



2018-2019 Program Review Report

Division/Area Name:	For Years: 2020-2021
Name of person leading this review: Heidi Williams and Susan Lowry	
Names of all participants in this review: Heidi Williams and Susan Lowry	

Part 1. Program Overview:

<i>1.1. Briefly describe how the program contributes to the district mission:</i> The crucial thing about the Learning Center—the center of what we do—is to work with all students, at whatever level, with whatever abilities they are, and to provide them with the scaffolding to succeed in college level classes.	
<i>1.2. State briefly program highlights and accomplishments:</i> We have built Comprehensive Embedded tutoring programs for Reading and English, have maintained embedded tutoring for Math, and introduced and continue to grow the program in Communication and Spanish. This year, we have created an extensive menu of workshops for Math, in anticipation of AB 705, and we are currently working with Reading and English to field a series of Reading workshops for students in many disciplines, to begin to deal with the results of AB 705.	
<i>1.3. Check each Institutional Learning Outcome (ILO) supported by the program.</i>	
XCommunication	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
XCreative, Critical, and Analytical Thinking	XUses 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.
XCommunity/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.
<i>1.4. Check each Educational Master Plan (EMP)/Strategic Plan Goal supported by the program.</i>	
XGoal 1*: Commitment to strengthening institutional effectiveness measures and practices.	
XGoal 2*: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.	

XGoal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
XGoal 4*: Advance more students to college-level coursework-Develop and implement effective placement tools.
XGoal 5: Align instructional programs to the skills identified by the labor market.

*Indicates College-Wide Priorities for 2018-2021 as of fall, 2018.

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.:

N/A

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	Flexibility to work with students in multiple venues and with multiple techniques—peer-tutoring, classes, tutor-training, workshops, mentoring, embedded tutoring, individual work with faculty
Weaknesses	Inability to capture meaningful data using standard data capture tools of the college—our data from Tableau only covers a very small portion of our work, and the new data management system, AccuSQL is stumbling due to infrastructure problems in the LC and hardware-software mismatch
Opportunities	AB 705 has focused the college on the work we do—so many students who probably needed our support in the past will be funneled over to us with the new requirements for scaffolding.
Threats	AB 705 threatens to overload our small operation.

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

We have made good progress toward our goal of expanding Math and English services.

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

1, 2 Well, Basic skills classes are a thing of the past, primarily, so the goal to maintain and increase closeness to those programs is moot. We are those programs, now.

3 We lost our Tutorial Specialist for Supplemental Instruction last year, and we have been focused on the needs of AB 705 for this year. However, we just hired a new Tutorial Specialist, and she has a background in Chemistry. We hope to work with her to increase this program. Also, we have a new program in Reading Across the Disciplines, though that is more about faculty than tutor interaction and training.

4 We have just added the new LAC 100 and 200 courses to the Fall schedule with fewer units.

5. This goal is too vague, really. Everything we do does this.

6 We have had problems staffing much new programming in the Palmdale Center. The one shining light on this is that we are running a fairly active Math Workshop Program at Palmdale.

7 AccuSQL is still in progress—but we are determined to have it in place before the end of this academic year.

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?
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1	Goal meets all ILO's as expressed in 1.3 above.	To better serve students affected by AB 705, o fully implement Scaffolding workshops for Reading, Math, English and ESL.	Continue planning meetings with people within these disciplines. Market workshops more effectively from the outset of the term.
2	Goal meets all ILO's as expressed in 1.3 above.	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	Work with Tutorial Specialists to recruit new faculty and tutors for this program. Offer FPD events to increase interest and recruitment.
3	Goal relates to ILO concerning Critical Thinking.	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.	Continue to work with IT and Facilities to settle AccuSQL into place.

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

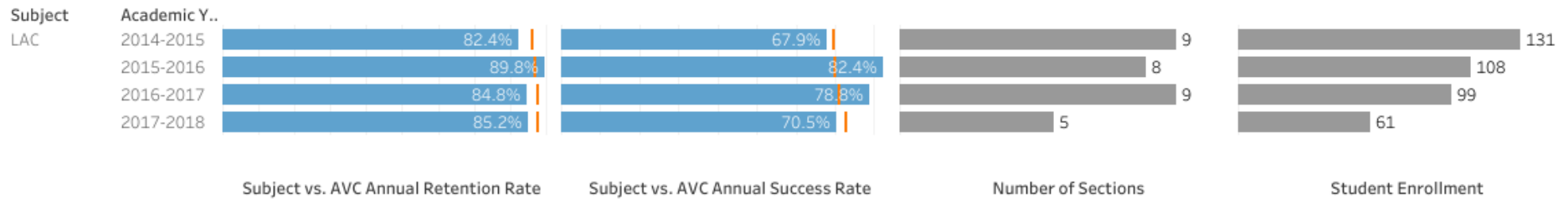
<i>Type of Resource Request</i>	<i>Summary of Request</i>	<i>New or Repeat Request</i>	<i>Amount of Request, \$</i>	<i>One-Time or Recurring Cost, \$</i>	<i>Contact's Name</i>
Faculty					
Classified Staff					
Technology					
Physical/Facilities					
Supplies					
Professional Development					
Other					

Please Select **Subject** area and **Program** Name or Code to get your data ----->

Select Subject LAC | Select Subject again LAC | Select Major(s) for Program Awards Multiple values | or Select Major Code for Awards All | Academic Year Multiple values



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



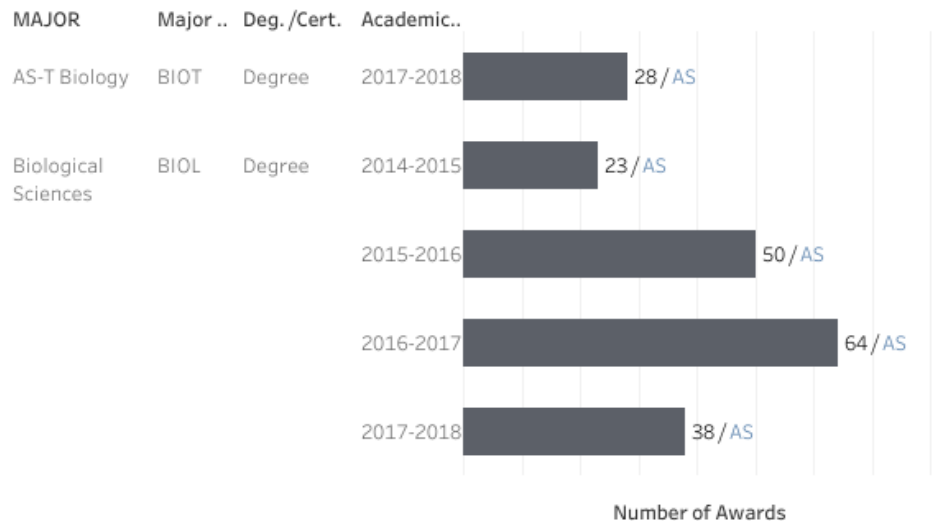
Enrollment and Number of Sections by *Modality* in LAC

	Instr. Method	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections	Online	1		1	1
	Other Indep Study	1		2	
	Traditional	7	8	6	4
Enrollment	Online	9		17	11
	Other Indep Study	3		2	
	Traditional	119	108	80	50

Enrollment and Number of Sections by *Location* in LAC

	Location	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections	Lancaster	9	8	9	5
Enrollment	Lancaster	131	108	99	61

Number of Degrees/Certificates Awarded in BIOL & BIOT



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

	Fall 2014	Fall 2015	Fall 2016	Fall 2017
PT/Adjunct	0.2	0.0	0.2	0.2
FT/Regular	0.2	0.2	0.1	0.1
FT/Overload				0.1
TOTAL FTEF	0.4	0.2	0.3	0.3
PT/FT	1.2	0.0	2.0	3.0
FTES	2.3	1.0	2.5	1.8
FTES/FTEF Ratio	6.3	6.0	8.4	5.3
WSCH/FTEF Ratio	188.2	180.0	253.0	157.5



2017-2018 Instructional Program Review Annual Update

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

Number of Full-time Faculty

2

Number of Part-time Faculty

5

Data/Outcome Analysis and Use

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

Indicator	2013-2014	2014-2015	2015-2016	2016-2017	Recent trends?	Comment
Enrollment #	1007	914	1073	1177	Increase.	Since we moved to non-credit, we have been working on more efficiently filling the courses we offer, and we have begun offering more courses in Palmdale
# of Sections offered	48	45	49	48	No Change	See above
# of Online Sections offered	0	0	0	0	No Change	The ESL program was never a great fit for online classes. Once we went to non-credit, we determined that online was completely out of the question.

# of Face-to-Face Sections offered	43	45	49	48	No Change.	We are working on more efficiently filling the courses we offer, rather than offering more courses.
# of Sections offered in Lancaster	39	38	39	38	No Change.	See above
# of Sections in other locations	9	7	10	10	Increase.	All increase in enrollment in ESL over the last few years is a result of growth at Palmdale.
<u># of Certificates awarded</u>					No Change	We added a certificate option in the 17-18 year.
<u># of Degrees awarded</u>					N/A.	
Subject Success Rates	70.3%	67.6%	60.1%	52.3%	Decrease.	Since we have switched to a non-credit program, we have many students who show up sporadically, and others who show up until the final, and then don't take it. They generally don't like the stress of tests, and the classes "don't count" anymore.
Subject Retention Rates	88.9%	91.8%	94.2%	91.6%	Increase	Positive attendance classes often have students who come to class sporadically throughout the term--they learn what they can as they can, and they don't see success the same way the college does--success for them is learning more English in whatever way--credit for the class is secondary or tertiary in their thinking. So they stay even if they fail. In fact, even when the program was structured for credit, students were more inclined to stay in the classes they took, even if they were likely to fail because the classes provide a "learning community" for them.
Full-time Load (Full-Time FTEF)	2.10	2.0	1.98	2.13	No Change.	See above about enrollment and course offerings.

Part-time Load (Part-time FTEF)	3.43	2.83	3.3	2.9	No Change.	see above about enrollment and course offerings.
PT/FT FTEF Ratio	1.7	1.2	1.7	1.4	No Change.	see above about enrollment and course offerings.
Other measure						

#	Indicator	Comments and Trend Analysis
.	If applicable, report program/area data showing the quantity of services provided over the past four years (e.g. # of workshops or events offered, ed.plans developed, students served)	Embedded tutoring has been incorporated into some ESL sections, including one bilingual tutor who is becoming a permanent tutor from term to term in five ESL sections. The ESL counselor has regularly visited many ESL sections at least once a year to help students create and/or update their Ed. Plans.
8.	Student success and retention rates by equity groups within discipline	<p>Review and interpret the subject data by race/ethnicity and gender. Identify achievement gaps. List actions that are planned to meet the Institutional Standard of 69.1% for student success and to close achievement gaps:</p> <p>The population of ESL students is overwhelmingly the same population the state and federal governments target for equity. Our equity gaps are severe, but that is because our population’s traditionally-measured success-rates have always been poor. However, they have gotten worse since we moved from credit to non-credit courses.</p> <p>The vast majority of our students are self-identified Hispanics (298 unduplicated headcount in 2017-18, as compared to 6 for African Americans, 70 for Asians, and 4 for all others), and the numbers have gotten worse for them proportionally with the drop across all populations. The gaps for African Americans and “white, non-hispanics” swing wildly because there are so few of them.</p> <p>Because the bulk of our students are Hispanic, most of the increase can be explained in the same way we explained the success rate drop above, and any discussion about the rise and fall of our success rates in general, and any measures we take to increase student success will be fashioned with Hispanic students in mind. Goals 1,2, and 5 in item number 12 below, as well as their attendant action plans, were designed with this population in mind.</p>

		<p>The gender equity gaps are also severe. On the surface, it looks as if the equity gap for men has increased drastically, but, once again, if we look at our population breakdown, the large majority of our students are women (346 unduplicated headcount, as compared to 64 for men). Therefore, the seemingly large swing in the achievement gap for men is at least partially a reflection in the fact that the number of men in the program is small, so any decrease will look much larger for them. However, the gap is important in any case, and, again, our action plans and goals below, are designed with the population in mind.</p> <p>The bottom line is that everything we do, and everything we plan to do as a program, is focused on equity.</p>
9.	Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline.	Comment on the <u>occupational projections</u> for employment in your <u>discipline</u> for the next two years and how the projections affect your planning: N/A

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

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

			grammar, reading, and especially writing) of language learning at higher levels. (This is an advanced level grammar course.)
		Choose an item.	

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

Goals/Objectives	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
1 dedicated ESL Classroom Palmdale	No Change	
1 more (of 2) dedicated ESL Classrooms Lancaster	No Change	
1 Full-Time ESL Faculty Hire	No Change	
Briefly discuss your progress in achieving those goals: No progress has been made, and now with the demolition of LS2, it is uncertain if ESL will have any ESL-equipped classroom at all.		
Please describe how resources provided in support of previous program review contributed to program improvements: None noted.		

12. Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2019-2020. Discipline/area goals must be guided by **district Strategic Goals** in the Educational Master Plan (EMP), p.90. They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency)**.

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or Outcomes	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
1	Institutionalize the use of embedded tutors in all ESL classes to deal with the variation in skill levels of students within a class--to help with the equity gap among Hispanic students.	1. Commitment to strengthen Institutional Effectiveness measures and Choose an item. *2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services *4. Advance more students to college-level coursework.	Identify more ESL students who might be suitable tutors. Work with Michele Lathrop and Academic Development Chairs to create an ongoing training program for ESL tutors.	Yes

2	Increase the percentage of ESL students who receive and follow a formal education plan through the Counseling office--to refocus the non-credit student on a clear goal of matriculation through the program.	<p>*2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services</p> <p>*3. Focus on utilizing proven instructional strategies that will foster transferable intellectual skills</p> <p>*4. Advance more students to college-level coursework.</p> <p>Choose an item. Choose an item.</p>	<p>Consider the use of the Guided Pathway system as an aid to this goal.</p> <p>Work with counseling to figure out how to entice students into counseling sessions.</p> <p>Consider a replacement program for our former bridge class (ESL 099) to ENGL 101.</p>	Yes
3	Increase community interest in ESL program, particularly in Palmdale.	<p>*2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services</p> <p>*3. Focus on utilizing proven instructional strategies that will foster transferable intellectual skills</p> <p>5.Align instructional programs to the skills identified by the labor market</p> <p>Choose an item.</p>	<p>Promote the new ESL proposed course (ESL 035 USA Citizenship) so that ESL students can be prepared to pass the USA Citizenship Test and become more connected and contributing members of US society and culture.</p>	No.
4	Increase number of certificates granted per year by 5 per semester.	<p>2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services</p> <p>*3. Focus on utilizing proven instructional strategies that will foster transferable intellectual skills</p> <p>5.Align instructional programs to the skills identified by the labor market</p>	<p>Program goal #2 integrates with this.</p> <p>Further, work with Admissions and Records to make certification more timely and smoother.</p>	Yes
5	Try to increase our State Scorecard to 10%, and to maintain that.	<p>Choose an item. Choose an item. Choose an item. Choose an item.</p>	<p>Program goals 1, 2 and 4 integrate with this.</p> <p>Further, standardize our drop policies in ESL classes to account for the large numbers of students who look as</p>	Yes

			if they have been retained in courses but should probably have been dropped.	
		Choose an item. Choose an item. Choose an item. Choose an item.		Choose an item.

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

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

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

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

²List needed technology resources in priority order.

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

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

⁵List any other needed resources in priority order.



2018-2019 Program Review Report

Division/Area Name: Rhetoric & Literacy/Reading	For Years: 2020-2021
Name of person leading this review: Morenike Adebayo-Ige	
Names of all participants in this review: Mary Rose Toll and Bertha Acosta-Del Riego	

Part 1. Program Overview:

<p><i>1.1. Briefly describe how the program contributes to the district mission:</i></p> <p>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.</p>	
<p><i>1.2. State briefly program highlights and accomplishments:</i></p> <p>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). Some of our Reading faculty are 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.</p>	
<p><i>1.3. Check each Institutional Learning Outcome (ILO) supported by the program.</i></p>	
<input checked="" type="checkbox"/> Communication	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. <input checked="" type="checkbox"/> Demonstrates listening and speaking skills that result in focused and coherent communications
<input checked="" type="checkbox"/> Creative, Critical, and Analytical Thinking	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. <li style="padding-left: 20px;">Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
<input checked="" type="checkbox"/> Community/Global Consciousness	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment. <input checked="" type="checkbox"/> Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
Career and Specialized Knowledge	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 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.
<input checked="" type="checkbox"/> Goal 1*: Commitment to strengthening institutional effectiveness measures and practices.
<input type="checkbox"/> Goal 2*: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.
<input checked="" type="checkbox"/> Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
<input checked="" type="checkbox"/> Goal 4*: Advance more students to college-level coursework-Develop and implement effective placement tools.
<input checked="" type="checkbox"/> Goal 5: Align instructional programs to the skills identified by the labor market.

*Indicates College-Wide Priorities for 2018-2021 as of fall, 2018.

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 on January 2018. “The bill requires that a community college district or college maximize 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 will affect future course offerings. 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%. This shows that the curricular and course changes have been successful. These changes include 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 trainings and collaboration with other community colleges’ Reading Programs.
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.

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

For READ 099, our SLO Action Plans are to continue to improve students' reading comprehension and vocabulary skills. Our current comprehension success rate for 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 will be revised by Fall of 2019.

For READ 095, we continue to strive to improving 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' need. 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. Also, the assessments will be revised by Fall of 2019.

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 second 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:

<i>Program/Area Goal #</i>	<i>Goal supports which ILO/PLO/SLO/OO?</i>	<i>Description of Goal</i>	<i>Steps to be taken to achieve goal?</i>
#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.	<ul style="list-style-type: none"> • 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 in the LC

			<ul style="list-style-type: none"> • Continue to recruit DLA and In-class tutors • Participate in tutor trainings
#2 Professional development	SLOs #1, 2 and 3	Three 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 will attend a conference, but more training is necessary to improve classroom curriculum and promote reading across the disciplines.	<ul style="list-style-type: none"> • Determine funding for RA trainings for full-time and adjunct instructors • 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
# 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 and Reading Horizons), 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.	<ul style="list-style-type: none"> • Maintain and replace current classroom technology • Determine the cost of an extended subscription for 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.	<ul style="list-style-type: none"> • Continued funding through Student Equity (SE)

		<p>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.</p>	<ul style="list-style-type: none"> • 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 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.
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Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):

<i>Type of Resource Request</i>	<i>Summary of Request</i>	<i>New or Repeat Request</i>	<i>Amount of Request, \$</i>	<i>One-Time or Recurring Cost, \$</i>	<i>Contact's Name</i>
Faculty	Full-time and adjunct hires	Repeat	Salary	Recurring	
Classified Staff					
Technology	Maintain dedicated Reading classrooms	Repeat	\$5,000	Recurring	Dean / Chair
Physical/Facilities					
Supplies					
Professional Development	RA train-the-trainer for FT faculty and RA training for adjunct faculty. Attend	Repeat	\$10,000	Recurring	Basic Skills

	conferences to collaborate on best practices				
Tutor employment and training	In-class and DLA tutors	Repeat	\$25,000	Recurring	Basic Skills
RtS	Continued funding for RtS books, events and speakers	Repeat	\$20,000	Recurring	Student Equity

Please Select **Subject** area and **Program** Name or Code to get your data ----->

Select Subject
READ

Select Subject **again**
READ

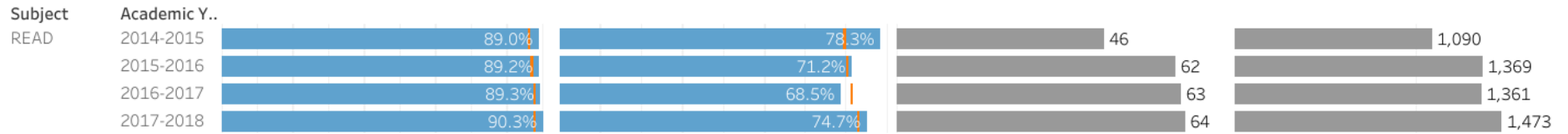
Select Major(s) for Program Awards
None

or Select Major Code for Awards
All

Academic Year
Multiple values



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



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 **READ**

Instr. Met..	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections Online		6	11	16
Traditional	46	56	52	48
Enrollment Online		109	237	345
Traditional	1,090	1,260	1,124	1,128

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

Location	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections Lancaster	37	50	50	50
Palmdale	9	12	13	14
Enrollment Lancaster	874	1,109	1,107	1,158
Palmdale	216	260	254	315

Number of Degrees/Certificates Awarded in [AAA, AAHT, AAP and 157 more](#)

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

	Fall 2014	Fall 2015	Fall 2016	Fall 2017
PT/Adjunct	2.8	3.0	2.8	3.0
FT/Regular	1.0	1.8	2.0	1.8
FT/Overload	0.4	0.6	1.0	0.8
TOTAL FTEF	4.2	5.4	5.8	5.6
PT/FT	2.8	1.7	1.4	1.7
FTES	53.3	63.8	67.4	67.7
FTES/FTEF Ratio	12.7	11.8	11.6	12.1
WSCH/FTEF Ratio	380.5	354.6	348.5	362.5

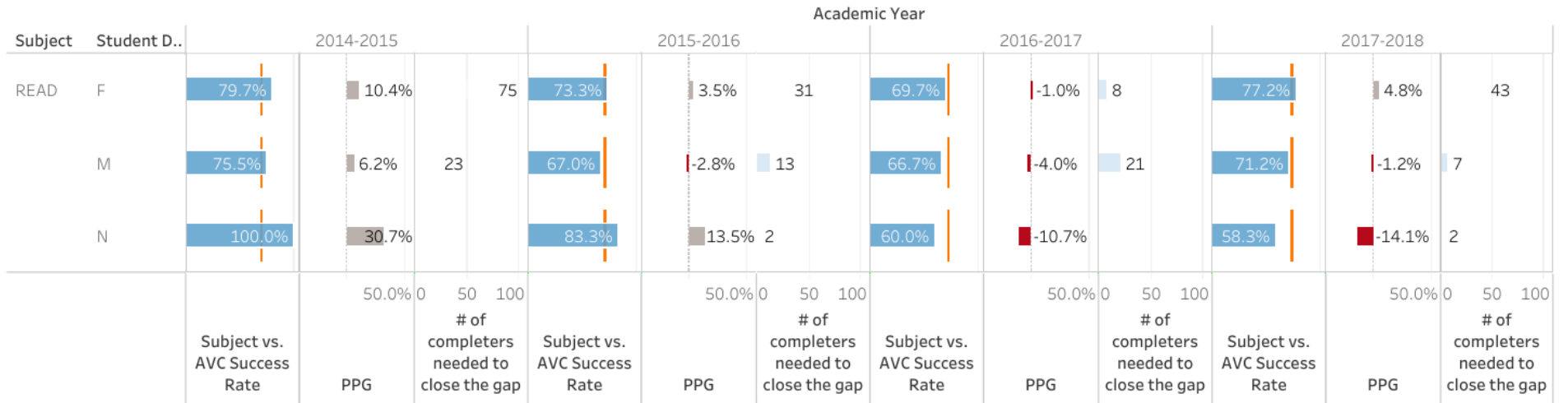
Subject
All

Academic Year
Multiple values

Select Demographics
Gender



Disproportionate Impact as Percentage Point Gap (PPG)
Subject Annual Success Rate vs. AVC Annual Success Rate (|)





2018-2019 Program Review Report

Division/Area Name: English	For Years: 2020-2021
Name of person leading this review: Kathryn Mitchell	
Names of all participants in this review: Mark Hoffer, Kristine Oliveira, Sawsan Farrukh, Jeffrie Ahmad, Scott Covell, Tino Garcia, Rachel Jennings-Tafarella, Karen Heinzman, Kathryn Mitchell	

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.	
1.2. State briefly program highlights and accomplishments:	
The program has now had a year to teach ENGL 100A, a streamlined basic skills course that allows students to succeed and complete ENGL 101 within an academic year, as required by AB 705, and we have seen positive results. Additionally, with the changes to enrollment practices due to AB 705, the English faculty have been pro-active, making appropriate curriculum changes and increasing student support services with faculty in the Learning Center / Academic Development to ensure students have the necessary tools to succeed; one such support service is the implementation of using embedded tutors, and that has resulted in higher student success rates.	
1.3. Check each Institutional Learning Outcome (ILO) supported by the program.	
<input checked="" type="checkbox"/> Communication	<input checked="" type="checkbox"/> Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. <input checked="" type="checkbox"/> Demonstrates listening and speaking skills that result in focused and coherent communications
<input checked="" type="checkbox"/> Creative, Critical, and Analytical Thinking	<input checked="" type="checkbox"/> Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. <input checked="" type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
<input checked="" type="checkbox"/> Community/Global Consciousness	<input checked="" type="checkbox"/> Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment. <input checked="" type="checkbox"/> Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
<input checked="" type="checkbox"/> Career and Specialized Knowledge	<input checked="" type="checkbox"/> 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.
Goal 1*: Commitment to strengthening institutional effectiveness measures and practices.
<input checked="" type="checkbox"/> Goal 2*: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.
<input checked="" type="checkbox"/> Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
<input checked="" type="checkbox"/> Goal 4*: Advance more students to college-level coursework-Develop and implement effective placement tools.
<input checked="" type="checkbox"/> Goal 5: Align instructional programs to the skills identified by the labor market.

*Indicates College-Wide Priorities for 2018-2021 as of fall, 2018.

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.:

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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	In the midst of drastic legislative changes, our program and faculty have stepped up and addressed the necessary issues facing curriculum and student success. Success and retention rates have increased from 67.6% to 71.0%. The implementation of embedded tutors in ENGL 100A has been incredibly successful, and we have begun to expand the embedded tutor program into ENGL 101. Additionally, the department has updated almost all of its CORs to reflect state standards and streamlined the degree program to offer only the AA-T English, which students have overwhelmingly chosen over other English degree programs we had previously offered (13 AA-T English awarded last year compared to 2 AA English degrees awarded).
Weaknesses	The English department has worked diligently to close equity gaps, and this is shown in the data; however, we need to continue to work on closing the gaps, especially for males and those in the age group of 20-24 years old. Both groups' success rates are slightly below AVC's averages, and the department needs to continue to address issues of equity.
Opportunities	AB 705 offered us the opportunity to review, reflect, and revise our English sequence, and it has made us re-imagine the way we teach composition.
Threats	AB 705 is also a threat to some of our students, those who struggle with writing (and reading) the most. With the reduction of Basic Skills courses and the inability to place students in necessary courses, students will now contend with fewer opportunities to improve writing skills prior to taking college-level courses.

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

Progress has been made towards SLO Action Plans. The English faculty are awaiting data pertaining to the new enrollment patterns that will be evident in the coming academic year, 2019-2020, for composition courses. Faculty are encouraging students in all levels of English, including literature courses, to seek additional help via faculty office hours and support services, such as Learning Center Workshops.
PLOs have been changed to reflect the placement of the majority of students directly into ENGL 101. PLO #1 has the highest success rate of our department PLOs, at 87%; faculty will review how the success rate will be effected with the new enrollment pattern for composition courses.

ILOs #1 and #7 were identified in the English Action Plan as needing attention. ILO #1 refers to demonstrating a knowledge of analytical reading and writing skills, specifically research, evaluation, and synthesis. To increase success for ILO #1, additional embedded tutors will be needed. ILO #7 refers to demonstrating knowledge and skills relating to student goals. To increase success for ILO #7, an increase in support services is needed. This includes additional support in the Writing Center.

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

It was noted in the last Program Review that the equity gap was most pronounced within specific ethnicities. By offering ENGL 100A, Books Help program, and AVID concepts, the equity gap was narrowed; however, we need to continue to work on adding support services as the equity gap still exists. The English discipline has succeeded in determining new assessment methods and increasing access to viable instructional space and support services, though the last one is an ongoing challenge with campus construction beginning in our area. Work on Guided Pathways and Meta Majors will also support student success and equity by offering students clear degree pathways and career options.

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

<i>Program/Area Goal #</i>	<i>Goal supports which ILO/PLO/SLO/OO?</i>	<i>Description of Goal</i>	<i>Steps to be taken to achieve goal?</i>
#1: Instruction	ILO #1-4; PLO #1-3; SLO #1-3; EMP #3 & 4	Increase use of embedded tutors in ENGL 100A and 101 and hire additional full-time and adjunct faculty	Maintain and increase funding for additional training and employing of embedded tutors 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	Create computer classrooms dedicated to English use	Work with budget, ITS, and facilities to create classrooms with computers for English faculty's use, supported by a need to increase information literacy and in-class workshops, an emphasis on revision, and the rise in use of OER materials
#3: Resources	ILO #1-4; PLO #1-3; SLO #1-3; EMP #2	Increase of support services in the Writing Center	Continue recruitment of student tutors, increase faculty workshops offered, and develop additional support services, supported by

			the need for additional services for students to be successful in their classes with the new legislative placement in English courses
#4: Program	ILO #3, 5, 7; EMP #5	Create Guided Pathways and Meta Majors to support student educational goals	Create clear pathways and Meta Majors, supported by state and national data

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

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

Please Select **Subject** area and **Program** Name or Code to get your data

Select Subject
ENGL

Select Subject **again**
ENGL

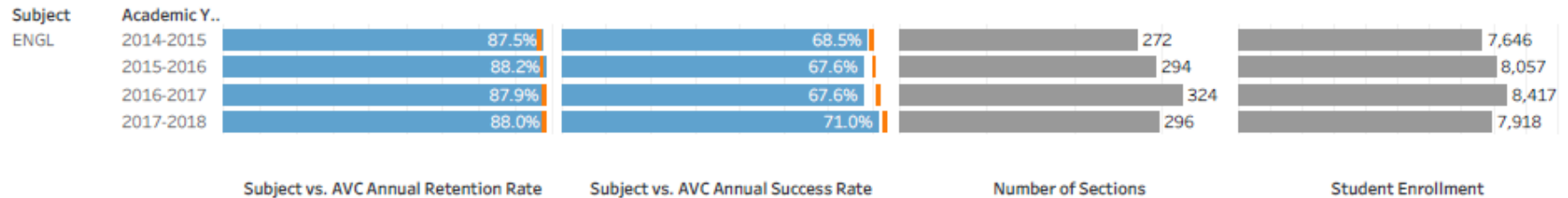
Select Major(s) for Program Awards
Multiple values

or Select Major Code for Awards
All

Academic Year
Multiple values



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



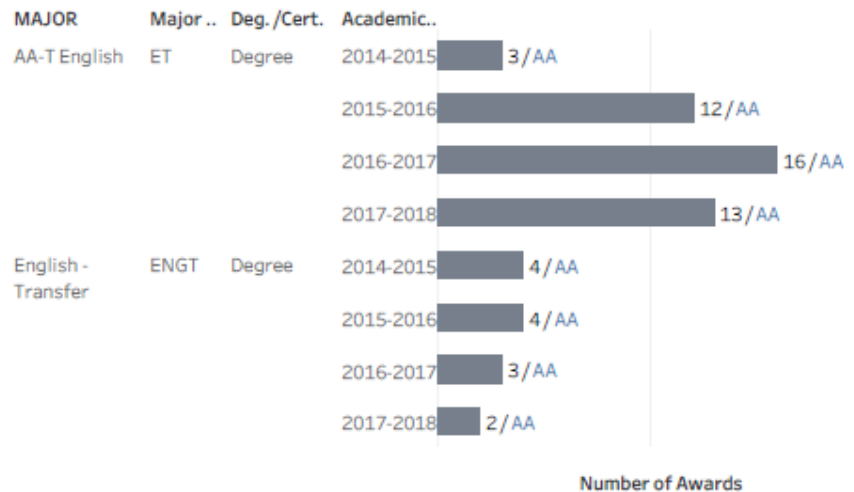
Enrollment and Number of Sections by *Modality* in ENGL

	Instr. Method	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections	Online	16	26	33	26
	Other Indep Study	1			1
	Traditional	255	268	291	269
Enrollment	Online	403	666	809	698
	Other Indep Study	2			1
	Traditional	7,241	7,391	7,608	7,219

Enrollment and Number of Sections by *Location* in ENGL

	Location	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections	Lancaster	237	235	261	255
	Lancaster [Off Ca..	1		1	
	Palmdale	34	59	62	41
Enrollment	Lancaster	6,637	6,502	6,887	6,793
	Lancaster [Off Ca..	31		15	
	Palmdale	978	1,555	1,515	1,125

Number of Degrees/Certificates Awarded in ENGT & ET



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

	Fall 2014	Fall 2015	Fall 2016	Fall 2017
PT/Adjunct	8.7	8.8	11.2	9.7
FT/Regular	16.3	16.2	15.6	16.5
FT/Overload	2.3	2.7	3.3	2.9
TOTAL FTEF	27.3	27.7	30.2	29.1
PT/FT	0.5	0.5	0.7	0.6
FTES	398.7	401.4	422.6	413.3
FTES/FTEF Ratio	14.6	14.5	14.0	14.2
WSCH/FTEF Ratio	437.6	434.2	419.7	425.9

Academic Year
Multiple values

Break by..
None

Subject
ENGL



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

	2014-2015	2015-2016	2016-2017	2017-2018	Grand Total
ENGL	68.5% (7,646)	67.6% (8,057)	67.6% (8,417)	71.0% (7,918)	68.6% (32,038)
Grand Total	68.5% (7,646)	67.6% (8,057)	67.6% (8,417)	71.0% (7,918)	68.6% (32,038)

Enrollment, Number of Sections by Course Number

Annual or Term
Annual

Term
All

Select a Course Number
All



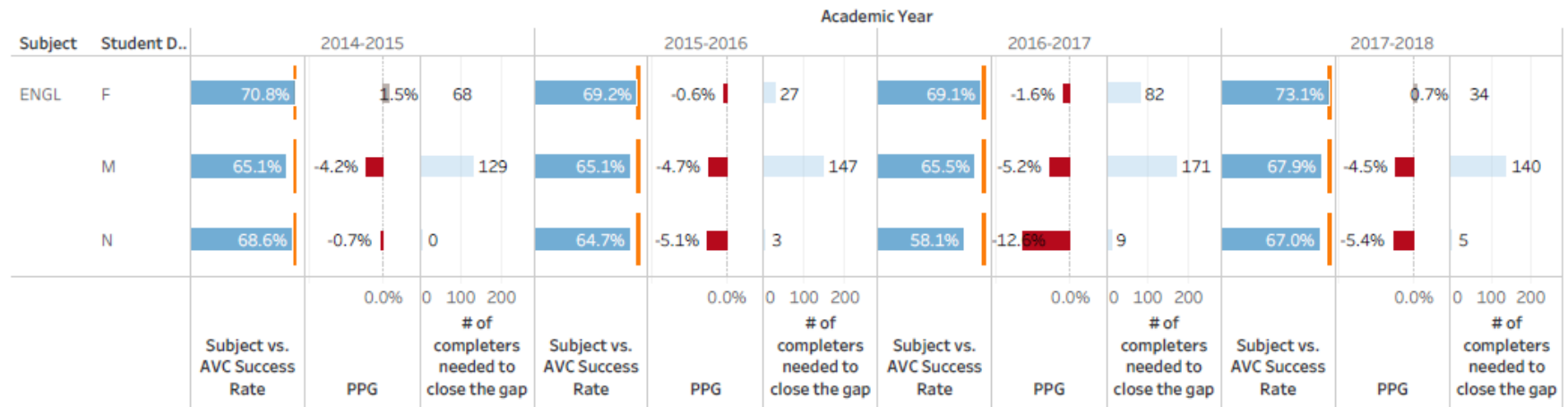
Subject
All

Academic Year
Multiple values

Select Demographics
Gender



Disproportionate Impact as Percentage Point Gap (PPG)
Subject Annual Success Rate vs. AVC Annual Success Rate (|)





2018-2019 Program Review Report

Division/Area Name: Communication Studies	For Years: 2018-2019
Name of person leading this review: Tom Graves	
Names of all participants in this review: Harish Rao; Tina McDermott; Ken Lee; Richie Hao; Nari Kim	

Part 1. Program Overview:

<p><i>1.1. Briefly describe how the program contributes to the district mission:</i> Communication Studies offer 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..</p>
<p><i>1.2. State briefly program highlights and accomplishments:</i> Added One (1) New full-time faculty hire; continued the Speech Tutor program in coordination with the Learning Center and working to expand to embedded tutors; Comm. 101 Honor's section: voter education and registration event in collaboration with the local NAACP and Women's League of Voters chapters; 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.</p>

<i>1.3. Check each Institutional Learning Outcome (ILO) supported by the program.</i>	
x Communication	<input type="checkbox"/> Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. Demonstrates listening and speaking skills that result in focused and coherent communications
x Creative, Critical, and Analytical Thinking	<input type="checkbox"/> 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	<input type="checkbox"/> Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment. <input type="checkbox"/> Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
<input type="checkbox"/> Career and Specialized Knowledge	<input type="checkbox"/> Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

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

*Indicates College-Wide Priorities for 2018-2021 as of fall, 2018.

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 (consistent over time in 80% range); success rates (consistent in 70% range); slight increase in enrollment and sections offered likely due to the 2 full time faculty positions filled.
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, during the last academic calendar year, three (3) adjuncts either retired or left the Communication Studies department (Pat Reed, Merri Nelson, and Nicholas Dixon) while one (1) replacement hired (Carissa Simmons) was made. Data indicates that four (4) faculty members took overload courses during that period, and one (1) course was officially noted as being cancelled. (Additional research needed in this area). Finally, Fall '18 numbers indicated that of the 48 communication courses offered, 37 courses had waitlists. Second, Comm. Studies needs to address and increase the number of Comm. Studies majors, and transfer degrees. Third, Comm. Studies faculty lacks a Fall and Spring norming session which impacts consistency within the Comm. Studies department. Fourth, Comm. Studies lacks a presence within the Law Scholar Program. Fifth, the development of new course(s) [e.g., persuasion]. Sixth, Comm. Studies needs to take a greater role in the significant/presence/involvement as a discipline within the students, faculty, and community.
Opportunities	First, this Spring semester, Comm. Studies is in the process of hiring two (2) full-time faculty positions, and with these potential new 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.
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. Second, UC Bakersfield's withdraw of upper level communication

courses from their satellite campus which has directly impacted declared Comm. Studies majors. Third, a lack of funding and support for the Forensics' program. This program is a perfect feeder course for many of our initial oral courses (e.g., Argumentation and Debate, Intro. to Public Speaking, Oral Interpretation, and Storytelling). This course would also help support the Law Scholar Program. Additionally, Forensics is part of the Communication Studies Transfer Degree Program.

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

Comm Studies has chosen to strategically target SLOs to improve performance. Comm Studies has worked with Learning Center to offer embedded tutors. The department still needs to implement a norming session(s) to target specific SLO's within our curriculum.

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

Comm Studies has met some of the goals as listed above. To improve pedagogy, our goal is to be able to receive additional funding to fund relevant instructional video, technology, and other instructional materials. The discussion and development of Communication Studies Day event started in Spring 2018 to be in effect starting Fall 2019.

Goal #1 and 2 - Embedded Tutors - Working with Learning Center and training is in progress with Heidi Williams.
 Goal #2 - Instructional Videos - Tom is exploring avenue and options for instructional video for public speaking students.
 Goal #3 and 4 - Tom is participating on the Facilities Committee (in progress).
 Goal #5: Communication Studies Day to promote our discipline to our majors and those thinking of majoring in Comm (planning is in progress).

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

<i>Program/Area Goal #</i>	<i>Goal supports which ILO/PLO/SLO/OO?</i>	<i>Description of Goal</i>	<i>Steps to be taken to achieve goal?</i>
Consistent Standards (Norming Session)	ILO 1, PLO 1 & 2	Bring together all dept faculty to establish consistent standards and expectations for Comm 101 in delivery and research.	Submit budget request to pay faculty for their time.
Increase Embedded Tutors	PLO 1 & 2	The goal is to implement embedded tutors in comm courses, especially COMM 101, to assist students in the writing and	Comm faculty are currently working with Heidi Williams to implement the program.

		proper development of comm. outlines.	
Increase Discipline Visibility	PLO 1, 2, & 3	Comm Studies faculty are developing ideas to promote the department to increase its visibility in the AVC community.	An FPD proposal has been submitted to host the first annual Communication Day event starting in Fall 2019 featuring an informational session for the AA-T degree in Comm Studies, a guest speaker, and student presentation showcase. Other events will follow in the future to increase the visibility of the Comm Studies Discipline.
Instructional Technology	PLO 1 & 2	Using current Instructional videos and relevant technology (e.g., softwares, apps, etc.) to teach/explain areas of public speaking (e.g., delivery, visual aid(s), etc.) and other communication courses could enhance students' learning experience.	Funding to be requested.

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

<i>Type of Resource Request</i>	<i>Summary of Request</i>	<i>New or Repeat Request</i>	<i>Amount of Request, \$</i>	<i>One-Time or Recurring Cost, \$</i>	<i>Contact's Name</i>
Faculty					
Classified Staff					
Technology					
Physical/Facilities					
Supplies					
Professional Development	1. Communication Studies Day to be held in Fall 2019 that features an informational	1.New	1 \$1,500.	1. Recurring annually	1. Richie Hao and Nari Kim

4

	<p>session, guest speaker, student presentation showcase.</p> <p>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.</p>	2. Repeat	2. \$1,200.	2. Recurring annually	2. Tom Graves
Other	1. Creation of instructional video.	1. Repeat	1.\$1,500.	1. Recurring only until filled	1. Tom Graves