)
	ILO	PLO	SLO	OO				
#1 Create a “Speech and Media Lab”	ILOs 1, 2, 3, 4	PLOs 1, 2, 3	Related SLOs		Focus on utilizing proven instructional	A dedicated space in which multipurpose presentation space,	1. Further discussion with the division dean.	A dedicated space is provided for the

					strategies that will foster transferrable intellectual skills	computer stations, video equipment, and broadcasting stations are used for researching, preparing, practicing, and presenting performances and student broadcasting in live and new media formats.	2. Assess equipment and personnel needs. 3. Explore collaboration with Digital Media and FTV.	Speech and Media Lab.
#2 Norming Sessions	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 delivery and research.	Submit FPD proposals to receive Standard I credit for holding norming sessions for 2022-2023 and 2023-2024.	Proposals approved by FPD Committee.
#3 Fulfill and strengthen curricular needs in argumentation & debate and mass communication and 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.	Hiring of new faculty members.

#4 Increase 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.
#5 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 developing departmental subcommittee and promotional materials (banners, table cloth, displays, AVC merchandise, etc.) to be used for college fairs and other events.	Propose funding from FPD, Student Equity, or other sources to hold Comm Studies Day. Discuss with Divisional Dean and other relevant parties to receive funding and/or aid with development of promotional materials.	Received funding to hold the Comm Studies Day. Received funding or provided with promotional materials to be used for college fairs and other events.

Part 4: Resource Requests that Support Program Needs (based on above analysis)

Fill out your resource request via Survey Monkey: https://www.surveymonkey.com/r/AVC_ProgramReviewFall2022

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

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

Select Subject
COMM

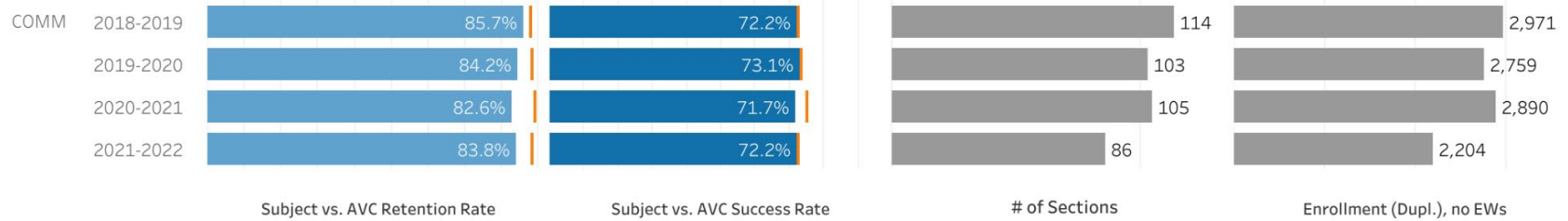
Select Subject **again**
COMM

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)



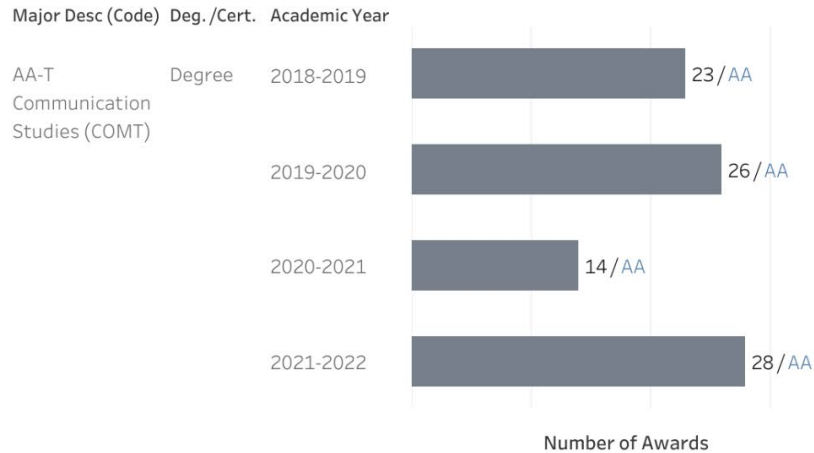
Enrollment and Number of Sections by **Modality** in **COMM**

	Instr. Method	2018-2019	2019-2020	2020-2021	2021-2022
Number of Sections	Online				0
	Traditional	114	103	105	86
Enrollment	Online				509
	Traditional	2,971	2,887	2,895	1,699

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

	Location	2018-2019	2019-2020	2020-2021	2021-2022
Number of Sections	Lancaster	89	78	81	65
	Lancaster [O..	1	2	4	3
	Palmdale	24	23	20	18
Enrollment	Lancaster	2,343	2,193	2,214	1,256
	Lancaster [O..	17	61	116	90
	Palmdale	611	633	565	862

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 2018	Fall 2019	Fall 2020	Fall 2021
PT (Adjunct) FTEF	3.4	2.0	0.2	
FT (Regular) FTEF	6.2	6.8	8.8	6.2
FT (Overload) FTEF		0.2	0.6	0.4
TOTAL FTEF	9.6	9.0	9.6	6.6
PT/FT FTEF Ratio	0.5	0.3	0.0	0.0
FTES	126.6	132.0	137.6	82.3
FTES/FTEF Ratio	13.2	14.7	14.3	12.5
WSCH/FTEF Ratio	395.5	439.9	430.1	374.2

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

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



MAJORS AMONG ENROLLED STUDENTS BY TERM

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

Term
Multiple values

Major
Multiple values

		Fall 2018*	Fall 2019*	Fall 2020*	Fall 2021
PSYT	AA-T Psychology	646	735	649	572
BUST	AS-T Business Administration	637	777	701	532
BIOT	AS-T Biology	197	379	367	364
COMT	AA-T Communication Studies	134	205	213	270
ECET	AS-T Early Childhood Education	246	277	264	246
SOCT	AA-T Sociology	325	336	292	236
ADJT	AS-T Administration of Justice	369	424	329	235
KINT	AA-T Kinesiology	229	295	245	213
BUS2	AS-T Business Admin 2.0				164
ASAT	AA-T Studio Arts	119	153	131	128
ET	AA-T English	81	106	87	118
COSC	AS-T Computer Science			29	108
MATT	AS-T Mathematics	154	152	113	106
FTVT	AS-T Film, TV, Electronic	32	118	104	97
POST	AA-T Political Science	92	86	72	72
MUST	AA-T Music	95	104	80	70
THAT	AA-T Theatre Arts	113	123	70	67
HI	AA-T History	82	74	64	65
CHMT	AS-T Chemistry	32	54	68	55
AAHT	AA-T Art History	24	43	27	41
SPNT	AA-T Spanish	50	57	40	37
ANTI	AA-T Anthropology	28	24	25	36
PHYT	AS-T Physics	49	41	46	33
ECNT	AA-T Economics	17	22	23	33
PHIT	AA-T Philosophy	16	19	20	16
GEOT	AA-T Geography	8	2	5	7
GET	AS-T Geology	6	9	4	6
Grand Total		3,781	4,615	4,068	3,927

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

Select Subject
JOUR

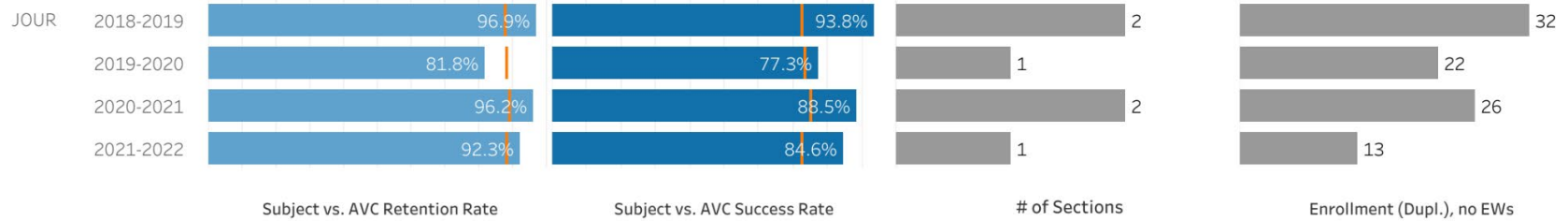
Select Subject *again*
JOUR

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	2018-2019	2019-2020	2020-2021	2021-2022
Number of Sections	Traditional	2	1	2	1
Enrollment	Traditional	32	23	26	13

Enrollment and Number of Sections by *Location* in JOUR

	Location	2018-2019	2019-2020	2020-2021	2021-2022
Number of Sections	Lancaster	2	1	2	1
Enrollment	Lancaster	32	23	26	13

Number of Program Awards in None

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

	Fall 2018	Fall 2019	Fall 2020	Fall 2021
PT (Adjunct) FTEF	0.2		0.2	
FT (Regular) FTEF				
TOTAL FTEF	0.2	0.0	0.2	0.0
FTES	1.8		1.2	
FTES/FTEF Ratio	8.8		6.2	
WSCH/FTEF Ratio	264.0		186.0	

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

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



Fall 2022 Program Review Report

Division/Area Name: Language and Communication Arts/ English For Planning Years: 2023-2024

Name of person leading this review: Heidi Williams

Names of all participants in this review: Heidi Williams, Mark Hoffer, Karen Heinzman, Rachel Jennings-Tafarella, Kristine Oliveira, Annamarie Perez, Eric Martin, Ronda Nogales.

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

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. Additionally, the we have several English faculty now working in the Learning Center, expanding student contact and support.

Part 2A: Analyze the program review data (retrieval instructions) focusing on equity 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:

Strengths and Accomplishments: (Guiding Question: What does your program/area do well, including capabilities and greatest accomplishments?)

With COVID implications ever present in our students’ lives, English faculty continue to teach college-level courses with students of widely different skills levels in both writing and emotional resiliency. A group of faculty have continued to meet regularly to revise the English 101 COR to continue to meet the needs of our entering students. Faculty are continuing with one-on-one conferencing, working with embedded tutors, and holding office hours in a various modalities in order to help our students succeed. English faculty have met the consequences of the AB 705 legislation and a global pandemic with dedication and creativity. As a result of our continual efforts, our English AA-T degrees have increased from 13 in 2017-18 to 36 in 2021-2022. We have also seen increased throughput rates for students from English 101 into more advanced writing and literature courses. In fact, our throughput rates have almost tripled in the last 3 years. According to state-wide data, our English department has been recognized for eliminating equity gaps for Latinx students. English faculty have continued to evolve their teaching practices to meet the variety of student modality needs. In the past year, we have delivered instruction via synchronous online, hybrid, hyflex, blended, and asynchronous online.

The English faculty have been diligent at converting our textbooks to ZTC resources, offering a more equitable learning experience for all our students. The number of English courses that offer ZTC resources has risen by 35% in the last year.

English faculty members continually participate in collaborative structures offered through the college’s faculty professional development program. These collaborations have focused on topics such as student engagement, interdisciplinary learning, and adjunct empowerment.

Opportunities and Challenges: (Guiding Question: What does your program/area need to do better to support/improve student success?)

The greatest opportunity for improvement is in success rates in our English 101 courses, particularly our success rates during the Spring semesters. Our success rates have continually worsened for English 101, with the Spring semester showing the biggest drops. Our greatest area of need is in addressing equity gaps for African American students.

AVC’s overall success rate for African American students is roughly 60%, while the English department’s success rates are 53.6%

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. One example is the recent pilot using contract grading that is addressing student performance. Another approach is to revise the English 101 COR to ensure continuity of equitable instruction across the department.

Aspirations: (Guiding Questions: What does your program/area want to be known for? What is a desired future?)

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

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

Part 2C: Review and comment on progress toward past SLO/PLO/OO Analysis (fka Action Plans):

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?” Nevertheless, our SLO#3’s success rates remained the same. We realized that the current wording of the SLO is not measuring the way we actually teach and assess research and writing, so we made the goal (CIP) to change SLO #3 to the following: “Demonstrate information literacy and MLA competency in gathering and explicating critical sources toward the production of an academic research paper.”

PLO Outcomes Analysis: The English Action Plan for 2021-2022 focuses on PLO #3: “Students in program courses will demonstrate information literacy, which includes the accessing, incorporation, citation, and critical utilization of textual materials, following the guidelines of academic research.” PLO #3 aligns with SLO #3 for all courses within the program. Data demonstrates that 85.1% of our students meet PLO #3, compared to 87.2% of students last academic year. In order to better serve students and increase student engagement and success, additional funds for computer classrooms and computer labs dedicated for English courses are needed

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

1. Increase use of embedded tutors and SI: Our numbers have not increased; in fact, they have decreased. This is due, in part, to the unavailability of tutors overall. Regardless of the limited number of tutors available, we still need to increase awareness and use of embedded tutors in our English 101 classes.
2. Access to technology: With the opening of Sage Hall, English faculty are using the computer lab in Sage Hall for English Classes. The Learning Center also has laptops available for check-out for English classes. The problem is, however, that the wifi in Sage Hall is horrible. Our students are wasting valuable time waiting for pages to load.
3. Early alert: We are in the process of implementing this in the Academic Achievement Committee
4. Training in equitable teaching practices: We have focused equitable teaching practices in the English Comp Retreat in Fall 21 and Spring 22.

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

Program /Area Goal #	Goal Supports which:				EMP Goal Primarily Supported:	Description of Goal	Steps to be taken to achieve goal?	Measure of Success (How would you know you’ve achieved your goal?)
	ILO	PLO	SLO	OO				
#1 (ILOs #1-4, EMP #3, 4, 5)	Choose ILO	#1-3	#1-3		Choose an item.	Work with TAPP program to develop and offer workshops for English faculty on equitable teaching practices to address English equity gaps.	Work with Jane Bowers and Hal Huntsman to use the model they have produced for Math workshops. Offer workshops in May 2023.	Use our data to see if we have reduced our equity gaps.
#2	Choose ILO	#1-3	#1-3		Choose an item.	Revise current English 101	Continue to work with	Use our data to measure

(ILO # 1-4, EMP #5)						COR integrates equitable teaching practices to best serve student need.	English Faculty to research effective/equitable teaching practices. Revise COR. Push knew COR through AP&P in Fall 2023.	success rates.
#3 (ILO #1-4, EMP #3-4)	Choose ILO	#1-3	#1-3		Choose an item.	Work with the Learning Center 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.	Measure the percentage of English 101 classes using embedded tutors.

Part 4: Resource Requests that Support Program Needs (based on above analysis)
 Fill out your resource request via Survey Monkey: https://www.surveymonkey.com/r/AVC_ProgramReviewFall2022

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

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

Select Subject
ENGL

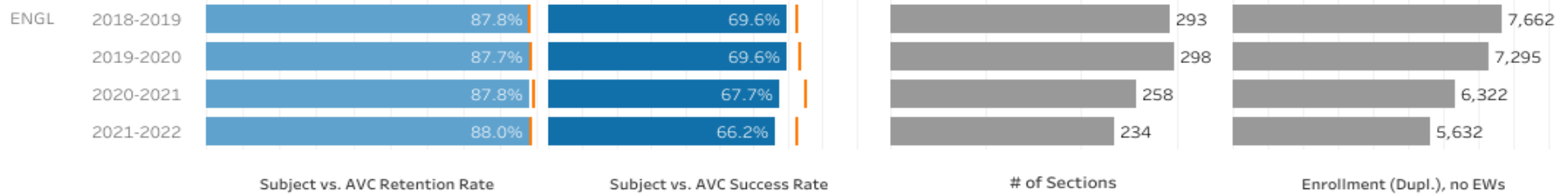
Select Subject **again**
ENGL

Select Program Major(s)
AA-T English (ET)

Academic Year
Multiple values



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



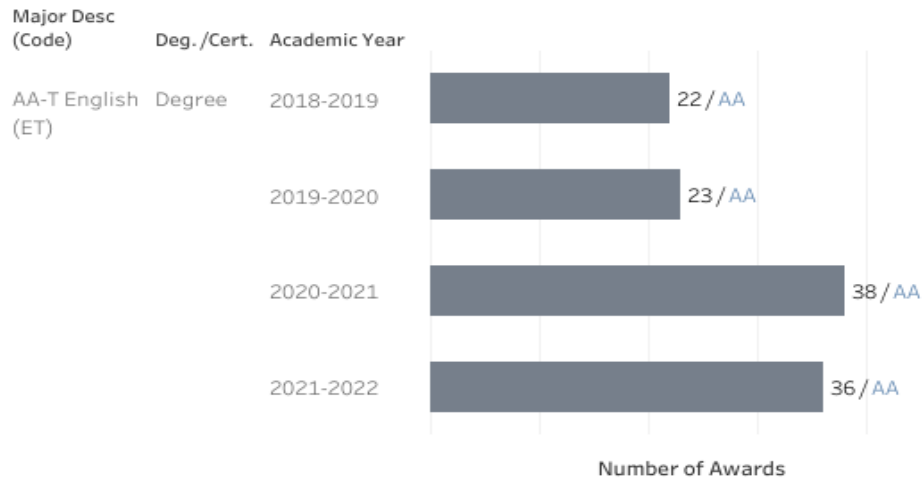
Enrollment and Number of Sections by **Modality** in ENGL

	Instr. Method	2018-2019	2019-2020	2020-2021	2021-2022
Number of Sections	Online	22	23	34	46
	Other Indep Study	1			
	Traditional	270	275	224	188
Enrollment	Online	590	590	846	2,537
	Other Indep Study	2			
	Traditional	7,070	6,968	5,480	3,102

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

	Location	2018-2019	2019-2020	2020-2021	2021-2022
Number of Sections	Lancaster	249	243	196	169
	Lancaster [O..		6	5	5
	Palmdale	44	49	57	60
Enrollment	Lancaster	6,539	6,203	4,837	2,757
	Lancaster [O..		158	113	118
	Palmdale	1,123	1,197	1,376	2,764

Number of Program Awards in **AA-T English (ET)**



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

	Fall 2018	Fall 2019	Fall 2020	Fall 2021
PT (Adjunct) FTEF	8.0	7.6	7.1	8.5
FT (Regular) FTEF	18.9	17.1	16.7	13.5
FT (Overload) FTEF	1.3	1.7	1.6	1.2
TOTAL FTEF	28.2	26.5	25.4	23.2
PT/FT FTEF Ratio	0.4	0.4	0.4	0.6
FTES	384.9	350.6	316.6	248.8
FTES/FTEF Ratio	13.6	13.2	12.5	10.7
WSCH/FTEF Ratio	409.4	397.5	373.9	321.1

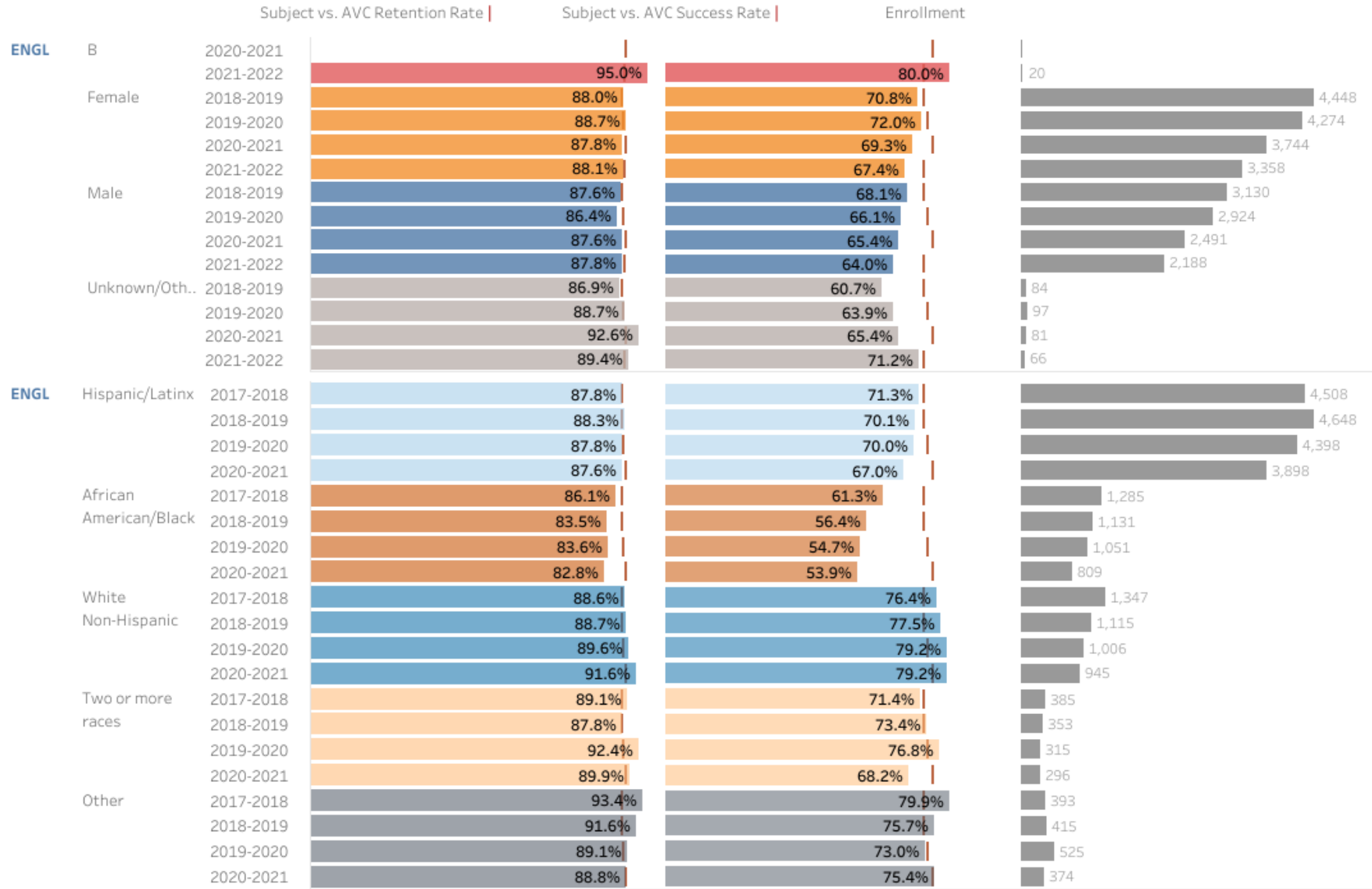
Click [here](#) to see AVC's Program awards dashboard

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 (|)

If subject bars are below the vertical lines |, 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:

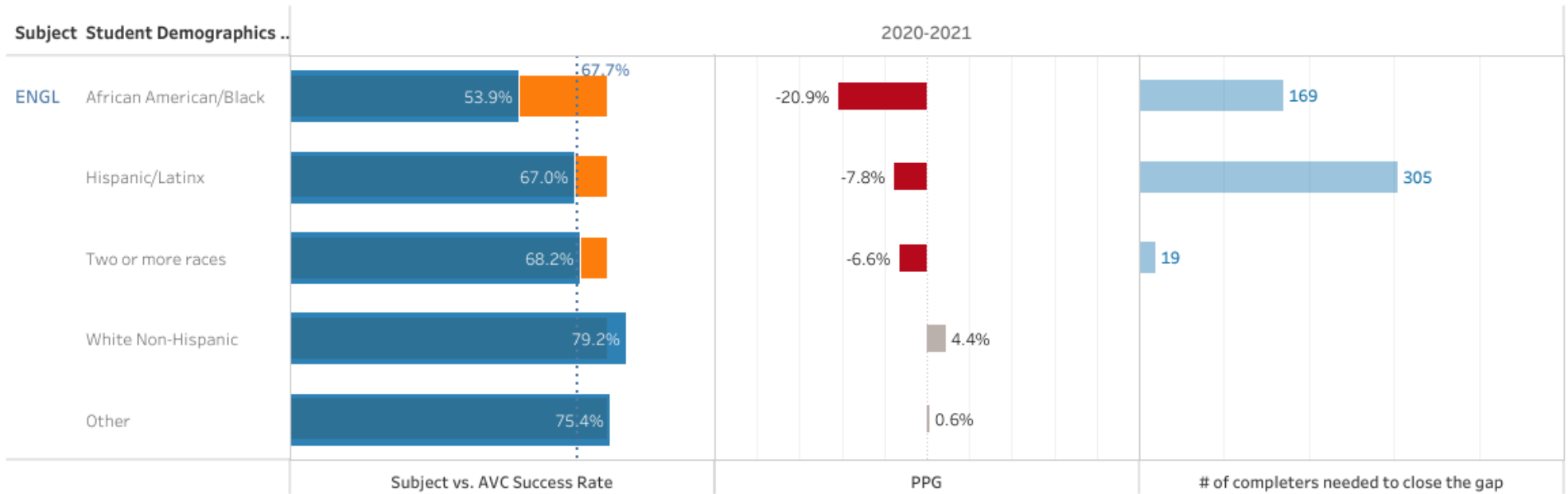
- What are the potential reasons for equity gaps? - What can my program implement to mitigate these gaps? - What resources/training are available/needed to support efforts?





2020-2021 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 2020-2021, ENGL's Success Rate was 67.7% vs. AVC's Annual rate of 74.8%

Overall Disproportionate Impact as percentage point gap was : -7.1%

In ENGL, 6,322 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, (6,322 * |-7.1%|)=450. it means that 450 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:

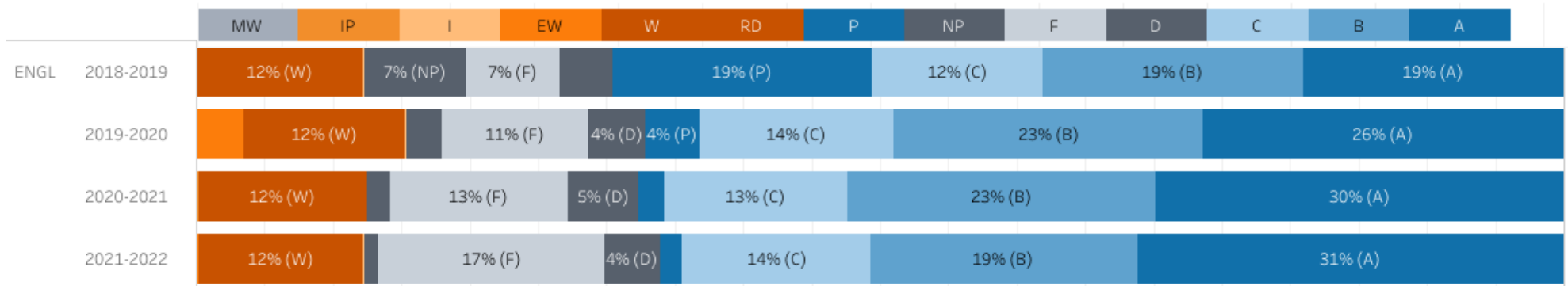
- What are the potential reasons for equity gaps?
- What can my program implement to mitigate these gaps?
- What resources are available to support these efforts?



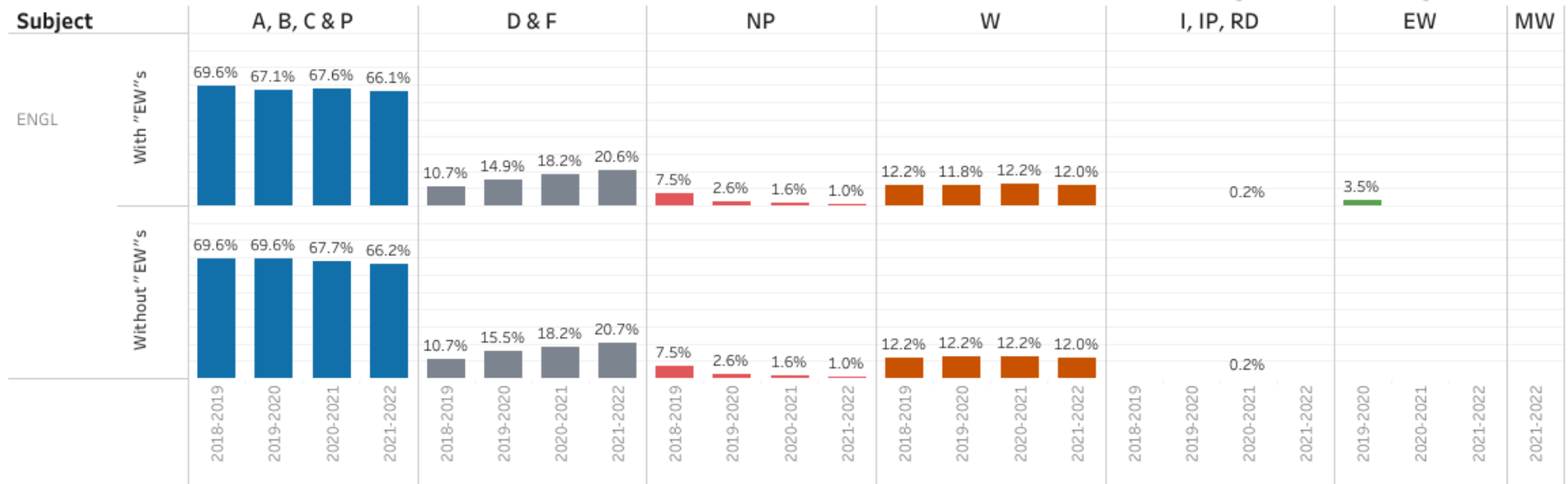
Annual or Term Selector

Annual

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



ENGL (only shows if n >10)



Access to College-Level ENGL and MATH Courses / Success Rates without EWs

		Hispanic/Latinx	African American/Black	White Non-Hispanic	Two or more races	Other	Grand Total
ENGL 101	2018-2019	2,311/67.7%	482/55.4%	557/77.0%	159/66.7%	188/75.5%	3,697/67.9%
	2019-2020	3,015/67.2%	746/54.5%	551/76.1%	191/71.9%	369/74.0%	4,872/67.0%
	2020-2021	2,462/63.8%	519/49.4%	530/74.9%	184/61.4%	215/70.7%	3,910/63.6%
	2021-2022	2,226/61.9%	488/47.2%	479/69.2%	163/60.7%	164/73.8%	3,520/61.3%
MATH 115	2018-2019	1,184/68.8%	240/62.9%	342/75.4%	105/77.1%	127/74.8%	1,998/70.1%
	2019-2020	2,126/68.6%	469/60.6%	468/74.7%	140/68.1%	243/68.8%	3,446/68.3%
	2020-2021	1,600/61.7%	337/47.9%	372/72.0%	113/56.3%	161/72.3%	2,583/61.8%
	2021-2022	1,415/64.2%	308/53.9%	272/71.3%	113/57.1%	126/78.6%	2,234/64.1%
MATH 135	2018-2019	472/51.3%	52/40.4%	171/57.9%	51/60.8%	52/65.4%	798/53.5%
	2019-2020	582/57.9%	67/50.0%	142/67.4%	44/73.8%	73/69.4%	908/60.6%
	2020-2021	525/58.0%	62/58.1%	113/79.6%	44/59.1%	51/68.6%	795/61.8%
	2021-2022	498/53.6%	43/39.5%	94/56.4%	29/51.7%	44/65.9%	708/53.8%
MATH 140	2018-2019	285/71.9%	31/48.4%	83/74.7%	27/85.2%	37/81.1%	463/72.4%
	2019-2020	363/71.2%	42/69.0%	118/79.3%	37/75.7%	72/80.0%	632/73.8%
	2020-2021	349/71.1%	32/65.6%	93/79.6%	35/71.4%	43/81.0%	552/73.0%
	2021-2022	342/64.5%	33/51.5%	80/70.0%	20/65.0%	44/61.4%	519/64.3%
		Enrollment (>10)	Enrollment (>10)	Enrollment (>10)	Enrollment (>10)	Enrollment (>10)	Enrollment (>10)

Course Success Rate Calculations:

Numerator: A, B, C, P;

Denominator: A, B, C, D, F, P, NC, W

Excluded grade notations: RD, IP, EW ("Excused W" Used in Spring 2020)

Academic Year
Multiple values

Subject
ENGL

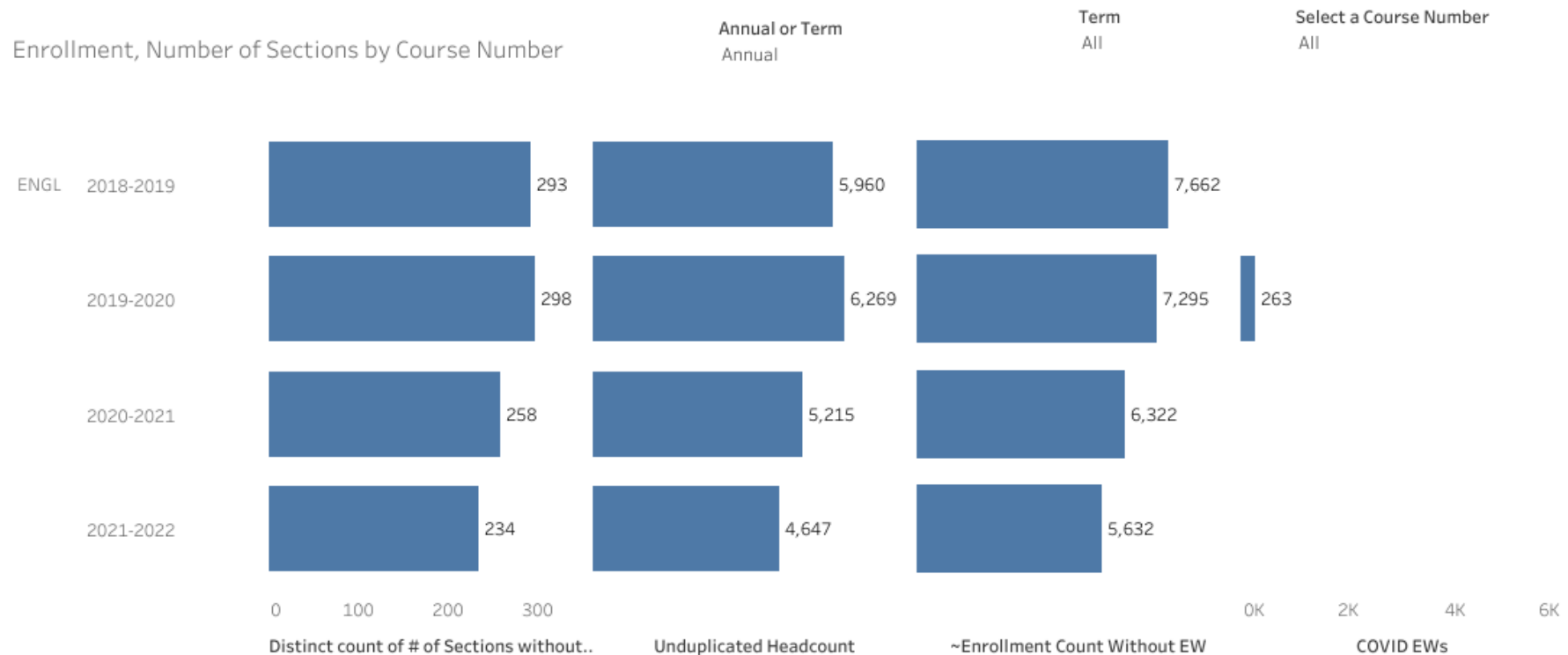
Break by..
None



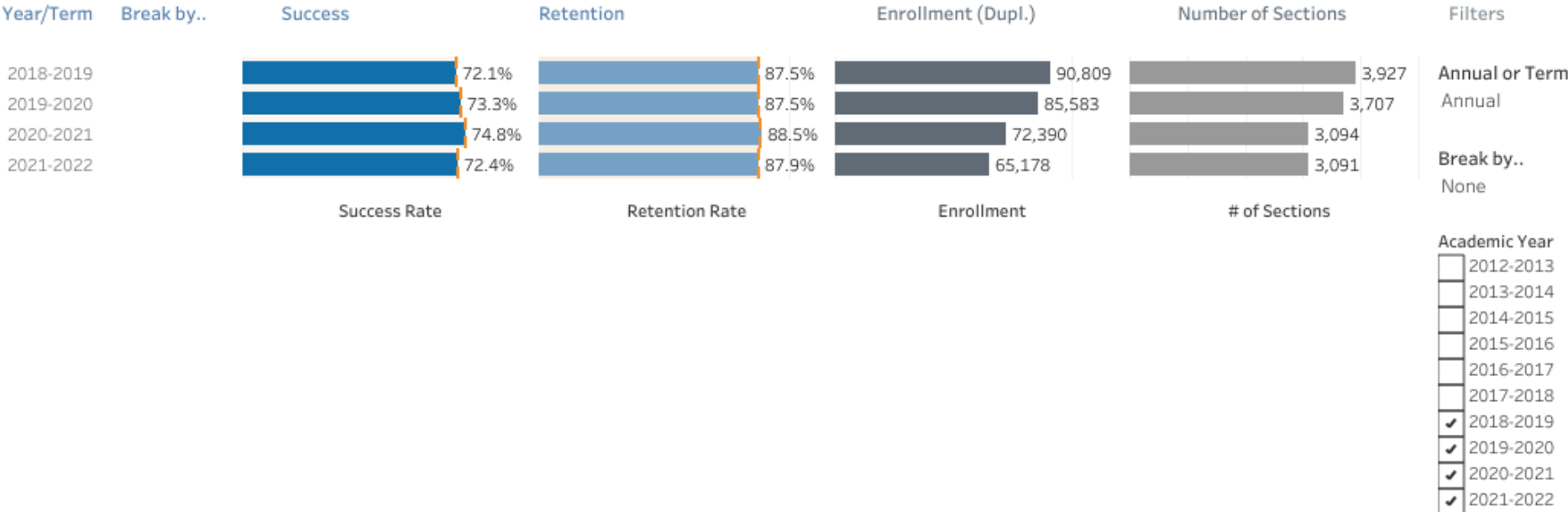
Success (and Enrollment) Numbers in Subject(s) ENGL by Academic Year (Hover over the numbers for Retention)

	2018-2019	2019-2020	2020-2021	2021-2022	Grand Total
ENGL	69.6% (7,662)	69.6% (7,295)	67.7% (6,322)	66.2% (5,632)	68.4% (26,911)
Grand Total	69.6% (7,662)	69.6% (7,295)	67.7% (6,322)	66.2% (5,632)	68.4% (26,911)

Enrollment, Number of Sections by Course Number



AVC Total Success and Retention Rate by Academic Year/Term





Division/Area Name: Language and Communication Arts / ESL	For Planning Years: 2023-2024
Name of person leading this review: Wendy Rider	
Names of all participants in this review: Priscilla Jenison, Scott Jenison, Wendy Rider	

Fall 2022 Program Review Report

Part 1. Program Overview: *Briefly describe how the program contributes to the district [mission](#)*

ESL contributes well to AVC's mission: "Basic 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 \(retrieval instructions\)](#) focusing on equity 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:

Strengths and Accomplishments: (Guiding Question: What does your program/area do well, including capabilities and greatest accomplishments?)

1. Our retention rates remain impressively high for most ESL courses. In 2021-22, the overall retention rate was 93.2 (compared to the annual AVC rate of 88%).
2. We finished the Advanced ESL (Level 5) Certificate of Completion and began offering it in Fall 2022.
3. ESL counselor Yvette Cruzalegui met with 367 ESL students in the 2021-22 school year, over twice as many as the 142 students served by the ESL counselor in 2020-21. We are very pleased with our progress in this area.

Opportunities and Challenges: (Guiding Question: What does your program/area need to do better to support/improve student success?)

1. Success rates dropped to 58.8% for 2021-22 (compared to AVC's average of 72.4%). This is down significantly from 69.2% in 2020-21. We believe the decline may be due to younger, more tech savvy students who may have been more prepared for academic success taking classes online during the pandemic. ESL instructors observed that few older (less tech savvy) students took classes online in 2020-21 (see also AVC enrollment by age groups in Part 5). There is a well documented inverse correlation between age and second language acquisition. The 2021-22 58.8% success rate is similar to pre-pandemic success rates. Enrollment in ESL classes remains at about 50% of pre-pandemic levels. This echoes the overall decline in enrollment at AVC during the pandemic (see table, Part 5.)
2. To better support all students, ESL instructors are building more computer instruction into their courses. This is actually a silver lining that came out of the pandemic as all online instruction increased. We will collect data and compare again next year (see also Part 2D, #3).
3. The open entry/exit policy in the ESL program is both an opportunity and a challenge. ESL students appreciate being able to start and stop courses at any point in the semester, but students who enter a class halfway through miss valuable instruction and may not complete enough assignments to pass the class. On the other hand, faculty report that students who join a course late often retake it the following semester and do well. Faculty will discuss recommending a cut off point for open enrollment next year.
4. In 2021-22, only 3 students earned the High Intermediate ESL Certificate of Completion. This is down from past years, but it reflects pandemic enrollment trends. We will promote the opportunity for more students to earn both Level 4 and Level 5 certificates in 2022-23.

Aspirations: (Guiding Questions: What does your program/area want to be known for? What is a desired future?)

- 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 are no longer first generation college students. All this is hard to quantify with data, but we can collect qualitative data from current students as well as instructor observation. We will develop a student success survey for 2022-23 to address some of these questions.
- 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

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

Part 2C: Review and comment on progress toward past SLO/PLO/OO Analysis (fka Action Plans):

As noted last year, ESL students have consistently performed well above the 70% success rate on almost all SLOs. Thus, the vast majority of ESL students perform consistently above the 70% benchmark. However, our recent SLO analysis showed a slight decrease in performance in upper-level (Level 3 and 4) grammar; however, we are already addressing this by increasing access and exposure to structural areas (e.g., English articles, gerunds and infinitives) via extra practice activities (e.g., publisher and internet links) in these needed areas.

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

#1: Increase the number of ESL 4 certificate recipients by 50% (from 12 to 18).

Progress: The number of ESL 4 certificate recipients decreased in 2021-22. One likely reason is fewer students during the pandemic. We will modify this goal and continue it in 2022-23.

#2: Increase ESL program enrollment by 50% (from 500 to 750).

Progress: ESL program enrollment remained at about 50% of pre-pandemic levels in 2021-22. Enrollment trends are up in Fall 2022, however, so we will revise and pursue this goal again in 2022-23..

#3: Improve instruction and interaction for online students in HyFlex and synchronous Zoom classes.

Progress: We realized that our request for document cameras for each ESL student was unrealistic. We also discovered that the pronunciation software we requested had significant flaws, so we did not purchase it. ESL instructors continued to refine their online instructional strategies, however, and students became more comfortable with learning online through experience and instructor support. We will revisit online student retention and success when more synchronous ESL courses are offered in Spring 2023.

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

Program /Area Goal #	Goal Supports which:				EMP Goal Primarily Supported:	Description of Goal	Steps to be taken to achieve goal?	Measure of Success (How would you know you’ve achieved your goal?)
	ILO	PLO	SLO	OO				

#1 Certificates	Career & Specialized Knowledge #2, #7, #8		All		EMP Goal #4	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"> ● Work with the Counseling department to continue promotion of the ESL High Intermediate (Level 4) certificate and the ESL Advanced (Level 5) certificate as bridges to transfer level English. 	Data next year
#2 Enrollment	#2, #7, #8				EMP Goal #1 & #4	Increase ESL program enrollment by 20% (from 500 to 600).	<ul style="list-style-type: none"> ● Work with AVC Marketing & Publicity to promote ESL courses throughout the Antelope Valley. ● Coordinate with AVC counselors, the Dreamers Center, and Puente program, and K-12 school families to expand outreach. 	Data next year
#3 Success	#2, #7, #8				EMP Goal #4	Increase student success rates in ESL to at least 63%.	<ul style="list-style-type: none"> ● Encourage tutoring, both face to face and online. ● Add an ESL faculty position in the Learning Center and refer students for individual assistance. ● Emphasize educational technology skills at all levels of instruction. 	Data next year

Part 4: Resource Requests that Support Program Needs (based on above analysis)

Fill out your resource request via Survey Monkey: https://www.surveymonkey.com/r/AVC_ProgramReviewFall2022

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

Program Review by [IERP](#)



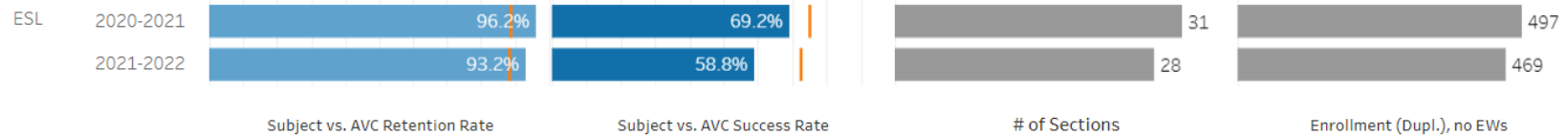
Program Review Data | S&R by Demographic Groups | Equity | With EW | Grade Distribution | PT/FT, FTES/FTEF | **FTEF | Annual FTEF* | Access | Success & Retentio >

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

Select Subject: ESL | Select Subject again: ESL | Select Program Major(s): High Intermediate ESL Cert (ESL1) | 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

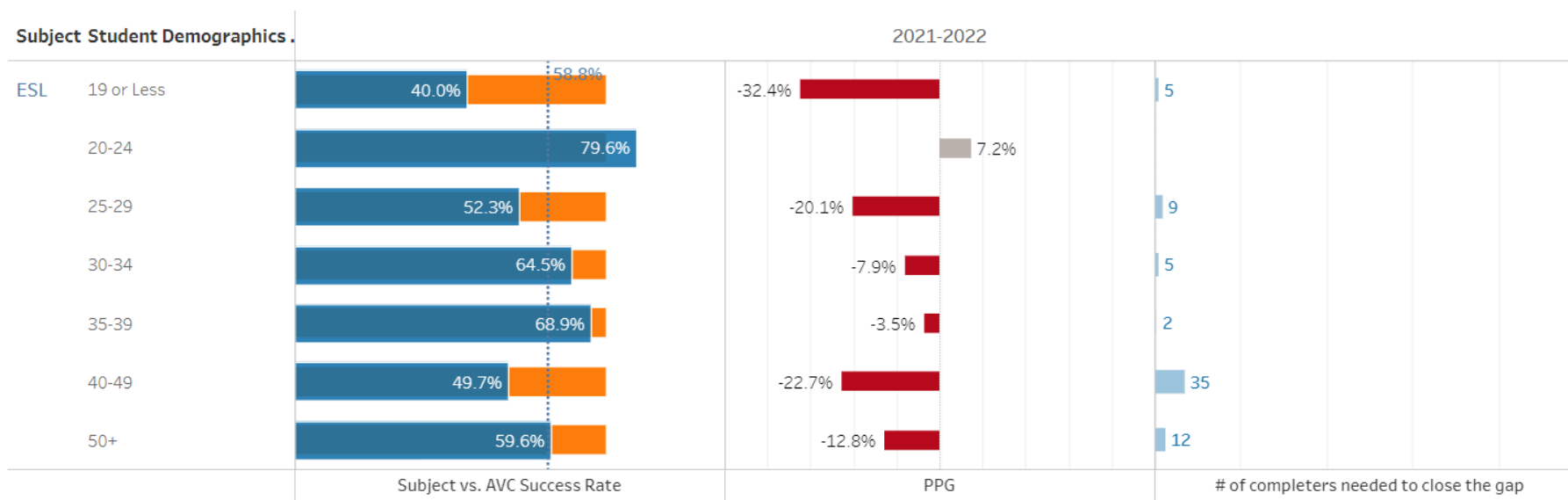
	Instr. Method	2020-2021	2021-2022
Number of Sections	Online		1
	Traditional	31	27
Enrollment	Online		135
	Traditional	497	334

Enrollment and Number of Sections by *Location* in ESL

	Location	2020-2021	2021-2022
Number of Sections	Lancaster	12	15
	Palmdale	19	13
Enrollment	Lancaster	215	167
	Palmdale	282	302

2021-2022 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. **ESL Annual SR (dotted line)**

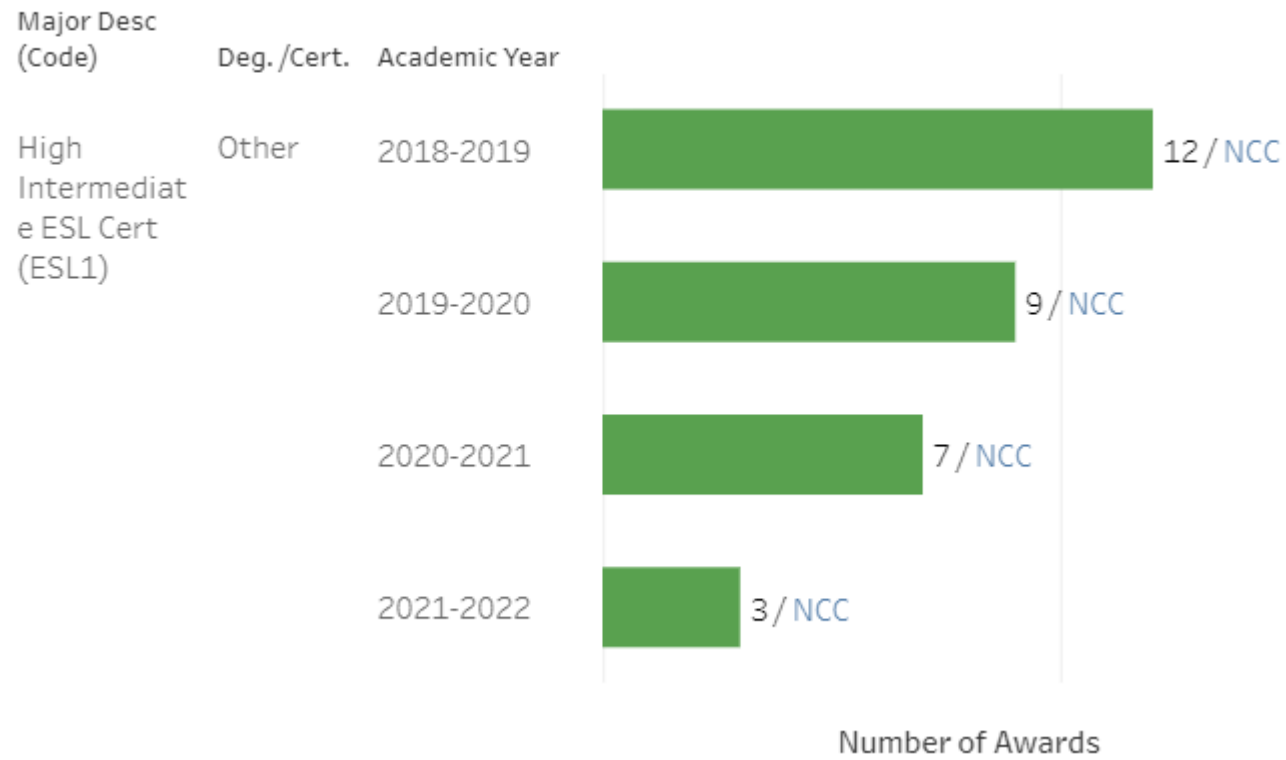


In 2021-2022, ESL's Success Rate was 58.8% vs. AVC's Annual rate of 72.4%

Overall Disproportionate Impact as percentage point gap was : -13.6%

In ESL, 469 was the enrollment count (duplicated headcount) (only shows if n > 10)

Number of Program Awards in High Intermediate ESL Cert (ESL1)





Fall 2022 Program Review Report

Division/Area Name: LACA / Deaf Studies & Interpreter Training	For Planning Years: 2023-2024
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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) focusing on equity 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:

Strengths and Accomplishments: (Guiding Question: What does your program/area do well, including capabilities and greatest accomplishments?)

Even throughout Covid we have held higher success and retention rates than the campus average.

Opportunities and Challenges: (Guiding Question: What does your program/area need to do better to support/improve student success?)

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.

Last year 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:

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.

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 11/10/2022 5:16:22 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.
<https://www.labormarketinfo.edd.ca.gov/commcolleges/>

Part 2C: Review and comment on progress toward past SLO/PLO/OO Analysis (fka Action Plans):

Given the volatility of Covid, measuring progress can be tricky. Thus, we feel the best way forward would be to maintain our current SLO/PLO/OO thresholds.

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. Our goal now is to regain the progress we made previously.

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

Program /Area Goal #	Goal Supports which:				EMP Goal Primarily Supported:	Description of Goal	Steps to be taken to achieve 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 4 th full time faculty for the Palmdale campus.	At least double current enrollments.
#3	Choose ILO				Choose an item.			

Part 4: Resource Requests that Support Program Needs (based on above analysis)

Fill out your resource request via Survey Monkey: https://www.surveymonkey.com/r/AVC_ProgramReviewFall2022

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

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

Select Subject
Multiple values

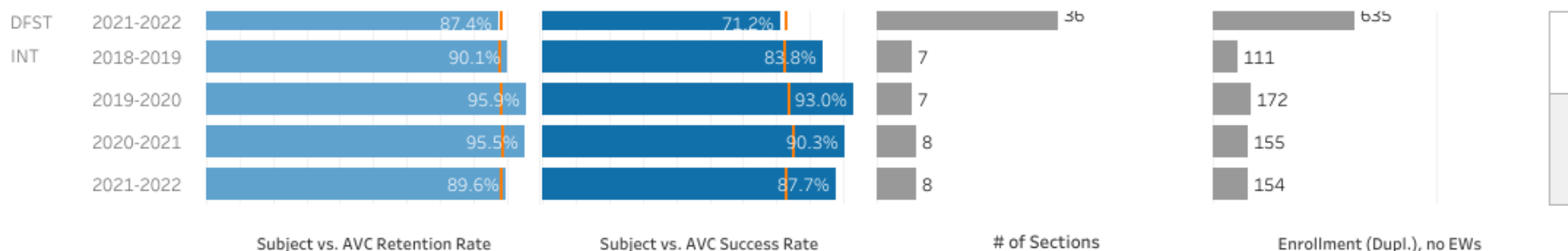
Select Subject **again**
Multiple values

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)



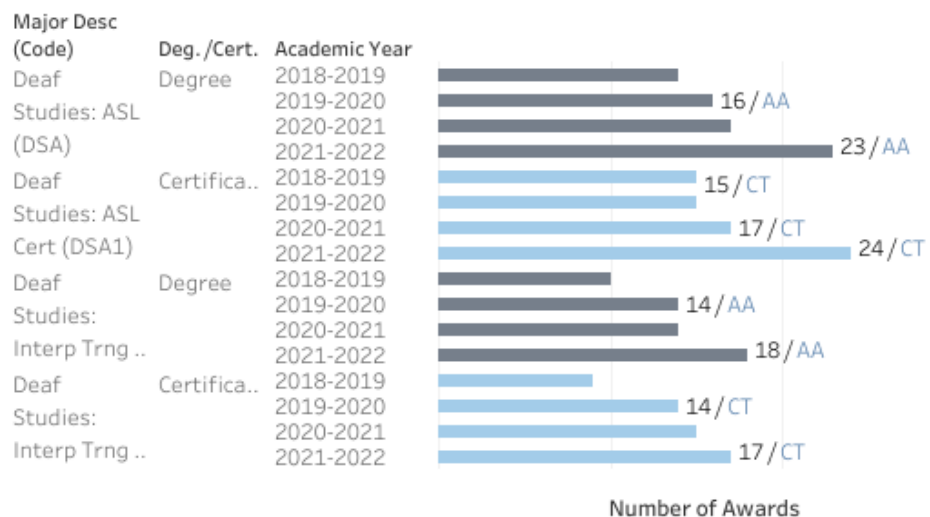
Enrollment and Number of Sections by **Modality** in All

	Instr. Method	2018-2019	2019-2020	2020-2021	2021-2022			
Number of Sections	Online				2			
	Other Indep Study	1						
	Traditional	57	6	55	7	46	8	36
Enrollment	Online				27			
	Other Indep Study	1						
	Traditional	###	110	###	173	892	155	635

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

	Location	2018-2019	2019-2020	2020-2021	2021-2022				
Number of Sections	Lancaster	39	7	38	7	32	8	25	6
	Lancaster [O..	3		3		2			
	Palmdale	15		14		12		11	2
Enrollment	Lancaster	787	111	775	173	598	155	398	127
	Lancaster [O..	69		67		43			
	Palmdale	311		280		251		237	27

Number of Program Awards in Deaf Studies: ASL (DSA), Deaf Studies: ASL Cert (DSA1), Deaf Studies: Interp Trng (DSI) and 1 more



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

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2018	Fall 2019	Fall 2020	Fall 2021
PT (Adjunct) FTEF	2.9	2.7	2.6	1.4	0.5	0.5	0.5	0.5
FT (Regular) FTEF	1.9	2.1	2.7	2.2	0.5	0.5	0.5	0.5
FT (Overload) FTEF	0.7	0.8		0.3	0.3		0.2	
TOTAL FTEF	5.5	5.7	5.3	3.9	1.3	1.0	1.2	1.0
PT/FT FTEF Ratio	1.5	1.3	1.0	0.6	1.2	1.2	1.0	1.2
FTES	79.5	75.9	59.9	40.9	13.6	13.9	14.6	13.6
FTES/FTEF Ratio	14.4	13.4	11.3	10.5	10.5	13.6	12.2	13.3
WSCH/FTEF Ratio	###	###	###	###	###	###	###	###

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

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

Select Subject
Multiple values

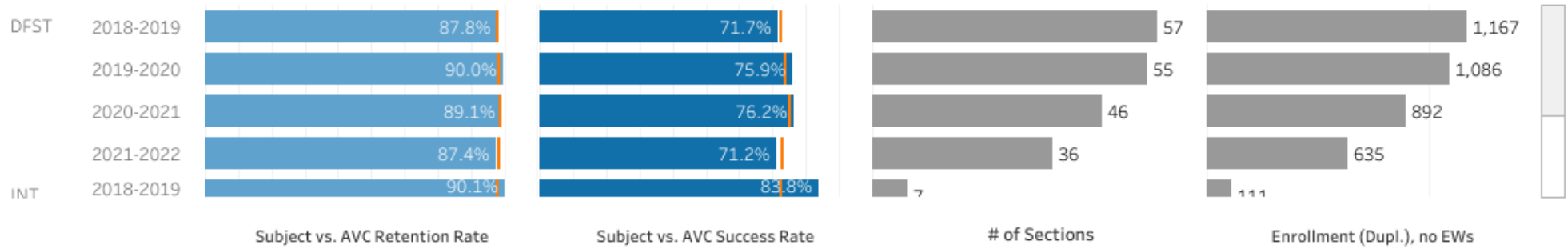
Select Subject **again**
Multiple values

Select Program Major(s)
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Academic Year
Multiple values



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



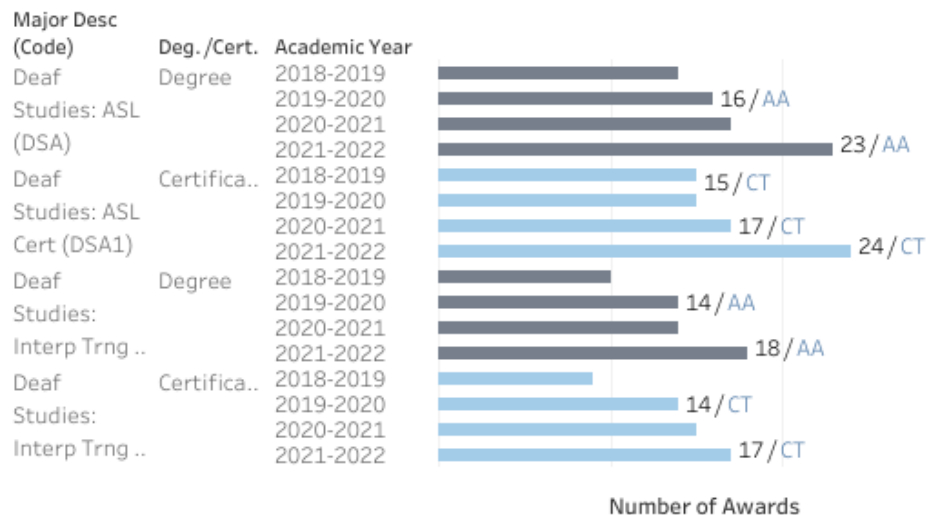
Enrollment and Number of Sections by **Modality** in All

	Instr. Method	2018-2019	2019-2020	2020-2021	2021-2022			
Number of Sections	Online				2			
	Other Indep Study	1						
	Traditional	57	6	55	7	46	8	36
Enrollment	Online				27			
	Other Indep Study	1						
	Traditional	###	110	###	173	892	155	635

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

	Location	2018-2019	2019-2020	2020-2021	2021-2022				
Number of Sections	Lancaster	39	7	38	7	32	8	25	6
	Lancaster [O..	3	3	2					
	Palmdale	15	14	12	11	2			
Enrollment	Lancaster	787	111	775	173	598	155	398	127
	Lancaster [O..	69	67	43					
	Palmdale	311	280	251	237	27			

Number of Program Awards in [Deaf Studies: ASL \(DSA\)](#), [Deaf Studies: ASL Cert \(DSA1\)](#), [Deaf Studies: Interp Trng \(DSI\)](#) and 1 more



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

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2018	Fall 2019	Fall 2020	Fall 2021
PT (Adjunct) FTEF	2.9	2.7	2.6	1.4	0.5	0.5	0.5	0.5
FT (Regular) FTEF	1.9	2.1	2.7	2.2	0.5	0.5	0.5	0.5
FT (Overload) FTEF	0.7	0.8		0.3	0.3		0.2	
TOTAL FTEF	5.5	5.7	5.3	3.9	1.3	1.0	1.2	1.0
PT/FT FTEF Ratio	1.5	1.3	1.0	0.6	1.2	1.2	1.0	1.2
FTES	79.5	75.9	59.9	40.9	13.6	13.9	14.6	13.6
FTES/FTEF Ratio	14.4	13.4	11.3	10.5	10.5	13.6	12.2	13.3
WSCH/FTEF Ratio	###	###	###	###	###	###	###	###

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

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Division/Area Name: Language and Communication Arts / Learning Center	For Planning Years: 2023-2024
Name of person leading this review: Wendy Rider & Jane Bowers	
Names of all participants in this review: Jane Bowers, Jasmine Garcia, Cherice Hall, Chaz Lemley, Wendy Rider	

Fall 2022 Program Review Report

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 \(retrieval instructions\)](#) focusing on equity 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:

Strengths and Accomplishments: (Guiding Question: What does your program/area do well, including capabilities and greatest accomplishments?)

1. Retention in LAC courses (20, 100, 200, 299) increased from 78.9% to 92.7%. Success rates also rose from 63.2% to 78%. These are our highest retention and success and rates in 3 years! We believe that our continued efforts to serve students along with the return to campus after the peak of the pandemic are likely factors in this improvement. Enrollment in these courses stayed roughly the same as 2021-22.
2. The quality of our tutor training is one of our greatest strengths. AVC peer tutors continue to receive regular training from both tutorial specialists and learning specialists (LC faculty). 7 tutors earned Level 1 Regular Tutor, 6 tutors earned Level 2 Advanced Tutor, and 1 tutor earned Level 3 Master Tutor CRLA certification in 2021-22. We went through the lengthy program recertification process in winter 2022 and received full certification for the next 4 years from the College Reading and Learning Association.
3. After documenting the need for more Learning Center faculty in our Program Review for multiple years, we were able to hire a new full time faculty member to replace the learning specialist who retired in December 2021. This will allow us to maintain our tutor training program and serve students in many other ways.
4. Our outreach efforts (combined with students returning to campus) are bringing many more students into the Learning Center. Compared to 1219 students served in 2020-21, we served a total of 5,350 students in 2021-22. An additional 5,488 students used the Learning Center for independent study. 2507 students were served by drop in or appointment based tutoring. 653 students attended faculty led workshops. Embedded tutors supported students in 98 courses in various subject areas (up from 91 in 2020-21). Supplemental Instruction leaders supported students in 57 courses, which is a significant decrease from 181 courses in 2020-21, but far more students participated in those sessions. In 2021-22, 1852 students attended SI sessions compared with only 303 students in 2020-21.

Opportunities and Challenges: (Guiding Question: What does your program/area need to do better to support/improve student success?)

1. One challenge we face in the Learning Center is collecting data to analyze student success. Institutional Research does not capture much of our work, so we have to design and maintain our own data collection processes.

- In 2021-22, Learning Center faculty did presentations and workshops in many classes, but we did not have a standard way to record the number of students served. We are remedying that with a spreadsheet for 2022-23.
- The Learning Center Workgroup discussed faculty and student surveys in 2021-22, but those surveys were not conducted for a variety of reasons. We will prioritize survey data in 2022-23.

2. Another challenge is low participation in faculty led workshops. Students who attend workshops often express appreciation for what they learn, but attendance remains small. We need to find more effective ways to promote our workshops. We hope that making instructional videos of frequently requested topics will increase student access (see Program Goal #3).

3. Moving the CRLA certification courses to a training based model (instead of college classes) has provided more opportunity for our tutors to enroll and certify without being limited by education plans or Job Placement policies. We are already seeing increased tutor participation in Summer and Fall 2022. We are also working to expand tutor training opportunities in various disciplines, such as Communications.

4. 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. Hiring a limited number of professional 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).

5. Moving Math Study Strategies (LAC 22) and Managing Math Anxiety (LAC 23) from the Math department to Academic Development starting in Fall 2022 will give us more control over those courses. We are working on developing synchronous online options and increasing enrollment.

6. While we were very glad to hire one full time faculty member at the end of Summer 2022, we need a second full time Learning Center faculty member to share the responsibility for training the tutors, developing curriculum and programs, teaching workshops and LAC courses, providing classroom presentations, and meeting with students individually. The workload is not sustainable for one person. An additional position would allow the Learning Center to serve students more fully and develop new programs and initiatives (see Program Goal #1)

7. As documented for years, staffing the Learning Center at the Palmdale campus remains a significant challenge. Currently, faculty spend less than 10 hours a week in the Learning Center at Palmdale. Without supervision, we cannot schedule tutors to work in Palmdale. Without dedicated classified staff or desk assistants there, we were not able to track the number of students served in 2021-22. Furthermore, we recently discovered that the computers in the Palmdale Learning Center have no cameras or headphones, so students cannot use those computers to access our online tutoring services. Observationally, student demand for learning assistance is very low in Palmdale, but we hope that will change with the return to campus post-pandemic plus the new SOAR High School campus adjacent to the Palmdale Center. Either way, we are not meeting our obligation to provide equivalent services in Palmdale.

Aspirations: (Guiding Questions: What does your program/area want to be known for? What is a desired future?)

- Outstanding learning assistance to students that nurtures a culture of proactive academic and personal growth at AVC
- Strong Supplemental Instruction and embedded tutoring support in many classes across campus
- CRLA certified tutors supported by ongoing training and mentoring at all levels

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

Insert Advisory Committee Recommendations here

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

Part 2C: Review and comment on progress toward past SLO/PLO/OO Analysis (fka Action Plans):

For LAC 20, our 2021-22 SLO Outcomes Analysis focused on SLO #1: The student will identify learning style preferences and instructional resources that aid his/her ability to control writing. We planned to revise the LAC 20 self-assessment exit survey with a list of instructional resources to help students evaluate their progress more accurately.

Progress: We did revise the self assessment survey, but no SLO data was submitted for LAC 20 last year, so unfortunately, we cannot analyze the progress. We will have better data for the 2023 Program Review cycle.

For LAC 100, our 2021-22 Outcomes Analysis focused on SLO #4: Students will select communication strategies to aid tutees' special needs, to check for understanding of the subject content and process, and to problem solve within the context of an individual or group tutorial. In 2020-21, our success rate for this SLO was 93%. We planned to provide more support for students by implementing conferences with the instructor about communication strategies in their role play drafts prior to the final tutor scenario role play performance at which this SLO is primarily assessed. We also planned to revise the LAC 100 SLOs, modifying them from four to two.

Progress: Both of these things were done. Our LAC 100 SLO success rate in 2021-22 was 100%.

*Note: now that the tutor training is no longer conducted through college courses, we will not be able to assess SLOs, but Learning Center faculty and tutorial specialists will continue to monitor and evaluate student success with formal and informal observations, Canvas assignments, and surveys.

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

Goal #1: To serve more students effectively, recruit and hire qualified faculty learning specialists in English, Math, Reading, and ESL. Consider current AVC faculty who may fulfill part of their load in the Learning Center.

Progress: This goal was partially met. We were able to recruit a part time Math learning specialist and a part time Writing learning specialist in Spring 2022. The full time Learning Center faculty position was developed, posted, and eventually filled at the beginning of Fall 2022. We are still working on an ESL learning specialist.

Goal #2: To diversify and strengthen our tutoring staff, hire some short term hourly professionals from among our advanced tutors and CSU students.

Progress: We were not able to hire any professional tutors because of complications with HR and Job Placement. We will re-examine our goal and continue our efforts in 2022-23.

Goal #3: To serve more students effectively, update and improve our Supplemental Instruction program.

Progress: This goal was met successfully. Tutorial specialists and LC faculty did attend SI conferences and training in 2021-22. Although it is still a work in progress, we have improved SI leader training in the past year. More SI leaders have earned CRLA Level 1 certification (or higher), and many more students have been served through SI sessions (see Part 2A). After investigating the University of Missouri-Kansas City accreditation program, we decided not to pursue it because it does not quite fit the way we use supplemental instruction at AVC. UMKC accreditation would also cost a significant amount and require an unreasonable time commitment from our peer tutors.

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

Program /Area Goal #	Goal Supports which:				EMP Goal Primarily Supported:	Description of Goal	Steps to be taken to achieve goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				

#1 Faculty	ILO #4: Career and Specialized Knowledge				EMP Goals # 2 and #3	To serve more students in both Lancaster and Palmdale, hire a second full time learning center faculty member. Recruit and hire a qualified adjunct learning specialist in ESL.	<ul style="list-style-type: none"> ● Advocate for a full time Learning Center faculty position in the Fall 2022 faculty prioritization process. Pursue hiring steps with HR (resource request). ● Recruit adjunct ESL instructor(s) to work as Learning Center faculty by Spring 2023. 	Faculty will be hired and working between Spring and Fall 2023.
#2 Staff	ILO # 1, #2, and #4				EMP Goals #2 and #3	To diversify and strengthen our tutoring staff, hire some professional tutors from among our advanced tutors and CSU students. Hire classified staff and tutors for the Palmdale campus.	<ul style="list-style-type: none"> ● Discuss positions with dean and HR. ● Hire a classified staff member to supervise Learning Center operations in Palmdale (resource request). ● Encourage local education majors at CSU Bakersfield and AVC graduates with advanced CRLA certification to apply for professional tutor positions. ● Continue to prioritize current AVC students as peer tutors. 	Classified staff and professional tutors will be hired and working between Spring and Fall 2023. We will track student success data to evaluate the efficacy of professional tutors.
#3 Instructional Resources	ILO #1, #2, and #4				EMP Goals #2 & #3	To use resources more efficiently and increase student access to learning support, tutors, faculty, and staff will make instructional videos on frequently requested topics.	<ul style="list-style-type: none"> ● Purchase video equipment for LC use (resource request). ● Obtain technical support from ITS and experienced faculty or staff. 	Videos will be recorded, captioned, and ready to use by students and faculty on the Learning Center website or YouTube channel by the end of Summer 2023.

							<ul style="list-style-type: none">● Train tutors and assign them the video project.● Edit and curate the video collection.	
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Part 4: Resource Requests that Support Program Needs (based on above analysis)
Fill out your resource request via Survey Monkey: https://www.surveymonkey.com/r/AVC_ProgramReviewFall2022

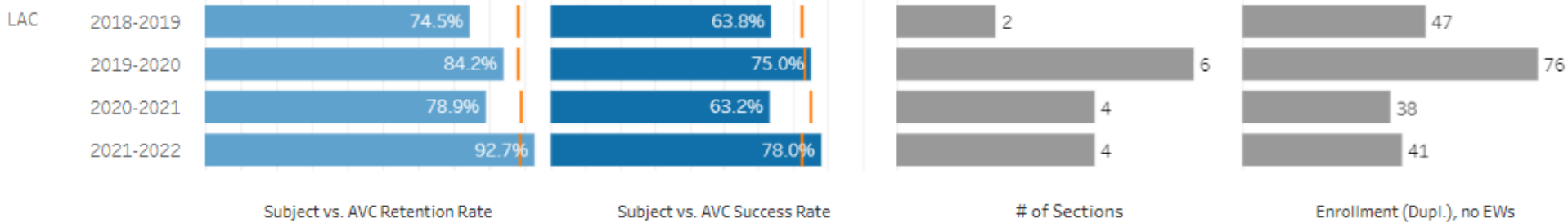
Part 5: Insert your Program Review Data here, as well as any other supporting data. (See Part 2A above).

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	2018-2019	2019-2020	2020-2021	2021-2022
Number of Sections	Online		1		1
	Traditional	2	5	4	3
Enrollment	Online		13		21
	Traditional	47	65	38	20

Enrollment and Number of Sections by *Location* in LAC

	Location	2018-2019	2019-2020	2020-2021	2021-2022
Number of Sections	Lancaster	2	6	4	4
	Palmdale				0
Enrollment	Lancaster	47	78	38	30
	Palmdale				11

Number of Program Awards in None

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

	Fall 2018	Fall 2019	Fall 2020	Fall 2021
PT (Adjunct) FTEF		0.1	0.1	0.1
FT (Regular) FTEF		0.2		0.2
FT (Overload) FTEF	0.1			
TOTAL FTEF	0.1	0.3	0.1	0.3
PT/FT FTEF Ratio		0.3		0.7
FTES	0.7	1.4	0.7	0.7
FTES/FTEF Ratio	11.1	5.4	7.0	2.2
WSCH/FTEF Ratio	333.0	160.9	210.0	65.7

- Total number of students served in the 2021-22 academic year (Fall 2021, Spring 2022, Summer 2022)

Term	Students Served
Fall 2021	2187+1499(Independent Study) = 3686
Spring 2022	2377+3275(Independent Study) = 5652
Summer 2022	786 +714(Independent Study) = 1500

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

Term	Academic Skills /SSBI	Math	Writing
Fall 2021	34	137	46
Spring 2022	47	194	72
Summer 2022	12	82	29

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

Term	Drop-in	Appointments
Fall 2021	913	121
Spring 2022	973	165
Summer 2022	296	39

- # of classes with embedded tutors + subject areas

Term	Tutors & Subjects
Fall 2021	18 Embedded Tutors with 63 Supported Courses (Eng 100A & 101, Bio 101, Comm 101&115, ESL 019,15CE,020,023 & CIS 101,111,113,161, & NF 100&150)
Spring 2022	17 Embedded Tutors with 31 Supported Courses (Eng101 & 103, CIS101 & 123, Comm101 &115, Art102, Span201, ASTR101)
Summer 2022	4 Embedded Tutors with 4 supported courses (English 101 & 103, Spanish101)

- # of classes with SI leaders + subject areas

Term	SI Leaders and Subjects
Fall 2021	9 SI Leaders with 17 Supported Courses SI Session Attendance - 765 (Math 115,135,140 &150, Chem110 & 210, Poli. Sci. 101 & Bio 201& Spanish 101)
Spring 2022	14 SI Leaders - 27 Supported Courses SI Session Attendance - 775 (Math115 & 150 & 220 & 148, Bio101 & 201, Chem110 & 210, Phys110, PolS101, Phil110)
Summer 2022	13 SI Leaders - 13 Supported Courses SI Session Attendance - 312 (Math 150,160, Chem110, Biol101,201,202)

Division/Area Name: Chinese	For Planning Years: 2023-2024
Name of person leading this review: Cole Wolf	
Names of all participants in this review: Cole Wolf	

Fall 2022 Program Review Report

Part 1. Program Overview: Briefly describe how the program contributes to the district <u>mission</u>
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.

Part 2A: Analyze the <u>program review data (retrieval instructions)</u> focusing on equity 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:

Strengths and Accomplishments: (Guiding Question: What does your program/area do well, including capabilities and greatest accomplishments?)
Our Chinese program is relatively new. Covid has had an adverse impact on our Chinese courses. One of the highlights of our program is that it helps students to acquire basic skills of Chinese ways of life as well as Chinese history.

Opportunities and Challenges: (Guiding Question: What does your program/area need to do better to support/improve student success?)
--

Currently, one class of Chinese 101 is offered in the spring semester only. Hence the Chinese program is not consistent. Hopefully, at least, one class in Chinese 101 is offered every semester, and one class in Chinese 102 is offered every year. Unfortunately, we currently only have one adjunct faculty member in Chinese who can only teach one course and only in the Spring. The single largest challenge to our program is our lack of faculty to teach our courses. We have only had one adjunct faculty who has been out for the last tow semesters the course would have been offered due to health concerns.
Opportunities: China is the largest trade partner of the USA. Students who are fluent in Chinese possess will definitely have an advantage to get 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: (Guiding Questions: What does your program/area want to be known for? What is a desired future?)
--

We want to be able to consistently offer CHIN 101 courses so that we can begin to offer CHIN 102.

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

Insert Advisory Committee Recommendations here
--

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

Part 2C: Review and comment on progress toward past SLO/PLO/OO Analysis (fka Action Plans):
--

No progress made in the last year. The course was not able to be offered due to lack of faculty.
--

Part 2D: Review and comment on progress towards past program review 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:				EMP Goal Primarily Supported:	Description of Goal	Steps to be taken to achieve goal?	Measure of Success (How would you know you've achieved your goal?)
	<u>ILO</u>	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 full-time faculty and only 1 adjunct faculty who is retired and can only teach one course per semester.	When we are able to consistently offer CHIN 101.
#2	Choose ILO				Choose an item.			
#3	Choose ILO				Choose an item.			

Part 4: Resource Requests that Support Program Needs (based on above analysis)

Fill out your resource request via Survey Monkey: https://www.surveymonkey.com/r/AVC_ProgramReviewFall2022

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

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

Select Subject
CHIN

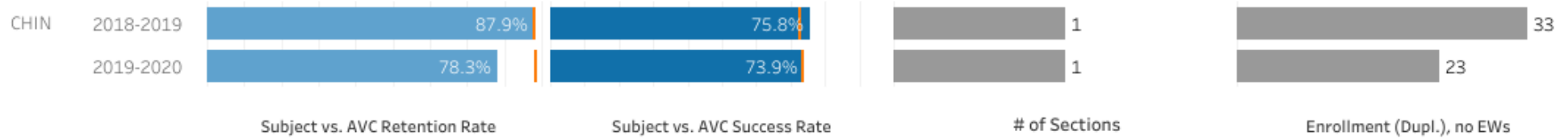
Select Subject *again*
CHIN

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	2018-2019	2019-2020
Number of Sections	Traditional	1	1
Enrollment	Traditional	33	24

Enrollment and Number of Sections by *Location* in CHIN

	Location	2018-2019	2019-2020
Number of Sections	Lancaster	1	1
Enrollment	Lancaster	33	24

Number of Program Awards in None

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

	Fall 2018	Fall 2019	Fall 2020	Fall 2021
FT (Regular) FTEF				
TOTAL FTEF		0	0	0

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

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

Division/Area Name: French	For Planning Years: 2023-2024
Name of person leading this review: Cole Wolf	
Names of all participants in this review: Cole Wolf	

Fall 2022 Program Review Report

Part 1. Program Overview: Briefly describe how the program contributes to the district <u>mission</u>
<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 (retrieval instructions)</u> focusing on equity 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:
Strengths and Accomplishments: (Guiding Question: What does your program/area do well, including capabilities and greatest accomplishments?)
We have been approved to hire a full time faculty member and hope to do so this Spring.
Opportunities and Challenges: (Guiding Question: What does your program/area need to do better to support/improve student success?)
<p>None. This has been a tough year for French. We lost our last remaining Full-time faculty 2 years ago as well as the rest of our adjuncts. We currently have no faculty and are offering no courses.</p> <p>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>

Aspirations: (Guiding Questions: What does your program/area want to be known for? What is a desired future?)
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 SLO/PLO/OO Analysis (fka Action Plans):
N/A no courses in FREN were able to be offered.

Part 2D: Review and comment on progress towards past program review goals:
We are in the process of hiring a Full time Faculty member in French. Doing so will allow us to make progress toward our goal of increasing course offerings.

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

Program /Area Goal #	Goal Supports which:				EMP Goal Primarily Supported:	Description of Goal	Steps to be taken to achieve 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 the number of sections of French 101 and bring it back to previous levels of 4 French 101 courses per semester.	Hire minimum of 2 full-time faculty.	When we are able to offer courses that students enroll in, we will have met this goal.

Part 4: Resource Requests that Support Program Needs (based on above analysis)

Fill out your resource request via Survey Monkey: https://www.surveymonkey.com/r/AVC_ProgramReviewFall2022

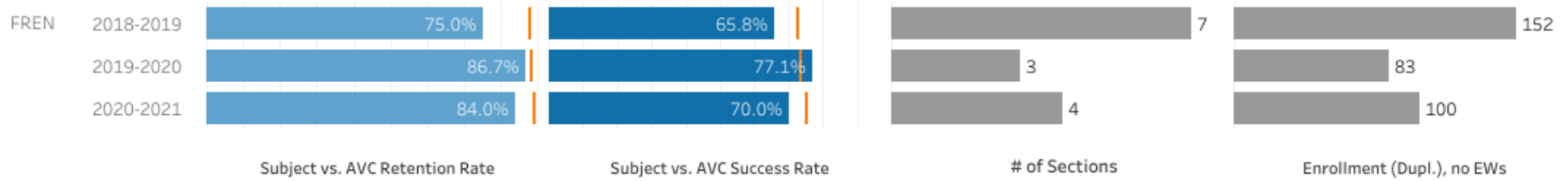
Part 5: Insert your Program Review Data here, as well as any other supporting data. (See Part 2A above).

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

Select Subject FREN	Select Subject again FREN	Select Program Major(s) None	Academic Year Multiple values
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Retention, Success, Number of Sections, & Enrollment in FREN (Total AVC rates are shown as | hover over to see data)



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

	Instr. Method	2018-2019	2019-2020	2020-2021
Number of Sections	Traditional	7	3	4
Enrollment	Traditional	152	84	100

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

	Location	2018-2019	2019-2020	2020-2021
Number of Sections	Lancaster	7	3	4
Enrollment	Lancaster	152	84	100

Number of Program Awards in None

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

	Fall 2018	Fall 2019	Fall 2020	Fall 2021
PT (Adjunct) FTEF	1.3	0.3	0.7	
FT (Regular) FTEF				
TOTAL FTEF	1.3	0.3	0.7	0.0
FTES	14.6	5.1	8.9	
FTES/FTEF Ratio	11.0	15.2	12.8	
WSCH/FTEF Ratio	329.4	454.5	382.7	

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

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

Division/Area Name: LACA/ German	For Planning Years: 2023-2024
Name of person leading this review: Cole Wolf	
Names of all participants in this review: Cole Wolf	

Fall 2022 Program Review Report

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

Part 2A: Analyze the program review data (retrieval instructions) focusing on equity 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:
Strengths and Accomplishments: (Guiding Question: What does your program/area do well, including capabilities and greatest accomplishments?)
Covid had an adverse impact on enrollment. Then Liette, our last Full-time faculty in German passed away. Without her we have struggled to maintain the program. We currently are down to two adjunct faculty, and one of them will no longer be available after this Fall. We at least have 3 classes offered.
Opportunities and Challenges: (Guiding Question: What does your program/area need to do better to support/improve student success?)
Lack of Full time faculty
Aspirations: (Guiding Questions: What does your program/area want to be known for? What is a desired future?)
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
Most of our students transfer to a 4 year college and need our German courses to fulfill the foreign language or humanities courses requirements. Some of our students major in German and continue their studies at CSU Long Beach or other liberal arts colleges.
N/A
Part 2C: Review and comment on progress toward past SLO/PLO/OO Analysis (fka Action Plans):
SLO data shows that we are meeting our goals. We are holding steady here for a year to adjust to the return to campus.
Part 2D: Review and comment on progress towards past program review goals:
We have made no progress. Last November we were able to get off the Faculty Prioritization List (#6) but the president removed us from the list to give the hire to another area.

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

Program /Area Goal #	Goal Supports which:				EMP Goal Primarily Supported:	Description of Goal	Steps to be taken to achieve 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	#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.

Part 4: Resource Requests that Support Program Needs (based on above analysis)

Fill out your resource request via Survey Monkey: https://www.surveymonkey.com/r/AVC_ProgramReviewFall2022

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

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

Select Subject
GER

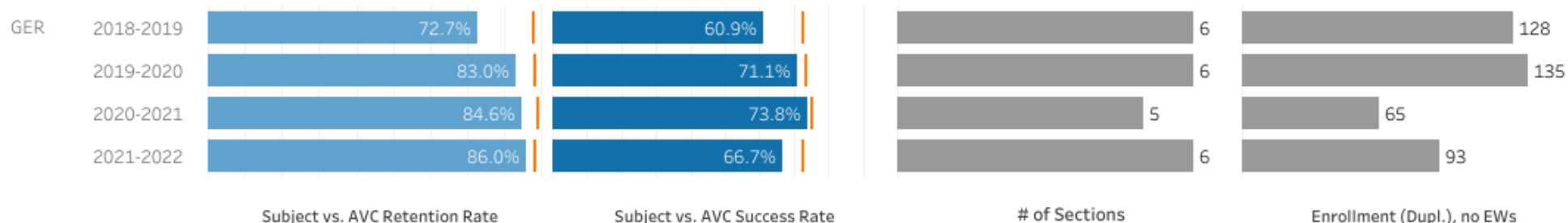
Select Subject *again*
GER

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	2018-2019	2019-2020	2020-2021	2021-2022
Number of Sections	Online				4
	Traditional	6	6	5	2
Enrollment	Online				80
	Traditional	128	138	65	14

Enrollment and Number of Sections by *Location* in GER

	Location	2018-2019	2019-2020	2020-2021	2021-2022
Number of Sections	Lancaster	6	6	5	2
	Palmdale				4
Enrollment	Lancaster	128	138	65	14
	Palmdale				80

Number of Program Awards in None

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

	Fall 2018	Fall 2019	Fall 2020	Fall 2021
PT (Adjunct) FTEF	1.0	0.7	0.7	1.0
FT (Regular) FTEF	0.3	0.3		
TOTAL FTEF	1.3	1.0	0.7	1.0
PT/FT FTEF Ratio	3.8	2.0		
FTES	13.7	12.1	4.0	7.6
FTES/FTEF Ratio	10.8	12.1	5.7	7.6
WSCH/FTEF Ratio	324.0	363.9	170.6	227.4

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

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

Division/Area Name: LACA/ Latin	For Planning Years: 2023-2024
Name of person leading this review: Cole Wolf	
Names of all participants in this review: Cole Wolf	

Fall 2022 Program Review Report

Part 1. Program Overview: Briefly describe how the program contributes to the district <u>mission</u>
<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 (retrieval instructions)</u> focusing on equity 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:
Strengths and Accomplishments: (Guiding Question: What does your program/area do well, including capabilities and greatest accomplishments?)
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: (Guiding Question: What does your program/area need to do better to support/improve student success?)
<p>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.</p>

Aspirations: (Guiding Questions: What does your program/area want to be known for? What is a desired future?)
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 SLO/PLO/OO Analysis (fka Action 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]

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

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

Program /Area Goal #	Goal Supports which:				EMP Goal Primarily Supported:	Description of Goal	Steps to be taken to achieve 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	#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.

Part 4: Resource Requests that Support Program Needs (based on above analysis)

Fill out your resource request via Survey Monkey: https://www.surveymonkey.com/r/AVC_ProgramReviewFall2022

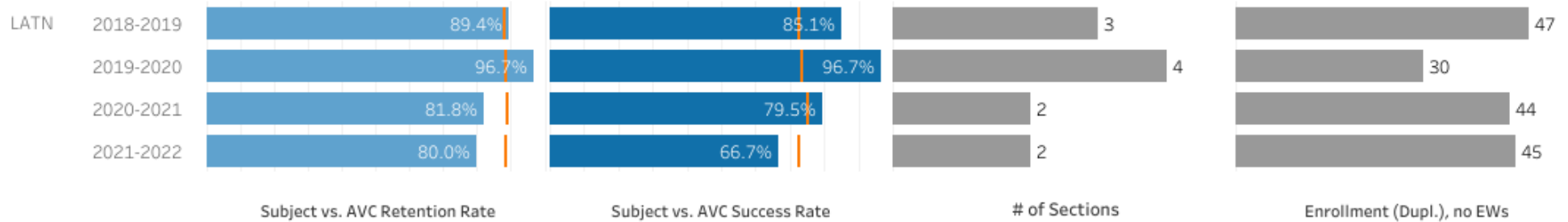
Part 5: Insert your Program Review Data here, as well as any other supporting data. (See Part 2A above).

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

Select Subject LATN Select Subject again LATN Select Program Major(s) None Academic Year Multiple values



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



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

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

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

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

Number of Program Awards in **None**

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

	Fall 2018	Fall 2019	Fall 2020	Fall 2021
PT (Adjunct) FTEF	0.3	0.3	0.3	0.3
FT (Regular) FTEF				
TOTAL FTEF	0.3	0.3	0.3	0.3
FTES	4.9	2.0	5.1	3.5
FTES/FTEF Ratio	14.6	6.0	16.8	10.4
WSCH/FTEF Ratio	439.2	180.9	505.0	312.3

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

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

Division/Area Name: Spanish Program	For Planning Years: 2023-2024
Name of person leading this review: Dr. Ariel Zatarain Tumbaga	
Names of all participants in this review: Dr. Ariel Zatarain Tumbaga	

Fall 2022 Program Review Report

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

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.

Part 2A: Analyze the program review data (retrieval instructions) focusing on equity 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:

Strengths and Accomplishments: (Guiding Question: What does your program/area do well, including capabilities and greatest accomplishments?)

In the 2021-2022 academic year, the Spanish Program reported a success rate of 81.4%, impressively higher than the AVC campus success rate of 72.4%, and only a .4% dip from the previous year's 81.8% success rate, which was a jump from the 2019-2020's rate of 80.9%. Considering the continuing negative impact of the global COVID-19 pandemic on enrollment, the Spanish Program remains notably strong.

The Spanish AA(T) award rate sustained at 9 awardees in the 2021-2022 academic year, which, though it was a drop from the previous two years, is nonetheless above the 2017-2018 and 2018-2019 academic years.

Spanish Program instructors again trained, became proficient, and successfully taught all levels of Spanish language courses in the Hyflex and fully Online modalities.

Opportunities and Challenges: (Guiding Question: What does your program/area need to do better to support/improve student success?)

The Spanish program needs a team of three instructors dedicated to a language pedagogical plan and to providing the campus with expertise in Central American, Afro-Latin American, and indigenous cultures and histories. AVC is a Hispanic Serving Institution with a Latinx student body of approximately 60%. We feel that students' success and retention is in part contingent on their identification with AVC as an academic home, rather than a necessary hurdle to achieving better quality of life (i.e. salary, career, social mobility, etc.). Currently, one full-time instructor teaches a range of language classes, provides institutional service, attends cultural planning meetings led by the Associate Dean of Student Life, and contributes to multiple FPD and student cultural activities every year.

A team of Spanish instructors will offer a collaborative and concerted program of instruction dedicated solely to serving AVC student success & retention. For example, the team will troubleshoot persistent challenges like its low African American student retention (80.3%) & success (65.6%) rates, which are annually below the AVC rates, as well as the high presence of fluent Spanish speakers in basic language courses like SPAN 101 & SPAN 102. The latter challenge affects general retention because Spanish learners are often intimidated and/or discouraged by their fluent counterparts who often take basic classes in search of an “easy A.”

A team of Spanish instructors will also offer AVC an expert in Central American & Central American diaspora culture and history. This instructor will not only contribute to the program’s cultural side of instruction, but will also expand AVC’s FPD & cultural event offerings, which will promote greater faculty understanding of their students and will make students feel welcome in the campus.

AVC should also hire an expert in Spanish interpretation & translation to complement the existing ASL interpretation & translation certificate program. We have taken some initial steps toward establishing such a certificate program. Conversations with translation/interpretation experts reveal a need for qualified Spanish language interpreters and translators in the Antelope Valley and the EDD reports a increasing job openings in these fields.

As Americans continue to study Spanish and communities implement more bilingual/dual immersion schools, there will be opportunities for students to continue Spanish studies upon transfer and pursue an MA or Credential in Spanish Teaching. California Community Colleges, for example, offer competitive salary & benefit career opportunities for potential instructors. Furthermore, the California Department of Education *Global California 2030 Report* sets a goal for “half of all K-12 students to participate in programs leading to proficiency in two or more languages,” and for that number to climb to three out of four by 2040.

Aspirations: (Guiding Questions: What does your program/area want to be known for? What is a desired future?)

The AVC Spanish Program will be a source of Latin American & Latinx language and cultural knowledge for AVC’s 60% Latinx student body, as well as for all students, and its faculty. The AVC Spanish instructional team will efficiently push fluent Spanish Speakers through appropriate Heritage Speaker courses while improving student retention in basic Spanish learner classes. 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

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

Part 2C: Review and comment on progress toward past SLO/PLO/OO Analysis (fka Action Plans):

- The Spanish AA(T) conferral number continued to dip due to COVID-19 pandemic era enrollment. However, the program could return to higher awardees with greater campus commitment to the degree by hiring 2 more instructors.

- We still continue to struggle with the enrollment of Heritage Speaker and Language Learner students into their respective tracks. However, SPAN 110SS SPAN for Heritage Speakers showed a return to pre-pandemic enrollment. While our Hispanic student success grew slightly to 84.4%, it remains significantly above the AVC campus 72.4% average.

- The Spanish program continues to consider the implementation of a Spanish Translation and Interpretation Degree and Certificate. While the infrastructure may already exist in the form of the ASL Program and a curricula has been established, an instructor has yet to be assigned.

- The program saw a serious drop in African American student success by 4.9% from the previous year and remains below the program and AVC average. This may be a continuing effect of COVID-19 pandemic effects on our African American students. Meanwhile, the Latinx student retention & success rates, 93.5 % and 84.4% respectively in 2021-2022 showed positive gains from the previous year.

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

Student Success & Retention: Overall Student Success rate has dropped from 81.8% in 2020-2021 to 81.4% in 2021-2022, with slight growth in SPAN 110SS, SPAN 202, and SPAN 203. However, the Student Retention rate slightly improved from the previous year from 91% to 91.3% in 2021-2022.

Program Success: AVC does not express interest in hiring full-time Spanish Instructors despite the college’s status as a Hispanic Serving Institution and the positive impact on academics and campus culture. However, the program’s current full-time Instructor made connections with First Year Experience and the Puente program and frequently collaborates with the Associate Dean of Student Life for a limited range of events.

Program Growth: Work on a Spanish Interpretation & Translation program did not advance last year.

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

Program /Area Goal #	Goal Supports which:				EMP Goal Primarily Supported:	Description of Goal	Steps to be taken to achieve 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.	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 create a Spanish Translation and Interpretation Degree and Certificate. One full-time Spanish instructor should be an expert in Central American culture to service students and faculty with specialized knowledge during	Student retention will increase due to greater offerings in Latinx, Mexican, and Central 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 (e.g. Para la Gente Festival, Día de los Muertos events, Chicano Moratorium, Dolores Huerta film night, Latin American indigeneity discussions).

						<p>instruction and in AVCs HSI-related cultural activities.</p> <p>One full-time instructor currently handles basic administration of the program (i.e. teaching materials, adjunct training, Credit by Examination, Prerequisite Course Challenges, Adjunct Instructor Observations & Evaluations, textbook requisitions).</p>	
#2	ILO #1, #4				Goal 5: Align instructional programs to the skills identified by the labor market	<p>Create and implement a degree and/or certificate in the fields of translation and interpretation, servicing the Spanish speaking Latinx community.</p>	<p>In collaboration with the Dean and Chair's offices, the Spanish Interpretation and Translation program's basic design is nearly complete and in the coming years will require its staffing, implementation, and administration by a dedicated full-time Spanish Instructor.</p> <p>A full-time expert in Spanish translation & interpretation will offer coursework in a successful translation & interpretation certificate program.</p>

Part 4: Resource Requests that Support Program Needs (based on above analysis)
 Fill out your resource request via Survey Monkey: https://www.surveymonkey.com/r/AVC_ProgramReviewFall2022

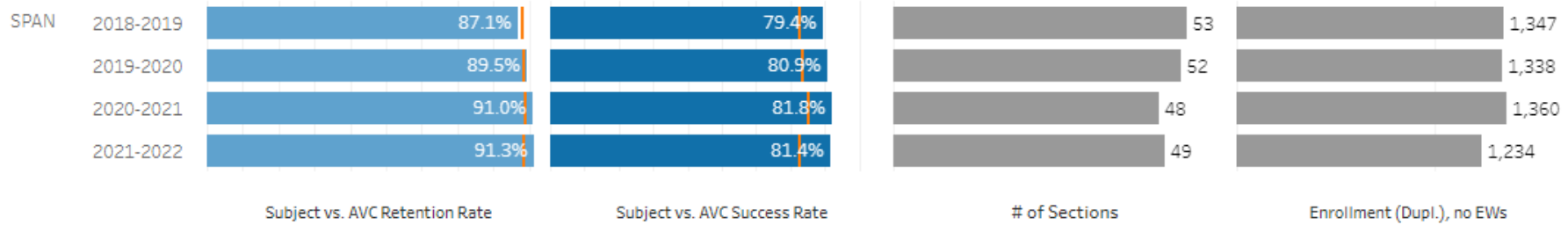
Part 5: Insert your Program Review Data here, as well as any other supporting data. (See Part 2A above).

Please Select Subject area (twice) 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 | hover over to see data)



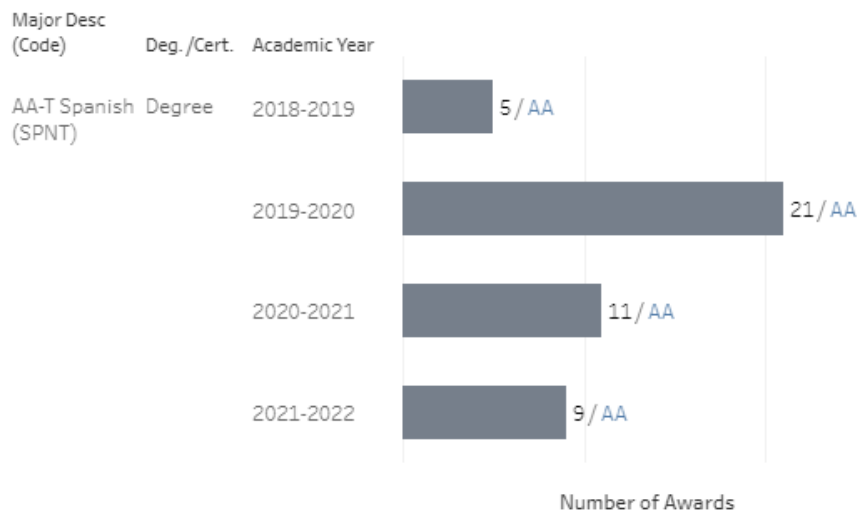
Enrollment and Number of Sections by Modality in SPAN

	Instr. Method	2018-2019	2019-2020	2020-2021	2021-2022
Number of Sections	Online	4	4	7	9
	Other Indep Study	1	1		1
	Traditional	48	47	41	39
Enrollment	Online	96	134	184	644
	Other Indep Study	1	2		1
	Traditional	1,251	1,228	1,176	589

Enrollment and Number of Sections by Location in SPAN

	Location	2018-2019	2019-2020	2020-2021	2021-2022
Number of Sections	Lancaster	35	38	33	34
	Lancaster [O..	3	2	2	
	Palmdale	15	12	13	15
Enrollment	Lancaster	904	985	938	509
	Lancaster [O..	51	37	50	
	Palmdale	393	342	372	725

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



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

	Fall 2018	Fall 2019	Fall 2020	Fall 2021
PT (Adjunct) FTEF	6.3	6.3	6.0	6.0
FT (Regular) FTEF	1.0	1.0	1.0	1.0
TOTAL FTEF	7.3	7.3	7.0	7.0
PT/FT FTEF Ratio	6.3	6.3	6.0	6.0
FTES	96.8	104.7	105.7	90.2
FTES/FTEF Ratio	13.2	14.3	15.1	12.9
WSCH/FTEF Ratio	396.1	428.3	453.0	386.7

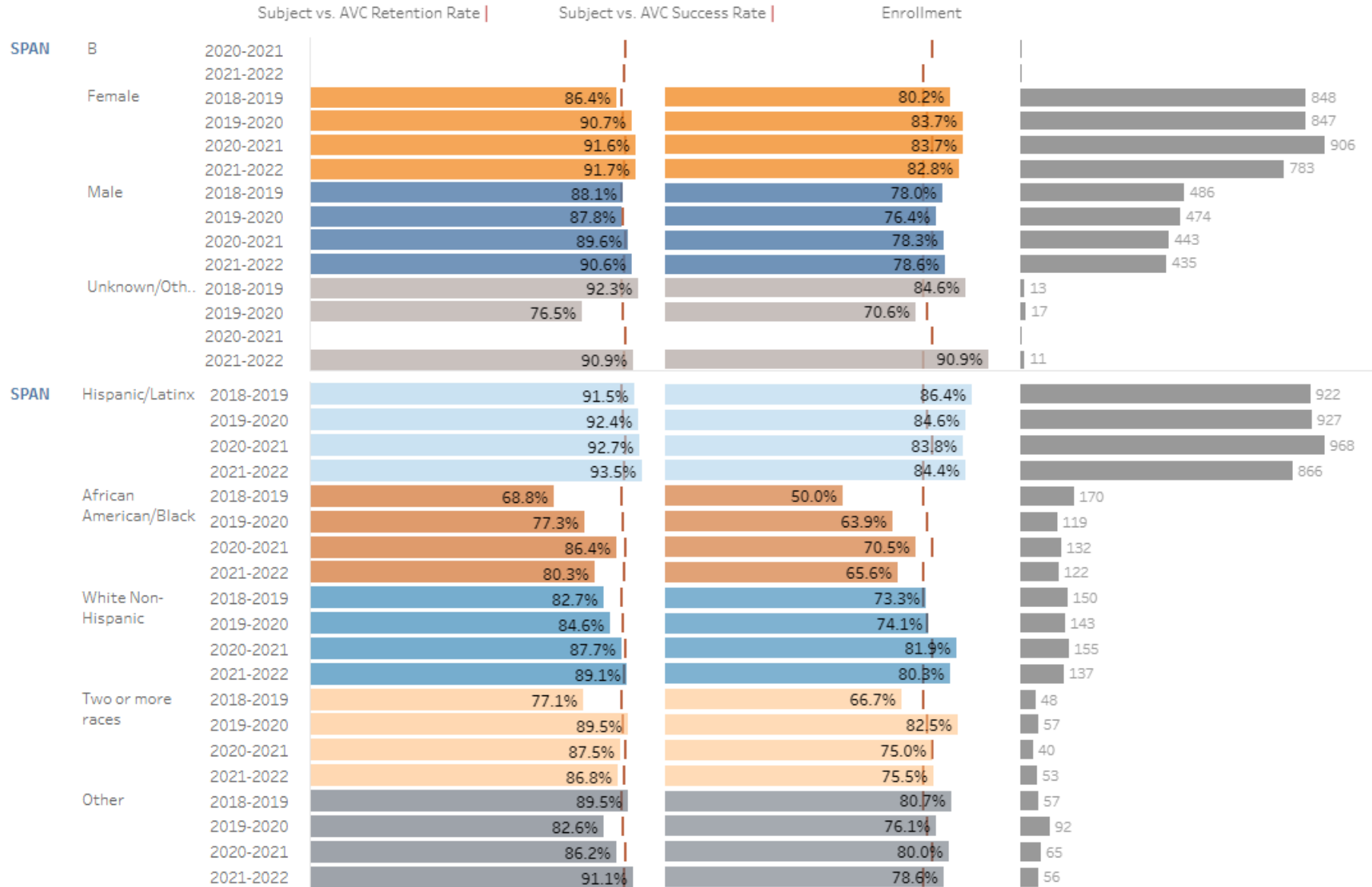
Click [here](#) to see AVC's Program awards dashboard

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 (|)

If subject bars are below the vertical lines |, 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? - What resources/training are available/needed to support efforts?



Academic Year: (Multiple values) Subject: SPAN Break by: None



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

	2018-2019	2019-2020	2020-2021	2021-2022	Grand Total
SPAN	79.4% (1,347)	80.9% (1,338)	81.8% (1,360)	81.4% (1,234)	80.9% (5,279)
Grand Total	79.4% (1,347)	80.9% (1,338)	81.8% (1,360)	81.4% (1,234)	80.9% (5,279)

Enrollment, Number of Sections by Course Number

Annual or Term: Annual Term: (All) Select a Course Number: (All)

