2020-2021 Program Review Report

Division/Area Name: Rhetoric and Literacy: Communication Studies / Journalism	**For Planning Years:** 2022-2023
Name of person leading this review: Tom Graves	
Names of all participants in this review: Harish Rao, Tom Graves, Tina McDermott, Richie Hao, Nari Kaseforth, Greg Langner, and Ryan Rivas	

Part 1. Program Overview:

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

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

1.2.State briefly program highlights and accomplishments

Prison Program - AA-T in Communication Studies in the Lancaster Men's prison (Comm. 101 in Spring 2020, Comm. 107 in Fall 2020, and Comm. 105 in Spring 2021). These classes were taught and completed through a correspondence modality (with 50-60 students at a time) tailored to the specific needs of Communication Studies as a discipline. Several students made progress towards their eventual transfer into the Cal State Los Angeles B.A. Program at the third Cohort. Because of the limited exchanges and interactions with students during this period, instruction was embedded more thoroughly into course content and assignment feedback, while pre-recorded video reviews of assignments and course content were sent and played for students on Institutional TV (which means the class/program/college were promoted to potentially all individuals within the facility).

Continued the Speech Tutor program in coordination with the Learning Center; four (4) faculty members are utilizing embedded tutors in the classroom.

Comm Studies completed Outcomes Mapping of ILO, PLO, and SLO's.

Guided Pathways created for Comm. Studies.

Offering one section of Honor's Public Speaking per semester. Fall 2020 Comm 101H community-based learning project, Voting Education and Registration speech event, was accomplished as a virtual event via Zoom.

Comm 107 (Fall 2020) - Interpersonal Communication - community based learning Antelope Valley Senior Center Interview Project "In My Life: Relationships Over the Lifetime" was accomplished virtually with students connecting with senior citizens in the community over Zoom to interview them.

Continued participation with Law Scholar program and the Argumentation and Debate course (Comm 115).

1.3. Check each Institutional Learning Outcome (ILO) supported by the program. *Type an "X" if checkbox is unavailable.*	
☒**Communication**	☒ Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. ☒ Demonstrates listening and speaking skills that result in focused and coherent communications
☒ **Creative, Critical, and Analytical Thinking**	☒ Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. ☒ Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
☒ **Community/Global Consciousness**	☒ Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment. ☒ Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
☒ **Career and Specialized Knowledge**	☒☐ Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.
1.4. Check each Educational Master Plan (EMP)/Strategic Plan Goal supported by the program. *Type an "X" if checkbox is unavailable.*	
☒ **Goal 1:** Commitment to strengthening institutional effectiveness measures and practices.	
☐ **Goal 2:** Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.	
☒ **Goal 3:** Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.	
☐ **Goal 4:** Advance more students to college-level coursework-Develop and implement effective placement tools.	
☒ **Goal 5:** Align instructional programs to the skills identified by the labor market.	

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

N / A

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

Strengths	1. As of Fall 2020, 213 students declared Communication Studies as a major, which is a continued upward trend from 205 in the previous year. Of 16 AA-T programs at AVC, Communication Studies ranked fourth for its number of declared majors. 2. With three new full-time faculty hires, COMM is expanding with enrollment (**2,895 in 2020-2021 vs. 2,887 in 2019-2020**) and number of sections (**105 in 2020-2021 vs. 103 in 2019-2020**). 3. Journalism courses saw huge increases in success rate (**88.5% in 2020-2021 vs. 77.3% in 2019-2020**) and retention rate (**96.2% in 2020-2021 vs. 81.8% in 2019-2020**). 4. All COMM and JOUR courses received distance education approvals from AP&P to offer a variety of pedagogical modalities beyond face-to-face instruction. 5. Nearly all COMM faculty have been trained or are in the process of receiving training to be certified to teach COMM courses online. 6. AVC Prison program and partnership with CSULA's Prison program (Bachelor's degree in Communication Studies) continue to make significant progress with a variety of course offerings (e.g., COMM 105, 107, and 219). 7. Mapping and alignment of SLOs, PLOs, and ILOs were conducted to provide accurate assessment of learning outcomes for COMM and JOUR courses. 8. Discipline faculty serve on a variety of campus wide committees and hold important college positions. 9. Discussed and decided to proceed with the planning of the Communication Studies Day event after its cancellation in the previous academic year (2019-2020) due to pandemic. 10. Comm. Studies Canvas shell was created and is being utilized for a variety of functions: monthly Zoom meetings and notes (assist with future Program Review and accreditation), central storehouse for our CORs, SLOs and Action Plans, Program Review documents, etc. The move to incorporate all Comm. Studies materials into one central location serves as an archival record which will assist both the present and future faculty.
Weaknesses	1. Comm. Studies struggles to keep up with the heavy demand, specifically Comm. 101: Public Speaking courses. This demand was enhanced as faculty faced the numerous challenges of transitioning from face-to-face classes (and classroom presentations) to remote instruction/learning. In the 2020-21 year, Comm. Studies offered a total of 105 sections. This total represents the discipline trying to fill the needs at the Lancaster and Palmdale campuses as well as the Prison Program yet more sections, especially Comm. 101, is needed. Of those 105 sections, 86 sections were designated for Comm. 101. In comparison, in 2018-19, Comm. Studies offered a total of 114 sections and served a total of 2,971 students. 2. We continue to experience a shortage of qualified adjuncts. Advertisement for Comm. Studies instructors is continuous, yet the supply is woefully lacking. During this PR period, the current adjunct pool was one (1) instructor.

	3. Retention and Success. While the numbers are not alarming, they do reveal a downward trend in both retention and success numbers. In 2020-21, Retention numbers were 82.6% versus 88.6% for AVC annual Retention rate. While many would argue that a 6% drop is insignificant, one only needs to compare those numbers with the 2017-18 period as Comm. Studies Retention numbers were at 87.1%. Thus, the overall numbers in both the discipline and AVC's annual rate are in decline. A short-term answer to the decline in Retention rate numbers, could be in part, due to the Covid pandemic. A long-term answer to the overall decline in retention numbers since the 2017-18 time period could be a change in Comm. Studies staff. In terms of Success numbers, Comm. Studies' Success rate was 71.7% versus 74.8% (AVC Annual Success rate). That is only a 3% variation, however, in comparing those numbers with the 2017-18 period, we see that Comm. Studies Success rate was higher than the AVC annual Success numbers: 74.8% versus 72.4%. Thus, in a four-year period, Comm. Studies has transitioned from being above to below the AVC Annual Success rate. 4. Consistent with last year's document, Comm. Studies seek to increase the number of Comm. Studies majors, and transfer degrees. However, 2020-21 year data reveals that a total of fourteen (14) Comm. Studies AA-T degrees were awarded which was a substantial drop from the previous years. What is yet to be determined is the impact of Covid on these transfer degree numbers. 5. Comm. Studies personnel that meet the needs of the discipline course offerings. In the previous year, Comm. Studies hired a total of three (3) full-time instructors which increased the total number of full-time faculty to nine (9). One weakness in those hires, and the department as a whole, is the lack of expertise in specialty courses, specifically in Comm. 115: Introduction to Argumentation and Debate as well as Comm. 215: Public Relations. The Department Chair continues to assign the Comm. 115 course to only one (1) instructor without any rotation. Furthermore, with the Prison Program requirement of Comm. 115, another faculty member is desperately needed. 6. The Journalism discipline continues to offer only one (1) course: Journalism 121 per semester. Part of this issue is largely due to a lack of qualified instructors.
Opportunities	1. The addition of a dedicated Speech and Media Lab to provide students dedicated space in which multipurpose presentation space, computer stations, video equipment, and broadcasting bays are used for researching, preparing, practicing, and presenting performances and student broadcasting in new media formats. 2. Clarifying the department's relationship with the part-time Communication Studies counselor (if we still have someone assigned) can allow us to prepare updated program materials and information promoting retention for Communication Studies majors (such as testimonials from Comm. Studies alum who've graduated and pursued professional practice with their A.A.T. degrees or post-transfer. 3. We are in the process of hiring one new full-time tenure track position and one full-time temporary position; successfully completing these hires will significantly help us ensure students have greater access to their required Comm. 101 course, as we simultaneously work to provide a schedule that is also suitable for our degree majors, including those preparing to graduate.

	4. The scheduled renewal of "Comm. Studies Day" in collaboration with Marketing and other appropriate divisions, we have the upcoming opportunity (Spring 2022) to further promote our program to undecided majors, and to further promote the efficacies of our discipline to already-declared majors. In addition to Comm. Studies Day becoming an annual event, Comm. Studies as a discipline could develop other student activities and professional development events for students, faculty, and community. Communication Studies-organized professional development events centered on building vital Communication-intensive skills extensively valued across professional industries 5. The Communication Studies Department is preparing to help our first group/cohort of Communication Studies majors at Lancaster State Prison graduate in Spring 2022. We can continue strengthening our relationship with the prison program broadly, and with our students and classes within the program more specifically. In collaboration with AVC Library faculty, in Fall 2021 Dr. Langner began piloting a trial Research Exchange between our Comm. 219 class at the prison and the AVC Library, allowing students in the program a means to request and receive research materials pertinent to their classes and interests, in a way that provides all students with supplemental resources. 6. Many of our courses within the Comm. Studies and Journalism disciplines provide opportunities to collaborate with other disciplines, in addition to offering unique chances of increased visibility in order to highlight student success, the Comm. Studies and Journalism disciplines, the R&L division, the college, and the encompassing communities of the Antelope Valley. For example, Communication Studies could develop a stronger relationship within the Law Scholar Program and Committee in order to provide a Communication/Persuasion-specific disciplinary and curricular voice appropriate for students enrolled in the program. 7. The Comm. Studies faculty is discussing the concept of broadening the scope of its discipline to incorporate a broader reach of "media studies" courses and emphasis, which may include the proposal of at least one new course. 8. As a discipline specializing in understanding and developing proficiencies for dynamic communication modalities and communication-intensive experiences, we can begin making more permanent and varied the expansion of modalities we offer with our courses (asynchronous online, hybrid, etc). This would not only significantly help meet students' learning and experiential needs as far as scheduling and completing their classes, but this is also an opportunity to emphasize the unique value of our discipline to help students acquire increasingly in-demand communication-specific proficiencies. 9. We can work to establish a "Guided Pathway" with our local 4-year Universities (Bakersfield, Northridge, Los Angeles, Santa Barbara), while opening and maintaining channels of communication with universities' Communication departments and transfer specialists in order to establish smoother transitions for our AVC students as well as strengthen our AA-T program. 10. We can meet and work in collaboration with local high schools that have some form of a Speech/Forensics program, for which AVC can host an annual Speech tournament. On a larger scale, students will be exposed to the AVC campus with the possibility of increasing exposure/enrollment, and more specifically, students will be introduced to the Communication Studies program with the possibility of increasing the number of Comm. Studies majors.

Threats	1. Neighboring community colleges offer Communication Studies courses in a variety of modalities relying on online synchronous courses even after coming out of the pandemic. The fact that we cannot offer our students this amount of flexibility is a threat. Additionally, other colleges are offering a Hybrid option where some days classes meet on campus and other days on Zoom. 2. Other community colleges are offering 100% face to face courses at a reduced capacity. Again, by not giving students these options we are not keeping pace with our competition. 3. Most other community colleges have a Vaccine Mandate in order to create a safe environment for students. AVC does not have this mandate.

Part 2.C. Review and comment on progress towards SLO/PLO/OO Outcomes Analysis (fka Action Plans):

1. Comm. 101 and 115: Based on the data, delivery skills were averaging 65%, and we continued to work with the Learning Center tutors and embedded tutors. Moving forward, we will conduct an outcomes analysis of Fall 2021 SLO data comparing courses with and without embedded tutors. Data from the Learning Center:

Communication LC Data		
	Fall 2020	Spring 2021
Student Session Utilization	178	66
# of Embedded Instructors	2	4
Surveys/Feedback	n/a	n/a
# of Communication Tutors	8	6

2. Comm. 101, 105, 112, 114, 115: Based on the Delivery Skills data (avg. 77%), development of a Speech and Media Lab is needed to improve student skills and give students more preparation and experience in delivering live and online presentations. See PLO Data Tracking (while there is a 77% met average from 2018-2020 across the course mapping, the overall average for Comm 101, which served over 1,000 students is 67%).
3. Comm 107, 109, and 219 - SLO was met, no action plans were needed.
4. Journ. 121-SLO was met, no action plans were needed. PLO #1 (Delivery) - data shows 77% achievement. However, Comm 103 achieved higher outcomes, which was included, and has recently been deactivated. Thus our new assessments will be re-evaluated for Fall 2021.

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

Goal 1: Create a Speech and Media Lab. This goal is in progress. A speech and media lab would allow students to prepare for live speeches and to also use media and computer equipment to practice online speeches. Currently, the department must (1) Have a discussion with the Dean about the Media and Speech lab, (2) Assess equipment and personnel needs for the media lab, (3) Explore collaborations with Digital Media and FTV, (4) Consult with the IMC and Dr. Alex Parisky about equipment and design. The department is hopeful it can take advantage of budget requests to make this space a reality for students. Based on delivery skills data, the overall average "met" for physical delivery is only 67%. The numbers support a need for such a space for student success.

Goal 2: Norming Session. This goal has not been met due to lack of budget requests to fund faculty time to engage in norming sessions to discuss consistent standards and expectations for COMM 101 in delivery and research. The department is currently working towards making this norming session a reality.

Goal 3: Full Time Journalism Hire. This goal is currently in progress. There is current potential for a new hire with a journalism background. Hiring is ongoing and the department is hopeful that a new hire will be able to take a larger role in the Journalism Department.

Goal 4: Increase Embedded Tutors. This goal can be improved through better advertising in classes about embedded tutoring and encouraging students to apply. The department can also work with The Learning Center to advertise embedded tutor positions for the department.

Goal 5: Online Training for Faculty. Comm. Studies faculty have undergone or are currently undergoing online instructional training.

Part 3. Based on Part 2 above, please list program/area goals for 2021-2022:

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

#3 Full-Time Journalism Instructor	ILO 1, 2, 3, 4 / PLOs all / SLOs all	New hire.	Acquire funding for new hire.

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

Type of Resource Request	***Summary of Request***	***New or Repeat Request***	***Amount of Request, $***	***One-Time or Recurring Cost, $***	***Contact's Name***
Faculty	Full-time Journalism Instructor	Repeat	$57,235.07 to $84,543.93	Recurring	Tom Graves
Classified Staff	Speech Lab Assistant	Repeat	TBD by HR	Recurring	Tom Graves
Technology					
Physical/Facilities	Speech and Media Lab	Repeat	TBD	Recurring	Tom Graves
Supplies					
Professional Development	1. Communication Studies Day to be held in Fall 2021 that features an informational session, guest speaker, and student presentation showcase. 2. Norming Session: Bring all adjunct and full-time faculty to norm standards and methods for public speaking delivery and research expectations in Comm 101.	Repeat Repeat	$1,500 $1,200	Recurring annually Recurring annually	Richie Hao and Nari Kaseforth Tom Graves

Other	1. Creation of instructional video. 2. Stipend for Norming Sessions.	Repeat Repeat	$1,500 $100/person/year	Recurring until filled Recurring	Tom Graves

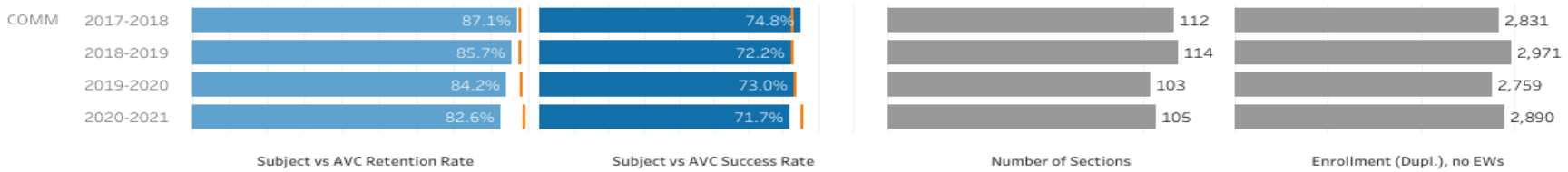
****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee: https://www.surveymonkey.com/r/20-21ProgramReview**

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

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

Select Subject	Select Subject again	Select Program Major(s)	Academic Year
COMM	COMM	AA-T Communication Studies (COMT)	Multiple values

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



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

	Instr. Method	2017-2018	2018-2019	2019-2020	2020-2021
Number of Sections	Traditional	112	114	103	105
Enrollment	Traditional	2,831	2,971	2,887	2,895

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

	Location	2017-2018	2018-2019	2019-2020	2020-2021
Number of Sections	Lancaster	81	89	78	81
	Lancaster [Off Ca..	1	1	2	4
	Palmdale	30	24	23	20
Enrollment	Lancaster	2,158	2,343	2,193	2,214
	Lancaster [Off Ca..	15	17	61	116
	Palmdale	658	611	633	565

Number of Degrees/Certificates Awarded in AA-T Communication Studies (COMT)

Major Desc	Major Code	Deg./Cert.	Academic Year	
AA-T Communication Studies	COMT	Degree	2017-2018	22 / AA
			2018-2019	23 / AA
			2019-2020	26 / AA
			2020-2021	14 / AA

Number of Awards

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

	Fall 2017	Fall 2018	Fall 2019	Fall 2020
PT (Adjunct) FTEF	5.2	3.4	2.0	0.2
FT (Regular) FTEF	5.4	6.2	6.8	8.8
FT (Overload) FTEF	0.3		0.2	0.6
TOTAL FTEF	10.9	9.6	9.0	9.6
PT/FT FTEF Ratio	1.0	0.5	0.3	0.0
FTES	124.6	126.6	132.0	137.6
FTES/FTEF Ratio	11.4	13.2	14.7	14.3
WSCH/FTEF Ratio	343.0	395.5	439.9	430.1

Click here
to see AVC's Program
awards dashboard

ANTELOPE VALLEY COLLEGE

MAJORS AMONG ENROLLED STUDENTS BY TERM

Hover over the numbers of majors to see trends

To see details for a report, **click** on the Major in the table below

* Census Day Snapshot

Term

(Multiple values)

Major

(All)

		Fall 2017	Fall 2018*	Fall 2019*	Fall 2020*
RN	Registered Nursing	2,004	2,035	1,977	1,871
PSYT	AA-T Psychology	565	646	735	649
BUST	AS-T Business Administration	394	637	777	701
LAAH	LAS: Arts and Humanities	472	495	535	535
0	Undeclared	597	810	547	455
BIOT	AS-T Biology	2	197	379	367
CFE	Child & Family Education	464	369	344	296
AFAB	Aircraft Fabrication&Assembly	186	265	340	322
COMT	AA-T Communication Studies	146	134	205	213
BUS	General Business	220	278	317	267
ECET	AS-T Early Childhood Education	151	246	277	264
ENRM	Mechanical Engineering		42	229	232
BIOL	Biological Sciences	689	579	372	312
ADMJ	Administration of Justice	626	459	377	279
SOCT	AA-T Sociology	280	325	336	292
ADJT	AS-T Administration of Justice	218	369	424	329

ANTELOPE VALLEY COLLEGE

2020-2021 Program Review Report

Division/Area Name: **Rhetoric and Literacy/English**	**For Planning Years: 2022-2023**
Name of person leading this review: Heidi Williams	
Names of all participants in this review: **Mark Hoffer, Sawsan Farrukh, Ronda Nogales, Kristine Oliveira, Lisa Shabazian, Farrah Aslani-Vatan**	

Part 1. Program Overview:

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

The English program aligns with AVC's mission to provide "a quality, comprehensive education to a diverse population of learners" by offering composition courses from ENGL 100A, a basic skills course, to transfer level courses such as ENGL 101, 102, and 103. The program also includes robust and diverse literature and creative writing courses, as well as technical writing courses for the AFMT program, thereby successfully meeting the various needs of our students. Additionally, the English faculty now conduct workshops in the Learning Center, expanding student contact and support.

1.2.State briefly program highlights and accomplishments

With AB 705 now fully implemented, English faculty continue to teach college-level courses with students of widely different writing skill levels. A group of faculty have met regularly to develop an English 101 coreq to continue to meet the needs of our students. Faculty are continuing with one-on-one conferencing, working with embedded tutors, and holding office hours in a variety of

modalities in order to help our students succeed. English faculty have met the consequences of the new legislation and a global pandemic with dedication and creativity.

As a result of our continual efforts, our English AA-T degrees have increased from 13 in 2017-18 to 35 in 2020-2021. We have also seen increased throughput rates for students from English 101 into more advanced writing and literature courses.

English faculty have also shown incredible fortitude while bouncing between modality changes. In the past 18 months we have delivered instruction via synchronous online, hybrid, hyflex, and asynchronous online. The majority of our faculty have participated in online training via @one, AVC, and other venues.

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

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

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

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

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

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

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

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

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

In October 2021, English faculty received research from IR about our 101 and 100A courses in relation to AB 705's default placement rules. The research suggests that while the overall percentage of students passing English 101 has fallen, success percentages have risen for all ethnicities except African American/Black students.

Additionally, throughput rates for all students have risen, thereby allowing more students overall to enter and move through English 101.

The research also offers glimpses into areas that need attention and improvement. Students who do not pass English 101 are, by and large, not re-enrolling in the course. Of those that do re-enroll, only a small percentage are passing.

In addition to problems with re-enrollment, we noticed a large equity gap with African American/Black students, regardless of their High School GPA. This is an area that desperately needs our focus and concerted effort.

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

Strengths	Our English AA-T degrees have increased from 13 in 2017-18 to 35 in 2020-2021. We have also seen increased throughput rates for students from English 101 into more advanced writing and literature courses. In 17-18, 2852 students had access to English 101, and in 20-21, 3,910 had access. This trend

	continues in English 102 and 103. So, while our overall success rates are down, the sheer number of students with access to and passing English 101 is increasing. We are continuing to offer pivotal Tech Writing courses for the AMFT major, thereby helping the success of one of the only 4 year degrees offered at AVC. In spite of the Covid-19 pandemic, we have been able to maintain retention rates for most demographics. The English faculty have shown pedagogical innovation and flexibility in their instruction, adapting to both online and hyflex learning environments. The English faculty continue to identify and address challenges in response to AB 705. In an effort to make data-driven decisions, the English faculty have been working with IR to identify gaps in success and shift our instruction to address those gaps. A group of 5 faculty members have met for nearly a year to develop an English 101 coreq that can help our lowest performing students. We have integrated equitable practices into the COR of the course, keeping in mind our students who need extra support to pass English 101
Weaknesses	While the overall success percentages of all ethnicities have increased, African American/Black students' success rates have been declining in comparison to all students. The same can be said for retention rates. The percentage of students passing English 101 has dropped from 68% in 17-18 to 63% in 20-21.
Opportunities	Our largest and most crucial opportunity is to increase success rates of African American/Black students.
Threats	Due, in large part, to the Covid 19 pandemic, overall student enrollment in English classes has dropped from 7918 students in 17-18 to 6316 students in 2021.

	The continual modality shifts from 100% face-to-face, to synchronous online, to hyflex, and back is a threat to both quality learning and faculty/student by-in. Increased workload and external responsibilities for everyone (faculty and students alike) is competing with learning on a variety of levels. English faculty have limited access to embedded tutors. Lack of student access to reliable technology and strong internet In summation, Covid 19 in all its complexity, threatens all aspects of teaching and learning. Lack of properly equipped classrooms to teach in the hyflex modality. Our faculty diversity at AVC and in the English Department does not match our student demographic.

Part 2.C. Review and comment on progress towards SLO/PLO/OO Outcomes Analysis (fka Action Plans):

SLO Outcomes Analysis: English faculty met together and noticed a marked decrease in success for our SLO which details gathering sources, writing researched essays, and properly citing. We made the goal to focus solely on that SLO: "Reinforce and scaffold MLA concepts by assessing style conventions and/or research methods no less than three times per semester." Faculty decided that we need continued funding for support services, including embedded tutors and access to various online tutorial services (i.e. SMARTHINKING, InQuizitive, etc.).

PLO Outcomes Analysis: The English Action Plan for 2020-2021 focuses on PLO #3: "Students in program courses will demonstrate information literacy, which includes the accessing, incorporation, citation, and critical utilization of textual materials, following the guidelines of academic research." PLO #3 aligns with SLO #3 for all courses within the program. Data demonstrates that 85.1% of our students meet PLO #3, compared to 87.2% of students last academic year. In order to better serve students and increase student engagement and success, additional funds for computer classrooms and computer labs dedicated for English courses are needed

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

Goal #1 (Instruction): Increase use of embedded tutors, add Supplemental Instruction, and hire faculty, full-time and adjunct

Progress: There is a decrease in the availability of tutors due to the change from remote working to in-person. We have not developed SIs for English. We actually lost faculty to administrative positions or paid leave. We are also experiencing a hiring freeze.

Goal #2 (Technology): Buy computers for classroom instruction.

Progress: In addition to not buying computers for classroom instruction, the Learning Center actually gave away the it's large quantity of laptops to the school to loan to students.

Goal #3 (Resources): Establish an Early Alert program to address academic needs campus-wide; continue to increase and develop support services in the Learning Center.

Progress: English faculty are currently working with the Basic Skills committee to roll out a new program sometime in Spring 22.

Goal #4 (Program): Finish developing suggested plans of study for Guided Pathways

Progress: English is part of the following Career Pathways. We have also developed plans of study.

Part 3. Based on Part 2 above, please list program/area goals for 2021-2022:

Program/Area Goal #	*Goal supports which ILO/PLO/SLO/OO ?*	*Description of Goal*	*Steps to be taken to achieve goal?*
#1 Instruction	ILO #1-4; PLO #1-3; SLO #1-3; EMP #3 & 4	To improve student success and retention, increase use embedded tutors and SI in English Classrooms	Maintain and increase funding for additional training and employing of embedded tutors; fund training and employing of tutors for Supplemental Instruction; and hire additional full-time and adjunct faculty to meet the needs of the students, supported by the hundreds of students on waitlists at the beginning of each semester
#2 Technology	ILO #1-4; EMP #2	To increase just-in-time remediation in the classroom, ensure access to laptops/computers for all English students. To increase student success, English faculty need four dedicated discipline classrooms with computer stations (or laptops) for student use	Apply to Basic Skills for funding for laptops for classrooms, along with laptop charging stations
#3 Resources	ILO #1-4; PLO #1-3; SLO #1-3; EMP #2	To increase student success and retention, English faculty need to continue to establish an Early Alert program to	Continue to meet with key people to create an Early Alert aspect within the Advocate computer program;

		address academic needs campus-wide; continue to increase and develop support services in the Learning Center.	develop a clear process for the Early Alert that will benefit our students; continue to hire and train tutors
#4 Program	ILO #3, 5, 7; EMP #5	To decrease equity gaps and increase student success, English faculty need to be trained in equitable teaching practices.	Continue to request data and analyze the results as a department to make data informed decisions on equitable teaching, class structure, and grading. Develop and offer English specific FPD events to educate faculty on the latest pedagogical shifts in equitable teaching. Encourage the use of equitable teaching practices.

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

Type of Resource Request	***Summary of Request*** **Your resource requests that you include here in Part 4 must be connected to and supported by your data analysis from Part 2 and your goals from Part 3.**	***New or Repeat Request***	***Amount of Request, $***	***One-Time or Recurring Cost, $***	***Contact's Name***

Faculty	Increase efforts to expand the recruitment and hiring of full-time and part-time faculty who identify as BIPOC	Repeat	Salary	Recurring	
Classified Staff					
Technology	Four dedicated discipline classrooms with computer stations/laptops for student use. Mics in all classrooms. Easily accessible mobile wireless for students and staff; more robust internet speeds across the college's service areas	Repeat	80,000	Recurring	Dean/Chair
Physical/Facilities	Better technological equipping of classrooms for hyflex and/or dedicated hyflex classrooms	New	80,000	Recurring	
Supplies					

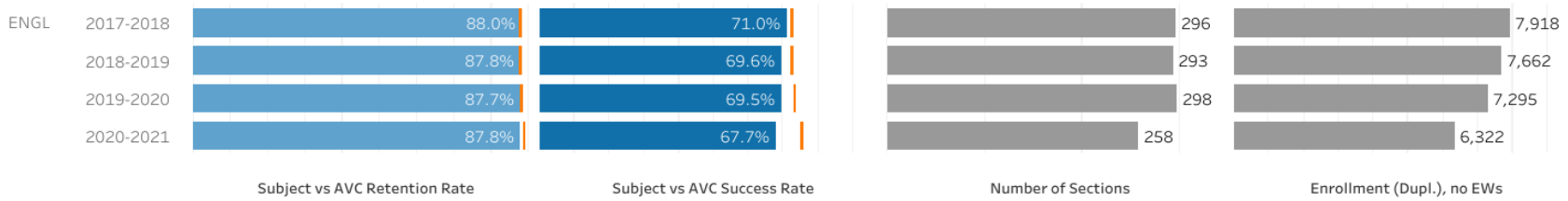
Professional Development	Professional FPD events centered on equitable teaching practices	New	30,000	Recurring	Dean/Chair
Other	More embedded tutors and support for Writing Center staff	Repeat	60,000	Recurring	Dean/Chair

****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee: https://www.surveymonkey.com/r/20-21ProgramReview**

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

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

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



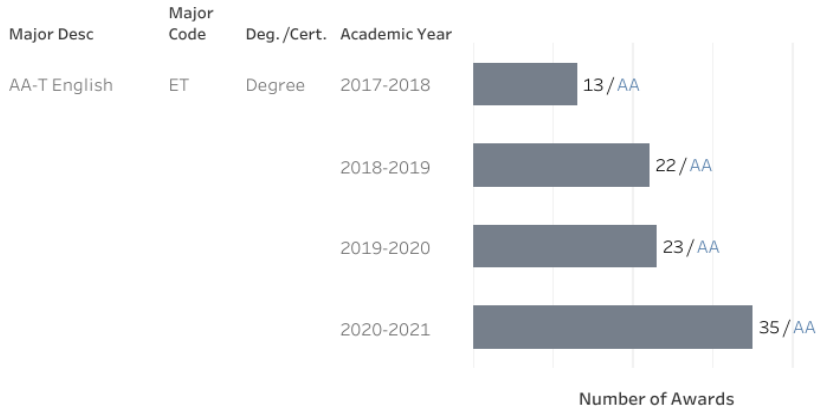
Enrollment and Number of Sections by ***Modality*** in ENGL

	Instr. Method	2017-2018	2018-2019	2019-2020	2020-2021
Number of Sections	Online	26	22	23	34
	Other Indep Study	1	1		
	Traditional	269	270	275	224
Enrollment	Online	698	590	590	846
	Other Indep Study	1	2		
	Traditional	7,219	7,070	6,968	5,480

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

	Location	2017-2018	2018-2019	2019-2020	2020-2021
Number of Sections	Lancaster	255	249	243	196
	Lancaster [Off Ca..			6	5
	Palmdale	41	44	49	57
Enrollment	Lancaster	6,793	6,539	6,203	4,837
	Lancaster [Off Ca..			158	113
	Palmdale	1,125	1,123	1,197	1,376

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

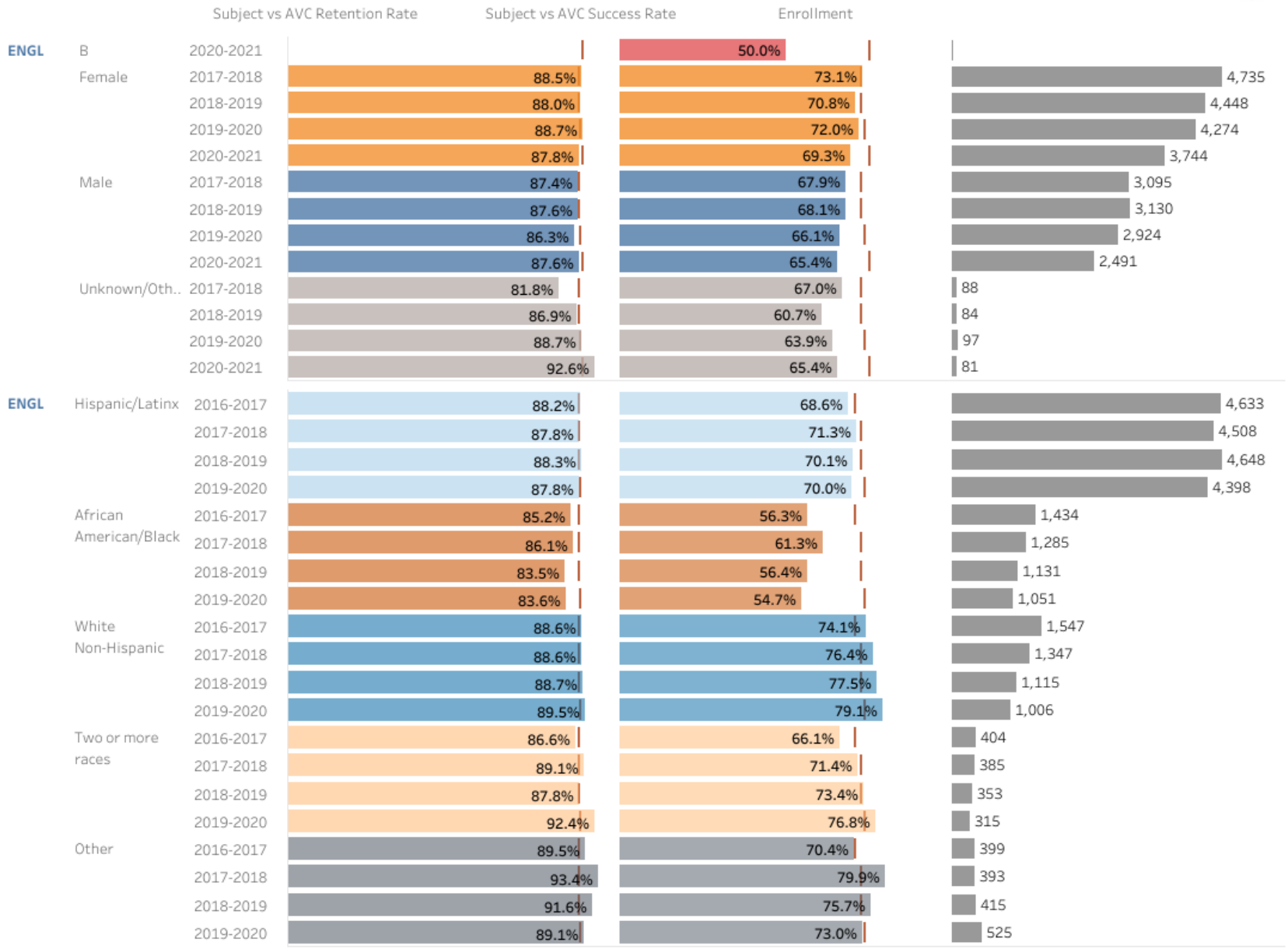


FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in ENGL

	Fall 2017	Fall 2018	Fall 2019	Fall 2020
PT (Adjunct) FTEF	9.7	8.0	7.6	7.1
FT (Regular) FTEF	16.5	18.9	17.1	16.7
FT (Overload) FTEF	2.9	1.3	1.7	1.6
TOTAL FTEF	29.1	28.2	26.5	25.4
PT/FT FTEF Ratio	0.6	0.4	0.4	0.4
FTES	413.3	384.9	350.6	316.6
FTES/FTEF Ratio	14.2	13.6	13.2	12.5
WSCH/FTEF Ratio	425.9	409.4	397.5	373.9

Click here
to see AVC's Program
awards dashboard

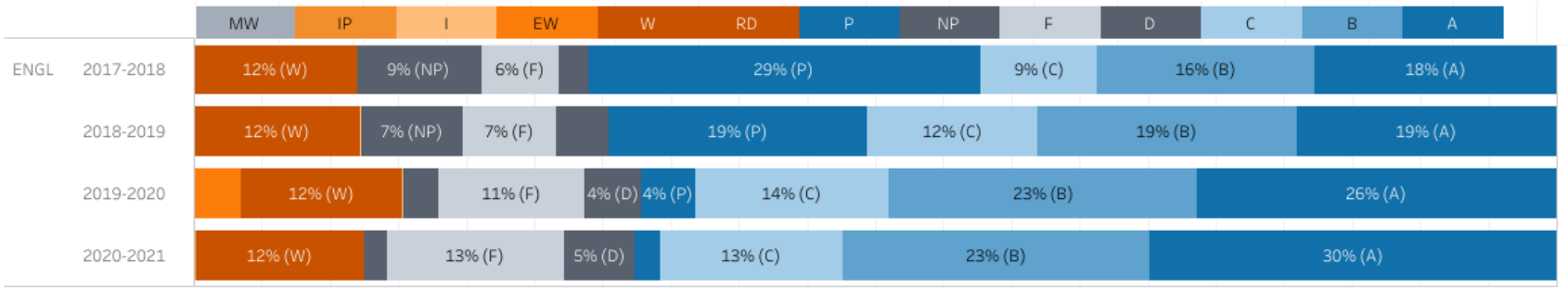
Subject-Level Retention, Success, and Enrollment by Gender & Race/Ethnicity as Compared to AVC's Rates (|)



Annual or Term Selector
Annual

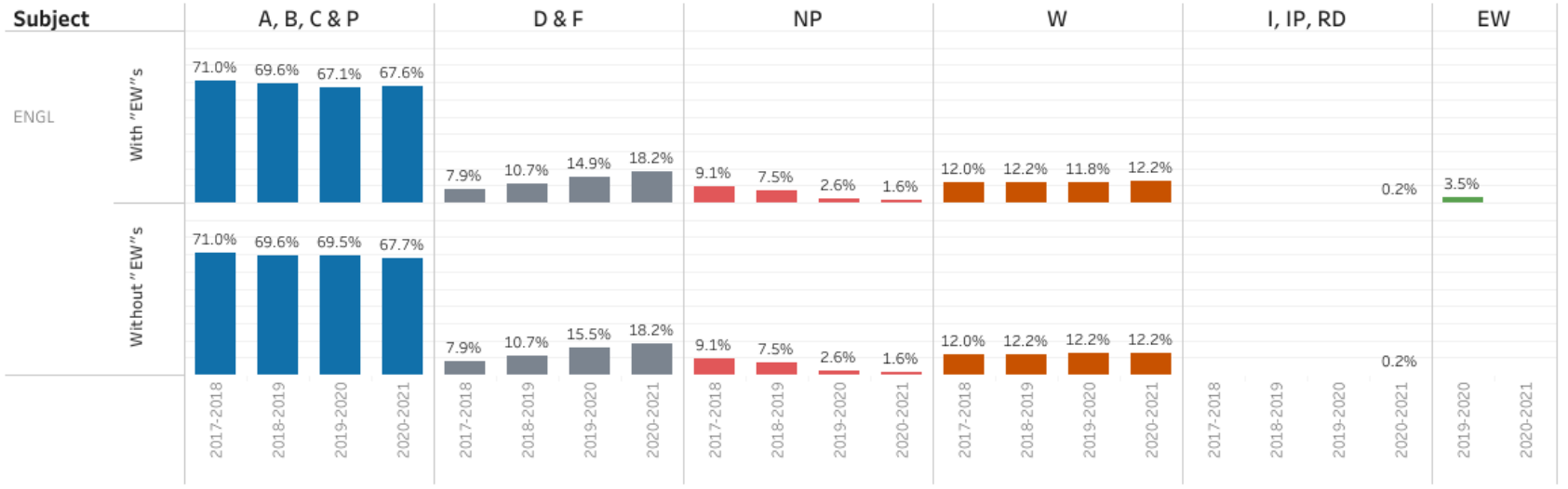
Term
All

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



ENGL (only shows if n >10)

Minor variation in numbers might occur due to rounding



Access to College-Level **ENGL** and **MATH** Courses (Success Rates without EWs)

		Hispanic/Latinx	African American/Black	White Non-Hispanic	Two or more races	Other	Grand Total
ENGL 101	2017-2018	1,593/68.6%	402/54.7%	562/76.7%	155/72.3%	140/82.1%	2,852/69.1%
	2018-2019	2,311/67.7%	482/55.4%	557/77.0%	159/66.7%	188/75.5%	3,697/67.9%
	2019-2020	3,015/67.2%	746/54.5%	551/75.9%	191/71.9%	369/74.0%	4,872/67.0%
	2020-2021	2,462/63.8%	519/49.4%	530/74.9%	184/61.4%	215/70.7%	3,910/63.6%
ENGL 102	2017-2018	546/74.4%	100/75.0%	240/77.9%	60/75.0%	53/77.4%	999/75.5%
	2018-2019	522/76.1%	103/76.7%	205/78.5%	47/93.6%	50/88.0%	927/78.2%
	2019-2020	766/75.4%	126/64.5%	205/85.6%	58/87.9%	83/82.1%	1,238/77.0%
	2020-2021	766/73.6%	120/65.0%	191/82.7%	53/83.0%	88/79.5%	1,218/75.0%
ENGL 103	2017-2018	191/82.7%	38/68.4%	87/79.3%	23/78.3%	27/88.9%	366/80.6%
	2018-2019	217/82.9%	46/76.1%	70/81.4%	24/87.5%	27/63.0%	384/80.7%
	2019-2020	280/82.9%	45/67.4%	96/82.6%	24/79.2%	22/90.0%	467/81.5%
	2020-2021	291/75.9%	58/74.1%	93/87.1%	27/85.2%	43/88.4%	512/79.3%
MATH 115	2017-2018	1,062/70.7%	216/72.2%	343/78.7%	92/76.1%	107/79.4%	1,820/73.2%
	2018-2019	1,184/68.8%	240/62.9%	342/75.4%	105/77.1%	127/74.8%	1,998/70.1%
	2019-2020	2,126/68.6%	469/60.5%	468/74.7%	140/68.1%	243/68.8%	3,446/68.3%
	2020-2021	1,600/61.7%	337/47.9%	372/72.0%	113/56.3%	161/72.3%	2,583/61.8%
MATH 128	2017-2018	53/54.7%	13/76.9%	21/57.1%	/***	/***	93/58.1%
	2018-2019	56/75.0%	14/78.6%	28/82.1%	/***	/***	115/76.5%
	2019-2020	129/61.3%	22/52.4%	25/80.0%	/***	19/75.0%	203/63.9%
	2020-2021	129/65.1%	17/52.9%	28/71.4%	14/50.0%	15/86.7%	203/65.5%
		Enrollment (>10)	Enrollment (>10)	Enrollment (>10)	Enrollment (>10)	Enrollment (>10)	Enrollment (>10)

Course Success Rate Calculations:
Numerator: A, B, C, P;
Denominator: A, B, C, D, F, P, NC, W
Excluded grade notations: RD, IP, EW ("Excused W" Used in Spring 2020)

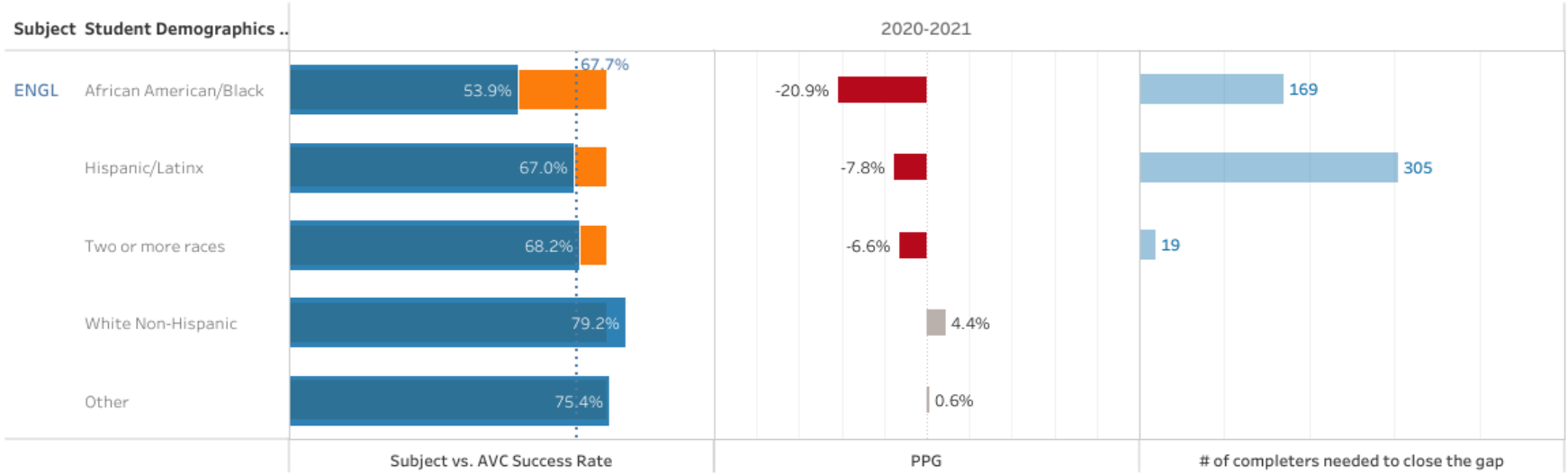
Select Demographics
Race/Ethnicity

Academic Year Slider

Click to Include EWs

2020-2021 Disproportionate Impact (DI) as Percentage Point Gap (PPG)

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



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

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

In ENGL, 6,322 was the enrollment count (duplicated headcount) (only shows if n > 10)

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

(For example, (6,322 * |-7.1%|)=450*. it means that 450 more successful course completers would help close the gap for this subject area)*

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

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

- What are the potential reasons for equity gaps?

- What can my program implement to mitigate these gaps?

- What resources are available to support these efforts?

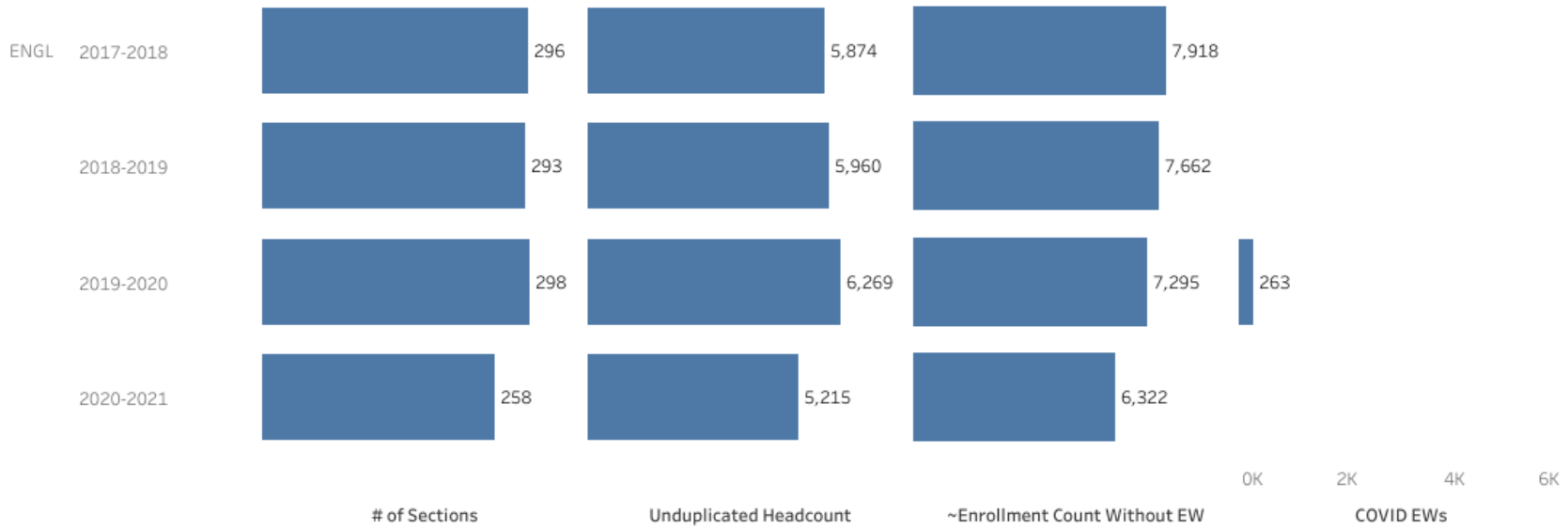
Academic Year	Subject	Break by..
Multiple values	ENGL	None

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

	2017-2018	2018-2019	2019-2020	2020-2021	Grand Total
ENGL	71.0% (7,918)	69.6% (7,662)	69.5% (7,295)	67.7% (6,322)	69.5% (29,197)
Grand Total	71.0% (7,918)	69.6% (7,662)	69.5% (7,295)	67.7% (6,322)	69.5% (29,197)

Enrollment, Number of Sections by Course Number

Annual or Term	Term	Select a Course Number
Annual	All	All



ANTELOPE VALLEY COLLEGE

2020-2021 Program Review Report

Division/Area Name: Rhetoric & Literacy / ESL	**For Planning Years: 2022-2023**
Name of person leading this review: Wendy Rider & Jane Bowers	
Names of all participants in this review: Priscilla Jenison, Scott Jenison, Tova Schilling, Jane Bowers, Wendy Rider	

Part 1. Program Overview:

1.1.Briefly describe how the program contributes to the district mission
ESL contributes well to AVC's mission: "Basic skills courses in reading, writing, mathematics, English as a Second Language, and learning and study skills. These courses offer students essential foundation skills that are necessary for success in college-level degree applicable courses."
1.2.State briefly program highlights and accomplishments
Over the past few years, ESL's Level 4 Certificate has become a very popular attraction for ESL students. Hopefully the currently proposed Level 5 Certificate will be just as desirable. Although teaching remotely during the pandemic was initially crippling to ESL courses, the resilience of our ESL students has shone as most have thrived in the recent online modalities.

1.3. Check each Institutional Learning Outcome (ILO) supported by the program. *Type an "X" if checkbox is unavailable.*	
X **Communication**	X Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. X Demonstrates listening and speaking skills that result in focused and coherent communications
X **Creative, Critical, and Analytical Thinking**	X Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. ☐ Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
X **Community/Global Consciousness**	X Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well- being of society and the environment.

	X Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
X **Career and Specialized Knowledge**	X Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

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

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

During the 20/21 academic year a survey was given to ESL students regarding their preference of learning locations and modalities. 3% chose Lancaster on-campus only. 5% chose Palmdale on-campus only. 34% chose online/virtual (Zoom) classes only. 58% chose both on-campus and online/virtual (Zoom) classes. Surprisingly, less than 10% opted for on-campus classes only. Thus, the preference for and comfortability with the online modalities was overwhelmingly embraced by the vast majority of ESL students who were taking classes via Zoom at that time. Another survey needs to be conducted that includes a wider population of ESL students from those now participating in HyFlex classes.

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

Strengths	Since 2017, our retention rate has been over 90%. In 2020-21, the retention rate for ESL students rose to 96.2% from 92.6% in 2019-20. Success rates increased from roughly 50% in 2017-2019 to almost 70% in 2020-21. 2020-2021 success rates were notably higher (69.2%) than the three previous academic years, demonstrating ESL students' success within the online modality.
Weaknesses	While ESL success and retention rates both improved this year, enrollment plunged in 2020-21 to less than half of the previous number (from over 1,000 students to less than 500.) We are missing the students who are not comfortable learning online, but the new HyFlex modality seems to be helping to reach both populations this Fall.
Opportunities	We need to recruit new ESL students to increase enrollment. Since more ESL students are succeeding online, this is an opportunity to build our program with both synchronous and asynchronous online course sections. We also have the opportunity to integrate more technology, such as document cameras and ESL software. This will increase the tech skills of our students.

Threats	The pandemic cycle has been the greatest threat to the ESL program; however, hopefully it will continue to wane, bringing more students back to our classes.

Part 2.C. Review and comment on progress towards SLO/PLO/OO Outcomes Analysis (fka Action Plans):

ESL students consistently perform well above the 70% success rate on almost all SLOs.

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

Goal #1-The last available scorecard for ESL was 2018 at 8.4%. Hopefully, we have exceeded this in the last few years; however, data is not yet available.
Goal #2-Embedded tutors were in approximately 50% of ESL classes. The challenge continues to recruit and maintain quality tutors.
Goal #3-Regarding counseling creation of IEPs for 100 ESL students per semester, Yvette Cruzalegui, the ESL counselor, met with 142 ESL students during the 2020-21 academic year. A more reasonable goal would be 50-75 student IEPs per semester. The counseling department will continue to serve students in this way.

Part 3. Based on Part 2 above, please list program/area goals for 2021-2022:

Program/Area Goal #	***Goal supports which ILO/PLO/SLO/OO?***	***Description of Goal***	***Steps to be taken to achieve goal?***
#1 Certificates	All SLOs Career and Specialized Knowledge ILO EMP Goal #4	Increase the number of ESL 4 certificate recipients by 50% (from 12 to 18).	Continued promotion of ESL level 4 certificate and promotion of future level 5 ESL advanced certificate as bridges to transfer English
#2 Enrollment	All SLOs Career and Specialized Knowledge ILO EMP Goal #1 and #4	Increase ESL program enrollment by 50% (from 500 to 750).	Work with AVC Marketing & Publicity to promote ESL offerings throughout the Antelope Valley. Coordinate with AVC counselors, the Dreamers Center, and Puente program, and K-12 school families to expand outreach.
#3 Technology	All SLOs Creative, Critical, and Analytical Thinking ILO EMP Goal #2	Improve instruction and interaction for online students in	Secure funding and equipment (e.g., document cameras) on a loan basis for each student so

		HyFlex and synchronous Zoom classes.	they can share work from consumable workbooks. Procure high quality pronunciation software for online students.

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

Type of Resource Request	*Summary of Request*	*New or Repeat Request*	*Amount of Request, $*	*One-Time or Recurring Cost, $*	*Contact's Name*
Faculty					
Classified Staff					
Technology	100 document cameras Sanako Connect pronunciation software See Part 2.A. Opportunities and Part 3 Goal #3.	New New	$10,000.00 $1,500.00	One-Time One-Time	ITS Tova Schilling
Physical/Facilities					
Supplies					
Professional Development					
Other					

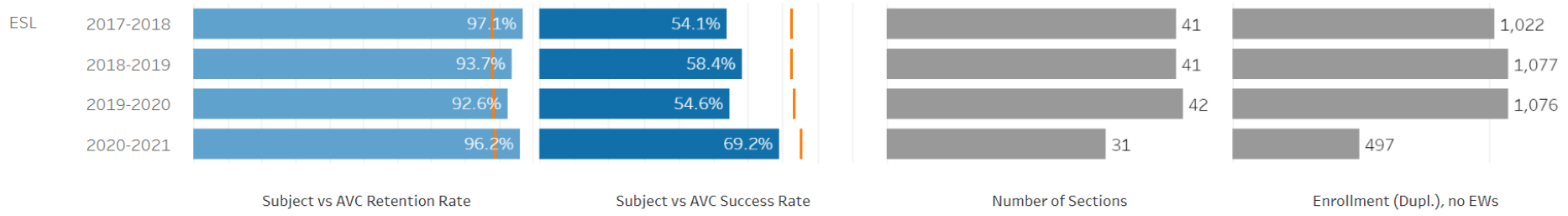
****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee: https://www.surveymonkey.com/r/20-21ProgramReview**

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

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

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

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



Enrollment and Number of Sections by *Modality* in ESL

	Instr. Method	2017-2018	2018-2019	2019-2020	2020-2021
Number of Sections	Traditional	41	41	42	31
Enrollment	Traditional	1,022	1,077	1,076	497

Enrollment and Number of Sections by *Location* in ESL

	Location	2017-2018	2018-2019	2019-2020	2020-2021
Number of Sections	Lancaster	33	28	24	12
	Palmdale	8	13	18	19
Enrollment	Lancaster	783	722	577	215
	Palmdale	239	355	499	282

Number of Degrees/Certificates Awarded in None

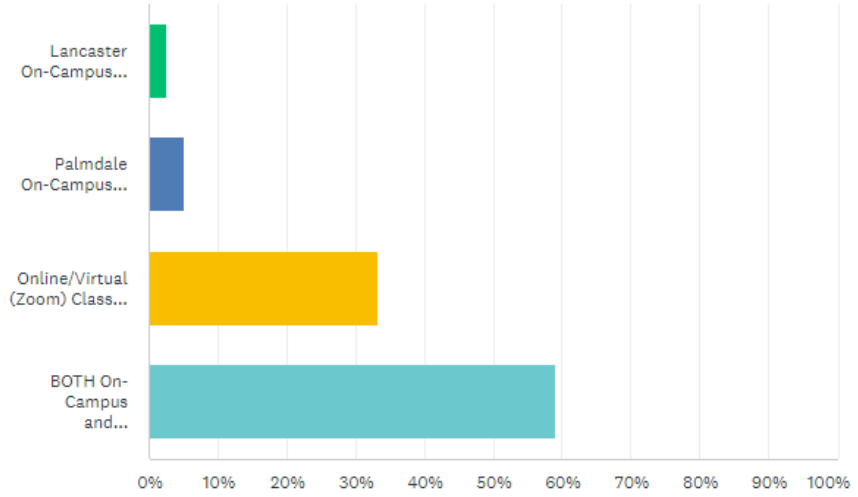
FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in **ESL**

	Fall 2017	Fall 2018	Fall 2019	Fall 2020
PT (Adjunct) FTEF	2.8	2.2	2.4	1.9
FT (Regular) FTEF	1.7	2.1	2.1	2.1
FT (Overload) FTEF	0.2			
TOTAL FTEF	4.7	4.4	4.5	4.0
PT/FT FTEF Ratio	1.6	1.0	1.1	0.9
FTES	36.0	37.2	38.8	17.9
FTES/FTEF Ratio	7.7	8.5	8.6	4.5
WSCH/FTEF Ratio	229.9	255.8	258.8	134.1

Results from Spring 2021 ESL Student Survey Regarding Class Modality Preferences

When AVC campuses re-open, how do you want to take your future classes?

Answered: 39 Skipped: 1



ANSWER CHOICES	RESPONSES	
Lancaster On-Campus Classes Only	2.56%	1
Palmdale On-Campus Classes Only	5.13%	2
Online/Virtual (Zoom) Classes Only	33.33%	13
BOTH On-Campus and Online/Virtual (Zoom) Classes	58.97%	23
TOTAL		39

ANTELOPE VALLEY COLLEGE

2020-2021 Program Review Report

Division/Area Name: Rhetoric & Literacy / Learning Center	**For Planning Years: 2022-2023**
Name of person leading this review: Wendy Rider & Jane Bowers	
Names of all participants in this review: Jane Bowers, Diane Flores-Kagan, Jasmine Garcia, Jana Perea, and Wendy Rider	

Part 1. Program Overview:

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

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

1.2.State briefly program highlights and accomplishments

In 2020-21, the Learning Center responded to the COVID-19 pandemic by continuing to expand and refine our online services. Students had full access to tutoring, Supplemental Instruction, faculty-led workshops, and individual appointments with faculty learning specialists via Canvas and Zoom. Although fewer S.I. sessions were held in Spring 2021 (72 sessions) than in Fall 2020 (109 sessions), attendance at S.I. sessions increased from 122 to 181 students served. We also continued to teach our tutor certification courses, with 11 tutors earning their Level 1 Regular Tutor CRLA certification and 2 tutors achieving the Level 2 Advanced Tutor CRLA certification. Finally, we have improved communication and unity between faculty and staff in the Learning Center by meeting regularly as a collaborative workgroup since Spring 2021.

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

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

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

X☐ **Goal 1:** Commitment to strengthening institutional effectiveness measures and practices.
X☐ **Goal 2:** Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.
X☐ **Goal 3:** Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
X☐ **Goal 4:** Advance more students to college-level coursework-Develop and implement effective placement tools.
X☐ **Goal 5:** Align instructional programs to the skills identified by the labor market.

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

No surveys were conducted by the Learning Center in 2019-20 or 2020-21. We will remedy that gap in 2021-22.

In Spring 2021, students in LAC 20 and LAC 100 were surveyed as part of Prof. Wendy Rider's faculty evaluation process. The class climate evaluations for both LAC 20 and LAC 100 were very positive. All of the students in those courses rated the instructor highly on organization, communication, and grading procedures. They said the instructor was genuinely interested in their learning and encouraged them to think critically about the subject matter.

The Learning Center does not currently have an advisory group, but the creation of the Learning Center Collaborative Workgroup in 2020-21 has proved fruitful. In the LC Workgroup, Learning Center staff and faculty meet regularly to discuss policies, procedures, and needs. In the past year, we developed a mission statement and articulated a set of guiding values for our center. We also collaborated to improve equity and diversity as well as tutor recruitment and training.

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

Strengths	● In 2020-21, we increased the amount and consistency of training for our student workers. Faculty learning specialists facilitated training for all tutors and desk assistants once a month. Writing tutors continued to receive subject specific training on a regular basis. Moving into 2021-22, we have added monthly training sessions for math tutors this fall. ● The success and retention rates in LAC 100, our Level 1 tutor certification course, are high, with 93-100% of students achieving the desired objectives. ● Having a new tracking program, Accudemia, has helped us gather and preserve accurate data about our tutoring services. ● Our online tutoring program has continued to be successful with drop in and appointment based tutoring through Canvas and Zoom as well as Supplemental Instruction. Despite lower attendance during the pandemic, the Learning Center served over 1200 individual students in 2020-21. Beyond that, students in 91 classes were served by embedded tutors. ● As mentioned in section 1.2, monthly Collaborative Workgroup meetings have improved the communication and unity of Learning Center faculty and staff.
Weaknesses	● The IERP program review data only reflects the courses we teach, not the tutoring and other learning assistance programs which comprise much of our work in the Learning Center. Our retention rate in the LAC courses, primarily LAC 20 Managing Writing Anxiety, dipped from 84% in 2019-20 to 79% in 2020-21. Our student success rate decreased more dramatically from 75% to 63%. Enrollment in our courses plunged from 76 students to only 38. We believe this is due to the pandemic and the challenges of online education.

	● Similarly, we experienced lower attendance in peer tutoring sessions and faculty-led workshops in 2020-21. Whereas about 1200 students total attended tutoring and workshop sessions in Spring 2020, we served about the same number of students in all three terms combined during the 2020-21 academic year. ● When our services were entirely online in 2020-21, students frequently struggled with Internet connection problems and other technology issues. Learning Center staff, faculty, and tutors did their best to help students navigate the online learning environment, but we lost students who were unable to adapt sufficiently for a variety of reasons, including some students with disabilities. ● We need more feedback on our services from students, faculty, and tutors. Regular surveys were not conducted in 2019-20 or 2020-21.
Opportunities	● We are excited to move into the newly completed Sage Hall building at the end of this semester! We anticipate that the new environment will attract more students as well as allowing us to serve them better. ● Offering advanced tutor certification courses (LAC 200 and 299) in Summer 2021, Fall 2021, and Spring 2022 means that more tutors will be better trained to help tutees as well as being able to mentor beginning tutors. ● Math Study Strategies (LAC 21) and Managing Math Anxiety (LAC 22) are in the process of being reclassified as Learning Assistance (LAC) courses instead of being housed in the Math department. We hope this will make these valuable courses more visible and encourage more students to enroll in them. ● In the past year, Supplemental Instruction sessions have become an increasingly successful form of learning assistance at AVC. S.I. sessions have largely replaced embedded tutoring in math and science courses. We plan to build on that momentum by strengthening our S.I. program with updated training and resources. We also plan to explore the viability of S.I. in areas where it does not currently exist, such as English and ESL.
Threats	● As we have documented in our program reviews for a number of years, faculty presence in the Learning Center is low and inconsistent. In 2008, we had 3 full time faculty learning specialists. When Prof. Dorothy Williams retired in 2012, she was not replaced. When Dr. Magdalena Caproiu retired in 2018, and she was not replaced either (see the 2019-2020 Program Review, Part 2.B.) When Prof. Diane Flores-Kagan retires in December 2021, we will have lost all of our full time faculty. We remain deeply concerned that no new Learning Center faculty have been hired. To support students adequately, we need faculty learning specialists in math, reading, writing, and ESL. The tutorial specialists (classified staff) are skilled at day to day management of tutoring and other operations, but they lack the pedagogical foundation in Learning Assistance that faculty provide. This situation continues to threaten our program.

Part 2.C. Review and comment on progress towards SLO/PLO/OO Outcomes Analysis (fka Action Plans):

2019-20 Action Plans

For LAC 20, we focused on SLO #3: The student will explain the composition process and elements of essays. In 2020-21, student success rates in this area improved significantly from 55.6% to 73%.

For LAC 100, we focused on SLO #2: You will be able to demonstrate to tutees how to locate resources and develop and/or improve study habits beyond the individual and/or group tutorial. The LAC 100 students achieved 100% success in this area in 2020-21!

2020-21 Outcomes Analysis (Action Plans)

For LAC 20, our SLO Outcomes Analysis focuses on SLO #1: The student will identify learning style preferences and instructional resources that aid his/her ability to control writing. Our 2020-21 success rate in this area was 80%, but this goal is central to the Managing Writing Anxiety course, so we want to improve. We plan to revise the LAC 20 self-assessment exit survey with a list of instructional resources to help students evaluate their progress more accurately.

For LAC 100, our Outcomes Analysis focuses on SLO #4: Students will select communication strategies to aid tutees' special needs, to check for understanding of the subject content and process, and to problem solve within the context of an individual or group tutorial. In 2020-21, our success rate for this SLO was 93%. We plan to provide more support for students by implementing conferences with the instructor about communication strategies in their role play drafts prior to the final tutor scenario role play performance at which this SLO is primarily assessed. Note: We are in the process of revising the LAC 100 SLOs, modifying them from four to two in 2022-23.

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

Goal #1: To better serve students with well-qualified tutors, offer twice a month training for all LC tutors to build their skills and knowledge.
Progress: We have achieved this goal with the writing and math tutors. We lack the faculty in the Learning Center to train all tutors twice a month, but tutors in other subject areas are now receiving training once a month, which is an improvement from 2019-20.

Goal #2: To better serve students with well-qualified tutors, involve the tutorial specialists in tutor observations and training as appropriate.
Progress: Tutorial specialists attend most tutor training sessions and occasionally participate. They also facilitate several days of training on policies and procedures for all tutors in August each year. During this time, tutors present mock tutoring sessions and projects which both tutorial specialists and Learning Center faculty observe. Tutors need more regular, detailed observation and feedback during the semester, however. This is difficult with such limited faculty presence in the Learning Center. Our action plan for 2019-20 also included hiring a tutorial specialist for Palmdale. This has not happened yet and is needed.

Goal #3: To serve students more effectively, expand S.I. and embedded tutoring.
Progress: We did not meet this goal. When all college courses suddenly moved online with the onset of the pandemic in March 2020, many instructors were not prepared to use Supplemental Instruction leaders and embedded tutors in the new environment. Consequently, our

embedded tutor offerings dropped sharply. In Fall 2019, 71 courses had embedded tutors, and 20 courses used S.I. leaders. In Fall 2020, only 39 courses had embedded tutors although 19 courses still used S.I. leaders. Another contributing factor may be that many Math instructors found S.I. to be a more effective method of learning assistance in their content area, so they transitioned to that student support option and used fewer embedded tutors in 2020. In Spring 2021, the numbers were similar to Fall 2020. We are working to improve our outreach, and we anticipate an upward trend in 2021-22 with the HyFlex modality and a return to campus for many students.

Part 3. Based on Part 2 above, please list program/area goals for 2021-2022:

Program/Area Goal #	***Goal supports which ILO/PLO/SLO/OO?***	***Description of Goal***	***Steps to be taken to achieve goal?***
#1	Career and Specialized Knowledge ILO: Demonstrates knowledge, skills, and abilities related to student educational goals, including career, transfer, and personal enrichment. EMP Goals # 2 and #3	To serve more students effectively, recruit and hire qualified faculty learning specialists in English, Math, Reading, and ESL. Consider current AVC faculty who may fulfill part of their load in the Learning Center.	● Post job announcements, interview, and hire adjunct Learning Center faculty by Spring 2022. ● Reach out to current AVC faculty with a Learning Assistance FPD event in Spring 2022. ● Propose a Learning Assistance Faculty Learning Group in Spring 2022 to begin in Fall 2022. ● Submit a full time Learning Center faculty position to the faculty prioritization process by Fall 2022.
#2	Communication ILO: Demonstrates listening and speaking skills that resulted in focused and coherent communications.	To diversify and strengthen our tutoring staff, hire some short term hourly professionals from	● Expand outreach to local education majors at CSU Bakersfield.

	Creative, Critical, and Analytical thinking ILO: Uses intellectual curiosity, judgment, and analytical decision-making in the acquisition, integration, and application of knowledge and skills. EMP Goals #2 and #3	among our advanced tutors and CSU students.	• Recruit higher level math tutors from STEM majors. • Prioritize current AVC students as peer tutors.
#3	Career and Specialized Knowledge ILO: Demonstrates knowledge, skills, and abilities related to student educational goals, including career, transfer, and personal enrichment. Creative, Critical, and Analytical thinking ILO: Uses intellectual curiosity, judgment, and analytical decision-making in the acquisition, integration, and application of knowledge and skills. EMP Goals #2 and #3	To serve more students effectively, update and improve our Supplemental Instruction program.	• Send tutorial specialists and LC faculty to Supplemental Instruction conferences and training sessions. • Update the materials and resources provided to S.I. leaders. • Transition tutors to S.I. leaders in targeted areas, including Grammar Groups. • Engage more students and faculty by promoting S.I. in classrooms, department meetings, and FPD events. • Pursue the UMKC accreditation process for our S.I. program.

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

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

Faculty	Full time faculty learning specialist See Part 2.B. Threats, Part 2.D. Goals #1 and #2, and Part 3 Goal #1.	Repeat	$80,000 per year	Recurring	Dean Riley Dwyer
Classified Staff					
Technology					
Physical/Facilities					
Supplies	Supplemental Instruction materials See Part 2.B. Opportunities and Part 3 Goal #3.	New	$2,000	One Time	Jasmine Garcia
Professional Development	Supplemental Instruction training and conferences for tutorial specialists and faculty learning specialists See Part 2.B. Opportunities and Part 3 Goal #3.	New	$5,000	One Time	Dean Riley Dwyer
Other					

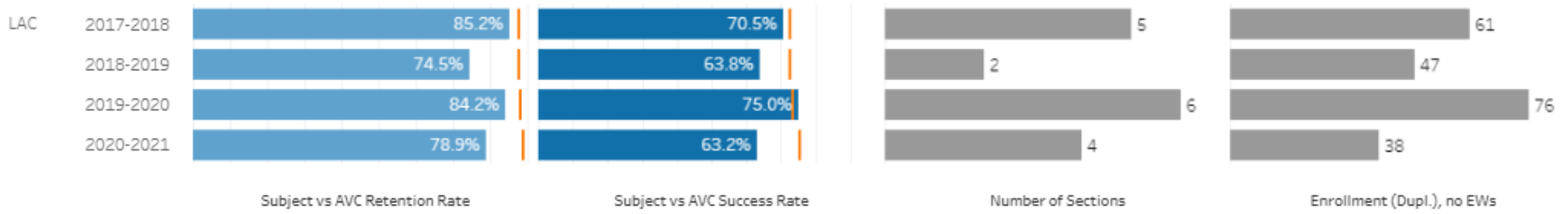
****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee: https://www.surveymonkey.com/r/20-21ProgramReview**

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

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

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

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



Enrollment and Number of Sections by *Modality* in LAC

	Instr. Method	2017-2018	2018-2019	2019-2020	2020-2021
Number of Sections	Online	1		1	
	Traditional	4	2	5	4
Enrollment	Online	11		13	
	Traditional	50	47	65	38

Enrollment and Number of Sections by *Location* in LAC

	Location	2017-2018	2018-2019	2019-2020	2020-2021
Number of Sections	Lancaster	5	2	6	4
Enrollment	Lancaster	61	47	78	38

Number of Degrees/Certificates Awarded in None

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

	Fall 2017	Fall 2018	Fall 2019	Fall 2020
PT (Adjunct) FTEF	0.2		0.1	0.1
FT (Regular) FTEF	0.1		0.2	
FT (Overload) FTEF	0.1	0.1		
TOTAL FTEF	0.3	0.1	0.3	0.1
PT/FT FTEF Ratio	3.0		0.3	
FTES	1.8	0.7	1.4	0.7
FTES/FTEF Ratio	5.3	11.1	5.4	7.0
WSCH/FTEF Ratio	157.5	333.0	160.9	210.0

No. of Students per Service: Fall 2020	
Total Students served:	541
Math Workshops	154
Writing Workshops	35
Academic Skills	49
Drop-in Tutoring	269
Appts	*no data*
SI Sessions	122
Unique SI Sessions	109
Courses with Embedded	42
English	17
Communications	10
Math	3
ESL	4
CIS	2
DM	2
POLS	2
READ	1
SPAN	1
Avg Students per SI	4

No. of Students per Service: Spring 2021	
Total Students served:	519
Math Workshops	113
Writing Workshops	34
Academic Skills	24
Drop-in Tutoring	289
Appts	*no data*
SI Sessions	181
Unique SI Sessions	269
Courses with Embedded	39
English	13
Communications	15
Math	1
CIS	6
ESL	4
Avg Students per SI	1

No. of Students per Service: Summer 2021	
Total Students served:	159
Math Workshops	29
Writing Workshops	21
Academic Skills	15
Drop-in Tutoring	71
Appts	*no data*
SI Sessions	56
Unique SI Sessions	35
Courses with Embedded	10
English	7
CIS	2
Read	1
Avg Students per SI	2