

LANGAGE & COMMUNICATION ARTS

Program Review Fall 2024



Fall 2024 Program Review Report | Instructional Areas

Division/Area Name: Language and Communication Arts/Communication Studies & Journalism	For Planning Years: 2025-2026
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Name of person leading this review: Richie Neil Hao
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Names of all participants in this review: Thomas Graves, Nari Kaseforth, Norma Jones, Greg Langner, Tina McDermott, Harish Rao, Aley Razook, Rhea Vichot

Part 1. Program Overview: <i>Briefly describe how the program contributes to the district mission</i>
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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 serve our community better, we offer courses with special projects, collaboration, partnerships with on and off campus organizations, and giving students opportunities for experience applying knowledge of the discipline.

Part 2A: Analyze the program review data (retrieval instructions), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:

Use the following questions to guide your analysis:
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Overall (Use the <i>Success & Retention</i> and <i>Program Award</i> tabs to inform your analysis)
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| <ul style="list-style-type: none">• What are the success and retention rates for your discipline? Did they decrease or increase in the last year?• What are the trends for the number of awards granted? Are the number of awards going up or down? |
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Equity (Use the <i>Success & Retention</i> tab including S&R by Ethnicity and Gender data to inform your analysis)
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| <ul style="list-style-type: none">• Which ethnic / gender student groups complete their courses at the highest rates?• Which ethnic / gender student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the <i>Strengths and Accomplishments</i> section. |
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Strengths and Accomplishments: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)
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| <ol style="list-style-type: none">1. As of Fall 2023, 184 students declared Communication Studies as a major. Of all AA-T and AS-T programs at AVC, Communication Studies currently ranks eighth (an improvement from tenth from Fall 2022) in the college for its number of declared majors.2. In 2023–2024-year, data reveals that a total of 13 Comm. Studies AA-T degrees (2 of which from the new COMM ADT 2.0) were awarded. In addition, 4 degrees were awarded to Rising Scholars Program (Prison Ed) students.3. Several COMM courses are tied to other programs on campus (e.g., Honors, Law Scholars, Rising Scholars/Prison, Film/Television, etc.) that show the significance and relevance of the discipline across different areas.4. Communication Studies offered 21 online sections in 2023-2024 year, which provided opportunities for students with different learning needs and abilities.5. COMM faculty started working on COMM 101 and COMM 101 Honors curricular revisions to comply with Common Course Numbering (CCN/AB 1111). |
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6. The AVC Rising Scholars (Prison) Program (AA-T in Communication Studies) continues to collaborate with CSULA's Prison Program (BA in Communication Studies) by offering a variety of course offerings (e.g., COMM 101, 105, 107, 109, 112, and 219), expanding opportunities for more students to work towards completing their degree requirements. We hired a new member of the adjunct faculty to help support the need for additional sections of Comm. 101 and other possible courses at the prison, expediting students' overall graduation rates within the program.
7. Our faculty continues to be active in including service-learning projects in their curriculum.
 - Prof. Harish Rao's COMM 109 (Small Group Communication) held three different campus events in which many students and members of AVC administration attended: One group worked with the City of Palmdale to instruct students about first aid; another group project aimed at helping homeless students by providing access to critical resources; and the final group focused on reducing loneliness and isolation among students.
8. Under the STEM Grant for undergraduate research, Prof. McDermott applied for and was accepted to have an Honors student give a presentation at the Popular Culture Association conference in March 2024 in Chicago.
9. Our Course Improvement Plans show that COMM students have generally met or exceeded the achievement target of 70% (86.17%).
10. Discipline faculty serve on a variety of campus-wide committees (e.g., Senate, Student Equity, Equivalency, Basic Needs, Honors, DETC, FPD, LGBTQIA+, Civic and Voter Engagement, etc.) and hold important college-wide involvement (New Faculty Orientation).
11. The department continues to implement events and initiatives to promote the program.
 - a. The Communication Studies Day annual event was held in Spring 2024, featuring a panel of former students who have successfully moved on academically and professionally using their Comm Studies degrees. AVC counselors also attended.
 - b. With partnership with the Learning Center, the department offered 7 (each) speech anxiety and AI-related topic workshops (led by Dr. Norma Jones).
 - c. The department participated in Fall and Spring Major Fairs to promote the COMM major and COMM/JOUR courses.
12. Absent the opportunity to review robust and up-to-date data regarding graduation rates of the prison AA-T program, the Department of Communication Studies continues to remain actively and centrally involved in the development and measured successes of the program to date.
13. Communication Studies faculty completed the norming of COMM 101's SLO 1 (speech outline) during 2023-2024 academic year where we developed a rubric and assessed sample speech outlines to create a standardized evaluation of speech outline for the course.
14. Communication Studies faculty's presentations and publications contributed to curricular and program strengths:
 - a. Dr. Norma Jones presented at the 19th Education and Development Conference and Online Teaching Conference. Dr. Jones also published an encyclopedia entry on "History of Heroines in Popular Culture" in the *Encyclopedia of Heroism Studies*.
 - b. Dr. Richie Hao published a chapter in the *Handbook of Critical Intercultural Communication* (Eds. Thomas Nakayama & Rona Halualani).
 - c. Dr. Greg Langner co-authored the recently published article, "Being Virtual Together: Creating Connection in *dist[Sense]*" with the *International Journal of Performance Arts and Digital Media*.
 - d. Dr. Rhea Vichot authored two publications: one for *Transformative Works and Culture* and one for *Loading: The Journal of the Canadian Game Studies Association*.

Consider the following questions:

- What does your program/area need to do better to support/improve student success?

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- What actions can be taken to help close equity gaps?

Opportunities:

1. The development of a Speech Lab could provide students a dedicated space with a computer/smart device station, digital recording equipment, and extended (XR) technological capabilities to assist in researching, preparing, practicing, and presenting/performing in front of a live audience, including in new and emerging media environments. The lab space could also provide students opportunities to collaborate with each other and improve achievement targets in various learning outcomes.
2. Continue to encourage students to use tutoring opportunities and attend academic workshops offered through the Learning Center, such as speech anxiety, professional communication, and AI usage workshops led by Dr. Norma Jones. COMM faculty will also work with the Learning Center to provide instructions and samples of outline and other assignments to assist speech tutors. These initiatives could be additional opportunities to address and reduce student achievement gaps.
3. There is an opportunity to offer more sections in the Rising Scholar program as students are specifically pursuing a Communication Studies degree.
4. 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. Increasing awareness and presence of professional development events centered on building vital communication skills would be another opportunity to increase departmental visibility and student engagement.

Challenges:

1. Our combined retention and success rates are 79.7% (vs. AVC's 89%) and 65.5% (vs. AVC's 73.3%), respectively. In particular, African American/Black students had the lowest retention (76.2%) and success (55.1%) rates among students from other racial groups. Discussions regarding lowering the cap for Comm 101 speech classes due to new curriculum content requirements may also benefit underserved students by allowing for more time and attention between students and instructors. Based on instructional modality, online sections have a lower retention rate of 73.5% (vs. 81.2% for in-person sections) and 56.7% success rate (vs. 67.6% for in-person sections). One challenging aspect of COMM 101 online sections is students must gather at least five audience members for all their presentations. In response, regardless of modality, our faculty will continue to discuss pedagogical strategies (e.g., reaching out to struggling students early, encouraging tutoring, etc.) to increase retention and success rates.
2. There is a need to hire more faculty to teach in the Rising Scholars (Prison Ed) Program to offer enough course offerings in the discipline of Communication Studies, providing students with the opportunity to apply for the Bachelor of Arts in Communication Studies program with Cal State LA.
3. There is a need to collaborate with the Rising Scholars program in a way that centers a functioning program structure, as detailed in a previous meeting with the President of the College, and as required by the Rising Scholars/Mellon Grant funding the program, inclusive of a dedicated Advisory Committee and support for dedicated Faculty Lead.
4. Comm. Studies struggles to keep up with the heavy demand, specifically Comm. 101: Public Speaking courses. The discipline is trying to fill the needs at the Lancaster and Palmdale campuses and the Rising Scholars (Prison Ed) Program. In 2023-2024, 108 sections of courses were offered, which are still below from 121 sections for the 2021-2022 academic year. Staffing issues continue to be a major challenge in being able to offer a consistent number of sections.
5. While there were 345 speech tutoring sessions in 2023-2024 academic year, we continue to face insufficient availability of speech tutors and opportunity to more directly collaborate with the Learning Center, which presents a problem for students who need a tutor who is familiar with certain instructors' requirements. Faculty will continue to recommend students to serve as embedded tutors. LACA Dean is also working with the Learning Center Director to address current concerns with the lack of speech tutors.

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6. While the number of COMM majors has increased within the last academic year, the number of degrees received has declined. In 2023-2024 year, we had cancelled classes due to low enrollment. It is possible that these cancellations have affected some students from graduating in a timely manner. Furthermore, Fall 2023 data shows that COMM major had an average of 6.5 enrolled units.

Journalism:

The Journalism discipline continues to offer only one (1) course: Journalism 121 per semester or year (if current adjunct is available). Part of this issue is largely due to not having full-time faculty and adequate availability of adjuncts. As a result, enrollment varies annually. In 2023-2024, only one section was offered but was later cancelled due to low enrollment. The absence of a full Journalism program remains problematic for 3 reasons: (1) The name of our department officially includes Journalism, and this is misleading since there is no developed program anymore and has not been for many years. (2) Students at AVC have nowhere to go if they want to study journalism for a transfer degree. (3) A college campus with no student newspaper or other journalistic outlet limits students' ability to exercise their free speech and freedom of the press rights and related civic learning, where other community colleges and universities do offer these opportunities.

Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Consider the following questions:

- What does your program/area want to be known for?
 - What is a desired future?
1. The AA-T in Communication Studies is an AVC degree offered in the Rising Scholars (Prison Ed) Program. Several students made progress towards their eventual transfer into the Cal State Los Angeles' B.A. Program. Because we only have a few faculty members teaching in the program, we are not able to provide additional sections that would help with expediting completion of and enrollment growth in the program. With additional faculty in the future, we hope to fulfill additional curricular needs within the program.
 2. In support of the Rising Scholars program, and to maintain good standing for the grant, a campus wide advisory committee is necessary, with dedicated administrative support, and support for a dedicated faculty lead, as discussed at prior meetings with the college president and others involved.
 3. Continued leadership of faculty who wish to be active in including service-learning projects in the curriculum.
 4. Continued leadership for innovative and practical faculty professional development events that can enhance vital communication skills in different contexts for faculty, staff, and students alike (e.g., further building on Dr. Jones and Dr. Langner's A.I.-related sessions and Dr. Jones' speech anxiety/communication apprehension and human trafficking workshops).
 5. Engage students to participate in the department's professional development activities, workshops, and other events to promote student success within our major.
 6. Hire a full time Journalism instructor to offer students a pathway for an AA or ADT in Journalism and reconfigure our department to include contemporary modes of journalism such as social media, video, podcasts, and other formats.

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

N/A

Insert Advisory Committee Recommendations here (Please do not insert complete meeting minutes, but just recommendations from the advisory committee.)

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Insert Labor Market Data here https://www.labormarketinfo.edd.ca.gov/commcolleges/	
Part 2C: Review and comment on progress toward past Course Improvement Plans	
List your past Course Improvement Plans (CIPs) and progress toward meeting those plans.	
Past Course Improvement Plans	Progress Made
The Communication Studies Department has been requesting a Speech Lab, which is a multimedia space for students to practice and record speeches, to improve their presentation skills.	A dedicated Speech Lab was discussed to be housed in the Learning Center last year, but due to the Learning Center reaching its full capacity for tutoring needs, the space is no longer available. However, discussions have taken place with Dean Kathryn Mitchell to find another space.
Continue to monitor relevant courses that don't meet the expected performance line for PLO #3: Diversity.	Continue to encourage faculty to incorporate experiential learning activities related to cultural awareness and understanding, such as field trips, conference attendance, and other activities (if/as appropriate for respective classes).
Part 2D: Review and comment on progress towards past program review goals:	
List your past program review goals and progress towards those goals.	
Past Goal	Progress Made
Goal 1: Create a Speech Lab. A Speech Lab would allow students to prepare, present, and record speeches in front of live audiences. This is particularly important for asynchronous online public speaking students who need an appropriate space to complete their speech assignments.	This goal is in progress. We found a dedicated space in the Learning Center, but that did not work out. Further discussions are taking place to find another space on campus.
Goal 2: Norming Sessions. The purpose of the norming sessions is to implement consistent standards and expectations for COMM 101 in delivery and outline with research.	Norming sessions for 2022-2023 (delivery) and 2023-2024 (outline with research) were completed.
Goal 3: Fulfill and strengthen curricular needs in Argumentation & Debate and Mass Comm/PR/Journalism. Full-time hires would make it possible to accomplish this goal, but more importantly serve students affiliated with other programs (e.g., Honors, Law Scholars, Prison, FTV, etc.), and those pursuing transfer into more specialized four-year programs.	The hiring of two new full-time faculty was completed to address curricular needs in Argumentation & Debate and the Media Studies areas of the discipline. However, we need to hire more faculty in the future who can teach Journalism.
Goal 4: Increase Embedded Tutors. This goal can be improved through better communication, especially from the Learning Center and Job Placement Office.	It seems that faculty has done well promoting and recommending speech tutors to the Learning Center. However, there continues to be issues with assigning tutors in a timely manner. LACA Dean is currently working with the Learning

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	Center on how to increase the number of COMM embedded tutors. We have also requested the LC director to come to our meeting so we can discuss the issues directly with her.
Goal 5: Increase visibility of the department. This goal can be achieved through the continued annual FPD event of Communication Studies Day and other activities. We have created a departmental subcommittee to develop initiatives and produce promotional materials to aid with branding, marketing, and advertising the department’s program to students and the community.	The goal has been met, along with active participation in Major Fairs and launching social media sites to promote departmental courses, events, and other activities. However, continued funding is needed for Communication Studies Day, Major Fairs, and other events.

Part 3: Based on Part 2 above, please list program/area goals:								
Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you’ve achieved your goal?)
	ILO	PLO	SLO	OO				
#1 To improve student success by creating a Speech Lab.	ILOs 1, 2, 3, 4	PLOs 1, 2, 3	Related SLOs		Focus on utilizing proven instructional strategies that will foster transferrable intellectual skills.	A dedicated space to assist students with presentations where a multipurpose presentation space contains a computer station and video equipment to be used for researching, preparing, practicing, recording, and presenting.	1. Further discussion with the division dean to develop the lab space. 2. Assess equipment and personnel needs.	Improvement in student retention and success rates.
#2 To fulfill and strengthen curricular needs in journalism.	ILO 1, 2, 3, 4	All PLOs	All SLOs		Advance more students to college-level coursework.	Consistent JOUR course offerings are needed to fulfill students’ academic needs.	Hire new journalism adjunct(s) and full-time faculty in the future.	Consistent offering of courses that would aid in students’ degree completion in a timely manner.
#3 To improve student success by	ILO 1, 2, 4	All PLOs	All SLOs		Advance more students to college-level coursework.	Improve efficiency with hiring of speech tutors to increase the number of tutors available.	1. Advertise in classes to recruit embedded tutors.	The number of embedded tutors is sufficient every semester to provide student support.

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increasing the number of embedded tutors.							2. Learning Center and Job Placement need to communicate with faculty better about the process of hiring speech tutors. LACA Dean is currently figuring out how to address this issue.	
#4 To Increase departmental visibility	ILO 1	PLO 1	Related SLOs		Increase efficient and effective use of all resources	Increase departmental visibility by holding Comm Studies Day and creating promotional materials (banners, table cloth, displays, AVC merchandise, etc.) to be used for college fairs and other events.	Continued funding from LACA, Student Equity or other sources to hold Comm Studies Day. Discuss with Divisional Dean and other relevant parties to receive funding and/or aid with development of promotional materials.	Regular attendance and presence at fairs and other events. Annual event offered for students to learn more about the ADT in Communication Studies. Attract more students to major in Communication Studies.

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Physical/Facilities	Speech Lab space and related equipment (desktop, laptop, portable ultra short throw laser projector, collapsible cushioned seating, collapsible wall shelving, extendable ring lights & camera grips)	Goal 1	Repeat	TBD	Recurring	Richie Neil Hao

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	Speech Lab-related supplies (e.g., tables/desks, chairs, white board, printer)					
Classified Staff	Speech Lab Assistants	Goal 1	Repeat	TBD	Recurring	Richie Neil Hao
Faculty	Adjunct faculty; Full-time faculty (Journalism)	Goal 2	New	\$87.04 - \$94.12 Hourly; \$69,996.70-\$99,356.03	New	Richie Neil Hao
Professional Development	Funding for Comm Studies Day	Goal 4	Repeat	\$2,000	Recurring	Richie Neil Hao
Supplies	Promotional materials and merchandise for the department	Goal 4	Repeat	\$5,000	Recurring	Richie Neil Hao

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

Required:

- Success & Retention tab
- Program Awards tab

Optional:

- Other supporting data/information

Success and Retention

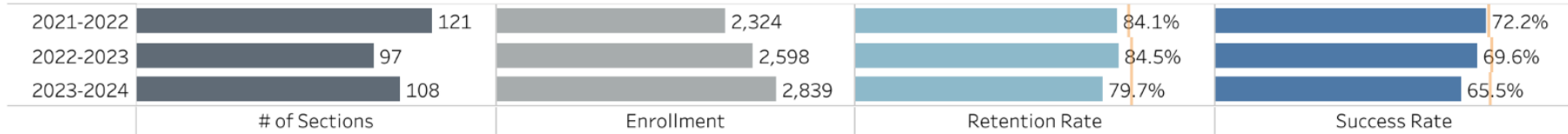
Select Academic Year:
Multiple values

Select Subject:
COMM

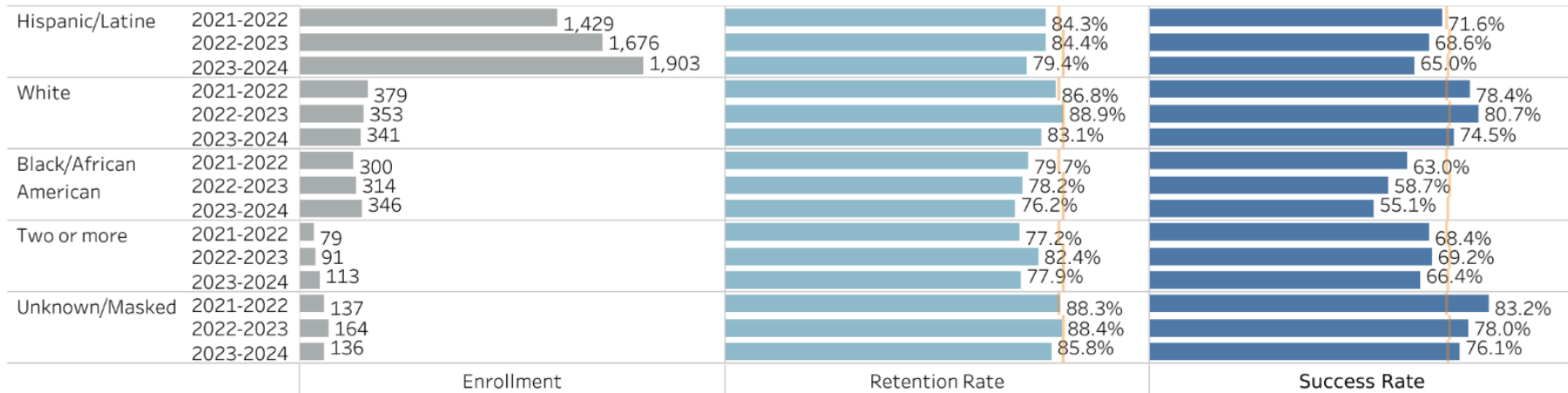
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AVC Retention and Success shown in vertical |

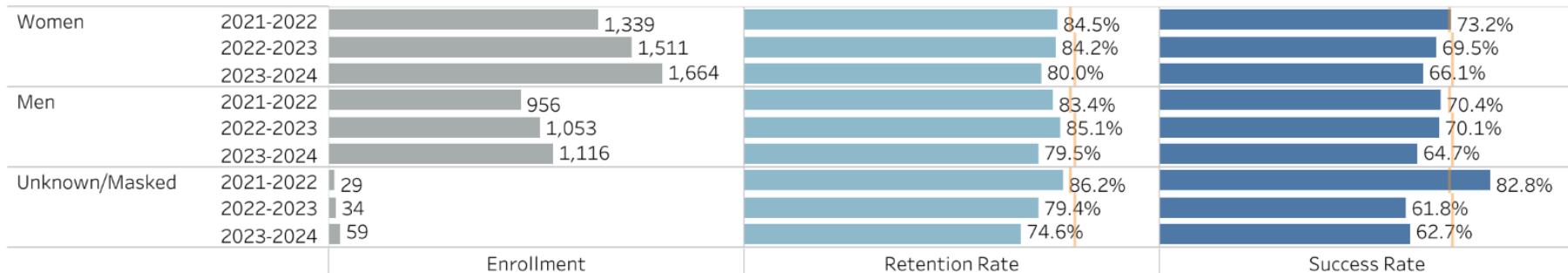
Overall Enrollments, # of Sections, Retention and Success by Year for **COMM**



Enrollments, Retention & Success for **COMM** by Ethnicity



Enrollment, Retention and Success for **COMM** by Gender



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Success and Retention by Modality

Select Academic Year:
Multiple values

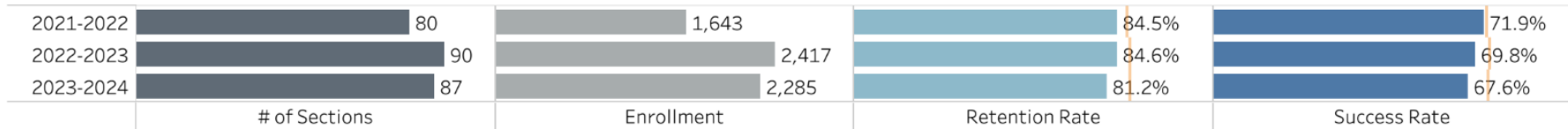
Select Modality:
In-Person

Select Subject:
COMM

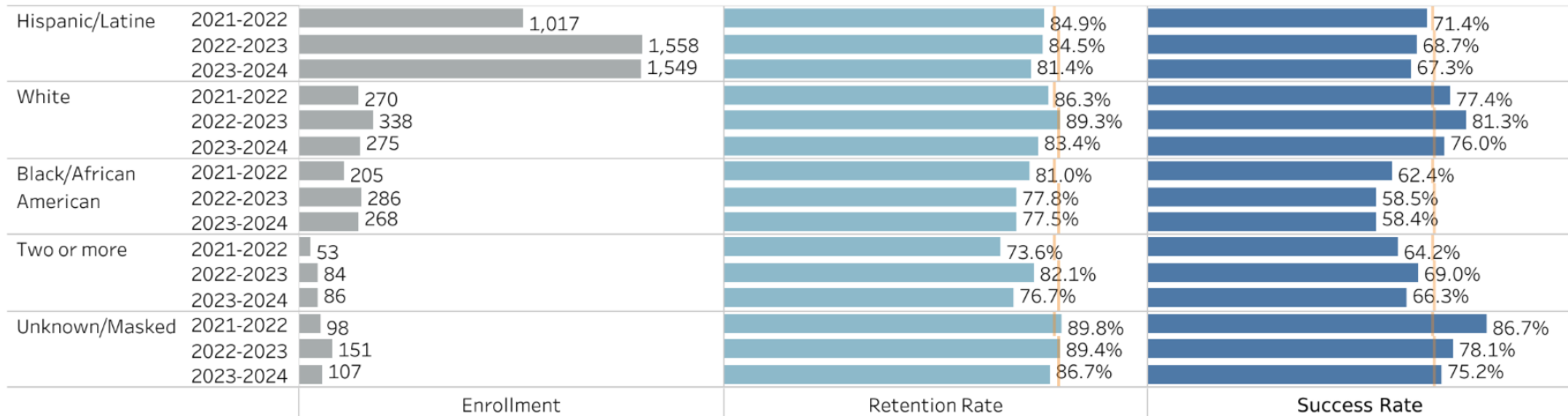
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AVC Retention and Success shown in vertical |

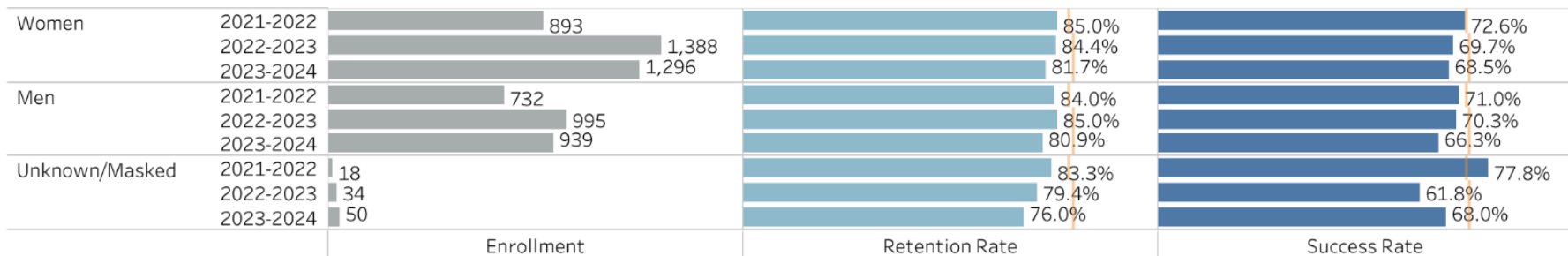
Overall Enrollments, # of Sections, Retention and Success by Year for COMM



Enrollments, Retention & Success for COMM by Ethnicity



Enrollment, Retention and Success for COMM by Gender



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Success and Retention by Modality

Select Academic Year:
Multiple values

Select Modality:
Online

Select Subject:
COMM

< To select different, use 'Select Subject'

AVC Retention and Success shown in vertical |

Overall Enrollments, # of Sections, Retention and Success by Year for COMM

Academic Year	# of Sections	Enrollment	Retention Rate	Success Rate
2021-2022	41	681	83.0%	72.7%
2022-2023	7	181	82.9%	66.9%
2023-2024	21	554	73.5%	56.7%

Enrollments, Retention & Success for COMM by Ethnicity

Ethnicity	Academic Year	Enrollment	Retention Rate	Success Rate
Hispanic/Latine	2021-2022	412	82.8%	72.1%
	2022-2023	118	83.9%	66.9%
	2023-2024	354	70.9%	54.8%
White	2021-2022	109	88.1%	80.7%
	2022-2023	15	80.0%	66.7%
	2023-2024	66	81.8%	68.2%
Black/African American	2021-2022	95	76.8%	64.2%
	2022-2023	28	82.1%	60.7%
	2023-2024	78	71.8%	43.6%
Two or more	2021-2022	26	84.6%	76.9%
	2022-2023	7	85.7%	71.4%
	2023-2024	27	81.5%	66.7%
Unknown/Masked	2021-2022	39	84.6%	74.4%
	2022-2023	13	76.9%	76.9%
	2023-2024	29	82.8%	79.3%

Enrollment, Retention and Success for COMM by Gender

Gender	Academic Year	Enrollment	Retention Rate	Success Rate
Women	2021-2022	446	83.6%	74.4%
	2022-2023	123	81.3%	67.5%
	2023-2024	368	74.2%	57.6%
Men	2021-2022	224	81.3%	68.3%
	2022-2023	58	86.2%	65.5%
	2023-2024	177	72.3%	55.9%
Unknown/Masked	2021-2022	11	90.9%	90.9%
	2023-2024	9	66.7%	33.3%

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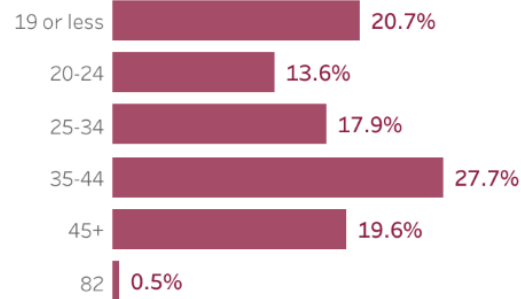
Report date: **August 14, 2023**



184

Cohort Selector (*Prior Term)
 All Students

Age Groups **Gender/Sex** **Metrics**



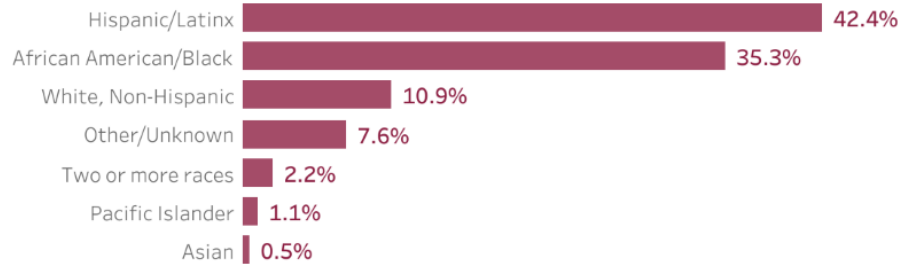
26.1%

72.8%

1.1%

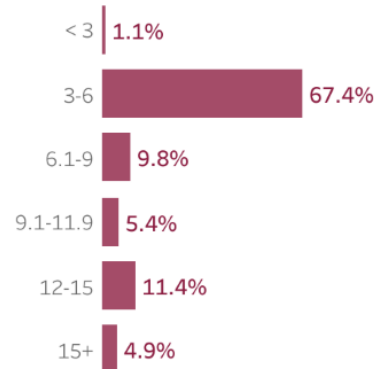
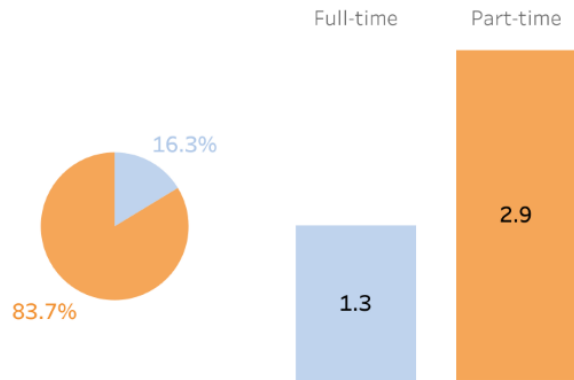
Avg. # of Terms	2.6
Avg. GPA	3.05
Avg. AVC Earned Hours	18.0
Completion Rate	81.3%
Avg. Enrolled Units	6.5
Number of Students	184.0

Race/Ethnicity **Top Majors (if more than 10)**



1	Registered Nursing	11.9%
2	LAS: Arts and Humanities	5.5%
3	AS-T Business Admin 2.0, AS-T Business Admini..	4.9%
4	AA-T Psychology	4.5%
5	AS-T Biology & Biological Sciences	4.3%
6	Administration of Justice & AS-T Administration..	3.5%
7	Undeclared	3.4%
8	Aircraft Fabrication&Assembly	3.0%
9	Radiologic Technology	2.8%
10	General Business	2.7%
11	Child & Family Education	2.4%
12	Mechanical Engineering	2.2%
13	Aircraft Fab & Assem Cert	2.1%
14	AS-T Computer Science	2.1%
15	AS-T Early Childhood Education	2.1%
16	LAS: Social/Behavioral Science	1.9%
17	AA-T Sociology	1.8%
18	AA-T Kinesiology	1.7%
19	AA-T Communication Studies	1.4%
20	Electrical Engineering	1.3%

Part-Time | Full-Time **AVG.# of Terms** **Enrolled Units**

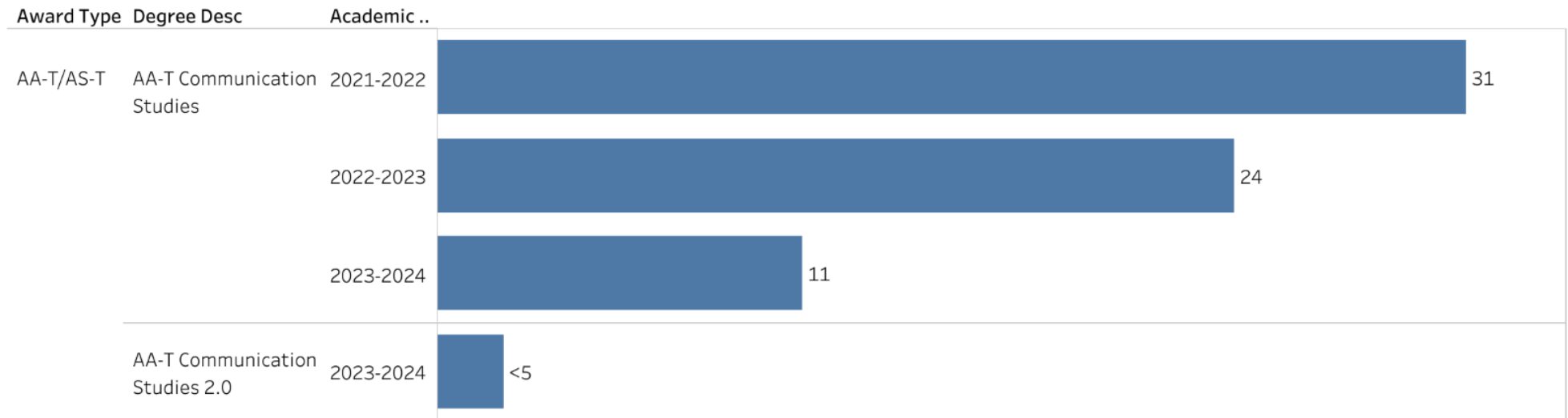


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Select Program Majors:
Multiple values

< Select Program Major for the chart below

Subject Awards for **AA-T Communication Studies & AA-T Communication Studies 2.0**



No Data is available for Journalism since the only section offered in Fall 2023 was cancelled due to low enrollment.

Division/Area Name: LACA: English	For Planning Years: 2025-2026
Name of person leading this review: Mark Hoffer, Heidi Williams	
Names of all participants in this review: Bianca Ascencio, Rachel Jennings, Vejea Jennings, Kristine Oliveira, Annamarie Perez, Karen Slaybaugh, William Vaughn	

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

The English program aligns with the college's mission to provide "a quality, comprehensive education to a diverse population of learners" by offering reading, writing, and information literacy courses such as ENGL 101, 102, and 103. The program also includes literature and creative writing courses, as well as technical writing courses for the AFMT program, thereby successfully meeting the various needs of our students. Currently, the only approved AVC ethnic studies course for UC transfer is our ENGL 257: Native American Studies in Literature. Faculty from the English Department have also been leaders in the diversity and student engagement efforts of the college, working on the Equity committee, developing and offering English Learning Community courses for Umoja and student athletes, teaching and coordinating Puente English classes, and revising curriculum to offer more equitable learning opportunities for ENGL 101 students, notably the creation and implementation of the ENGL 901 corequisite.

Part 2A: Analyze the [program review data \(retrieval instructions\)](#), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:

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- Which ethnic / gender student groups complete their courses at the highest rates?
- Which ethnic / gender student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the *Strengths and Accomplishments* section.

Strengths and Accomplishments: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)

The English Department has been focused on meeting the needs of all our students, integrating DEIA concepts into our ENGL 101 COR and our overall teaching practices. English faculty have a strong commitment to teaching with equity. We have educated ourselves on anti-racist pedagogy and equitable grading practices, and we have revised our CORs and individual teaching practices to better meet the needs of our students. We continue to see positive results in our data:

- The English Department's overall success rate rose 2 percentage points from 68.9% to 70.9% all while serving over 700 more students during the 23-24 school year.
- Success rates for most ethnicities rose, with gains in Hispanic/Latine student rising from 68.9% to 70.9% and Black/African American students rising from 56.8% to 58.2%. Though 58.2% is still too low, this is 7 percentage points higher than the 51% success rate two years ago.
- Success rates for both females and males rose, with females rising from 69.9% to 71% and males rising from 67.5% to 70.9%.

English faculty continue to teach college-level courses with students of widely differing skill levels in both writing and academic resiliency.

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Faculty are continuing with one-on-one conferencing, working with embedded tutors, and holding office hours in various modalities to help our students succeed.

Opportunities and Challenges: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Because of staffing restraints in our IR department, we are unable to access the success rates of our ENGL 101 classes, but historically, those have been much lower than ENGL 102 and 103 success rates. We look forward to seeing the data for that class alone once we have staff to run our numbers.

Despite slight success in our overall pass rates, our most obvious opportunity and challenge still lies in our Black/African American success rates.

- AVC's overall success rate for Black/African American students is roughly 61%, while the English department's success rate is 58.6%

Although we have focused on improving asynchronous, online teaching practices, our online success rates could be higher. We have a huge opportunity for improvement in that area.

- Our success rate for online classes continued to drop one percentage point from 65.8% to 64.8%. AVC's online modality success rate is 70.8%. We believe this number is heavily influenced by low pass rates in our ENGL 101 online classes, but we are waiting for the data to confirm our suspicion.

Our program awards dropped dramatically. We have significant opportunity in this area.

- Program awards dropped from 35 in 22-23 to 20 in 23-24.

Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Our program wants to be known for delivering quality instruction with equity being foundational to all our practices. Through our departmental retreats and meetings, we engage in critical self-awareness and reflection on teaching strategies and approaches. A cohort of discipline faculty is working with colleagues from across the campus in a faculty learning community on ways to engage students and promote our programs.

We see the housing of classrooms and faculty offices in the new Cedar Hall building as a way to signpost our discipline and build more community with instructors and students. We want to increase the number of English majors and AA-Ts awarded, since that number has almost fallen in half from the previous program review. We have recently sacrificed offering many 200-level classes that support our degree because we have had to offer so many sections of ENGL 257 to meet student demand. Moreover, we have lost area specialists in our recent retirees and need to build our full-time faculty back up to baseline levels.

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

N/A

Insert Advisory Committee Recommendations here (Please do not insert complete meeting minutes, but just recommendations from the advisory committee.)

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

Part 2C: Review and comment on progress toward past Course Improvement Plans

List your past **Course Improvement Plans** (CIPs) and progress toward meeting those plans.

Past Course Improvement Plans	Progress Made
We addressed SLO #3 with the following goal: "Reinforce and scaffold MLA concepts by assessing style conventions and/or research methods no less than three times per semester."	We achieved a 72.11% success rate in this area. This is the first time since AB 705 that we have met our 70% goal.
While revising our ENGL 101 (English C1000) COR, we decided to offer faculty more flexibility in the way in-class writing is integrated into course content.	We will be reviewing outcomes to determine if this flexibility results in higher student achievement.

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

List your past program review goals and progress towards those goals.

Past Goal	Progress Made
Incorporate equitable teaching practices into ENGL 101, principally in sections with a 901 corequisite.	At our most recent departmental retreat, we discussed different ways that equity could be addressed in our classes, specifically how we approach the use of AI, what allowances we offer to students in terms of deadlines and late submission of work, and the importance of collecting feedback from students throughout the term, including self-reflections.
Work with the Learning Center to increase the use of embedded tutors in English classes, especially 101.	We are continuing to make progress on this goal, despite the Learning Center no longer being housed in our division.

Part 3: Based on Part 2 above, please list program/area goals:

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Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	Choose ILO				Goal #6 Success: Boost success rates by prioritizing the student experience.	Develop more pedagogical practices geared toward project-based learning, class-specific assignments, and direct student engagement and performance.	Dedicated a portion of upcoming Composition Retreat to developing project-based learning assignments. Also, practice using the project-based learning classrooms in Cedar Hall.	Higher success rates in all classes. Higher faculty confidence in dealing with the pressures of AI in the classroom via qualitative research.
#2	Choose ILO				Goal #5 Education: Expansion of offerings and effective course scheduling.	Build a robust, effective ENGL 901/101 classroom experience, utilizing a four-unit instructional model.	Work together as 901/101 faculty to build a syllabus that best addresses student needs. As a result, we will leverage computer labs and project-based learning labs to help students learn.	Higher ENGL 101 success rates in the 2.6 and below H.S. GPA bands.
#3	Choose ILO				Goal #4 Vision: Being more future-thinking, agile, innovative, and proactive.	Continue to work with online faculty to develop and implement English online best practices to create effective and equitable online learning experiences.	Create collaborative online groups to address reduction in online success rates and create suggestions for online course edits.	Increased success rates in online English classes.
#4	Choose ILO				Goal #3 Resources: Increase student awareness about campus resources.	Work with the Learning Center to increase the understanding of the benefits of embedded tutors in English classes. Increase the use of embedded tutors in all ENGL 101 classes.	Encourage English faculty to recommend more tutors to the LC. Develop and offer workshops, encouraging English instructors to use tutors.	An increase in the percentage of English 101 classes using embedded tutors.

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Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)						
Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Faculty	Additional hires of full-time faculty to better meet the needs of our students	1, 2, 3	Repeat	Salaries for 5 full-time hires	Recurring	Heidi Williams, Mark Hoffer
Physical/Facilities	Access to Cedar Hall project-based learning classrooms and dedicated access to computer labs (in Cedar or Sage Hall) that accommodate 27+ students for writing workshops during class time	1, 2, 3, 4	New	N/A	Recurring	Heidi Williams, Mark Hoffer
Professional development	AI conference rates and travel expenses for faculty	1, 2, 3	Repeat	36,000	Recurring	Heidi Williams, Mark Hoffer
Technology	Subscriptions to media services and periodicals to supplement OER	1, 2, 3	New	35,000	Recurring	Heidi Williams, Mark Hoffer
Supplies	Class sets of contemporary plays (works to be read / performed live in class) to supplement OER in ENGL 102 and other relevant literature courses	1	New	7,500	One-time	Heidi Williams, Mark Hoffer

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

Required:

- Success & Retention tab
- Program Awards tab

Optional:

- Other supporting data/information

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Program Review Fall 2024

Success and Retention

Select Academic Year:
Multiple values

Select Subject:
ENGL

< Select subject here

AVC Retention and Success shown in vertical |

Overall Enrollments, # of Sections, Retention and Success by Year for ENGL

Academic Year	# of Sections	Enrollment	Retention Rate	Success Rate
2021-2022	339	5,883	87.8%	66.3%
2022-2023	240	5,971	89.8%	68.9%
2023-2024	264	6,697	90.5%	70.9%

Enrollments, Retention & Success for ENGL by Ethnicity

Ethnicity	Academic Year	Enrollment	Retention Rate	Success Rate
Hispanic/Latine	2021-2022	3,650	88.7%	66.3%
	2022-2023	3,924	90.1%	68.7%
	2023-2024	4,413	90.6%	71.1%
White	2021-2022	928	88.3%	74.4%
	2022-2023	759	91.0%	77.2%
	2023-2024	834	93.0%	81.0%
Black/African American	2021-2022	737	81.8%	52.0%
	2022-2023	787	85.8%	56.8%
	2023-2024	927	87.2%	58.3%
Two or more	2021-2022	276	88.0%	67.4%
	2022-2023	219	88.1%	67.1%
	2023-2024	254	91.7%	74.0%
Unknown/Masked	2021-2022	292	90.1%	75.7%
	2022-2023	282	93.3%	84.0%
	2023-2024	269	92.2%	76.1%

Enrollment, Retention and Success for ENGL by Gender

Gender	Academic Year	Enrollment	Retention Rate	Success Rate
Women	2021-2022	3,512	87.8%	67.6%
	2022-2023	3,408	89.8%	69.9%
	2023-2024	3,794	90.4%	71.0%
Men	2021-2022	2,282	87.7%	64.1%
	2022-2023	2,474	89.7%	67.5%
	2023-2024	2,775	90.6%	70.9%
Unknown/Masked	2021-2022	89	88.8%	70.8%
	2022-2023	89	87.6%	68.5%
	2023-2024	128	92.2%	67.2%

< Click to go back

Click to go next >

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Program Review Fall 2024

Program Awards

Select Academic Year:
Multiple values

Select Ethnicity:
All

Gender
All

(Use these filters add years & disaggregate by ethnicity and gender for both of the visualizations below)

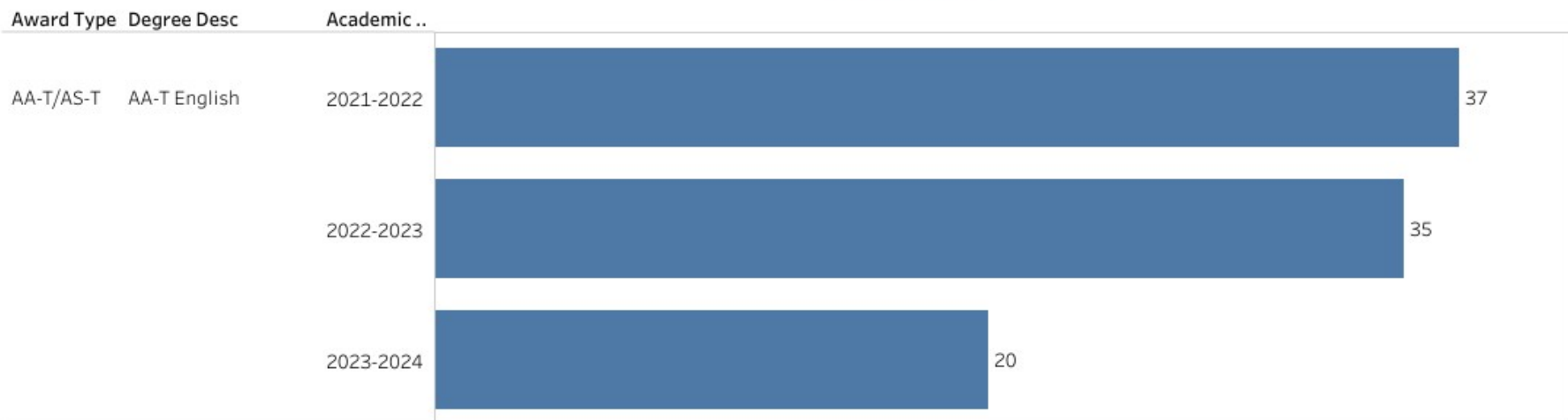
Institutional Awards

Award Type	2021-2022	2022-2023	2023-2024
AA-T/AS-T	860	734	640
AA/AS	1366	1172	1292
Certificate	1426	1115	1108
AVC Local Certificate	189	210	194
Bachelor's	13	16	21
Non-Credit	58	38	64
Grand Total	3912	3285	3319

Select Program Majors:
AA-T English

< Select Program Major for the chart below

Subject Awards for AA-T English



< Click to go back

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Program Review Fall 2024

Grade Distribution

Academic Year Subject
 2023-2024 ENGL

Overall Grade Distribution for ENGL



Grades Distribution for ENGL by Ethnicity

Ethnicity	A,B,C, or P	D,F,NP	W	I,RD,IP	MW	EW
Black/African American	57.9%	28.7%	12.7%	0.3%		0.4%
Hispanic/Latine	71.0%	19.5%	9.3%	0.0%	0.1%	0.1%
Two or more	73.7%	17.6%	8.2%			0.4%
Unknown/Masked	75.8%	16.0%	7.8%	0.4%		
White	80.9%	12.0%	7.0%	0.1%		

Grade Distribution for ENGL by Gender

Sex	A,B,C, or P	D,F,NP	W	I,RD,IP	MW	EW
Men	70.8%	19.7%	9.2%	0.1%	0.1%	
Women	70.8%	19.3%	9.5%	0.1%		0.2%
Unknown/Masked	67.2%	25.0%	7.8%			

[< Click to go back](#)

[Click to go next >](#)

Success and Retention by Modality

Select Academic Year:
Multiple values

Select Modality:
Online

Select Subject:
ENGL

< To select different, use 'Select Subject'

AVC Retention and Success shown in vertical |

Overall Enrollments, # of Sections, Retention and Success by Year for ENGL

Academic Year	# of Sections	Enrollment	Retention Rate	Success Rate
2021-2022	166	3,037	86.3%	65.7%
2022-2023	58	1,484	87.6%	65.8%
2023-2024	91	2,230	87.4%	64.8%

Enrollments, Retention & Success for ENGL by Ethnicity

Ethnicity	Academic Year	Enrollment	Retention Rate	Success Rate
Hispanic/Latine	2021-2022	1,833	87.1%	66.3%
	2022-2023	913	88.1%	67.8%
	2023-2024	1,397	87.2%	65.4%
White	2021-2022	467	86.3%	73.2%
	2022-2023	186	89.8%	72.0%
	2023-2024	284	92.6%	79.2%
Black/African American	2021-2022	424	80.7%	51.4%
	2022-2023	229	83.8%	48.0%
	2023-2024	344	84.5%	51.0%
Two or more	2021-2022	147	87.1%	63.3%
	2022-2023	69	84.1%	63.8%
	2023-2024	99	85.9%	62.6%
Unknown/Masked	2021-2022	166	90.4%	77.1%
	2022-2023	87	90.8%	80.5%
	2023-2024	106	86.8%	65.1%

Enrollment, Retention and Success for ENGL by Gender

Gender	Academic Year	Enrollment	Retention Rate	Success Rate
Women	2021-2022	1,976	85.9%	65.9%
	2022-2023	967	86.8%	66.4%
	2023-2024	1,398	88.0%	64.5%
Men	2021-2022	1,018	86.9%	65.1%
	2022-2023	499	89.2%	64.7%
	2023-2024	801	86.6%	65.9%
Unknown/Masked	2021-2022	43	86.0%	69.8%
	2022-2023	18	88.9%	66.7%
	2023-2024	31	80.6%	48.4%

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Division/Area Name: English as a Second Language	For Planning Years: 2025-2026
Name of person leading this review: Wendy Rider	
Names of all participants in this review: Wendy Rider	

Fall 2024 Program Review Report | Instructional Areas

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

Antelope Valley College’s mission statement continues to highlight the need for “[b]asic 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.” The ESL program is important because AVC is a Hispanic Serving Institution with 64% of our students identifying as Hispanic/Latinx. We also serve students whose first languages range from Arabic to Vietnamese.

Part 2A: Analyze the [program review data \(retrieval instructions\)](#), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:

Use the following questions to guide your analysis:

Overall (Use the *Success & Retention* and *Program Award* tabs to inform your analysis)

- What are the success and retention rates for your discipline? Did they decrease or increase in the last year?
- What are the trends for the number of awards granted? Are the number of awards going up or down?

Equity (Use the *Success & Retention* tab including S&R by Ethnicity and Gender data to inform your analysis)

- Which ethnic / gender student groups complete their courses at the highest rates?
- Which ethnic / gender student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the *Strengths and Accomplishments* section.

Strengths and Accomplishments: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)

From 2022/23 to 2023/24:

- ESL retention rates increased slightly from 95% to 95.7%. This phenomenal retention rate reflects both the motivation of the ESL students and the nurturing environment created by the instructors.
- ESL total enrollment also increased slightly from 643 students to 658 students.
- Many more women than men continue to enroll in ESL courses (513 women vs. 138 men), but the retention rate by gender is similar: 95.9% women and 94.9% for men in 2023/24.
- The success rate for men in ESL classes climbed from 51.9% in 2022/23 to 60.9% in 2023/34. While this is still less than our 70% goal, 9% is a statistically significant increase.
- 12 ESL courses have been revised to connect evaluation methods more closely with course outcome goals. All of these courses have also been renumbered in accordance with regulations from the Chancellor’s Office.

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Opportunities and Challenges: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

- ESL success rates decreased from 61.3% in Fall 2023 to 59.4% in Fall 2024. In the past three years, the success rate has never been higher than 61% (see Part 5). This presents us with both a challenge and an opportunity.
- ESL SLO's declined from all ESL courses achieving 70% or higher in Fall 2023 to only 2 classes meeting the target in Spring 2024 with some substantially less. It's difficult to determine why without faculty input.
- "White" student success in ESL courses plunged from 63.4% in 2023 to 42.7% in 2024. More detailed data and discussion are needed to determine why.
- 78% (513/648) of the ESL students in 2023-24 identified as Hispanic/Latine. This is in keeping with the general trend over the years. We would like to disaggregate the ethnicity data in more detail to show what ethnic backgrounds our "White" students come from so we can develop strategies to serve them better. We also need a category for Asian students so we can analyze their retention and success in ESL courses.
- The ESL program needs to re-evaluate its two noncredit certificates: High Intermediate (Level 4) and Advanced (Level 5). Enrollment in the Level 4 and 5 classes continues to be low, and only a few students earn the certificates each year (see Part 2D).
- In Fall 2024, we had to cancel one class that was completely full because we could not find an instructor to teach it. Eight of the nine remaining courses were over-enrolled by up to 5 students. Seven of the courses had waitlists. We could have created new sections if we had available instructors.
- Staffing is our greatest challenge and our greatest opportunity. We have some good adjunct instructors, but as noted, their availability is limited. With no full-time instructors after Scott and Priscilla Jenison retired in May 2024, the ESL program had to cut 25% of our courses this Fall! We have opportunities to expand (see Aspirations), but we cannot do it without dedicated FT faculty. If we can hire at least 1 full-time instructor before Fall 2025 (as tentatively approved in the Oct. 2024 Faculty Prioritization Process), we will be able to accomplish more next year. The fact that the ESL program has continued to serve students as much as we have demonstrates our resilience and determination.
- The Academic Development Department chair has completed both the required curriculum revisions and this Program Review Report with very little faculty collaboration. Although they were invited to participate, adjunct faculty are not compensated for their time in these tasks, nor are they contractually obligated to do so. The ESL program cannot be properly maintained (much less grow) without full-time faculty.

Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

The ESL program aspires to increase students' success rates in our classes. We also aspire to better serve English language learners in the Antelope Valley by offering a robust array of classes in more diverse locations.

- We would like to partner with local high schools to reach the families of students in underserved geographic areas like Littlerock and Rosamond. Littlerock HS and Palmdale HS have approached us about offering evening classes at their sites.
- We would like to support language learners in AVC CTE programs such as Welding, Electrical Technology, ACRV, etc. with Vocational ESL (VESL) courses. ESL 960, VESL Welding, is ready to be taught when we have an instructor. Given the current predominance of male students in CTE courses at AVC, this would increase the numbers of male students in ESL classes as well.

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- We dream of collaborating with other programs to offer relevant noncredit certificates supported by VESL courses in fields such as Early Childhood Education, Nutrition, Real Estate, Culinary Arts, and possibly Nursing (e.g., CNA, LVN). These fields may be of interest to our female students, who currently make up 90% of our ESL classes.
- Next year, we hope to rename the program from English as a Second Language to English Language Learners or another more modern designation with less potential stigma.

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

N/A

Insert Advisory Committee Recommendations here (Please do not insert complete meeting minutes, but just recommendations from the advisory committee.)

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

Part 2C: Review and comment on progress toward past Course Improvement Plans

List your past **Course Improvement Plans (CIPs)** and progress toward meeting those plans.

Past Course Improvement Plans	Progress Made
In Fall 2023, our Program Review showed that all of the ESL course SLOs were being met and/or exceeded. The instructors believed that was a result of “focused attention to problem areas.” They commented, “This success shows that the instructional methods and materials being used are currently effective. We can sustain this success by maintaining our ongoing efforts.”	No changes were recommended. Obviously, things have changed dramatically in the last year! This leads us to wonder whether SLOs were always recorded accurately in the past. Either way, improvement is urgently needed. See Part 3: Goals.

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

List your past program review goals and progress towards those goals.

Past Goals	Progress Made
Certificates: Increase the number of ESL 4 certificate recipients from 3 to at least 6 per year. Build the ESL 5 certificate program.	In 2023-24, 4 students earned High Intermediate (Level 4) ESL noncredit certificates. 2 students earned Advanced (Level 5) ESL certificates. This is only one student more (High Intermediate) than last year. The goal was not met.

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Enrollment: Increase ESL program enrollment from 643 to 750 (a 16.64% increase).	Enrollment increased by 15 students, to 658, in 2023-24. The goal was not met.
Success: Increase student success rates in ESL to at least 63%.	Student success rates in ESL classes declined from 61.3 to 59.4. The goal was not met.
Serve students and maintain the ESL program by hiring two new full-time ESL faculty (or one FT and three PT ESL faculty for the time being) to replace two retiring FT faculty.	The goal was not met. We were able to hire two new PT ESL faculty in Summer 2024, but we also lost an adjunct instructor. The one FT position that made it to the top 10 in the Fall 2023 Faculty Prioritization process was not approved by the college administration. Lack of FT faculty has really undermined the ESL program this fall.

Part 3: Based on Part 2 above, please list program/area goals:

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 4. Career and Specialized Knowledge				Goal #5 Education: Expansion of offerings and effective course scheduling.	Hire one full-time ESL instructor to support the ESL program and serve AVC students.	<ul style="list-style-type: none"> Participate in the Faculty Prioritization process. Work with the department chair and the dean to announce the position through HR in a timely manner. Proceed with the interview and hiring process as early as possible in 2025. 	New FT faculty hired before Fall 2025.
#2	ILO 2. Creative, Critical, and Analytical Thinking				Goal #6 Success: Boost success rates by prioritizing the student experience.	Increase student success rates in ESL courses.	<ul style="list-style-type: none"> Collaborate within the department to analyze problems. Identify which SLOs to focus on in 2024-25 (at 	Most SLO success rates at or above 70% by Fall 2025.

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							least one SLO per course with deficits). <ul style="list-style-type: none"> • Share strategies for improvement. • Submit Course Improvement Plans by Dec. 2024. • Apply strategies in Spring 2025. • Reassess the situation and choose next steps during Summer 2025. • Report on Course Improvement Plans as required in Fall 2025. 	
#3	Choose ILO				Choose an item.			
#4	Choose ILO				Choose an item.			

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)						
Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Faculty	1 full time faculty member	Goal #1	Repeat	\$67,000 annually?	Recurring	Dean Kathryn Mitchell
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

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

Required:

- Success & Retention tab
- Program Awards tab

Optional:

- Other supporting data/information

See tables on the following pages.

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Program Review Fall 2024

Success and Retention

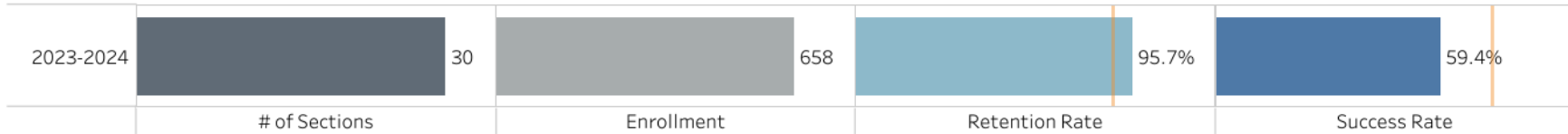
Select Academic Year:
2023-2024

Select Subject:
ESL

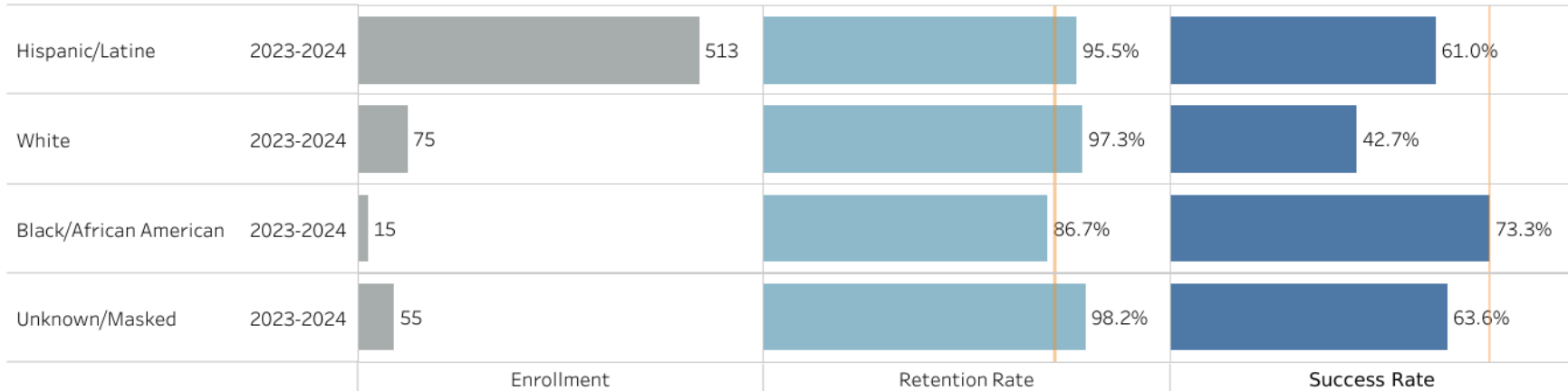
[< Select subject here](#)

AVC Retention and Success shown in vertical |

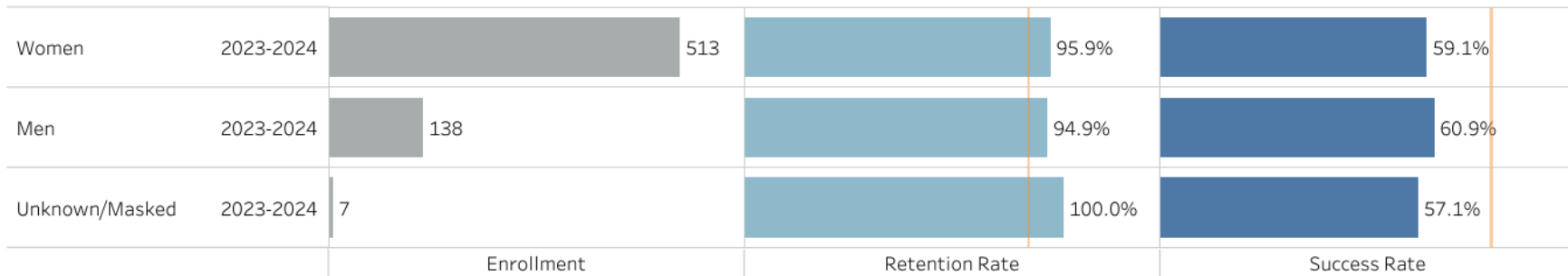
Overall Enrollments, # of Sections, Retention and Success by Year for **ESL**



Enrollments, Retention & Success for **ESL** by Ethnicity



Enrollment, Retention and Success for **ESL** by Gender



[< Click to go back](#)

[Click to go next >](#)

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Program Review Fall 2024

Success and Retention

Select Academic Year: Select Subject: [< Select subject here](#)

AVC Retention and Success shown in vertical |

Overall Enrollments, # of Sections, Retention and Success by Year for **ESL**

Year	# of Sections	Enrollment	Retention Rate	Success Rate
2021-2022	43	469	93.2%	58.8%
2022-2023	28	643	95.0%	61.3%
2023-2024	30	658	95.7%	59.4%

Enrollments, Retention & Success for **ESL** by Ethnicity

Ethnicity	Year	Enrollment	Retention Rate	Success Rate
Hispanic/Latine	2021-2022	358	93.6%	58.1%
	2022-2023	498	95.0%	58.8%
	2023-2024	513	95.5%	61.0%
White	2021-2022	31	80.6%	54.8%
	2022-2023	71	93.0%	63.4%
	2023-2024	75	97.3%	42.7%
Black/African American	2021-2022	10	100.0%	90.0%
	2022-2023	17	100.0%	64.7%
	2023-2024	15	86.7%	73.3%
Two or more	2021-2022			
Unknown/Masked	2021-2022	68	97.1%	61.8%
	2022-2023	57	96.5%	78.9%
	2023-2024	55	98.2%	63.6%

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Program Review Fall 2024

Enrollment, Retention and Success for **ESL** by Gender

		Enrollment	Retention Rate	Success Rate
Women	2021-2022	372	94.4%	61.0%
	2022-2023	498	94.6%	63.3%
	2023-2024	513	95.9%	59.1%
Men	2021-2022	85	88.2%	51.8%
	2022-2023	133	96.2%	51.9%
	2023-2024	138	94.9%	60.9%
Unknown/Masked	2021-2022	12	91.7%	41.7%
	2022-2023	12	100.0%	83.3%
	2023-2024	7	100.0%	57.1%



Division/Area Name: Chinese	For Planning Years: 2025-2026
Name of person leading this review: Cole Wolf	
Names of all participants in this review: Cole Wolf	

Fall 2024 Program Review Report | Instructional Areas

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

Chinese contributes to student learning in the area of Humanities and can enhance students' knowledge and skills leading to employment in related areas such as international business and Chinese studies. Also, the study of Chinese increases our students' knowledge of other disciplines, such as geography, history, and natural sciences by learning about new places, cultures, technology, etc.

Part 2A: Analyze the [program review data \(retrieval instructions\)](#), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:

Use the following questions to guide your analysis:

Overall (Use the *Success & Retention* and *Program Award* tabs to inform your analysis)

- What are the success and retention rates for your discipline? Did they decrease or increase in the last year?
- What are the trends for the number of awards granted? Are the number of awards going up or down?

Equity (Use the *Success & Retention* tab including S&R by Ethnicity and Gender data to inform your analysis)

- Which ethnic / gender student groups complete their courses at the highest rates?
- Which ethnic / gender student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the *Strengths and Accomplishments* section.

Strengths and Accomplishments: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)

At current we have no faculty to teach our Chinese courses. We have exhausted our adjunct pool.

Opportunities and Challenges: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)

- The single largest challenge to our program is our lack of faculty to teach our courses. In the recent past, one class of Chinese 101 was offered in the spring semester only. Hence the Chinese program is not consistent.
- Currently, we have no faculty to teach our Chinese courses.
- China is the largest trade partner of the USA. Students who are fluent in Chinese will have an advantage acquiring jobs in the areas where Chinese is used or preferred. Also, BYD, a Chinese owned company is located here in Lancaster. There may be some opportunity to work with them to encourage their employees to take Chinese courses.

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Program Review Fall 2024

Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

- We first hope to offer at least one Chinese 101 every semester, and one Chinese 102 at least once per year.

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

N/A

Insert Advisory Committee Recommendations here (Please do not insert complete meeting minutes, but just recommendations from the advisory committee.)

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

Part 2C: Review and comment on progress toward past Course Improvement Plans

No progress made, as no data were collected because no courses in Chinese were offered due to lack of faculty.

Past Course Improvement Plans	Progress Made
N/A	N/A

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

List your past program review goals and progress towards those goals.

Past Goal	Progress Made
Goal: increase the number of students who register to take Chinese 101.	We have not made any progress.

Part 3: Based on Part 2 above, please list program/area goals:

	Goal Supports which:		Goal		Measure of Success
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LANGAGE & COMMUNICATION ARTS

Program Review Fall 2024

Program /Area Goal #	ILO	PLO	SLO	OO	ESP Goal Primarily Supported:	(Student-focused)	Steps to be taken to achieve the goal?	(How would you know you've achieved your goal?)
#1 increase the number of students who register to take Chinese 101	ILO 3. Community/Global Consciousness		2		Goal #4 Vision: Being more future-thinking, agile, innovative, and proactive.	We want to increase the number of students who take Chinese 101.	We need to hire more faculty. We currently have 0 faculty.	When we are able to consistently offer CHIN 101
#2	Choose ILO				Choose an item.			
#3	Choose ILO				Choose an item.			
#4	Choose ILO				Choose an item.			

Choose an item.

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Faculty	Full-Time Faculty	#1 increase the number of students who register to take Chinese 101	Repeat	Full-time Faculty salary.	Recurring	Cole Wolf
Faculty	Full-Time Faculty	#1 increase the number of students who register to take Chinese 101	Repeat	Adjunct faculty salary 5-10 units.	Recurring	Cole Wolf
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

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

Required:

- Success & Retention tab
- Program Awards tab

Optional:

- Other supporting data/information

LANGAGE & COMMUNICATION ARTS
Program Review Fall 2024

Success and Rentention

Select Academic Year:
Multiple values

Select Subject:
CHIN

[< Select subject here](#)

AVC Retention and Success shown in vertical |

Overall Enrollments, # of Sections, Retention and Success by Year for CHIN

Enrollments, Retention & Success for CHIN by Ethnicity

Enrollment, Retention and Success for CHIN by Gender

[< Click to go back](#)

[Click to go next >](#)



Division/Area Name: Cole Wolf	For Planning Years: 2025-2026
Name of person leading this review: Cole Wolf	
Names of all participants in this review: Cole Wolf	

Fall 2024 Program Review Report | Instructional Areas

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

The Deaf Studies & Interpreter Training Programs contribute to the district mission by providing a quality, comprehensive education to a diverse population of learners. Our program is committed to student success offering value and opportunity, in service to our community. Further, our programs offer students the opportunity to earn an associate’s degree, or Certificate. Additionally, our programs prepare students to either enter the work force or to transfer to a 4-year university.

Part 2A: Analyze the [program review data \(retrieval instructions\)](#), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:

Use the following questions to guide your analysis:

Overall (Use the *Success & Retention* and *Program Award* tabs to inform your analysis)

- What are the success and retention rates for your discipline? Did they decrease or increase in the last year?
- What are the trends for the number of awards granted? Are the number of awards going up or down?

Equity (Use the *Success & Retention* tab including S&R by Ethnicity and Gender data to inform your analysis)

- Which ethnic / gender student groups complete their courses at the highest rates?
- Which ethnic / gender student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the *Strengths and Accomplishments* section.

Strengths and Accomplishments: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)

Consider the following questions:

- Our program sees more students successfully transfer into CSUN’s Deaf Studies Program and get into their interpreting program than other feeder colleges.
- Our Interpreting program continues to have success and retention rates at or greater than that of the campus average.
- Post Covid, students no longer want to be on campus 4 days per week. In the past we were able to offer back-to-back 8-week courses that allowed students to complete two levels of language courses in one semester. These courses, however, require students to come 4 days per week. Post Covid, not only do these courses struggle to fill, but they also struggle to retain students who can no longer commit to coming 4 days per week. Removing these courses has improved both enrollment and retention.
- Our DFST-INT program saw an increase in enrollment from 92 last year to 119 this year!

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Program Review Fall 2024

Opportunities and Challenges: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Our Interpreting courses are too large to effectively train students with the level of attention required. Effective teaching of interpretation and transliteration skills mandates very small class size. In addition to using a visual language (ASL) or visual coded form of English (MCE or PSE), courses require extensive individual instruction, critique and modeling due to the extremely complex nature of the task. Ideally, students have developed bilingual/bicultural skills prior to entering a course of study in interpretation or transliteration. However, this is rarely the case due to the time restrictions imposed by colleges and universities. It is therefore necessary for instructors to provide feedback on the general linguistic performance of students, specifically in the areas of semantic selection, grammatical correctness, and complexity of sentence structure, and register of utterance. This applies to both English and ASL. In addition, skills in interpretation and transliteration must be taught. Extensive individual instruction, critique and modeling are required due to the extremely complex nature of the task. Drills must be conducted in the area of visual and auditory closure, prediction, perception, and discrimination; visual/auditory short and long-term memory must be developed and refined; text analysis must be taught enabling the reproduction of the source language message into target language. In each of these steps, one-half of the process takes place in a visual rather spoken language or code. It is essential that students be able to see each other, as well as the instructor. Use of hands and upper torso should not be restricted by tables or other fixed objects in the room. Lighting in the classrooms must be maximal, eliminating facial shadows. "Class size must be small to allow an appropriate amount of individual instruction and skills development. As the medical student must have hands-on practice to perfect surgical procedures, the interpreter training students must have maximal hands-on experience in developing interpreting and transliterating skills utilizing a variety of texts appropriate to a variety of clients. Videotaping must be used extensively, allowing students to analyze their own performance and to compare their performance to that of several models. This mandates the availability of camera(s) and multiple playback capabilities, which have freeze frame and slow-motion capabilities. The Conference of Interpreters Trainers recommends a class size of 6-10 students for interpreting/transliterating classes. The American Sign Language Teachers Association (ASLTA) recommends an optimal instructional class size for classes in American Sign Language of 8 to 20 students. To remedy this, we have sent many of our Interpreting courses in for revision to reduce the maximum enrollment.

We made some progress in this regard by putting our courses through the AP&P process to reduce the class size. The courses were approved through the AP&P process with smaller sizes (18). However, the president (Knudsen) unilaterally (and I believe unjustly) told the curriculum specialist to send me an email saying the class size reduction would not be going forward with no further explanation. Thus, our biggest challenge is administration.

Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

- We want to be known for graduating students who first and foremost understand and respect the Deaf community.
- We want our students to be the best of the best in the field, with the most current knowledge and training.
- We need to create class sizes that align with the best practices and recommendations of our field so that our program can continue to remain viable.
- We want our program to be known for foregrounding equity in the classroom and throughout the program.
- We want to close all gaps in Equity found in our program.

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

N/A

Advisory Committee Recommendations:

- **Continue to Monitor Economic stressors on enrollment patterns.**
- **Discontinue 8-week back-to-back course offerings as enrollment trends show students are no longer willing to come to campus 4 days per week.**
- **Explore creating DE materials / online texts to allow potential DE course creation for ASL courses.**
- **Creation of on campus internship for final semester of Interpreter Training Program cohort.**

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- On campus mentorship program for Interpreter Training Program Students

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Program Review Fall 2024

Projections of Employment by Occupation, 2020 - 2030			
Occupations Matched to Top Code(s):			
085010 <i>Sign Language Interpreting</i>			
Geography: California			
Counties: All California Counties			
Annual Job Openings by Occupation			
SOC Code	Occupation Title (Link to Occupation Profile)	2020 Employment	Annual Job Openings¹
273091	Interpreters and Translators	10,000	13,420
Total		10,000	13,420
<small>Table Generated on 9/8/2024 3:20:46 PM</small>			
¹ Total Job Openings are the sum of new jobs from growth plus net replacements. Annual job openings are total job openings divided by the number of years in the projection period.			
² This occupation has been suppressed due to confidentiality.			

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<https://www.labormarketinfo.edd.ca.gov/commcolleges/>

Part 2C: Review and comment on progress toward past Course Improvement Plans

List your past **Course Improvement Plans** (CIPs) and progress toward meeting those plans.

Past Course Improvement Plans	Progress Made
Maintain current goals until Covid- related enrollment volatility stabilizes.	Though we are still meeting our targets, most of our SLO success numbers dropped compared to last year.

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

List your past program review goals and progress towards those goals.

Past Goal	Progress Made
Increase student success in interpreting program.	Not only did we not make progress here, we also lost ground here. Last year we had a success rate in our INT program of 92.4%. This year it is down to 79.8%.
Increase the number of students in our DFST/ INT programs.	The number of students enrolled in our DFST-ASL program increased from 674 last year to 704 this year. The number of students enrolled in our DFST-INT program increased from 92 last year to 119 this year.

Part 3: Based on Part 2 above, please list program/area goals:

	Goal Supports which:		Goal		Measure of Success
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Program Review Fall 2024

Program /Area Goal #	ILO	PLO	SLO	OO	ESP Goal Primarily Supported:	(Student-focused)	Steps to be taken to achieve the goal?	(How would you know you've achieved your goal?)
#1	ILO 4. Career and Specialized Knowledge	2			Goal #6 Success: Boost success rates by prioritizing the student experience.	Increase student success in interpreter training program.	Decrease class size to align with best practices and industry standard for interpreter training program	95% student success for both Deaf Studies (feeder to interpreting) and INT program.
#2	ILO 3. Community/Global Consciousness	3			Goal #5 Education: Expansion of offerings and effective course scheduling.	Increase the number of students in our DFST programs.	Hire a 4th full time faculty for the Palmdale campus.	At least double current enrollments.
#3	Choose ILO				Choose an item.			
#4	Choose ILO				Choose an item.			

Choose an item.

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)						
Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Supplies	Tripods with Phone mount	Goal 1 & 2	New	\$899.70	One-time	Cole Wolf
Other	Ubi-Duo	Goal 1	New	\$114,600.00	One-time	Cole Wolf
Other	GoReact Licenses	Goal 1 & 2	New	\$6,500.00	Recurring	Cole Wolf
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

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

Required:

- Success & Retention tab
- Program Awards tab

Optional:

- Other supporting data/information

LANGAGE & COMMUNICATION ARTS
Program Review Fall 2024

Success and Retention

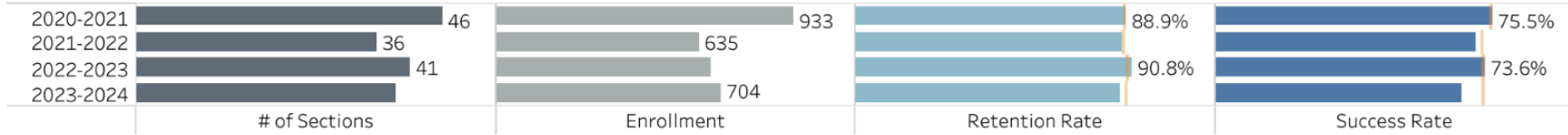
Select Academic Year:
 Multiple values

Select Subject:
 DFST

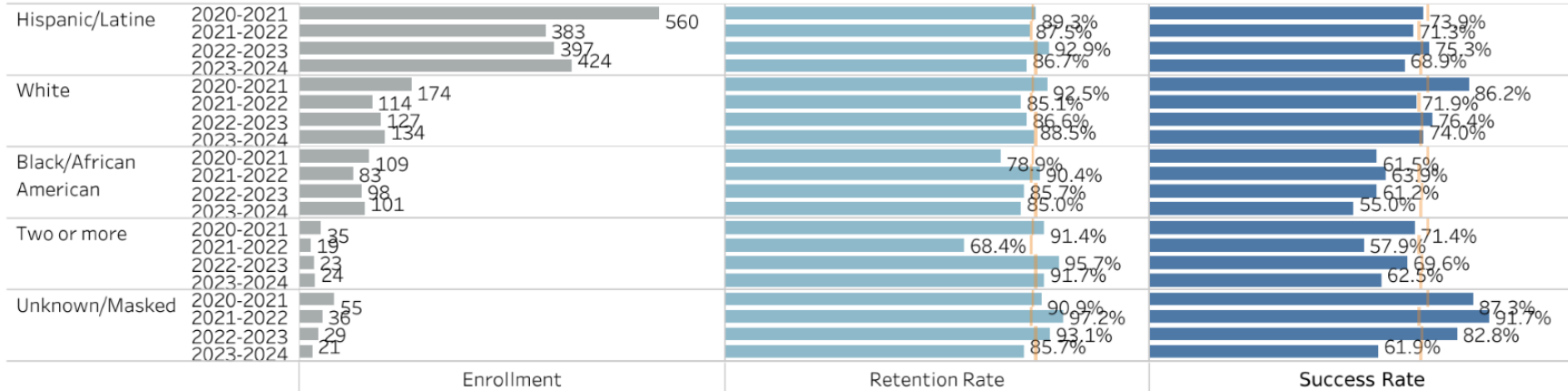
[< Select subject here](#)

AVC Retention and Success shown in vertical |

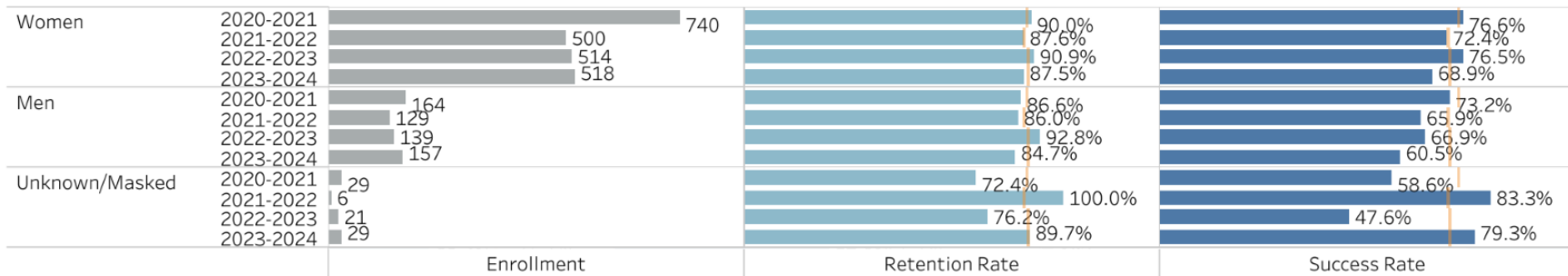
Overall Enrollments, # of Sections, Retention and Success by Year for **DFST**



Enrollments, Retention & Success for **DFST** by Ethnicity



Enrollment, Retention and Success for **DFST** by Gender



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LANGUAGE & COMMUNICATION ARTS

Program Review Fall 2024



Division/Area Name: French	For Planning Years: 2025-2026
Name of person leading this review: Cole Wolf	
Names of all participants in this review: Cole Wolf	

Fall 2024 Program Review Report | Instructional Areas

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

The French program is committed to the teaching of introductory and intermediate French language and culture courses to a diverse student population. After English, Mandarin, Hindi, and Spanish, French is the 5th most widely spoken language with a total of 280 million speakers. It is the official language in 29 countries across 5 different continents and it is the second most studied language in the world, after English. It is the goal of our French program to teach our students to understand and to be understood in their world-wide neighborhood. The acquisition of linguistic and cultural understanding and insight, as well as the awareness of diversity that comes with foreign language studies, is a requisite for the life of any global citizen.

Part 2A: Analyze the [program review data \(retrieval instructions\)](#), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:

Use the following questions to guide your analysis:

Overall (Use the *Success & Retention* and *Program Award* tabs to inform your analysis)

- What are the success and retention rates for your discipline? Did they decrease or increase in the last year?
- What are the trends for the number of awards granted? Are the number of awards going up or down?

Equity (Use the *Success & Retention* tab including S&R by Ethnicity and Gender data to inform your analysis)

- Which ethnic / gender student groups complete their courses at the highest rates?
- Which ethnic / gender student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the *Strengths and Accomplishments* section.

Strengths and Accomplishments: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)

- None to report. We have 0 French Faculty.

Opportunities and Challenges: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)

We currently have no faculty and are offering no courses. To recap: In 2014, we had 10 sections (263 students). In 2015-16, when Marthe, our full-time French instructor, was on sabbatical, the number of sections and enrollment dropped to 8 sections (194 students). When she returned, the number of sections went back up to 10 (213 students), but then dropped again sharply in 2017-18 to 8 sections (162 students), after she retired. We lost an additional section in the spring of 2019, because one of our adjunct French instructors could not keep his commitment to teach 2 classes, due to unforeseen circumstances. He could only teach 1 class. Instead of finding a replacement for him, the class was cancelled, even though the adjunct instructor gave us plenty of notice. Then we lost Liette and then our last adjunct faculty. This further hurt our program. We currently have 0 faculty, 0 classes offered and 0 students.

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- We were approved for a Full-time hire two years ago in Fall. We advertised a full-time hire and conducted interviews. The hiring committee agreed to not-hire from that applicant pool and to wait to try again in hope of finding stronger applicants. When the time came to try again, we were told by administration (I believe unfairly and out of order, a COMMON practice of our administration) that we lost our opportunity to hire. Thus, administration remains the biggest challenge to our program.

Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

- We want to be able to consistently offer all levels of our FREN courses.

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

N/A

Insert Advisory Committee Recommendations here (Please do not insert complete meeting minutes, but just recommendations from the advisory committee.)

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

Part 2C: Review and comment on progress toward past Course Improvement Plans

List your past **Course Improvement Plans** (CIPs) and progress toward meeting those plans.

Past Course Improvement Plans	Progress Made
N/A no courses in French have been offered.	N/A

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

List your past program review goals and progress towards those goals.

Past Goal	Progress Made
N/A No courses in French were able to be offered.	N/A

Part 3: Based on Part 2 above, please list program/area goals:

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Program Review Fall 2024

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1 increase the number of students who register to take French 101.	ILO 3. Community/Global Consciousness		2		Goal #5 Education: Expansion of offerings and effective course scheduling.	We want to increase the number of students who take French 101.	We need to hire more faculty. We currently have 0 faculty	When we are able to consistently offer French 101. Courses.
#2	Choose ILO				Choose an item.			
#3	Choose ILO				Choose an item.			
#4	Choose ILO				Choose an item.			

Choose an item.

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Faculty	Full-time Faculty	#1 increase the number of students who register to take French 101.	Repeat	Full-time Faculty Salary.	Recurring	Cole Wolf
Faculty	Adjunct Faculty	#1 increase the number of students who register to take French 101.	Repeat	Adjunct Faculty 5-10 units	Recurring	Cole Wolf
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

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

Required:

- Success & Retention tab
- Program Awards tab

Optional:

- Other supporting data/information

Success and Rentention

Select Academic Year:
Multiple values

Select Subject:
FREN

[< Select subject here](#)

AVC Retention and Success shown in vertical |

Overall Enrollments, # of Sections, Retention and Success by Year for **FREN**

Enrollments, Retention & Success for **FREN** by Ethnicity

Enrollment, Retention and Success for **FREN** by Gender

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Division/Area Name: German	For Planning Years: 2025-2026
Name of person leading this review: Cole Wolf	
Names of all participants in this review: Cole Wolf	

Fall 2024 Program Review Report | Instructional Areas

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

It is the mission of the German program to provide a quality, comprehensive education to a diverse student population and to serve the community by placing student success and student-centered learning as our priority. Our German program is dedicated to fulfilling the district’s mission by providing opportunities to our students and the community to learn German for academic, professional, and personal purposes at the beginners’ and intermediate level. We offer high quality education of the German language, culture, and literature. We foster and promote intercultural understanding and increase our students’ ability to see connections in the world. The study of German increases our students’ knowledge of other disciplines, such as geography, history, and natural sciences by learning about new places, cultures, technology, etc. Furthermore, proficiency in German enhances our students’ marketability on an ever-changing labor market here and abroad.

Part 2A: Analyze the [program review data \(retrieval instructions\)](#), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:

Use the following questions to guide your analysis:

Overall (Use the *Success & Retention* and *Program Award* tabs to inform your analysis)

- What are the success and retention rates for your discipline? Did they decrease or increase in the last year?
- What are the trends for the number of awards granted? Are the number of awards going up or down?

Equity (Use the *Success & Retention* tab including S&R by Ethnicity and Gender data to inform your analysis)

- Which ethnic / gender student groups complete their courses at the highest rates?
- Which ethnic / gender student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the *Strengths and Accomplishments* section.

Strengths and Accomplishments: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Our area was greatly impacted by Covid and we still have yet to recover. We lost all of our full-time faculty. We do however still have 2 adjunct faculty.

Opportunities and Challenges: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

- A lack of a full-time faculty to provide the needed leadership for the program to thrive has been prohibitive to the growth and overall wellness of our program.
- Post Covid there has been a great increase in online course offerings across disciplines. Though we do offer online German courses, our courses work best face-to face.

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<ul style="list-style-type: none"> • Additionally, the new requirements for transfer to UC/CSUs include the removal of foreign languages . This has been incredibly detrimental to our program.
Aspirations: <i>(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)</i>
<ul style="list-style-type: none"> • We want to be able to offer all of our GER courses at least once each academic year.

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

<input checked="" type="checkbox"/> N/A
Insert Advisory Committee Recommendations here (Please do not insert complete meeting minutes, but just recommendations from the advisory committee.)
Insert Labor Market Data here https://www.labormarketinfo.edd.ca.gov/commcolleges/

Part 2C: Review and comment on progress toward past Course Improvement Plans

List your past **Course Improvement Plans** (CIPs) and progress toward meeting those plans.

Past Course Improvement Plans	Progress Made
Increase student success meeting SLO goals.	Our assessment data reveals that students' proficiency in listening and comprehension continues to exceed expectations. Students have consistently demonstrated the ability to understand spoken German at an advanced level.

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

List your past program review goals and progress towards those goals.

Past Goal	Progress Made
Hire full time faculty.	None. We made it to position number 6 two years for a new hire and then were removed from the list by the president. We have not been granted a hire since.

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Program Review Fall 2024

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Part 3: Based on Part 2 above, please list program/area goals:

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1 Increase class offerings.	ILO 3. Community/Global Consciousness		3		Goal #4 Vision: Being more future-thinking, agile, innovative, and proactive.	#1 Increase class offerings.	Replace lost FT positions in German (2 total).	When we have the faculty needed to offer the full range of our courses we will have met this goal.
#2	Choose ILO				Choose an item.			
#3	Choose ILO				Choose an item.			

Choose an item.

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Faculty	Full-time Faculty	#1 Increase class offerings.	Repeat	Full-time Faculty Salary.	Recurring	Cole Wolf
Faculty	Adjunct Faculty	#1 Increase class offerings.	Repeat	Adjunct salary 5-10 units.	Recurring	Cole Wolf
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

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

Required:

- Success & Retention tab
- Program Awards tab

Optional:

LANGAGE & COMMUNICATION ARTS
Program Review Fall 2024

Success and Rentention

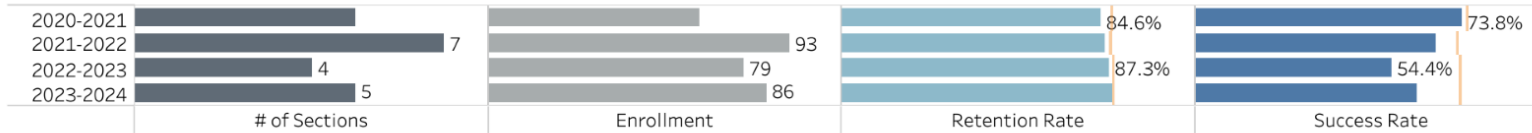
Select Academic Year:
 Multiple values

Select Subject:
 GER

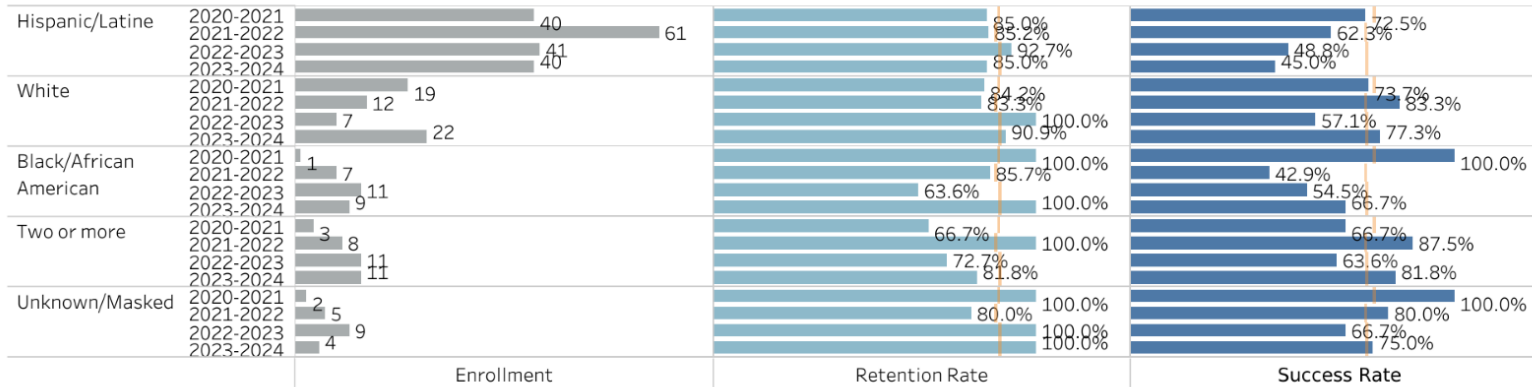
< Select subject here

AVC Retention and Success shown in vertical |

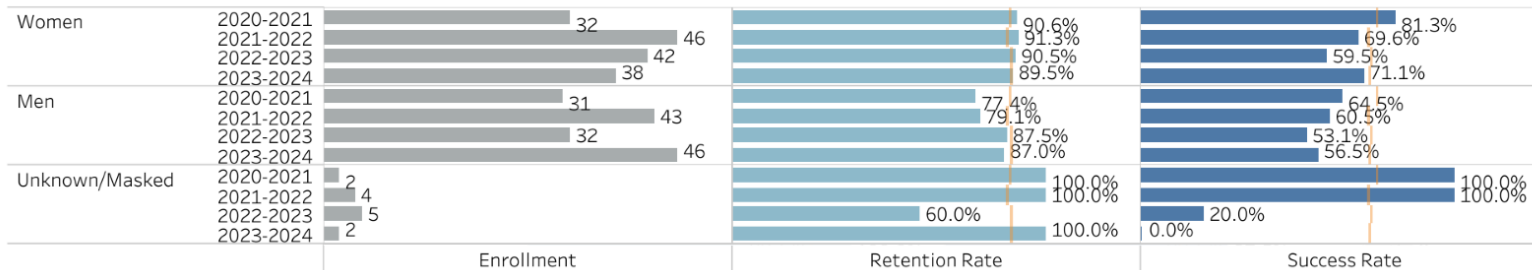
Overall Enrollments, # of Sections, Retention and Success by Year for GER



Enrollments, Retention & Success for GER by Ethnicity



Enrollment, Retention and Success for GER by Gender



< Click to go back

Click to go next >

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Program Review Fall 2024

Program Awards

Select Academic Year:
Multiple values

Select Ethnicity:
All

Gender
All

(Use these filters add years & disaggregate by ethnicity and gender for both of the visualizations below)

Institutional Awards

Award Type	2021-2022	2022-2023	2023-2024
AA-T/AS-T	860	734	640
AA/AS	1366	1172	1292
Certificate	1426	1115	1108
AVC Local Certificate	189	210	194
Bachelor's	13	16	21
Non-Credit	58	38	64
Grand Total	3912	3285	3319

Select Program Majors:
None

< Select Program Major for the chart below

Subject Awards for **None**

< Click to go back

Click to go next >

LANGAGE & COMMUNICATION ARTS

Program Review Fall 2024



Division/Area Name: Latin	For Planning Years: 2025-2026
Name of person leading this review: Cole Wolf	
Names of all participants in this review: Cole Wolf	

Fall 2024 Program Review Report | Instructional Areas

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

The Latin program at AVC contributes to the district mission by offering a quality, comprehensive education to a diverse population of learners. The Latin program is committed to student success offering opportunity for student advancement in education and better service to our community. The Latin program offers students a unique opportunity to learn a language that up until about 100 years ago was the foundation of education in the Western world. Latin helps students from any background improve their vocabulary comprehension [especially useful to the medical field, sciences, law, and arts & literature], writing skills and understanding of world history. Latin on a transcript is a statement about the quality and comprehensiveness of a student's education and helps students transferring to 4-year universities.

Part 2A: Analyze the [program review data \(retrieval instructions\)](#), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:

Use the following questions to guide your analysis:

Overall (Use the *Success & Retention* and *Program Award* tabs to inform your analysis)

- What are the success and retention rates for your discipline? Did they decrease or increase in the last year?
- What are the trends for the number of awards granted? Are the number of awards going up or down?

Equity (Use the *Success & Retention* tab including S&R by Ethnicity and Gender data to inform your analysis)

- Which ethnic / gender student groups complete their courses at the highest rates?
- Which ethnic / gender student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the *Strengths and Accomplishments* section.

Strengths and Accomplishments: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)

In the past when we have been able to offer LATIN, students have kept in contact and gone on to study Latin at UC Irvine and UCLA; students have reported the benefit of Latin in law classes, medical classes & sciences, and arts and literature.

Opportunities and Challenges: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)

- We currently do not have any faculty to teach our classes.
- Better promotion of Latin Pathways programs, especially Pre-Law. On-line class option might be explored.
- Continued promotion at the Arts and Humanities Festival every Spring. Distribute ½ page Latin flyer to counselors/meet with counselors.
- Outreach to area high schools. Promote Latin 102 better in Latin 101 class – Field Trips

Upgrade to higher interest class material through introduction of more original Latin material from famous authors

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Program Review Fall 2024

Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*
 Our goal here is to have the faculty required to offer our Latin courses consistently

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

N/A
N/A

Part 2C: Review and comment on progress toward past Course Improvement Plans

List your past **Course Improvement Plans** (CIPs) and progress toward meeting those plans.

Past Course Improvement Plans	Progress Made
We will continue to review the Midterm Vocabulary test re-take option, as it has improved percentages of students meeting SLO for Vocabulary. [Use of Quizlet for flashcards—for Midterm and Final study—linked in Canvas—has been employed and used by students]	We have not been able to offer LATIN for the past two semesters. Our data is limited to one course for one semester. Our data show improvement in students meeting SLO for vocabulary.

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

List your past program review goals and progress towards those goals.

Past Goal	Progress Made
The current policy of offering Latin 101 for two consecutive semesters to build numbers for Latin 102 [every 3rd semester], though not ideal, has worked to date. To make progress in this area we need more Latin instructors so that we can offer more 101 courses.	We currently have 0 faculty to teach Latin.

LANGUAGE & COMMUNICATION ARTS
Program Review Fall 2024

Part 3: Based on Part 2 above, please list program/area goals:								
Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1 Increase numbers of students who graduate and transfer with Latin on transcript.	ILO 3. Community/Global Consciousness		4		Goal #5 Education: Expansion of offerings and effective course scheduling.	#1 Increase numbers of students who graduate and transfer with Latin on transcript.	Increase enrollment in Latin 101, 102, 201	When we have the faculty required to offer the courses we will be able to begin measurement of this goal.
#2	Choose ILO				Choose an item.			
#3	Choose ILO				Choose an item.			
#4	Choose ILO				Choose an item.			

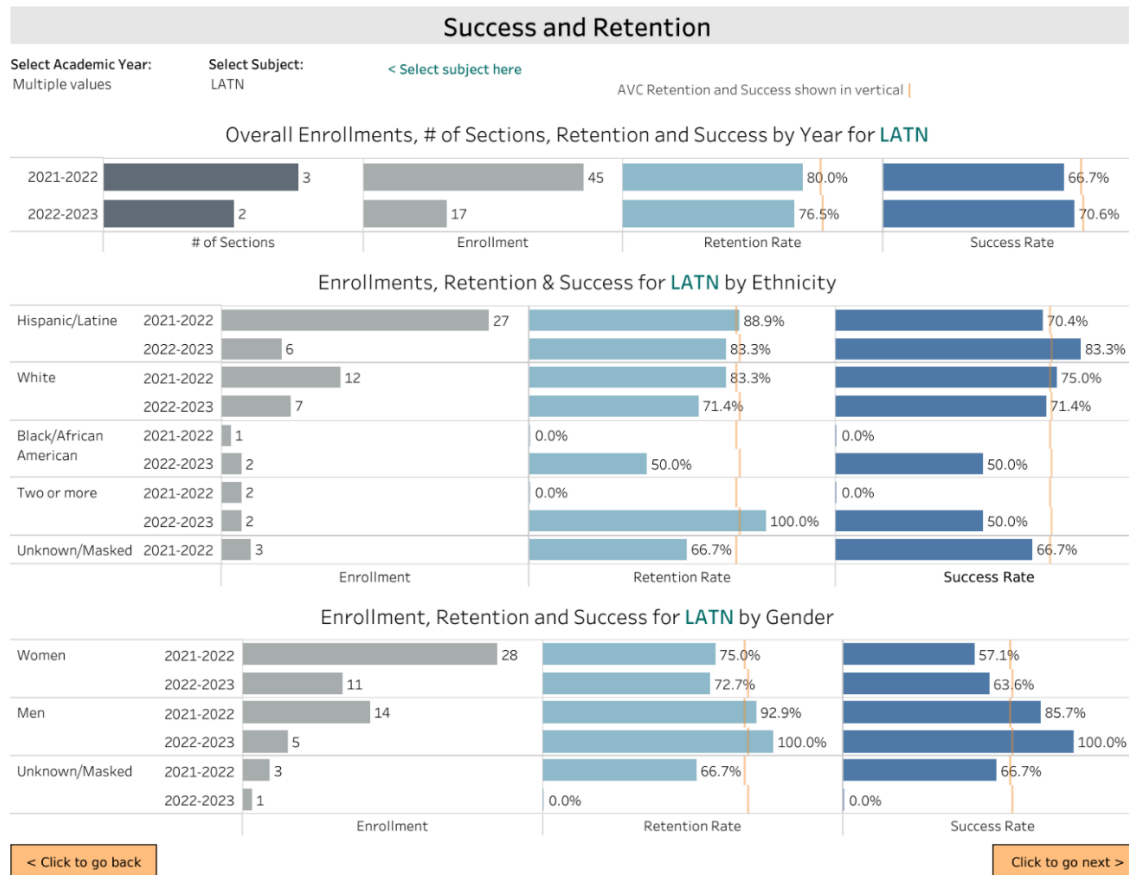
Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)						
Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Faculty	Full-time Faculty	#1 Increase numbers of students who graduate and transfer with Latin on transcript.	Repeat		Recurring	Cole Wolf
Faculty	Part-time Faculty	#1 Increase numbers of students who graduate and transfer with Latin on transcript.	Repeat		Choose an item.	Cole Wolf
Choose an item.			Choose an item.		Choose an item.	

LANGUAGE & COMMUNICATION ARTS

Program Review Fall 2024

Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

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



LANGAGE & COMMUNICATION ARTS

Program Review Fall 2024

Fall 2024 Program Review Report | Instructional Areas

Division/Area Name: : Spanish Program (LACA)	For Planning Years: 2025-2026
Name of person leading this review: : Dr. Ariel Zatarain Tumbaga	
Names of all participants in this review: NA	
Part 1. Program Overview: <i>Briefly describe how the program contributes to the district <u>mission</u></i>	
<p>Spanish is the fourth most spoken language in the world and, according to the US Census (2022), the most spoken non-English language in America. While Latine people account for 18.7% of the US population, according to 2021 Census estimates data 43% of Lancaster inhabitants and 61.6% of Palmdale residents identify as Latine. The AVC Spanish Program provides quality second language courses for student transfer and offers a Spanish AA(T) degree. The Spanish Program's courses and AA(T) offer students the opportunity to think critically and to communicate clearly and effectively in the Spanish language both orally and in writing. Our goal is to better prepare our students to be professionally competitive, academically prepared, and to engage with the wider Spanish speaking Southern California community and Global Market.</p>	

Part 2A: Analyze the program review data (retrieval instructions), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:
Use the following questions to guide your analysis: Overall (Use the <i>Success & Retention</i> and <i>Program Award</i> tabs to inform your analysis) <ul style="list-style-type: none">• What are the success and retention rates for your discipline? Did they decrease or increase in the last year?• What are the trends for the number of awards granted? Are the number of awards going up or down? Equity (Use the <i>Success & Retention</i> tab including S&R by Ethnicity and Gender data to inform your analysis) <ul style="list-style-type: none">• Which ethnic / gender student groups complete their courses at the highest rates?• Which ethnic / gender student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the <i>Strengths and Accomplishments</i> section.
Strengths and Accomplishments: <i>(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)</i>

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Program Review Fall 2024

In the 2023-2024 academic year, the Spanish Program reported a success rate of 75.3%, 2% higher than the AVC campus success rate of 73.3%. Considering that more than half of AVC Spanish courses are now offered online, 5-credit language courses that require a great deal of instruction, discipline, and dedication, these are fairly strong numbers.

- Success rates were still above the AVC average.
- Women's overall success rate in Spanish was at 76.3 %, which surpassed the AVC 73.3% average.
- Latine overall success rate was 78.2%, which was also higher than the AVC average.
- Men's In Person success rates improved to 71.9% (from 67.5% last year), a 4.4% improvement.
- Online: Latine & White students enjoyed an above campus average success rate overall at 79.5% and 80.6% respectively.
- Online: Latine & White students showed an above campus average retention rate at 91.1% and 90.3% respectively.
- Online enrollment improved significantly in Latine (29.9%), White (120.6%), and Black (179.3%) students.
- In Person: Latine & White success rates remained above average, while mixed-ethnicity & unknowns remained high as well.

- Data for enrollment by Course Number not available this year: e.g., last year SPAN 110SS enrollment saw a growth trend from the previous 2 years and we added one more SPAN 110SS section.
- The Spanish AA(T) had 5 awardees in the 2023-2024 academic year.
- Spanish Program instructors successfully taught all levels of Spanish language courses in Online synchronous and asynchronous modalities

Opportunities and Challenges: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

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Program Review Fall 2024

Consider the following questions:

- What does your program/area need to do better to support/improve student success?

Data:

- The AVC Spanish Program has an achievement inconsistency in its OL course offerings. Success rates are at 77.2% for OL students and 73.6% for In Person students. This should not be the case, since In Person students have the benefit of greater student-instructor time, embedded tutors (when offered), and a greater interpersonal rapport between instructors and students. In sum, In Person students are better supported and yet are achieving less.
- Latine, African American, men, and women student success rates declined in 2023-2024. While the overall success rate dropped to 75.3% (from 77.1%):
 - African American students saw an overall drop to 57.1% from 2023's 66.9%--a 9.8% drop--and an In Person 8.9% drop to 49.3% (from 58.2% last year & 61.7% the year before).
 - In OL courses, African American student success dropped to 64.9% (from 83.3%), an 18.4% drop. ○ overall women continued a downward trend at 73.2% (from 80.1% in 2022-2023 & 82.8% in 2021-2022).
 - men's overall success rates improved to 73.2% (from 72.2% in 2022-2023).
 - both women and men success dropped in OL course, but men dropped to 74.9% (from 81.0% 2022-2023), 6.1% drop.
 - In Person, women success rates dropped to 74.6% (from 81.2% last year), a 6.6% drop.

Challenges:

- The AVC Spanish Program has curricular inconsistencies between In Person and Online success rates and needs greater instructional consistency and assessment uniformity with a focus on discipline-based attention to SLOs.
- The program lacks expertise in Afro-Latin American culture and Languages to make language and culture feel relevant to African American students who may feel unseen in the curriculum. African American retention and success rates are dismal.
- The program lacks expertise in Central American culture and Languages to make the language and culture feel relevant to Central American students who may not see themselves in the curriculum. For example, many Central American students hear the informal "vos" and its peculiar conjugations at home instead of the "tú" form more popular in Mexico and Spain.

- What actions can be taken to help close equity gaps?

Actions:

- Spanish Program faculty should receive training specific to best practices for achieving course SLOs and Course Objectives in Online teaching.
- The World Languages Department needs to increase its In Person course offerings while decreasing OL course offerings, which will better support Latine, African American, men, and women students who success rates were in decline in 2023-2024. (Retention rates were relatively higher than Success rates, which means a high rate of failing students and wasted financial aid.)
- For Online courses, the World Languages chair should select the most academically rigorous instructors familiar with best practices to ensure academic integrity online.

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- AVC needs to hire two full-time Spanish Instructors to better coordinate curricular consistency—i.e., assessments, meeting SLOs & Course Objectives—and to better provide cultural programming for students: one instructor with expertise in Afro-Latin American culture and languages and another with expertise in Central American culture and languages. These experts can then train the rest of the Program Faculty in best practices to implement lessons sensitive to Afro-Latin American and Central American cultures and demographics.
- By hiring two more full-time instructors, the Spanish Program will better manage adjunct instructor evaluations, instructor training, and curricular uniformity, as well as offer greater visibility of Latine cultures in campus cultural programming.
- The full-time Spanish Instructor should refocus his energy on Spanish Program duties and required service, while reducing some participation in campus cultural programming.

Aspirations: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)

Consider the following questions:

- What does your program/area want to be known for?
- The AVC Spanish Program will be a source of Latin American & Latine language and cultural knowledge for AVC's 63% Latine student body, as well as for all students, and its faculty. The Spanish instructional team will efficiently guide fluent Spanish Speakers through appropriate Heritage Speaker courses while improving student retention in basic Spanish learner courses. And students in Business, Hospitality, Healthcare, Law Enforcement, and First Responder programs will seriously consider a double major in Spanish (only 3 courses for Heritage Speakers) to improve their professional outcomes.
- What is a desired future?
- Consequentially, the SPANISH AA(T) will have more graduates set on becoming K-12 or higher education instructors, and interpreters/translators, but also in nursing and law enforcement. Finally, the AVC Spanish instructional team will bolster student graduation and transfer by promoting a welcoming campus culture and pride in students' cultural heritage.

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

N/A

Insert Advisory Committee Recommendations here (Please do not insert complete meeting minutes, but just recommendations from the advisory committee.)

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

Part 2C: Review and comment on progress toward past Course Improvement Plans

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Program Review Fall 2024

List your past Course Improvement Plans (CIPs) and progress toward meeting those plans.

Past Course Improvement Plans	Progress Made
Hire 2 Full-Time Spanish Instructors: Improve student success, retention, and opportunities, as well as faculty awareness of its student body, by providing a breadth of sociocultural Latine & Latin American knowledge in and out of the classroom.	None
Hire more Spanish tutors: Improve campus support for Spanish language students.	None
Provide greater funding for book support programs like Books HELP	Allegorical evidence shows greater financial support for students' textbooks and access codes for online homework applications

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

List your past program review goals and progress towards those goals.

Past Goal	Progress Made
Improve student success, retention, and opportunities, as well as faculty awareness of its student body, by providing a breadth of sociocultural Latinx & Latin American knowledge in and out of the classroom. • Hire 2 Full-Time Spanish Instructor	None

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Program Review Fall 2024

Part 3: Based on Part 2 above, please list program/area goals:								
Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	<u>ILO</u>	PLO	S L O	O				

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Program Review Fall 2024

#1	ILO 1, 2, 3, 4	SPAN PLOs 1, 2, 3			Goal #6 Success: Boost success rates by prioritizing the student experience.	Improve student success, retention, and opportunities, as well as faculty awareness of its student body, by (1) providing a breadth of sociocultural Latine & Latin American knowledge in and out of the classroom and (2) improving curricular consistency in Spanish coursework & Spanish AA(T).	<p>AVC should hire two fulltime Spanish instructors to support the Spanish program’s instructional and the non-instructional duties required to make the Spanish AA(T) a success and to service the campus’s Central American and African American students.</p> <p>One full-time Spanish instructor should be an expert in Central American culture and languages to service students and faculty with specialized knowledge during instruction and in AVCs HSI-related cultural activities.</p> <p>The other full-time Spanish instructor should be an expert in Afro-Latin American culture and languages to service students and faculty with specialized knowledge during instruction and in AVCs HSI-related cultural activities.</p>	<p>Campus student retention will increase due to greater offerings in Latine, Mexican, Central American, & Afro-Latin American expertise for the Spanish AA(T) and for a range of HSI-related FPD and student activities yearround in Latine/Chicane History & culture.</p> <p>Student success will improve due to greater curricular consistency in SLO-focused teaching and assessments.</p>
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Program Review Fall 2024

#2	ILO 1. Communication				Goal #6 Success: Boost success rates by prioritizing the student experience.	Align Online coursework & In Person coursework for curricular consistency in assessment delivery & adherence to course SLOs.	Spanish Program faculty should receive training specific to Online teaching and best practices for achieving course SLOs and Course Objectives.	Spanish Program will see improvements in student success as Online coursework becomes more aligned with course SLOs and assessment practices.
#3	ILO 1. Communication				Goal #1 Service: Realign college policies, practices, and processes to remove barriers and to become more effective, efficient, and responsive to students, employees, and the community.	Align Online coursework & In Person coursework for curricular consistency in assessment delivery & adherence to course SLOs.	The AVC Spanish Program needs to increase its In Person course offerings while decreasing its online course offerings, which will better support students, including Latine and African American students whose success rates were in decline in 2023-2024.	Students' success will improve as more students receive in-person faculty instruction and greater faculty support in language reading, writing, & speaking practice, provided by In Person instruction.
#4	Choose ILO				Choose an item.			

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)						
Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Faculty	Spanish Instructor (Central Americanist)	ILO 1, 2, 3, 4	Repeat	\$69,996.65	Choose an item.	Ariel Zatarain Tumbaga
Faculty	Spanish Instructor (Afro-Latin Americanist)	ILO 1, 2, 3, 4	Repeat	\$69,996.65	Choose an item.	Ariel Zatarain Tumbaga
Professional development	SLO-specific Training for Online Spanish Instructors	ILO 1	New		Choose an item.	Ariel Zatarain Tumbaga
Choose an item.			Choose an item.		Choose an item.	

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Program Review Fall 2024

Annual/Term Student Count Report - Parameter Selection Area

Select State-District-College: | Select District-College: | Select Term-Annual Option: | Select Term:

Select Headcount Status: | | Please note: The Chancellor's Office provides access to the DataMart primarily to assist colleges for state and system accountability purposes.

Export To -> Excel CSV Text | Records Per Page: | Simple Layout Advanced Layout

Annual/Term Student Count Report - Data & Format Area

Report Area

Annual/Term Student Count		
	Annual 2023-2024	
	Student Count	Student Count (%)
<input checked="" type="checkbox"/> Antelope Valley Total	17,407	100.00 %
African-American	2,609	14.99 %
American Indian/Alaskan Native	44	0.25 %
Asian	285	1.64 %
Filipino	317	1.82 %
Hispanic	11,012	63.26 %
Multi-Ethnicity	646	3.71 %
Pacific Islander	27	0.16 %
Unknown	219	1.26 %
White Non-Hispanic	2,248	12.91 %

Report Format Selection Area - Check field to include in the report

Headcount Status Gender Age Group Ethnicity |

Success and Retention by Modality

Select Academic Year:

Multiple values

Select Modality:

All

Select Subject:

SPAN

< To select different, use 'Select Subject'

AVC Retention and Success shown in vertical

Overall Enrollments, # of Sections, Retention and Success by Year for SPAN

Year	# of Sections	Enrollment	Retention Rate	Success Rate
2021-2022	73	1,234	91.2%	81.4%
2022-2023	44	1,032	90.4%	77.1%
2023-2024	48	1,101	88.5%	75.3%

Enrollments, Retention & Success for SPAN by Ethnicity

Ethnicity	Year	Enrollment	Retention Rate	Success Rate
Hispanic/Latine	2021-2022	866	93.4%	84.4%
	2022-2023	700	93.6%	79.7%
	2023-2024	746	91.0%	78.2%
White	2021-2022	137	89.1%	80.3%
	2022-2023	111	83.8%	73.0%
	2023-2024	114	86.6%	77.7%
Black/African American	2021-2022	122	80.3%	65.6%
	2022-2023	122	81.8%	66.9%
	2023-2024	154	75.5%	57.1%
Two or more	2021-2022	53	86.8%	75.5%
	2022-2023	37	78.4%	70.3%
	2023-2024	33	87.9%	60.6%
Unknown/Masked	2021-2022	56	89.3%	78.6%
	2022-2023	62	90.3%	79.0%
	2023-2024	54	94.4%	90.7%

Enrollment, Retention and Success for SPAN by Gender

Gender	Year	Enrollment	Retention Rate	Success Rate
Women	2021-2022	783	91.4%	82.8%
	2022-2023	634	91.0%	80.1%
	2023-2024	670	89.0%	76.3%
Men	2021-2022	435	90.6%	78.6%
	2022-2023	389	89.2%	72.2%
	2023-2024	420	87.4%	73.2%
Unknown/Masked	2021-2022	16	93.8%	93.8%
	2022-2023	9	100.0%	77.8%
	2023-2024	11	100.0%	100.0%

< Click to go back

Click to go next >

Success and Retention by Modality

Select Academic Year:

Multiple values

Select Modality:

In-Person

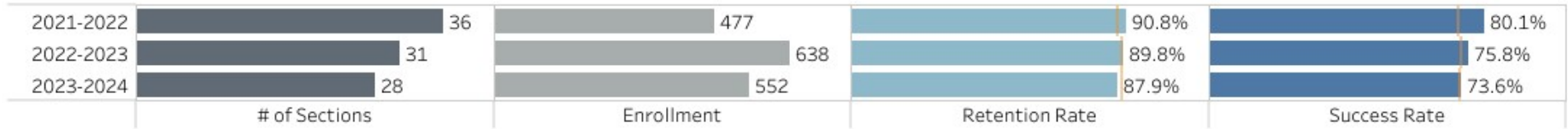
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SPAN

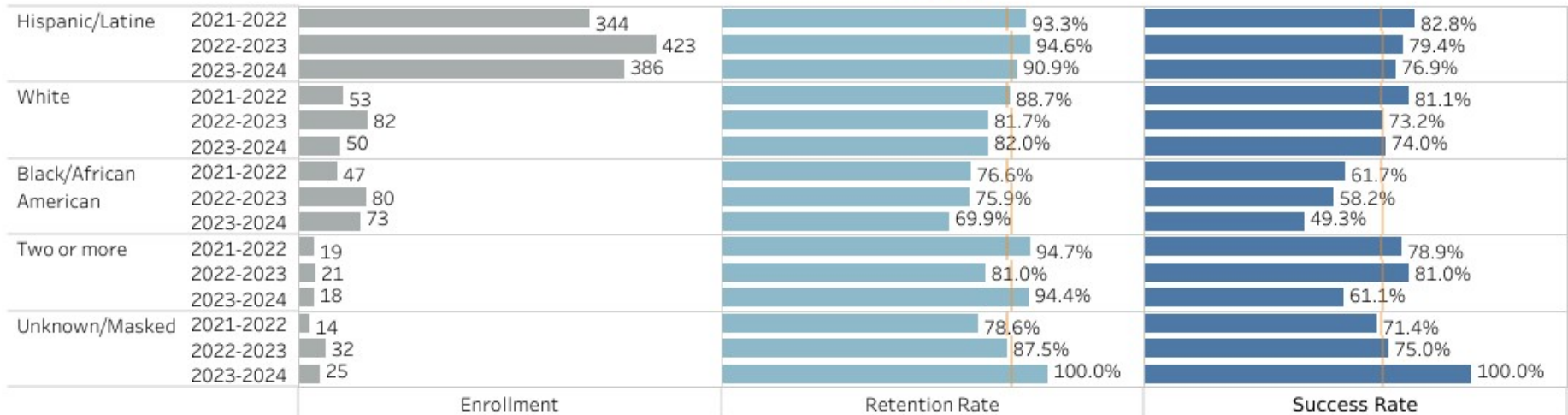
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AVC Retention and Success shown in vertical

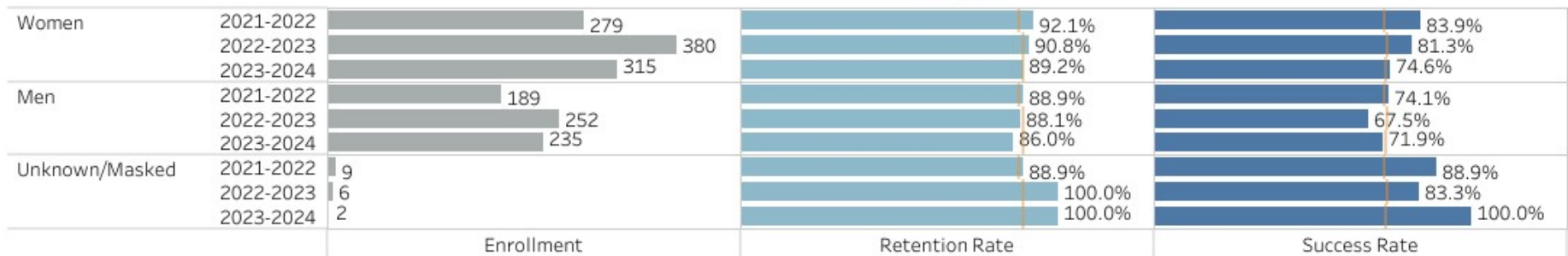
Overall Enrollments, # of Sections, Retention and Success by Year for SPAN



Enrollments, Retention & Success for SPAN by Ethnicity



Enrollment, Retention and Success for SPAN by Gender



< Click to go back

Click to go next >

Success and Retention by Modality

Select Academic Year:

Multiple values

Select Modality:

Online

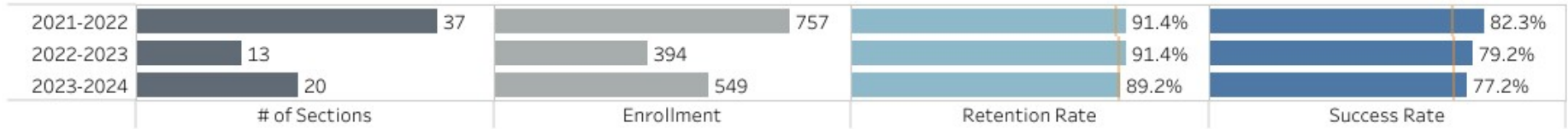
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SPAN

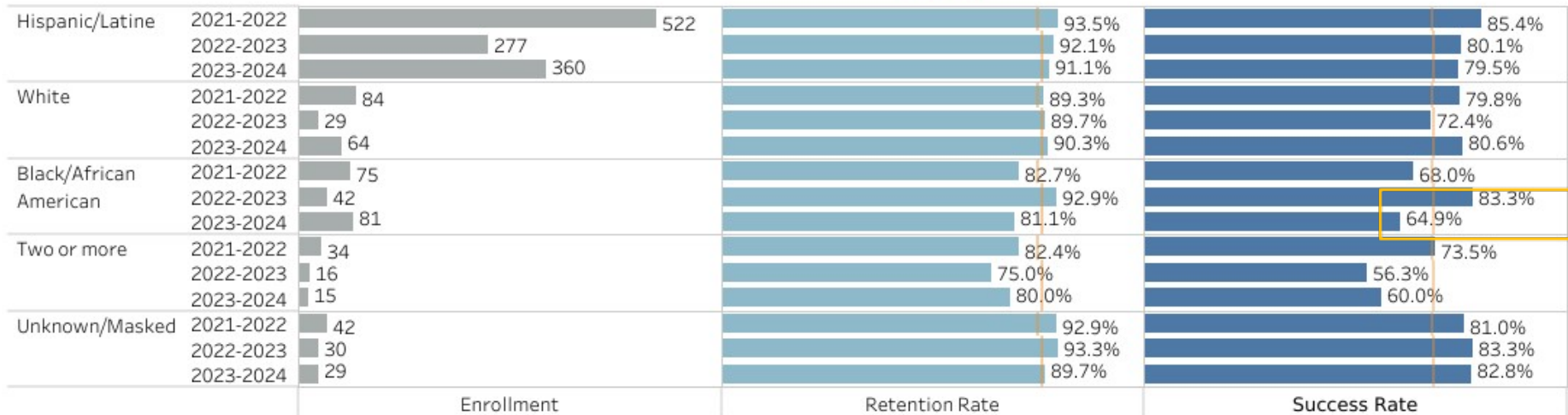
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AVC Retention and Success shown in vertical

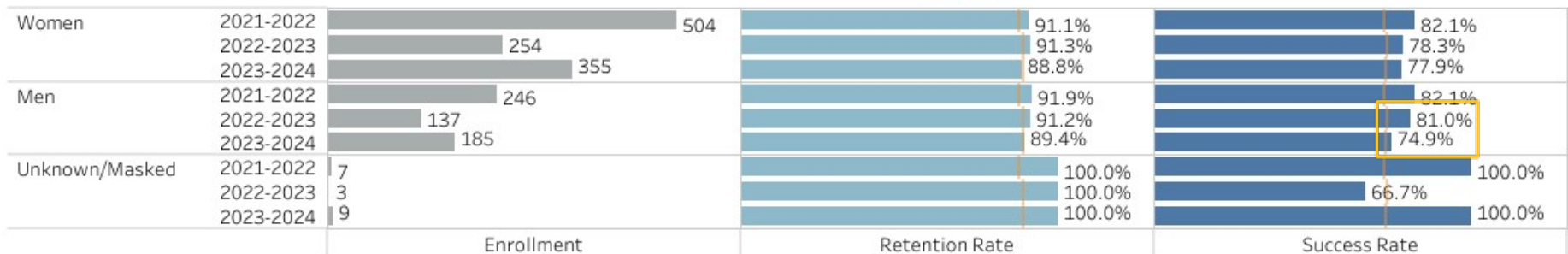
Overall Enrollments, # of Sections, Retention and Success by Year for **SPAN**



Enrollments, Retention & Success for **SPAN** by Ethnicity



Enrollment, Retention and Success for **SPAN** by Gender



< Click to go back

Click to go next >

LANGAGE & COMMUNICATION ARTS
Program Review Fall 2024

Program Awards

Select Academic Year:
Multiple values

Select Ethnicity:
All

Gender
All

(Use these filters add years & disaggregate by ethnicity and gender for both of the visualizations below)

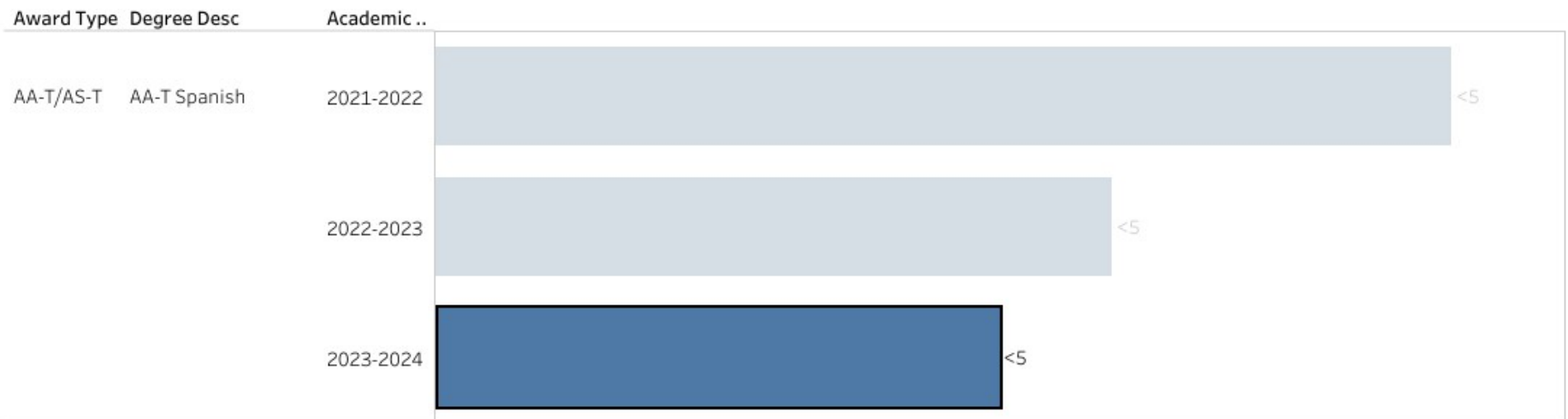
Institutional Awards

Award Type	2021-2022	2022-2023	2023-2024
AA-T/AS-T	860	734	640
AA/AS	1366	1172	1292
Certificate	1426	1115	1108
AVC Local Certificate	189	210	194
Bachelor's	13	16	21
Non-Credit	58	38	64
Grand Total	3912	3285	3319

Select Program Majors:
AA-T Spanish

< Select Program Major for the chart below

Subject Awards for AA-T Spanish



< Click to go back

Click to go next >