

Language Arts Division

Program Review

2011-2012

## Table of Contents

Area 1	Mission.....	1
Area 2	History.....	3
Area 3	Cirriculum.....	10
Area 4	Student Support and Development .....	16
Area 5	Data Analysis and Environmental Scan.....	19
Area 6	Student Program Learning Outcomes Assessment.....	30
Area 7	Collaboration with Other Programs .....	36
Area 8	Outreach Activities .....	38
Area 9	Goals and Objectives .....	39
Area 10	Long Term Resource Planning .....	47
Area 11	Recommendations and Comments.....	49
Area 12	Report to Board of Trustees .....	51

### Attachments:

Attachment 1	English Program Learning Outcomes
Attachment 2	Associate of Arts Degree in English
Attachment 3	Table 1: Journalism LHE Summer 2006-Spring 2011
Attachment 4	Table 2: Communication Studies LHE, Summer 2006-Summer 2011
Attachment 5	Table 3: Communications Studies CRN Count, Summer 2006-Summer 2011

Comprehensive Program Review Report  
Language Arts Division  
2011-2012

**Area 1 Mission**

**1.1 State the mission of the program.**

Communications Studies—To provide students with foundational knowledge of the study of human communication, to enhance their overall communication skills in a variety of contexts, and to prepare them for successfully for working in a diverse environment, transfer to a university, and effective interpersonal skills.

Deaf Studies (DFST)—To serve the community, with a focus on the Deaf community, by placing student success and student-centered learning as our number one priority. With an emphasis on our career technical program, Deaf Studies-Interpreter Training, our mission is to encourage students to seek employment or otherwise serve the Deaf community upon successful completion of the Deaf Studies program.

English—To prepare Antelope Valley College’s diverse student populations for a wide variety of careers and courses of study, equipping learners with essential reading, writing, and thinking skills, acquainting learners with vital elements of various cultural traditions, and encouraging learners to foster their own intellectual growth and maturity.

English as a Second Language (ESL)—To offer quality ESL learning opportunities through courses in four key language skill areas (vocabulary & pronunciation, grammar, reading & writing, and integrated skills) at five levels through a student-centered, communicative approach to second language acquisition in order to equip students for success in their personal, educational, and vocational pursuits.

Foreign Language (FL)—To teach students to communicate in the languages of the world-wide neighborhood. The study of world languages, cultures, and countries gives students the powerful key to cross-cultural competency, enhancing their personal education as well as their marketability in an ever-changing, increasingly demanding and growing job-market.

Reading—To serve the community by placing student success and student-centered learning as the primary goals of our innovative and well-planned sequence of courses designed to meet the students’ needs in all levels of reading development courses. These courses offer students instruction in a continuum of essential reading skills, from the basic level through the analytic level, preparing students for success in college-level, degree-applicable courses.

**1.2 Comment on the areas of the mission, vision, and Institutional Learning Outcomes (ILOs) of the college that are most closely related to the mission of the program.**

Communication Studies—The Communication Studies mission closely aligns to the college mission and ILOs in that it emphasizes: lifelong learning, problem solving and critical thinking through oral and written communication and teamwork, celebrates diversity and raises intercultural awareness, and offers skill sets that contribute to the well being of the community.

DFST—The PLOs and the SLOs are in line with college ILOs. Sign Language and Interpreting courses emphasize diversity and multiculturalism. Additionally, critical thinking skills are an important part of language development, skill development and decision making.

English—The English Program continually seeks to fulfill both the college’s vision and mission statements by “provid[ing] quality education that enriches lives and builds futures,” “serv[ing] the community by placing student success and student-centered learning as our priorities through higher educational standards and innovative programs and services in a professional, team-driven environment,” and offering a “comprehensive education for a diverse community of learners.” The mission of the Program is directly related to, and realized through, Institutional Learning Outcomes 1, 2, 4, and 5.

ESL—The ESL Program best meets AVC’s ILO 2: Value and apply lifelong learning skills required for employment, basic skills, transfer education, and personal development.

ESL PLOs are as follows:

- 1) Demonstrate oral/aural communicative competence in English conversation.
- 2) Demonstrate visual communicative competence in English, including grammatical and academic competence.
- 3) Value self-improvement.

Foreign Language—As a college-level, transfer program that teaches communication skills and cross cultural awareness, foreign language is a key part of AVC’s vision and mission and fits all of the college’s ILO’s. Learning another language applies in particular to ILO numbers 3, 4 and 5. Foreign languages teach oral and written language and communication skills, listening skills and critical thinking (#4), provide breadth of knowledge and experiences (#3) and, in particular, promote cultural awareness and tolerance and respect for other cultures and the role of diversity in human society (#5). Developing proficiency in a language other than English is such an important part of general education that the University of California recognizes it as a separate general education requirement (Proficiency in a Language Other than English).

Reading—The mission, vision, and ILOs of the college that are mostly related to the Reading Program mission are:

Mission:

Focus on Basic Skills and student and instructional support.

Institutional Learning Outcomes:

- Helping students learn how to identify and analyze diverse perspectives so that these will contribute to the students' development of self-awareness. ILO 1
- Instilling lifelong learning skills in students applicable to their employment, pre-transfer and transfer education, and personal development. ILO 2
- Providing students with structured opportunities to develop problem-solving skills, learn how to listen and think critically about a topic, develop planning and decision-making skills, to utilize information technology, and learn how to extract information from a variety of technological and non-technological resources in order to make sound decisions. ILO 4
- Developing the skills necessary for good citizenship and teamwork by providing opportunities for students to develop respect for one another, to become more aware of cultural differences, and to appreciate the growing global awareness of diversity among groups of people from various societies. ILO 5

## **Area 2 History**

### **2.1 Identify major changes and/or developments, including change or growth in other programs, which significantly impacted the program in the last four years.**

Communications Studies—The Department's name was changed from Communication Arts to Communication Studies to reflect currency in the academic field and an alignment with four-year universities. There has been growth in the breadth of course offerings and an increase in FTES, despite the split of FTV from Communication Studies in fall 2008.

Communication Studies served a total of 10,305 students between spring 2007 and spring 2011, averaging 2,576 students per year.

During the last Program Review, there were only two Communication Studies tenured faculty members. One tenured faculty member left to the VAPA Division; the second faculty member served as Tenure Coordinator with nine units of release time. The Department has since become stabilized with four full-time tenured faculty. However, the two frozen positions (Journalism and COMM Studies) have negatively impacted the Department because of increased administrative responsibilities and the increased reliance on adjuncts to teach courses. In order to function more effectively and offer the full range of courses to fully serve our students' needs under the new AA-T degree, these full-time positions need to be immediately filled.

Table 1

Adjunct Instructor	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011
COMM	45	54	51	75	60	81	33	84	60
Regular Instructor	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011
COMM	60.4	63	66.4	62	62	59	59	59	59
Adjunct Instructor	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011
JOUR	0	0	3	8	8	8	8	8	8

The College reorganized in fall 2009 and we now have a Department Chair. At that same time, we attempted unsuccessfully to bring FTV back to Communication Studies in order to create a more robust and integrated aspect of the media focus of our discipline.

In spring 2011, we were selected to create a new AA-T degree, along with Math, and successfully met the requirements. The degree is now offered for the first time in the 2011-12 AVC catalog.

DFST—Over the past four years the Deaf Studies program has seen a decrease in course offerings due to the financial situation of the college and of the State of California. Although the State of California has identified career-technical programs as a priority, and although Deaf Studies-Interpreter Training is an officially recognized career-technical program, none-the-less, drastic reductions in course offerings were made from LHE.

English—The major development affecting all programs campus-wide (statewide and nationally as well) has been the economic downturn, resulting in reduced course offerings, limited services and support staff availability, increases in tuition, and yet an expanding demand for the courses in the English Program. Transfer-level courses now routinely fill before Basic Skills courses do, including at the 200-level. Nevertheless, the demand for English 095, the lowest 3-unit course in the composition sequence, has also increased, with more incoming students now assessing into that level than into English 097, the lower of the two portfolio-based composition courses in the program. At least 20% of incoming students assess at grammar school levels.

English Placement for Spring 2011

Course	Level	Count	%
ENGL 095	EPL 1	595	20%
ENGL 097	EPL 2	457	15%
ENGL 099	EPL 3	689	23%
ENGL 101	EPL 4	1229	41%
		2970	100%

} Basic Skills English placement is 59%.

The Basic Skills English placement percentage may not truly reflect the entry-level writing skills of many students, as the college’s assessment tool only provides data on the student’s ability to comprehend and navigate various multiple-choice grammar questions. The placement test does not make use of a writing sample, which would be a more accurate indicator of the student’s ability to generate text competently. Thus, the fall 2011 placement data may look more encouraging but may not accurately reveal the extent to which students come to the English program underprepared for the critical reading and writing tasks ahead.

English Placement for Fall 2011

Course	Level	Count	%
ENGL 095	EPL 1	957	19%
ENGL 097	EPL 2	816	16%
ENGL 099	EPL 3	1158	23%
ENGL 101	EPL 4	2213	43%
		5144	100%

} Basic Skills English placement is 57%.

ESL—The ESL Program experienced steady growth since fall 2006 (60 LHE) to the peak in spring 2009 (103 LHE); however, recent budget woes over the past two years have sent LHE numbers back down to around 80 LHE. Intersession ESL courses had not been popular, so they were discontinued. More recently, summer ESL courses, which were quite popular, were cut altogether due to budget concerns.

Foreign Language—The Foreign Language Program has lost a significant number of sections over the last four years due to budget cutbacks. In 2007-2008 the total LHE for foreign languages was 324. The projected total for 2011-12 (as of Fall 2011) is 233. This reduction of 91 LHE means the program has been reduced by 28%. As a result of fewer sections of foreign languages offered, the foreign language program cannot satisfy the considerable demand of students.

The department has eliminated all conversation courses as students were not enrolling in them, primarily due to their being offered as lab courses. Faculty would like to revise these courses to more closely fit student needs and to make them transferable to UC as well as CSU. Also withdrawn were the Spanish for Teachers courses (Span 120A and 102B) and German 1A/1B and 2A/2B, which did not draw enough enrollment to support that alternative format (splitting each 5 unit course into two 2.5 unit courses).

Another consequence of the budget crisis is the absence or inadequate number of tutors, as is noted elsewhere. Other projects are on hold such as the creation of a degree in international business and an AA in foreign language as the Chancellor's Office is focused on the Model Transfer Curriculum. Spanish faculty had developed a course in medical Spanish but it has been on hold since the college has been discouraging the development of new courses.

In spite of reduced sections, French and Spanish courses are being offered on the Palmdale campus to meet the needs of the South Valley. In the fall of 2011, the first online foreign language course at AVC, German 101, is being offered.

Reading—There have been several major changes and developments in the Reading department in the last four years:

A major change in 2008-2009 is that the Reading graduation requirement for the college changed from the completion of English 101 with a grade of "C" or better to the completion of READ 099 (AVC Assessment) with a minimum of a "C" or "P" grade.

The Reading department implemented a Reading Proficiency Exam for READ 095, READ 097, and READ 099. The course pass requirement includes achieving a minimum of 70% in the course and 70% on the Reading Proficiency Exam.

Reading lab courses (.5 unit) were developed to provide teacher-directed support for students in all Basic Skills Reading courses. A proposal has been submitted to the Academic Policies and Procedures committee (AP&P) to integrate the Reading lab courses with the parent courses. Part of the proposal included the reduction of the total number of Basic Skills Reading units acquired to help students keep from exceeding the 30 unit Basic Skills limit. Another part of this revision included modifications so that courses will be aligned with the CB-21 rubric for Reading provided by the Chancellor's office. The revision proposal was recently approved by AP & P for READ 099; approvals for READ 095 and READ 097 are pending.

The Reading department has offered Accelerated Semester for Academic Preparedness (ASAP) courses since Fall of 2010. These courses provide students with the opportunity to complete READ 097 and READ 099 in one semester.



A new course proposal has been submitted for a multiple-level Reading course, READ 099X Accelerated Reading for College Success. This course will include READ 097 and READ 099. It is designed to accelerate students through both courses in one semester, one unit at a time. READ 099X Accelerated Reading for College Success will be offered in fall of 2012 if approved.

The Reading Department designed and implemented innovative programs incorporating the use of Reading tutors for in-class support and outside-of-class delivery of Directed Learning Activities (DLAs). The Reading department is working in conjunction with the Learning Center to refine guidelines, schedules, and training for tutors in these programs.

Several new Reading software programs have been purchased over the past four years, Descriptive Reading, Reading Horizons, and Reader's Edge.

The Department requested and was permitted to transfer the Literacy Tutoring course (an onsite experiential learning course) for CSU—Bakersfield to the Social Science Division. This transfer was made on the basis of not having sufficient faculty in Reading to meet the needs of all students at AVC, and hoped that the Social Science Division would be able to find an instructor to teach this course. It has been housed in the Reading Department since its inception, and it is important to keep offering this course to students at AVC who are planning to transfer to CSUB to complete their Elementary teaching credentials.

## **2.2 Briefly describe the program's activities and services in the past four years.**

Communication Studies—Over the past four years, AVC's competitive Forensics program has participated at the local, state, and national levels, earning multiple awards at all levels. In addition, Debate students from COMM. 115 participate in co-curricular intercollegiate debate competitions. Every semester, one of our instructors teaches a listening workshop for incoming tutors at the Learning Center. Our storytelling and oral interpretation classes perform for children at the campus Child Development Center. Every semester speech students participate in an intramural speech contest. Full-time faculty gives a Flex presentation that enhances public speaking and lecturing skills. We organize a Coffee House Night event for faculty and students to perform music and poetry. Additionally, we organize Stephanie Satie's "Coming to America" performance at the Black Box Theater, and a yearly Day of the Dead display is set up for students near the bookstore.

DFST—The Deaf Studies program at Antelope Valley College has been very instrumental in helping to develop entry-level and higher skilled interpreters. Many of the graduates from our program have obtained jobs. Some of these graduates are providing interpreting services here at AVC, others are working in K-12 or doing freelance interpreting. The Deaf Studies program has a club called, ASL @ AVC that has monthly events during the academic year that not only attracts students of AVC but also attracts members of the local Deaf Community, providing them a place to come and interact and fellowship with American Sign Language (ASL) students and interpreters. In 2008 and 2009, the Deaf Studies – Interpreter Training program provided volunteer interpreters for Deaf Community Day at the Antelope Valley Fair. Also, in 2009, we provided volunteer interpreters for Deaf Community Day at Magic Mountain.

English—In an attempt to address attrition and move students more quickly through the composition sequence, the English Program created accelerated 8-week courses offered during the traditional 16-week spring and fall terms. These courses offer both students and instructors more scheduling options and greater intensity in content delivery. While this accelerated format is not ideal for all students, particularly at the English 097 and 099 levels where there are often various challenges with skill mastery, this format does allow students to complete term work in an accredited fashion. Success rates in these 8-week courses are noticeably higher for English 097 and English 101, but negligible for English 099, which reinforces the idea that many students in the Basic Skills sequence reach a certain cognitive and skill threshold beyond which they have trouble excelling.

8-Week versus 16-Week Success Rates for Fall 2010

Course	8 Wk	16 Wk	Difference
ENGL 097	75.9%	56.9%	19.0%
ENGL 099	51.1%	49.9%	1.3%
ENGL 101	78.3%	66.6%	11.7%

ESL—All 16 ESL courses have been offered (with the exception of several higher level under-enrolled courses, e.g., ESL 040, ESL 058, ESL 059, which were cut during the budget crisis).

Foreign Language—Over the last four years, offerings in all languages have been reduced, threatening the less commonly taught languages of Chinese and Latin. However, the department members affirm their support to continue offering all five languages. One faculty member received a sabbatical to develop an online foreign language course and to develop an international business and global studies degree. Another faculty participated in the Spain study aboard program and organized an EF Educational Tour trip abroad for several students and faculty. Although district-funded staff development has disappeared, faculty in the department strive to keep current by attending conferences when possible at their own expense (CCCFLC and ACTFL in San Diego in 2009 and in Denver in fall 2011). Faculty developed SLO's for all courses and began assessing them. Faculty are developing action plans based on this assessment.

Reading—In the past four years, the Reading department has revised courses to align with the C-21 rubric (Chancellor's office), created teacher-directed lab courses, offered eight-week Accelerated Semester for Academic Preparedness (ASAP) courses for READ 097 and READ 099, proposed a new multiple-level Reading course, designed proficiency exams for each course, proposed reduction of units in Basic Skills Reading courses to help students stay under the 30 unit Basic Skills limit, worked with the Learning Center to provide a faculty-designed in-class and out-of-class tutoring program linked to classroom activities and assignments, evaluated data from Student Learning Outcome (SLOs) assessments and revised SLOs, and presented numerous instructional professional development workshops based on current instructional methods and techniques.

**2.3 Did the program receive outside funding (e.g. Perkins IV and/or grants) during the last four years? If yes, briefly identify the years funded and how those funds were used to improve the program and student learning.**

Communications Studies—Over the last four years, the AVC Foundation has provided grants that have supported the Forensics program, Argumentation and Debate students, and the performance of “Coming to America.” The grants have enabled students to improve their oral, written, listening and critical thinking skills as well as expand cultural awareness. Lastly, private donations fund the prize money for the Intramural Speech Competition.

DFST—In 2009 and 2010, the Deaf Studies – Interpreter Training program received Perkins IV funding that provided materials including video texts, video cameras, tv/dvd and other equipment made accessible to students in order to enhance their Sign Language and Interpreting skills.

English—The AVConnect Journal under the auspices of the AVConnect Program, which was created in 2010 to help students discover campus services and activities available outside the classroom, the English discipline received \$5000 in Title V monies for the purchase of professionally designed gray journals. Students are asked by instructors to reflect on, assess, and write about their experiences at the college. Several hundred students participate each semester. This program helps students improve written expression and increases their participation on campus generally. Quantitative and qualitative data is collected (with the student’s permission) from each journal’s exit surveys and narrative responses and reviewed by Title V committee members.

The AVC Skills and Pedagogy Blog (web address: <http://avcbasicskillsblog.wordpress.com/>) was Antelope Valley College's first experiment in blogging. Initiated by the Title V liaison for English, the blog was started, with administrative approval, in November of 2010. The blog focused on theory, practice, upcoming events, and issues surrounding reading, rhetoric, and critical thinking. In April 2011, it was decided that the blog would be incorporated into the AVC portal, switching the blog from Wordpress to Blogspot. That transition is, however, still in progress. Specific pedagogy blogging is expected to resume in the spring of 2012 when staff is trained in using the new platform.

The Free Book Project begun in October of 2011, is a free book distribution project initiated by the Title V liaison. The project is designed to encourage a culture of reading on campus (in accord with Title V goals). Instructors and others donate quality used books and carts are placed around campus advertising free books to students and to passers-by. All subjects and genres are donated. To date, over 500 books have been distributed free to students. In the spring of 2012, the Title V liaison plans to have a "read-in" in which students and faculty will read together in the middle of campus, doing public readings and distributing free donated books.

ESL—Basic Skills funding has been available for professional development of ESL instructors at conferences (e.g., CATESOL) chapter, regional, and state conferences

Foreign Language—In 2011, the program received a small AVC Foundation grant to train and norm faculty on SLO assessment.

Reading—The Basic Skills Initiative and Title V Solo grant has provided funding for the following since the fall of 2010:

The in-class tutoring program provides assistance for students in the classroom at the point of question or confusion. This has improved student learning and confidence. By having both faculty and tutor working in concert with the student, the effectiveness of the services is multiplied.

The Directed Learning Activities (DLAs) provide another means for tutors to support instruction provided by the instructor. The activities are designed to reinforce student learning and mastery of concepts presented in the classroom, and are carefully aligned with course objectives.

Funding has been approved to purchase supplies and technology (data projector, document camera) for the proposed multi-level Reading course, READ 099X Accelerated Reading for College Success. A classroom has not yet been identified for this course.

Reading comprehension, phonics, and speed reading software programs have been purchased for Lancaster and Palmdale campuses. These programs provide instructors with assessment reports of student abilities in various skill areas and guide instructors as they adjust instruction toward mastery of targeted skills.

Proposition 20 funding has provided instructors with classroom software, equipment, and other supplies.

A document camera was purchased for the Palmdale Center in an effort to provide students with equitable curriculum delivery at both sites. Two new data projectors were also purchased to replace poorly functioning projectors in the Reading classes LC113 and LC114. These items have enabled instructors to deliver curriculum equitably at both sites.

### **Area 3 Curriculum**

#### **3.1 Identify degrees and certificates currently offered in the program.**

Communications Studies—As of fall 2011, the Communication Studies Department offers an AA-T degree in accordance with SB 1440 and Chancellor Office guidelines.

DFST—The Deaf Studies program has two AA degrees and two Certificates.

Deaf Studies – ASL – AA Degree

Deaf Studies – ASL – Certificate

Deaf Studies – INT – AA Degree

Deaf Studies – INT – Certificate

English—The Program currently offers an Associate Degree in English. No certificate is available.

ESL—There are currently no degrees or certificates offered

Foreign Language—There are currently no degrees or certificates offered.

Reading—There are currently no degrees or certificates offered.

### **3.2 Discuss the adequacy of the course offerings relative to appropriate aspects of the college mission and ILOs. Summarize recent additions, deletions, or revisions of courses.**

Communications Studies—All of our courses relate directly to the college mission and ILO's as they all teach skills in oral and written communication, group communication, cultural diversity, and critical thinking. In spring 2010, we added Small Group Communication (COMM. 109).

DFST—Courses are current with the trends in Sign Language and Interpreter Training. Some courses proposed by our Advisory Committee are currently on hold until the program can increase its course offerings. One course added in the past four years is – Deaf Studies 108 – Visual, Gestural, and Non-Manual Aspects of American Sign Language (ASL). This course was offered in Intersession 2010. The number of course offerings is currently inadequate. Due to budget cuts, the Deaf Studies program saw a significant decrease in course offerings.

English—The Program is reviewing course offerings in relation to the Transfer Model Curriculum that guarantees students admission to CSUs. Discipline faculty has discussed ways to reduce the current 27-unit AA degree to one that only requires 18 units.

ESL—The current 16 ESL courses, with half (grammar and reading & writing courses) offered as online-hybrid sections, have not seen any major changes although all courses were reviewed, given a small number of minor revisions, and approved by AP&P in 2010.

Foreign Language—Cutbacks have severely affected foreign language offerings. While the college offerings have been reduced by 18% over the last three years (from approximately 12,900 FTES in 2008-09 down to 10,500 in 2011-12), foreign language offerings have been reduced by 28.5% (from 324 LHE in 2008-09 to 233 in 2011-12). Since foreign language requirements are a key component in meeting transfer requirements, current offerings do not meet the needs of students. The department plans to work with the research office to establish a goal for offerings based on the total AVC student population to ensure adequate access.

Additions, deletions or revisions:

German 101 and 102 online were developed since the last program review. One section of German 101 is being offered this semester on-line.

The following courses have been deleted from the catalog:

Chinese:

Chin 201: Intermediate Chinese 5 units

Chin 202: Intermediate Chinese 5 units

Chin 110: Basic Business Chinese	5 units
French:	
Fren 110: Elementary French Conversation	2 units
Fren 111: Elementary French Conversation	2 units
Fren 210: Intermediate French Conversation	2 units
German:	
German 1A and 1B Elementary German 1	
German 2A and 2B Elementary German 2	
Ger 110: Elementary German Conversation	2 units
Ger 111: Elementary German Conversation	2 units
Ger 210: Intermediate German Conversation	2 units
Spanish:	
SPAN 110: Elementary Spanish Conversation	2 units
SPAN 111: Elementary Spanish Conversation	2 units
SPAN 120A: Elementary Spanish for Teachers	3 units
SPAN 121B: Elementary Spanish for Teachers	3 units
SPAN 210: Intermediate Spanish Conversation	2 units

#### Reading—

Over the past four years, the Reading Department has updated the core Basic Skills Reading courses (to align these courses with Reading courses at other community colleges across the state). The alignment was not a major change to the courses as our courses were not far from the norm. However, in areas of wording there were some changes.

The Reading Department is experimenting with new models of instruction, in order to best meet the needs of two very different populations of students in the Basic Skills Reading classes; there are the strong, more proficient readers whom we are trying to help complete the courses as quickly as possible, as well as the less proficient readers, who need a maximum amount of support.

The addition of a Lab course component to the core courses has been long needed for the less proficient student, who needs extensive support. From initially introducing a Lab course as a corequisite for the parent Reading course, the department has been refining their model to one in which the lab component of the class is integrated more effectively with classroom instruction. Students now take the lab portion of their class with the same instructor who offers the lecture

component of the class—the two sections, lecture and lab—are now integrated so that the same students are in the same class for both lecture and lab, and they have their primary instructor for both classes. In this way the instructor can integrate lab and lecture curriculum and instruction.

The Reading Department has implemented ASAP (Accelerated Semester for Academic Preparedness) courses, offering 8-week classes in READ 097 and READ 099 during the regular semester, enabling proficient students to complete both courses in an accelerated format during one semester. Another course under development with the same goal, is based on an “x” model, whereby students complete units individually, as quickly as possible, again facilitating quick completion for the most proficient readers. Of course this model will only fit the stronger readers, so other changes have been implemented for the less proficient reader.

We are developing online/hybrid versions of our most advanced reading courses (READ 099 and READ 150).

We currently offer only a fraction of the number of sections that are needed. In 2010-2011, 4478 students took the AVC assessment test and enrolled at Antelope Valley College. Of these students, 1523 (34%) needed a Reading class. This would require 61 sections of Reading classes to meet their needs. In 2010-2011, we were allocated enough LHE to offer only 15 sections of Reading classes. This is a cause for deep concern because not only are students unable to enroll in Reading classes, their inability to access Reading courses affects their ability to succeed in their other classes and to continue as students of AVC (ref. College Mission Statement: these courses offer students essential foundation skills that are necessary for success in college-level, degree-applicable courses).

The entire faculty has twice endorsed a reading requirement for graduation; yet, we have been limited to two full-time faculty for at least the past 27 years. The students will be best served by having their reading courses available at the beginning of their college career, as the resulting learning will carry over to all of their other classes.

Research data is clearly showing that completion of READ 099 leads to greater success at AVC.

Of those students who were assessed into READ 099 but had not taken READ 099, their overall success at AVC was 71.4%.

Table 2

ASSESSED INTO 099	Percent Success
After Completing 099	71.4%
Not taking 099	55.1%

### **3.3 Reflect on the relevant trends in curriculum with regard to knowledge requirements and instructional methods.**

Communications Studies—All of our courses align with current and contemporary trends in the academic and professional fields of our discipline. Current caps of 30 in any performance based class (Public Speaking, Storytelling, Oral Interpretation, and Argumentation & Debate) are not in the student’s best interest in relation to time. Faculty will revise the cap in spring 2012.

DFST—The Deaf Studies program has been and remains current in trends with instruction both in American Sign Language as well as Interpreter Training.

English—Relevant trends in curriculum with regard to knowledge requirements increasingly feature or focus on the information literacy of students, expecting them to be able to navigate their way through complex, globalized, hybridized identities, economies, and fields of study. In terms of instructional methods, there are several reasons technology is important in teaching English. Perhaps the most urgent is that most students are no longer strictly verbal/textual learners; they are visual learners. The way into their world is through visual representation—PowerPoint, DVDs, film clips, photographs, and images. This is happening throughout the field of English, even more so as the field increasingly overlaps with Cultural Studies programs in universities across the country.

ESL—Current trends in second language teaching and learning continue to reinforce the basic necessity of input (listening and reading) for output (speaking and writing). The growing Quest Collection in the AVC Library is providing ESL students with appropriate reading input.

Foreign Language—Instructors in French, German and Spanish use current textbooks. These incorporate new language teaching methodologies, immersing students in the language from the first week. Students engage in meaningful communication, learning to talk about themselves and their own ideas and values. The textbooks highlight cultural content relevant to the topics covered. Most, if not all, instruction is in the target language. Ancillary materials often include videos and PowerPoint presentations or use internet to visit sites in the countries being studied. Chinese textbooks and teaching methodologies are similar to the European languages and are taught as much as possible in the language in 101 and 102. Current instructional methods in Latin, focuses on teaching students to read Latin. Their reading teaches them about Latin everyday life, the political structure, history, mythology and art and leads up to reading original texts so that students are learning content as they learn the language. This approach keeps the study of Latin in line with the program goals, which focus on knowledge of and ability to analyze the culture as well as the ability to communicate.

Reading—The Basic Skills courses offered at AVC are carefully thought out, taught by well-trained part-time faculty as well as highly qualified full-time faculty each semester. All Basic Skills Reading courses are aligned vertically. The Reading instructors have adopted the same books. This allows students to experience consistency in the Basic Skills Reading series. The instructors share and apply current proven strategies that provide opportunities for success. The courses are periodically reviewed and revised, in accordance with state guidelines. A higher level Reading course needs to be developed in order to meet student needs. Reading lab support courses have been developed, which provide additional instructional support for Basic Skills students having difficulty with their coursework.

### **3.4 Recommend ways to improve completion of certificate, major, and transfer requirements. Are all courses offered on a regular rotational basis so that students can complete their programs within a reasonable time frame?**

Communications Studies—With the implementation of the AA-T degree, we need to offer a regular and flexible schedule of the required courses. We want to meet the state and institutional



goal of graduating and transferring students within a two-year period. This is going to be a great challenge given the current infrequent and irregular scheduling of seven of the required courses. Another problem is that full-time faculty is required to teach COMM. 101 and COMM. 103 courses because of the high demand on campus for those general education courses. This limits the flexibility of assigning the remaining seven courses. The Department needs more full-time faculty members, a better distribution of courses for the major, increased frequency of offerings to fully serve the needs of the AA-T students and the general education needs of the college.

DFST—Courses have been designed to provide students the opportunity to complete the program as stated in the College Catalog, however, due to course reductions and stricter requirements imposed by the college about the minimum number of students a class needs in order to not get canceled, the Deaf Studies program has seen courses canceled with 18 students enrolled. This was a new experience for our program when previous to that the minimum number a course needed in order to not get canceled was 15. The Deaf Studies program recommends that the college restore our course sections, as well as allow for the Deaf Studies program to resume growth, then we will see a greater number of successful program completers.

English—Maintaining the scheduling of transfer-level courses and courses for the major is crucial for program completion. To that end, English 101 will continue to be the core offering of the Program, with 102, 103, and the other courses that either meet transfer requirements or lead to completion of the AA degree being offered on a steady, rotational basis.

ESL—The goal is to offer all sixteen ESL courses each fall and spring semester so that students can enter and end the 5-level program each term.

Foreign Language—Faculty feel that students are often not ready for foreign study. We need a valid method of assessing students as being ready for FL study and ways to help students who are enrolled to be successful. We have begun working with the research office to evaluate whether or not the current advisory pre-requisite for 101 courses, which is eligibility for English 101, effectively predicts success in FL 101 courses.

Offerings: The department seeks to offer one section of 102 for every two to three sections of 101 and one section of 201 every 3 semesters, with Spanish 201/202 somewhat more frequently as is justified by enrollments. Offerings are balanced between day and night and Spanish and French are offered at Palmdale.

Reading—The number of sections of Basic Skills Reading courses are insufficient to meet student needs. Students are clearly denied access to these courses as they are not offered proportionally according to student assessments needs. The department offers READ 095, READ 097, and READ 099 every fall and spring semester and in Summer session if permitted. READ 150, Speed Reading is offered once a year.

### **3.5 Are all Course Outlines of Record (CORs) current?**

All Language Arts CORs are up to date with the exception of COMM 114: Storytelling, which was updated in September 2011, and now awaits the AP&P approval process, and Spanish 101HL which is in the revision process.

### **3.6 How does the program ensure that all faculty utilize CORs when designing course syllabi?**

Communications Studies—The Department Chair reviews all syllabi and sends a bi-annual announcement via email. Also, this issue is addressed during monthly Communication Studies Department meetings and during faculty evaluations.

DFST—The Deaf Studies Departments chairs sends out the CORs at least once annually to all Deaf Studies instructors.

English—Course syllabi are systematically collected by the Division office, allowing access by the Program Chair, who then has the opportunity to review the documents and contact faculty members if any areas of concern arise. Departmental portfolio readings and composition retreats allow discipline faculty to review and exchange assignments, discuss pedagogy, and explore ways to meet course objectives so that the Program is not only self-reflective and constantly evolving but also uniform in its standards.

ESL—All ESL instructors are given electronic copies of all CORs and are instructed to use the COR in their syllabus, which is submitted to the division each term. When instructors are evaluated every three years, adherence to the COR can be further verified.

Foreign Language—The evaluation process directs faculty to “prepare a syllabus consistent with the course outline.” Faculty are provided the course outline of record when they are hired, and faculty are required to turn in a syllabus during the first two weeks of instruction to the dean. In addition, faculty are evaluated on a regular basis. The COR’s call for a departmental final to ensure that course objectives and SLO’s are being met by all instructors

Reading—The Reading faculty all agree on a format for our course syllabi that is based upon information from the Course Outline of Record. All Reading faculty are given the current COR for their course, whether they are new to teaching the course or whether they are new to teaching at AVC. They then meet with the Department Chair to review the COR for their course and to ensure that their Course Syllabus reflects the content of the COR; they are also provided with the Faculty Senate’s guidelines for the development of course syllabi as well as examples of the syllabi currently used in their Department. Most faculty follow the Departmental samples very closely as they develop their own syllabi.

## **Area 4 Student Support and Development**

### **4.1 Discuss the adequacy of program services, practices, and technology to address diverse student needs and support student achievement.**

Communication Studies—There are many ways that our Department’s practices and use of technology support student learning. We utilize the media and services from IMC; many faculty use MyAVC to give students access to course content (handouts, PowerPoints, online links, etc.); Blackboard is incorporated by some; in-class internet access and sound are critical for classroom learning. The computer console in many of our classrooms are unreliable and we often have to call ITS or IMC to fix minor problems. Software is not up to date and there is no uniformity across campus. For example, the console in LS1-108 is outdated, while there is a white box in

APL-105. Cables are often messy and speakers are not mounted on the wall in many of our classrooms. Lighting in the classrooms is not conducive to PowerPoint use, especially for visually impaired students. These problems have not been addressed since the last program review.

DFST—Students have expressed a desire for additional audio/visual equipment, specifically video cameras.

English—The Program seeks to meet the needs and challenges of the college's diverse student populations. For example, discipline faculty incorporate visual literacy through the use of projected film slides, PowerPoint slides, magazine advertisements, and small team projects with Polaroid and digital cameras. Audio learners receive enhancement via the incorporation of iPod technology, prerecorded lectures and readings, and working with campus writers in small, personal workshops. Many Lancaster and Palmdale campus classrooms are equipped with acceptable video projection systems; however, many rooms could use upgrading in this respect, especially on the Lancaster campus. The Program also offers courses taught in computer laboratories and on the Internet. There is discussion about books in Kindle, Nook, and iPad formats.

ESL—Theoretically technology in the ESL classroom is at an all-time high; however, there are ongoing issues of technology failures that continue to frustrate faculty and students, such as inadequate climate control and computer maintenance.

Foreign Language—IMC provides support for the duplication of CDs and video conferencing. Also, smart carts are used for some rooms for PowerPoint presentations. However, not all classrooms assigned for foreign language courses have the technology equipment needed by instructors for their lessons. All foreign language classes need multi-media and internet access in their classrooms. Additionally, student computer use on campus needs to be more strictly monitored to ensure student access.

In order to effectively deliver foreign language instruction online, the college will need to provide computer stations for students with web cams and access to whatever program the college/department chooses for interactive video access (Skype, Google Plus or Wimba Pronto, for example) and to ensure group instructor/student sessions. CCC Confer does meet many instructor needs, but not the needs of students to interact with each other and/or to use other Web 2.0 programs. These stations must allow for students to speak without disturbing other students. Instructors will need more storage space for online courses to store video files as well as many audio files. The department/college needs to consider the cost of subscriptions to programs such as VoiceThread. To meet the needs of the growing Hispanic population, we are seeking approval for an online Spanish 101HL: Spanish for Heritage Language class.

As we mentioned in our past program review, the foreign language faculty support dedicating a lab to foreign language in order to enhance language instruction at AVC by making available software programs to assist students in learning vocabulary and pronunciation, to allow for group projects using the internet and real time interaction with the countries where the target language is spoken and to ensure student access to the many ancillary materials supported by publishers. Such a lab would also provide support for foreign language students needing computers where they can speak and use video programs for online instruction.

Reading—The Reading instructors collaborate to create study guides for all Basic Skills courses. These study guides are designed to help students think metacognitively while applying the strategies to their assignments.

In-class tutors support students at the point of confusion or need for clarification. The in-class tutors also guide students in the Learning Centers using Directed Learning Activities (DLAs). Through having the tutors complete both functions, there is consistency in support provided to the students.

Teacher created Directed Learning Activities (DLAs) are being developed to supplement classroom activities. DLAs are delivered by tutors in private and group settings. Additional DLAs are developed and offered as needed.

The Basic Skills Education Advisor visits the Reading classes and speaks to students once or twice during the semester to inform students of the matriculation requirements and support available at AVC.

Most Reading instructors use the Blackboard Grade Center so that students can easily access their grades. Also syllabi, schedules, assignments, links, and announcements are posted on Blackboard for most of the Reading classes. Students have access to supplemental materials.

#### **4.2 Summarize how recent additions, deletions, or revisions of services, practices, and technology support aspects of the college mission and ILOs.**

English—AVC students have been negatively impacted by recent cuts in budget and scheduling. This was noticeably true in the reduced summer 2011 offerings, which included hybrid but not online-only classes, thus limiting access for students who depend on distance education.

ESL—We have adequate technology. The problem is that it often does not function as it is supposed to. Ongoing lack of climate control (which also creates chilly low 60-degree temperatures in the winter) and computer glitches send a very negative message to students and faculty, who can be left feeling frustrated and even under-valued.

Foreign Language—Tutoring services are even more inadequate since the last program review. There currently is only one tutor available for Spanish and one for German (with very limited availability) and no tutor for French or Chinese. The Spanish for Heritage Learners classes (101 HL and 102HL) have no tutor assigned to them. The tutor center does not have enough funds to provide the one-on-one tutoring for those students with poor performance and low exams who urgently need tutoring services. The writing center also does not have the resources needed to assign a Spanish writing tutor for the Heritage Learners class and advanced courses although Smarthinking does provide some on-line writing tutoring for development of essays for Spanish for Heritage Learners classes.

The Spanish faculty is searching for creative options to support their students and help them to succeed regardless of the budget constrictions. Our growing Antelope Valley Hispanic community needs The Spanish for Heritage Learners class; therefore, we need to make sure we have the support and services to enhance and make these courses more effective.

## Area 5 Data Analysis and Environmental Scan

**5.1 The program was provided with a substantial amount of data from the Office of Institutional Research and Planning. The self-study team should review and have a dialogue on the data and then identify major changes or enrollment trends expected to be of particular relevance to the program in the next four years. Consider WSCH/FTES, success, retention and persistence as applicable, and the number of degrees and certificates, if applicable. Consider data on gender, age, ethnicity, night vs. day, etc.**

- **Write about enrollment trends that the self-study team believes are important to the program’s planning and resource needs. Why might these trends be occurring?**
- **Considering these trends, how well is the program doing in meeting the needs of the various learner populations attending the college?**

Communications Studies—The demographics of enrollment in our courses are consistent with the college population. The Gender & Communication class (COMM 217) had an imbalanced ratio of 20% males in 2007. Since then, the instructor has made a concerted effort to be more gender inclusive and the ratio has improved to almost 50%. Overall, the program is doing well in meeting the needs of AVC’s diverse student population.

English—An ongoing area of concern and contention is completion rates in the Basic Skills sequence.

	Fall 08	Spring 09	Fall 09	Spring 10	Fall 10	Spring 11
ENGL 095	46.4%	42.3%	45.8%	54.9%	59.0%	51.5%
ENGL 097	42.4%	39.3%	58.3%	49.8%	58.3%	52.3%
ENGL 099	32.9%	33.3%	42.0%	28.3%	54.7%	49.9%

These numbers reveal only part of a more complex portrait. For example, in spring 2011, 207 English 097 portfolios and 396 English 099 portfolios were submitted into the departmental reading. Out of the 097 portfolios, 167 passed; out of the 099 portfolios, 304 passed. That’s a 80.7% and 76.8% success rate, respectively. These figures are left out of Student Success and Equity results, which merely contrast retention to completion. Part of the rationale for changing the English 097 and 099 course titles from Basic and Intermediate Composition to Composition Portfolio A and Composition Portfolio B was to stress to students the importance of the portfolio as the culmination of their work and as the determiner of their course grade. (The other component of the rationale was to remove the stigma of “developmental” descriptors.) The composition portfolio courses are built around the idea of revision: without the repeated opportunities offered to students to improve their work, even more students would be unable to produce writing that meets the course objectives and realizes Student Learning Outcomes.

ESL—The female ESL student population fluctuates between 70% and 85% each semester. And about 70% of all ESL students are at least 35 years old. (Thus, a typical AVC ESL student often seems to be a middle-aged “mom” who finally has time herself to take ESL in order to keep up with her more-fluent-in-English school-aged children.)

Although for many years the majority of ESL students were categorized as “Hispanic”, this percentage has fallen to 37.6% in spring 2011. However, in the same term “other” or “unknown” ethnicities rose to total more than 50%. So this data is a bit inconclusive. What is clear, however, is that there has been a steady influx of non-ESL “Black/Non-Hispanic” students into ESL classes over the past several terms. These students’ academic needs are very different than ESL students; however, perhaps these native English speakers are resorting to ESL for a variety of reasons (e.g., closed ENG or READ 095-099 sections, needed full-time student status requirements, financial aid, an easy “Pass”). Several suggested options which would block non-ESL students from taking ESL might include: Assessment’s administration (for ESL students only) and/or enforcement of the Compass ESL instrument and cut scores for all five levels; creating an official “ESL Program” (like the Nursing Program) with a simple application process that would screen out non-ESL students; or a simple block in Banner for any self-reported non-ESL student who attempts to enroll in an ESL course.

The ESL Program believes strongly that the felt needs of actual ESL students are included in this report and considered in future planning:

About 64% of the surveyed ESL students indicated that they discovered AVC’s ESL Program “online”, while 23% learned from “friends”. And 13% chose “other” sources.

The greatest motivation for taking ESL (44%) was for “academic English”. Also, 27% responded with “personal relationships”, 12% indicated the desire for a “better job”, and 3% selected “financial aid”, 14% choose a “different” purpose.

When asked which time slots ESL students preferred to take classes, the most popular (at 40%) was early mornings (8AM to 10AM). In addition, 37% listed late mornings through late afternoons (10AM to 4PM), while just 13% preferred late evenings (4PM to 10PM).

In fall 2011, 47.2% came from Lancaster, and 37.6% came from Palmdale. In addition, 67% enrolled full-time while 33% enrolled part-time. (We currently offer about 65% of our ESL sections in Lancaster and only 17% in Palmdale, so in order to better serve students we should attempt to increase more sections in Palmdale so as to reflect the geography of our student population. However, a major reason why we do not currently have more sections in Palmdale is because the support services are far better in Lancaster.)

Furthermore, in order to give value to the voices of ESL students, included below are verbatim (uncorrected) comments from the final two open-ended questions on the student survey:

What do you like about ESL at AVC?

- I like to study ESL at AVC because the teachers are good and well prepared and I can get a lot of new information about the language I am studying

- Teachers are great and very helpful. I like you have tutoring for ESL it helps with my grammar.
- What i like the most is the close communication that we have with teachers. when ever we need them,they allways ready to help us.
- I like this class because it;s online and allows me to go at my own paste and there is still deadline dates at the same time
- i like the fact that you can learn english way better and computer skills
- I am African American, and I need to work on my English (reading, writing, and the proper way to speak).
- I am hoping that this class will help me with those skills and help me become more comfortable with job interviews.
- I think this class will help me wit my learning disability problem i have.
- I like to learn to have a career.
- I LIKE THAT I CAN FURTHER MY ENGLISH AND MY WRITING SKILLS, AS FOR COMMUNICATING, AND FOR JOB SKILLS

Foreign Language—It is difficult to draw conclusions from the data provided on enrollment and retention and success since the retention and success data are percentages rather than numbers. We need the actual numbers as well as the percentages. In comparing the FL student population in fall 2009 to the overall college population, FL students are younger and generally enroll higher percentages of students who are ethnic minorities. In fall 2009, 61.2 % of AVC students were under 25 years of age, but in fall 2010, in FL, 82.4% of French students, 79% of German students and 68% of Spanish students were under age 25. Also, first time AVC freshman in fall 2009 were 12.6% African American and 13.8% Hispanic. In FL, Hispanic enrollments were 28.8% of French students, 23% of German students and 34.1% of Spanish students while 14.2% of Spanish students were African American. All foreign languages had a percentage of Asian-Pacific Islander higher than the college overall average. In addition, the percentage of male students enrolled in foreign language has increased from 30 to 33% in French and 30 to 36% in Spanish with German remaining relatively unchanged (48% to 47%) over the last four year. (Since Latin and Chinese generally offer only one section each semester, their data were not included as the enrollment in a single section can vary greatly and often does not establish a trend.)

We do not believe that the higher percentage of males is because of unemployment, but because we enroll a significantly higher percentage of younger students. We think these students choose foreign language because their goal is to transfer. We plan to work with the research office to identify whether the primary goals of our students is transfer. If it is, we (AVC) should target this population, making sure they have information about career planning and, in particular, transfer requirements and the matriculation process. Since our student population includes a larger than average Hispanic enrollment and an increasingly male population, these efforts could improve the historically low transfer rates/college graduation rates of the Hispanic population.

Reading-We fill as many sections as we are allocated in LHE. We are currently permitted to offer only 15 sections of Reading courses. All of our classes are full. Our current full time and adjunct faculty are teaching the maximum that they can or are allowed to teach. We need to at

least double our full-time faculty; in addition, we only have three adjunct faculty, and need to increase that number to at least ten. If we had four full-time and ten adjunct faculty, then we could teach approximately 32 classes, about half of the number we need to teach (4 times 3 = 12 for fulltime, 10 times 2 = 20 for adjunct, equals approximately 32 sections, or about half of what we should be offering our students).

In 2010-2011, new students assessed into READ 095, 097, and 099 and 593 students enrolled in Reading courses. Twenty-six sections were offered, and 930 new students were unable to access Reading courses because of limited course offerings, or they decided not to take Reading. In order to accommodate these new students at AVC, we would need to offer 61 sections of Reading. This does not include students already attending AVC who have been assessed into the Reading courses and have not enrolled.

Total Developmental Sections - 26

<b>CRN Count</b>	<b>READ 095</b>	<b>READ 097</b>	<b>READ 099</b>	<b>READ 150</b>
<b>Fall 2010</b>	1	4	7	1
<b>Int. 2011</b>			1	
<b>Spring 2011</b>	1	4	8	
<b>Total</b>	2	8	16	1

Total Number of Students enrolled in Reading Classes – 593 Students

<b>Fall 2010</b>	24	79	177
<b>Int. 2011</b>			24
<b>Spring 2011</b>	21	86	182

Results of Student Survey:

A survey was administered to students in all Reading classes; approximately 202 students filled out the surveys. The results that seemed most interesting and important to share are the data that showed how the students in the reading classes self-identified, more clearly than is found in the data received from the Office of Institutional Research (OIR), and the students' preferences for the future developments of the reading classes at AVC.

The students self-identified themselves differently in terms of ethnicity than was shown in the data collected by the Office of Institutional Research. There was a mystery category to which



half of the Reading students identified themselves: in the OIR data, the breakdown of the ethnicity of the Reading students most recently was:

Reading Students	American Indian or Alaskan Native	Asian or Pacific Islander	Black Non-Hispanic	Hispanic	White non-Hispanic	Other	Unknown
	Fall 2010	0.0%	1.7%	13.7%	13.0%	6.0%	53.2%
Spring 2011	0.0%	1.1%	10.6%	11.7%	4.3%	33.7%	37.9%
Our Survey Results	Alaskan Native/American	Asian American / Pacific Islander	Black/African American	Hispanic/Mexican American	White Caucasian	Other	
Fall 2011	6/202= 2.9%	6/202= 2.9%	65/202= 32%	77/202= 38%	26/202= 12%	10/202= 4.9%	

Retention percentages have steadily increased. In spring 2011 the retention for READ 095 was 81%, READ 097 was 87.2%, and READ 099 was 86.7%. We plan to continue to increase retention in our courses.

#### Developmental Reading courses

- Considering these trends, how well is the program doing in meeting the needs of the various learner populations attending the college?

Success percentages have fluctuated over the past four years, but are moving in an upward trend. We attribute this to the addition of teacher-directed reading labs, in-class tutors, and curriculum alignment of READ 095, READ 097, and READ 099. In fall of 2010 we reached our highest success rates of 62.5% in READ 095, 75.9% in READ 097, and 73.4% in READ 099. There was a decrease in spring 2011, but we are confident that the success rate will continue to increase overall. Considering these data ate, we are meeting the needs of our diverse learner population.

The success rate for READ 150 has decreased over the last four years. This course is offered once a year. Several different instructors have taught the course. We need to work on consistency in the course curriculum.

**5.2 Report on the progress of recommendations and accomplishment of goals identified in the program's last program review. Reflect on the strengths, weaknesses, and improvements of the program. Clearly state the performance/quality indicators used by the program.**

Communications Studies—COMM Studies had a stated goal of creating a Small Group course, that was approved in 2009. The goal of completing an AA degree was completed in 2011. The speech tutor program in the Academic Skills Center has been ongoing since 2009.

DFST—The Deaf Studies program recommended dedicated classrooms and lab space for the program. This may be addressed in the future in the new building that houses the Learning Center. Space is being designed in the architectural plans for classrooms, lab and office space. The building does not yet have funding so it is unknown when building will commence or be completed. Our recommendation is to continue be involved with the development of this new building and that Deaf Studies remain a part of that plan.

Another recommendation was to add one more full-time instructor to the Deaf Studies program. Due to the current budget situation, the college has put this on hold.

Another recommendation was to add a Department Chair for Deaf Studies. Although this has taken place, the LHE is not adequate to cover the amount of work involved with Department Chair duties. We recommend increasing the LHE to 4.1 which is the average LHE of one of the Deaf Studies and Interpreter Training Program courses.

Deaf Studies also recommended having a dedicated classroom at the Palmdale campus. This has not happened. In fact, the Deaf Studies classes have started to bounce around to random classes at Palmdale and is problematic for instructors who are deaf themselves. Our recommendation would be to have a large, square classroom at Palmdale be dedicated for ASL classes.

Another recommendation made was to hire an adult-hourly person to manage the lab space. The lab space has yet to be determined and an adult-hourly person has yet to be procured. The recommendation is that the Deaf Studies Program continue to seek space for an ASL lab and an employee to staff it. This may be resolved when the new building is completed but that is several years away; an interim space and personnel is recommended.

English—Recommendations from last program review:

- Hire new full-time faculty on a regular basis.
- Adjust the full-time to part-time ratio to better reflect the Title V ratio of 75/25.
- Increase reassigned time for composition coordinator position to 9 LHE. The English Chair position currently receives 5.25 LHE of reassigned time.
- Provide funds for training adjuncts and provide professional growth opportunities for them. Department Chairperson assist adjuncts with new teaching responsibilities.
- Provide more staff development funds for full-time faculty.

- Press faculty into service more effectively to evaluate their tenured peers. Seven tenured faculty have been peer-reviewed this fall semester.
- Establish a systematic process for budget requests that allows equal access to resources purchased with department funds. This issue is only now being addressed at Department Chair meetings.
- Equip all classrooms and instructors with comparable technology and other necessary materials to ensure a consistent campus-wide learning and teaching environment.
- Provide more funding for technology training and training for teaching in an online environment.
- Provide funding for additional library resources—including access to online materials and electronic databases. Several new databases have been added in the library.

Lack of funding has not made all of these recommendations possible.

Goals from last program review:

Although funding has predicted the realization of all goals, the following goals are achieved and/or ongoing:

1. Establish AA degree in English. (1-1 1/2 years) Goal achieved.
2. Formulate Program Learning Outcomes for AA program. (1 year) Goal achieved. (Attachment)
3. Compose PLOs for major course sequences: basic skills, academic writing, creative writing, and literature. (1 semester) No longer applicable.
4. Develop new courses to meet student needs.

The latest course to be developed is English 290, Studies in Hybridity, which would be included in the course offerings for the Program's AA degree, and would also be designated as an Area F diversity course, for transferring students in general.

5. Research the viability of a writing assessment tool. (1 semester)

Two discipline instructors researched the viability of a more precise assessment instrument and presented a proposal to the Assessment Committee

6. Assess Student Learning Outcomes. (1 year)-Goal achieved.
7. Assess Program Learning Outcomes. (1 year)-Goal achieved.

Program faculty will determine realistic achievement targets, complete the curriculum map, and create an assessment cycle timeline.

8. Work with administration and the faculty union to prioritize spending and action items.

There is still no formal mechanism in place to facilitate this process.

9. Offer training to adjunct faculty to ensure consistent instruction.

These training opportunities would largely consist of stipend-supported workshops but, in the absence of funding, have not been planned or offered.

10. Cycle all full-time instructors into evaluation process. (1 - 3 years) Achieved/ongoing.

11. Design faculty academy presentations that focus on the use of classroom technology to bring campus-wide attention and interest to these issues. Achieved/ongoing.

Program faculty members who teach online have taken the lead on this issue.

12. Establish a departmental budgeting system to facilitate requests. (1 year)

This issue is only now being addressed at Program Chair meetings.

13. Create a departmental webpage to inform and connect relevant parties and to advertise events. (1 year)-Achieved/ongoing

ESL—The previous four goals from 2007-2008 (i.e., 20% annual growth of ESL “seats”; 10% expansion of online/hybrid ESL sections; a 50% to 100% increase of ESL student access to ESL Labs; and the creation of a second ESL Study Center in Palmdale) have remained unrealized solely due to budget cuts.

Foreign Language—Goals from 2008:

1. Find/design assessment test for placement; explore credit for first level courses upon completion of second level or higher—not done
2. Define SLO’s for all courses; define PLO’s; establish how to assess SLO’s and PLO’s. SLO’s have been defined; PLO’s have been defined; we have begun assessing SLO’s and developing action plans; we have not assessed PLO’s; the work that has been done is entered into WEAVE
3. Revise conversation courses; consider developing 101A/B sequences for high school; bring all Chinese courses up to date—conversation courses and German 1A and 1B and 2A and 2B have been deleted, all Chinese courses have been revised and are up to date, development of new courses is on hold
4. Add languages: Japanese, Italian, Arabic—the reduction of course offerings has prevented adding additional languages
5. Develop new courses as needed: specialized subjects, or a short course in “how to study a foreign language” to make students more successful—this course has not been developed, but faculty still feel it is needed to assist the students who complete the 101 course, but are not successful (78 of 562 students enrolled in 101 classes in Fall 2009 (20%) did not complete successfully).
6. Create an AA in foreign languages and/or international business/relations—a draft of an AA in international relations and global studies has been developed, but the Chancellor’s office is not accepting new AA proposals at the moment, faculty will develop a brochure

that gives students the information necessary to transfer with these majors [need data from last program review student survey or this student survey on % interested in AA/IB]

7. Training for all faculty and adjunct in rubrics, assessment and development of division policies on determining proficiency versus “seat time” as assessment of PLO’s. Need funding for training, for regular meetings with all faculty—department chair surveyed all adjunct in fall 2011 and all replied that they have been informed about SLO’s and assessment. Many have participated and attended Faculty Professional Development training.

#### Co-curricular Activities

1. Find budget for regular series of speaker, events, activities
2. Provide for immersion/speaking opportunities through education abroad
3. Perhaps funding through a grant that would include funding for clerical support for co-curricular

Lack of funding has prevented any progress on any of these goals.

#### Scheduling

1. Establish ratio of 101 courses to total FTES for campus—not done
2. Monitor and work out maximally efficient ratio of 101 to 102, 102 to 201 etc and alternating of day/evening offerings—the department has implemented the plans from the 2008 program review of 2/3 sections of 101 per section of 102 and offering of 201 every three to four semesters, with slightly more Spanish offerings. For example, for fall 2011, French has three sections of 101 and one 102 section and 201 is on the spring 2012 schedule (it was last offered three semesters ago); German has three sections of 101 and 1 section of 102 and 201 is on the spring 2012 schedule (it was last offered four semesters ago); Spanish has eight sections of 101 and two sections of 102 and two sections of Spanish 101HL and one section of 102HL with a section of 201 scheduled for spring 2012 and plans to offer the 202 course in fall 2012. In order to maintain Chinese and Latin as offerings and to ensure higher enrollments in 102 courses, the department is implementing a three semester rotation of offerings with one course each semester in a 101-101-102 pattern so that two sections of 101 will feed into each 102 section.
3. Have plan for expanding languages to Palmdale—Spanish and French courses, both 101 and 102 are offered regularly in Palmdale; for Spanish two sections of 101 are being taught in Palmdale in fall 2011 and one section of French 101 will be at Palmdale in spring 2012 and two sections of Spanish 101 and one section of 102 will be taught at Palmdale in spring 2012.

#### Outreach and Information

1. Work with counseling to get accurate information about language requirements for transfer for GE and IGETC, for specific universities and majors, for majors in international business or relations and in the languages—Spanish faculty have worked with counseling on placement of heritage learners but no other progress has been made
2. Develop brochure about the offerings—no progress made
3. Create website to inform campus and community—no progress made

4. Regular contact with high school instructors, attempt to expand programs and to articulate –no regular contact has been initiated

#### Facilities

1. Computer lab for foreign languages, needs room, equipment and technical support—no progress made
2. Temperature programs—we have no idea what this was supposed to be
3. Dedicated “FL” rooms to have maps, internet, TV5 downloads etc; need smart classrooms, ones where desks are mobile and conducive to group work—no progress made, in fact, Ad Astra has made scheduling even more chaotic, the department needs rooms that hold 35 students for all sections of 101 that are offered; sections of 201 should be in small rooms
4. Office space for adjunct faculty—no progress made beyond what already existed

#### Personnel

1. Additional tutors needed; also tutors aren’t paid if students don’t show up, yet the hours are so limited that many students can’t take advantage of tutoring—the availability of tutoring has decreased rather than increased despite strong student demand
2. Need staff development money for adjunct to involve them in curriculum, rubrics, grading, and work on teaching methodology—a small amount of funding has been obtained from the Foundation for adjunct training
3. Clerical help to organize field trips, study aboard and to track success and outcomes—no progress made
4. Additional adjunct instructors in order to expand offerings in Spanish and into new languages, such as Japanese and Arabic, and/or additional full-time instructors—some adjunct were added to the pool to cover the needs in German and Spanish due to instructors being on sabbatical, reassigned time or study abroad; however, the reduction in class offerings has meant that the need for adjunct is less than before although the adjunct pool in French remains small; German and Spanish pools appear adequate at this time. Chinese and Latin have just one adjunct; however, we are currently offering only one section per semester and the pool is adequate at this time.

#### Reading—

##### Accomplished Goals:

- The Reading graduation requirement has been reinstated.
- Student Learning Outcomes (SLOs) were developed for all Reading courses and all are being assessed and reviewed each semester. The data is used to plan professional development and adjust and implement strategies for improvement.
- Teacher-directed lab classes were developed approved and are now offered as corequisite with all Reading courses. A proposal is pending to integrate labs into all READ 097 and READ 095. READ 099 has been approved.
- A basic level Reading course, READ 095, was developed and is now offered.

- New computers were installed in the Learning Center/Reading Center.
- Reading software has been purchased for the Lancaster and Palmdale sites (*Reading Horizons, Reader's Edge, and Diascriptive Reading*)
- The Basic Skills and Title 1 Solo Grant provided funding for two new document cameras, data projectors (Lancaster), a cabinet (Palmdale) dictionaries, books, testing materials and miscellaneous supplies for the Reading classrooms at Lancaster and Palmdale.
- In-class tutors have been trained and are now working in the Reading classes.
- Reading students were surveyed regarding needs in scheduling, types of support, courses and workshops requested. (See Appendix A)

#### Goals Pending:

- Additional Reading classroom with access to a Reading designated computer lab
- A Reading computer lab at the Palmdale site.
- A new Reading Faculty member is needed, but currently frozen.
- Personnel to :
  - develop and maintain reading related website and document student use of different parts of the website
  - develop publicity materials, providing information about reading-related programs and services
  - develop and teach additional reading courses such as College Level Reading and Analysis, Fundamental Reading, and Content Area Reading
  - teach reading and study-strategy workshops
  - perform individual in-depth diagnostic testing and follow-up prescriptive instruction
  - work in partnerships with content area instructors to support student comprehension of textual materials where instructors find that students are having extreme difficulty comprehending instructional materials. Courses to be identified by instructors, and using indicators of low student success. Not to be imposed by reading instructors, but to be made available upon request by content area instructor in concert with student requests
  - Develop and offer a college level (freshman level) course teaching analysis of written materials, vocabulary, and study strategies for the college level student (freshman level)
  - Develop and offer courses that combine instruction in Reading and Writing for all levels of Developmental students (095, 097, and 099).
  - Increase Reading Workshop offerings for students reading textbooks and studying in all curricular areas.
  - Present Reading Workshops and student diagnostic/ instructional assistance.
  - Increase visibility of Reading Program so that more students are aware of services available, advertising in the schedule of classes, information on the college website, and preparation/ printing of a poster and brochures.
  - Support designated reading classrooms with student computer facility for student use when reading classes are not scheduled; these rooms should be available for reading student access

## Equipment

- A printer and scanner for each location where reading classes are taught

## Equipment and Facilities

- Dedicated classrooms with computers and associated cabling, internet connection, link to instructor's computer and software for instructor to monitor students while using the computers; when rooms are not being used for scheduled reading classes, they need to be available for reading student access

## Facilities

- The counter behind the desk in LC 114 needs to be reduced in depth so that Faculty can reach the white board and write on it. The cupboards themselves are very useful, but were made too deep, and the shelving in one unit is composed of shelves too short in height for access to materials that slip to the back of the shelves. The hinges are breaking on the cupboard doors behind the Instructor's desk and need to be fixed.

## Strengths:

- Raising awareness about Reading and critical thinking skills at AVC by working with the AVC community through presenting Professional Development workshops.
- Alignment of the curriculum in READ 095, READ 097, and READ 099 courses to improve student success.

## Weaknesses:

- Limited access to computers and reading computer software programs. We need the ability to teach reading in a multi-modal format. We continue to request self-contained Reading classrooms.
- We have no Reading specialist in the Learning Center/Reading Center. There is a need for a Reading specialist to assess and support students.

## Area 6 Student and Program Learning Outcomes Assessment

### **6.1 Briefly review program outcomes assessment activities over the past four years and assess in some detail the effectiveness of those methods in documenting and improving student learning.**

Communication Studies—Approved to offer an AA-T degree and is in the process of developing Program Learning Outcomes.

DFST—The Program Learning Outcomes have been tracked by the Department Chair. The graduates are able to meet these outcomes. This is reinforced by many of them obtaining jobs within the Deaf community as well as passing various certification exams.

English—Initial review of outcomes data revealed a close alignment with distributed grades, despite the fact that learning outcomes are tied to specific skill sets that are assessed independent



of the grading process. Program faculty members have discussed (and debated) ways to make assessment tools more uniform and still maintain the academic freedoms, innovations, and idiosyncrasies that make the program creative and diverse. The departmental MLA exam, administered to all English 101 students, is one example of a standardized tool employed by the faculty, and it is constantly updated and revised to better assess the students' ability to work with academic formats and guidelines. Many instructors, however, find the students' actual application of MLA format in research assignments a better indicator of these skills. See Attachment 1.

ESL—SLOs for all sixteen ESL courses have been created and edited based on student and instructor input over the past two years. Results consistently reveal that around 80% of ESL students are successful in passing these SLOs at the end of each term.

Foreign Language—In 2008, the FL department identified the following Program Learning Outcomes as outlined in *Standards for Foreign Language Learning: Preparing for the 21st Century* published by the American Council on the Teaching of Foreign Languages:

Students are able to communicate effectively, provide and obtain information, express feelings and emotions, and exchange opinions, using all four skills in a second language non-modern language, such as Latin, focus on reading and translating.

Students demonstrate familiarity with another culture as well as understanding the relationship between the practices, products, and perspectives of the culture studied.

Students increase their knowledge of geography, history, chemistry, art and other disciplines by learning about new places, weather patterns, the metric systems. By analyzing narratives in a foreign language, they also recognize new and different viewpoints that are only available through the foreign language and its cultures.

Students demonstrate understanding of the nature of languages, grammatical structures, and linguistic patterns through comparisons of the foreign language and English or their own language. They are also able to analyze, compare, and contrast their own culture, customs, and traditions with the culture studied.

Students participate in the multilingual communities by using the foreign language both within and beyond the AVC setting by participating in foreign language clubs, study abroad programs, pen-pal activities, watching foreign films, and travel.

The department has focused on defining and assessing Student Learning Outcomes and developing action plans. In the next three years, the department plans to:

- Define the PLO in terms of measurable outcomes by Spring 2013
- Develop an assessment instrument and assess PLOs by Spring 2014
- Recommend and begin implementing changes by Spring 2015

Reading—Reading is not a program and therefore does not have program learning outcomes.

## **6.2 How have adjunct faculty and/or part time staff in your program been made aware of the need to assess Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs) and been included in assessment activities?**

Communications Studies—Our Department holds regular monthly meetings as well as SLO specific meetings when necessary. Part-time faculty is regularly informed with meeting agendas and notices. All full and part-time faculty is sent minutes of every Department Meeting, and SLOs are a standing item. In addition, we send emails with attachments, such as SLOs, rubrics, Excel spreadsheet templates, so that adjuncts have the tools they need to do assessments. We also encourage our adjuncts to contribute ideas for assessment and their reflections on the process and student learning. We have had 100% compliance from our adjuncts in the SLO process every semester. At our recent Welcome Back Day, most of our adjuncts attended the SLO workshop as they were encouraged to do.

DFST—PLOs and SLOs are distributed to all Deaf Studies Faculty at least once annually.

English— Adjunct faculty has been included in the systematic collection of Student Learning Outcomes since their inception at this college. PLOs relate mostly to the coursework offered above the 102 level; these are not courses taught by adjunct instructors. All instructors—full- and part-time—are invited to departmental retreats where the discipline’s learning outcomes are initially written, and also revised based on departmental assessment.

ESL— Awareness of SLOs and PLOs has been done through SLO Committee members emails or presentations and coordination by the ESL Department Chair.

Foreign Language— Spanish faculty, including adjuncts, meet regularly and all have been informed about SLO’s and how they will be assessed, including recently hired adjuncts. Adjuncts in other languages (Chinese, French, German and Latin) were surveyed (fall 2011) and were aware of SLO’s in their courses. Latin and Chinese are taught exclusively by adjunct faculty, and they are the lead faculty in developing, assessing, reporting and revising the SLO’s in those languages.

Reading— All SLOs are assessed each semester. All Reading faculty meet at least three to five times a year to review the SLO data. During these meetings, decisions are made to adjust or rewrite assessments. All Reading faculty report their SLO data each semester.

## **6.3 What specific plans have been made for assessing student learning over the next four years? Programs should provide a timeline for defining and assessing all SLOs and PLOs.**

Communications Studies—The Department plans to be fully compliant with the requirement to assess all SLOs for all courses beginning the fall 2011 semester. We leave it up to individual instructors if they teach a standalone class as to what assessment method they will use. For our COMM. 101 and 103 courses, all faculty will decide, at a regular meeting, on common assessment methods and rubrics if needed for consistency.

DFST—The plans for SLOs and PLOs are to accumulate data over a minimum of two years prior to acting on numbers. It is felt that one year’s data is insufficient to make changes to SLOs.

English— The Program is on target to collect all SLOs, for every course, each semester, starting fall 2011. Routine assessment will follow this collection. PLOs have been established more recently. The collection and assessment of PLOs are inherently more challenging given the nature of the Program. For instance, many students take English 102 but do not pursue an AA in English. The degree’s other core coursework, in the American and English literature sequences, may be taken by students who are fulfilling Humanities credits or general education requirements. The Program has no formal mechanism to target and identify those students who will go on to pursue the Program’s degree, making the assessment of PLOs at the 102 level and beyond a murky process at best.

ESL— Although not all SLOs were initially assessed two years ago, over the past two terms all SLOs for each of the 16 ESL courses have been planned for assessment and documentation. The assessment of all SLOs each semester will be the ongoing goal of the ESL Program.

Foreign Language— All SLO’s were assessed in Spanish and Chinese in 2010-11 and data entered into WEAVE. French and German assessed SLO’s last year; however, some of the data still needs to be entered (goal is to enter this data by the end of fall 2011 semester). All SLO’s in all courses taught in fall 2011 are being assessed and will be entered before spring 2012 semester. The analysis of SLO data that has been entered and evaluated shows that SLO targets are being met overall in the specific courses.

Reading— The Reading department faculty are assessing and reporting all Reading SLOs. We will continue to assess and develop action plans that address the findings. In addition, we brainstorm strategies based on SLO data that indicates students are having difficulty in a particular area.

**6.4 If the program SLO and PLO assessment results make it clear that particular professional development resources or student services are needed to more effectively serve students, describe the need. List items in order (rank) of importance.**

Communications Studies—The Communication Studies faculty has identified a list of needs within our discipline based on SLO data results that showed that one of our greatest needs is in improving students’ verbal fluency and speech delivery abilities. While we have seen improvement, we are still well below our benchmark SLO pass rate of 80%:

Semester	Fall 2009	Spring 2010	Fall 2010	Spring 2011
COMM 101 SLO #2 (delivery)	64%	64%	65%	70%

To better prepare students for academic and professional success, we request:

1. Stable funding for the Forensics program. Students competing for the AVC Forensics program should be guaranteed similar financial support as those students who also compete and represent AVC in extracurricular activities.

Amount requested: \$20,000 per year

2. A norming stipend for Communication Studies faculty. Similar to the norming session each fall and spring for English portfolios, communication faculty recognizes the need for a more standardized system and discussion while evaluating student speeches. Additionally, these two norming sessions will help directly address and assist the Communication Studies faculty with our SLOs.

Amount requested: \$2,000 per year

3. In order to develop and enhance critical thinking skills in the Argumentation and Debate class, funding is sought for entry and judging fees for two and four year debate tournaments.

Amount requested: \$7,500 per year

4. Additional tutors at the Learning Center for our Communication 101 and 103 classes are needed. Since Spring 2009, only 47 students have used the speech tutor services. Yet 93% of our students surveyed believed speech tutors would be beneficial to them. Due to funding issues, tutors' time is limited and hiring is restricted, making it difficult to serve the number of students who would benefit from the service.

Term	Number of Students	Number of Tutors	Location
Spring 2009	1	1	Lancaster
Fall 2009	1	1	Lancaster
Fall 2009	4	1	Lancaster
Spring 2010	7	1	Lancaster
Fall 2010	1	1	Palmdale
Fall 2010	3	1	Lancaster
Fall 2010	6	1	Lancaster
Spring 2011	1	1	Palmdale
Spring 2011	7	1	Palmdale
Spring 2011	3	2	Lancaster
Summer 2011	12	4	Palmdale
Summer 2011	1	0	Palmdale
	47		

Student Survey 2010-2011 – Question Nine (9)		
For your public speaking courses, how beneficial would a speech tutor be in helping you succeed in the course?		
Answer Options	Response Count	
Very beneficial	139	52.9%
Somewhat beneficial	100	38.0%
Not beneficial	24	9.1%
	263	100.0%

Student Survey 2010-2011 – Question Ten (10)		
Did you know that there is a speech tutor available for public speaking students in the Learning Center?		
Answer Options	Response Count	
Yes	126	47.9%
No	137	52.1%
	263	100.0%

DFST— The program SLO and PLO assessment, in the early stages, have identified the need for enhanced classrooms, lab space, technical equipment and materials that can benefit student learning.

English— Given the critical reading and writing abilities routinely assessed by discipline faculty, the Program anticipates an increased need to acclimate students to college-level coursework and the forging of academic identities. The more students are oriented to the realities of college and encouraged to privilege learning over ease, GPA concerns, or earning potential, the more smoothly the English Program will run in tandem with the various resources and services offered through the college.

ESL— A recent action plan (Sept. 2011) to intensify grammar proficiency (because grammar-related SLOs scores have been lower than others) has been announced and recorded in WEAVE. Included in this action plan is a call for more frequent test review and testing.

Foreign Language— Tutoring services are needed to assist students who complete, but are not successful (20% of students)

Assessment is needed to ensure students who begin 101 are ready for FL study (16% of students who enroll do not complete)

Information through career/transfer center and counseling on requirements for majoring in FL or International Business/Global Studies.

Reading—The in-class presentations from the Basic Skills Education Advisor provide essential information for students. There is a need for more in-class presentations so that students fully understand the importance of Basic Skills course instruction for academic success as well as the limitations on the number of units students attempt in Basic Skills.

Reading instructors plan to visit other community colleges to study their models of instruction and glean ideas that can benefit our students.

## **Area 7 Collaboration with Other Programs**

**Discuss collaborative efforts undertaken with other Instructional, Student Services or Administrative programs. Offer an assessment of success and challenges and note potential changes in collaborative efforts.**

Communications Studies—Some instructors offer extra credit to students to utilize the Learning Center's services. The Library has ample resources for our students complete with outstanding selections of databases that serve our students' need. Many of our instructors bring students to the Library for workshops and tutorials, and have students use their online tutorials. We also collaborate with the Library with regards to reserve textbooks and the collection of communication related books.

Many of our instructors refer students to the Writing Center for assistance with papers and outlines. The Writing Center also offers drop-in tutoring and workshops for our students. Smarthinking was available in the past, which our students found useful. However, unfortunately that program is now only available to students enrolled in English Composition courses. All of our courses include writing assignments, many with research papers. Communication students would benefit greatly from access to Smarthinking.

Communication Studies works closely with the Academic Skills Center and Learning Specialist to fund and staff speech tutors for our COMM 101 and 103 courses. Since Spring 2009, we have referred 14 student speech tutors, and 47 speech students have benefited from their services. We would like to have more tutors and refer more students for speech tutoring.

Many of our students present us with accommodations from OSD. We have engaged in formal and informal discussions with OSD staff. We have attended Flex events given by the Deaf Studies department, in order to better serve these students.

Many of our special events are coordinated with ASO, such as Coffee House Night and Day of the Dead.

In terms of Counseling, all efforts are being made to bring awareness and visibility to the Communication Studies AA-T degree as an option for transfer students or a final degree objective. We would like to see a concerted effort to recruit students into the major to successfully graduate and transfer students from AVC.

DFST—Collaboration with the Learning Center for the tutorial services is ongoing.

English—The Program makes use of various instructional and support services such as the Library and Instructional Media Center, the Writing Center, and the Office for Students with Disabilities. For example, Writing Center referral forms can be used to articulate specific areas of challenge. Students in the English Program are encouraged by faculty to use the Writing Center's services. Faculty members may bring their students directly to the Writing Center at the beginning of a course to facilitate participation. Several discipline instructors have given presentations to Writing Center tutors about program courses and expectations. Dialogue has been initiated to address philosophical differences between the Learning Center and English faculty and to promote fuller utilization of the facility.

ESL—The ESL Program is well-represented within and benefits significantly from the activities of the Basic Skills Committee. The AVC Library's expanding Quest Collection continues to be a great resource for ESL students. Moreover, the ESL Study Center (ESC) in the Learning Center has offered support through individual and group tutoring, as well as weekly grammar and pronunciation workshops. However, due to budget cuts these services have unfortunately been severely reduced.

Foreign Language—Faculty in foreign language and the Business Division have developed a draft of an option in international business as part of the Business Administration degree.

Faculty in foreign language and the Social Science Division have developed a draft of an AA in global studies.

The department is working to get our Spanish 101HL and 102HL courses accepted by UC as meeting the proficiency in language other than English requirement. UC has stated that they will consider this option.

Spanish faculty are in contact with the counseling staff on the proper placement of students into our Spanish 101HL and 102HL courses

The assessment department and the institutional research department are working with the FL department to gather information about assessment and placement of students into higher level foreign language courses. Faculty are contacting colleagues at other colleges to determine the best strategy for moving students into higher level courses and managing the prerequisite challenge process and also analyzing the efficacy of our current credit-by-examination policy.

Reading—The Reading department has worked closely with the Learning Center to implement Directed Learning Activities (DLAs). Currently, the Learning Center has scheduled DLA sessions at various times throughout the week. DLA sessions are scheduled between classes to provide student with opportunities to fit these sessions into their schedules.

The Basic Skills Education Advisor has delivered numerous presentations to the Reading classes to provide students with important information about Basic Skills courses and support services. Reading instructors work closely with the Basic Skills Education Advisor to ensure that students are aware of the Basic Skills courses that are necessary to reach college level and the Basic Skills unit limits. The Reading instructors have been active participants in the Basic Skills Quest for Success Program.

## Area 8 Outreach Activities

**Discuss any activities or projects undertaken with other educational institutions, the community, or business/industry. Describe any plans to begin new outreach activities.**

Communication Studies—

### Present Activities:

- A one-year project assisting the Los Angeles Urban Debate League for disadvantaged, at-risk youths.
- Collaboration with Oneness, a non-profit organization that promotes racial and cultural unity through music and the arts.

### Future Activities:

- Collaboration with the AV Press and the Journalism department
- Collaboration with the Antelope Valley Indian Museum/State historic Park and the Storytelling class
- Collaboration with both Palmdale and Lancaster High School Speech Teams to conduct a high school speech tournament on the AVC campus
- Consulting with local business organizations and community groups for developing our Program Learning Outcomes.

DFST—Through the Deaf Studies – Interpreter Training Advisory Committee, we have contact with educational institutions that include California State University – Northridge, industries including video relay companies and freelance interpreting companies and community organizational connections such as with the Greater Los Angeles Agency on Deafness.

English—On campus, the Program sponsors and organizes literary events (such as readings by famous writers), academic lectures, film screenings, and Faculty Professional Development presentations designed for general audiences. Off campus, Program faculty members showcase their talents through poetry readings, book signings, and multimedia presentations at informal settings such as coffee houses and local restaurants. Additionally, instructors often supplement classroom curriculum by encouraging student exposure to art galleries, playhouses, museums, and festivals. Moreover, faculty members volunteer to speak about the program when high school students come to AVC for orientation sessions in the spring. The Program has had an ongoing relationship with faculty and staff at local high schools, meeting with them to discuss standards and practices of teaching and learning. These collaborations have a two-fold purpose: to ensure that high school teachers are adequately preparing students based on AVC standards, and to enable the identification of need in, and the overall improvement in, the Program's Basic Skill offerings.

The latest outreach activity involves linking the college's Basic Skills programs to the successful efforts of UMOJA, a nationally recognized student development organization that focuses on creating dynamic and inspiring partnerships among youth, families, schools, and communities. An English Program faculty member is currently coordinating this link. During the 2011-2012



academic year, faculty will assist Youth Build Charter School with its English Basic Skills articulation efforts.

ESL—Although there is no formal outreach for ESL, most of the ESL faculty live within the Antelope Valley and often engage with students while out in the community, encouraging them in their English learning, as well as their personal, academic, and professional pursuits.

Foreign Language—Faculty taught a workshop on Spanish for Realtors that was very well received. We will continue this contact and see if they have other needs. Other plans include attending local chambers of commerce, including the Hispanic Chamber of commerce, to find out about local business needs and possible support for foreign language instruction, particularly in light of local efforts to attract Chinese companies to the area.

Plans include contacting local hospitals and larger medical facilities and/or conduct surveys to determine the need for instruction in medical Spanish. And, to contact school districts to survey their need for Spanish for Teachers.

Reading—The Reading department contacted the Reading Library program at the Palmdale Library in an effort to provide a presence in the community. The Palmdale Library program was abruptly terminated because of budgetary issues.

In an effort to provide basic level literacy adult instruction in the community, the Reading department plans to propose an evening Community Education course. This outreach course will be designed for those who struggle with Reading, but do not plan to pursue a college education.

The department also plans to reestablish communication with the Los Angeles County Library system. During the 2011-2012 academic year, faculty will assist Youth Build Charter School with its Reading Basic Skills articulation efforts.

## **Area 9 Goals and Objectives**

**List the goals and objectives the program has for the next four years.**

**Goal: A specific action.**

**Objectives: Significant steps or actions needed to achieve the goal.**

**Time Frame: Period of time the goal and objectives will be addressed.**

**Justification: How does the goal support the mission of the college? How does the goal meet the needs of the community?**

Communication Studies—

Goal #1 Improve student graduation and transfer rates

Objective: Hire two full-time Communication Studies instructors

Time Frame: One within 2 years, and one within 4 years

Justification: The new AA-T provides a vehicle for students to transfer out of AVC more quickly, in compliance with SB 1440. In order to meet student needs in this area, we require two

new-hires to offer the required courses more regularly on a timely basis for students to graduate and/or transfer.

Goal #2 To better align the COMM Studies Program with transfer institutions degree programs in the discipline.

Objective: Re-join FTV with Communication Studies and Journalism.

Time Frame: Within 4 years

Justification: FTV is an important field within the discipline of Communication Studies; integrating FTV within the program objectives of Comm. Studies would enhance students' skills and perspectives, and improve graduation, transfer, and/or career success.

Goal #3 Establish PLOs for the AA-T degree

Objective: Talk with local businesses and community groups; align our discipline outcomes with other institutions' PLO's, AVC's ILOs, and the Chancellor's Office recommendations

Time Frame: Within 1 year

Justification: With the creation of the degree, PLOs are required

Goal #4 To have at least 10 declared COMM Studies majors

Objectives: Collaborate with Counseling; advertise on the campus; engage in outreach activities with local high schools

Time Frame: Within 2 years

Justification: This will encourage higher transfer and graduation rates

Student Survey 2010-2011 – Question Three (3)	
What is your educational goal?	
Answer Options	Response Count
AA/AS + transfer to university	216
Transfer without an AA/AS degree	31
Vocational Certificate	1
Personal development	0
Professional development	4
Other	11
	263

Goal #5 To revive the Forensics Team

Objectives: Promote the team to recruit students; recruit faculty advisor

Time Frame: By Fall 2012

Justification: Forensics is an important program that teaches students a high level of oral skills, critical thinking, listening, exposes them to diverse people, and enhances the college's reputation in the community

Goal #6 To expand the course offering in Communication Studies AA-T degree program and Journalism.

Objectives: Write and seek approval through AP&P, hire one full-time faculty member

Time Frame: Within a four (4) year period

Justification: Improve student learning and , critical learning, prepare students for higher level of success post transfer in upper division classes in the major. Also, introducing additional courses will generate additional interest in the Communication Studies AA-T degree based on our Student Survey results. Finally, the additional courses will further one’s knowledge, personal development, and effective skills set for the work place and personal development.

Goal #7 Expand the Journalism Program

Objectives: Hire one full-time faculty member; expand Journalism course offerings

Time Frame: Within 1 year

Justification: This will improve student learning and critical thinking, enhance career and transfer opportunities, and improve campus and community communication and relations.

Student Survey 2010-2011 – Question Two (2)	
Which of these courses would you like to see offered at AVC? Check all that apply.	
Answer Options	Response Count
Business and Professional Speaking	101
Mass Media and Society (media criticism)	72
Mediation and Conflict Resolution	70
Persuasion	67
Advanced Public Speaking	63
Political Communication	59
Photojournalism	57
Organizational Communication	57
New Media	46
Journalism 2.0 (Internet and social media)	43
Reader's Theater	24
Issues in Newswriting	20
	679

DFST—

Goal 1: For administration to recognize our program as Career Technical Education (CTE) Program and to allow us to grow back to our previous number of LHE and then continue to grow beyond that in order to have a healthy program. At the time of the previous program review we had 72.6 LHE in the Fall semester, this year currently have 64.3 in the Fall Semester. Since the California Community College Chancellor and the California Governor’s office is promoting CTE programs, the Deaf Studies Program at AVC should not be cut to the extent that it has been.

Objective: The significant steps and action to achieve this goal are for the Dean and the Vice President to re-instate DFST lost LHE and to then support the program by awarding additional units so that the program can grow.

Time Frame: The Deaf Studies Program is an “innovative program” as stated in the mission.

Justification: Supporting this goal meets the need of the local community by leading students to jobs within the Deaf community. It also supports Deaf students and the local Deaf community by training students to work with and interpret for them.

Goal 2: We recommend flexibility in student enrollment for the Interpreting Classes, since they are sequentially very advanced and through attrition are not always over 20.

Objective: The significant steps to achieve this goal are to submit these courses to APP for a reduction in class size.

Time Frame: It is planned to have this goal accomplished by the 2014-2015 academic year.

Justification: The Deaf Studies Program is an “innovative program” as stated in the mission. Supporting this goal meets the need of the local community by enhancing the skills of students through more individualized instruction which then leads students to jobs within the Deaf community. It also supports Deaf students and the local Deaf community by training students to work with and interpret for them.

Goal 3: Hire a third full-time Deaf Studies faculty member.

Objective: The significant steps to achieve this goal are for administration to fund this position.

Time Frame: The time frame is unknown since this has been a goal of the program since its inception and approval by the Chancellor’s Office in 2000.

Justification: The Deaf Studies Program is an “innovative program” as stated in the mission. Supporting this goal will lead to more streamlined instruction which in turn helps students develop a stronger skill set in the language.

Goal 4: Increase the LHE for Deaf Studies Department chair(s) to a minimum of 4.1.

Objective: The significant steps to achieve this goal are for administration and the faculty union to support it.

Time Frame: The time frame is unknown as the college is undergoing a change into a Department Chair configuration and has been working on LHE issues since its inception in 2009.

Justification: The Deaf Studies Program is an “innovative program” as stated in the mission. Supporting this goal will provide the chair(s) enough release time to perform the duties that are actually required of department chairs.

Goal 5: Obtain Classroom, Lab and Office Space Dedicated to the Deaf Studies ASL and Interpreting programs. (needs to be an autonomous room for equipment, materials. An autonomous space is important since students will be expected to use Sign Language and not interact by voice.

Objective:: The significant steps needed to achieve this goal have begun. Deaf Studies is currently slated to receive some instructional rooms and lab space in a planned building called THE LEARNING CENTER building.

Time Frame: The time frame for this goal is dependent upon state approval of the building and funding. If/when the new Learning Center building is approved and funded it will take approximately two years from that date to achieve this goal.

Justification: The Deaf Studies Program is an “innovative program” as stated in the mission. Supporting this goal will dramatically increase student success because students will then have classroom and lab space appropriate for learning to become a Sign Language Interpreter.

Goal 6: Hire an hourly or classified person to staff the Deaf Studies Lab.

Objective: The significant steps needed to achieve this goal are to have a dedicated space for a Sign Language and Interpreting Lab. Once that has been determined, personnel can be procured  
Time Frame: The time frame for this goal has been linked to the time frame of Goal 5. Although discussion in the past has taken place regarding having a temporary dedicated space on campus for a Sign Language and Interpreting Lab, nothing has come of it.

Justification: The Deaf Studies Program is an “innovative program” as stated in the mission. Supporting this goal will dramatically increase student success because students will then have lab space appropriately staffed in order for students to practice their language and vocational skills.

Goal 7: Obtain more technical equipment, including computers and video equipment for student use.

Objective: The significant steps needed to achieve this goal have been linked to obtaining a dedicated space for Sign Language and Interpreting Classrooms and Labs.

Time Frame: The time frame for this goal has been linked to the time frame of Goal 5.

However, temporary equipment is hoped to be obtained through Perkins Funds or other available funding sources.

Justification: The Deaf Studies Program is an “innovative program” as stated in the mission. Supporting this goal will dramatically increase student success because students will then have state of the art equipment and materials that are utilized in the Sign Language Interpreting Profession, which will make students more job-ready as they complete the Deaf Studies Programs.

English—

Goal #1: Align current Associate Degree with Transfer Model Curriculum.

Objectives: Reduce unit count from 27 to 18; streamline course offerings.

Time Frame: Fall 2011 and spring 2012

Justification: The category “Associate Degree Programs” is listed first under the college’s mission statement. The English Program seeks to ensure the viability of its degree for students transferring to state colleges, while keeping as much of the degree’s educational depth and breadth intact. Discipline faculty members are working in consultation with the AP&P Committee to determine if new course numbers are required for some courses. See Attachment 2.

Goal #2: Create and develop English 101 cohorts.

Objectives: Involve interested faculty members; investigate logistics and funding sources.

Time Frame: Fall 2011 and spring 2012

Justification: The Program’s use of a portfolio system and of departmental grading at the English 097 and 099 levels standardizes assessment of students’ exit skills. While the sheer number of sections makes a similar activity at the 101 level problematic, the guiding philosophy still holds. Elective cohorts, each consisting of three instructors who share student work and discuss grading

criteria, perhaps at the midpoint of the term, may take a foothold and become part of the departmental culture. Both full-time and adjunct instructors could participate in these cohorts. Faculty stipends would be a clear incentive for this endeavor, but securing these may prove to be a barrier. Alternate funding sources, such as grant-writing, will be explored.

Goal #3: Encourage writing across the curriculum.

Objectives: Promote relevant FPD events; export departmental rubrics campus-wide; support faculty members in other disciplines as they instate course prerequisites.

Time Frame: Spring and fall 2012

Justification: English Program faculty has been at the forefront of this issue, not simply to “share the burden” of engaging students’ thought processes at the concrete written level where cognitive complexity and issues of expression can be—or should be—directly confronted, but to emphasize the link between reading and writing skills and legitimate academic success. Program faculty might pilot not only a discipline-specific 101 cohort but a cross-discipline cohort comprised of one English instructor and one or two instructors from other academic areas.

ESL—Due to budget cuts and future uncertainty, these goals will not be largely based on finances:

Goal #1: Facilitate the improvement of support services, specifically in the areas of the climate control and technical support of equipment and computers, in the main ESL classroom, LS2-141.

Objectives: Continue to speak to/phone/email Facilities, ITS, the LA dean (and administrative assistant), and DETC Committee members of issues and document these issues by including them in reports (like this Program Review).

Time Frame: Fall 2012 (or until services are restored...)

Justification: This goal seeks to regain the quality and effectiveness of the ESL Program and increase the overall “customer satisfaction” and student (and faculty) morale in ESL.

Goal #2: Block non-ESL students from taking the seats of true ESL students.

Objectives: Work with Student Services to create a means of doing this.

Time Frame: Fall 2012

Justification: This goal maintains the integrity, quality, and effectiveness of ESL being especially and exclusively for the unique needs of true ESL students.

Goal #3: Increase ESL offerings at Palmdale from 17% to 25%-30%

Objectives: Transfer and/or add 10-15 LHE of ESL at Palmdale.

Time Frame: Fall 2012

Justification: This goal seeks to offer ESL courses closest to where ESL students reside.

Foreign Language—

Goal #1 Establish budget for FL Department with IRESLA Division

Objective: Establish process for allocating fiscal resources of the division among the departments, to be accomplished by department chair

Timeline: Complete by fall 2011

Goal #2 Assignment of rooms to FL that hold 35 students for 101 sections with appropriate technology (internet, projection, overheads)

Objective: Work with division faculty and dean and academic affairs office to establish process for efficient assignment of rooms; to be accomplished by department chair

Timeline: spring 2012

Goal #3 Create road map for transfer to obtain BA/BS in FL, international business and global studies.

Objective: Create brochure with outline of requirements and two year recommended course of study for all three majors; identify and assign to a lead faculty and get regular updates on progress

Timeline: Completion by spring 2012

Goal #4 Establish target ratio of FL sections to college size.

Objectives: Analyze other community colleges to determine their offering or sections to student population, analyze transfer goals of entire AVC population to estimate need for number of 101 sections; identify and assign to a lead faculty member and get regular updates on progress

Timeline: Completion by fall 2012

Goal #5 Increased community contact to determine FL needs

Objectives: Create a plan of groups to target and establish a timeline for regular contact and assign a faculty member to each targeted group and have him/her report back to the division regularly

Timeline: Create plan and schedule of contacts by spring 2012

Goal #6 Establish website for the department and for international study

Objective: Gather information on such websites and decide what information is to be posted, work with ITS staff to enter information and update as necessary; identify and assign to a lead faculty member and get regular updates on progress

Timeline: Basic site up with faculty information, FL courses, and FL, International Business and Global Studies information and study abroad information by spring through the consortium and through sister CC's by 2012

Goal #7 Improve percentage of successful retention from 70% overall to 85%

Objective: Increase tutoring access and/or use of instructor office hours; create tools to assist students in how to learn a foreign language (handouts, minilessons, possibly a 1 unit course as a corequisite); department chair will act as lead faculty member

Timeline: Complete by fall 2012

Goal #8 Improve percentage of students completing 101 courses

Objective: Find and implement valid prerequisite for enrollment in 101 courses; department chair will act as lead faculty member

Timeline: Complete by spring 2013

Goal #9 Revision of Spanish conversation courses

Objective: Survey students as to their interest and needs, consider transfer requirements to CSU and UC for conversation courses and revise obsolete courses to update them and restore them to the catalog; identify and assign to a lead faculty member and get regular updates on progress

Timeline: Submission to AP&P during fall 2012 semester for inclusion in 2013-14 catalog

Goal #10 Revision of department name

Objective: Survey other CC's and universities as to how they are identified and discuss as a department to change to a title such as World Languages to shift focus from identifying these languages as 'foreign.'

Timeline: Completion by spring 2013

Goal #11: Rewrite SLO's in terms of measurable objectives according to American Council of Teachers of Foreign Languages (ACTFL) or European Language Framework (ELF) and make achievement levels consist across languages for 101 and 102 courses.

Objective: Gather information about ACTFL and ELF guidelines, research achievement levels at other community colleges/4 year institutions, rewrite SLO's as a department; department chair will coordinate the process

Timeline: Completion by spring 2013

Reading—

Goal #1 Self-contained classrooms with computers

Objectives: Small group instruction coupled with computer technology.

Time Frame: Fall 2012

Justification: To incorporate computer software into Reading curriculum to create a multi-modal approach to enhance instruction.

Goal #2 Develop and offer a college level (freshman level) course

Objectives: Teaching analysis of written materials, vocabulary, and study strategies for the college level student (freshman level).

Time Frame: Fall 2013

Justification: Meeting student requests and perceived needs.

Goal #3 Online Courses for READ 150 and READ 099

Objectives: To provide more access to Reading classes

Time Frame: Fall 2013

Justification: In order to forestall a need for another Reading classroom and to provide instruction for students who have difficulty coming to campus.



Goal #4 Develop and offer courses that link instruction in Reading and Writing for all levels of Developmental students (095, 097, and 099).

Objectives: By combining the courses, the amount of learning can progress exponentially rather than incrementally.

Time Frame: Summer 2012

Justification: The approach helps students see the symbiotic connections between reading and writing.

## **Area 10 Long Term Resource Planning**

**If applicable, describe significant long-term resource needs that should be addressed in the next four years. The Educational Master Plan, student learning outcomes assessment reports, and data analysis may provide reference information to support your response. Use lists and tables to clarify program requests and make them easy for the Strategic Planning and Budget Council to review quickly. If there may be negative consequences for enrollment, safety or other important concerns if the funding is not provided please make this known in context.**

**10.1 List faculty and staff requirements to meet program needs in the next four years. Be specific and brief when offering a reason for the position (e.g. replacement, increased demand for subject, growth in student population). Mark the position as new or replacement. Place titles on list in order (rank) of importance.**

Communication Studies—

- One (1) replacement full-time faculty member in Communication Studies. This is a frozen faculty line which has not been replaced since the retirement of Debra Tolar in Spring 2008.
- One (1) replacement full-time faculty member in Journalism. This is also a frozen faculty line which stems from the termination of Dave Eisenstadt in Spring 2008. All growth in journalism has decreased since 2008 as the course offerings have been reduced to two (2) classes: Journ. 121 and 123, due to a lack of a full-time faculty hire. See Attachment 3.
- One (1) new full-time faculty position in Communication Studies. There are three major reasons why the department needs an additional hire in Communication Studies:

First, in the past 4 years, the department has grown in the number of course offerings and this number should continue to increase. See Attachment 4.

Second, with the establishment of the AA-T degree, an additional faculty member is needed to help assist with administrative tasks, the increasing demand of Comm. 101 and 103 classes, and also assure that all specialty courses within the AA-T degree are being taught within the 2-year time frame. See Attachment 5.

Third, the disproportion of full-time to part-time faculty is increasing. In Fall 2007, there was a total of six (6) full-time faculty to seven (7) adjuncts. As demand has increased, and funding frozen, we now are experiencing a disproportionate number of part-time to full-time faculty members. The current ratio is four (4) full-time faculty members to fifteen (15) adjunct faculty members. Fall 2007 ratio 6:7; Fall 2011 ratio 4:15.

DFST—No faculty/staff requirements at this time.

English—The Program faculty is unanimous in the belief that full-time positions should be funded. One growth position has been frozen, as have two replacement positions. These should be reinstated. Student demand for the Program justifies continual hires. The Instructional Associate position, utilized by the Division years ago, should be reinstated.

ESL—Several years ago the LA Division identified the priority of F/T faculty for its departments. Based on student “seat” to F/T faculty, ESL was number one. However, recent budget cuts, which hit ESL harder than most if not all other disciplines, has sent a message that ESL is not as viable as other course offerings at AVC. If the previous rationale of “seat” to F/T faculty is observed, ESL should be given a third (new) F/T faculty in the near future.

Foreign Language—To expand Foreign Language to include additional languages: Japanese, Italian, Russian and Arabic as the languages students are most interested. (Seventy-five of 117 students surveyed in fall 2011 indicated they would like additional foreign languages with 30 listing Japanese, 25 Italian, 24 Russian and 17 Arabic. Twelve listed Korean and 6 Tagalog and smattering of other, less commonly taught languages.)

Reading—One new full-time reading faculty if necessary in order to offer enough sections of reading to meet the needs of the new students—but not including the many currently attending students. This is essential so that students will have the skills needed to succeed in their other classes. Then an estimate needs to be made about how many current students also need reading classes and have been blocked from them. We have not had more than two full-time reading faculty for over 27 years. We are here to meet the needs of the students, and the college must do so when they declare, “Students First.

**10.2 List facilities (remodels, renovations or new), equipment and technology needed to provide a safe and appropriate environment for student learning in next four years. Place items on list in order (rank) of importance.**

1. New and regularly maintained HVAC system(s) for LS-1 & LS-2.
2. Reliable and up-to-date “smart” classrooms (audio visual equipment, speakers, closed captioning features, document cameras, etc.) with on-going preventative maintenance.
3. Appropriately configured overhead classroom lighting to facilitate student viewing of multimedia presentations; classroom sound proofing
4. A Vid-Oral system for evaluative assistance in public speaking courses
5. Remodeled smart Reading classrooms (LC-113 and LC-114) to include student computers and modular furniture.
6. An open computer lab with specialty software for Reading, ESL and FL (98 of 117 students felt that a computer-based language lab would help them learn foreign language) in Lancaster and Palmdale.
7. One small faculty/student meeting room for Lancaster campus

### **10.3 Identify funding needed to support student learning.**

Communication Studies—

1. Funding for three (3) full-time faculty members (see 2011-12 AVC Salary Schedule K).
2. Vid-Oral system. Equipment: 2 DVD dual decks or two individual DVDs per classroom, 2 monitors, 2 toggle switches, 2 small camera, and 2 mics. Classroom remodel: plaster board, window, curtain, locking door, and electrician to wire both the camera and ceiling mic, and install the electronic hardware
3. Stable funding for speech tutors in The Learning Center (grants, Title V, etc.)

DFST—Funding needed to restore lost LHE.

English— In terms of funding needs, this report documents shortages in personnel budgets and classroom space, as well as significant problems with faulty and outdated computer and projection technology. In terms of sources of funding, the Program uses logical and practical revenue streams. For example, Language Arts as a whole received half of the Foundation Grants given out for the fall 2011 semester. Proposition 20 requests are submitted annually and on time. The Program works closely with Title V and Basic Skills sources.

ESL—

- 1) Funding needs to be restored for ESL Study Center salaries (i.e., the learning specialist and tutors).
- 2) Funding is needed to provide ESL tutoring at Palmdale.
- 3) Funding is needed to establish a 26-station computer lab in Palmdale (duplicating Lancaster's LS2-141), complete with identical ESL software in Palmdale.

Foreign Language—

- Tutoring for all 101 and 102 level courses in FL
- Funding for salaries for additional sections to meet student demand

Reading—No comment in Reading report.

### **Area 11 Recommendations and Comments**

#### **11.1 List recommended changes to the Educational Master Plan to:**

- **Meet student needs.**
- **Respond to PLOs and SLOs.**
- **Reflect changes in the disciplines, educational methodology, and technology.**
- **Address external mandates such as state requirements, industry and professional standards, etc.**

Communication Studies—No recommendations.

DFST—No recommendations.

English— No recommendations.

ESL— In the last Educational Master Plan ESL's primary request included a second and third designated and technology-equipped classroom/lab at Palmdale and Lancaster. In addition, it was recommended that Palmdale establish an ESL Study Center similar to Lancaster's. A third full-time ESL faculty hire (for Palmdale) has also been identified as a division priority. However, due to the current budget situation, all of these plans will obviously need to be put on hold (but not forgotten).

Foreign Language—

--Foreign Language needs to be included as a single program rather than each language being considered separately. In fall 2008, FL generated 120.49 FTES and generated .927 FTES per LHE.

--Development of materials to hand out to foreign language students about transfer as a foreign language major or as a major in international business/global studies. Since foreign languages enroll a disproportionately larger number of minority, particularly Hispanic students, these efforts should boost the number of Hispanic students transferring to 4 year institutions, which is a statewide concern (ED Master Plan, p. 46)

--Coordination of counselors/transfer center coordinator to visit FL classes to talk about transfer and campus resources to assist their transfer.

Reading—No recommendations.

## **11.2 What changes in the program review process would improve institutional effectiveness or make the results more helpful to the program?**

Communication Studies—

1. The initial start time of Program Review should begin in the fall rather than late spring. By making this alteration, faculty will have more time and discussion regarding the document.
2. A more contemporary approach and implementation of technology to assist with the streamlining of Program Review such as an online program (rather than a Word document).
3. A closer working relationship with the Institutional Research Department. Interpretation, data analysis, and discussion of the research would be extremely beneficial, and hopefully yield better results, and establishment of future goals.
4. Meetings with the Chair of Program Review on a discipline/departmental level. While divisional meeting are helpful, working with individual disciplines/faculty on this next level would yield a more comprehensive and cohesive document.

5. Initiate the discussion of Program Review being on Welcome Back day. This would be an excellent time to pool information and insight.
6. The Program Review document needs to better reflect the voice of our adjunct faculty. More constructive input is needed from this group.

DFST—No changes recommended.

English—The Program Review process has been streamlined recently, but many of the prompts are redundant, resulting in a needless repetition of the same information and points. Prompts also do not allow much opportunity to reflect on larger cultural trends and forces that impact the college campus and classroom. The English Program focuses on reading, writing, and critical thinking; deprivation in, inexperience with, and/or hostility toward these pursuits, whether nationally or locally, manifest in the data, between the numbers and columns, and affect pass rates and student success as much if not more so than any instructional or support service technique one might employ. The review of this Program must acknowledge that fact.

ESL—Often students and faculty in particular disciplines can feel devalued and ignored, especially when they are faced with inequitable cuts during a budget crisis. Program Review is one way for the students and faculty to let their voices be heard. But how do we know that this document is actually read by anyone who can respond or even assist? There should be a mechanism in place by which the authors who spend a great deal of time and effort to produce their portion of the program review actually receive some sort of confirmation down the road that their voice was heard.

Foreign Language—No changes recommended

Reading—No changes recommended.

## **Area 12      Report to the Board of Trustees**

The attached Program Review Report is submitted on behalf of the 35 full-time and 57 adjunct faculty, and one staff member of the Language Arts Division. It includes detailed program information for the five disciplines that comprise the Division: Communication Studies, Deaf Studies (DFST), English, English as a Second Language (ESL), Foreign Language (FL), and Reading. This Report addresses the goal accomplishments and peer- team recommendations by discipline, and it describes the progress of each discipline since the Division's last Self-Study in 2007. Additionally, it presents a thorough description of the Division's instructional impact on student learning.

Division goals are specific to each discipline. However, most disciplines seek to expand their full-time faculty ranks in order to better address student needs. The following chart illustrates the Division's goal to enhance/restore full-time faculty.

	Full-Time Replacements	New		Total
		Full-Time	Adjunct	
COMM Studies (T)	2	1	0	3
English (BS,T)	2	1	0	3
ESL	0	1	0	1
Foreign Language (T)	0	0	4	4
Reading (BS)	0	1	0	1
Total	4	4	4	12

T-Transfer

BS-Basic Skills

All Division programs and course offerings have been adversely impacted by the state budget crisis. This being said, the Division continues to provide excellent instructional services to the students of the Antelope Valley College District, and is on the cutting edge for developing and implementing strategies to improve the retention and success of our students and those of our community partners.