PVC Program Review Annual Snapshot

Division: Language Arts Communication   Date of Report: **September 28, 2021**

	Course Completion	2016-17		2017-18		2018-19		2019-20		2020-21	
Student Characteristics (Enrollments)	Female	66.7%	563/844	60.6%	384/634	57.0%	327/574	61.9%	359/580	55.4%	200/361
	Male	66.1%	262/190	72.3%	1515/2094	72.3%	1877/2596	72.2%	1537/2130	79.4%	1731/2180
	Asian/Pac Island	72.8%	118/162	67.9%	93/137	69.7%	106/152	71.0%	103/145	82.1%	124/151
	African-Am	57.1%	221/387	65.7%	241/367	59.4%	293/493	57.8%	240/415	66.0%	246/373
	Hawaiian/Nat Am	55.6%	30/54	79.4%	50/63	75.6%	65/86	78.6%	55/70	67.3%	33/49
	Hispanic	64.9%	902/1390	67.6%	959/1419	71.2%	1147/1611	71.8%	1027/1430	75.6%	968/1280
	White	73.6%	515/700	75.7%	505/667	72.8%	567/779	74.1%	435/587	82.4%	511/620
	Inmate	65.3%	986/1510	73.8%	1265/1713	73.1%	1695/2319	73.5%	1364/1857	81.6%	1677/2056
	Disabled	72.4%	438/605	77.7%	596/767	81.2%	1008/1241	80.4%	949/1180	83.1%	819/986
	Foster	100.0%	5/5	23.8%	5/21	60.0%	12/20	71.4%	5/7	50.0%	1/2
	Veteran	46.2%	12/26	74.3%	26/35	77.1%	27/35	46.7%	14/30	91.4%	32/35

Significant Findings: The disparity in course completion between Males and Females narrowed in 2019-20 to 8.6 percentage points, compared to a difference of 15.3 percentage points in 2018-19, with Males still exceeding Females. African-American students remained behind other student groupings (except Foster students) but achieved in 2020-21 its highest completion rate in the past five years, at 66.0%. It isn't clear what happened in the Foster category, though the small numbers measured--2 students--suggests the data isn't particularly meaningful, especially in view of previous years' performance for this group.

Conclusions and Next Steps: The Language Arts division has sought advice from the Student Success and Equity Committee in light of completion data from previous years and continues to maintain a close working relationship with that Committee. One faculty member of the division has been appointed coordinator of the Puente program and has initiated a Puentifed course in English in the 2021-22 academic year.

			2021-22	2022-23	2023-24	2024-25
Future Program Needs	**Human Resources**		Continue evaluating staffing needs, including in Theater and Fine Arts to build program.	Continue evaluating staffing needs, including in Theater and Fine Arts to build program.	Continue evaluating staffing needs, including in Theater and Fine Arts to build program.	Continue evaluating staffing needs, including in Theater and Fine Arts to build program.
	Fiscal Resources		Improve budget planning and access to funds, esp. for prof. dev and teaching resources.	Improve budget planning and access to funds, esp. for prof. dev and teaching resources.	Improve budget planning and access to funds, esp. for prof. dev and teaching resources.	Improve budget planning and access to funds, esp. for prof. dev and teaching resources.
	Physical Resources		Evaluate phys resources and environment as FF teaching resumes after pandemic.	Evaluate phys resources and environment as FF teaching resumes after pandemic.	Evaluate phys resources and environment as FF teaching resumes after pandemic.	Evaluate phys resources and environment as FF teaching resumes after pandemic.
	Technology Resources		Continue training in eLumen and online teaching certification.	Continue training in eLumen and online teaching certification.	Continue training in eLumen and online teaching certification.	Continue training in eLumen and online teaching certification.

Improvements Based on Prior Years SLO Assessments

The following are paraphrases of faculty reflections from SLO/PLO assessments completed during the past year: **ENG 099:** It is often difficult to engage students in online courses; I will reach out more throughout the semester; **ENG 101:** I will create assignments that shorten the delay between students sending in work and receiving comments back from me; **ENG 101**: The majority of students met the required baseline; those who didn't submitted zero assignments; **ENG 101**: Students need assistance in basic grammar; I will continue giving grammar-based study guides. **ESL:** To enhance learning I will add extra speaking activites next time I teach the course**;** I plan to implement a more organized assessment methodology that facilitates learning and the gathering of data; **Music:** I'm using more technology in my teaching, and I realize the need to coach students on the use of such technology to enhance their learning experience; next time, I will devote more time early in the term to orientation on technology use; **Spanish:** Some non-traditional students struggle with technology because they are not trained to navigate in online courses; with proper technology training, students will thrive in online courses; **Speech:** I am considering an alernative option for speech submission, delivery and evaluation, such as submission via Canvas.