Full Review

PALO VERDE COLLEGE
Programs of the Language Arts and Communication Studies Division

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AA with Emphasis in Arts and Humanities
AA-T in Communication Studies
AA-T in English
American Sign Language Certificate in Career Preparation
Non-Credit English as a Second Language Certificate of Completion

REPORTING FALL 2017 TO SPRING 2021

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APPENDIX

Excerpt from the SLO Matrix, showing scheduled course SLO assessments for the Language Arts and Communication division, FA 2017-SU 2021

1. PURPOSE OF THE PROGRAM

"Palo Verde College provides opportunities for personal and professional growth to a diverse and unique community of learners in an academic environment committed to student success and equity by supporting student achievement of basic skills, certificate, degree, university transfer, and career goals." PVC Mission Statement 12/2019

a. Describe the purpose of program and its mission.

The AA with Emphasis in Arts and Humanities is designed for students who wish to have a broad knowledge of liberal studies plus additional coursework in the arts and humanities This degree is an ideal choice for students who plan to transfer to the California State University (CSU) or University of California (UC), since students can satisfy general education requirement, plus focus on transferable coursework that relates to majors at these institutions.

The AA-T in Communication Studies is a new degree and is intended to align with preparation for transfer into the CSU system in similar fields of study. This degree encourages students to examine and evaluate human communication across and within various contexts for the purpose of increasing communication competence. Areas of study include face to face interaction, group process, organizational communication, argument and debate, advocacy, intercultural communication, and interpersonal communication.

The AA-T in English is a new degree that provides students with course options in writing, literature and the humanities as part of their lower-division preparation for a major in English at a four-year institution. Students will acquire the essential foundation and skills necessary to pursue advanced degrees in English and to pursue a variety of careers requiring strong skills in communication and verbal expression.

The American Sign Language Certificate in Career Preparation provides students with basic background in American Sign Language to prepare them for a career as a sign language interpreter. This program also provides continuing education for those already employed as teachers, nurses, and the emergency services personnel. With the knowledge and skills gained from this program, students may qualify for an entry level position assisting the deaf or hard of hearing. Sign language interpreters are in demand by various agencies, institutions and other organizations required to meet the requirements of the Americans with Disabilities Act.

The Non-Credit English as a Second Language Certificates of Completion I and II are tuition-free and are dedicated to the teaching of non-native speakers of English, enabling them to acquire the English language skills necessary to achieve a variety of social, academic, and vocational goals.

b. How does the program support the College Mission?

While each of the above-referenced degree and certificate programs has a unique academic and career emphasis, all contribute to the College's Mission in various ways by providing opportunities for:

- personal and professional growth **(all degrees and certificates)**

- to a diverse and unique community of learners **(all degrees and certificates)**

- in an academic environment committed to student success and equity **(all degrees and certificates)**

- by supporting student achievement of basic skills **(Non-Credit ESL)**

- certificate **(American Sign Language; Non-Credit ESL)**

- degree **(AA with Emphasis in Arts and Humanities; AA-T in Communication Studies; AA-T in English)**

- university transfer **(AA with Emphasis in Arts and Humanities; AA-T in Communication Studies; AA-T in English)**

- and career goals **(all degrees and certificates)**

2. POPULATION(S) SERVED

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a. Describe the populations served by the program, identifying special populations, if any.

	Student Populations Served
AA with Emphasis in Arts and Humanities	Students seeking transfer to four-year institutions with majors in the arts, humanities or related fields
AA-T in Communication Studies	Students seeking transfer to four-year institutions with majors in communications, speech and related fields
AA-T in English	Students seeking transfer to four-year institutions with majors in English and related fields
American Sign Language Certificate in Career Preparation	Persons already employed as teachers, nurses, and emergency personnel seeking continuing education, and students seeking entry level positions assisting the deaf and hard of hearing

Non-Credit English as a Second Language Certificates of Completion I and II	Special populations of students who are non-native speakers of English, seeking to acquire the English language skills necessary to achieve a variety of social, academic, and vocational goals

b. Describe other populations that should be served by the program and identify plans for serving them in the future.

Division faculty are expanding course offerings in online education in an effort to reach populations of students preferring online modality, as well as students not ready to return to in-person classes due to the lingering impact of the COVID-19 pandemic. To achieve the goal of expanded online courses, many faculty members in the division have fulfilled an institutional requirement to become certified by @ONE online training or its equivalent.

3. ACCOMPLISHMENTS IN ACHIEVING GOALS

a. Describe progress in achieving each goal outlined in the previous Full Review, providing evidence documenting such achievements.

   i. **2017 Goal**: Evaluate the impact of AB 705 on basic skills courses offered through the division, namely, English and reading, and implement placement procedures and curriculum, where needed, to accommodate new statewide and college policies in this area.

      2021 Update: In response to AB 705, the division implemented in FA 2019 an additional, freshman-level English course, ENG 100 Reading and Composition with Supplemental Support, 4 units. ENG 100 is identical to ENG 101 Reading and Composition, except ENG 100 has one additional hour per week (making it four units) and is designed for students who, because of high school GPA or other factors, do not feel prepared to take ENG 101. Both ENG 100 and 101 are fully articulated and certified CSU-GE and IGETC.

   ii. **2017 Goal**: Continue face-to-face instruction at the prison sites and evaluate the results.

      2021 Update: Face-to-face instruction at the local prisons continued until Spring 2020 when it stopped as a result of the COVID-19 pandemic. To date face-to-face instruction at the prisons has not resumed.

iii. **2017 Goal**: Urge administration to proceed expeditiously in recruiting and hiring a coordinator of distance learning and correspondence programs, emphasizing liaison between the college and prisons.

2021 Update: To date, the college has not created a position specifically to coordinate distance learning and correspondence programs. The college created, however, a position of Associate Dean of Instruction and Student Services whose responsibilities include overseeing distance learning and correspondence programs, among other instructional and learning support services.

iv. **2017 Goal**: Implement eLumen now, specifically for SLO assessment and analysis, curriculum and program review, with guidance from the Instruction Office.

2021 Update: The college has implemented eLumen for curriculum and SLO data input and analysis. Faculty in all divisions have been trained in how to input curriculum as well as SLO assessment data into eLumen. eLumen has not yet been prepared for program review.

v. **2017 Goal**: Promote the expansion of the fine arts, with emphasis in music and theatrical performance that includes not only PVC students but members from the community and college staff, as well.

2021 Update: The fine arts program has expanded considerably with two full-time faculty members in Music and in Theater, each giving music and theatrical performances each year. With the retirement last year of the theater/English instructor, the music instructor was successfully granted an equivalency in theater. As the fine arts program grows, there will be a need for additional instructional staffing—in music, theater, or both.

vi. **2017 Goal**: Advocate for academic literacy—the ability to read college texts—at all levels and across disciplines. The PVC reading instructor makes the following observations: One common lament from the writing faculty is that students don't know how to read, or, at least, read critically and with full comprehension. I agree; I teach ENG 101, as well as reading. But this problem cannot be fixed from the bottom up (basic skills courses) only, for each disciplinary textbook creates a unique set of literacy challenges, which are perhaps best handled within the course. Expecting literacy problems to be solved at the basic skills level is misguided at best and perpetuates them at worst. I plan to take the course, Campus Coach: Supporting the Campus Conversation, in 2018.

2021 Update: Division faculty recognize the need to incorporate critical reading and thinking in all their classes and have done so for some time.

vii.   Additionally, music and theater faculty, in collaboration with faculty in other disciplines in the division, will explore opportunities to develop curricular supplements in such disciplines as English, Spanish, Reading, and Speech that would be concurrently expressed in musical and dramatic performances.

2021 Update: The current production of *Turquoise Rain,* produced by PVC Music, exemplifies this goal in that it brings together other disciplines, including music, theater, history and speech into a single dramatic performance.

b. Explain modifications, if any, of goals outlined in the previous Full Review, providing evidence documenting such modifications.

None at this time.

4. STRENGTHS, WEAKNESSES, NEW GOALS
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a. List and comment on the major strengths of the program.

i.   In response to enrollment growth and student needs and interests, the division won approval for the creation of three new full-time faculty positions: two in American Sign Language and one in Art. The three faculty members began teaching Fall Semester 2021.

ii.   In 2020-21, several division faculty members earned certification to teach online courses with @ONE training, while others qualified for certification equivalency.

iii. Several division faculty members earned achievements that have enhanced the quality and distinction of the division. Some examples:

Dr. Juliette Singler, instructor in Music, earned equivalency to teach Theater, and wrote and directed an original musical production, *Turquoise Rain,* at Palo Verde College.

Christopher Cardona, instructor in American Sign Language, has been invited to present at various professional association meetings, including the 2021 ASCCC Fall Plenary Session, Interpreters Cruise Academy and the Oregon Society of Translators and Interpreters conference. Plans to continue work on the formation of a campus LGBT+ club.

Richard Castillo, instructor in English, was elected President of the PVC California Teachers Association for 2021-22. Completed Cross-cultural, Linguistic, and Academic Development (CLAD) certificate program for supplemental instruction and support for ESL and ELL students (2020).

Esmeralda Lopez, instructor in English, was appointed Puente Program Coordinator for the campus and has started teaching an ENG 100 Puente course Fall Semester 2021.

Ilona Missakian, instructor in English, continues her work as content editor for the *Journal of Learning through the Arts* (now preparing the 2021 issue). She is also participating in UCI Writing Project II and in holistic scoring of English/Social Studies prompts through UCI National WRITE Center.

Laura Kramer: This past year, earned an additional master's degree in Art History and Visual Culture, curated an art show for a university, and presented at four artist-led workshops (printmaking, painting, and textile dyeing). Also, participated in training through @ONE for online teaching.

Desiree Montenegro, adjunct instructor in speech, participated in Palo Verde College's Institutional Application to the Anti-Racism, Diversity, Equity, and Inclusion Training, Open for Anti Racism (OFAR) project, co-led by CCCOER and College of the Canyons and funded by the William and Flora Hewlett Foundation.

 iv. In response to Chancellor statewide community college goals to create additional transfer degrees, the division created two new associates of arts degrees for transfer, namely, the AA-T in Communication Studies and the AA-T in English.

b. List and comment on the major weaknesses of the program.

 i. While participation in SLO assessment has been consistent with the minimum requirements established in the SLO Schedule, more time needs to be devoted to discussion among division faculty of assessment findings to achieve continuous improvement in course and program quality.

 ii. To generate more data and reflection observations on assessment findings, faculty are encouraged to complete more frequent assessments, where feasible, than the minimum required.

c. List continuing and new goals. Describe activities to achieve these goals, timelines to complete these goals, and measures for evaluating success in achieving them.

 i. Encourage more discussion among division faculty of SLO assessment findings, and encourage more frequent assessments of courses than the minimum required by the SLO Schedule (see 4.b.i and ii, above).

 ii. Expand online course sections and support continuing training of division faculty in online education.

iii. Support division faculty and others on campus in promotion of diversity and inclusiveness efforts, including but not limited to Puente, Umoja and LGBT+ organizations and programs.

iv. Evaluate the impact of AB 705 on student success in English courses.

v. Evaluate the pros and cons of changing to a single, 4-unit freshman composition course, particularly in light of legislative mandates, including but not limited to AB 705 and AB 1111 ("common course numbering system")

vi. Evaluate the evolving implementation of AB 928 (ADT programs and transfer) and its potential impact on division programs and degrees.

d. Describe the alignment between continuing and new program goals and institutional goals and objectives stated in the current Integrated Strategic Plan, which can be found on the college website.

Language Arts and Communication Studies Program Goals: 2021-2025	Elements from the PVC Strategic Plan: Horizon 2023
Encourage more discussion among division faculty of SLO assessment findings, and encourage more frequent assessments of courses than the minimum required by the SLO Schedule (see 4.b.i and ii, above).	"New Goal One: Create, provide, and implement exemplary student services and instructional programs that serve the needs of our diverse and unique student population and community…"
Expand online course sections and support continuing training of division faculty in online education.	"New Goal One: Create, provide, and implement exemplary student services and instructional programs that serve the needs of our diverse and unique student population and community…"
Support division faculty and others on campus in promotion of diversity and inclusiveness efforts, including but not limited to Puente, Umoja and LGBT+ organizations and programs.	"New GOAL 2: Implement strategies to increase access and student success by 1-5% per year with an equity minded focus on underrepresented and disproportionately impacted students." "Strategy 2.2 Explore and implement events, activities, and programs to advance diversity and equity across the district."
Evaluate the pros and cons of changing to a single, 4-unit freshman composition course, particularly in light of legislative mandates, including but not limited to AB 705 and AB 1111 ("common course numbering system")	"Objective 3.1.1: Demonstrate a sustained collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement." "Task 3.1.1.1 Document dialog regarding outcomes, equity, quality, effectiveness, and improvement in divisional meetings and standing committees."
Evaluate the evolving implementation of AB 928 (ADT programs and transfer) and its potential impact on division programs and degrees.	"New Goal One: Create, provide, and implement exemplary student services and instructional programs that serve the needs of our diverse and unique student population and community…"

5. CURRICULUM HISTORY

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a. List all the courses in the program. Of the courses constituting the program, identify those that have not been successfully offered at least once during the preceding eight (8) semesters.

Courses in All Language Arts Programs	The X denotes courses not offered at least once during the preceding eight semesters (FA 2017-SP 2021)	Strategies for Either Improving Success or Inactivating the Course
ART-101		
ART-105	X	Not an Opt. B or C or program course; art faculty reviewing
ART-106	X	Not an Opt. B or C or program course; art faculty reviewing
ART-107	X	Not an Opt. B or C or program course; art faculty reviewing
ART-110		
ART-111		
ART-120		
ART-125		
ASL-131		
ASL-132		
ASL-134		
ASL-135		
ENG-100		
ENG-101		
ENG-102		
ENG 103		
ENG-120		
ENG-122	X	Recently updated; to be offered in the near future
ENG-125		
ENG-140	X	New course required for AA-T English
ENG-150	X	Never offered; needs to be inactivated
ENG-222	X	New course required for AA-T English
ESL-010	X	Under review by ESL faculty
ESL-020	X	Under review by ESL faculty
ESL-030	X	Under review by ESL faculty
ESL-040	X	Under review by ESL faculty
ESL-080		
ESL-081		
ESL-082		
ESL-083		
ESL-088	X	Under review by ESL faculty

ESL-096		
ESL-097		
FRE-101	X	Course has been inactivated
MUS-121		
MUS-127	X	Under review by Music faculty
MUS-131		
MUS-132		
MUS-135		
MUS-137		
MUS-141	X	Under review by Music faculty
MUS-142	X	Under review by Music faculty
MUS-150	X	Under review by Music faculty
MUS-161		
MUS-162		
MUS-233		
MUS-234		
MUS-243	X	Under review by Music faculty
MUS-261		
MUS-262		
SPA-101		
SPA-102		
SPE-115	X	Under review by Speech faculty
SPE-101		
SPE-103		
SPE-105		
SPE-130	X	Under review by Speech faculty
THA-110		
THA-114	X	New course (2019); under review by Theater faculty
THA-151		
THA-152	X	Under review by Theater faculty
THA-171	X	New course (2019); under review by Theater faculty
THA-191		
THA-192		

  b. Explain in specific terms why these courses were not successfully offered. Provide a strategy for improving their success or explain why they should not be removed from the program.

- See commentary in the table above.

6. COURSE SCHEDULING AND AVAILABILITY

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Describe how the scheduling of classes in the program optimizes class availability and supports student success.

Where faculty resources allow, most courses are offered in various combinations of day and evening, or face-to-face and distance learning modes, to accommodate the scheduling needs of students. Special efforts have been made by faculty to incorporate ITV with regular face-to-face sections to accommodate the needs of students at the Needles Center.

The COVID-19 pandemic significantly reduced the number of face-to-face sections during SP 2020, FA 2020, SP 2021 and FA 2021. Face-to-face class sections will gradually re-emerge during the SP 2022 semester.

7. STUDENT LEARNING OUTCOMES (SLOs)

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SLO QUANTITATIVE DATA

Using the Program Level CLO Worksheets, aggregate data annually. Identify all Courses within that Program that have CLOs which map to PLO #1 in the first column of the table below. For each academic year since your last full program review, enter the % of Successful Students for the CLOs that map to PLO #1. Do the same for each PLO within the program.

AA with Emphasis in Arts and Humanities—PLO #1

Average Percentage Program Learning Outcome #1 AA with Emphasis in Arts and Humanities				
Acquired fundamental grounding in communication, critical thinking, scientific inquiry, and quantitative reasoning, the arts, literature and humanities, social, political and economic institutions, and self-development.				
Course IDs within the Program that map to PLO #1	% Successful Students ACADEMIC YR 1 2017-18	% Successful Students ACADEMIC YR 2 2018-19	% Successful Students ACADEMIC YR 3 2019-20	% Successful Students ACADEMIC YR 4 2020-21
ART 101				**45.8%**
ART 110				**85.7%**
ART 111				
ART 120				
ART 125				
ASL 131				
ASL 132				
ASL 134				
ASL 135				
ENG 100				
ENG 101		**68.8%**		**72.6%**
ENG 102				
ENG 103				**84.7%**
ENG 120				
ENG 122				
ENG 125				
ENG 140				
ENG 222				
FRE 101				

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MUS 121				
MUS 137				
MUS 150				
MUS 234				
SPA 101			**94.0%**	
SPA 102			**94.0%**	
SPA 115				
SPE 101			**70.4%**	
SPE 102				
SPE 103				
SPE 105			**85.8%**	
THA 110				
THA 151				
Average % of Successful Students Year	**No data available**	**68.8%**	**86.1%**	**72.2%**

AA with Emphasis in Arts and Humanities—PLO #2

Average Percentage Program Learning Outcome #2 AA with Emphasis in Arts and Humanities Acquired a broad understanding and appreciation of the arts and humanities.				
Course IDs within the Program that map to PLO #2	% Successful Students ACADEMIC YR 1 2017-18	% Successful Students ACADEMIC YR 2 2018-19	% Successful Students ACADEMIC YR 3 2019-20	% Successful Students ACADEMIC YR 4 2020-21
ART 101				**45.8%**
ART 105				
ART 110			**85.7%**	
ART 111				
ART 120				
ART 125				
ASL 131				
ASL 132				
ASL 134				
ASL 135				
ENG 100				
ENG 101		**68.8%**		**72.6%**
ENG 102				
ENG 120				
ENG 122				
ENG 140				
ENG 222				
FRE 101				
HIS 110				
HIS 120				
MUS 121				
MUS 127				
MUS 131				
MUS 132				

Programs of the Language Arts and Communication Studies Division, Fall 2017 – Spring 2021   12

Average Percentage Program Learning Outcome #2 AA with Emphasis in Arts and Humanities Acquired a broad understanding and appreciation of the arts and humanities.				
Course IDs within the Program that map to PLO #2	% Successful Students ACADEMIC YR 1 2017-18	% Successful Students ACADEMIC YR 2 2018-19	% Successful Students ACADEMIC YR 3 2019-20	% Successful Students ACADEMIC YR 4 2020-21
MUS 135				71.4%
MUS 137				
MUS 141				
MUS 142				
MUS 150				
MUS 161			100%	
MUS 162			100%	
MUS 233				
MUS 234				
MUS 243				
MUS 261				
MUS 262				
MUS 280				
PHI 100				
PHI 120				
SPA 101			94.0%	
SPA 102			94.0%	
SPA 115				
SPE 101			70.4%	
SPE 102				
SPE 103				
SPE 105			85.8%	
THA 110				
THA 151				
THA 114				
THA 152				
THA 171				
THA 191	100%			
THA 192	100%			
Average % of Successful Students by Year	100%	68.8%	90.0%	63.3%

Average Percentage for all Program Learning Outcomes AA with Emphasis in Arts and Humanities				
PROGRAM LEARNING OUTCOME	% Successful Students ACADEMIC YR 1 2017-18	% Successful Students ACADEMIC YR 2 2018-19	% Successful Students ACADEMIC YR 3 2019-20	% Successful Students ACADEMIC YR 4 2020-21
PLO #1	No Data Available	68.8%	86.1%	72.2%
PLO #2	100%	68.8%	90.0%	63.3%
Average % of Successful Students by Year	100%	68.8%	91.1%	67.8%

Associate of Arts for Transfer in Communication Studies—PLO #1

- Courses for PLO #1 for the AA-T in Communication Studies are identical to the courses for PLO #1 for the AA With Emphasis in Arts and Humanities. The courses are listed along with SLO results in the table for PLO #1, AA With Emphasis in Arts and Humanities, above. The Associate of Arts for Transfer in Communication Studies was first publicized in the 2020-21 College Catalog Addendum.

Associate of Arts for Transfer in Communication Studies—PLO #2

Average Percentage Program Learning Outcome #2 Associate of Arts for Transfer in Communication Studies				
Acquire a broad understanding and appreciation of communicating, verbal expression and constructive criticism.				
Course IDs within the Program that map to PLO#2	% Successful Students 2017-18	% Successful Students 2018-19	% Successful Students 2019-20	% Successful Students 2020-21
ANT 101				
ENG 102				
ENG 103				**84.7%**
PSY 101				
SOC 101				
SPE 101			**70.4%**	
SPE 102				
SPE 103				
SPE 105			**85.8%**	
SPE 130				
Average % of Successful Students by Year				**84.7%**

Average Percentage for all Program Learning Outcomes AA for Transfer in Communication Studies				
PROGRAM LEARNING OUTCOME	% Successful Students ACADEMIC YR 1 2017-18	% Successful Students ACADEMIC YR 2 2018-19	% Successful Students ACADEMIC YR 3 2019-20	% Successful Students ACADEMIC YR 4 2020-21
PLO #1				**72.2%**
PLO #2				84.7%
Average % of Successful Students by Year	Degree implemented in FA 2020	Degree implemented in FA 2020	Degree implemented in FA 2020	78.45%

Associate of Arts for Transfer in English—PLO #1

- Courses for PLO #1 for the AA-T in English are identical to the courses for PLO #1 for the AA With Emphasis in Arts and Humanities. The courses are listed along with SLO results in the table for PLO

#1, AA With Emphasis in Arts and Humanities, above. The Associate of Arts for Transfer in English was first publicized in the 2020-21 College Catalog.

Associate of Arts for Transfer in English—PLO #2

Average Percentage Program Learning Outcome #2 Associate of Arts for Transfer in English				
Acquire a broad understanding and appreciation of writing, literature and the humanities.				
Course IDs within the Program that map to PLO#2	% Successful Students 2017-18	% Successful Students 2018-19	% Successful Students 2019-20	% Successful Students 2020-21
ENG 102				
ENG 103				**84.7%**
ENG 120				
ENG 125				
ENG 140				
ENG 222				
THA 110				
Average % of Successful Students by Year				**84.7%**

Average Percentage for all Program Learning Outcomes AA for Transfer in English				
PROGRAM LEARNING OUTCOME	% Successful Students ACADEMIC YR 1 2017-18	% Successful Students ACADEMIC YR 2 2018-19	% Successful Students ACADEMIC YR 3 2019-20	% Successful Students ACADEMIC YR 4 2020-21
PLO #1				72.2%
PLO #2				84.7%
Average % of Successful Students by Year	**Degree implemented in FA 2020**	**Degree implemented in FA 2020**	**Degree implemented in FA 2020**	78.45%

American Sign Language Certificate of Career Preparation—PLO #1

Average Percentage Program Learning Outcome #1 American Sign Language Certificate of Career Preparation				
[Student will have] acquired fundamental understanding of the principles and practices of American Sign Language.				
Course IDs within the Program that map to PLO#1	% Successful Students 2017-18	% Successful Students 2018-19	% Successful Students 2019-20	% Successful Students 2020-21
ASL 131				
ASL 132				
ASL 134				
ASL 135				
SOC 101				
SPE 101			**70.4%**	
THA 151				
Average % of Successful Students by Year			**70.4%**	

American Sign Language Certificate of Career Preparation—PLO #2

Average Percentage Program Learning Outcome #2 American Sign Language Certificate of Career Preparation				
[Student will have] acquired fundamental knowledge of the Code of Professional Conduct per the National Association of the Deaf (NAD) and the Registry of Interpreters for the Deaf, Inc. (RID), which will assist students in their participation in an Interpreters Training Program.				
Course IDs within the Program that map to PLO#1	% Successful Students 2017-18	% Successful Students 2018-19	% Successful Students 2019-20	% Successful Students 2020-21
ASL 131				
ASL 132				
ASL 134				
ASL 135				
SOC 101				
SPE 101			**70.4%**	
THA 151				
Average % of Successful Students by Year			**70.4%**	

Average Percentage for all Program Learning Outcomes American Sign Language Certificate of Career Preparation				
PROGRAM LEARNING OUTCOME	% Successful Students ACADEMIC YR 1 2017-18	% Successful Students ACADEMIC YR 2 2018-19	% Successful Students ACADEMIC YR 3 2019-20	% Successful Students ACADEMIC YR 4 2020-21
PLO #1			**70.4%**	
PLO #2			**70.4%**	
Average % of Successful Students by Year			**70.4%**	

Noncredit English as A Second Language Certificate of Completion

Average Percentage Program Learning Outcome #1 Noncredit English as A Second Language Certificate of Completion				
[Student will be] equipped with listening, speaking, reading and writing skills needed for employment or for successful completion of credit ESL courses.				
Course IDs within the Program that map to PLO#1	% Successful Students 2017-18	% Successful Students 2018-19	% Successful Students 2019-20	% Successful Students 2020-21
ABE 090			**71%**	
ABE 081			**82%**	
NBE 016				
Average % of Successful Students by Year			**76.5**	

Noncredit English as A Second Language Certificate of Completion II

Average Percentage Program Learning Outcome #1 Noncredit English as A Second Language Certificate of Completion II				
[Student will be] equipped with listening, speaking, reading and writing skills needed for employment or for entry into college level courses.				
Course IDs within the Program that map to PLO#1	% Successful Students 2017-18	% Successful Students 2018-19	% Successful Students 2019-20	% Successful Students 2020-21
ABE 051				
ABE 052				
ABE 053				
ABE 054				
Average % of Successful Students by Year				

SLO ACTION PLANS

In the table below, describe the action plans that your department has made since your last program review. These action plans should be in identified in the Program Level CLO Worksheets.

- Note: the following action plans are based on comments by faculty in SLO assessments and reflections during the past four years.

Program Name	Associated PLO #	Course IDs Affected	Identified Gap	Action Plan(s)	Resources Used to Implement Plan	Outcome	Academic Year(s) this was addressed
AA-Arts and Humanities	**1 and 2**	**All courses, especially online**	**Skill deficit among students in course technologies, especially online**	**Devote time early in semester to training students to use Canvas and related course technologies**	**Instructor skill and knowledge**	**Ongoing. Expect better class performance among students**	**2019-20, 2020-21 and ongoing**
AA-Arts and Humanities	**1 and 2**	**All courses, especially English**	**Not all, but many students possess mediocre skills in basic grammar and style**	**Devote more time and effort to addressing grammar skills**	**Instructor skill and knowledge**	**Ongoing. Expect better writing, fewer errors.**	**All years during this period**
AA-Arts and Humanities	**1 and 2**	**All courses**	**Takes too long to return graded work to students**	**Adhere to "return in two weeks" rule**	**Instructor skill and knowledge**	**Ongoing. Expect improved learning.**	**2019-20, 2020-21 and ongoing**

a. List courses for which CLOs have not been assessed. Provide an explanation why assessments of these CLOs have not been performed.

Note that the following courses have been inactivated as a result of AB 705: ENG 081, 082, 095, 096; RDG 084, 086, 094, 096. The following course was inactivated due to lack of enrollments: FRE 101. For details of SLO assessment scheduling, see Appendix at the end of this report.

Courses Not Assessed in This Period, FA 2017-SP 2021	Reason Why Not Assessed
ART-105	Course not offered in this period
ART-106	Course not offered in this period
ART-107	Course not offered in this period
ART-111	To be assessed next time successfully offered
ART-120	To be assessed next time successfully offered
ART-125	To be assessed next time successfully offered
ASL-131	To be assessed next time successfully offered
ASL-132	To be assessed next time successfully offered
ASL-134	To be assessed next time successfully offered
ASL-135	To be assessed next time successfully offered
ENG-100	Course started FA 2019; not yet scheduled for assessment
ENG-102	To be assessed next time successfully offered
ENG-120	To be assessed next time successfully offered
ENG-122	To be assessed next time successfully offered
ENG-125	To be assessed next time successfully offered
ENG-140	To be assessed next time successfully offered
ENG-222	To be assessed next time successfully offered
ESL-010	Course not offered or scheduled in this period
ESL-020	Course not offered or scheduled in this period
ESL-030	Course not offered or scheduled in this period
ESL-040	Course not offered or scheduled in this period
ESL-082	To be assessed next time successfully offered
ESL-088	To be assessed next time successfully offered
MUS-121	To be assessed next time successfully offered
MUS-127	To be assessed next time successfully offered
MUS-131	To be assessed next time successfully offered
MUS-132	To be assessed next time successfully offered
MUS-137	To be assessed next time successfully offered
MUS-141	Course not offered in this period
MUS-142	Course not offered in this period
MUS-150	Course not offered in this period
MUS-233	To be assessed next time successfully offered
MUS-234	To be assessed next time successfully offered
MUS-243	Course not offered in this period
MUS-261	To be assessed next time successfully offered
MUS-262	To be assessed next time successfully offered
SPA-115	To be assessed next time successfully offered
SPE-102	Not listed on SLO matrix
SPE-103	To be assessed next time successfully offered
SPE-130	Course not offered or scheduled in this period
THA-110	To be assessed next time successfully offered
THA-114	Course not offered in this period
THA-151	To be assessed next time successfully offered
THA-152	Course not offered in this period

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THA-171	Course not offered in this period

b. Were any CLOs or PLOs revised/deleted in the past year based on assessment evaluations or revision of the Course Outline of Record? If so, indicate the courses or the program and a detailed explanation for the changes.

- ENG 103 SLO #3 was modified, removing the requirement of a 10-page research essay. Instructors found in their assessments that the length of the essay far exceeded what was expected of students at the freshman composition level. Instructors favor the practice of assigning multiple, shorter-length essays as a better way to achieve student learning concepts and writing skills appropriate to that level of course.

c. Provide specific examples of course improvements resulting from the assessment of course SLOs.

- Instructors in American Sign Language increased the number of units for all four ASL courses from three units to four, this in order to provide more comprehensive coverage of the subject and thereby enhance student learning.

- Instructors decided to adopt different textbook readers for ENG 100 *vs*. ENG 101 to reduce student confusion between the two courses and to improve student learning.

d. Provide specific examples of program and certificate improvements resulting from the assessment of program SLOs.

- Many courses in the various degree and certificate programs were expanded to online and correspondence teaching modes in the past eighteen months, principally in response to the COVID pandemic which discouraged face-to-face teaching. It is expected that many courses will continue to be taught online and correspondence even as face-to-face classroom teaching resumes.

e. Describe any differences in CLO achievement for different modalities (online, ITV, correspondence, face-to-face).

- Based on the commentary by instructors in their assessment worksheets and reflection statements, there does not appear to be any significant difference in SLO achievement among face-to-face, online, and correspondence teaching modes.

- The scarce SLO assessment data available to compare SLO achievement among the modes suggests, however, a trend of stronger student achievement in

correspondence sections compared to face-to-face sections. Here are examples of three courses taught in the same semester with SLO scores for each mode:

	Correspondence	Online	Face-to-Face
SPA 101, sections taught by same instructor, SP 2020	100.0%	100.0%	82.0%
SPE 101, sections taught by different instructors, SP 2020	93.8%	Not offered	47.0%
SPE 105, sections taught by different instructors, SP 2020	85.8%	Not offered	71.7%

The examples would suggest that in correspondence classes (and in the case of online SPA 101), students tend to achieve learning outcomes better than students in face-to-face classes; however, until there is more data available, it is not appropriate to draw much of a conclusion.

8. COURSE CURRENCY
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a. List the courses in the program and the year in which the course outline of each was most recently reviewed and approved by the Curriculum Committee.

Course	Curriculum Committee Approval Date
ART-101	02/09/2017
ART-105	03/09/2017
ART-110	10/08/2015
ART-111	10/08/2015
ART-120	05/23/2019
ART-125	10/08/2015
ASL-131	12/11/2014
ASL-132	04/12/2018
ASL-134	12/11/2014
ASL-135	04/14/2016
ENG-100	11/14/2019
ENG-101	12/13/2018
ENG-102	11/14/2019
ENG-103	11/14/2019
ENG-120	04/11/2019
ENG-122	11/14/2019
ENG-125	10/08/2020
ENG-140	10/10/2019
ENG-222	10/14/2020
MUS-121	10/08/2020
MUS-131	10/08/2020
MUS-132	10/08/2020

MUS-135	10/08/2020
MUS-137	10/08/2020
MUS-141	10/08/2020
MUS-142	10/08/2020
MUS-150	10/08/2020
MUS-161	10/08/2020
MUS-162	10/08/2020
MUS-233	10/08/2020
MUS-234	10/08/2020
MUS-261	10/08/2020
MUS-262	10/08/2020
SPA-101	04/12/2018
SPA-102	12/11/2014
SPA-115	04/12/2018
SPE-101	11/14/2019
SPE-102	04/11/2019
SPE-103	11/14/2019
SPE-105	05/23/2019
THA-114	04/11/2019
THA-151	04/10/2014
THA-152	04/14/2019
THA-171	11/14/2019
THA-191	10/09/2014
THA-192	10/09/2014

b. Describe plans to revise and update course outlines of record that have not been reviewed and approved by the Curriculum Committee within the four (4) years preceding this program review report.

Course outlines of record for the courses highlighted in yellow in the table above will be updated in the SP 2022 and FA 2022 semesters by division faculty.

9. PROGRAM AND COURSE COVERAGE

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a. List the courses in the program and identify which are taught by full-time faculty only, which are taught by adjunct faculty only, and which are taught by both.

Example:

Course	Full-Time Only	Adjunct Only	Both Full-Time and Adjunct
ART-101			X
ART-105		X	
ART-106		X	
ART-107		X	

Course			
ART-110			X
ART-111			X
ART-120			X
ART-125			X
ASL-131			X
ASL-132			X
ASL-134			X
ASL-135			X
ENG-100			X
ENG-101			X
ENG-102	X		
ENG-103			X
ENG-120			X
ENG-122	X		
ENG-125			X
ENG-140	X		
ENG-222	X		
MUS-121	X		
MUS-131	X		
MUS-132	X		
MUS-135	X		
MUS-137	X		
MUS-141	X		
MUS-142	X		
MUS-150	X		
MUS-161	X		
MUS-162	X		
MUS-233	X		
MUS-234	X		
MUS-261	X		
MUS-262	X		
SPA-101			X
SPA-102			X
SPA-115			X
SPE-101			X
SPE-102			X
SPE-103			X
SPE-105			X
THA-114	X		
THA-151	X		
THA-152	X		
THA-171	X		
THA-191	X		
THA-192	X		

b. Explain how effectively the program is served with the current coverage.

- All courses in the programs are well-covered by full-time, adjunct and a combination of full-time and adjunct instructors. Note that the college recently hired three full - time faculty—two for American Sign Language and one for Art. These courses were previously taught by adjunct instructors only.

c. Describe plans to correct deficiencies, if any, in course and program coverage.

- There are no deficiencies in course coverage.

10. PROFESSIONAL DEVELOPMENT

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a. Describe specific professional development activities in which faculty members in the program have participated over the past four (4) years, and explain how such activities benefited the program and supported and facilitated student learning outcomes.

Christopher Cardona, Instructor in American Sign Language: In the past 12 months, I became certified as a Healthcare Interpreter. I have also earned two certificates in Online Teaching and Online Facilitation from Harvard University, and a certificate from National University for Online Teaching, as well. I have joined the @ONE Training for Online Teaching and am enrolled in "Humanizing Online Education" through @ONE. I have participated in numerous Continuing Education courses and seminars for American Sign Language, which total well over 300 hours in the past year. I have attended presentations on Unconscious Bias, Equity, and Best Practices in the classroom.

Richard Castillo, Instructor in English: Completed Cross-cultural, Linguistic, and Academic Development (CLAD) certificate program for supplemental instruction and support for ESL and ELL students (2020). Credentialed and authorized to teach English-learning students who are "mainstreamed" in a traditional classroom setting. Attended AB 706 training workshops, conferences, and on-campus observations (2017-2020). Completed @ONE training and certified for online education design and instruction (2021).

Maria Gamez, Instructor in English as a Second Language: Participated in training to implement ESL compliance with AB 705, and in 2020-21 plan for final approval of implementation plan for full compliance with AB 705.

Also:
Attended training to become UndocuLiason for the college
Attended Undocu Training "California Student Aid Commission Immigrants Rising 2021"
Completed @ONE Online Training Certification program
Attended The River Consortium Retreat
Attended the Institute Day Unconscious Bias Training
Attended the CAEP Conference

Laura Kramer, Instructor in Art: In the past year, I earned an additional master's degree in Art History and Visual Culture, curated an art show for a university, and presented at four artist-led workshops (printmaking, painting, and textile dyeing). Also, I participated in training through @ONE for online teaching.

Dennese Lilley-Edgerton, Instructor in English and Speech: My recent professional development would be Canvas training and the @ONE online certification training. I also had a role in developing the AA-T degree in Communication Studies.

Esmeralda Lopez, Instructor in English:

Certifications:

- Online Teaching & Design Certified (@ONE--October 2020)
- Puente Summer Institute (Puente Project/UC Berkley Extension--June 2021)

Conferences:

- *HACU (Hispanic Association of Colleges and Universities) 34th Annual Conference* (HACU--October 2020)
- *HACU (Hispanic Association of Colleges and Universities) 35th Annual Conference* (HACU--October 2021)
- *Guided Pathways Summit* (Inland Empire/Desert Guided Pathways Summit--April 2021)

Webinars:

- *Advocating for the LGBTQIA+ Community Webinar* (WESTOP (Western Association of Educational Opportunity Personnel) EDI (Equity, Diversity, and Inclusion) Service Council--June 2021)
- *Undocumented Students Webinar on Mental Health* (CCC Health and Wellness Program--May 2021)
- *Voices of Freedom - Stories of Hope from Incarcerated and Formerly Incarcerated Rising Scholars Students Webinar* (California Community Colleges Rising Scholars Network--February 2021)

Rene Lopez-Roedel, Instructor in American Sign Language: Ms. Lopez-Roedel served as an adjunct instructor at Palo Verde College for many years, and, 2021, was appointed full-time instructor in ASL. Ms. Lopez-Roedel most recently has worked with colleague Christopher Cardona, in revising and upgrading ASL courses and certificate.

Carlos Medina, Instructor in Spanish and Sociology: Earned equivalency to teach sociology at Palo Verde College, and regularly teaches sociology courses as well as Spanish. Participated in the @ONE training in online course design in 2020-21.

Ilona Missakian, Instructor in English: I completed justice training for Equity, Diversity, and Inclusion through a six-week course with the University of Southern Florida; completed CLAD (Cross-cultural Language and Development) certification; piloted both a Lumen Canvas platform and Achieve Canvas platform for English courses; attended webinars for the new MLA update; continued to be the content editor for the *Journal of Learning through the Arts* (now preparing the 2021 issue); am participating in UCI Writing Project II; and am participating in holistic scoring of English/Social Studies prompts through UCI National WRITE Center.

Desiree Montenegro, Adjunct Instructor in Speech: My most recent professional development activity was participating in Palo Verde College Institutional Application to the Anti-Racism, Diversity, Equity, and Inclusion Training, Open for Anti Racism (OFAR) project, co-led by CCCOER and College of the Canyons and funded by the William and Flora Hewlett Foundation. Moreover, I am actively involved with my discipline by regularly presenting research at the National Communication Association Annual Conference.

Juliette Singler, Instructor in Music: I served on the MACCC (Music Association of California Community Colleges) Board last year which planned a virtual conference where I received training on new technologies applicable to virtual choir rehearsals, rehearsal techniques, and overview of recording studio equipment.

Jim Sloman, Adjunct Instructor in Art: Completed an online course in Tactical Casualty Care with Dr. Mike Shertz. Continued to show in juried exhibitions: four online with the 825 Gallery and two live exhibitions, which included The California Open and The Los Angeles Open Show.

Brian Thiebaux, Instructor in English and Business: Participated in @ONE training for online teaching during SP 2021. Served on visiting accreditation team for Santa Barbara City College, including required pre-visit training, SP 2021. Served as team assistant on visiting accreditation team for Coastline Community College (2019) and on visiting team for Leeward Community College (2018). Attended California Academic Senate Curriculum Institute, Fall 2020. Researcher, writer and editor of Palo Verde College's accreditation reports since 2007. Participates in music and theater productions at Palo Verde College.

b. Describe areas of unmet professional development needs among faculty in the program and identify specifically plans to address those needs.

The following are paraphrases from current faculty members describing unmet professional development needs:

i. I highly recommend the Puente faculty trainings. They celebrate equity, diversity, inclusion, and their trainings are worth your time--they are heartfelt and inspiring (Esmeralda Lopez).

ii. I really believe we need PD for accessibility and online education. I would like local training on Palo Verde College (Christopher Cardona).

iii. A mentorship program would be amazing. I would feel more prepared if I knew more about PVC and how to navigate our local system (Christopher Cardona and Laura Kramer).

11. STUDENT SUCCESSFUL COMPLETION AND RETENTION

Note: the Program Review Committee will research the required completion and retention data and provide it to program faculty members for their review and analysis for this report. **Completion** is defined as number of grades of A,B,C,CR divided by A,B,C,D,F,CR,NC,W,MW, IP. **Retention** is defined as number of grades of A,B,C,D,F,CR,NC, MW, IP divided by A,B,C,D,F,CR,NC,W,MW, IP

a. Assess semester-by-semester course completion performance in each course in the program over the preceding eight (8) semesters and compare those rates with the Institutional Set standards.

- **Chart A** shows that, except for SP 2020 when the pandemic began having a significant impact on enrollment particularly among incarcerated students, course completions on average exceeded the institution-set standard of 73.5%. Still, the extensive number of inmate transfers to other prison may have adversely affected completion rates. **Chart B** suggests face-to-face and correspondence courses generally met or exceeded the institution standard. Online courses numbered only a few in this period, and the data is too scarce to draw meaningful conclusions.

Chart A Language Arts and Communication: Completion Rates (All Modes) Compared to Institution Standard: FA 17 to SP 21

	FA 17	SP 18	FA 18	SP 19	FA 19	SP 20	FA 20	SP 21
Actual Completion Rates	83%	77%	81%	79%	75%	68%	77%	72%
Institution Standard = 73.5%	73.50%	73.50%	73.50%	73.50%	73.50%	73.50%	73.50%	73.50%
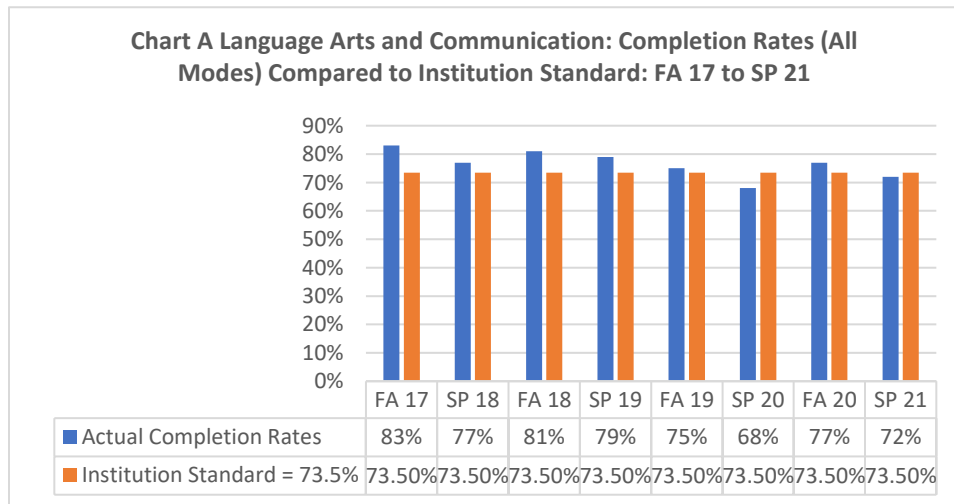
Chart B Language Arts and Communication: Completion Rates, All Modes Compared to Institution Standard

	2017-18	2018-19	2019-20	2020-21
CORR	75.2%	70.4%	72.8%	73.3%
FF	83.0%	82.7%	67.5%	100.0%
ONL	72.0%	61.0%	57.0%	63.0%
Institution Standard	73.5%	73.5%	73.5%	73.5%
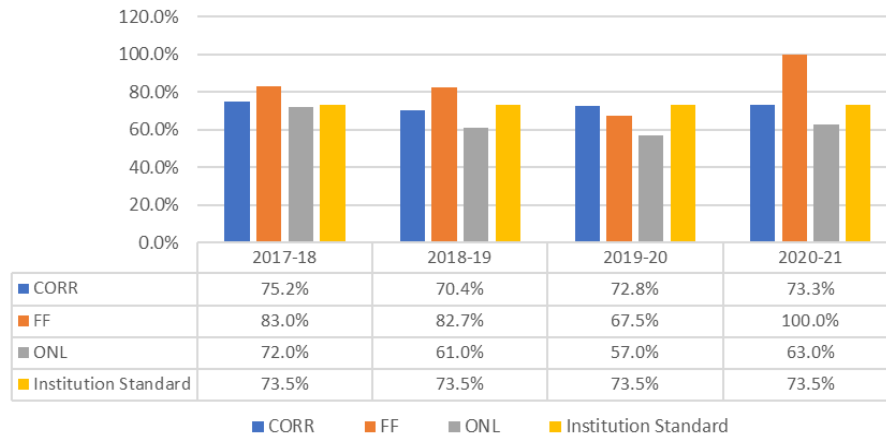
The Current Institutional Set Standard for Completion is: 73.5%

Year	2017

Completion		
	2017FA	**2018SP**
ART-110	67%	91%
ART-111	-	-
ART-120	75%	-
ART-125	100%	49%
ASL-131	84%	78%
ASL-132	84%	80%
ASL-134	91%	-
ASL-135	-	90%
ENG-102	-	-
ENG-120	-	-
ENG-125	100%	73%
ENG-140	-	-
HIS-110	85%	-
HIS-120	-	85%
MUS-121	91%	83%
MUS-131	83%	50%
MUS-132	-	100%
MUS-135	-	-
MUS-161	50%	67%
MUS-162	-	100%
MUS-233	-	-
MUS-234	-	-
MUS-261	100%	-

Year	2017

Completion			
	Corres	**F2F**	**Online**
ART-110	76%	-	-
ART-111	-	-	-
ART-120	-	75%	-
ART-125	31%	95%	-
ASL-131	81%	84%	-
ASL-132	80%	92%	-
ASL-134	-	91%	-
ASL-135	-	90%	-
ENG-102	-	-	-
ENG-120	-	-	-
ENG-125	-	80%	-
ENG-140	-	-	-
HIS-110	97%	67%	-
HIS-120	90%	67%	-
MUS-121	86%	-	-
MUS-131	-	70%	-
MUS-132	-	100%	-
MUS-135	-	-	-
MUS-161	-	65%	-
MUS-162	-	100%	-
MUS-233	-	-	-
MUS-234	-	-	-
MUS-261	-	100%	-

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MUS-262	-	100%
PHI-100	69%	80%
SPA-101	69%	78%
SPA-102	-	89%
SPE-101	82%	72%
SPE-103	-	-
SPE-105	-	60%
THA-151	-	-
THA-191	83%	44%
THA-192	100%	-

MUS-262	-	100%	-
PHI-100	59%	81%	-
SPA-101	73%	73%	72%
SPA-102	89%	-	-
SPE-101	80%	70%	-
SPE-103	-	-	-
SPE-105	60%	-	-
THA-151	-	-	-
THA-191	-	60%	-
THA-192	-	100%	-

Year	2018

Year	2018

Completion		
	2018FA	2019SP
ART-110	80%	90%
ART-111	-	-
ART-120	100%	-
ART-125	83%	47%
ASL-131	82%	83%
ASL-132	83%	87%
ASL-134	-	100%
ASL-135	-	100%
ENG-102	-	100%
ENG-120	-	-
ENG-125	92%	83%
ENG-140	-	-
HIS-110	83%	-
HIS-120	-	80%
MUS-121	54%	89%
MUS-131	75%	100%
MUS-132	-	-
MUS-135	-	-
MUS-161	96%	67%
MUS-162	100%	-
MUS-233	-	-
MUS-234	-	-
MUS-261	-	-
MUS-262	-	-
PHI-100	68%	66%
SPA-101	56%	71%
SPA-102	71%	75%
SPE-101	78%	80%
SPE-103	-	100%
SPE-105	71%	37%
THA-151	-	-
THA-191	100%	50%
THA-192	-	-

Completion			
	Corres	F2F	Online
ART-110	85%	-	-
ART-111	-	-	-
ART-120	-	100%	-
ART-125	41%	75%	-
ASL-131	82%	85%	-
ASL-132	83%	92%	-
ASL-134	-	100%	-
ASL-135	-	50%	-
ENG-102	-	100%	-
ENG-120	-	-	-
ENG-125	-	87%	-
ENG-140	-	-	-
HIS-110	83%	-	-
HIS-120	81%	73%	-
MUS-121	71%	-	-
MUS-131	-	83%	-
MUS-132	-	-	-
MUS-135	-	-	-
MUS-161	-	94%	-
MUS-162	-	100%	-
MUS-233	-	-	-
MUS-234	-	-	-
MUS-261	-	-	-
MUS-262	-	-	-
PHI-100	51%	78%	-
SPA-101	67%	60%	61%
SPA-102	73%	-	-
SPE-101	83%	69%	-
SPE-103	-	100%	-
SPE-105	45%	-	-
THA-151	-	-	-
THA-191	-	60%	-
THA-192	-	-	-

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Year	2019

Completion		
	2019FA	**2020SP**
ART-110	88%	81%
ART-111	83%	86%
ART-120	-	40%
ART-125	73%	36%
ASL-131	80%	88%
ASL-132	85%	79%
ASL-134	100%	-
ASL-135	-	88%
ENG-102	-	-
ENG-120	89%	-
ENG-125	98%	74%
ENG-140	-	-
HIS-110	86%	71%
HIS-120	-	81%
MUS-121	91%	92%
MUS-131	20%	60%
MUS-132	100%	-
MUS-135	-	-
MUS-161	-	50%
MUS-162	-	-
MUS-233	-	-
MUS-234	-	-
MUS-261	-	-
MUS-262	-	-
PHI-100	60%	62%
SPA-101	74%	59%
SPA-102	44%	56%
SPE-101	73%	64%
SPE-103	-	-
SPE-105	62%	63%
THA-151	44%	-
THA-191	-	-
THA-192	-	-

Year	2019

Completion			
	Corres	**F2F**	**Online**
ART-110	84%	-	-
ART-111	84%	-	-
ART-120	-	40%	-
ART-125	36%	73%	-
ASL-131	83%	-	-
ASL-132	83%	-	-
ASL-134	-	100%	-
ASL-135	-	88%	-
ENG-102	-	-	-
ENG-120	89%	-	-
ENG-125	-	84%	-
ENG-140	-	-	-
HIS-110	81%	80%	-
HIS-120	79%	88%	-
MUS-121	91%	-	-
MUS-131	-	40%	-
MUS-132	-	100%	-
MUS-135	-	-	-
MUS-161	-	50%	-
MUS-162	-	-	-
MUS-233	-	-	-
MUS-234	-	-	-
MUS-261	-	-	-
MUS-262	-	-	-
PHI-100	45%	69%	-
SPA-101	77%	63%	57%
SPA-102	51%	-	-
SPE-101	71%	64%	-
SPE-103	-	-	-
SPE-105	65%	30%	-
THA-151	-	44%	-
THA-191	-	-	-
THA-192	-	-	-

Year	2020

Completion		
	2020FA	**2021SP**
ART-110	70%	79%
ART-111	92%	89%
ART-120	-	-
ART-125	-	27%
ASL-131	85%	91%
ASL-132	89%	85%
ASL-134	100%	-
ASL-135	-	-

Year	2020

Completion			
	Corres	**F2F**	**Online**
ART-110	75%	-	-
ART-111	90%	-	-
ART-120	-	-	-
ART-125	27%	-	-
ASL-131	88%	-	-
ASL-132	87%	-	-
ASL-134	-	100%	-
ASL-135	-	-	-

Course		
ENG-102	-	75%
ENG-120	73%	59%
ENG-125	-	-
ENG-140	-	-
HIS-110	89%	-
HIS-120	-	75%
MUS-121	82%	78%
MUS-131	-	-
MUS-132	-	-
MUS-135	63%	-
MUS-161	-	-
MUS-162	-	-
MUS-233	-	-
MUS-234	-	-
MUS-261	-	-
MUS-262	-	-
PHI-100	75%	61%
SPA-101	76%	76%
SPA-102	67%	100%
SPE-101	67%	63%
SPE-103	-	-
SPE-105	53%	55%
THA-151	-	-
THA-191	-	-
THA-192	-	-

Course			
ENG-102	75%	-	-
ENG-120	68%	-	-
ENG-125	-	-	-
ENG-140	-	-	-
HIS-110	88%	-	89%
HIS-120	75%	-	-
MUS-121	80%	-	-
MUS-131	-	-	-
MUS-132	-	-	-
MUS-135	-	-	63%
MUS-161	-	-	-
MUS-162	-	-	-
MUS-233	-	-	-
MUS-234	-	-	-
MUS-261	-	-	-
MUS-262	-	-	-
PHI-100	65%	-	-
SPA-101	83%	-	49%
SPA-102	75%	-	-
SPE-101	69%	-	51%
SPE-103	-	-	-
SPE-105	54%	-	-
THA-151	-	-	-
THA-191	-	-	-
THA-192	-	-	-

b. Assess semester-by-semester course retention performance in each course in the program over the preceding eight (8) semesters.

The Current Institutional Set Standard for Retention is: 87.0%

Year	2017

Retention	2017FA	2018SP
ART-110	91%	96%
ART-111	-	-
ART-120	100%	-
ART-125	100%	76%
ASL-131	94%	91%
ASL-132	96%	92%
ASL-134	95%	-
ASL-135	-	95%
ENG-102	-	-
ENG-120	-	-
ENG-125	100%	77%
ENG-140	-	-

Year	2017

Retention	Corres	F2F	Online
ART-110	93%	-	-
ART-111	-	-	-
ART-120	-	100%	-
ART-125	65%	100%	-
ASL-131	93%	84%	-
ASL-132	94%	92%	-
ASL-134	-	95%	-
ASL-135	-	95%	-
ENG-102	-	-	-
ENG-120	-	-	-
ENG-125	-	83%	-
ENG-140	-	-	-

Programs of the Language Arts and Communication Studies Division, Fall 2017 – Spring 2021   31

HIS-110	89%	-
HIS-120	-	90%
MUS-121	97%	91%
MUS-131	83%	75%
MUS-132	-	100%
MUS-135	-	-
MUS-161	50%	73%
MUS-162	-	100%
MUS-233	-	-
MUS-234	-	-
MUS-261	100%	-
MUS-262	-	100%
PHI-100	81%	87%
SPA-101	87%	92%
SPA-102	-	100%
SPE-101	94%	85%
SPE-103	-	-
SPE-105	-	72%
THA-151	-	-
THA-191	83%	78%
THA-192	100%	-

HIS-110	97%	78%	-
HIS-120	97%	67%	-
MUS-121	94%	-	-
MUS-131	-	80%	-
MUS-132	-	100%	-
MUS-135	-	-	-
MUS-161	-	71%	-
MUS-162	-	100%	-
MUS-233	-	-	-
MUS-234	-	-	-
MUS-261	-	100%	-
MUS-262	-	100%	-
PHI-100	67%	91%	-
SPA-101	87%	92%	90%
SPA-102	100%	-	-
SPE-101	90%	88%	-
SPE-103	-	-	-
SPE-105	72%	-	-
THA-151	-	-	-
THA-191	-	80%	-
THA-192	-	100%	-

Year	2018

Year	2018

Retention		
	2018FA	**2019SP**
ART-110	92%	98%
ART-111	-	-
ART-120	100%	-
ART-125	92%	70%
ASL-131	95%	92%
ASL-132	97%	88%
ASL-134	-	100%
ASL-135	-	100%
ENG-102	-	100%
ENG-120	-	-
ENG-125	98%	92%
ENG-140	-	-
HIS-110	97%	-
HIS-120	-	93%
MUS-121	76%	89%
MUS-131	75%	100%
MUS-132	-	-
MUS-135	-	-
MUS-161	96%	67%
MUS-162	100%	-
MUS-233	-	-
MUS-234	-	-
MUS-261	-	-
MUS-262	-	-

Retention			
	Corres	**F2F**	**Online**
ART-110	95%	-	-
ART-111	-	-	-
ART-120	-	100%	-
ART-125	68%	85%	-
ASL-131	94%	97%	-
ASL-132	92%	92%	-
ASL-134	-	100%	-
ASL-135	-	50%	-
ENG-102	-	100%	-
ENG-120	-	-	-
ENG-125	-	95%	-
ENG-140	-	-	-
HIS-110	97%	-	-
HIS-120	96%	80%	-
MUS-121	82%	-	-
MUS-131	-	83%	-
MUS-132	-	-	-
MUS-135	-	-	-
MUS-161	-	94%	-
MUS-162	-	100%	-
MUS-233	-	-	-
MUS-234	-	-	-
MUS-261	-	-	-
MUS-262	-	-	-

PHI-100	87%	81%
SPA-101	90%	84%
SPA-102	83%	79%
SPE-101	91%	90%
SPE-103	-	100%
SPE-105	71%	52%
THA-151	-	-
THA-191	100%	50%
THA-192	-	-

PHI-100	81%	87%	-
SPA-101	84%	90%	90%
SPA-102	81%	-	-
SPE-101	89%	95%	-
SPE-103	-	100%	-
SPE-105	57%	-	-
THA-151	-	-	-
THA-191	-	60%	-
THA-192	-	-	-

Year	2019

Year	2019

Retention		
	2019FA	2020SP
ART-110	100%	94%
ART-111	96%	90%
ART-120	-	80%
ART-125	100%	64%
ASL-131	92%	98%
ASL-132	95%	91%
ASL-134	100%	-
ASL-135	-	97%
ENG-102	-	-
ENG-120	100%	-
ENG-125	100%	86%
ENG-140	-	-
HIS-110	95%	86%
HIS-120	-	91%
MUS-121	95%	92%
MUS-131	40%	60%
MUS-132	100%	-
MUS-135	-	-
MUS-161	-	50%
MUS-162	-	-
MUS-233	-	-
MUS-234	-	-
MUS-261	-	-
MUS-262	-	-
PHI-100	81%	83%
SPA-101	89%	84%
SPA-102	100%	80%
SPE-101	82%	79%
SPE-103	-	-
SPE-105	85%	80%
THA-151	89%	-
THA-191	-	-
THA-192	-	-

Retention			
	Corres	F2F	Online
ART-110	96%	-	-
ART-111	94%	-	-
ART-120	-	80%	-
ART-125	64%	100%	-
ASL-131	95%	-	-
ASL-132	93%	-	-
ASL-134	-	100%	-
ASL-135	-	97%	-
ENG-102	-	-	-
ENG-120	100%	-	-
ENG-125	-	92%	-
ENG-140	-	-	-
HIS-110	92%	92%	-
HIS-120	92%	88%	-
MUS-121	94%	-	-
MUS-131	-	50%	-
MUS-132	-	100%	-
MUS-135	-	-	-
MUS-161	-	50%	-
MUS-162	-	-	-
MUS-233	-	-	-
MUS-234	-	-	-
MUS-261	-	-	-
MUS-262	-	-	-
PHI-100	77%	84%	-
SPA-101	90%	87%	83%
SPA-102	88%	-	-
SPE-101	79%	84%	-
SPE-103	-	-	-
SPE-105	84%	60%	-
THA-151	-	89%	-
THA-191	-	-	-
THA-192	-	-	-

Year	2020

Year	2020

Retention				Retention			
	2020FA	**2021SP**			**Corres**	**F2F**	**Online**
ART-110	83%	90%		ART-110	87%	-	-
ART-111	96%	93%		ART-111	94%	-	-
ART-120	-	-		ART-120	-	-	-
ART-125	-	77%		ART-125	77%	-	-
ASL-131	95%	97%		ASL-131	96%	-	-
ASL-132	94%	98%		ASL-132	96%	-	-
ASL-134	100%	-		ASL-134	-	100%	-
ASL-135	-	-		ASL-135	-	-	-
ENG-102	-	75%		ENG-102	75%	-	-
ENG-120	81%	77%		ENG-120	80%	-	-
ENG-125	-	-		ENG-125	-	-	-
ENG-140	-	-		ENG-140	-	-	-
HIS-110	96%	-		HIS-110	96%	-	95%
HIS-120	-	86%		HIS-120	86%	-	-
MUS-121	89%	88%		MUS-121	89%	-	-
MUS-131	-	-		MUS-131	-	-	-
MUS-132	-	-		MUS-132	-	-	-
MUS-135	88%	-		MUS-135	-	-	88%
MUS-161	-	-		MUS-161	-	-	-
MUS-162	-	-		MUS-162	-	-	-
MUS-233	-	-		MUS-233	-	-	-
MUS-234	-	-		MUS-234	-	-	-
MUS-261	-	-		MUS-261	-	-	-
MUS-262	-	-		MUS-262	-	-	-
PHI-100	84%	76%		PHI-100	79%	-	-
SPA-101	94%	89%		SPA-101	93%	-	83%
SPA-102	83%	100%		SPA-102	88%	-	-
SPE-101	83%	82%		SPE-101	86%	-	71%
SPE-103	-	-		SPE-103	-	-	-
SPE-105	77%	80%		SPE-105	79%	-	-
THA-151	-	-		THA-151	-	-	-
THA-191	-	-		THA-191	-	-	-
THA-192	-	-		THA-192	-	-	-

c. Indicate the number of annual awards over the preceding four (4) years, and assess trends in the number of program certificates and degrees awarded.

Name of Award	2017-18	2018-19	2019-20	2020-21
AA, Emphasis in Arts & Humanities	39	34	56	49
AA-T Communication Studies	No Data Yet: Degree implemented FA 2020			
AA-T English	No Data Yet: Degree implemented FA 2020			
ASL Certificate in Career Preparation	4	10	11	4
Non-Credit ESL Certificate of Completion	0	0	0	0

12. ENROLLMENT TRENDS

Note: the Program Review Committee will research the required enrollment data and provide it to program faculty members for their review and analysis for this report.

Comment on semester-by-semester enrollments, providing explanation of increases, declines or erratic fluctuations in enrollment. Be sure to comment on enrollment trends based on modality as well.

- **Chart C** shows a fairly steady growth in course enrollments except for a decline in SP and FA 2020, largely the result of the pandemic that had reached its peak at that time. The prisons also eliminated face-to-face classes during the pandemic. **Chard D** shows in a rather dramatic way when enrollments abruptly shifted from face to face to correspondence, this largely in response to the pandemic.

Chart C Enrollment Trends: FA 2017-SP 2021

Chart D Enrollment Trends Showing Modes Each Year: FA 2017 to SP 2021
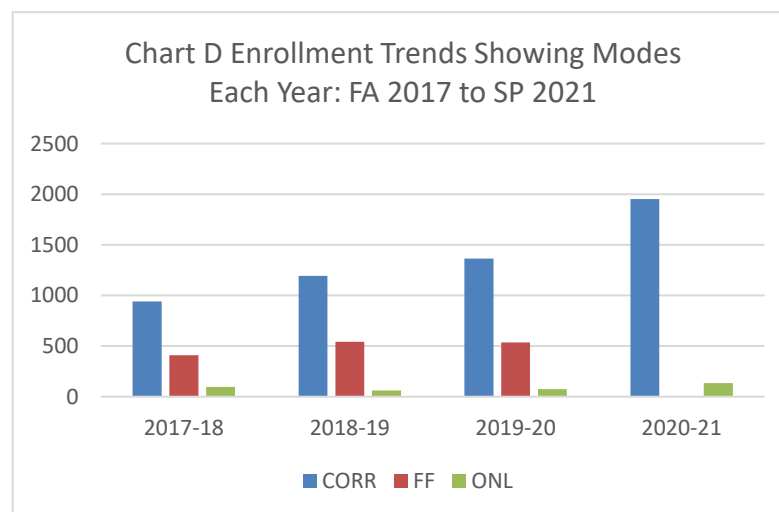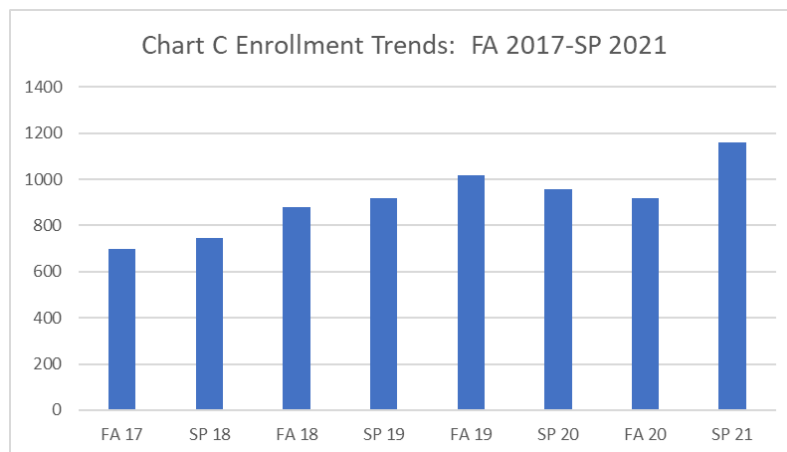
Year	2017

Enrollment		
	2017FA	**2018SP**
ART-110	78	53
ART-111	-	-
ART-120	8	-
ART-125	8	37
ASL-131	149	129
ASL-132	49	64
ASL-134	22	-
ASL-135	-	20
ENG-102	-	-
ENG-120	-	-
ENG-125	9	26
ENG-140	-	-
HIS-110	47	-
HIS-120	-	39
MUS-121	32	46
MUS-131	6	4
MUS-132	-	1
MUS-135	-	-
MUS-161	2	15
MUS-162	-	3
MUS-233	-	-
MUS-234	-	-
MUS-261	1	-
MUS-262	-	1
PHI-100	64	75
SPA-101	132	101
SPA-102	-	27
SPE-101	82	72
SPE-103	-	-
SPE-105	-	25
THA-151	-	-
THA-191	6	9
THA-192	5	-

Year	2017

Enrollment			
	Corres	**F2F**	**Online**
ART-110	131	-	-
ART-111	-	-	-
ART-120	-	8	-
ART-125	26	19	-
ASL-131	259	19	-
ASL-132	101	12	-
ASL-134	-	22	-
ASL-135	-	20	-
ENG-102	-	-	-
ENG-120	-	-	-
ENG-125	-	35	-
ENG-140	-	-	-
HIS-110	29	18	-
HIS-120	30	9	-
MUS-121	78	-	-
MUS-131	-	10	-
MUS-132	-	1	-
MUS-135	-	-	-
MUS-161	-	17	-
MUS-162	-	3	-
MUS-233	-	-	-
MUS-234	-	-	-
MUS-261	-	1	-
MUS-262	-	1	-
PHI-100	39	100	-
SPA-101	83	52	98
SPA-102	27	-	-
SPE-101	111	43	-
SPE-103	-	-	-
SPE-105	25	-	-
THA-151	-	-	-
THA-191	-	15	-
THA-192	-	5	-

Year	2018

Enrollment		
	2018FA	**2019SP**
ART-110	51	58
ART-111	-	-
ART-120	5	-
ART-125	12	30
ASL-131	198	106

Year	2018

Enrollment			
	Corres	**F2F**	**Online**
ART-110	109	-	-
ART-111	-	-	-
ART-120	-	5	-
ART-125	22	20	-
ASL-131	236	68	-

ASL-132	77	104		ASL-132	142	39	-
ASL-134	-	1		ASL-134	-	1	-
ASL-135	1	1		ASL-135	-	2	-
ENG-102	-	9		ENG-102	-	9	-
ENG-120	-	-		ENG-120	-	-	-
ENG-125	49	64		ENG-125	-	113	-
ENG-140	-	-		ENG-140	-	-	-
HIS-110	58	-		HIS-110	58	-	-
HIS-120	-	83		HIS-120	68	15	-
MUS-121	54	53		MUS-121	107	-	-
MUS-131	4	2		MUS-131	-	6	-
MUS-132	-	-		MUS-132	-	-	-
MUS-135	-	-		MUS-135	-	-	-
MUS-161	28	3		MUS-161	-	31	-
MUS-162	1	-		MUS-162	-	1	-
MUS-233	-	-		MUS-233	-	-	-
MUS-234	-	-		MUS-234	-	-	-
MUS-261	1	-		MUS-261	-	1	-
MUS-262	-	-		MUS-262	-	-	-
PHI-100	107	80		PHI-100	74	113	-
SPA-101	102	94		SPA-101	93	42	61
SPA-102	24	24		SPA-102	48	-	-
SPE-101	89	143		SPE-101	167	65	-
SPE-103	-	6		SPE-103	-	6	-
SPE-105	17	52		SPE-105	69	-	-
THA-151	-	-		THA-151	-	-	-
THA-191	1	4		THA-191	-	5	-
THA-192	-	-		THA-192	-	-	-

Year	2019			Year	2019		

Enrollment				Enrollment			
	2019FA	**2020SP**			**Corres**	**F2F**	**Online**
ART-110	24	31		ART-110	55	-	-
ART-111	52	29		ART-111	81	-	-
ART-120	-	10		ART-120	-	10	-
ART-125	11	22		ART-125	22	11	-
ASL-131	172	131		ASL-131	303	-	-
ASL-132	75	47		ASL-132	122	-	-
ASL-134	33	-		ASL-134	-	33	-
ASL-135	-	33		ASL-135	-	33	-
ENG-102	-	-		ENG-102	-	-	-
ENG-120	9	-		ENG-120	9	-	-
ENG-125	51	65		ENG-125	-	116	-
ENG-140	-	-		ENG-140	-	-	-
HIS-110	108	56		HIS-110	113	51	-
HIS-120	-	102		HIS-120	76	26	-
MUS-121	44	50		MUS-121	94	-	-
MUS-131	5	5		MUS-131	-	10	-
MUS-132	1	-		MUS-132	-	1	-

Programs of the Language Arts and Communication Studies Division, Fall 2017 – Spring 2021   37

MUS-135	-	-
MUS-161	-	2
MUS-162	-	-
MUS-233	-	-
MUS-234	-	-
MUS-261	-	-
MUS-262	-	-
PHI-100	84	87
SPA-101	116	96
SPA-102	18	25
SPE-101	134	106
SPE-103	-	-
SPE-105	71	60
THA-151	9	-
THA-191	-	-
THA-192	-	-

MUS-135	-	-	-
MUS-161	-	2	-
MUS-162	-	-	-
MUS-233	-	-	-
MUS-234	-	-	-
MUS-261	-	-	-
MUS-262	-	-	-
PHI-100	56	115	-
SPA-101	99	38	75
SPA-102	43	-	-
SPE-101	170	70	-
SPE-103	-	-	-
SPE-105	121	10	-
THA-151	-	9	-
THA-191	-	-	-
THA-192	-	-	-

Year	2020

Year	2020

Enrollment		
	2020FA	2021SP
ART-110	64	86
ART-111	24	27
ART-120	-	-
ART-125	-	22
ASL-131	265	234
ASL-132	63	101
ASL-134	1	-
ASL-135	-	-
ENG-102	-	4
ENG-120	37	22
ENG-125	-	-
ENG-140	-	-
HIS-110	71	-
HIS-120	-	134
MUS-121	55	59
MUS-131	-	-
MUS-132	-	-
MUS-135	8	-
MUS-161	-	-
MUS-162	-	-
MUS-233	-	-
MUS-234	-	-
MUS-261	-	-
MUS-262	-	-
PHI-100	51	122
SPA-101	99	157
SPA-102	24	8
SPE-101	115	141
SPE-103	-	-

Enrollment			
	Corres	F2F	Online
ART-110	150	-	-
ART-111	51	-	-
ART-120	-	-	-
ART-125	22	-	-
ASL-131	499	-	-
ASL-132	164	-	-
ASL-134	-	1	-
ASL-135	-	-	-
ENG-102	4	-	-
ENG-120	59	-	-
ENG-125	-	-	-
ENG-140	-	-	-
HIS-110	52	-	19
HIS-120	134	-	-
MUS-121	114	-	-
MUS-131	-	-	-
MUS-132	-	-	-
MUS-135	-	-	8
MUS-161	-	-	-
MUS-162	-	-	-
MUS-233	-	-	-
MUS-234	-	-	-
MUS-261	-	-	-
MUS-262	-	-	-
PHI-100	173	-	-
SPA-101	203	-	53
SPA-102	32	-	-
SPE-101	201	-	55
SPE-103	-	-	-

SPE-105	43	51
THA-151	-	-
THA-191	-	-
THA-192	-	-

SPE-105	94	-	-
THA-151	-	-	-
THA-191	-	-	-
THA-192	-	-	-

13. FINANCIAL TRENDS

Comment on annual budgeted-vs.-actual program expenditures for each of the preceding five (5) years as to personnel salaries, benefits, supplies, contract services, capital outlay and other expenditures. Explain deviations from budget exceeding 10% of any line item. Describe plans for future budget changes.

Highlights:

- Termination of salaries for RDG in FY 2020 resulted from AB 705 implementation and an legislatively-mandated end to reading courses.
- Termination of salaries for THA in FY resulted from retirement of theater faculty.
- Decline in ENG salaries in FY 2021 likely resulted from fewer sections for adjuncts due to COVID.

		FY 2018		FY 2019		FY 2020		FY 2021	
		BUDGETED	EXPENDED	BUDGETED	EXPENDED	BUDGETED	EXPENDED	BUDGETED	EXPENDED
ART									
1002	Salaries	0.00	43,917.42	0.00	25,319.64	37,605.04	37,605.04	32,779.08	32,779.08
	Benefits	0.00	6,244.33	0.00	4,913.00	7,591.33	7,591.33	6,303.08	6,303.08
	Overload Salaries	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Overload Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
COM		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
DAN		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
ENG									
1501	Salaries	314,844.00	347,565.32	307,834.00	364,840.83	462,139.58	462,139.58	331,976.22	331,976.22
	Benefits	119,146.00	124,294.62	115,748.00	136,752.24	182,905.65	182,905.65	136,592.03	136,592.03
	Overload Salaries	0.00	29,595.59	0.00	30,925.90	27,438.06	27,438.06	13,251.13	13,251.13
	Overload Benefits	0.00	5,200.82	0.00	5,996.12	5,536.24	5,536.24	2,545.66	2,545.66
ESL									
4930/800	Salaries	21,539.00	20,283.88	18,934.00	22,089.70	40,782.95	40,782.95	7,880.12	7,880.12
	Benefits	12,303.00	11,331.26	10,046.00	13,556.59	21,968.27	21,968.27	7,277.99	7,277.99
	Overload Salaries	0.00	5,032.52	0.00	5,113.14	8,425.93	8,425.93	2,016.00	2,016.00
	Overload Benefits	0.00	465.32	0.00	504.39	777.42	777.42	185.49	185.49
FRE									
1102	Salaries	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Benefits	737.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Overload Salaries	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Overload Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
JOU		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
LAN		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

		FY 2018		FY 2019		FY 2020		FY 2021	
		BUDGETED	EXPENDED	BUDGETED	EXPENDED	BUDGETED	EXPENDED	BUDGETED	EXPENDED
MUS									
1004	Salaries	69,272.00	71,345.41	75,546.45	75,546.45	65,849.00	65,849.00	95,969.00	95,969.00
	Benefits	29,779.00	30,147.33	33,002.08	33,002.08	30,532.64	30,532.64	40,524.66	40,524.66
	Direct Purchase Ins	613.00	621.57	394.99	394.99	17.19	17.19	0.00	0.00
	Periodicals/magazir	150.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Postage	8.00	7.25	9.53	9.53	0.00	0.00	0.00	0.00
	Mileage	235.00	264.85	2,689.73	1,900.18	0.00	0.00	0.00	0.00
	Conferences	550.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Memberships	150.00	149.95	0.00	0.00	0.00	0.00	0.00	0.00
	Other Contract	2,094.00	310.00	3,118.29	3,118.29	0.00	0.00	0.00	0.00
	Other Instructional I	0.00	0.00	578.93	578.93	0.00	0.00	0.00	0.00
	Rents and leases	3,900.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Advertising	600.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Overload Salaries	0.00	11,418.84	0.00	12,195.13	12,059.27	12,059.27	2,022.22	2,022.22
	Overload Benefits	0.00	2,008.45	0.00	2,366.32	2,434.38	2,434.38	389.02	389.02
RDG									
1520	Salaries	89,196.00	90,278.40	94,277.00	59,718.56	0.00	0.00	0.00	0.00
	Benefits	37,913.00	36,482.21	38,356.00	29,556.63	1,063.70	1,063.70	0.00	0.00
	Overload Salaries	0.00	5,681.17	0.00	1,455.72	0.00	0.00	0.00	0.00
	Overload Benefits	0.00	997.32	0.00	282.18	0.00	0.00	0.00	0.00
SPA									
1105	Salaries	77,807.00	79,420.82	90,010.66	63,624.45	82,733.40	82,733.40	107,859.18	107,859.18
	Benefits	33,854.00	33,936.37	27,042.34	27,042.34	31,729.56	31,729.56	39,651.43	39,651.43
	Overload Salaries	0.00	16,892.82	0.00	11,396.97	6,451.86	6,451.86	12,540.38	12,540.38
	Overload Benefits	0.00	2,969.90	0.00	2,210.46	1,301.38	1,301.38	2,409.98	2,409.98
SPE									
1506	Salaries	17,827.00	40,357.60	19,005.00	74,016.94	109,289.78	109,289.78	107,443.14	107,443.14
	Benefits	7,081.00	11,004.45	7,291.00	20,916.62	36,114.95	36,114.95	38,313.68	38,313.68
	Overload Salaries	0.00	196.20	0.00	821.70	0.00	0.00	0.00	0.00
	Overload Benefits	0.00	34.52	0.00	159.45	0.00	0.00	0.00	0.00
THA									
1007	Salaries	44,438.00	45,131.43	46,354.90	46,354.90	14,269.50	14,269.50	0.00	0.00
	Benefits	17,177.00	17,186.33	16,922.10	18,206.56	8,062.40	8,062.40	0.00	0.00
	Fixtures & Fixed Ec	0.00	0.00	0.00	0.00	0.00	0.00	0.00	26,055.98
	Overload Salaries	0.00	0.00	0.00	470.70	235.40	235.40	0.00	0.00
	Overload Benefits	0.00	0.00	0.00	91.16	47.47	47.47	0.00	0.00

14. FACILITIES AND EQUIPMENT

    a. Are current facilities, such as classrooms, offices and equipment adequate to support the program? Explain.

        i. As the theater, music and fine arts programs grow, there will likely be evolving needs to purchase equipment, such as lighting, sound and recording equipment.

ii. Art will be in need of a large number of supplies, furniture and fixtures to be able to support the studio art courses (easels, stools, tables, art storage racks).

iii. Future art courses in ceramics will need ample space and materials for the course to function properly (drying room, raw clay storage, ceramic storage, work tables, potter's wheels, glaze room). Professor Kramer is currently working on curriculum for a ceramics course, and it will be about two years before it can be offered. Additionally, there will likely be more studio art classes offered at PVC.

iv. With the gradual return to face-to-face instruction in the classroom in SP 2022 following the COVID-19 pandemic, there may be needs for classroom equipment, including proving Zoom access for students not prepared to return to in-person instruction.

b. Describe plans for future changes in facilities or equipment that would better support the program.

As needs arise, they will be presented in the annual Snapshot and program review.

APPENDIX

Excerpt from the SLO Matrix, showing scheduled course SLO assessments for the Language Arts and Communication division, FA 2017-SU 2021

Matrix Key:

	=	SLO Assessed (legacy)
	=	SLO Assessed (eLumen)
X	=	Assessment Scheduled
O	=	Course Successfully Offered
*	=	Need to assess next time the course is offered.
#	=	Cannot be offered until fully articulated

Scroll to next page for matrix.

	Code	Course	1	2	3	4	5	6	7	8	9	10	Term
LAC	**ART**	**ART**											12/15/2021
LAC	ART-101	INTRODUCTION TO ART	X					O	O	X			F17 - S21
LAC	ART-105	DIGITAL PHOTOGRAPHY	X										F17 - S21
LAC	ART-106	ADVANCED DIGITAL PHOTOGRAPHY	X										F17 - S21
LAC	ART-107	INTERMEDIATE DIGITAL PHOTOGRAPHY	X										F17 - S21
LAC	ART-110	ART HISTORY AND APPRECIATION I	X / O	O	O	O		O	O	X			F17 - S21
LAC	ART-111	ART HISTORY AND APPRECIATION II		X				O	O				F17 - S21
LAC	ART-120	BASIC PAINTING DESIGN AND COLOR	O	X	O				O				F17 - S21
LAC	ART-125	BASIC DRAWING AND COMPOSITION	O	X / O	O	O		O	O				F17 - S21
LAC	**ASL**	**AMERICAN SIGN LANGUAGE**											12/15/2021
LAC	ASL-131	AMERICAN SIGN LANGUAGE I	O	O	X / O	O		O	O				F17 - S21
LAC	ASL-132	AMERICAN SIGN LANGUAGE II	O	O	X / O	O		O	O				F17 - S21
LAC	ASL-134	AMERICAN SIGN LANGUAGE III	O		X	O		O					F17 - S21
LAC	ASL-135	AMERICAN SIGN LANGUAGE IV		O	X / O	O			O				F17 - S21
LAC	**ENG**	**ENGLISH**											12/15/2021
LAC	ENG-081	BASIC WRITING I	O	O	O								F17 - S21
LAC	ENG-082	BASIC WRITING II	O	O	O								F17 - S21
LAC	ENG-095	WRITING IMPROVEMENT I	O	O	O								F17 - S21
LAC	ENG-096	WRITING IMPROVEMENT II	O	O	O								F17 - S21
LAC	ENG-099	BASIC COMPOSITION	O	O	O	O		O	O		X		
LAC	ENG-100	READING AND COMPOSITION WITH SUPPLEMENTAL SUPPORT						O	O				
LAC	ENG-101	READING AND COMPOSITION	O	O	O	O		O	X / O	X			F17 - S21
LAC	ENG-102	COMPOSITION AND INTRODUCTION TO LITERATURE				O			X / *				F17 - S21
LAC	ENG-103	CRITICAL THINKING AND ENGLISH COMPOSITION	O	O	O	O		O	O	X			F17 - S21
LAC	ENG-120	INTRODUCTION TO CREATIVE WRITING		X				O					F17 - S21
LAC	ENG-122	WORLD LITERATURE		X									F17 - S21
LAC	ENG-125	INTRODUCTION TO FILM	O	O	O	O		O	O	X / *			F17 - S21
LAC	ENG-140	SURVEY OF AMERICAN LITERATURE II		X									F17 - S21
LAC	ENG-150	READING AND COMPOSITION SUPPLEMENTAL LECTURE											
LAC	ENG-222	SURVEY OF WORLD LITERATURE II											
LAC	**ESL**	**ENGLISH AS A SECOND LANGUAGE**											
LAC	ESL-010	INTERGRATED ESL SKILLS LEVEL I											
LAC	ESL-020	INTERGRATED ESL SKILLS LEVEL II											
LAC	ESL-030	INTERGRATED ESL SKILLS LEVEL III											
LAC	ESL-040	ACADEMIC READING AND WRITING FOR ESL											
LAC	ESL-080	BEGINNING LANGUAGE I	O			X / O	X / O						
LAC	ESL-081	BEGINNING LANGUAGE II		O		X	X / O						
LAC	ESL-082	INTERMEDIATE LANGUAGE I			O	X		O					
LAC	ESL-083	INTERMEDIATE LANGUAGE II	O			X		X / O					
LAC	ESL-088	SUPPLEMENTAL INSTRUCTION FOR ENGLISH AS A SECOND LANGUAGE						X / *					
LAC	ESL-096	ADVANCED LANGUAGE I	O	O	O		X / O						
LAC	ESL-097	ADVANCED LANGUAGE II	O	O		O	X / O						
LAC	**FRE**	**FRENCH**											12/15/2021
LAC	FRE-101	ELEMENTARY FRENCH I							X / *				F17 - S21
LAC	**MUS**	**MUSIC**											12/15/2021
LAC	MUS-121	MUSIC HISTORY AND APPRECIATION	O	O	O	X / O		O	O				F17 - S21
LAC	MUS-127	INSTRUMENTAL ENSEMBLE I				X							F17 - S21
LAC	MUS-131	CLASSROOM PIANO I	O	O	O	X / O		O	O				F17 - S21
LAC	MUS-132	CLASSROOM PIANO II		O		X		O					F17 - S21
LAC	MUS-135	BASICS OF READING MUSIC							X				F17 - S21
LAC	MUS-137	HISTORY OF ROCK	O	O	O	X / O		O	O				F17 - S21
LAC	MUS-141	JAZZ ENSEMBLE I								X / *			F17 - S21
LAC	MUS-142	JAZZ ENSEMBLE II								X / *			F17 - S21
LAC	MUS-150	MUSIC THEORY											
LAC	MUS-161	CONCERT CHOIR I	O	O	O	O		X / O					F17 - S21
LAC	MUS-162	CONCERT CHOIR II		O	O			X					F17 - S21
LAC	MUS-233	CLASSROOM PIANO III		O		X							F17 - S21
LAC	MUS-234	CLASSROOM PIANO IV		O		X							F17 - S21
LAC	MUS-243	JAZZ ENSEMBLE III								X / *			F17 - S21
LAC	MUS-261	CONCERT CHOIR III	O	O	O				X / *				F17 - S21
LAC	MUS-262	CONCERT CHOIR IV		O					X / *				F17 - S21
LAC	MUS-280	SELECTED TOPICS IN MUSIC								X / *			F17 - S21
LAC	**RDG**	**READING**											12/15/2021
LAC	RDG-084	BEGINNING READING WITH LABORATORY	O	O	O	O	X / *						F17 - S21
LAC	RDG-086	INTERMEDIATE READING WITH LABORATORY	O	O	O	O	X / *						F17 - S21
LAC	RDG-094	BEGINNING READING	O	O	O	O	X / *						F17 - S21
LAC	RDG-096	INTERMEDIATE READING	O	O	O	O	X / *						F17 - S21
LAC	**SPA**	**SPANISH**											12/15/2021
LAC	SPA-101	ELEMENTARY SPANISH I	O	O	O	O		O	X / O				F17 - S21
LAC	SPA-102	ELEMENTARY SPANISH II		O	O	O		O	X / O				F17 - S21
LAC	SPA-115	SPANISH FOR SPANISH SPEAKERS						X / *					F17 - S21
LAC	**SPE**	**SPEECH**											12/15/2021
LAC	SPE-101	INTRODUCTION TO SPEECH	O	O	O	O		O	X / O				F17 - S21
LAC	SPE-103	ARGUMENTATION AND DEBATE				O			X				F17 - S21
LAC	SPE-105	INTRODUCTION TO INTERCULTURAL COMMUNICATION		O	O	O		O	X / O				F17 - S21
LAC	SPE-130	INTERPERSONAL COMMUNICATIONS											
LAC	**THA**	**THEATRE ARTS**											12/15/2021
LAC	THA-110	INTRODUCTION TO THEATRE		X									F17 - S21
LAC	THA-114	SCRIPT ANALYSIS											
LAC	THA-151	ACTING I		X				O					F17 - S21
LAC	THA-152	ACTING II											
LAC	THA-171	INTRODUCTION TO STAGECRAFT											
LAC	THA-191	REHEARSAL AND PERFORMACE IN PRODUCTION	O	O	O	O	X / *						F17 - S21
LAC	THA-192	TECHNICAL THEATRE IN PRODUCTION	O	O			X / *						F17 - S21
LAC	THA-280	SELECTED TOPICS IN THEATRE ARTS											F17 - S21
LAC	THA-290	SELECTED STUDIES IN THEATRE ARTS											F17 - S21