Division/Area Name: Communication Studies and Journalism	For Years: 2021-2022
Name of person leading this review: Thomas Graves, Chair	
Names of all participants in this review: Harish Rao, Tina McDermott, Ken Lee, Richie Hao, Nari Kaseforth; and Greg Langner	

Part 1. Program Overview:

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

1.2.State briefly program highlights and accomplishments

- Approval for 1 replacement hire and 1 new full-time faculty hire
- Continued the Speech Tutor program in coordination with the Learning Center
- Three (3) faculty members are utilizing embedded tutors in the classroom
- Comm 109 Small Group community non-profit awareness events working with other departments on campus to promote a variety of causes such as No-Kill Animal Shelters, Domestic Violence shelter, etc. in conjunction with Student Services
- Comm 112: Oral Interp: Performance for Child Development , assisted non-Communication Studies faculty with presentation format; coordinated with Articulation, Counseling, and affected programs pursuant to CSU requirements to drop Comm 103 from program.
- Outreach Children's Development Center (112, 114)
- Offering one section of Honor's Public Speaking per semester incorporating community based learning Voting Education and Registration speech event (Fall semester)
- Comm 107 (Fall 2019) - Interpersonal Communication - community based learning Antelope Valley Senior Center Interview Project "In My Life: Relationships Over the Lifetime"
- First annual Communication Studies Day promoting the discipline to students for the major, AAT, and career possibilities
- Added Persuasion as a new course offering and added it of the AA-T degree program
- Continued participation with Law Scholar program and the Argumentation and Debate course (Comm 115)
- Connections with Soar: Competitive Speech Program
- Prison Program - AA-T in Communication Studies in the Lancaster Men's prison (one class of Comm 101 started Spring 2020)

- Revised the Communication Studies AA-T degree

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

1.4. Check each <u>Educational Master Plan (EMP)/Strategic Plan Goal</u> supported by the program. Type an "X" if checkbox is unavailable.
x **Goal 1*:** Commitment to strengthening institutional effectiveness measures and practices.
☐ **Goal 2*:** Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.
x **Goal 3:** Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
☐ **Goal 4*:** Advance more students to college-level coursework-Develop and implement effective placement tools.
☐ **Goal 5:** Align instructional programs to the skills identified by the labor market.

*Indicates College-Wide Priorities for 2019-2020

Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:
Faculty discussions regarding any changes in careers in the communication/journalism areas.

Part 2.B. Analyze the program review data **(please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):**

Strengths	- Retention rates over the period is 86.4% (slightly lower than the college percentage of 87.5%). - Success rates over the period is 74% (higher than the college rate of 71.7). Including Spring 2020 data, with the impact of COVID-19 and EW, the rate was 69.8% versus the college rate of 71.3%. As a discipline, we should pay attention to the data. During these periods of "distance learning", the Comm. Studies faculty, at a minimum, should at least monitor the numbers. As a discipline, we have not offered sections of distant learning, and we might gain an insight when we return to the classroom and face-to-face teaching as well. - Noticeable increase in enrollment numbers (2017-18: **2831**; 2018-19: **2971**; 2019-2020: **2,887**) and a consistency in sections offered (2017-18: 112; and 2018-19: 114, 2019-20: 103) likely due to the 2 full-time faculty positions filled in 2016 and 2018. - With the additional faculty, Communication Studies is expanding not only their course offerings but the number of sections. Comm. Studies recently developed one (1) new course in Persuasion, an essential addition to the Comm. Studies AA-T transfer degree. - Comm. Studies saw an increase in AA-T degrees awarded: 2016-17: 17; 2017-18: 22 degrees; 2018-19: 23 degrees; 2019-2020: 26. Data reveals a continual upward growth during these periods. The data also reveals an interesting trend in average earned hours for the majors with a high in 2016-17 of nearly 84 hours, yet a fairly significant drop of 74 hours in 2019-2020. - There are currently 214 declared Comm Studies majors - Journalism's Retention rates over the 3-year period is '17-18: 90.9% (college rate of 87.6%), '18-19: 96.9% (87.6%), '19-20: 81.8% (87.9%). - Journalism's Success rates over the 3-year period is '17-18: 90.9% (college rate of 72.4%), '18-19: 93.8% (72.1%), and '19-20: 77.3% (college rate of 73.2%). - Discipline faculty serve on a variety of campus wide committees, and also hold important college positions. - Currently, there exists a Comm. Studies shell within the R&L Canvas shell, however, we also requested a separate Comm. Studies shell. This shell is being utilized for a variety of functions: monthly zoom meetings and notes (assist with future Program Review and accreditation), central storehouse for our CORs, SLOs and Action Plans, Program Review documents, etc. The move to incorporate all Comm. Studies materials into one central location will assist both the present and future faculty.

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Weaknesses	First, one faculty member was on sabbatical and it was difficult to cover the five (5) sections with the existing adjunct pool; weak adjunct pool makes filling sections difficult. Additionally, eight (8) adjuncts either retired or left the Communication Studies department while only two (2) replacements were hired. The data indicates a continual drop in adjunct instructors ('17: 5.2 to '19: 2). In Spring, 2020, Comm. Studies adjunct pool was reduced to only two (2) adjunct instructors. Data indicates that four (4) faculty members took overload courses during that period, including adjuncts, putting the department at risk for a hire due to a violation of CA Ed Code regarding adjunct caps on workload, which indeed occurred 2019-2020. The 2019-2020 full-time hire subsequently retired. All these staffing issues resulted in multiple courses being canceled. Additionally, the numbers in Palmdale over the four-year period reflected a loss in both sections to (2019-2020: 23 sections) from previous higher numbers of (2016-17: 33 sections) and students served (2016-17:760 students to 2018-19: 611). Those numbers reflect a loss of 150 students not being taught at the Palmdale location. Finally, for example, in Fall '18, numbers indicated that of the 48 communication courses offered, 37 courses had waitlists, thus showing the increasing need to relieve the bottle neck in Comm. 101 courses. Second, Comm. Studies needs to increase the number of Comm. Studies majors, and transfer degrees. Last Fall, the total number of students majoring in "Communication for transfer degree" totaled 205. Currently, that number is 214. An increase of nine (9) students during this time period. Third, Comm. Studies again requests funding to implement an annual norming session to develop consistency of curricular standards. Fourth, the Comm. Studies counselor is only part-time, and the relationship between counselor and Comm. Studies faculty can be strengthened. (See notation in Opportunities #8). Fifth, the Journalism discipline continues to offer only one (1) course: Journalism 121 per semester. Part of this issue is largely due to a lack of qualified instructors. Additionally, while Journalism could offer its own AA-T program (Journalism and Comm. Studies currently offers four (4) of the required five (5) AA-T courses), the Journalism Program/AA-T remains in limbo. A full-time Journalism hire continues to be supported by the Communication Studies faculty. Sixth, filling a need in Media Studies. Students lack opportunities to learn Communication skills in Media related areas such as broadcasting, video, podcasting, and social media use and analysis. (See notation in Opportunities #6).

	Seventh, there is a collective disconnection with the local 4-year university programs (Bakersfield, Northridge, CSLA, UC Santa Barbara) in Comm. Studies. This, in part, hinders both our AVC students in addition to our AA-T program.
Opportunities	First, during the summer session, Comm. Studies was in the process of hiring additional full-time faculty positions, tentatively positioned for two (2) yet granted a third (3rd), and with these new full-time hires, they will help to elevate the log jam currently impacting Comm. 101. Additionally, providing an increase in the number of full-time faculty can help support and eliminate many of the "weaknesses" noted above. Third, the proper support and execution of Comm. Studies Day should help in exposing our discipline to new, declared majors. Second, Comm. Studies could develop a stronger relationship within the Law Scholar Program and committee in order to provide a disciplinary voice in curriculum appropriate for students enrolled in the program. Third, in addition to Comm. Studies Day as an annual event, Comm. Studies as a discipline could develop other student activities and professional development events for students, faculty, and community. Fourth, the Comm Studies discipline has begun teaching within the prison for an AA in Communication, and is strengthening its relationship with Cal State LA and the Prison System for transferring incarcerated students into the BA program. Fifth, many of our courses within the Comm. Studies and Journalism disciplines are 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 R&L division, the college, and the encompassing communities of the Antelope Valley. Sixth, 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. Seventh, expand our course offerings to include different teaching/learning modality (i.e., online format). Eight, the establishment of some type or form of "Guided Pathway" with our local 4-year Universities (Bakersfield, Northridge, CSLA, UC Santa Barbara). Channels of communication opened in order to establish smoother transitions for our AVC students as well as strengthen our AA-T program.

	Ninth, working in collaboration with local high schools that have some form of a Speech/Forensics team/program in which AVC can host a yearly Speech/Forensics tournament. On a larger scale, students will be exposed to the AVC campus with the possibility of increasing exposure/enrollment, and on a smaller scale, students will be introduced to the Communication Studies program with the possibility of increasing the number of Comm. Studies majors.
Threats	First, a lack of qualified and experienced adjunct faculty to cover and/or add classes consistently each semester. As a result, overload courses for many adjuncts and full-time faculty within this three (3) year time period.

Second, Cal State Bakersfield's withdrawal of upper level communication courses from their satellite campus has directly impacted declared Comm. Studies majors.

Third, a lack of funding and support for the Forensics (Speech and Debate) and Journalism programs. Forensics is a perfect feeder course for many of our initial oral courses (e.g., Argumentation and Debate, Intro. to Public Speaking, Oral Interpretation, Storytelling, and soon Persuasion). Forensics would also help support the Law Scholar Program. Finally, it should be noted that Forensics is part of the Communication Studies Transfer Degree Program. A variety of Journalism courses is lacking, specifically the presence and voice of a college "paper". As noted above in Opportunities, the re-establishment of a college "paper" would serve students, faculty, staff, administration, the college as well as the encompassing communities of the Antelope Valley. Additionally, the presence of a college "paper" would highlight the other AVC disciplines: theatre, dance, music, and collegial sports to name just a few. |

Part 2.C. Review and comment on progress towards SLO/PLO/OO Action Plans:

SLO data from WEAVE was inaccessible, but we continue to work with the Learning Center to add drop in and embedded classroom tutors to improve students' verbal and nonverbal delivery skills in Comm 101. The department still needs to implement norming session(s) to target specific SLO's within our curriculum.

With the implementation of eLumen, we will essentially be starting fresh. We have selected ILO #1 (Communication) to study in a two-year cycle drawing from data relating to PLO #1 and SLO data drawn from delivery skills in Comm 101 and other courses that are performance driven.

Action Plan(s):

#1 Comm. 101 and 115: Based on the data, delivery skills are currently averaging 65%, thus our Intra Curriculum plan advocates continuing to work and mentoring with Learning Center tutors and embedded tutors.

#2 Comm. 115: Collection of data from Institutional Research being requested to compare success rates for non-101 versus 101 students in outlining and delivery skills in order to determine if a Comm 101 prerequisite is needed to improve student success.

#3 Comm. 101, 105, 112, 114, 115: Based on the Delivery Skills data (avg. 77%), development of a Speech and Media Lab is needed to improve student skills. See PLO Data Tracking (while there is a 77% met average from 2018-2020 across the course mapping, the overall average for Comm 101, which served over 1,000 students is **67%**).

#4 Comm 107, 109, and 219 - SLO was met, so no action plan is needed at this time.

#5 Journ. 121-SLO was met, so no action plan is needed at this time.

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

Goal 1: Consistent standards (norming session). This goal has not been met due to lack of budget request to fund faculty time to engage in norming sessions to discuss consistent standards and expectations for COMM 101 in delivery and research.

Goal 2: Increase embedded tutors. This goal has gained some traction, but is still ongoing. Tina McDermott currently serves as a liaison between Comm Studies Department and the Learning Center to further this goal through flyers and in-class announcements.

Goal 3: Increase discipline visibility. This goal has been met through the implementation of the Communication Studies Day in Fall 2019. It was a major success that attracted about 100 attendees, mostly students. The three-hour event featured our AA-T degree in Comm Studies, guest speaker, and student presentations. The Fall 2020 event was cancelled due to COVID-19. The Fall 2021 event will be in the planning stages in Spring 2021. Tina McDermott led a faculty learning community on teaching and social justice and presented at Professional Milestones and Fall Opening Day 2019. Harish Rao has co-hosted New Faculty Orientation for the past two years and interacts with the new full-time tenure track faculty members from across all disciplines. Dr. Richie Hao serves on the AP&P Committee and Ken Lee serves on the Distance Education Committee. Comm Studies faculty members are also exploring other ways to meet or increase discipline visibility in the future.

Goal 4: Instructional Technology. Comm. Studies faculty is currently utilizing Canvas and is exploring different modalities of instructional technologies.I

Part 3. Based on Part 2 above, please list program/area goals for 2020-2021:

Program/Area Goal #	Goal supports which ILO/PLO/SLO/OO?	Description of Goal	Steps to be taken to achieve goal?
1. Create a "Speech and Media Lab"	ILOs 1, 2, 3, 4 / PLOs 1, 2, 3/ related SLOs	A dedicated space in which computer stations, video equipment, and broadcasting bays are used for researching, preparing, practicing, and presenting performances and student broadcasting in new media formats.	1. Discussion with division dean 2. Assess equipment and personnel needs 3. Explore collaboration with Digital Media and FTV

2. Norming Sessions	ILO 1 / PLO 1 / and related SLOs	Establish department norms and standards for speech delivery	Acquire funding for a stipend for participants
3. Full time Journalism instructor	ILO 1, 2, 3, 4 / PLOs all / SLOs all	New hire	Acquire funding for new hire.

Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):

Type of Resource Request	Summary of Request	New or Repeat Request	Amount of Request, $	One-Time or Recurring Cost, $	Contact's Name
Faculty	Full-time Journalism Instructor	Repeat	$54,000 to $80,000	Recurring Cost	Tom Graves
Classified Staff	Speech Lab Assistant	New	TBD by HR	Recurring	Tom Graves
Technology					
Physical/Facilities	Speech and Media Lab	New	TBD	Recurring	Tom Graves
Supplies					
Professional Development	1. Communication Studies Day to be held in Fall 2021 that features an informational session, guest speaker, student presentation showcase. 2. Norming Session: Bring all adjunct and full time faculty to norm standards and methods for public speaking delivery and research expectations in Comm 101.	1.Repeat 2. Repeat	1 $1,500. 2. $1,200.	1. Recurring annually 2. Recurring annually	1. Richie Hao and Nari Kim 2. Tom Graves
Other	1. Creation of instructional video.	1. Repeat	1. $1,500.	1. Recurring only until filled	1. Tom Graves
	2. Stipend for norming sessions	1. Repeat	$100 / person / per year	Recurring	Tom Graves

Part 5.

 Insert your Program Review Data here, as well as any other supporting data. (See Part 2.B above.)
Please Select Subject area (twice) and Program Major(s) to get your data --->

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

2016-2017	**86.5%**	**74.7%**
2017-2018	**87.1%**	**74.8%**
2018-2019	**85.7%**	**72.2%**
2019-2020	**84.2%**	**73.0%**
	Subject vs AVC Retention Rate	**Subject vs AVC Success Rate**
2016-2017	**112**	**2,804**
2017-2018	**112**	**2,831**
2018-2019	**114**	**2,971**
2019-2020	**103**	**2,759**
	Number of Sections	**Enrollment (Dupl.), no EWs**

Enrollment and Number of Sections by *Modality* in COMM

	Instr. Method	2016-2017	2017-2018	2018-2019	2019-2020
Number of sections	Other Independent Sections	1			
	Traditional	111		112	114
		103			
Enrollment	Other Independent Sections	1			
	Traditional	2,804		2,831	2,971
		2,887			

Enrollment and Number of Sections by *Location* in COMM

	Location	2016-2017	2017-2018	2018-2019	2019-2020
Number of Sections	Lancaster	78	81	89	78
	Lancaster [Off Campus]	1	1	1	2
	Palmdale	33	30	24	23
Enrollment	Lancaster	2,032	2,158	2,343	2,193
	Lancaster [Off Campus]	13	15	17	61
	Palmdale	760	658	611	633

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

	FALL 2016	FALL 2017	FALL 2018	FALL 2019
PT/ADJUNCT	5.0	5.2	3.4	2.0
FT/REGULAR	4.6	5.4	6.2	6.8

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FT/OVERLOAD		0.3		0.2
TOTAL FTEF	9.6	10.9	9.6	9.0
PT/FT	1.1	1.0	0.5	0.3
FTES	127.0	124.6	126.6	132.0
FTES/FTEF RATIO	13.2	11.4	13.2	14.7
WSCH/FTEF RATIO	397.0	343.0	395.5	439.9

Program Awards (last updated: 8/20/20)

	2016-17	2017-18	2017-19	2019-20
AA-T/AS-T	17	22	23	26

Average Earned Hours

AA-T Comm. Studies/COMT	2016-17	2017-18	2018-19	2019-2020
	83.765 (17)	77.125 (22)	79.391 (23)	73.923 (26)

Report Totals: Journalism

Meets and Exceeds	Meets	Does not meet	N/A	Total

Fall 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0 0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0 0.00%
Spring 2020	0	0.00%	3	75.00%	6	15.00%	4	10.00%	4 100.00%
Intersession 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0 0.00%
Totals	0	0.00%	3	75.00%	6	15.00%	4	10.00%	4 100.00%

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

	2016-2017	2017-2018	2018-2019	2019-2020	Grand Total
COMM	74.7% (2,805)	74.8% (2,831)	72.2% (2,971)	73.0% (2,759)	73.7% (11,366)

Grand Total
74.7% (2,805)

74.8% (2,831)

72.2% (2,971)

73.0% (2,759)

73.7% (11,366)

Enrollment, Number of Sections by Course Number
 Annual or Term
Annual

Term
All

Select a Course Number
All

COMM   2016-2017

2017-2018

2018-2019

112

112

114

2,621
2,621

2,734

2,805

2,831

2,971

2019-2020

103

2,725

2,759

128

0K   2K   4K   6K

# of Sections   Unduplicated Headcount   ~Enrollment Count Without EW   COVID EWs

FTEF, FTES, FTES/FTEF, & WSCH/FTEF by Major Term (AVC vs. Subject)

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

Fall 2016
Fall 2017
Fall 2018
Fall 2019

PT/Adjunct	5.0	5.2	3.4	2.0
FT/Regular	4.6	5.4	6.2	6.8
FT/Overload		0.3		0.2
TOTAL FTEF	9.6	10.9	9.6	9.0
PT/FT	1.1	1.0	0.5	0.3
FTES	127.0	124.6	126.6	132.0
FTES/FTEF Ratio		13.2	11.4	13.2	14.7
WSCH/FTEF Ratio		397.0	343.0	395.5	439.9

AVC Total

Measure	Fall 2016	Fall 2017	Fall 2018	Fall 2019
PT/Adjunct	196.8	191.5	187.9	188.5
FT/Regular	147.9	161.1	163.9	151.2
FT/Overload	30.0	27.3	27.6	38.0
TOTAL FTEF	374.7	380.6	379.5	377.6
PT/FT	1.3	1.2	1.1	1.2
FTES	4,982.4	4,947.2	4,929.1	4,884.4

| FTES/FTEF Ratio | 13.3 | 13.0 | 13.0 | 12.9 |
| WSCH/FTEF Ratio | 398.9 | 390.0 | 389.7 | 388.0 |

Full-Time Equivalent Student (FTES) – is a standard statewide conceptual measure of student enrollment. FTES is a key performance indicator, productivity measure, and funding rate. FTES represents neither student headcount nor student enrollment. One FTES is an equivalent of one student taking course totaling 15 hours a week each semester for two semesters.

Full-Time Equivalent Faculty (FTEF) – a faculty member's actual workload standardized against the teaching load (15 LHE). FTEF does not represent an actual number of faculty members; it is a conceptual measure of the workload. FTEF = Contract Workload/15 (Contract teaching load, LHE) (E.g., a 3- Unit Class = 0.2 FTEF)

Weekly Student Contact Hours (WSCH) – is a total number of hours faculty contacted students weekly. WSCH = Census enrollment x class hours per week.

WSCH / FTEF Ratio is an indication of the average class size. A WSCH / FTEF Ratio of 525 is often purported to be a target for efficiency because it represents an estimated average class size of 35. Lower WSCH / FTEF Ratios may need to consider offering fewer sections; more students in each section (i.e., look at fill rate); restructuring scheduling/program, etc.

FTES / FTEF reflects how much FTES each FTEF is generating. An FTES / FTEF Ratio of 17.5 is the equivalent of WSCH / FTEF ratio of 525 and is another productivity measure.

For more info, please refer to http://plnlegacy.foundationccc.org/sites/default/files/asks/SEMUnderstandingCalculatingFTES_Spring2019.pdf

Program Awards (last update: 8/20/20)   Click on any field to filter data

Major
AA-T Communication Stud..

All

Degree or Certificate
| 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | AA-T/AS-T |

AA-T/AS-T

17   22   23   26
17

2016-2017   2017-2018   2018-2019   2019-2020

2266

Major Degree or Ce.. 2016-2017   2017-2018   2018-2019   2019-2020
AA-T Communication Studies| COMT AA-T/AS-T
 2016-2017 2017-2018 2018-2019 2019-2020

Average Earned Hours (# Awards)
(Only shows if more than 5) Hover over to seemore trend data

Major
AA-T Communication Stud..

Academic Year
All

Degree or Certificate
All

       AVG Earned Hours
       2016-2017   2017-2018   2018-2019   2019-2020
AA-T Communication Studies| COMT   AA-T/AS-T   83.765 (17)   77.125 (22)   79.391 (23)   73.923 (26)

Division/Area Name: Rhetoric & Literacy, English	**For Years: 2021-2022**
Name of person leading this review: Kathryn Mitchell	
Names of all participants in this review: Charles Hood, Eric Martin, Reena Thomas, Wendy Rider, Heidi Williams, Veronica Karr, Tino Garcia, John Toth, Lisa Shabazian, Mark Hoffer, Scott Memmer, Jonathan Mejia, Ronda Nogales, Jeffrie Ahmad, Scott Covell, Nancy Inganni	

Part 1. Program Overview:

1.1.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 from ENGL 100A, a basic skills course, to transfer level 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 English faculty now conduct workshops in the Learning Center, expanding student contact and support.

1.2.State briefly program highlights and accomplishments
With AB 705 now fully implemented, English faculty are teaching college-level courses with students of widely different writing skill levels. Faculty are continuing with one-on-one conferencing, working with embedded tutors, offering workshops, and holding longer office hours in order to help our students succeed. English faculty have met the consequences of the new legislation with dedication and creativity.

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

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

1.4. Check each _Educational Master Plan (EMP)/Strategic Plan Goal_ supported by the program. *Type an "X" if checkbox is unavailable.*

☐ **Goal 1*:** Commitment to strengthening institutional effectiveness measures and practices.

x **Goal 2*:** Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.

x **Goal 3:** Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.

x **Goal 4*:** Advance more students to college-level coursework-Develop and implement effective placement tools.

x **Goal 5:** Align instructional programs to the skills identified by the labor market.

*Indicates College-Wide Priorities for 2019-2020

Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:

Fall 2019 was the first semester of full implementation of AB 705. Wade Saari, Assessment Coordinator, gathered the placement breakdown of AB 705 metrics for the Fall 2019 semester. He found that 54.3% of students were within the placement range of ENGL 101, without support; 17.3% of students were within the placement range of ENGL 101 with support recommended; and 4.6% of students were within the placement range of ENGL 101 with support strongly recommended. 23.8% saw a counselor. This information will be helpful while we make adjustments to our program and scheduling.

Part 2.B. Analyze the program review data (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):

Strengths	Though AB 705 legislation has greatly affected AVC students in Math and English, our retention rates in English have remained steady; retention rates for ENGL 101, the most impacted course, remained at 87%. All of our courses' retention rates are above 85%, far surpassing the college's average retention rates. The increased use of workshop/lab formats in courses have shown to be helpful for the students, as has faculty incorporating more flexibility with class time to reserve additional time as needed for draft workshops and conferences.

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	Collaboration between English faculty continues to be one of our department's strengths, though it is much more difficult due to construction and the department faculty spread across the AVC campus. Through collaboration, we have noticed that the revised rubric is effective, with both faculty and students finding it easy to use and understand. Assignment design has been discussed at multiple comp retreats, and this has proven helpful for faculty in the creation of clear, manageable assignments. By bringing 100A ideas into 101, faculty have seen an increase in student understanding of college writing. Additionally, courses beyond ENGL 101 (i.e. 102, 103, literature courses) demonstrate that students that complete 101 are successful and able to transfer knowledge to later courses. This is important as it indicates that students are improving their writing skills and bringing those skills to the next class. **Update:** Even with COVID-19 and the sudden change to remote instruction, our retention and success percentages did not drop by a significant amount. Our 2019-2020 data remains consistent with previous years, even with the extraordinary pandemic situation.
Weaknesses	We continue to work on closing equity gaps, especially with African American males. We are also actively working to find ways to close Latinx equity gaps, specifically transfer rates. We were making progress on closing the gaps, but, unfortunately, AB 705 affected our students and our success rate for ENGL 101 fell. We are currently seeking ways to close gaps and increase success rates. Another weakness is one that reflects the often secondary status of the Palmdale campus. The Palmdale campus lacks resources for our students, such as books in the library, very few writing tutors, few available embedded tutors, no on-site Tutorial Specialist, and no enrichment activities (public speakers, art displays); also, faculty offices are located in a hallway that is locked, thereby keeping students from having access to faculty during office hours, as well as a shortage of adjunct office space. In order to make the Palmdale Campus a serious, viable option for students, additional attention and effort needs to be put towards offering support services for our Palmdale students.
Opportunities	English faculty continue to attend conferences and collaborate with each other and with faculty from other colleges to find new ways to support students and increase student learning. Online classes are gaining in popularity with students, allowing students that work and have families to continue their education. In the early years of distance education, retention was poor; however, currently, online courses have similar, and sometimes better, retention than face-to-face courses. Our English online courses are the first to fill, including waitlists.

	Update: The pandemic forced students and faculty to approach learning and teaching from an entirely new perspective as the learning environment dramatically changed. English faculty immediately began to learn Canvas and Zoom in order to continue to offer quality education to our students, reviewing the technical training videos offered by AVC as well as signing up for @One courses and various webinars. The opportunity of the EW also helped students cope with the sudden difficulties they were facing in the spring 2020 semester. We had 263 students take advantage of the EW.
Threats	AB 705 continues to be a threat to our students and clearly seen in the drop to our success rates. With the full implementation of AB 705 in Fall 2019, our success rates dropped from 70.2% to 66.8% for ENGL 101. The inability to place students that need remedial courses has resulted in fewer students succeeding. In Fall 2018 we offered 46 ENGL 100A courses, and we only offered 10 in Fall 2019. The results are evident in the drop of success in ENGL 101. Another threat is to one of our strengths—the separation of the discipline faculty. Due to construction, English faculty offices and classes are spread across the campus. We often confer and work together, but with distance between us, we are collaborating less and less. **Update:** The pandemic itself is a threat, as it is an external issue that affects all of us, students and faculty and staff, in a multitude of ways. Students are struggling with the basics (food, shelter, jobs, family) as well as technology (computer access, Internet access, dedicated study space). The online learning environment is one that is awkward and difficult for many students to navigate. Our original Program Review information discussed the separation of discipline faculty (see above paragraph), and that is now exacerbated as we are all now separated; classes, meetings, conferences are all online, and collaboration is extremely limited.

Part 2.C. Review and comment on progress towards SLO/PLO/OO Action Plans:

SLO Action Plan: The English Action Plan for 2019-20 focuses on ENGL 101, SLO #3: "Produce a substantial MLA-formatted research paper that reveals the abilities to locate, select, retrieve, assess, incorporate, cite, analyze, and explicate various critical sources." Data shows that 83.3% of our students met this SLO in 2018-19, which is down from the previous year. With the success rates from Fall 2019, it is obvious that this needs to be addressed. After discussion at the Fall 2019 Comp Retreat, faculty decided that we need continued funding for support services, including embedded tutors, workshops offered by discipline faculty, and access to various online tutorial services (i.e. SMARTHINKING, InQuizitive, etc.).

Update: The English Action Plan for 2020 focuses on ENGL 100A and ENGL 101, SLO and PLO #1. In a continuation of examining the results of AB 705, the department is analyzing the learning outcomes that include audience awareness, purpose, and support, as those are the basic skills of

composition. With remote learning, the department plans to encourage and increase student attendance to workshops presented by the Learning Center and recruit additional tutors to trained to be embedded tutors.

PLO Action Plan: The English Action Plan for 2019-20 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 2.D. Review and comment on progress towards past program review goals:

Last year's program review goals included increasing the hiring and use of student tutors for embedded tutors, creating computer classrooms dedicated to English course use, increasing support services in the Learning Center, and creating Guided Pathways and Meta Majors to support student goals. The first goal, to increase the hiring and use of student tutors, has been successful and on-going. Over the past year, the use of embedded tutors has become well established; faculty recommend students to become tutors, and the program is continuing to flourish. The Learning Center continues to offer tutor training courses, which also draws students to the program.

The second goal of creating computer classrooms has had a few complications. With the construction on campus, the English department has been displaced. Faculty are scattered across the AVC campus, and the majority of English faculty have faced the challenges presented to them with classrooms and office space in temporary classrooms. ITS did not want to help us establish even one classroom with computers for English courses; therefore, we appealed to Basic Skills. At this time, Basic Skills is gathering cost information with the intention of buying classroom sets of laptops. These will then be locked in the classrooms that are designated for English. We believe these will be a great help when teaching composition, and our students will benefit greatly.

The third goal of increasing student support services has had some success and continues to be a goal for our department. We have created Directed Learning Activities (DLAs) for the Learning Center, as well as offering workshops for students that are conducted by faculty. We are reviewing data to see if we need additional DLAs, and we are starting the process to have Supplemental Instruction (SI) by summer or fall. Additionally, English is working with Academic Development and Counseling to be a part of the P.R.I.D.E. program, a program that addresses the needs of students that have failed or struggled academically.

The fourth goal of creating Guided Pathways and Meta Majors is a campus-wide effort. Guided Pathways is in process, and the English department has established its recommended plan of study. The Meta Majors Committee has recommended the groupings of the majors, and

the English department was a part of that committee. As the college works towards clear GPs and Meta Majors, English will continue to be involved.

Part 3. Based on Part 2 above, please list program/area goals for 2020-2021:

Program/Area Goal #	Goal supports which ILO/PLO/SLO/OO?	Description of Goal	Steps to be taken to achieve goal?
#1 Instruction	ILO #1-4; PLO #1-3; SLO #1-3; EMP #3 & 4	Increase use of embedded tutors, add Supplemental Instruction, and hire faculty, full-time and adjunct	Maintain and increase funding for additional training and employing of embedded tutors; fund training and employing of tutors for Supplemental Instruction; and hire additional full-time and adjunct faculty to meet the needs of the students, supported by the hundreds of students on waitlists at the beginning of each semester
#2 Technology	ILO #1-4; EMP #2	Buy computers for classroom instruction	Apply to Basic Skills for funding for laptops for classrooms, along with laptop charging stations
#3 Resources	ILO #1-4; PLO #1-3; SLO #1-3; EMP #2	Establish an Early Alert program to address academic needs campus-wide; continue to increase and develop support services in the Leaning Center	Meet with key people to create an Early Alert aspect within the Advocate computer program; develop a clear process for the Early Alert that will benefit our students; continue to hire and train tutors
#4 Program	ILO #3, 5, 7; EMP #5	Finish developing suggested plans of study for Guided Pathways	Develop a clear recommended plan of study for Guided Pathways for English majors

Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):

Type of Resource Request	Summary of Request	New or Repeat Request	Amount of Request, $	One-Time or Recurring Cost, $	Contact's Name
Faculty	Full-time and adjunct hires	Repeat	Salary	Recurring	
Classified Staff					
Technology	Four dedicated discipline classrooms with computer stations (or laptops) for student use	Repeat	$80,000	Recurring	Dean / Chair
Physical/Facilities					
Supplies					
Professional Development					
Other	Embedded and supplemental instruction tutor funding	Repeat	$60,000	Recurring	Dean / Chair

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

Program Review Data (1).pdf   Success and Retention.pdf   Equity.pdf   S&R by Demographic Groups.pdf
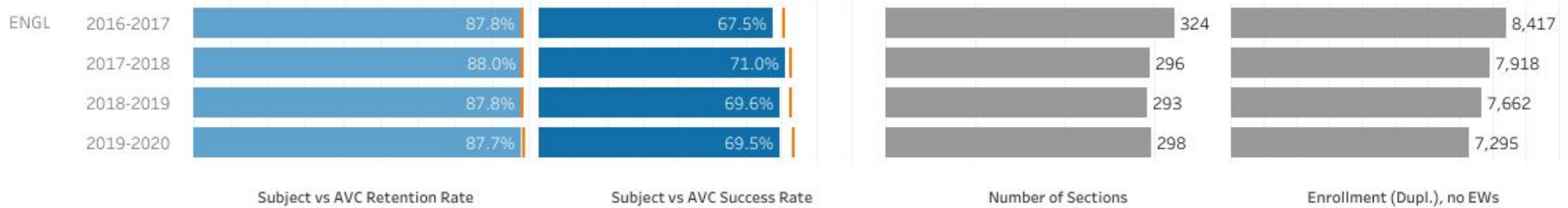
Please Select **Subject** area (twice) and **Program Major(s)** to get your data --->

Select Subject	Select Subject again	Select Program Major(s)	Academic Year
ENGL	ENGL	AA-T English (ET)	Multiple values

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

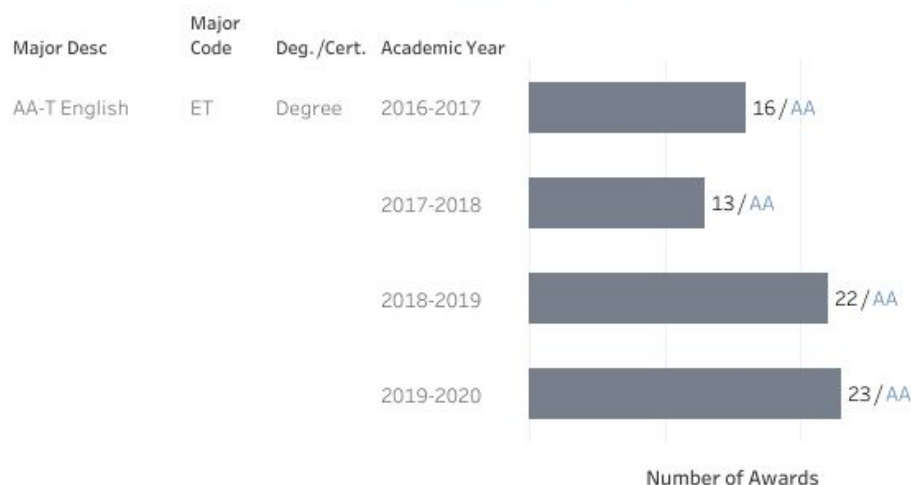|	Subject vs AVC Retention Rate	Subject vs AVC Success Rate	Number of Sections	Enrollment (Dupl.), no EWs
ENGL 2016-2017	87.8%	67.5%	324	8,417
2017-2018	88.0%	71.0%	296	7,918
2018-2019	87.8%	69.6%	293	7,662
2019-2020	87.7%	69.5%	298	7,295

Enrollment and Number of Sections by *Modality* in ENGL

	Instr. Method	2016-2017	2017-2018	2018-2019	2019-2020
Number of Sections	Online	33	26	22	23
	Other Indep S..		1	1	
	Traditional	291	269	270	275
Enrollment	Online	809	698	590	590
	Other Indep S..		1	2	
	Traditional	7,608	7,219	7,070	6,968

Enrollment and Number of Sections by *Location* in ENGL

	Location	2016-2017	2017-2018	2018-2019	2019-2020
Number of Sections	Lancaster	261	255	249	243
	Lancaster [Off Ca..	1			6
	Palmdale	62	41	44	49
Enrollment	Lancaster	6,887	6,793	6,539	6,203
	Lancaster [Off Ca..	15			158
	Palmdale	1,515	1,125	1,123	1,197

Number of Degrees/Certificates Awarded in AA-T English (ET)

Major Desc	Major Code	Deg./Cert.	Academic Year	Number of Awards
AA-T English	ET	Degree	2016-2017	16 / AA
			2017-2018	13 / AA
			2018-2019	22 / AA
			2019-2020	23 / AA

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

	Fall 2016	Fall 2017	Fall 2018	Fall 2019
PT/Adjunct	11.2	9.7	8.0	7.6
FT/Regular	15.6	16.5	18.9	17.1
FT/Overload	3.3	2.9	1.3	1.7
TOTAL FTEF	30.2	29.1	28.2	26.5
PT/FT	0.7	0.6	0.4	0.4
FTES	422.6	413.3	384.9	350.6
FTES/FTEF Ratio	14.0	14.2	13.6	13.2
WSCH/FTEF Ratio	419.7	425.9	409.4	397.5

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Click here
to see AVC's Program
awards dashboard

Success and Retention for Comprehensive Program Review

1. Select your view by **Subject, Division, or Department**.
2. Depending on your selection, choose your **Subject(s), Division or Department** among the filters.
3. To break by *Modality, Location or Time*, go to the **Break by..** to make your selection.

Subject/Division/Dept View Sele.. Subject	Division	Rhetoric & Literacy	Departme..	English	Subject All		Break by..	None	Academic Year Multiple values
ENGL	2016-2017	67.5%		87.8%	324	6,432		8,417	
	2017-2018	71.0%		88.0%	296	5,874		7,918	
	2018-2019	69.6%		87.8%	293	5,960		7,662	
	2019-2020	69.5%		87.7%	298	6,269		7,558	263

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

			Subject vs AVC Retention Rate	Subject vs AVC Success Rate	Enrollment
ENGL	B	2019-2020	100.0%	100.0%	
	Female	2016-2017	87.8%	69.0%	5,044
		2017-2018	88.5%	73.1%	4,735
		2018-2019	88.0%	70.8%	4,448
		2019-2020	88.7%	72.0%	4,274
	Male	2016-2017	87.9%	65.4%	3,299
		2017-2018	87.4%	67.9%	3,095
		2018-2019	87.6%	68.1%	3,130
		2019-2020	86.3%	66.1%	2,924
	Unknown	2016-2017	81.1%	58.1%	74
		2017-2018	81.8%	67.0%	88
		2018-2019	86.9%	60.7%	84
		2019-2020	88.5%	63.5%	96
ENGL	Hispanic/Latinx	2016-2017	88.2%	68.6%	4,633
		2017-2018	87.8%	71.3%	4,508
		2018-2019	88.3%	70.1%	4,648
		2019-2020	87.8%	70.0%	4,398
	African American/Black	2016-2017	85.2%	56.3%	1,434
		2017-2018	86.1%	61.3%	1,285
		2018-2019	83.5%	56.4%	1,131
		2019-2020	83.6%	54.7%	1,051
	White Non-Hispanic	2016-2017	88.6%	74.1%	1,547
		2017-2018	88.6%	76.4%	1,347
		2018-2019	88.7%	77.5%	1,115
		2019-2020	89.5%	79.1%	1,006
	Two or more races	2016-2017	86.6%	66.1%	404
		2017-2018	89.1%	71.4%	385
		2018-2019	87.8%	73.4%	353
		2019-2020	92.4%	76.8%	315
	Other	2016-2017	89.5%	70.4%	399

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ANTELOPE VALLEY COLLEGE

2019-2020 Program Review Report

Select Demographics
Race/Ethnicity

ⓘ **Academic Year Slider**

✔ Click to Include EWs

2019-2020 Disproportionate Impact 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)

Subject	Student Demographics ..	2019-2020		
		Subject vs. AVC Success Rate	PPG	# of completers needed to close the gap
ENGL	African American/Black	54.7% (69.5%)	-18.5%	194
	Hispanic/Latinx	70.0%	-3.2%	142
	Two or more races	76.8%	3.6%	
	White Non-Hispanic	79.1%	5.9%	
	Other	73.0%	-0.2%	1
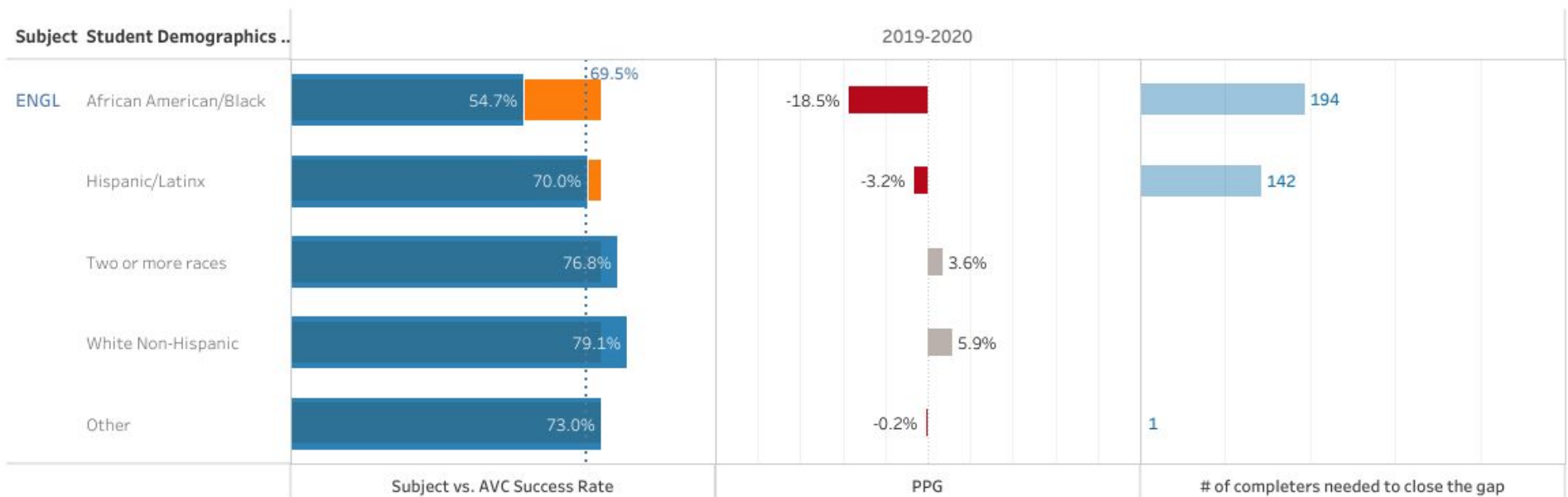
In 2019-2020, ENGL's Success Rate was 69.5% vs. AVC's Annual rate of 73.2%
Overall Disproportionate Impact as percentage point gap was : -3.7%
In ENGL, 7,295 was the enrollment count (duplicated headcount) (only shows if *n* > 10)
*If there is a Disproportionate impact (**PPG is negative**) , multiply 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, (7,295 * |-3.7%|)=**267**. *it means that 267 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)

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Division/Area Name: R&L/ESL (English as a Second Language)	For Years: 2021-2022
Name of person leading this review: Heidi Williams	
Names of all participants in this review: Heidi Williams; Scott Jenison; Priscilla Jenison	

Part 1. Program Overview:

1.1.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."

1.2.State briefly program highlights and accomplishments

ESL continues to enroll immigrant students from all over the world. The most recent accomplishments. The new Level 4 "Noncredit ESL High-Intermediate Certificate" has now been in place 2018, and many ESL students are gaining motivation to complete this milestone. New course ESL 015 Civics is now being offered also, and students, especially those seeking US Citizenship are highly interested in this class.

1.3. Check each Institutional Learning Outcome (ILO) supported by the program. *Type an "X" if checkbox is unavailable.*	
x☐ **Communication**	x☐ Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. x☐ Demonstrates listening and speaking skills that result in focused and coherent communications

☐ **Creative, Critical, and Analytical Thinking**	☐ Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. ☐ Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
x☐ **Community/Global Consciousness**	x☐ Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment. x☐ Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
☐ **Career and Specialized Knowledge**	☐ Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.
1.4. Check each _Educational Master Plan (EMP)/Strategic Plan Goal_ supported by the program. _Type an "X" if checkbox is unavailable._	
x☐ **Goal 1*:** Commitment to strengthening institutional effectiveness measures and practices.	
☐ **Goal 2*:** Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.	
☐ **Goal 3:** Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.	

☐ **Goal 4*:** Advance more students to college-level coursework-Develop and implement effective placement tools.
x☐ **Goal 5:** Align instructional programs to the skills identified by the labor market.

 *Indicates College-Wide Priorities for 2019-2020

Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:

The results of ESL student surveys have shown that state mandates are causing students to be much more serious and motivated to improve their English skills in order to build their cases with solid evidence that they are indeed here in The USA to contribute meaningfully as valuable future citizens.

Part 2.B. Analyze the program review data (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):

Strengths	The last four years show retention rates of 94.2%, 91.6%, 97.1%, and 95.1%. These are higher than (almost double) the average (for AVC) retention rates. **Update:** Despite COVID19, our retention rates remain much higher than the AVC average (92.6% in 19-20).
Weaknesses	Less than 10% of ESL students successfully complete English 101, according to the CCC Student Success Scorecard. ESL rates for success at AVC have averaged at only around 56.5% from 2015-2019. However, this low success rate may be at least partially due to the fact that noncredit ESL is now a very unique department with "positive attendance" ("open entry/open exit"). This means that students can enter and exit noncredit ESL courses at practically any time during the term (for a wide variety of personal reasons), which invariably means that, although we can record and be credited compensation for their very limited hours of attendance (e.g., 2, 10, 20), they do not ultimately pass the course in that term. **Update**: Our trend of low success rates continues in 19-20, dropping four percentages from the previous semester to 54.6%. Though this trend is in line with our 17-18 data, it is 4 percentage points lower than 18-19. We believe this drop is due to the above explanation and COVID 19. Our students tend to lack technological ability beyond the average AVC student. Many students struggled when we moved to remote learning.

Opportunities	Our throughput into college level English is an area of opportunity. **Update**: COVID 19 has forced ESL faculty and students into the uncomfortable realm of online teaching and learning. The pandemic forced students and faculty to approach learning and teaching from an entirely new perspective as the learning environment dramatically changed. Our faculty immediately began to learn Canvas and Zoom in order to continue to offer quality education to our students, reviewing the technical training videos offered by AVC as well as signing up for the Summer Online Training offered by AVC. The opportunity of the EW also helped students cope with the sudden difficulties they were facing in the spring 2020 semester. We had 200 students take advantage of the EW.
Threats	According to our student surveys in 2A, one significant current threat to our ESL classes are our present governmental policies toward immigrants. Students feel that attending English classes could identify their status and put their lives in the US in jeopardy. **Update:** The pandemic itself is a threat, as it is an external issue that affects all of us, students and faculty and staff, in a multitude of ways. Students are struggling with the basics (food, shelter, jobs, family) as well as technology (computer access, Internet access, dedicated study space). The online learning environment is one that is awkward and difficult for many students to navigate. Our ESL students tend to lack basic technology needed to complete online learning. That fact, coupled with the fact that technology is incredibly overwhelming for our students, and we have had to reduce our course offering by half because of our drop in enrollment.

Part 2.C. Review and comment on progress towards SLO/PLO/OO Action Plans:

Although we continue to monitor the few individual courses which occasionally do not meet the minimum passing scores, especially in the more academic courses of Grammar and Reading & Writing, do not show any consistent pattern. Thus, monitoring continues.

SLO Action Plan: The ESL Action Plan for 19-20 focuses on ESL 19, SLO #1: "Demonstrate recognition of and produce orally and in writing conversational discourse with 70% accuracy." Data shows that 95.5% of our students met this SLO in Fall 2018, which is an excellent result. Our Fall 2019 results are substantially lower with 85.1% of our students meeting the SLO. With the success rates from Fall 2019, it is obvious that this needs to be addressed. Faculty decided that we need continued funding for support services, including embedded tutors, representation in the Learning Center in the form of in-house tutors, and access to necessary technology in new modular classrooms on campus.

ESL has no PLOs because we are not a program. Our courses are basic skills courses that do not lead to a degree.

Update: SLO Action Plan: The ESL Action Plan for 2020 focuses on ESL 20, SLO #1: "Recognize aurally and orally produce basic vocabulary in written and/or oral discourse with 70% accuracy." Data shows that 89.7% of our students met this SLO in Fall 2018, which is an excellent

result. Our Fall 2019 results are lower with 85.1% of our students meeting the SLO. Covid greatly decreased our ability to accomplish our action plan for 18-19, so we continue to focus on continued funding for support services, including embedded tutors, representation in the Learning Center in the form of in-house tutors, and access to necessary technology in this new online environment.

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

Goal 1: There has been a significant increase this academic in the number of instructors using embedded tutors in ESL. Currently, there are a number of student tutors in Lancaster and one dedicated ESL tutor in Palmdale, which has been a great support, especially for lower-level ESL students.

Goal 2: Our ESL Counselor continues to come to classes and schedule meetings with students to create and update their IEPs.

Goal 3: Palmdale ESL classes continue to be at maximum enrollments, and for the first time higher levels (3 and 4) are now being offered and filling. From 2015-2019 enrollment at Lancaster has decreased by 78, while in Palmdale enrollment increased by 82, thus reflecting the effort to expand ESL course offerings at the Palmdale Campus.

Goal 4: The ESL Certificate is gaining popularity, and students' motivation to obtain it is increasing. However, Level 4 is demanding, and quite a few students require repeating some Level 4 courses. (17 certificates have been awarded to date over the last four years, an average of just over four per academic year.)

Goal 5: The ESL Scorecard for 2018 was 8.4%, just below the goal of 10%. Hopefully we will see an increase for 2019.

Part 3. Based on Part 2 above, please list program/area goals for 2020-2021:

Program/Area Goal #	Goal supports which ILO/PLO/SLO/OO?	Description of Goal	Steps to be taken to achieve goal?
Embedded Tutoring	ILO Communication: Demonstrates listening and speaking skills that result in focused and coherent communications.	Employee Embedded Tutoring in most ESL sections as well as in-house LC tutors.	Work with The ESL instructors to recruit potential tutors from current students so The LC can employ, train, and assign more qualified tutors.

ESL Certificates	ILO Career and Specialized Knowledge: Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.	Increase the number of ESL Certificates awarded from 4 per year to 6 per year.	Continue to explain and promote the ESL Certificate as an essential goal (and personal milestone) prior to regular English courses.
ESL Student Success (AVC pass-rate and Statewide Scorecard)	ILO Career and Specialized Knowledge: Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.	Increase ESL pass-rate from 59% to 65%. Increase AVC's ESL Student Success Scorecard from 8% to 10%.	Raise awareness among ESL instructors and students regarding the importance of not only completing ESL (and its Certificate) but also pursuing college English courses (and beyond).

Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):

Type of Resource Request	Summary of Request	New or Repeat Request	Amount of Request, $	One-Time or Recurring Cost, $	Contact's Name
Faculty					
Classified Staff					

Technology	Maintain dedicated ESL classrooms	Repeat	2000	Recurring	Dean/Chair
Physical/Facilities					
Supplies					
Professional Development					
Other	Embedded and In-House Student Tutors for ESL	Repeat	25, 000	Recurring	Heidi Williams

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

Please Select **Subject** area (twice) and **Program Major(s)** to get your data --->
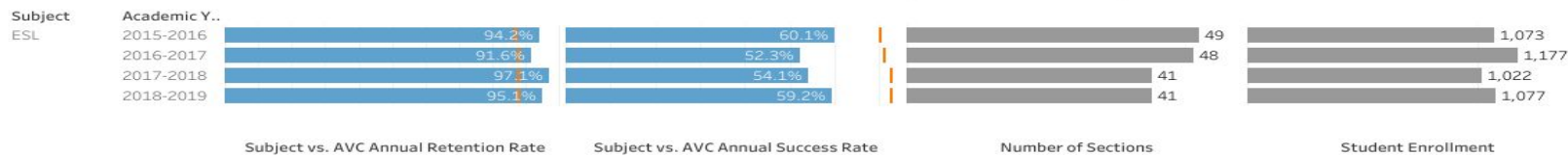
Select Subject	Select Subject *again*	Select Major(s)	Academic Year
ESL	ESL	None	Multiple values

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

Subject	Academic Y..				
ESL	2015-2016	94.2%	60.1%	49	1,073
	2016-2017	91.6%	52.3%	48	1,177
	2017-2018	97.1%	54.1%	41	1,022
	2018-2019	95.1%	59.2%	41	1,077
		Subject vs. AVC Annual Retention Rate	Subject vs. AVC Annual Success Rate	Number of Sections	Student Enrollment

Updated Data:

Enrollment and Number of Sections by *Modality* in ESL

	Instr. Met..	2015-2016	2016-2017	2017-2018	2018-2019
Number of Sections	Traditional	49	48	41	41
Enrollment	Traditional	1,073	1,177	1,022	1,077

Enrollment and Number of Sections by *Location* in ESL

	Location	2015-2016	2016-2017	2017-2018	2018-2019
Number of Sections	Lancaster	39	38	33	28
	Palmdale	10	10	8	13
Enrollment	Lancaster	800	907	783	722
	Palmdale	273	270	239	355

Number of Degrees/Certificates Awarded in None

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

	Fall 2015	Fall 2016	Fall 2017	Fall 2018
PT/Adjunct	3.5	2.9	2.8	2.2
FT/Regular	2.0	2.1	1.7	2.1
FT/Overload	0.1	0.2	0.2	
TOTAL FTEF	5.6	5.3	4.7	4.4
PT/FT	1.7	1.4	1.6	1.0
FTES	45.2	39.6	36.0	37.2
FTES/FTEF Ratio	8.1	7.5	7.7	8.5
WSCH/FTEF Ratio	242.2	225.4	229.9	255.8

2019-2020 Program Review Report

(SLO data): https://docs.google.com/spreadsheets/d/1BzSEC6CfEa_VAJzWZ7Nz65fNaQKlMxHxOmgZ9KLuQak/edit?usp=sharing

| Please Select Subject area (twice) and Program Major(s) to get your data ---> | Select Subject ESL | Select Subject again ESL | Select Program Major(s) None | Academic Year Multiple values | |

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

ESL	Retention	Success	Number of Sections	Enrollment (Dupl.), no EWs
2016-2017	89.3%	51.1%	48	1,177
2017-2018	97.1%	54.1%	41	1,022
2018-2019	93.7%	58.4%	41	1,077
2019-2020	92.6%	54.6%	42	1,076

Subject vs AVC Retention Rate · Subject vs AVC Success Rate · Number of Sections · Enrollment (Dupl.), no EWs

Enrollment and Number of Sections by *Modality* in ESL

	Instr. Method	2016-2017	2017-2018	2018-2019	2019-2020
Number of Sections	Traditional	48	41	41	42
Enrollment	Traditional	1,177	1,022	1,077	1,076

Enrollment and Number of Sections by *Location* in ESL

	Location	2016-2017	2017-2018	2018-2019	2019-2020
Number of Sections	Lancaster	38	33	28	24
	Palmdale	10	8	13	18
Enrollment	Lancaster	907	783	722	577
	Palmdale	270	239	355	499

Number of Degrees/Certificates Awarded in None

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

	Fall 2016	Fall 2017	Fall 2018	Fall 2019
PT/Adjunct	2.9	2.8	2.2	2.4
FT/Regular	2.1	1.7	2.1	2.1
FT/Overload	0.2	0.2		
TOTAL FTEF	5.3	4.7	4.4	4.5
PT/FT	1.4	1.6	1.0	1.1
FTES	39.6	36.0	37.2	38.8
FTES/FTEF Ratio	7.5	7.7	8.5	8.6
WSCH/FTEF Ratio	225.4	229.9	255.8	258.8

Click here to see AVC's Program awards dashboard

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ANTELOPE VALLEY COLLEGE

2019-2020 Program Review Report

Division/Area Name: Learning Center	For Years: 2021-2022
Name of person leading this review: Heidi Williams	
Names of all participants in this review: Diane Flores-Kagan, Wendy Rider, and Heidi Williams	

Part 1. Program Overview:

1.1. Briefly describe how the program contributes to the district mission

The mission of the Learning Center is to work with all students at various levels and with diverse abilities and provide them with the scaffolding to succeed in college level classes.

1.2. State briefly program highlights and accomplishments

We built comprehensive embedded tutoring programs for English and Math and continue to monitor the growth of embedded tutoring in Communications and Spanish. Last year, an extensive menu of workshops was created for Math, English, and Reading in anticipation of AB 705. At the Palmdale Center, the presence of a full-time faculty learning specialist assigned there three days a week has added continuity of services which might be a factor in an increased number of students seeking tutoring and other services such as computer use and quiet study. In addition, the workshops in response to AB 705 continue to be well-attended in Palmdale. During the prior academic year, faculty learning specialists revised the tutor training courses (LAC 100, 200, 299) to one unit each in order to encourage more AVC tutors to complete them and to receive certification as professional tutors from the College Reading and Learning Association (CRLA). As a result of the course revisions, more tutors (30) than in past years will be honored at a ceremony at the end of the spring 2020 term, receiving regular/Level 1 tutoring certificates and two who will be awarded advanced tutoring certificates.

1.3. Check each Institutional Learning Outcome (ILO) supported by the program. *Type an "X" if checkbox is unavailable.*

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

1.4. Check each _Educational Master Plan (EMP)/Strategic Plan Goal_ supported by the program. _Type an "X" if checkbox is unavailable._

☐ X**Goal 1*:** Commitment to strengthening institutional effectiveness measures and practices.

☐X **Goal 2*:** Increase efficient and effective use of resources: Technology (online tutoring); Facilities; Human Resources; Business Services.

☐ X**Goal 3:** Focus on utilizing proven instructional strategies that will foster transferable intellectual skills (CRLA tutor training).

☐ X**Goal 4*:** Advance more students to college-level coursework. Develop and implement effective placement tools.

☐X **Goal 5:** Align instructional programs to the skills identified by the labor market (CRLA tutor training).

*Indicates College-Wide Priorities for 2019-2020

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Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:

Writing tutors continue to attend a yearly off-campus conference to hone their tutoring skills. Breakout sessions enable focus groups to problem solve and to analyze tutoring techniques. Ongoing tutor training for all AVC reading and writing tutors occurs twice a month in order for tutors to stay current in their areas of expertise. There is a need for all LC tutors to receive regular training.

When surveyed, LAC 100 students reported satisfaction with the course. Both hybrid and traditional sections experienced a high pass rate with many students also earning the CRLA tutor certification.

During the Fall semester, 2018, we ran qualitative surveys with instructors and students who were in classes with embedded tutors. We found overwhelmingly positive responses from instructors and students who use embedded tutors. We saw an increased use of Math and Writing tutor visits in the Learning Center, and increased presence of Math and English faculty in the Learning Center.

Part 2.B. Analyze the program review data (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):

Strengths	Our strength is the growing number of our tutoring offerings. In Fall 2018, we offered 173 Biology SI sessions with an average of 4 students per session. In Fall 2019, we offered 367 Biology SI sessions with an average of 4 students per session. We were able to serve about 775 more students during the Fall semester 2019 as compared to the Fall of the previous year, 2018. **Update:** The sudden movement to remote learning at AVC proved challenging for all employees and students. The Learning Center quickly updated Canvas to offer a fully-online Learning Center. As a result, we have been able to continue to offer tutoring services to AVC students while also maintaining a robust embedded tutor and SI program.
Weaknesses	One weakness is inconsistent data about various tutoring services. Because of old databases and other collection problems, we have no data about Writing, Math, and Reading tutoring in 2018. Another weakness is inconsistent tutor training among the various areas in the Learning Center. Because only the Writing Center has faculty learning specialists, math, reading, and subject area tutors and Supplemental Instruction leaders lack regular training. The tutorial specialists are qualified to train tutors in workplace policies and procedures, but they have little knowledge of tutorial theory and practices. Our success and retention rates for LAC 20 and 21 are now 63.8 and 72.5. These are below the AVC averages.

	Update: The pandemic has made teaching and tutoring more difficult. Despite our efforts to provide tutoring to AVC students remotely, we still struggle to make students aware of our Learning Center Canvas page. As a result, our overall tutoring numbers are down.
Opportunities	Now that we have the data tracking system Accudemia, and it seems to be working, we will now have more reliable data for all of our Learning Center services so we can make more informed decisions regarding our programming. In light of the new data program, we now need to better train faculty and staff on the use of AccuSQL in the Learning Center. **Update:** The pandemic forced students and faculty to approach learning and teaching from an entirely new perspective as the learning environment dramatically changed. Our faculty and staff immediately began to learn Canvas and Zoom in order to continue to offer quality education to our students. We need to continue to use our new data tracking system to offer online/remote tutoring and LAC classes to our students in an informed way.
Threats	After the retirement of Dr. Capriou, we have not replaced her with a faculty member with a math background. Also, we no longer have a reading faculty member working in the Learning Center. We also lost our math faculty member in Palmdale during the Spring semester 2020. We are concerned with the inconsistent faculty presence at both campuses. **Update:** The pandemic itself is a threat, as it is an external issue that affects all of us, students and faculty and staff, in a multitude of ways. Students are struggling with the basics (food, shelter, jobs, family) as well as technology (computer access, Internet access, dedicated study space). The online learning environment is one that is awkward and difficult for many students to navigate. Our original program review discussed our concern with inconsistent faculty presence in the Learning Center. Remote learning has exacerbated this problem because we are literally disconnected and absent.

Part 2.C. Review and comment on progress towards SLO/PLO/OO Action Plans:

For LAC 020, our 19-20 SLO Action Plan is focused on SLO #3: The student will explain the composition process and elements of essays.
During Fall 18, our success rate for SLO #3 was 85.7%. In Fall 19, this success rate had fallen to 55.6%. We believe the drop in SLO #3's success is due to below average reading skills of some students who test low on a written exam.
Our plan to improve our success rate for SLO #3 is to review test wording for possible changes. We also plan to revise our SLO wording from "explain the composition process" to "demonstrate" or "apply" to more accurately measure success.
Update: For LAC 100, our 2020 SLO Action Plan is focused on SLO#2: You will be able to demonstrate to tutees how to locate resources and develop and/or improve study habits beyond the individual and/or group tutorial.

We choose this SLO because of our remote learning environment. It is essential for tutors to be able to guide tutees to virtual resources beyond the tutoring session. Currently, the number of students accessing and using our online tutoring resources Net Tutor and Smart Thinking are very low. To remedy this, we plan to work with the Marketing Department to make students better aware of the Learning Center Canvas page as well as Net Tutor and Smart Thinking. We will then train our tutors to direct tutees to these sites for additional help.

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

Goal #1: To better serve students affected by AB 705, fully implement scaffolding workshops for reading, math, English and ESL.
Progress: The reading, math, and English faculty collaboratively designed workshops in all three areas and began to offer those workshops in either Spring or Fall 2019. Because of low attendance in reading workshops, they were severely reduced during Spring 2020. English workshops are still being offered into Spring 2020, but they have also reduced the total number of workshops because of low attendance. Math continues to offer a multitude of workshops, but their average attendance is only 3 students. We need to work on marketing ALL workshops and encourage instructors to actively support workshops within the scaffolding of their classes.
The ESL faculty have not developed any ESL workshops; however, ESL students do attend Grammar Groups sessions led by student writing tutors.
Goal #2: To serve students who have generally been outside of the scope of our work in the past two years, expand embedded tutoring beyond the Division of Rhetoric and Literacy and the Math Department to better serve students.
Progress: We have expanded embedded tutoring into Spanish, Communication Studies, and ESL classes. We hope to offer more embedded tutoring in other programs across campus.
Goal #3: To better understand the scope and effect of our programs on students, fully implement AccuSQL or SOME OTHER DATA MGMT SYSTEM! At which point, we can establish effective Operational Outcomes.
Progress: Data has been culled from AccuSQL for the purpose of this program review report. LC staff are learning how to manage and interpret the data.

Part 3. Based on Part 2 above, please list program/area goals for 2020-2021:

Program/Area Goal #	Goal supports which ILO/PLO/SLO/OO?	Description of Goal	Steps to be taken to achieve goal?

1	Communication ILO: Demonstrates listening and speaking skills that result in focused and coherent communications. Career and Specialized Knowledge ILO: Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.	To better serve students with well qualified tutors, offer twice a month training for all LC tutors to build their skills and knowledge.	Actively recruit faculty learning specialists within discipline areas to train tutors. Explore justification for requiring all tutors to take the first level LAC tutor training course.
2	Creative, Critical, and Analytical Thinking ILO: Uses intellectual curiosity, judgment and analytical decision-making in the acquisition,integration and application of knowledge and skills.	To better serve students with well qualified tutors, involve the tutorial specialists in tutor observations and training as appropriate.	Hire two more tutorial specialists, one in Lancaster and one in Palmdale.
3		To serve students more effectively, expand S.I. and embedded tutoring	Create a marketing program to communicate the value of S.I. and embedded tutoring in the classroom. Share the success data with faculty in department meetings.

		in English, foreign languages, science courses, and social sciences.	

Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):

Type of Resource Request	*Summary of Request*	*New or Repeat Request*	*Amount of Request, $*	*One-Time or Recurring Cost, $*	*Contact's Name*
Faculty	Disciplined faculty members to work in LC from Math and English	New	Stipend? Reassigned time?		
Classified Staff	One more learning specialist	New	Going rate for full time staff.		
Technology	Pisces online tutoring	New	20,000		
Physical/Facilities					
Supplies					
Professional Development					

Other					

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

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

Select **Subject**	Select **Subject** *again*	Select **Major(s)**	Academic Year
LAC	LAC	None	2018-2019

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

Subject	Academic Y..			
LAC	2018-2019	74.5%	63.8%	2	47

| Subject vs. AVC Annual Retention Rate | Subject vs. AVC Annual Success Rate | Number of Sections | Student Enrollment |

Enrollment and Number of Sections by *Modality* in LAC

	Instr. Met..	2018-2019
Number of Sections	Traditional	2
Enrollment	Traditional	47

Enrollment and Number of Sections by *Location* in LAC

	Location	2018-2019
Number of Sections	Lancaster	2
Enrollment	Lancaster	47

Number of Degrees/Certificates Awarded in None

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

	Fall 2018
FT/Regular	
FT/Overload	0.1
TOTAL FTEF	0.1
FTES	0.7
FTES/FTEF Ratio	11.1
WSCH/FTEF Ratio	333.0

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awards dashboard

Updated Data:
(SLO Data): https://docs.google.com/spreadsheets/d/1xVsm7LBJnHjkdTocRkiBX20BN_RM-RXptCGKalxOGJA/edit?usp=sharing

2019-2020 Program Review Report

Please Select **Subject** area (twice) and **Program Major(s)** to get your data --->
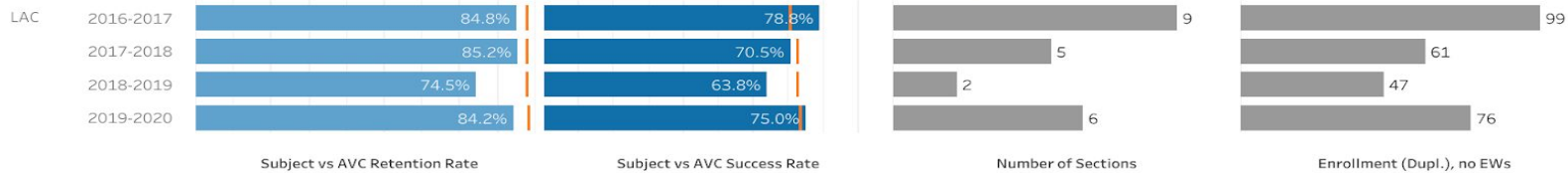
Select Subject	Select Subject again	Select Program Major(s)	Academic Year
LAC	LAC	None	Multiple values

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

LAC	Subject vs AVC Retention Rate	Subject vs AVC Success Rate	Number of Sections	Enrollment (Dupl.), no EWs
2016-2017	84.8%	78.8%	9	99
2017-2018	85.2%	70.5%	5	61
2018-2019	74.5%	63.8%	2	47
2019-2020	84.2%	75.0%	6	76

Enrollment and Number of Sections by *Modality* in LAC

	Instr. Method	2016-2017	2017-2018	2018-2019	2019-2020
Number of Sections	Online	1	1		1
	Other Indep S..	2			
	Traditional	6	4	2	5
Enrollment	Online	17	11		13
	Other Indep S..	2			
	Traditional	80	50	47	65

Number of Degrees/Certificates Awarded in None

Enrollment and Number of Sections by *Location* in LAC

	Location	2016-2017	2017-2018	2018-2019	2019-2020
Number of Sections	Lancaster	9	5	2	6
Enrollment	Lancaster	99	61	47	78

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

	Fall 2016	Fall 2017	Fall 2018	Fall 2019
PT/Adjunct	0.2	0.2		0.1
FT/Regular	0.1	0.1		0.2
FT/Overload		0.1	0.1	
TOTAL FTEF	0.3	0.3	0.1	0.3
PT/FT	2.0	3.0		0.3
FTES	2.5	1.8	0.7	1.4
FTES/FTEF Ratio	8.4	5.3	11.1	5.4
WSCH/FTEF Ratio	253.0	157.5	333.0	160.9

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to see AVC's Program
awards dashboard

Division/Area Name: Rhetoric and Literacy/ READ	For Years: 2021-2022

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2019-2020 Program Review Report

Name of person leading this review: Heidi Williams
Names of all participants in this review: Morenike Adebayo-Ige, Heidi Williams

Part 1. Program Overview:

1.1.Briefly describe how the program contributes to the district mission
The Reading Department is "committed to student success offering value and opportunity, in service to our community" through our course offerings, which are Critical Thinking (READ 099) and Reading Skills (READ 095). The structures of these courses are multimodal designed to cater to the various academic needs of our students across disciplines. In our quest to reach out to the community, the Read to Succeed (RtS) Initiative has served as a bridge across curriculum, the campus and outside community.
1.2.State briefly program highlights and accomplishments
We have condensed our course offerings by deactivating READ 097 to comply with AB 705 in order to support students to succeed in their college level courses. Therefore, our current course offerings include READ 099 (3 Units) and READ 095 (Non-Credit). Our Reading faculty is part of the cross-curricular collaborative Reading Apprenticeship (RA) community to promote reading strategies across disciplines. Moreover, the RtS Initiative promotes a community of engaged readers where discussions on current and global issues take place. The Reading department continues to employ in-class tutors and Directed Learning Activity (DLA) tutors through the Learning Center (LC) to support student success.

1.3. Check each Institutional Learning Outcome (ILO) supported by the program. Type an "X" if checkbox is unavailable.	
X☐ Communication	☐ Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. X☐ Demonstrates listening and speaking skills that result in focused and coherent communications

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

1.4. Check each _Educational Master Plan (EMP)/Strategic Plan Goal_ supported by the program. *Type an "X" if checkbox is unavailable.*

☐ **Goal 1*:** Commitment to strengthening institutional effectiveness measures and practices.

X☐ **Goal 2*:** Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.

X☐ **Goal 3:** Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.

X☐ **Goal 4*:** Advance more students to college-level coursework-Develop and implement effective placement tools.

X☐ **Goal 5:** Align instructional programs to the skills identified by the labor market.

*Indicates College-Wide Priorities for 2019-2020

Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:

Assembly Bill 705 (AB705) took effect in January 2018. "The bill requires that a community college district or college maximizes the probability that a student will enter and complete transfer-level coursework in English and math within a one year timeframe and use, in the placement of students into English and math courses, one or more of the following: high school coursework, high school grades, and high school grade point average." Consequently, students no longer are required to take Basic Skills Reading classes. This has cut our course offerings for Reading in half for Spring of 2019, and currently we only have 2 sections -one of each course (095 and 099) in Spring of 2020 and only one (099) in Fall of 2020. We will continue to evaluate the impact of this law. https://assessment.cccco.edu/ab-705-implementation

Part 2.B. Analyze the program review data (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):

Strengths	Both Reading success and retention increased in 2017-2018. Since 2016-2017, success has increased by 9.05% from 68.5% to 74.7%. This exceeds the AVC Annual Success Rates by 3.17%. In addition, the retention rate increased by 1.11% from 2016-2017 to 2017-2018 from 89.3% to 90.3%. In 2018-2019, the Retention and Success Rates reduced to 87.7% and 74.9% respectively. 2016-2017 and 2017-2018 show that the curricular and course changes were successful. These changes include a variety of reading strategies (Reading Apprenticeship and AVID), which are designed to support students in college level classes across disciplines. Furthermore, the Reading department has strengthened its faculty via professional development opportunities, such as Reading Apprenticeship training and collaboration with other community colleges' Reading Programs. However, the reduction in retention and success could have been a result of the awareness of AB705 that was just coming in at that time. Overall, the Reading department hopes to strengthen itself by offering Reading Workshops across disciplines. Spring of 2020 begins pilot Workshops to students in STEM and Literature courses.

Weaknesses	The Reading department continues to strive towards closing the race and gender equity gaps, especially for African American/Black and Hispanic students. The department has successfully closed the age gap for students ages 30 to 49 but continues to work actively to close the gaps for students less than 19-29 years and students 50 or older. Although the numbers fluctuate from year to year, the implemented changes are promising. For example, in 2014-2015, 75 more completers would close the equity gap for females and in 2016-2017, 43 completers would close the gap. 41 completers were needed in 2016-2017 in the African American/Black ethnicity category, and in 2017-2018, 23 completers were needed. Reading has continuously adjusted the curriculum to fill these gaps. Changes have included the implementation of several strategies to engage and challenge students. Although there is some successful data, we will continue to work to fill these gaps. Even though the reduction of READ classes has eliminated READ 095, we would be remiss if we did not mention the low retention and success rates of READ 095. Our updated SLO data at the end of the program review will reflect this. We do not retain students in the class, and those that stay are not succeeding. It may be the result of it being a non-credit class, but we should also look at the class structure to determine our part in the low numbers. **Update:** Our retention and success rates for 19-20 have continued to plummet as a result of the pandemic and our move to remote learning. Our retention rate dropped to 70.2% (down from 87.7%) and our success rate is 53.2% (down from 74.8%).
Opportunities	Despite the effect of AB705 on enrollment, the Reading Department strives to take advantage of the Bill to expand its offerings and support across disciplines via the Reading Workshops. Also, given the under-preparedness of many of the students for college level work across disciplines, because of AB 705, the Reading Department intends to use that to support students to succeed. **Update:** The pandemic forced students and faculty to approach learning and teaching from an entirely new perspective as the learning environment dramatically changed. Our faculty immediately began to learn Canvas and Zoom in order to continue to offer quality education to our students, reviewing the technical training videos offered by AVC as well as signing up for the Summer Online Training offered by AVC. The opportunity of the EW also helped students cope with the sudden difficulties they were facing in the spring 2020 semester. We had 21 students take advantage of the EW. The planned workshops for students in STEM and Literature could not be accomplished because of the virtual learning that the Pandemic placed everyone into, as students and faculty are much more focused on navigating teaching and learning via zoom than a support-based Reading workshop. As a result, we have an opportunity to move these workshops online so we can still fulfill this need.
Threats	With AB 705, students may not see the need to take Reading Courses, although many of our under-prepared students need it. Hence, the Bill becomes a threat to the department.

	Update: The pandemic itself is a threat, as it is an external issue that affects all of us, students and faculty and staff, in a multitude of ways. Students are struggling with the basics (food, shelter, jobs, family) as well as technology (computer access, Internet access, dedicated study space). The online learning environment is one that is awkward and difficult for many students to navigate. Our original Program Review information discussed the threat of AB 705. This is exacerbated by the reduced enrollment numbers because of the pandemic. Students are enrolling but are only taking classes that lead to a degree because of lack of counseling as well as heightened stress in their lives. That is lowering our numbers even more so.

Part 2.C. Review and comment on progress towards SLO/PLO/OO Action Plans:

For READ 099, our SLO Action Plans are focused on SLO #1: The student will be able to analyze several factors of a passage written at college level, including the main idea, the supporting details, and the primary pattern of organization. We would like to continue to improve students' reading comprehension and vocabulary skills. Our current comprehension success rate for 2018-2019 had a huge difference, as we had 82.8% in Fall of 2018 and 70% in Spring of 2019. In the same manner, our vocabulary success rate in Fall of 2018 was 84.3% but fell to 72% in Spring of 2019. These need to be looked into, as the Reading Department is not exactly sure of what the causes are. Comprehension success rate in 2016-2017 was 85.85% and our vocabulary success rate was 80%. Our Action Plan is to increase the number of successful students by at least 2% on both SLOs (Comprehension and Vocabulary). We have adjusted our curriculum by adding various strategies, such as RA and AVID to improve and increase students' reading comprehension and vocabulary skills. In addition, the Reading SLO assessments were revised by Fall of 2019 to tie much more to supporting student success, as required by AB 705.

For READ 095, our SLO action plans are focused on SLO #1: The student will be able to state the main idea and supporting details of a passage written at 6th grade level .

We will continue to strive to improve students' reading comprehension and vocabulary skills by slowing down the curriculum and spending more time on essential reading skills and application to cater to the students' needs. Our comprehension SLO success rate was 61% in 2016-2017 and our vocabulary SLO success rate is 67%. The Action Plan is to increase the success rate for these SLOs by 2% with a goal of 70% to meet our target by focusing on core reading curriculum. Also, the assessments were revised in Fall of 2019.

READ has no PLOs because we are not a program. Our courses are basic skills courses that do not lead to a degree.

Update: The READ Action Plans for 2020 focus on READ 099 and READ 095, SLO #2. In a continuation of examining the results of AB 705, the department is analyzing the learning outcomes that include core reading comprehension LOs. With remote learning, the department plans to encourage and increase student completion of Reading Plus and to encourage attending tutoring sessions in the Learning Center.

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

In view of AB 705, there are few changes to our goals. However, we continue to recruit and train (through the LC), DLA and in-class tutors to support students in the classrooms and in the LC. One of our Reading faculty is a part of the RA collaborative group that has successfully completed an online course. Their mission is to promote reading comprehension strategies across disciplines by utilizing the LC. Moreover, with RtS being in its third year, the team continues to secure funding to promote critical reading and discussions across disciplines.

Part 3. Based on Part 2 above, please list program/area goals for 2020-2021:

Program/Area Goal #	Goal supports which ILO/PLO/SLO/OO?	Description of Goal	Steps to be taken to achieve goal?
#1 Improve Success and Retention	SLOs #1, 2 and 3	To achieve college and career success, students need to comprehend college level and content area materials. Moreover, students need to have increased or adequate vocabulary words at their disposal with the ability to comprehend words contextually.	Meet with department instructors to regularly reflect on current curriculum to determine which strategies are successful. Reflect and review SLO data and revise assessments. Review data and continually adapt and align curriculum and assessments. Develop strategic reading workshops to be offered. Continue to recruit DLA and In-class tutors. Participate in tutor trainings.
#2 Professional development	SLOs #1, 2 and 3	Our faculty members have been trained in RA strategies. There is a need for continued training. Also, RA offers a trainer-of-trainer training. Three faculty members have attended a RA online course; one attended a conference and RA Leadership training. However, more training is necessary to	Determine funding for RA trainings for faculty. Determine funding for conferences (NADE, The Teaching Professor, UMOJA, etc.). Send instructor(s) to RA trainer of trainer workshop. Create FLEX RA training workshops for reading across disciplines.

		improve classroom curriculum and promote reading across the disciplines.	
# 3 Technology	SLOs #1, 2 and 3	Currently, the Reading department provides a hands-on multimodal classroom environment. The current Reading classrooms include computers. Students utilize computers to access comprehensive web-based reading programs (Reading Plus), to test, to write short summaries or reader's responses (to our supplemental readings) through Canvas. In addition, students acquire the skills necessary to successfully navigate the classroom management system, Canvas.	Maintain and replace current classroom technology. Determine the cost of an extended subscription for our current computer programs (subscription expires in 2023).
#4 Outreach, Community and Marketing	SLOs #1, 2 and 3	Continue to expand the RtS Initiative across campus communities and disciplines. Increase students' and community awareness of the RtS Initiative for collaborative reading, stressing the importance of a college wide reading initiative to aid student success and promote a love for reading.	Continued funding through Student Equity (SE). Collaborative planning with the faculty, staff, students via reading discussions and other activities. Marketing to reach out to the community. Continue to reach out to departments and disciplines faculty to motivate students to attend RtS events, in order to improve reading comprehension, contextual vocabulary skills, critical thinking (via discussions) and summary writing.

			Faculty may choose to adopt RtS books for in-class supplementary readings to strengthen students critical reading and thinking skills, as they participate in RtS discussions across disciplines.

Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):

Type of Resource Request	Summary of Request	New or Repeat Request	Amount of Request, $	One-Time or Recurring Cost, $	Contact's Name
Faculty					
Classified Staff					
Technology	Maintain dedicated Reading classrooms	Repeat	$2,000	Recurring	Dean / Chair
Physical/Facilities					
Supplies					
Professional Development	RA train-the-trainer for FT faculty or adjunct facultY and attend conferences to collaborate on best practices.	Repeat	$7,000	Recurring	Basic Skills

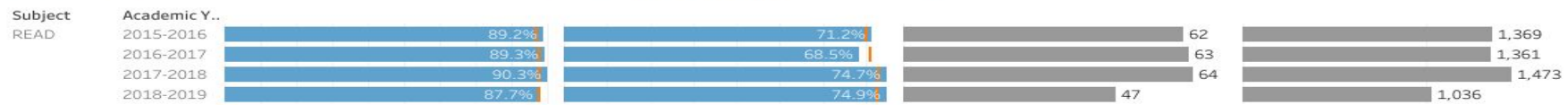| Other	In-class and DLA tutors	Repeat	$15,000	Recurring	Basic Skills
	Continued funding for RtS books, discussions, events and speakers.	Repeat	$20,000	Recurring	Student Equity

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

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

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

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

Subject	Academic Y..	Subject vs. AVC Annual Retention Rate	Subject vs. AVC Annual Success Rate	Number of Sections	Student Enrollment
READ	2015-2016	89.2%	71.2%	62	1,369
	2016-2017	89.3%	68.5%	63	1,361
	2017-2018	90.3%	74.7%	64	1,473
	2018-2019	87.7%	74.9%	47	1,036

Enrollment and Number of Sections by *Modality* in READ

	Instr. Met..	2015-2016	2016-2017	2017-2018	2018-2019
Number of Sections	Online	6	11	16	11
	Traditional	56	52	48	36
Enrollment	Online	109	237	345	224
	Traditional	1,260	1,124	1,128	812

Enrollment and Number of Sections by *Location* in READ

	Location	2015-2016	2016-2017	2017-2018	2018-2019
Number of Sections	Lancaster	50	50	50	33
	Palmdale	12	13	14	14
Enrollment	Lancaster	1,109	1,107	1,158	736
	Palmdale	260	254	315	300

Number of Degrees/Certificates Awarded in None

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

	Fall 2015	Fall 2016	Fall 2017	Fall 2018
PT/Adjunct	3.0	2.8	3.0	3.0
FT/Regular	1.8	2.0	1.8	2.0
FT/Overload	0.6	1.0	0.8	0.6
TOTAL FTEF	5.4	5.8	5.6	5.6
PT/FT	1.7	1.4	1.7	1.5
FTES	63.8	67.4	67.7	63.0
FTES/FTEF Ratio	11.8	11.6	12.1	11.3
WSCH/FTEF Ratio	354.6	348.5	362.5	337.6

Click here to see AVC's Program awards dashboard

Updated Data: SLO DATA
https://docs.google.com/spreadsheets/d/1aglhA68sUE3rRZmFQg14RW_7Oseka3BHLfHZ72cvTKI/edit?usp=sharing

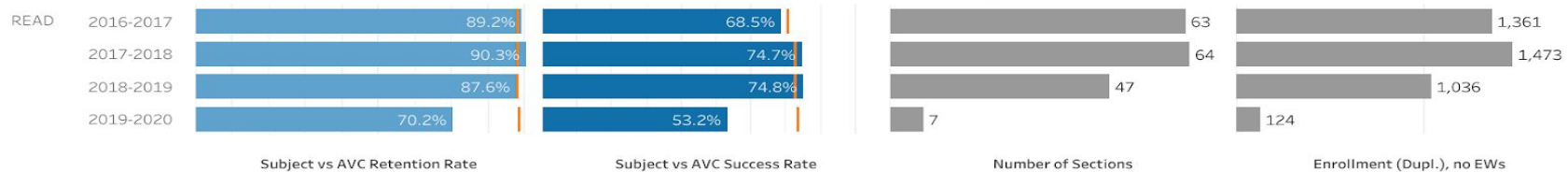Please Select **Subject** area (twice) and **Program Major(s)** to get your data --->

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

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

READ	Subject vs AVC Retention Rate	Subject vs AVC Success Rate	Number of Sections	Enrollment (Dupl.), no EWs
2016-2017	89.2%	68.5%	63	1,361
2017-2018	90.3%	74.7%	64	1,473
2018-2019	87.6%	74.8%	47	1,036
2019-2020	70.2%	53.2%	7	124

Enrollment and Number of Sections by *Modality* in READ

	Instr. Method	2016-2017	2017-2018	2018-2019	2019-2020
Number of Sections	Online	11	16	11	
	Traditional	52	48	36	7
Enrollment	Online	237	345	224	
	Traditional	1,124	1,128	812	124

Enrollment and Number of Sections by *Location* in READ

	Location	2016-2017	2017-2018	2018-2019	2019-2020
Number of Sections	Lancaster	50	50	33	6
	Palmdale	13	14	14	1
Enrollment	Lancaster	1,107	1,158	736	105
	Palmdale	254	315	300	19

Number of Degrees/Certificates Awarded in None

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

	Fall 2016	Fall 2017	Fall 2018	Fall 2019
PT/Adjunct	2.8	3.0	3.0	0.2
FT/Regular	2.0	1.8	2.0	0.6
FT/Overload	1.0	0.8	0.6	
TOTAL FTEF	5.8	5.6	5.6	0.8
PT/FT	1.4	1.7	1.5	0.3
FTES	67.4	67.7	63.0	7.1
FTES/FTEF Ratio	11.6	12.1	11.3	8.9
WSCH/FTEF Ratio	348.5	362.5	337.6	267.4

Click here
to see AVC's Program
awards dashboard