

Annual Program Review

Anthropology

LAVC Program Review

2022

State: Completed

Resources for Completing This Module

The following data are currently available for you to complete this module:

- Headcount Enrollment - All terms (simple dashboard) ***Updated**
- Success & Retention - All terms (simple dashboard) ***New**
- Fall Enrollment, Success, & Retention Data - *includes demographics and mode*
- Spring Enrollment, Success, & Retention Data
- Special Populations/Programs - Enrollment, Success & Retention
- Awards (Program Completions)
- Majors Data

Here is a [Quick Guide to Data Modules](#): *** New**

The following **videos** provide guidance on using the dashboards to answer specific questions:

- [How to answer the retention questions in the enrollment module.](#)
- [How to answer questions related to institution-set standards: success, retention, awards.](#)
- [How to answer questions related to equity.](#)
- [Awards Dashboard and the program review Data-Achievement module](#)



Success - Course Completion (Instructional Areas)

Analyze trends in the student success data (i.e. successful course completion). Compare **each discipline** to the college level data. *For noninstructional/service areas, compare the **population outcomes** to the college level data. *Successful course completion is defined as a grade of A,B,C, or Pass divided by all grades including Ws).

- Briefly summarize the success/course completion data.
- Identify any disciplines below the college average. (**instructional areas only*)
- Identify any disciplines with declining success rates. (**instructional areas only*)

Since 2013, Anthropology as a discipline has been at or above the college average for success, with the one exception of 2017 where it dipped slightly below. Since then it has increased again and for Spring 2021, Anthropology courses had an average success rate of 76%, above the average of 73% for the college as a whole.

Saved 5/23/2022 4:11 PM by Rebecca Stein

Equity - Achievement



Equity - Course Outcomes (Instructional Areas)

In reviewing your course success rates, select at least one (1) course with large enrollment. How do the outcomes vary by ethnicity and gender? (Include the percentages.)

*Enter **Not Applicable** if non instructional program.

For all of Anthropology over the years data is provided for, white students have higher success rates than other groups and the lowest success rates are for Hispanic and Black students. This mirrors the trends for the college as a whole.

Looking at our two highest enrolling courses for just Fall 2021:

For Anthro 121, all groups hit the institutional set standard, with Hispanics falling slightly below for the first time, and males and females succeeded at the the same rate (76%). Breakdown by ethnicity:

- Black - 88%
- White - 82%
- Unknown - 80%
- Asian - 78%
- Hispanic - 65%

For Anthro 101, two groups were below the ISS -Hispanic and Black students. Males and females succeeded at the same rate (67%). Most groups were slightly lower this year than last, with Hispanics going from slightly above the ISS to now being below. Breakdown by ethnicity:

- Native Hawaiian - 100%
- Asian - 79%
- White - 77%
- Two or more - 66%
- Hispanic - 62%
- Black - 45%

Saved 5/23/2022 4:20 PM by Rebecca Stein



Equity - Course Improvement (Instructional Areas)

As the college tries to close equity gaps in student achievement, what improvements can the department make to address the specific outcomes in the course(s) noted above?

Enter **Not Applicable if non instructional.*

Focusing on closing the equity gap for African Americans in Anthro 101:

- 1) Prepare list of campus resources that students can be referred to; increase use of early alert
- 2) Have an Anthropology tutor in the tutoring center
- 3) Make "catch up" videos and modules for students who lack knowledge in basic biology and anatomy
- 4) Increased trainings on grading for equity

Saved 5/23/2022 4:20 PM by Rebecca Stein



Equity - Special Program Outcomes (Non-Instructional)

In reviewing your special program success rates, how do the outcomes vary by ethnicity and gender? *(Include the percentages.)*

Enter **Not Applicable if exclusively an instructional program.*

N/A

Saved 5/23/2022 4:20 PM by Rebecca Stein



Equity- Special Programs (Non-Instructional)

As the college tries to close equity gaps in student achievement, what improvements can the program make to address the specific program outcomes noted above?

Enter **Not Applicable if exclusively an instructional program.*

N/A

Saved 5/23/2022 4:20 PM by Rebecca Stein



Majors Data

Review the [data on majors](#) for the programs in your department.

- Summarize trends for students indicating majors in your department.

**Enter Not Applicable if non instructional.*

Since Fall 2018, the number of anthro majors has fallen slightly from a high of 78 to 58 in the most recent semester (Fall 2021). This is not surprising given the overall decline in enrollments.

The demographics of our majors are similar to those of our primary CAP - Social and Behavioral Sciences. The CAP has more women than men (64 vs 35%) as does Anthro (67 vs 29%). The ethnicity breakdown is also similar, with Anthro having slightly more Asian, Black, and white students (6 vs 4% for Asian and Black students, 35 vs 32% for white students) and slightly less Hispanic students (39 vs 35%). In all cases, the differences are small.

Saved 5/23/2022 4:28 PM by Rebecca Stein

Awards - Degrees & Certificates



Award Completion (Instructional areas)

For **ALL active programs** (degrees and certificates), review the trend data on award completions.

- Summarize and address the trend (e.g. increase, declines, inconsistency) *Include the number of awards in your summary.*

**Enter Not Applicable if non instructional.*

The number of AA-T's awarded has gone up since it was first introduced and has been slowly increasing over time. The regular AA degree and the cultural competency certificate have been archived. For 2020-2021, 13 AA-Ts in Anthro and 1 cultural competency certificate were awarded. Many of our students may be transferring to UC schools as two of the top Anthro programs in the country (UC Berkeley and UCLA) are UC schools, and as such may be transferring without an AA.

In 20-21, white students made up 71% of students completing the AA-t, a trend not seen in previous years. Women make up more of our majors, but also are more likely to complete.

Saved 5/23/2022 4:34 PM by Rebecca Stein



Majors Data

Consider your completion outcomes (awards data) in light of your majors data. Identify any relevant trends or inconsistencies.

**Enter Not Applicable if non instructional.*

Considering that we don't know at what point in their educational journey the majors are, the number of completions seems reasonable. Some students may be transferring to UCs without first earning an AA-T.

We need to work to better identify and track our majors. If last year's trend of most awards being earned by white students is not a pandemic-related blip, we definitely need to work to address that.

Institution-Set Standards (ISS)



Success - ISS

The institution has established an institution-set standard for course success (*students who successfully complete the course/A,B,C or P grades*) at **66%**.

- *For Instructional Areas* - Indicate whether **each discipline** in your area is performing at the (*minimum*) standard.
- *For Instructional Areas* - Identify **courses** that are **at or below** the standard for course success. Provide an improvement plan.
- *For Non-Instructional Areas* - Are the success rates for your **population/program** at or below the institution-set standard? Provide an improvement plan.

An institution-set "**standard**" is the **minimum level of acceptable performance** on an indicator. Should the program fall below a standard, some intervention should occur.

The discipline as a whole is meeting the ISS.

The lowest success rates in Fall 2021, and the only course below the ISS, was for Anthro 104 (60%). However, the number of students is small as only one section is generally offered each semester.

Saved 5/23/2022 4:39 PM by Rebecca Stein

While the college has set an overall institution-set standard for the annual total number of institutional awards, each program is expected to have **minimum of ten (10) completions** annually contributing to that total.

A "**standard**" is a **minimum level of acceptable performance**. Should the program fall below a standard, some intervention should occur. For each program (degree or certificate) indicate whether it meets the standard by entering the number of awards, and if not, indicate the action plan for improvement.

*Must refer to the most recent academic year of data.

*Enter **Not Applicable** if non instructional or no degrees or certificates attached to program.

Awards-ISS

No Records.

Improvement



Results

Based on the data trends, evaluate the effectiveness of strategies and/or interventions implemented in prior years to improve student achievement.

- Indicate "**not applicable**" if no steps have been taken to improve student achievement.
- Briefly describe the intervention/strategy and the outcome based on the data.

As reported previously, the TIA and department based intervention efforts were successful as the three classes we focused on (101, 102, 121). The improvement plan for last year focused on Anthro 102 appears to be having an impact as there was a slight increase in success rates for that course from 68 to 70%.

Improvement plan for Anthro 104 - Since this course is primarily offered online, work to bring those sections in line with the CVC-OEI rubric.



Improvement Plan

In areas identified as needing improvement, describe strategies and/or interventions that the department/program will implement to help improve student achievement (successful course completion and award completion).

Department goals include participating in pathways efforts and supporting students in completing the AA-T.

See above for the improvement plan for courses.

Saved 5/23/2022 4:41 PM by Rebecca Stein

Validation



Validation Comments

Please enter your **comments about the module**.

This box also documents the validation dialogue with the program. Please date and initial comments.

The committees use this information for planning and decision-making. Information should help the committee contextualize responses and requests.

- Does the analysis look at the **current data**?
- Does the analysis address the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?

Validator Response - Final

Reviewed.

-MJ, 8/24/2022

Saved 8/24/2022 2:18 PM by Matthew Jordan

Validator Response - Final

The department has strong success rates above the institution's set standard, yet success gaps remain an equity gap among Black and Latinx students.

The department has an improvement plan that focuses on the success of Black students enrolled in ANTRO 101, which includes (1) a prepared list of campus resources students can be referred to and increasing the use of early alert; (2) adding an anthropology tutor in the tutoring center; (3) create "refresher" videos for students in introductory biology and human anatomy; and (4) increased training in grading for equity. In addition to the plan, the department should consider working with the Umoja program. They have a unique and in-depth perspective on our Black students and may provide suggestions for appropriate resources. This collaborative approach may help strengthen the bridge between academic affairs and student services equity efforts.

-BMH

Annual Program Review

Art & Art Gallery

LAVC Program Review

2022

State: Completed

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Success - Course Completion (Instructional Areas)

Analyze trends in the student success data (i.e. successful course completion). Compare **each discipline** to the college level data. *For noninstructional/service areas, compare the **population outcomes** to the college level data. *Successful course completion is defined as a grade of A,B,C, or Pass divided by all grades including Ws).

- Briefly summarize the success/course completion data.
- Identify any disciplines below the college average. (**instructional areas only*)
- Identify any disciplines with declining success rates. (**instructional areas only*)

Art success - course completion data for terms 2015-2021:

The Art Department's overall success rate reported Fall to Fall is 72%, which exceeds the institutional set standard of 66%. The retention rate reported Fall to Fall is 89%, which exceeds the ISS of 84%. Success rate for Spring to Spring is 75%, above the ISS of 66%, and Retention for Spring to Spring is also at 89%, above the ISS of 84%. None of the disciplines in Art are below the college average.

Our success rate and retention rate have consistently remained above the institution set standards and success rate for the college as a whole between 2015 and 2021.

Saved 5/27/2022 2:46 PM by Eugenia Sumnik-Levins

Equity - Achievement



Equity - Course Outcomes (Instructional Areas)

In reviewing your course success rates, select at least one (1) course with large enrollment. How do the outcomes vary by ethnicity and gender? (Include the percentages.)

*Enter **Not Applicable** if non instructional program.

Art 201, a core Art degree class taught by multiple full time and adjunct faculty, shows 50% for 2020, now in 2021 at 71%, above institution set standards

for Black or African American students. The success rate for Hispanic/Latino students is at 67% in 2020, which is down to 55% in 2021, below ISS. White students are at 69% in 2020, 65% in 2021, just below ISS, and Two or more Races are at 75% in 2020, now at 63%, below ISS. Gender assessment: 2020 female is 69%, 2021 is 60%. Male students, 2020 68%, 2021 63%, below ISS.

Art 101, a core Art History degree class taught by multiple full time and adjunct faculty, Fall to Fall, shows below institution set standards for Hispanic/Latino students is at 62% for fall 2020, 69% in 2021, above ISS and for Black or African American students at 46% in 2020, down to 29% in 2021. Success rate for Latinx students increased 7% from the previous year of 2020 but decreased by 17% for Black or African American students. It is possible that the transition to the online environment may have contributed to this. By gender, success rates for female students for Fall to Fall are 73% in 2020, 73% in 2021 which is above ISS; for male students the success rate is 63% in 2020, 72% in 2021, which is an increase of 9%, now above the ISS. There are no data available on OIE or Program Review for spring.

Art 102, likewise taught by multiple full time and adjunct faculty, is a course with lower enrollments and fewer sections offered, but it is a required course for the AAT in Studio Art as well as the AAT in Art History, and so we are considering it here. Success rates for Fall to Fall by gender is, 2020 77% for females, 65% for 2021 which is just below ISS and a 12% decrease from the previous year of 2020. 79% for males 2020, in 2021 65% which is just below ISS and an 14% decrease from the previous year of 2020. For Black or African American students, the success rate is 86% for 2020 and 29% for 2021 which is a 57% decrease from the previous year of 2020. For Latinx students, the success rate is 71% in 2020 and 61% in 2021 which is a decrease of 10% from the previous year of 2020 and below ISS. For Asian students, the success rate in 2020 is 73%, in 2021 it is 80% 2021 which is a 7% increase from the previous year of 2020. Two or more Races in 2021 is 75% and in 2020, 79% a decrease of 4% but still, well above ISS.

In our last program review, the data for all of the Art courses indicates that success rates for students of two or more races and Black or African American students are below institution set standards.

Saved 5/27/2022 4:33 PM by Jamison Carter



Equity - Course Improvement (Instructional Areas)

As the college tries to close equity gaps in student achievement, what improvements can the department make to address the specific outcomes in the course(s) noted above?

Enter **Not Applicable if non instructional.*

The Art Department is continuing its improvement plan in regards to equity which includes increasing access to quality art materials and tools, textbook access for art history, encourage tutoring for art history. The Art Department believes that part of closing equity gaps in achievement is to create an atmosphere of inclusion and a safe place for open dialogue in the department itself, in addition to focusing on individual classes. To improve equity and outreach, the Art Department and LAVC Art Gallery have formed a partnership with Umoja Black Scholars, Mosaic Center, Guardian Scholars, Puente, and participation in the Anti-Racism Committee to increase equity and engagement through hands-on workshops and art experiences (panel discussions, student art exhibitions, curated lecture series, and related social events). Through the leadership of LAVC Art Gallery Director and Art Department faculty member, Jenene Nagy, the LAVC Art Gallery, in partnership with the Umoja Black Scholars program, has initiated and maintained a scholarship fund for African American students. This scholarship fund will continue to be supported through donations. In addition, Art faculty will continue to make concerted efforts to communicate with counselors dedicated to serving those students in the LAVC community who are disproportionately impacted. The Art Department has hired adjunct faculty with a focus on African American and Latinx candidates so that our department looks more like the students we serve. The LAVC Art Gallery provides an inclusive platform that celebrates and lifts up the voices of the Black community and also extend this promise to people of color. It will meet the challenge of becoming a safe place where dialogue can lead to learning and growing and curate more art exhibitions and programming that highlight artists of color. Faculty and staff from the art gallery and department will adopt practices informed by cultural sensitivity, inclusion and equity, and understanding how to resolve conflicts and situations of micro-aggressions and unconscious biases. We will work with appropriate administrators and support staff to help students who have experienced discrimination. The Art Department recognizes that equity gaps are also a result of institutionalized racism, and will commit to disrupting systemic racism in order to advocate for racial justice and equity. The LAVC Art Department will continue to explore avenues where we can support the cause of closing equity gaps in student achievement.

Saved 6/27/2022 4:20 PM by Eugenia Sumnik-Levins



Equity - Special Program Outcomes (Non-Instructional)

In reviewing your special program success rates, how do the outcomes vary by ethnicity and gender? *(Include the percentages.)*

Enter **Not Applicable if exclusively an instructional program.*

Not applicable

Saved 6/14/2022 2:41 PM by Eugenia Sumnik-Levins



Equity- Special Programs (Non-Instructional)

As the college tries to close equity gaps in student achievement, what improvements can the program make to address the specific program outcomes noted above?

Enter **Not Applicable if exclusively an instructional program.*

Not applicable

Saved 6/14/2022 2:41 PM by Eugenia Sumnik-Levins



Majors Data

Review the [data on majors](#) for the programs in your department.

- Summarize trends for students indicating majors in your department.

**Enter Not Applicable if non instructional.*

The Majors data as it appears in the Dashboard does not match the descriptions for the Majors offerings as they currently exist in the catalog. Art streamlined its degrees to eliminate the Two- Dimensional and Three Dimensional options in favor of one AA in Studio Art, and one AAT in Studio. However, some students still have catalog rights for the old degrees. These are our current major categories, and the data reflect a six year period:

AAT in Art History and AA in Art History for the Fall of 2021 - 113, up from 75 Fall 2020

AAT in Studio Arts and AA in Studio Art, 87 for Fall of 2021, up from 70 in Fall 2020

Art: Graphic Design (AA), 191 for Fall 2021, up from 136 in Fall 2020

Art: Studio (AA), no specific data indicated;

Art: Three-Dimensional Design (AA)* is 13 for Fall 2021, down from 26 Fall 2020. The program has been discontinued, but students still have catalog rights.

Certificate of Achievement in Graphic Design, 19 for Fall 2021* Discontinued but students still have catalog rights

The data is insufficient to indicate whether there is a continued growing trend of Studio Arts majors who are pursuing the AAT in Studio Arts. Graphic Design continues to be a strong major in our department. The data is insufficient to conclude whether more students are pursuing the AAT in Art History or the AA in Art History.

Saved 6/27/2022 4:22 PM by Eugenia Sumnik-Levins

Awards - Degrees & Certificates



Award Completion (Instructional areas)

For **ALL active programs** (degrees and certificates), review the trend data on award completions.

- Summarize and address the trend (e.g. increase, declines, inconsistency) *Include the number of awards in your summary.*

**Enter Not Applicable if non instructional.*

The trend for the AA in Art History has remained between 4 and 6 per year from 2013-2018, but dropped to 2 in 2018-19. It was up to 5 in 2019 - 2020 and 4 for 2020-2021. The trend for the AA-T in Art History has been between 2 and 9 for the same period, 6 in 2018-19. It is up to 10 in 2019 - 2020, and 9 for 2020-2021.

The trend for Graphic Design Certificate of Achievement has been inconsistent, ranging between 1 and 4 per year from 2013-2019. It is up to 5 in 2019 - 2020, and 1 for 2020-2021.

The trend for Art Graphic Design AA has ranged between 2 and 10 per year from 2013-2018, the peak being 10 in 2014; 2017 was 3, 2018 was 8, 2019 was 4. It is up to 7 in 2019 - 2020, and up to 14 in 2020-2021.

The trend for Art Two Dimensional Studio AA has been consistent, ranging between 2 and 4 per year from 2013-2019. However, this degree and Art Three-Dimensional Design have now been replaced with a single AA Studio Art degree.

The trend for Art History for Transfer rose from 2 in 2014 to 9 in 2018, 6 in 2019. It is up to 10 in 2019 - 2020, and 9 for 2020-2021.

The trend for Art Three Dimensional Design AA has been consistently low with only 1 completion in 2014. However, this degree and Art Three-Dimensional Design have now been replaced with a single AA Studio Art degree.

The trend for Studio Art for Transfer has climbed from 3 in 2014-15, with 12 in 2016-17, and 10 in 2018. It was up to 21 in 2019 - 2020, and has climbed to 26 for 2020-2021.

The Art Department is requesting that the Office of Institutional Effectiveness update the data in a previously generated document entitled "Valley College Art School Transfers, 2009-2018"

Saved 6/14/2022 4:13 PM by Eugenia Sumnik-Levins



Majors Data

Consider your completion outcomes (awards data) in light of your majors data. Identify any relevant trends or inconsistencies.

**Enter Not Applicable if non instructional.*

The data in the Dashboard do not match our current degree programs. The Art Department discontinued the Art: Two-Dimensional Studio AA and Art: Three-Dimensional Design AA in favor of one Art: Studio AA. The new Art: Studio AA data do not appear in the Awards data provided. Therefore we are not able to analyze the trends for this program at this time.

AAT in Art History - Awards for 2020-21 total 9; Awards for 2019-20 total 10. Over a 5 year period the total awards were 6 for 2 years, 9 for two years, and 10 for one year. Only one year was at the ISS.

AAT in Studio Arts - Awards for 2020-21 total 26; Awards for 2019-20 total 10. Over a 5 year period the total awards climbed from 11 to 26, above the ISS.

Art: Graphic Design - Awards for 2020-21 total 14; Awards for 2019-20 total 7. Over a 5 year period the total awards climbed from 3 to 14, above the ISS.

Art: Studio (AA) - Awards data not provided

Art: Three-Dimensional Design (AA) - Awards for 2020-21 total 0; Awards for 2019-20 total 2. This program has been discontinued, but students still have catalog rights

Art: Two-Dimensional Studio (AA) - Awards for 2020-21 total 4; Awards for 2019-20 total 0. This program has been discontinued, but students still have catalog rights

Certificate of Achievement in Graphic Design - Awards for 2020-21 total 1; Awards for 2019-20 total 5.

Art History (AA) - Awards for 2020-21 total 4; Awards for 2019-20 total 5. Over a 5 year period the total awards hovered around 4-5; in 2018-19 there were only 2

The data indicate that there is a growing trend of Studio Arts majors who are pursuing the AAT in Studio Arts.

Graphic Design continues to be a strong major in our department; the number of completers for the AA degree is growing. The completers for the Certificate remains low. However, this inconsistency may be due to the fact that many older students are hobbyists and not interested getting a degree or certificate. Since the implementation of the partnership with Grant High School in 2019, we will be monitoring the data to determine whether younger incoming students who have declared a major in Graphic Design are achieving their educational goal.

The data indicate that more students are pursuing the AAT in Art History than the AA in Art History. The AA in Art History is tailored to students transferring to UCs, whereas the AAT is tailored to those transferring to CSUs.

Saved 6/27/2022 4:25 PM by Eugenia Sumnik-Levins



Success - ISS

The institution has established an institution-set standard for course success (*students who successfully complete the course/A,B,C or P grades*) at **66%**.

- *For Instructional Areas* - Indicate whether **each discipline** in your area is performing at the (*minimum*) standard.
- *For Instructional Areas* - Identify **courses** that are at or below the standard for course success. Provide an improvement plan.
- *For Non-Instructional Areas* - Are the success rates for your **population/program** at or below the institution-set standard? Provide an improvement plan.

An institution-set "**standard**" is the **minimum level of acceptable performance** on an indicator. Should the program fall below a standard, some intervention should occur.

The Art Department course success rate for 2015-2021 is 72% for Fall, 6% higher than the ISS of 66%. It is 76% for Spring, 10% higher than the ISS. Success for Summer is 73%, with an average of 82%, 16% over the ISS. For Winter the average success is 94%, 18% higher than the ISS.

The following are courses with below the ISS for course success.

Art 101: 5 year average for Fall 63%, but 72% for Spring, and 79%, above ISS for Summer and Winter

Art 111: only offered twice for the reporting period, with an average of 64%, 2% below ISS. This is probably due to the small sample

In Art History (100 series), writing requirements appear to be challenging to our student population, but the success appears to be improving. Students are encouraged to visit the Writing Center for extra help. The cost of textbooks keeps some students from having the proper resources to succeed in the courses. The faculty members are being more proactive in discussing options with students. For some courses, Zero Textbook and Low Cost textbook options have been adopted.

The success rates for students taking Studio Art classes above the Introductory or Beginning levels are high across the spectrum.

Saved 6/14/2022 5:18 PM by Eugenia Sumnik-Levins

While the college has set an overall institution-set standard for the annual total number of institutional awards, each program is expected to have **minimum of ten (10) completions** annually contributing to that total.

A "**standard**" is a **minimum level of acceptable performance**. Should the program fall below a standard, some intervention should occur. For each program (degree or certificate) indicate whether it meets the standard by entering the number of awards, and if not, indicate the action plan for improvement.

*Must refer to the most recent academic year of data.

*Enter **Not Applicable** if non instructional or no degrees or certificates attached to program.

Awards-ISS

Program Name	Major Code	Meets Standard (10+ Awards)	Action Plan
Art History AAT	100100	10+ Completers	Following up on our action plan in the last Program review, we have actively encouraged those students who want to transfer to a Cal State to get the degree. Awards went up from 0 in 2013, up to 10 in 2020 and 9 in 2021. We are now meeting or very close to the ISS for this degree award.
Art Graphic Design AA	101300	10+ Completers	The number of students completing the AA Degree in Graphic Design has risen from 7 in the 2019-20 academic year to 14 in the 2020-21 academic year., and continues to reflect a trend to use the few classes from the AA requirements that will transfer to CSU system programs and leave the LAVC graphic Design track using their limited time to earn more efficiently. We believe that more emphasis needs to be placed on the development of better portfolio components via the AA required courses and encourage those anxious to transfer to apply for graduation with an AA degree. An articulation agreement has been instituted with Grant High School. This agreement includes Art 501, Art 600 and Art 604, which are now available for college credit by exam (portfolio evaluation). This feeds our Graphic Design program by making high school students aware of the possibilities available in our program and accelerates their AA completion and/or eventual transfer.
Graphic Design Certificate of Achievement	103000	<10 Completers	The department redesigned the certificate with with fewer required courses with an emphasis on portfolio skills. This became effective in Fall 2020. There was only one completer in the 2020-21 academic year.
Art Two Dimensional Studio AA	100210	<10 Completers	The Studio Art programs were reviewed, and it was determined that all of the Studio program AA degrees should also be modified to streamline pathways for student success. While the AAT – Studio has been successful in terms of the count of awards given (up from 7 in 2015-16 to 12 in 2016-17, 10 in 2017-18, to 18 in 2018-19, and up again to 21 in 2020, and again to 26 for 2021) this transfer degree is only for CSU. We strongly believe that there is a need for the more expansive AA in Studio Art to prepare students for transfer to UC and specialty art schools. The Art Department revised its AA in Studio Art, and the program change was approved by PEPC and the Curriculum Committee in Fall 2020 Apparently no new data for the revised AA in Art: Studios is available yet. .We will be monitoring the effects of this change.

Program Name	Major Code	Meets Standard (10+ Awards)	Action Plan
Art Three Dimensional Design AA	100220	Zero Completers	The Art Department submitted a Program Change to discontinue this degree; it was approved in Spring 2021. The Art Department has folded Three Dimensional Design into the broad Studio Art AA degree, which was approved by PEPC and the Curriculum Committee in Fall 2020.
AAT in Studio Arts	100200	10+ Completers	Implementing the AAT in Studio has significantly increased awards success. The number in 2020 rose to 21, and up to 26 in 2021..
Art History	100200	<10 Completers	Following up on our action plan in the last Program review, in the 2019 academic year, the Art History AA was revised to more closely reflect and meet requirements for the University of California. It was determined that the AA should be kept, instead of discontinued in favor of only offering the AAT for Art History, as the AAT only transfers to CSU, and does not match the UC requirements. The program modification was approved by the Valley College Curriculum Committee in May 2019. The Program Mapper for the Art History AA has been updated and streamlined. The number of completers rose from 2 in 2018-19 to 5 in 2019-20, but down to 4 in 2020-21. We will continue to monitor the trends..

Improvement



Results

Based on the data trends, evaluate the effectiveness of strategies and/or interventions implemented in prior years to improve student achievement.

- Indicate **"not applicable"** if no steps have been taken to improve student achievement.
- Briefly describe the intervention/strategy and the outcome based on the data.

The Art Department continues to follow the strategy identified in our last 2 Program Reviews:

Students have been informed in syllabi and posted notices the award choices for transfer. The faculty has made it a priority to discuss long-range plans for art careers and academic choices with the students. Representatives from art institutions and colleges are invited to speak in our department to students, and portfolios are required in studio classes.

In Art History, writing requirements appear to be challenging to our student population. Students are encouraged to visit the Writing Center for extra help. The cost of textbooks keeps some students from having the proper resources to succeed in the courses. The faculty members are being more proactive in discussing options with students. For some courses, Zero Textbook and Low Cost textbook options have been adopted.

Faculty in all Art programs have been engaging library workshops to teach students research skills.

Our Program Mappers have been updated.

With the reconfiguration of the department in the Arts, Media and Design under Dean Dominguez, Art will also participate in Arts Day to do outreach to incoming high school and other students.

Saved 6/14/2022 5:40 PM by Eugenia Sumnik-Levins



Improvement Plan

In areas identified as needing improvement, describe strategies and/or interventions that the department/program will implement to help improve student achievement (successful course completion and award completion).

The Art Department has been encouraging students to get their Studio Art AAT. This is reflected in the steady increase in student award completions. A similar trend is observable for the Art History AAT.

These data do not reflect the students who transfer to private art schools and universities with art specializations, who do not get their AA degrees, but rather are accepted at art schools strictly on the basis of portfolios. The Art Department created a questionnaire that was distributed to students to track these students and capture this data. The data we collect will be shared with Dean Dominguez to determine how to use it. At our request, the Office of Institutional Effectiveness compiled data on Valley College Art School Transfers from 2010-2018; it shows a total of 70 transfers to art schools across the country over this time frame.

OIE, using the District information system, identified students who were enrolled at LAVC between Fall 2009 and Fall 2018. Then the National Student Clearinghouse was queried in Winter of 2019 to find out at what other colleges these students enrolled, and which of these students could be considered successful transfers. Art schools were identified using overlapping methods, and the following are the results, in brief. Between 2009 and 2018, 70 students transferred to art schools. As of this writing, the Art Department has not followed up with an update due to the pandemic. We will request an update for the next Program Review Cycle.

2018-19 – 11

2017-18 – 6
2016-17 – 4
2015-16 – 9
2014-15 – 3
2013-14 – 6
2012-13 – 10
2011-12 – 12
2010-11 - 9

We believe the college/district should come up with a system to grant awards of degrees and certificates automatically when students have completed requirements, because many do not file the paperwork, even if they are eligible. As the Guided Pathways initiative is implemented, our hope is that some of these issues will be addressed through making it easier for students to achieve their goals. Art students often go into professional jobs, and simply don't go in to fill out paperwork. Such students' success (i.e., being able to get a job using their art education), has not been tracked. In addition, increase the awareness of both the Graphic Design Certificate and the AA in Graphic Design.

In the Fall of 2019 the Art Department asked to partner with Counseling to offer Satellite Counseling in the Art Department. Due to the COVID 19 pandemic this did not occur. We are hoping to follow up with this plan once campus is open again.

Saved 6/14/2022 5:43 PM by Eugenia Sumnik-Levins

Validation



Validation Comments

Please enter your **comments about the module**.

This box also documents the validation dialogue with the program. Please date and initial comments.

The committees use this information for planning and decision-making. Information should help the committee contextualize responses and requests.

- Does the analysis look at the **current data**?
- Does the analysis address the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?

Validator Response - Final

The department has used current data, met and addressed the ISS, and developed improvement plans as needed. Their commitment to college equity is commendable.

Saved 7/8/2022 5:38 PM by Carmen Dominguez

Validator Response - Final

Reviewed.

-MJ, 8/24/2022

Saved 8/24/2022 3:06 PM by Matthew Jordan

Annual Program Review

Academic Resource Center

LAVC Program Review

2022

State: Completed

Resources for Completing This Module

The following data are currently available for you to complete this module:

- Headcount Enrollment - All terms (simple dashboard) ***Updated**
- Success & Retention - All terms (simple dashboard) ***New**
- Fall Enrollment, Success, & Retention Data - *includes demographics and mode*
- Spring Enrollment, Success, & Retention Data
- Special Populations/Programs - Enrollment, Success & Retention
- Awards (Program Completions)
- Majors Data

Here is a [Quick Guide to Data Modules](#). *** New**

The following **videos** provide guidance on using the dashboards to answer specific questions:

- [How to answer the retention questions in the enrollment module.](#)
- [How to answer questions related to institution-set standards: success, retention, awards.](#)
- [How to answer questions related to equity.](#)
- [Awards Dashboard and the program review Data-Achievement module](#)



Success - Course Completion (Instructional Areas)

Analyze trends in the student success data (i.e. successful course completion). Compare **each discipline** to the college level data. *For noninstructional/service areas, compare the **population outcomes** to the college level data. *Successful course completion is defined as a grade of A,B,C, or Pass divided by all grades including Ws).

- Briefly summarize the success/course completion data.
- Identify any disciplines below the college average. (**instructional areas only*)
- Identify any disciplines with declining success rates. (**instructional areas only*)

DISCLAIMER: We have an incomplete data file due to the transition to new software, so the data represents a sample size of students tutored and the comparison groups data for the prior year (Fall 2020) is unavailable.

For the students who used ARC tutoring services (Fall 2021=919), their success rate is consistently above the college average (all overall retention rates are above 80%) (Figure 1.).

Writing Center: For the Writing Center (Fall 2021=42), the success rate is 93% (Figure 2.).

Math Lab: For the Math Lab (Fall 2021=131), the success rate is 66% for those attending tutoring (Figure 2.). success for those taking Math 227 and attending the Math Lab is 65%, Math 259 and attending the Math Lab is 48%, Math 125 and attending the Math Lab is 65%, Math 270 and attending the Math Lab is 89%, Math 262 and attending the Math Lab is 82%, Math 120 and attending the Math Lab is 78%, and Math 260 and attending the Math Lab is 67% (Figure 4.).

General Tutoring Center: The success rate for those attending the General tutoring Center and taking Statistics is 52%, Chemistry is 80%, Physics is 63%, Music is 86%, Anatomy is 67% (Figure 4.).

Figure 1. All ARC Attendance Success Fall 2021

The retention rate for those using the ARC (Fall 2021 attendance=919) is very high with 82% of students succeeding.

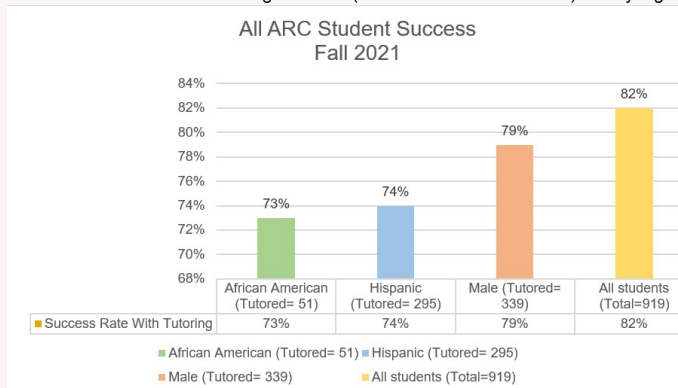


Figure 2. Writing Center Success rate Fall 2021

The success rate for those using the Writing Center is also very high with 93% of students succeeding.

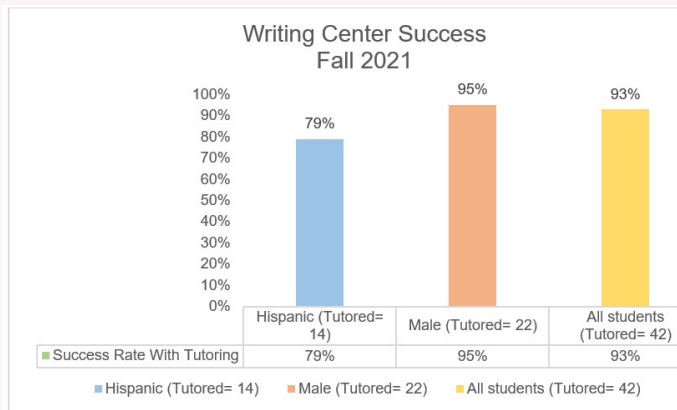


Figure 3. All Math Lab Attendance Success Fall 2021

The retention rate for those using the Math Lab (Fall 2021 attendance=131) is 66% of students succeeding.

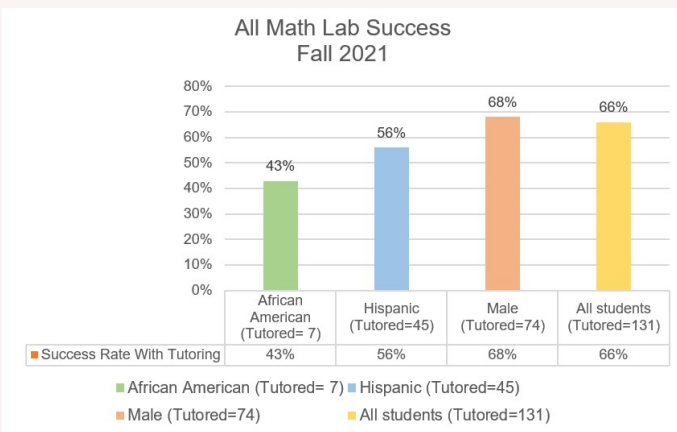


Figure 4. All Math courses Success Fall 2021

The success rate is 66% for those attending tutoring (Figure 3.). success for those taking Math 227 and attending the Math Lab is 65%, Math 259 and attending the Math Lab is 48%, Math 125 and attending the Math Lab is 65%, Math 270 and attending the Math Lab is 89%, Math 262 and attending the Math Lab is 82%, Math 120 and attending the Math Lab is 78%, and Math 260 and attending the Math Lab is 67%.

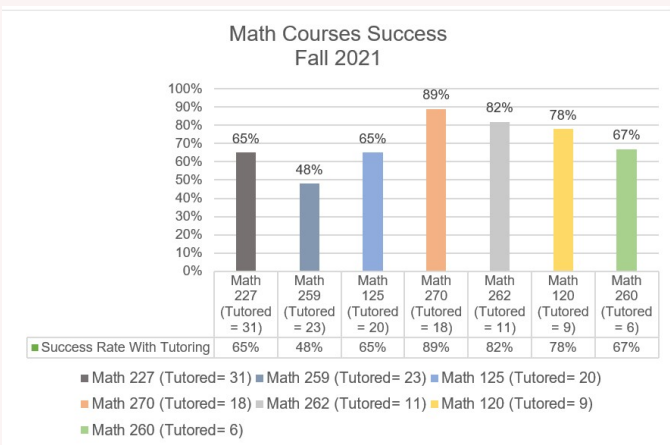
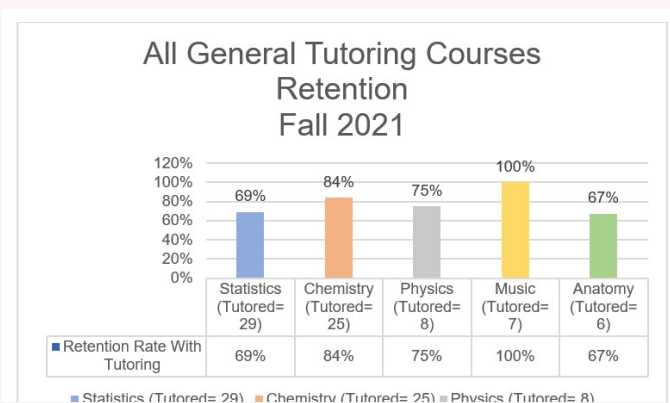


Figure 5. All General Tutoring Center Courses Attendance Success Fall 2021

The success rate for those attending the General tutoring Center and taking Statistics is 52%, Chemistry is 80%, Physics is 63%, Music is 86%, and Anatomy is 67%.



Saved 8/3/2022 3:17 PM by Matthew Jordan

Equity - Achievement



Equity - Course Outcomes (Instructional Areas)

In reviewing your course success rates, select at least one (1) course with large enrollment. How do the outcomes vary by ethnicity and gender? (Include the percentages.)

*Enter **Not Applicable** if non instructional program.

DISCLAIMER: We have an incomplete data file due to the transition to new software, so the data represents a sample size of students tutored and the comparison groups data for the prior year (Fall 2020) is unavailable.

Figure 1. All ARC Attendance Success Fall 2021

The success rate differences for the DI groups below all illustrate the powerful influence of tutoring. Although a relatively small number of African American students attended tutoring (N=51), we see do see a success rate of 73% for those who did. We also see a success rate of 79% for Males and a 74% for Hispanic students.

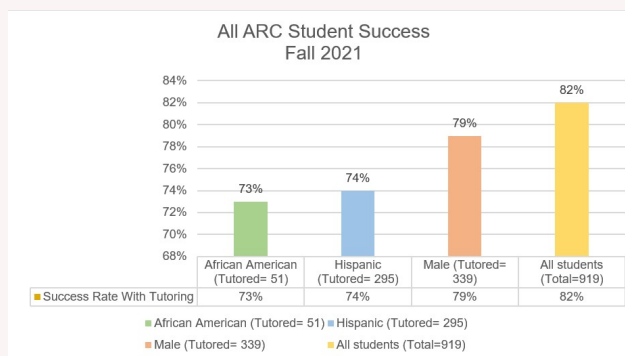


Figure 2. Writing Center Success Fall 2021

The success rate differences for the DI groups below all illustrate the powerful influence of English tutoring. Although a relatively small number of Hispanic students attended tutoring, we see do see a success rate of 79% for those who did. We also see a 95% success rate for Males students.

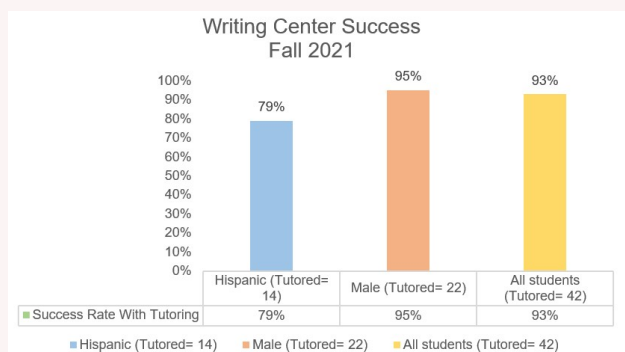
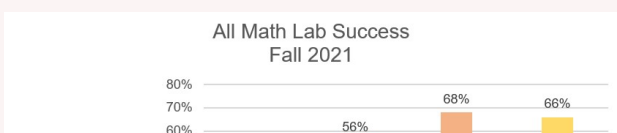


Figure 3. Math Lab Success Fall 2021

The success rate differences for the DI groups below all illustrate the powerful influence of Math tutoring. Although a relatively small number of African American students attended tutoring (N=7), we see do see a success rate of 43% for those who did. We also see a success rate of 68% for Males and 66% for Hispanic students.



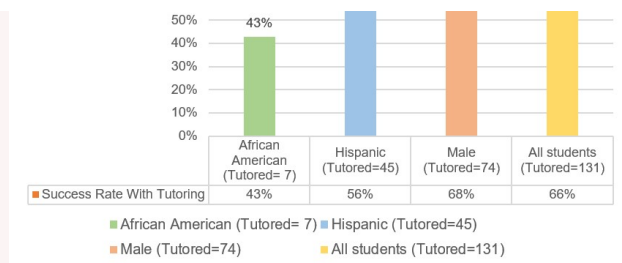


Figure 4. All Math courses Success Fall 2021

The success rate for those taking Math 227 and attending the Math Lab is 65%, Math 259 and attending the Math Lab is 48%, Math 125 and attending the Math Lab is 65%, Math 270 and attending the Math Lab is 89%, Math 262 and attending the Math Lab is 82%, Math 120 and attending the Math Lab is 78%, and Math 260 and attending the Math Lab is 67%.

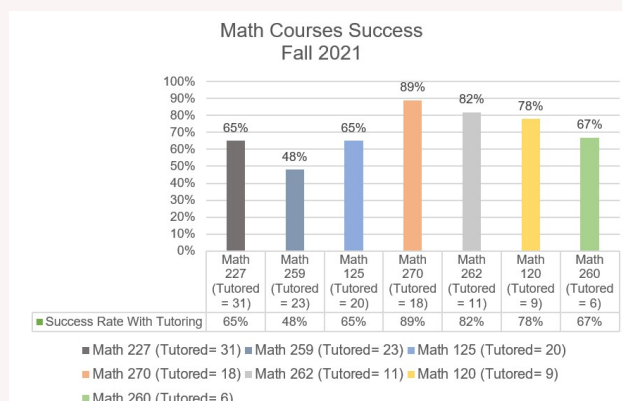
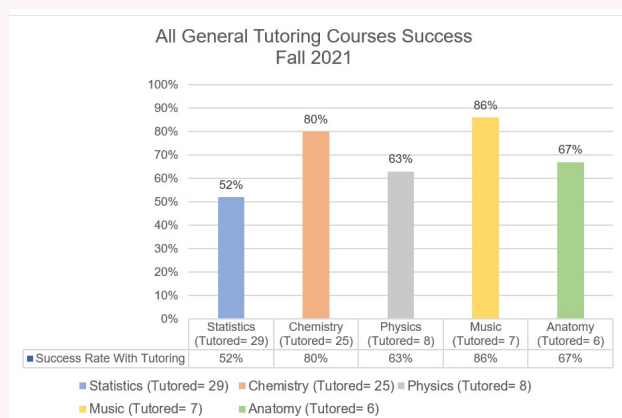


Figure 5. All General Tutoring Center Courses Attendance Success Fall 2021

The success rate for those attending the General tutoring Center and taking Statistics is 52%, Chemistry is 80%, Physics is 63%, Music is 86%, and Anatomy is 67%.



Saved 6/15/2022 2:20 PM by Scott Weigand



Equity - Course Improvement (Instructional Areas)

As the college tries to close equity gaps in student achievement, what improvements can the department make to address the specific outcomes in the course(s) noted above?

Enter **Not Applicable if non instructional.*

With the data provided above indicating that tutoring makes a large contribution to closing the equity gap for "DI" students, the primary improvement should focus on creating more access and increasing attendance of "DI" students who use the tutoring Centers. This involves targeted outreach, collaboration with special population groups (e.g. Umoja), and ensuring that tutors and staff have received culturally responsive teaching and learning training.

Survey Data Analysis

According to data from the student feedback survey, there were 189 respondents who used Academic Resource Center services. The majority of respondents rated their overall experience using ARC tutoring/support service(s) excellent. The majority of the respondents stated that the service was very helpful. Below are some of the highlights:

- The tutors were very helpful. Tutors were available from the morning to afternoon so I could get help anytime.
- They helped me understand my work and gave me good feedback. Recommend it to anyone.
- The tutors are very helpful and encouraging. I appreciate that they are available every day for long hours. The paper drop-off service is convenient and very useful. Thank you for providing these resources!
- The tutors are excellent. The delivery time is marvelous and the help they offer is motherly. God bless you all for the wonderful job you do for us.
- The Penji tutors were very helpful in teaching me Chemistry problems and explained it in an easier manner. I was able to complete homework assignments because of the one-on-one attention.
- The tutor was friendly and helpful and I got assistance on my homework which I needed.
- It was staffed with knowledgeable and helpful people
- It's great and very beneficial for students.
- My tutors Chloe and Joseph are both awesome. I loved talking over things I learned in Biology. They were helpful and kind.
- I only attended a few Math 259 workshops with Iveta Toneryan and I thought she was a great instructor who was very helpful in reviewing material.
- Having a quiet place to study was very helpful.
- Attentive instructor, well-organized workshop, lots of useful information. It was helpful.
- All of the student and staff workers at the Computer Commons were kind, helpful, and knowledgeable about particular issues I was having with printing some of my documents this semester. Thank you Rob, Kristen, Sean, Ronaldo, and Arvid.
- A thorough, but patient and empathetic, respectful interaction.

Saved 6/14/2022 3:07 PM by Farzaneh Sheikholeslami



Equity - Special Program Outcomes (Non-Instructional)

In reviewing your special program success rates, how do the outcomes vary by ethnicity and gender? (Include the percentages.)

Enter **Not Applicable if exclusively an instructional program.*

N/A



Equity- Special Programs (Non-Instructional)

As the college tries to close equity gaps in student achievement, what improvements can the program make to address the specific program outcomes noted above?

Enter **Not Applicable if exclusively an instructional program.*

N/A



Majors Data

Review the [data on majors](#) for the programs in your department.

- Summarize trends for students indicating majors in your department.

**Enter Not Applicable if non instructional.*

N/A



Award Completion (Instructional areas)

For **ALL active programs** (degrees and certificates), review the trend data on award completions.

- Summarize and address the trend (e.g. increase, declines, inconsistency) *Include the number of awards in your summary.*

**Enter Not Applicable if non instructional.*

N/A



Majors Data

Consider your completion outcomes (awards data) in light of your majors data. Identify any relevant trends or inconsistencies.

**Enter Not Applicable if non instructional.*

N/A

Institution-Set Standards (ISS)



Success - ISS

The institution has established an institution-set standard for course success (*students who successfully complete the course/A,B,C or P grades*) at **66%**.

- For Instructional Areas - Indicate whether **each discipline** in your area is performing at the (*minimum*) standard.
- For Instructional Areas - Identify **courses** that are at or below the standard for course success. Provide an improvement plan.
- For Non-Instructional Areas - Are the success rates for your **population/program** at or below the institution-set standard? Provide an improvement plan.

An institution-set "**standard**" is the **minimum level of acceptable performance** on an indicator. Should the program fall below a standard, some intervention should occur.

The ARC tutoring area is above the institution's set standard.

While the college has set an overall institution-set standard for the annual total number of institutional awards, each program is expected to have **minimum of ten (10) completions** annually contributing to that total.

A "**standard**" is a **minimum level of acceptable performance**. Should the program fall below a standard, some intervention should occur. For each program (degree or certificate) indicate whether it meets the standard by entering the number of awards, and if not, indicate the action plan for improvement.

**Must refer to the most recent academic year of data.*

Enter **Not Applicable if non instructional or no degrees or certificates attached to program.*

No Records.

Improvement



Results

Based on the data trends, evaluate the effectiveness of strategies and/or interventions implemented in prior years to improve student achievement.

- Indicate **"not applicable"** if no steps have been taken to improve student achievement.
- Briefly describe the intervention/strategy and the outcome based on the data.

The ARC has undertaken numerous strategies to raise awareness about tutoring on campus, and perhaps most importantly, continued efforts to focus on improving tutor training. With the ARC department's reaffirmation of CRLA accreditation, coordinated and robust tutor training and evaluation continue through the department. With a particular emphasis on the affective domain of the students and training on culturally responsive teaching and learning, we see significant gains for all students who use tutoring on campus, but particularly for the DI students who use tutoring services.



Improvement Plan

In areas identified as needing improvement, describe strategies and/or interventions that the department/program will implement to help improve student achievement (successful course completion and award completion).

As Valley College completes year one of implementing Guided Pathways, the college infrastructure needed to support this initiative is beginning to take shape. With the seven career and academic pathways of study (CAPs—previously referred to as meta-majors), contextualized College 101 courses and peer mentors being piloted for the CAPs, we plan that each of the seven CAPs will have highly coordinated and contextualized academic support. This follows the model of Completion Coaching Communities at Bakersfield College. The redesign of tutoring in this proposal lays the foundation for developing this structure by enhancing faculty coordination and scaling tutoring across disciplines throughout campus.

- Provide targeted interventions for English 101, Statistics 101, and Math 227, 238, 245, 259-263 including the following:
- Enhance coordination between tutoring centers and faculty to utilize early alert for specified academic support
- Develop supplemental workshops and learning activities for "just-in time assistance"
- Curate self-instructional resources utilizing technology to support skill building for key concepts
- Expand tutor training opportunities to increase the number of eligible tutors

With the data provided above indicating that tutoring makes a significant contribution to closing the equity gap for "DI" students, the primary improvement should focus on creating more access and increasing attendance of "DI" students who use the tutoring Centers. This involves targeted outreach, collaboration with special population groups (e.g. Umoja), and ensuring that tutors and staff have received culturally responsive teaching and learning training.

Saved 6/15/2022 2:22 PM by Scott Weigand

Validation



Validation Comments

Please enter your **comments about the module**.

This box also documents the validation dialogue with the program. Please date and initial comments.

The committees use this information for planning and decision-making. Information should help the committee contextualize responses and requests.

- Does the analysis look at the **current data**?
- Does the analysis address the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?

Validator Response - Final

The above responses are well thought out and are related to the data. The variety of modality will need further review going forward.

Dd

6/30/22

Saved 6/30/2022 6:25 PM by Deborah diCesare

Validator Response - Final

Reviewed. -MJ, 8/3/2022

Saved 8/3/2022 3:21 PM by Matthew Jordan

Annual Program Review

Athletics

LAVC Program Review

2022

State: Completed

Resources for Completing This Module

The following data are currently available for you to complete this module:

- Headcount Enrollment - All terms (simple dashboard) ***Updated**
- Success & Retention - All terms (simple dashboard) ***New**
- Fall Enrollment, Success, & Retention Data - *includes demographics and mode*
- Spring Enrollment, Success, & Retention Data
- Special Populations/Programs - Enrollment, Success & Retention
- Awards (Program Completions)
- Majors Data

Here is a [Quick Guide to Data Modules](#). *** New**

The following **videos** provide guidance on using the dashboards to answer specific questions:

- [How to answer the retention questions in the enrollment module.](#)
- [How to answer questions related to institution-set standards: success, retention, awards.](#)
- [How to answer questions related to equity.](#)
- [Awards Dashboard and the program review Data-Achievement module](#)



Success - Course Completion (Instructional Areas)

Analyze trends in the student success data (i.e. successful course completion). Compare **each discipline** to the college level data. *For noninstructional/service areas, compare the **population outcomes** to the college level data. *Successful course completion is defined as a grade of A,B,C, or Pass divided by all grades including Ws).

- Briefly summarize the success/course completion data.
- Identify any disciplines below the college average. (**instructional areas only*)
- Identify any disciplines with declining success rates. (**instructional areas only*)

LAVC Athletics recruit 210-230 student athletes each year to participate in 10 recognized sports competing in the CCCAA. Student athletes have to be full-time students to compete. They also must complete a minimum of 24 units annually to be eligible to compete within a four or five year window of time that is recognized by the NCAA and CCCAA.

Therefore, student athletes are a "special population" that shows success and retention, (M 90%, F 93%) higher than the regular student population at LA Valley.

Athletics recently lost approximately 44 full-time student athletes since the suspension of the sports, cross country and track for men and women back in 2013.

When school enrollments fluctuate from year to year, our Athletics program maintain a full roster each year because of recruiting. Even when the overall school enrollment is declining, we must maintain a competitive roster.

Data shows that the special population of athletics maintains success, retention and transfer higher than the regular student population (M 75%, F 91%)

Our current 2020/2021 rosters: Total 246

	Roster	Transfer	Retention/Return to next season	Enter work force
Women Soccer	16	5	8	3
Women Softball	16	4	9	3
Women's Basketball	14	3	7	4
Women's Polo	14	5	8	1
Women's Swim	12	4	6	2
Football	78	12	51	15
Men's Basketball	17	7	9	1
Men's Polo	17	1	12	4
Men's Swim	18	2	15	1
Baseball	44	16	26	2

Equity - Achievement



Equity - Course Outcomes (Instructional Areas)

In reviewing your course success rates, select at least one (1) course with large enrollment. How do the outcomes vary by ethnicity and gender? *(Include the percentages.)*

Enter **Not Applicable if non instructional program.*

79% of our student athletes are racially under represented. Our student athletes success rates are higher than the regular student population. We take pride in assisting our student athletes in registration, counseling, making progress towards their AA or degree and transferring to a four year institution. Equity is recognized by all of our coaches and efforts remain strong to assist our student athletes with their goals.



Equity - Course Improvement (Instructional Areas)

As the college tries to close equity gaps in student achievement, what improvements can the department make to address the specific outcomes in the course(s) noted above?

Enter **Not Applicable if non instructional.*

Athletics has had a satellite "study lab" for student athletes that was catered to meet their schedule with the demands of their practice and sport sessions.

It was funded originally (1992) through athletic funds, but has since transitioned under grant money from the learning center, or equity money, however, it has recently been LOST.

This would be a great asset for our student athletes to have access to the computer lab in the MAC, under supervision of an instructor that could assist students with their study needs, similar to the learning center.

Our part time, student athlete counselor, Reggie Reed, has an office in the current study lab, however, the funding for the lab supervision has been lost.

We should have a full-time athletic counselor and a study lab supervisor to handle the 20 hours per week demand.



Equity - Special Program Outcomes (Non-Instructional)

In reviewing your special program success rates, how do the outcomes vary by ethnicity and gender? *(Include the percentages.)*

Enter **Not Applicable if exclusively an instructional program.*

Our women's student athletes show slightly higher in 89% success and retention rates versus our male student athletes that show 82%. Male student athletes are 155, compared to female student athletes at 80.

Both are higher than the regular student body population.

Saved 8/9/2022 10:35 AM by Elizabeth Negrete



Equity- Special Programs (Non-Instructional)

As the college tries to close equity gaps in student achievement, what improvements can the program make to address the specific program outcomes noted above?

Enter **Not Applicable if exclusively an instructional program.*

Athletics supports the College 101 course that offers students information on a variety of topics for success and transition to a four year college.

Our coaches, similarly, in the recruiting process, provide counseling, video, physical development, and exposure to four year schools to assist in the matriculation process for our student athletes.

The supervisor in our study lab for student athletes could be heavily involved in the matriculation process for student athletes exposure to four year schools through transcripts, application process, video and college exploration.



Majors Data

Review the [data on majors](#) for the programs in your department.

- Summarize trends for students indicating majors in your department.

**Enter Not Applicable if non instructional.*

Not Applicable

Saved 7/21/2022 9:45 AM by Elizabeth Negrete

Awards - Degrees & Certificates



Award Completion (Instructional areas)

For **ALL active programs** (degrees and certificates), review the trend data on award completions.

- Summarize and address the trend (e.g. increase, declines, inconsistency) *Include the number of awards* in your summary.

**Enter Not Applicable if non instructional.*

Based on their academic progress, student athletes have to be registered with the NCAA clearing house with their transcripts, academic progress, financial aid, etc., for them to transfer.

Student athletes have to meet the NCAA eligibility and the specific school entrance requirements to transfer and be eligible to compete within the time frame of their eligibility. If they do not meet the standard, they are not recruited.

Another reason for why we need a full-time athletic counselor to handle the demands of our student athletes.



Majors Data

Consider your completion outcomes (awards data) in light of your majors data. Identify any relevant trends or inconsistencies.

Not applicable

Saved 7/21/2022 9:46 AM by Elizabeth Negrete

Institution-Set Standards (ISS)



Success - ISS

The institution has established an institution-set standard for course success (*students who successfully complete the course/A,B,C or P grades*) at **66%**.

- *For Instructional Areas* - Indicate whether **each discipline** in your area is performing at the (*minimum*) standard.
- *For Instructional Areas* - Identify **courses** that are at or below the standard for course success. Provide an improvement plan.
- *For Non-Instructional Areas* - Are the success rates for your **population/program** at or below the institution-set standard? Provide an improvement plan.

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LAVC Athletics recruit 210-230 student athletes each year to participate in 10 recognized sports competing in the CCCAA. Student athletes have to be full-time students to compete. They also must complete a minimum of 24 units annually to be eligible to compete within a four or five year window of time that is recognized by the NCAA and CCCAA.

Therefore, student athletes are a "special population" that shows success and retention, (M 75%,F 91%) higher than the regular student population at LA Valley.

Athletics recently lost approximately 44 full-time student athletes since the suspension of the sports, cross country and track for men and women back in 2013.

When school enrollments fluctuate from year to year, our Athletics program maintain a full roster each year because of recruiting. Even when the overall school enrollment is declining, we must maintain a competitive roster.

Data shows that the special population of athletics maintains success, retention and transfer higher than the regular student population (M75% F 91%)

2021-2022	Roster	Transfer	Return for 2nd season	Enter work force
Women's Soccer	16	5	8	3
Women's Water Polo	14	5	8	1
Women's Basketball	14	3	7	4
Softball	16	4	9	3
Women's Swim / Dive	12	4	6	2
Football	78	12	51	15
Men's Water Polo	17	1	12	4
Men's Basketball	17	7	9	1
Men's Swim / Dive	18	2	15	1
Baseball	44	16	26	2
Total	246	59	151	36

Saved 8/9/2022 10:37 AM by Elizabeth Negrete

While the college has set an overall institution-set standard for the annual total number of institutional awards, each program is expected to have **minimum of ten (10) completions** annually contributing to that total.

A "standard" is a minimum level of acceptable performance. Should the program fall below a standard, some intervention should occur. For each program (degree or certificate) indicate whether it meets the standard by entering the number of awards, and if not, indicate the action plan for improvement.

*Must refer to the most recent academic year of data.

*Enter **Not Applicable** if non instructional or no degrees or certificates attached to program.

Awards-ISS

Program Name	Major Code	Meets Standard (10+ Awards)	Action Plan
Special population of student athletes		10+ Completers	

Improvement



Results

Based on the data trends, evaluate the effectiveness of strategies and/or interventions implemented in prior years to improve student achievement.

- Indicate **"not applicable"** if no steps have been taken to improve student achievement.
- Briefly describe the intervention/strategy and the outcome based on the data.

Athletics has had a study lab called "the zone" for student athletes that was catered to meet their schedule with the demands of their practice and sport sessions.

It was funded originally (1992) through athletic funds, but has since transitioned under grant money from the learning center, or equity money, however, it has recently been LOST.

This would be a great asset for our student athletes to have access to the computer lab in the MAC, under supervision of an instructor that could assist students with their study needs, similar to the learning center.

Our part time, student athlete counselor, Reggie Reed, has an office in the current study lab, however, the funding for the lab supervision has been lost.

We should have a full-time athletic counselor and a study lab supervisor to handle the 20 hours per week demand.



Improvement Plan

In areas identified as needing improvement, describe strategies and/or interventions that the department/program will implement to help improve student achievement (successful course completion and award completion).

Athletics supports the College 101 course that offers students information on a variety of topics for success and transition to a four year college.

Our coaches, similarly, in the recruiting process, provide counseling, video, physical development, and exposure to four year schools to assist in the matriculation process for our student athletes.

The supervisor in our study lab for student athletes could be heavily involved in the matriculation process for student athletes exposure to four year schools through transcripts, application process, video and college exploration.

Validation



Validation Comments

Please enter your **comments about the module**.

This box also documents the validation dialogue with the program. Please date and initial comments.

The committees use this information for planning and decision-making. Information should help the committee contextualize responses and requests.

- Does the analysis look at the **current data**?
- Does the analysis address the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?

Validator Response - Final

8/25/2022

FM

Saved 8/25/2022 11:37 AM by Florentino Manzano

Validator Response - Final

Athletics moved to student services in May 2022 and therefore it is difficult to assess all the information included in this program review. I can confirm that Athletics needs a full-time counselor since the number of students serves is at 246. Smaller programs have a full-time counselor. The tutoring lab for student athletes is also a priority for the department/program.

L. Negrete- 8/9/2022

Saved 8/9/2022 10:47 AM by Elizabeth Negrete

Annual Program Review

Biological Science & Bio Tutoring

LAVC Program Review

2022

State: Completed

Resources for Completing This Module

The following data are currently available for you to complete this module:

- Headcount Enrollment - All terms (simple dashboard) *Updated
- Success & Retention - All terms (simple dashboard) *New
- Fall Enrollment, Success, & Retention Data - *includes demographics and mode*
- Spring Enrollment, Success, & Retention Data
- Special Populations/Programs - Enrollment, Success & Retention
- Awards (Program Completions)
- Majors Data

Here is a [Quick Guide to Data Modules](#). *New

The following **videos** provide guidance on using the dashboards to answer specific questions:

- [How to answer the retention questions in the enrollment module.](#)
- [How to answer questions related to institution-set standards: success, retention, awards.](#)
- [How to answer questions related to equity.](#)
- [Awards Dashboard and the program review Data-Achievement module](#)



Success - Course Completion (Instructional Areas)

Analyze trends in the student success data (i.e. successful course completion). Compare **each discipline** to the college level data. *For noninstructional/service areas, compare the **population outcomes** to the college level data. *Successful course completion is defined as a grade of A,B,C, or Pass divided by all grades including Ws).

- Briefly summarize the success/course completion data.
- Identify any disciplines below the college average. (*instructional areas only)
- Identify any disciplines with declining success rates. (*instructional areas only)

From 2015 to 2021, the department success rate for fall and spring has been 65% and 68%, respectively, which is just above the institutional standard (66%) but below the school average for those years (86%). For all semesters, the department has had a decline in success from 71% (fall) and 72% (spring) in 2016 to 66% (both fall and spring) in 2021. Biology is a discipline that includes several subject areas: Anatomy, Biology, Biotechnology, Microbiology, and Physiology.

Most of our subject areas are below the college average (86%) for the years 2015-2021:

- Anatomy subject areas - 58% (Fall) trending downward and 59% (Spring) trending upward for those years.
- Biology subject areas - 66% (Fall) and 68% (Spring) with little evidence of an upward or downward trend for those years
- Microbiology subject areas – 77% (Fall) with a downward trend and 81% (Spring) with little evidence of a trend
- Physiology subject areas – 64% (Fall) and 68% (Spring). The discipline had stable success rates until fall 2020 when there was a large drop from which the rate has not recovered
- Biotech discipline - 94% (Fall) and 97% (Spring) with little evidence of an upward or downward trend for those years. These classes are being taught in collaboration with Workforce Development.

Saved 6/22/2022 12:04 PM by Becky Green-Marroquin

Equity - Achievement



Equity - Course Outcomes (Instructional Areas)

In reviewing your course success rates, select at least one (1) course with large enrollment. How do the outcomes vary by ethnicity and gender? (Include the percentages.)

Enter **Not Applicable if non instructional program.*

We analyzed data for Biology 3 (Introduction to Biology) from the years 2015-2021 and during the most recent year alone (2021).

There were clear opportunity gaps among different ethnicities. During the years 2015-2021, Asian (74%) and White students (72%) performed above the institution standard (66%), while Latinx (58%) and African American (52%) students performed below the institution standard. During the most recent year (2021), Asian (88%) and White students (80%) performed even better, Latinx (62%) performed slightly better, and African American students (45%) performed worse than during the aggregated 2015-2021 years. Unfortunately, the gap (at least for Biology 3) seems to be getting worse.

African American students went from a high of 62% in 2016 to a low of 45% in 2021, while at the same time white students went from a low of 67% to a high of 80% in 2021. There was no discernable upward or downward trend for Latinx students between 2015 and 2021.

There was a minimal difference in success between genders (64% for females and 63% for males). In the most recent year (2021), females outperformed males 68% to 65%.

Saved 6/22/2022 12:05 PM by Becky Green-Marroquin



Equity - Course Improvement (Instructional Areas)

As the college tries to close equity gaps in student achievement, what improvements can the department make to address the specific outcomes in the course(s) noted above?

Enter **Not Applicable if non instructional.*

Like the rest of the school, there were large opportunity gaps in Biology driven by ethnicity. The Biology Department is ready to do its part to address this problem. We recognize that the problem is two-fold: barriers to success outside the classroom and barriers to success inside the classroom.

We have been working on outside barriers in a couple of ways. In the spring 2021 semester **one of our faculty compiled a list of all the resources available to students and underserved students on campus.** Prior to this, there was no succinct compiled list. **This list was shared among the faculty and included in syllabi and canvas shells.** We are pleased that there is now a list that is automatically shared into all faculty members canvas shells by the school.

In December 2021, we completed a survey of students to improve the reach and effectiveness of our tutoring lab. We are using the survey to make the tutoring lab more accessible with the hope that students from underserved groups will be better able to use that resource to succeed. In Fall 2022, we plan on opening the tutoring lab back to be in person but this is contingent on funding from the school.

As we transition out of a completely remote pandemic situation, we are working to keep a diversified set of class offerings (both time and modality). We hope that such a diversified offering will make our classes more accessible, particularly to underserved groups and our working population.

Two of our faculty members secured a grant from the National Science Foundation, NSF-Pathways and Career Explorations in STEM. This program is aimed at increasing entrance and retention of underrepresented groups in STEM fields such as Biology. This will include the Latinx and African-American populations as well as first generation college students. **The program will also strive to instill a STEM identity in all students.**

We are also working on eliminating barriers to success in the classroom. For instance, some of the faculty have participated in training such as the Equity and Culturally Responsive Online Teaching course. We would like to continue to be part of training in interventions that can reduce achievement gaps. TIA has included STEM training in the past and will continue to assist this year.

Saved 7/20/2022 4:10 PM by Carmen Dominguez



Equity - Special Program Outcomes (Non-Instructional)

In reviewing your special program success rates, how do the outcomes vary by ethnicity and gender? (Include the percentages.)

Enter **Not Applicable if exclusively an instructional program.*

N/A



Equity- Special Programs (Non-Instructional)

As the college tries to close equity gaps in student achievement, what improvements can the program make to address the specific program outcomes noted above?

Enter **Not Applicable if exclusively an instructional program.*

N/A



Majors Data

Review the [data on majors](#) for the programs in your department.

- Summarize trends for students indicating majors in your department.

**Enter Not Applicable if non instructional.*

There are two classes for Biology Majors (Biology 6 and Biology 7). For Biology 6, there was a 79% (fall) and 85% (spring) success rate averaged between the years 2015 and 2021 with no discernable upward or downward trend. In the most recent year (2021), success rates were 70% (fall) and 78% (spring). Biology 6 does have two prerequisites (Chemistry 101 with Chemistry 60 as a prerequisite) so students tend to take Bio 6 as one of the final classes before transfer. The students overall are better prepared for success.

In Biology 7, there was a 63% (fall) and 68% (spring) success rate between the years 2015 and 2021. The success rate has been below the institutional success rate of 66% since the 2019 fall semester. In the most recent year (2021), the success rate was 50% (fall) and 65% (spring). The most likely driver of this reduction in success is due to external pandemic factors. Biology 7 essentially does not have a prerequisite (Math 125 is a prerequisite, but the student can self-place above that class to take Biology 7). The students that take Biology 7 in the fall tend to have poor time management skills and study skills, thus they are not successful in completing the class. Spring students do a little better, but there are still issues with college preparation in the success of this class.

Both of these classes have a six hour lab requirement per week. These classes are time consuming very hands-on. The pandemic made it difficult to provide the same experiential class in the online environment.

Saved 6/22/2022 12:22 PM by Becky Green-Marroquin

Awards - Degrees & Certificates



Award Completion (Instructional areas)

For **ALL active programs** (degrees and certificates), review the trend data on award completions.

- Summarize and address the trend (e.g. increase, declines, inconsistency) *Include the number of awards in your summary.*

**Enter Not Applicable if non instructional.*

In the 2020-2021 academic year, more degrees were awarded than any of the previous 5 academic years: AS (24) and AS-T (25). There has been a

clear increase in the number of awarded degrees during the 2015-2021 period compared with previous years (e.g. in 2016-2017 there were 18 AS degrees awarded and 2 AS-T degrees awarded).

Saved 5/17/2022 8:31 AM by Mariah Shandra



Majors Data

Consider your completion outcomes (awards data) in light of your majors data. Identify any relevant trends or inconsistencies.

**Enter Not Applicable if non instructional.*

The success rate for Biology 6 and Biology 7 aggregated has been consistent from 2015 through 2021. During that same period there was a slight increase in Bio 6 and 7 headcounts although there is a lot of year-to-year fluctuation and this slight increase is unlikely to be statistically meaningful. However, we have seen an upward trend in the number of students earning AS and AS-T degrees. One would expect that if success rates and headcounts in Biology 6 and Biology 7 are stable then degrees earned should also be stable. The cause for this discrepancy is likely that not every student taking Biology 6 and 7 is majoring in Biology. Many of the students in these classes are taking them for other programs or have home schools elsewhere in the district. An increase in the proportion of Biology 6 and 7 students that are Biology Majors could explain the increase in degrees conferred even if headcounts and success rates in Biology 6 and 7 are stable.

Saved 6/22/2022 12:23 PM by Becky Green-Marroquin

Institution-Set Standards (ISS)



Success - ISS

The institution has established an institution-set standard for course success (*students who successfully complete the course/A, B, C or P grades*) at **66%**.

- *For Instructional Areas* - Indicate whether **each discipline** in your area is performing at the (*minimum*) standard.
- *For Instructional Areas* - Identify **courses** that are at or below the standard for course success. Provide an improvement plan.
- *For Non-Instructional Areas* - Are the success rates for your **population/program** at or below the institution-set standard? Provide an improvement plan.

An institution-set "**standard**" is the **minimum level of acceptable performance** on an indicator. Should the program fall below a standard, some intervention should occur.

The Biology Department has two disciplines (Biotech and Biology) and the Biology Discipline has four subject areas (Anatomy, Biology, Microbiology, and Physiology).

The Anatomy subject area is below the institution-set-standard: 58% (Spring) and 59% (Fall) between 2015 and 2021 with the most recent year at 50% (Fall) and 64% (Spring). Anatomy 1 is the only course in this area.

The Biology subject area is close to the institution-set-standard: 66% (Spring) and 68% (Fall) between 2015 and 2021 with the most recent year at 67% (Fall) and 68% (Spring). Within this discipline, the courses that are performing below the institution-set-standard are: Biology 3 (64% and 65% success in fall and spring between 2015 and 2021), Biology 7 (63% and 68% success in Fall and Spring between 2015 and 2021). Biology 5 has been performing below the institution-set-standard (49, 46, 68, and 61 in fall, spring, summer, and winter respectively) but has only been offered since 2020. Biology 6, 22, 33, 40, and 46 are also offered in this area.

The Microbiology subject area surpasses the institution-set-standard: 77% (Spring) and 81% (Fall) between 2015 and 2021 with the most recent year at 70% (Fall) and 73% (Spring). Microbiology 20 is the only class offering in this area.

The Physiology subject area was historically above the institution-set-standard but not recently: 64% (Spring) and 68% (Fall) between 2015 and 2021 with the most recent year at 54% (Fall) and 51% (Spring). Physiology 1 is the only course in this discipline.

The Biotech discipline the institution-set-standard: 94% (Spring) and 97% (Fall) between 2015 and 2019. Biotech 1 is the only class this is not archived.

Workforce development had been utilizing this class.

Improvement Plan:

The Biology Department is eager to eliminate the achievement gap as it is to increase overall student success, especially for the underperforming classes mentioned above. While we recognize that student success is not achieved in the classroom alone, we recognize that we can do better as educators in these courses. **We would like to see offered and be involved in training on student-centered teaching approaches in active-learning practices, and in any other training that might increase student success.**

As with our potential to close the achievement gap, our ability to increase student success will be contingent on keeping a consistent roster of full-time faculty that are involving themselves in aforementioned trainings. Hence, we are requesting **an additional full-time faculty member** to teach **Biology 3** (which is below the ISS) and **Microbiology** (where we have lost two faculty to retirement with only one faculty hire).

Saved 7/20/2022 4:12 PM by Carmen Dominguez

While the college has set an overall institution-set standard for the annual total number of institutional awards, each program is expected to have **minimum of ten (10) completions** annually contributing to that total.

A "standard" is a minimum level of acceptable performance. Should the program fall below a standard, some intervention should occur. For each program (degree or certificate) indicate whether it meets the standard by entering the number of awards, and if not, indicate the action plan for improvement.

*Must refer to the most recent academic year of data.

*Enter **Not Applicable** if non instructional or no degrees or certificates attached to program.

Awards-ISS

Program Name	Major Code	Meets Standard (10+ Awards)	Action Plan
AS	Biology	10+ Completers	We will keep encouraging our students to complete AS degree.
AS-T	Biology	10+ Completers	We will continue encouraging students to complete this degree.

Improvement



Results

Based on the data trends, evaluate the effectiveness of strategies and/or interventions implemented in prior years to improve student achievement.

- Indicate **"not applicable"** if no steps have been taken to improve student achievement.
- Briefly describe the intervention/strategy and the outcome based on the data.

It seems that strategies and interventions listed in the previous academic year's Improvement Plan are either failing or not being implemented.

In our previous Improvement plan we requested that the district:

1. Explore ways to provide free tuition to all students so that they will work less and spend more time to study.
2. Explore ways to encourage student success by offering textbook and tuition reimbursement if a student passes a class.
3. Have a mechanism in place to promote the academic readiness of students entering into science classes.
4. Provide more funding for tutoring.
5. Reduce class size.
6. Enforce prerequisite checks for classes such as Anatomy 1, Physiology 1, and Biology 6.

We understand that many of these requests are going to be hard to fulfill, but to our knowledge, very little or no progress has been made on these. In particular, we are concerned that our requests for smaller class sizes seems to be ignored. There is an abundance of research that points to higher success rates in smaller class sizes (Cuseo, 2007; Bettinger and Long, 2018). A reduction in class size is a simple and effective way to improve student success by allowing instructors to adopt a more student-centered approach (Derting and Ebert-May, 2010). This approach is incredibly hard to adopt in classes where to student to teacher ratio is 40:1, especially for the laboratory sections. **As an alternative to reducing class size, embedded tutors are another means of reducing the student to teacher ratio.** However, we have received no extra funding for embedded tutors or nonembedded tutors. We have recently been given permission to reduce our student cap to fit the size of the labs. Our section caps range from 32 to 40 depending on the number of seats that are present in the lab room. This will prevent overcrowding and allows for all enrolled students to work in their own space safely.

In our previous Improvement Plan we requested that the college:

1. Offer basic learning skill classes to all students so that they will be ready to complete college classes successfully.
2. Provide more embedded tutors to low success classes.
3. Provide better student services and avoid not stocking enough textbooks.
4. Increase tutoring funding from 0.2 FTE to 1.0 FTE.

We are pleased that the school is working on rolling out an Introduction to College (College 101) class. We believe that this will be effective in getting

students prepared for our rigorous and demanding classes. The NSF-PaCES grant does support a College 101 class for STEM. However, our students still suffer from a lack of embedded tutors that can essentially reduce the student to teacher ratio. Students also still suffer from not being able to obtain their text books during the first week of class and are being forced to get textbooks elsewhere. This includes lab manuals which are only available at the bookstore. Tutoring funding is always in need from year to year. **We would like to have a Fulltime Bio-tutoring Coordinator.** This person would be available at our tutor room during the week to assist with checking out materials, supervision and hiring of tutors.

In our previous Improvement Plan, we outlined the following interventions to increase student success:

1. Encourage students to attend learning skills workshops and tutoring.
2. Encourage students to attend tutoring workshops offered on Fridays and Saturdays.
3. Request additional tutoring resources to fully committed to student success through tutoring and mentoring.
4. Request to reduce class size to 32 starting Spring 2022.
5. Do a better job to inform students about the basic skills needed to complete classes by releasing Canvas readiness modules.
6. Offer a new Human Biology class to address the low success rate issue in Anatomy 1.
7. Encourage faculty to explore new teaching strategies.

Request a follow-up analysis for the department to understand why some students cannot complete a class beyond equity gap.

Our student success data show that each of these interventions have not been particularly successful. Our instructors continue to encourage students to make use of tutors and workshops and students that do so certainly earn higher grades. However, many students are not making use of these services.

We have requested but still do not have **lower class sizes** for all classes and/or embedded tutors, either of which would lower the effective student to teacher ratio. Faculty have been working on Canvas modules to help students better understand their own readiness for the classed. We hope to finish the implementation of these modules.

We rolled out a new Human Biology class (Biology 5) in Fall 2020. Unfortunately, this class has thus far had a very low success rate but has only been in existence during Fall 2020 and Spring 2021. Hence, it is likely too early to determine whether this course is helping with the low success rate in Anatomy 1. The counselors have reminded frequently to encourage pre-nursing students to take Bio 5 instead of Bio 3.

As mentioned above, the Biological Sciences faculty will participate in professional development training on interventions to close the achievement gap, student-centered learning, active learning, etc.

References:

Cuseo, Joe; The Empirical Case Against Large Class Size: Adverse Effects on the Teaching, Learning, and Retention of First-Year Students; The Journal of Faculty Development, Number 1/ January 2007, pp. 5-21(17)

Bettinger, E.P., & Long, B. T. (2018). Mass Instruction or Higher Learning? The Impact of College Class Size on Student Retention and Graduation. Education Finance and Policy, 13(1), 97–118.

Terry L. Derting and Diane Ebert-May. Learner-Centered Inquiry in Undergraduate Biology: Positive Relationships with Long-Term Student Achievement. CBE—Life Sciences Education 2010 9:4, 462-472

Saved 7/20/2022 4:21 PM by Carmen Dominguez



Improvement Plan

In areas identified as needing improvement, describe strategies and/or interventions that the department/program will implement to help improve student achievement (successful course completion and award completion).

We will continue to advocate for the addition of full-time faculty to support all of students equally in all of our areas.

Our faculty will continue to engage in opportunities to learn about strategies and interventions for closing achievement gaps and increasing student success.

We will continue to tweak our tutoring program to reduce scheduling barriers to access of our tutors.

We will continue to work on and implement Canvas modules to help students determine their readiness for our classes and point them to resources for how to approach and succeed in our classes.

We will work to provide an offering that is diverse in its modality (online, hybrid, face-to-face) and its schedule (mornings, evenings, 8-week, etc). A one-size-fits-all approach is clearly not successful in higher education and we will try to provide as many "sizes" to make our classes more convenient for our student population.

Saved 6/22/2022 2:00 PM by Becky Green-Marroquin



Validation Comments

Please enter your **comments about the module**.

This box also documents the validation dialogue with the program. Please date and initial comments.

The committees use this information for planning and decision-making. Information should help the committee contextualize responses and requests.

- Does the analysis look at the **current data**?
- Does the analysis address the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?

Validator Response - Final

Reviewed.

-MJ, 8/24/2022

Saved 8/24/2022 4:41 PM by Matthew Jordan

Validator Response - Final

I have reviewed the material and I am validating this module. The department should be commended for their efforts in closing the equity gap and their commitment to diversity and inclusion. They have a sound improvement plan to address the challenges they identified. I understand they have some frustration with not being able to implement all their ideas, but I encourage them to follow through on improvement plans that can be implemented within the span of their control at the local level.

Saved 7/20/2022 5:08 PM by Carmen Dominguez

Annual Program Review

Business Administration

LAVC Program Review

2022

State: Completed

Resources for Completing This Module

The following data are currently available for you to complete this module:

- Headcount Enrollment - All terms (simple dashboard) ***Updated**
- Success & Retention - All terms (simple dashboard) ***New**
- Fall Enrollment, Success, & Retention Data - *includes demographics and mode*
- Spring Enrollment, Success, & Retention Data
- Special Populations/Programs - Enrollment, Success & Retention
- Awards (Program Completions)
- Majors Data

Here is a [Quick Guide to Data Modules](#). *** New**

The following **videos** provide guidance on using the dashboards to answer specific questions:

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- [How to answer questions related to institution-set standards: success, retention, awards.](#)
- [How to answer questions related to equity.](#)
- [Awards Dashboard and the program review Data-Achievement module](#)



Success - Course Completion (Instructional Areas)

Analyze trends in the student success data (i.e. successful course completion). Compare **each discipline** to the college level data. *For noninstructional/service areas, compare the **population outcomes** to the college level data. *Successful course completion is defined as a grade of A,B,C, or Pass divided by all grades including Ws).

- Briefly summarize the success/course completion data.
- Identify any disciplines below the college average. (**instructional areas only*)
- Identify any disciplines with declining success rates. (**instructional areas only*)

Trends for the Business Administration Department are summarized below:

	Success %
2016-17	77%
2017-18	76%
2018-19	75%
2019-20	78%
2020-21	74%

Course completion data by discipline are summarized as follows:

	2016-17	2017-18	2018-19	2019-20	2020-21
Accounting	77%	74%	75%	79%	71%
Business	79%	79%	79%	79%	73%
Finance	83%	65%	68%	72%	76%
International Business	75%	79%	79%	91%	90%
Law	75%	76%	71%	76%	82%
Marketing	72%	76%	75%	73%	67%
Management	82%	81%	75%	84%	75%
Real Estate	68%	71%	70%	71%	70%

All of the disciplines significantly exceed the institutional goal of 66%. With the exception of Accounting, Business, Marketing and Real Estate, all of the disciplines are above the College completion rate of 75% for Fall 2020.

The second year of the pandemic shows that completions in Finance and Law are trending upwards significantly while International Business and Real Estate are stable. The disciplines of Accounting, Business, Marketing, and Management are trending downwards.

Equity - Achievement



Equity - Course Outcomes (Instructional Areas)

In reviewing your course success rates, select at least one (1) course with large enrollment. How do the outcomes vary by ethnicity and gender? (Include the percentages.)

Enter **Not Applicable if non instructional program.*

For Accounting 1, the retention rate and success outcomes in Fall 2021 are as follows:

	Retention Rate	Success Rate
Asian	86%	71%
Unreported or Unknown	100%	100%
White	83%	77%
Hispanic Latino	80%	63%
Two or More Races	85%	61%
Black or African American	73%	45%

	Retention Rate	Success Rate
Male	81%	66%
Female	83%	69%

All groups are above the institutional standard (84% Retention, 66% Success) with the exception of the Black or African American retention and success rates.

Saved 5/11/2022 3:58 PM by Anastasios Sioukas



Equity - Course Improvement (Instructional Areas)

As the college tries to close equity gaps in student achievement, what improvements can the department make to address the specific outcomes in the course(s) noted above?

Enter **Not Applicable if non instructional.*

The following are some of the strategies we have been discussing:

- Be aware of equity issues, and follow up throughout the semester to make sure students' needs are met.
- Promote support services, early and often, including tutoring, EOPS, Mosaic Center, Umoja Black Scholars, child care center and tutoring.
- Meet one-on-one with students to find out about their individual situations, make referrals and to demonstrate support.
- Alert students when they fall behind and provide additional opportunities for them to get caught up.
- Listen attentively, humanize and personalize classes. Students respond more actively when they know that we care.
- Provide performance checks throughout each term.

Saved 5/11/2022 3:59 PM by Anastasios Sioukas



Equity - Special Program Outcomes (Non-Instructional)

In reviewing your special program success rates, how do the outcomes vary by ethnicity and gender? *(Include the percentages.)*

Enter **Not Applicable if exclusively an instructional program.*

Not Applicable



Equity- Special Programs (Non-Instructional)

As the college tries to close equity gaps in student achievement, what improvements can the program make to address the specific program outcomes noted above?

Enter **Not Applicable if exclusively an instructional program.*

Not Applicable



Majors Data

Review the [data on majors](#) for the programs in your department.

- Summarize trends for students indicating majors in your department.

**Enter Not Applicable if non instructional.*

Majors in the Business Administration program are summarized below:

	2016-17	2017-18	2018-19	2019-20	2020-21
Accounting	571	418	437	415	374
Banking & Finance	26	12	20	23	157
Business Administration	665	1,175	1,432	1,479	1,371
Business Essentials					22
Management	609	461	313	300	97
Marketing	133	127	97	97	93

Property Management	7	4	3	6	6
Real Estate	104	134	126	131	171
Retail Management	1	3	2	1	3
Total	2,116	2,334	2,430	2,452	2,295

While the total number of Business majors has increased in the past 5 years, the number of students who are "Business Administration" majors, contrasted with a specific discipline, now accounts for about 60% of our majors. This is clearly due to the popularity of the Transfer Degree. Accounting is 16% of the total number of majors and Real Estate is 7%.

Saved 5/11/2022 5:43 PM by Anastasios Sioukas

Awards - Degrees & Certificates



Award Completion (Instructional areas)

For **ALL active programs** (degrees and certificates), review the trend data on award completions.

- Summarize and address the trend (e.g. increase, declines, inconsistency) *Include the number of awards in your summary.*

**Enter Not Applicable if non instructional.*

Degrees and certificates for all active programs have increased significantly in the last five years, as shown below:

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	5 Year Total
Transfer Degree	ST	24	100	131	149	174	578
Accounting	C	42	13	13	27	23	118
	AA	36	30	21	28	29	144
Banking & Finance	C	21	21	16	17	16	91
	AA	13	7	18	17	20	75
Management	C	41	31	33	36	30	171
	AA	10	18	23	20	19	90
Marketing	C	5	12	13	9	11	49
	AA	5	4	15	11	13	48
Real Estate	C	10	5	5	8	16	44
	AA	7	5	3	7	12	34
Business Essentials	C	0	0	0	0	50	50
Property Management	C	13	5	6	9	5	38
Retail Management	C	0	1	4	3	2	10
Total by Type							
	ST	24	100	131	149	174	578
	C	131	87	86	106	146	577
	AA	71	65	84	86	93	399
Overall Total		226	252	301	341	413	1,554

The positive trend in completions continues in most disciplines. The transfer Degree accounts for 65% of all the of 2021 degrees. Furthermore, Real Estate Certificates and AAs showed increases of 100% and 71% respectively.

This five-year increase of certificates and degrees is due to our systematic approach of 1) using our student companion handout to demonstrate exactly what classes are required for the various degrees and certificates, 2) being proactive in recognizing the need to encourage students to not only complete, but also apply for, the degrees and certificates that they have achieved, and 3) reminding the students of the need to actually apply for the awards and certificates. When this information is presented to students, many are surprised that they already have, or are one or two classes from, an award.

Saved 5/11/2022 5:52 PM by Anastasios Sioukas



Majors Data

Consider your completion outcomes (awards data) in light of your majors data. Identify any relevant trends or inconsistencies.

**Enter Not Applicable if non instructional.*

The availability of the Transfer Degree has driven the move away from specific majors into a general Business Administration pathway. In addition, students are only one or two classes from also qualifying for a certificate, so the proactive approach described above informs the students of this opportunity, and is a significant factor in the increases in the past few years.

Saved 5/11/2022 5:53 PM by Anastasios Sioukas

Institution-Set Standards (ISS)



Success - ISS

The institution has established an institution-set standard for course success (*students who successfully complete the course/A,B,C or P grades*) at **66%**.

- *For Instructional Areas* - Indicate whether **each discipline** in your area is performing at the (*minimum*) standard.
- *For Instructional Areas* - Identify **courses** that are at or below the standard for course success. Provide an improvement plan.
- *For Non-Instructional Areas* - Are the success rates for your **population/program** at or below the institution-set standard? Provide an improvement plan.

An institution-set "**standard**" is the **minimum level of acceptable performance** on an indicator. Should the program fall below a standard, some intervention should occur.

All our disciplines are at or, in many cases, significantly above, the institution-set standard of 66%.

While the college has set an overall institution-set standard for the annual total number of institutional awards, each program is expected to have **minimum of ten (10) completions** annually contributing to that total.

A "**standard**" is a **minimum level of acceptable performance**. Should the program fall below a standard, some intervention should occur. *For each program (degree or certificate) indicate whether it meets the standard by entering the number of awards, and if not, indicate the action plan for improvement.*

**Must refer to the most recent academic year of data.*

Enter **Not Applicable if non instructional or no degrees or certificates attached to program.*

No Records.

Improvement



Results

Based on the data trends, evaluate the effectiveness of strategies and/or interventions implemented in prior years to improve student achievement.

- Indicate **"not applicable"** if no steps have been taken to improve student achievement.
- Briefly describe the intervention/strategy and the outcome based on the data.

The department is keenly aware of the importance of student success. We discuss this at our Department meetings and are collaborating to improve our classroom instruction.

One item in the LACCD mission statement is life-long learning. Many business students are taking courses because they are working in a specific field, rather than planning to transfer or obtain a certificate. In addition, interest in the Business field is directly impacted by the overall economy. When the economy expands, the motivation for taking and completing classes tends to be less important. This trend is reversed when the economy shrinks. While we are aware of these challenges, the Department strives to retain students who are interested in continuing their education. In this direction, we continue to develop and implement strategies to motivate such students to complete at least 9 units at LAVC.

Our Transfer Degree (AS-T) is a key driver in motivating students and outcomes. We inform students who plan on transferring to a CSU about this path to transfer, encouraging them to target their course load accordingly. We have made presentations at the Counseling Department meetings to showcase our AS-T degree, increase awareness, answer any questions, and proactively address issues that may arise. Counseling has also assigned a liaison counselor who regularly attends our department meetings. As the data shows, our transfer degree awards have significantly trended upwards.

Strategies

We continue to make a conscientious effort to "personalize" our department. We strongly believe that knowing the individual students remains the best way to retain and motivate them towards success. We consistently hear that our instructors really "care" about the students, not just collectively but individually, and we believe that this is a significant factor of our increased completion and success numbers.

In many of our courses, we have found that integrating online materials generally improves success, particularly in Accounting 1, Accounting 2, Accounting 3. Even students who are not very proficient with technology are using it effectively. We are currently expanding these strategies, using quality online sources in the Business and Finance disciplines, which we hope will contribute to increasing student success.

For a number of years, we have been requesting to hire a business instructor who specializes in finance. This position, together with the hiring of a full time real estate instructor, will take place in the coming academic year. We are confident that these instructors will strengthen student success and completion in these disciplines.

Saved 5/11/2022 6:04 PM by Anastasios Sioukas



Improvement Plan

In areas identified as needing improvement, describe strategies and/or interventions that the department/program will implement to help improve student achievement (successful course completion and award completion).

As demonstrated above, until the pandemic hit, student success data and completions in the Department were trending upwards. This is a result of a consistent effort of all full-time faculty to make sure that students fully realize the importance of success, completion, and transfer. Our student companion shows all of our programs and exactly what courses are necessary for the various degrees and certificates offered. This is an important, living document, helping motivate our students as to the importance of completion in their academic and career paths.

With the exception of the past two years, due to the pandemic restrictions, we have had an annual Entrepreneurship/Business conference. By bringing in speakers from the business world, this conference serves as an additional motivating factor in helping students get excited about a career in business, and reinforces the importance of successfully completing classes. This additional, well-received component, is another factor helping to increase our course completion and awards.

Finally, we will continue to request new hires to strengthen our disciplines with stable and increasing demand. Strong leadership in all disciplines is essential given the growth that our department has had during the last 8 years.

Validation



Validation Comments

Please enter your **comments about the module**.

This box also documents the validation dialogue with the program. Please date and initial comments.

The committees use this information for planning and decision-making. Information should help the committee contextualize responses and requests.

- Does the analysis look at the **current data**?
- Does the analysis address the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?

Validator Response - Final

-MJ, 8/27/2022

Reviewed.

Saved 8/27/2022 1:02 PM by Matthew Jordan

Validator Response - Final

I have reviewed this information and am validating it. The department has made great strides towards their success, retention and completion rates. However, since 4 out of 8 disciplines have shown a drop (note they are still above the standard) they should focus on improving those areas.

LN, July 14, 2022

Saved 7/18/2022 5:13 PM by Laurie Nalepa

Annual Program Review

Computer Science Information Systems (CSIS)

LAVC Program Review

2022

State: Completed

Resources for Completing This Module

The following data are currently available for you to complete this module:

- Headcount Enrollment - All terms (simple dashboard) ***Updated**
- Success & Retention - All terms (simple dashboard) ***New**
- Fall Enrollment, Success, & Retention Data - *includes demographics and mode*
- Spring Enrollment, Success, & Retention Data
- Special Populations/Programs - Enrollment, Success & Retention
- Awards (Program Completions)
- Majors Data

Here is a [Quick Guide to Data Modules](#). *** New**

The following **videos** provide guidance on using the dashboards to answer specific questions:

- [How to answer the retention questions in the enrollment module.](#)
- [How to answer questions related to institution-set standards: success, retention, awards.](#)
- [How to answer questions related to equity.](#)
- [Awards Dashboard and the program review Data-Achievement module](#)



Success - Course Completion (Instructional Areas)

Analyze trends in the student success data (i.e. successful course completion). Compare **each discipline** to the college level data. *For noninstructional/service areas, compare the **population outcomes** to the college level data. *Successful course completion is defined as a grade of A,B,C, or Pass divided by all grades including Ws).

- Briefly summarize the success/course completion data.
- Identify any disciplines below the college average. (**instructional areas only*)
- Identify any disciplines with declining success rates. (**instructional areas only*)

Institutional Success rate minimum standard for 2020 and 2021 was 66% and the reported success rates for Spring 2020 and 2021 were 71% and 73% respectively.

CSIS Department Success Rate: Spring 2020: 71% Spring 2021: 73%

CAOT Discipline Success Rate: Spring 2020: 73% Spring 2021: 76%

CS Discipline Success Rate: Spring 2020: 69% Spring 2021: 66%

CIS Discipline Success Rate: Spring 2020: 74% Spring 2021: 87%

The departmental success rate in spring 2021 was 73.% and was at the same college rate of 73% and was well above the 66% minimum standard

CAOT Discipline success rate in spring 2021 was 76% and showed 3% increase compared to the previous year and was well above the 66% minimum standard

CIS Discipline success rate in spring 2021 was 87% and showed 14 % increase compared to the previous year and was well above the 66% minimum standard

CS discipline rate in spring 2021 was 66% and showed 3% decrease compared to the previous year. The rate was 1% higher than the rate in fall of the same year, and was at the same level as 66% minimum standard

Saved 6/23/2022 2:42 PM by Michael Rahni

Equity - Achievement



Equity - Course Outcomes (Instructional Areas)

In reviewing your course success rates, select at least one (1) course with large enrollment. How do the outcomes vary by ethnicity and gender? (Include the percentages.)

Enter **Not Applicable if non instructional program.*

Our 2020 enrollment data for CAOT 82 was 167 with a success rate of 75%

Gender: 76% female and 73% male

Ethnicity: white 80%, Asian 85%, black 51% and Hispanic 73%

Saved 6/23/2022 2:42 PM by Michael Rahni



Equity - Course Improvement (Instructional Areas)

As the college tries to close equity gaps in student achievement, what improvements can the department make to address the specific outcomes in the course(s) noted above?

Enter **Not Applicable if non instructional.*

The department can make the following improvements:

1. Offer multiple course delivery formats including on-campus, online, hybrid with weekend course availability
2. Purchase remedial server and cloud base tutorials specific to each course
3. Develop zero book cost course contents to help the students who cannot afford to buy the book.
4. Increase one-to-one tutoring support on campus and on Zoom
5. Pay software subscription fees for students who need access from outside the campus
6. Make PC/ laptops available off campus to students with financial need to be able to complete their course activities outside campus

Saved 6/23/2022 2:43 PM by Michael Rahni



Equity - Special Program Outcomes (Non-Instructional)

In reviewing your special program success rates, how do the outcomes vary by ethnicity and gender? (Include the percentages.)

Enter **Not Applicable if exclusively an instructional program.*

N/A



Equity- Special Programs (Non-Instructional)

As the college tries to close equity gaps in student achievement, what improvements can the program make to address the specific program outcomes noted above?

Enter **Not Applicable if exclusively an instructional program.*

N/A



Majors Data

Review the [data on majors](#) for the programs in your department.

- Summarize trends for students indicating majors in your department.

**Enter Not Applicable if non instructional.*

On average about 20% of all departmental students declare major. This is due to a large number of CS majors transfer. As our CAOT discipline and CS/CIS disciplines are located in different CAPs, the data must be reconfigured to represent more accurate declaration of majors.

Saved 6/23/2022 2:43 PM by Michael Rahni

Awards - Degrees & Certificates



Award Completion (Instructional areas)

For **ALL active programs** (degrees and certificates), review the trend data on award completions.

- Summarize and address the trend (e.g. increase, declines, inconsistency) *Include the number of awards in your summary.*

**Enter Not Applicable if non instructional.*

The department shows gradual increase in number of awards. We had 5 awards in 2018-2019, 6 awards in 2019-2020, and 12 awards in 2020-2021. This gradual increase continued during pandemic period

Saved 6/23/2022 2:44 PM by Michael Rahni



Majors Data

Consider your completion outcomes (awards data) in light of your majors data. Identify any relevant trends or inconsistencies.

**Enter Not Applicable if non instructional.*

The completion data and major data show similar trends, and corresponds with the number of students who completed their studies in the department. As many of our CS students transfer, the number of awards are lower than the number of students who successfully completed their courses.

Saved 6/23/2022 2:44 PM by Michael Rahni



Success - ISS

The institution has established an institution-set standard for course success (*students who successfully complete the course/A,B,C or P grades*) at **66%**.

- *For Instructional Areas* - Indicate whether **each discipline** in your area is performing at the (*minimum*) standard.
- *For Instructional Areas* - Identify **courses** that are at or below the standard for course success. Provide an improvement plan.
- *For Non-Instructional Areas* - Are the success rates for your **population/program** at or below the institution-set standard? Provide an improvement plan.

An institution-set "**standard**" is the **minimum level of acceptable performance** on an indicator. Should the program fall below a standard, some intervention should occur.

institution-set standard for course success (*students who successfully complete the course/A,B,C or P grades*) at **66%**.

CIS Discipline Success Rate: Spring 2020: 74% Spring 2021: 87%

The departmental success rate in spring 2021 was 73.% and was above the college's standard rate of 66%

CAOT Discipline success rate in spring 2021 was 76% and was above the college's standard rate of 66%

CIS Discipline success rate in spring 2021 was 87% and and was above the college's standard rate of 66%

CS discipline rate in spring 2021 was 66% and was the same as the college's standard rate of 66%

Except CAOT 01, CAOT 02, and CS 101 with success rate below the 66% standard (3%-5%), all departmental courses show success rates well above the institutional standard rate of 66%.

We have the following plan to improve success for the above courses:

1. One-to-one tutoring services for all courses specially CS 101.
2. The availability of free online code validators and hands-on tutorial to students who are not familiar with the basics of computer programming.
3. The inclusion of projected-based assignments in the course contents for CS 101
4. The availability of free effective typing software to all students in CAOT 01 and CAOT 02
5. The use of zero text materials with approved VPAT from external sites.

Saved 6/23/2022 2:46 PM by Michael Rahni

While the college has set an overall institution-set standard for the annual total number of institutional awards, each program is expected to have **minimum of ten (10) completions** annually contributing to that total.

A "**standard**" is a **minimum level of acceptable performance**. Should the program fall below a standard, some intervention should occur. For each program (degree or certificate) indicate whether it meets the standard by entering the number of awards, and if not, indicate the action plan for improvement.

*Must refer to the most recent academic year of data.

*Enter **Not Applicable** if non instructional or no degrees or certificates attached to program.

Awards-ISS

Program Name	Major Code	Meets Standard (10+ Awards)	Action Plan
Computer Application Specialist, AA		<10 Completers	Bilingual tutoring services, availability of all courses required for each programs, dedicated extended in-department lab, imroved academic advising, and offering industry certification.
CAOT General Office Assistant		<10 Completers	Bilingual tutoring services, availability of all courses required for each programs, dedicated extended in-department lab, program revision, imroved academic advising, and offering industry certification.
CAOT Administrative		<10 Completers	Bilingual tutoring services, availability of all courses required for each programs, dedicated extended in-

Program Name	Major Code	Meets Standard (10+ Awards)	Action Plan
Assistant, AA			department lab, program revision, improved academic advising, and offering industry certification.
CAOT Website Software Specialist		<10 Completers	Bilingual tutoring services, availability of all courses required for each programs, dedicated extended in-department lab, program revision, improved academic advising, and offering industry certification.
Computer Science, AA		10+ Completers	Bilingual tutoring services, availability of all courses required for each programs, dedicated extended in-department lab, program revision, improved academic advising, and offering industry certification.
Computer Science Programming		<10 Completers	Bilingual tutoring services, availability of all courses required for each programs, dedicated extended in-department lab, program revision, improved academic advising, and offering industry certification.
C/C++, CS	SC	<10 Completers	revising the certificate to CA with approved CSU courses
CAOT, General Office Assistant, C		<10 Completers	Bilingual tutoring services, availability of all courses required for each programs, dedicated extended in-department lab, program revision, improved academic advising, and offering industry certification.
CAOT Administrative Assistant, C		<10 Completers	Bilingual tutoring services, availability of all courses required for each programs, dedicated extended in-department lab, program revision, improved academic advising, and offering industry certification.
CAOT Computer Applications Specialist		<10 Completers	Bilingual tutoring services, availability of all courses required for each programs, dedicated extended in-department lab, program revision, improved academic advising, and offering industry certification.
CAOT Website Software Specialist, CS		<10 Completers	Revise courses to CSU approved courses. This makes it possible for students to take the courses for both CA and AA degree
Cloud Computing Certificate	CA	<10 Completers	Requesting additional FTE to be able to offer all of its four required courses at our campus for students to be able to complete the program at LAVC
Computerized Bookkeeping Certificate	CA	<10 Completers	Offer all the courses in the certificate. Provide accounting tutoring for our students in the department

Improvement



Results

Based on the data trends, evaluate the effectiveness of strategies and/or interventions implemented in prior years to improve student achievement.

- Indicate **"not applicable"** if no steps have been taken to improve student achievement.
- Briefly describe the intervention/strategy and the outcome based on the data.

During the three years prior to the Covid-19 pandemic, the department implemented strategies that improved success, retention, and graduation rates for all its disciplines. These strategies included offering dedicated tutoring services for both disciplines, offering multiple sections of each course in different delivery formats, offering free coding boot camps and other training workshops to all students. These strategies worked well, and during the period, the number of awards increased significantly.

During Covid-19 period, unfortunately, the number of awards offered by the department for all certificates, AA, and transfer, were dropped. In spring 2021, as the pandemic effect was decreased, the awards numbers showed a slight increase in spring 2022 compared with the previous year.

We are developing the following strategies in our department to improve the number of awards:

1. Plan to offer all the required courses for the graduation for each certificate/degree.
2. Provide online, hybrid, and on campus for our courses so students have the opportunity to take the required courses
3. Revise our certificates so they reflect the market demand.
4. Offering courses that are CSU, UC approved for all of our certificate programs
5. Revise our Skills Certificate programs to CA with CSU approved course
6. Working with the CTE and general counseling staff to ensure students register for courses that are part of their major.

Saved 6/23/2022 2:48 PM by Michael Rahni



Improvement Plan

In areas identified as needing improvement, describe strategies and/or interventions that the department/program will implement to help improve student achievement (successful course completion and award completion).

The following summarizes our strategy to improve our success, retention, and graduation rates:

1. Additional tutoring hours
2. Purchase of new computers for the engineering building.
3. Paid subscription for programs our students who need to do their work outside the campus
4. Offering multiple sections of each course
5. developing zero text cost courses.
6. Offering more free workshops for students to do better on their enrolled courses.
7. Promote petitioning for concurrent associate and certificate programs for those students who only take courses for transfer
8. Developing and offering new certificate programs on high demand in the IT sector.

Saved 6/23/2022 2:49 PM by Michael Rahni

Validation



Validation Comments

Please enter your **comments about the module**.

This box also documents the validation dialogue with the program. Please date and initial comments.

The committees use this information for planning and decision-making. Information should help the committee contextualize responses and requests.

- Does the analysis look at the **current data**?
- Does the analysis address the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?

Validator Response - Final

Reviewed. -MJ, 8/27/2022

Saved 8/27/2022 2:03 PM by Matthew Jordan

Validator Response - Final

I have reviewed the data in this module. The department has done a good job towards improving success and retention rates. As noted, it has also increased its total number of completes to 12 in the last year. However, that include all the certificates and degrees. However, a greater effort needs to be made to improve completes rates in each certificate and degree areas. It may be time to streamline the number of certificates.

LN, July 18, 2022

Saved 7/18/2022 5:23 PM by Laurie Nalepa

Annual Program Review

Chemistry, Engineering & Physics

LAVC Program Review

2022

State: Completed

Resources for Completing This Module

The following data are currently available for you to complete this module:

- Headcount Enrollment - All terms (simple dashboard) ***Updated**
- Success & Retention - All terms (simple dashboard) ***New**
- Fall Enrollment, Success, & Retention Data - *includes demographics and mode*
- Spring Enrollment, Success, & Retention Data
- Special Populations/Programs - Enrollment, Success & Retention
- Awards (Program Completions)
- Majors Data

Here is a [Quick Guide to Data Modules](#). *** New**

The following **videos** provide guidance on using the dashboards to answer specific questions:

- [How to answer the retention questions in the enrollment module.](#)
- [How to answer questions related to institution-set standards: success, retention, awards.](#)
- [How to answer questions related to equity.](#)
- [Awards Dashboard and the program review Data-Achievement module](#)



Success - Course Completion (Instructional Areas)

Analyze trends in the student success data (i.e. successful course completion). Compare **each discipline** to the college level data. *For noninstructional/service areas, compare the **population outcomes** to the college level data. *Successful course completion is defined as a grade of A,B,C, or Pass divided by all grades including Ws).

- Briefly summarize the success/course completion data.
- Identify any disciplines below the college average. (**instructional areas only*)
- Identify any disciplines with declining success rates. (**instructional areas only*)

The Chemistry success rate is above the ISS of 66% for Spring and Fall 2015 - 2021. The success rates in Chemistry have a general rising trend, except for the last two years, which is not uncommon. The department is working to evaluate the variety of modalities in the next years.

The Physical Science success rate is above the ISS of 66%.

The Physics success rate is above the ISS of 66% for Spring 2015 - 2021. Fall is slightly under and Spring is slightly over, yielding an average at 66%. The success rates in Physics have a general rising trend, except for the last two years, which is not uncommon. The department is working to evaluate the variety of modalities in the next years.

The Eng Gen success rate is above the ISS of 66%.

Success Rates

Spring 2015 - 2020

Chemistry - 67%

Physical Science - 79%

Physics - 70%

Fall 2015 - 2020

Chemistry - 67%

Physical Science - 62%

Physics - 64%

The general trend is similar for the Chemistry and Physics disciplines. The early courses in the sequence, relying solely on math prerequisites, see lower success rates than the later courses in the sequence.

Equity - Achievement



Equity - Course Outcomes (Instructional Areas)

In reviewing your course success rates, select at least one (1) course with large enrollment. How do the outcomes vary by ethnicity and gender? (Include the percentages.)

Enter **Not Applicable if non instructional program.*

The department data is statistically similar to the institutional data considering ethnicity and gender.

Below is some specific class data, which show similar general trends.

Chemistry 51 - Spring Data

Success Rates:

Female - 79%

Male - 73%

Black or African American - 84%

White - 84%

Asian - 82%

Two or More Races - 73%

Unreported or Unknown - 75%

Hispanic, Latino - 71%

Native Hawaiian or Pacific Islander - 60%

American Indian or Alaskan Native - 50%

Chemistry 60 - Spring Data

Success Rates:

Female - 67%

Male - 67%

Black or African American - 67%

White - 77%

Asian - 77%

Two or More Races - 77%

Unreported or Unknown - 59%

Hispanic, Latino - 53%

Chemistry 212 - Spring

Success Rates:

Male - 84%

Female - 84%

White - 89%

Asian - 84%

Hispanic, Latino - 77%

Unreported or Unknown - 100%

Two or More Races - 82%

Black or African American - 67%

Physics 38 - Spring

Success Rates:

Female - 83%

Male - 76%

American Indian or Alaskan Native - 100%

Native Hawaiian or Pacific Islander - 100%

Unreported or Unknown - 88%

Asian - 86%

White - 84%

Two or More Races - 68%

Hispanic, Latino - 69%

Black or African American - 57%

Physics 39 - Spring

Success Rates:

Female - 89%

Male - 87%

Black or African American - 100%

American Indian or Alaskan Native - 100%

Native Hawaiian or Pacific Islander - 100%

Unreported or Unknown - 100%

Asian - 84%

White - 92%

Two or More Races - 78%

Hispanic, Latino - 84%

Phys Sci 4 - Spring Data

Success Rates:

Female - 88%

Male - 83%

Black or African American - 50%

White - 89%

Asian - 100%

Two or More Races - 100%

Hispanic, Latino - 88%



Equity - Course Improvement (Instructional Areas)

As the college tries to close equity gaps in student achievement, what improvements can the department make to address the specific outcomes in the course(s) noted above?

Enter **Not Applicable if non instructional.*

The department has participated in TIA and the PASO STEM grant to redesign several courses (Chem 101, 102, 211, 212 and Phys 6, 7, 66, 67). We continue to evaluate the redesigns, adding embedded tutoring and problem solving sessions during lab hours. To increase student success, the department must continue to increase access to free tutoring for students, both in general and embedded in difficult classes, and decrease class capacity so that students will have more attention to their individual needs. Chemistry and Physics are requesting computers and modern lab equipment to be used in the labs and problem solving sessions. We have redesigned the PASO SSIC to utilize a readiness exam before giving permission numbers to enroll in Chem 101, which is now being used in the PACES Summer program.

The department is working on a Getting Ready for Chemistry and Getting Ready for Physics crash course.

The department plans to work with Umoja and Puente on methods to help close equity gaps. Some improvements include completing our "getting ready" courses and promoting our tutoring program.

Saved 6/26/2022 2:24 PM by Lucas Haley



Equity - Special Program Outcomes (Non-Instructional)

In reviewing your special program success rates, how do the outcomes vary by ethnicity and gender? *(Include the percentages.)*

Enter **Not Applicable if exclusively an instructional program.*

Not Applicable



Equity- Special Programs (Non-Instructional)

As the college tries to close equity gaps in student achievement, what improvements can the program make to address the specific program outcomes noted above?

Enter **Not Applicable if exclusively an instructional program.*

Not Applicable



Majors Data

Review the [data on majors](#) for the programs in your department.

- Summarize trends for students indicating majors in your department.

Enter **Not Applicable if non instructional.*

From Fall 2015 to Fall 2021, majors have fluctuated between the following, showing a general increase, except for Engineering for Fall 2020, which is likely an anomaly semester.:

Physics: 46 - 99

Chemistry: 68 - 89

Engineering: 208 - 396 majors

All majors fit into the STEM CAP

Fall 2021 data -

CAP by Gender:

35% female vs. 65% male

CAP by Ethnic Group:

9% Asian

3% Black or African American

23% Hispanic, Latino

1% Native Hawaiian or Pacific Islander

19% Two or More Races

36% Unreported or Unknown

40% White

Saved 6/26/2022 2:37 PM by Lucas Haley

Awards - Degrees & Certificates



Award Completion (Instructional areas)

For **ALL active programs** (degrees and certificates), review the trend data on award completions.

- Summarize and address the trend (e.g. increase, declines, inconsistency) *Include the number of awards* in your summary.

**Enter Not Applicable if non instructional.*

Awards numbers of AS degrees have increased, but remain low (2020 - 2021: Chem = 5, Phys = 6, Eng = 1). Most STEM majors can transfer without completing awards degrees. Chemistry has increased the number of Chem 101, 102, 211, and 212 classes offered, which may have contributed to an increase in awards completed.

22 Phys AS-T degrees were awarded in 2020 - 2021, an increase from 11 in 2019 and on par with 23 in 2020.

The department plans to continue striving for a Chemistry AS-T and reevaluate the Chemistry AS. The last years of progress was halted because the State requirements list Organic Chemistry on the C-ID, but the CSU's do not articulate our under division organic chemistry to their upper division organic required for chemistry majors. Therefore, it would be a waste of 10 units of organic chemistry for CSU-bound students to take our classes. Upon investigation, the department was informed this is a state issue that must be addressed in Sacramento.

AB928 Common Pathways may help address this issue.

Saved 6/29/2022 2:00 PM by Lucas Haley



Majors Data

Consider your completion outcomes (awards data) in light of your majors data. Identify any relevant trends or inconsistencies.

**Enter Not Applicable if non instructional.*

The number of completions seems reasonable. The department serves many STEM majors from outside disciplines, and majors within the department often transfer before completing degree requirements. The AS-T is a great option for transfer students, however the Chem AS-T has currently hit a roadblock.

Institution-Set Standards (ISS)



Success - ISS

The institution has established an institution-set standard for course success (*students who successfully complete the course/A,B,C or P grades*) at **66%**.

- *For Instructional Areas* - Indicate whether **each discipline** in your area is performing at the (*minimum*) standard.
- *For Instructional Areas* - Identify **courses** that are at or below the standard for course success. Provide an improvement plan.
- *For Non-Instructional Areas* - Are the success rates for your **population/program** at or below the institution-set standard? Provide an improvement plan.

An institution-set "**standard**" is the **minimum level of acceptable performance** on an indicator. Should the program fall below a standard, some intervention should occur.

Averaging Fall and Spring data, Chemistry, Physics and Physical Science are above the ISS for success. The department has remained consistent with the instructors teaching the advanced classes.

The courses that typically fall below the ISS are: Chem 101, Chem 102, Chem 211, Phys 6, and Phys 37.

The chemistry sequence is traditionally a difficult series of courses with few prerequisites. Chem 60, Chem 101, Phys 6, and Phys 37 are beginning courses for very competitive majors, such as Chemistry, Physics, Biology, Engineering, Computer Science, etc...

These advanced classes continue to be evaluated since the redesigns through the PASO STEM grant and TIA.

Saved 6/26/2022 2:44 PM by Lucas Haley

While the college has set an overall institution-set standard for the annual total number of institutional awards, each program is expected to have **minimum of ten (10) completions** annually contributing to that total.

A "**standard**" is a **minimum level of acceptable performance**. Should the program fall below a standard, some intervention should occur. For each program (degree or certificate) indicate whether it meets the standard by entering the number of awards, and if not, indicate the action plan for improvement.

*Must refer to the most recent academic year of data.

*Enter **Not Applicable** if non instructional or no degrees or certificates attached to program.

Awards-ISS

No Records.

Improvement



Results

Based on the data trends, evaluate the effectiveness of strategies and/or interventions implemented in prior years to improve student achievement.

- Indicate "**not applicable**" if no steps have been taken to improve student achievement.
- Briefly describe the intervention/strategy and the outcome based on the data.

The success rates of our classes have improved for classes that have been redesigned through participation in the PASO STEM grant and the TIA. We plan to continue the redesigns and expand to other classes. We must continue to update our labs, modernize our available materials and fine tune availability of modalities and schedule of offerings.

Saved 6/26/2022 2:45 PM by Lucas Haley



Improvement Plan

In areas identified as needing improvement, describe strategies and/or interventions that the department/program will implement to help improve

student achievement (successful course completion and award completion).

The department will continue to offer double section Chemistry and Physics classes to be able to service more students, however recent enrollment and success data has shown that a reduction of class size gives students individual attention, especially in the advanced and low success classes. We will continue to evaluate the online (synchronous and asynchronous) vs. hybrid vs. face-to-face courses to bring the variety of modes of offering to similar success rates. We plan to develop a Chemistry AS-T to help improve the number of awards completed and facilitate transfers. The success rates of our classes have improved for classes that have been redesigned through participation in the PASO STEM grant and the TIA. We plan to continue evaluating and implementing the redesigns and expand to other classes. We must continue to update our labs and modernize our available materials. We have implemented a Chemistry Readiness Exam for students submitting prerequisite challenges for Chem 101. The department is working on a Getting Ready for Chemistry and Getting Ready for Physics crash course.

Saved 6/26/2022 2:47 PM by Lucas Haley

Validation



Validation Comments

Please enter your **comments about the module**.

This box also documents the validation dialogue with the program. Please date and initial comments.

The committees use this information for planning and decision-making. Information should help the committee contextualize responses and requests.

- Does the analysis look at the **current data**?
- Does the analysis address the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?

Validator Response - Final

-MJ, 8/27/2022

Reviewed.

Saved 8/27/2022 1:09 PM by Matthew Jordan

Validator Response - Final

I have reviewed the information in this module and am validating it.

Saved 7/25/2022 2:47 PM by Carmen Dominguez

Annual Program Review

Child Development

LAVC Program Review

2022

State: Completed

Resources for Completing This Module

The following data are currently available for you to complete this module:

- Headcount Enrollment - All terms (simple dashboard) ***Updated**
- Success & Retention - All terms (simple dashboard) ***New**
- Fall Enrollment, Success, & Retention Data - *includes demographics and mode*
- Spring Enrollment, Success, & Retention Data
- Special Populations/Programs - Enrollment, Success & Retention
- Awards (Program Completions)
- Majors Data

Here is a [Quick Guide to Data Modules](#). *** New**

The following **videos** provide guidance on using the dashboards to answer specific questions:

- [How to answer the retention questions in the enrollment module.](#)
- [How to answer questions related to institution-set standards: success, retention, awards.](#)
- [How to answer questions related to equity.](#)
- [Awards Dashboard and the program review Data-Achievement module](#)



Success - Course Completion (Instructional Areas)

Analyze trends in the student success data (i.e. successful course completion). Compare **each discipline** to the college level data. *For noninstructional/service areas, compare the **population outcomes** to the college level data. *Successful course completion is defined as a grade of A,B,C, or Pass divided by all grades including Ws).

- Briefly summarize the success/course completion data.
- Identify any disciplines below the college average. (**instructional areas only*)
- Identify any disciplines with declining success rates. (**instructional areas only*)

- Student success rate : 75% for the Fall in 2021 and Spring 2021 at 83%. We have seen a 10% decline in the Fall 2021 term, and a small decline of 2% in the spring compared to 2020 which was at 85%.
- The rate has been steady over the past 5 years with minor fluctuations
- Over the past few years the success rate has increased steadily with the exception of Fall 2021 of 10% decline, we believe covid restrictions has compromised our offerings and our students ability to succeed.
- In comparison with LAVC average success rate of 70% the child development department stands at 10-15% above the average value

Saved 6/29/2022 1:57 PM by Elmidia Baghdaserians

Equity - Achievement



Equity - Course Outcomes (Instructional Areas)

In reviewing your course success rates, select at least one (1) course with large enrollment. How do the outcomes vary by ethnicity and gender? (Include the percentages.)

Enter **Not Applicable if non instructional program.*

- The course chosen was CD 1
- According to the data there are fewer hispanic male students and more hispanic female students in CD 1
- Success rate is shown to be 83% among hispanic students.

Saved 6/29/2022 2:16 PM by Elmida Baghdaserians



Equity - Course Improvement (Instructional Areas)

As the college tries to close equity gaps in student achievement, what improvements can the department make to address the specific outcomes in the course(s) noted above?

Enter **Not Applicable if non instructional.*

Our department is aware of the struggles our student population faces. Some of the challenges we have seen and improvements we have made have helped our students with their success. Some of these improvements are:

- Offering embedded tutors
- Providing faculty in the department with workshops and trainings on working with ELL
- Providing tutoring and writing seminars for our department students
- On-going advisement and career counseling
- On-going support from CTE counselor
- Workshops focusing on the State of CA ECE permit
- Opportunities for workshops
- Professional development

Saved 6/29/2022 2:18 PM by Elmida Baghdaserians



Equity - Special Program Outcomes (Non-Instructional)

In reviewing your special program success rates, how do the outcomes vary by ethnicity and gender? *(Include the percentages.)*

Enter **Not Applicable if exclusively an instructional program.*

N/A

Saved 6/29/2022 2:18 PM by Elmida Baghdaserians



Equity- Special Programs (Non-Instructional)

As the college tries to close equity gaps in student achievement, what improvements can the program make to address the specific program outcomes noted above?

Enter **Not Applicable if exclusively an instructional program.*

NA

Saved 6/29/2022 2:18 PM by Elmida Baghdaserians



Majors Data

Review the [data on majors](#) for the programs in your department.

- Summarize trends for students indicating majors in your department.

**Enter Not Applicable if non instructional.*

Not enough data available to see trends.

Saved 6/29/2022 2:18 PM by Elmida Baghdaserians

Awards - Degrees & Certificates



Award Completion (Instructional areas)

For **ALL active programs** (degrees and certificates), review the trend data on award completions.

- Summarize and address the trend (e.g. increase, declines, inconsistency) *Include the number of awards* in your summary.

**Enter Not Applicable if non instructional.*

- The number of AA's issued have been steady since 2012 with minor fluctuations
- The number of AST's issued have gone from 0 in 2012 to 45 in 2020
- The number of Certificates issued have increased from 136 in 2012 to 200 in 2020, a 12% increase
- The number of CS's have increased from 1 in 2012 to 46 in 2020
- The total number of all certificate completions have increased from 199 in 2012 to 293 in 2020, a 47% increase with minor fluctuations and irregularities
- The department is in the process of adopting the AA-T degree (Associates in Arts, Elementary Teacher Education transfer degree). Currently this degree is housed by the LAVC Curriculum Committee. The department feels strongly that we can support future teachers by providing them this path from our department. The process for the adoption will be finalized in the Fall of 2022.

In the 2017-2018 academic year our department awarded 422 certificates in preschool teaching. Ethnic group chosen to analyze was White and included all gender. There has been an increase with this number since we made alignments with our top codes and are now able to have a more clear picture of completions.

Saved 6/30/2022 6:07 PM by Elmida Baghdaserians



Majors Data

Consider your completion outcomes (awards data) in light of your majors data. Identify any relevant trends or inconsistencies.

**Enter Not Applicable if non instructional.*

There were no inconsistencies in the data presented. For example, there are more females than males in our major, the largest ethnic group we serve is the Hispanic population. In looking at our CAP by age group group we have 34% students in the 25-39 age group category.

Saved 6/30/2022 6:07 PM by Elmida Baghdaserians



Success - ISS

The institution has established an institution-set standard for course success (*students who successfully complete the course/A,B,C or P grades*) at **66%**.

- For *Instructional Areas* - Indicate whether **each discipline** in your area is performing at the (*minimum*) standard.
- For *Instructional Areas* - Identify **courses** that are at or below the standard for course success. Provide an improvement plan.
- For *Non-Instructional Areas* - Are the success rates for your **population/program** at or below the institution-set standard? Provide an improvement plan.

An institution-set "**standard**" is the **minimum level of acceptable performance** on an indicator. Should the program fall below a standard, some intervention should occur.

- The overall success rate of the CD department is at 82%. This is 16% above the ISS standard
- All of the courses in the CD department are above the ISS standard, with no exception

Saved 6/30/2022 6:07 PM by Elmida Baghdaserians

While the college has set an overall institution-set standard for the annual total number of institutional awards, each program is expected to have **minimum of ten (10) completions** annually contributing to that total.

A "**standard**" is a **minimum level of acceptable performance**. Should the program fall below a standard, some intervention should occur. For each program (degree or certificate) indicate whether it meets the standard by entering the number of awards, and if not, indicate the action plan for improvement.

*Must refer to the most recent academic year of data.

*Enter **Not Applicable** if non instructional or no degrees or certificates attached to program.

Awards-ISS

No Records.

Improvement



Results

Based on the data trends, evaluate the effectiveness of strategies and/or interventions implemented in prior years to improve student achievement.

- Indicate "**not applicable**" if no steps have been taken to improve student achievement.
- Briefly describe the intervention/strategy and the outcome based on the data.

- Offering embedded tutors
- Providing faculty in the department with workshops and trainings on working with ELL
- Providing tutoring and writing seminars for our department students
- On-going advisement and career counseling
- Opportunities for workshops
- Professional development
- Provide access to a CTE counselor

Saved 6/30/2022 6:07 PM by Elmida Baghdaserians



Improvement Plan

In areas identified as needing improvement, describe strategies and/or interventions that the department/program will implement to help improve student achievement (successful course completion and award completion).

- Supporting ELL population
- Providing bilingual tutoring
- Facilitate further training for faculty and students for canvas and zoom use
- Support from the writing center
- Support from the library
- Support from the counseling department and the career center
- Access to our CTE counselor

Saved 6/30/2022 6:07 PM by Elmida Baghdaserians

Validation



Validation Comments

Please enter your **comments about the module**.

This box also documents the validation dialogue with the program. Please date and initial comments.

The committees use this information for planning and decision-making. Information should help the committee contextualize responses and requests.

- Does the analysis look at the **current data**?
- Does the analysis address the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?

Validator Response - Final

-MJ, 8/27/2022

Reviewed.

Saved 8/27/2022 1:29 PM by Matthew Jordan

Validator Response - Final

I have reviewed the material and am validating this module. The department has consistently outperformed the college in terms of success rates and as previously noted been a top performer in terms of degrees and certificates achieved. I am noting that degree completion data was in the reports on p. 5 and 6 but was not addressed. This information could have been used in the Awards ISS section. Their improvement strategies are sound.

LN, July 13, 2022

Saved 7/13/2022 8:12 PM by Laurie Nalepa

Annual Program Review

Communication Studies & Speech Team

LAVC Program Review

2022

State: Completed

Resources for Completing This Module

The following data are currently available for you to complete this module:

- [Headcount Enrollment - All terms \(simple dashboard\)](#) ***Updated**
- [Success & Retention - All terms \(simple dashboard\)](#) ***New**
- [Fall Enrollment, Success, & Retention Data](#) - *includes demographics and mode*
- [Spring Enrollment, Success, & Retention Data](#)
- [Special Populations/Programs - Enrollment, Success & Retention](#)
- [Awards \(Program Completions\)](#)
- [Majors Data](#)

Here is a [Quick Guide to Data Modules](#). *** New**

The following **videos** provide guidance on using the dashboards to answer specific questions:

- [How to answer the retention questions in the enrollment module.](#)
- [How to answer questions related to institution-set standards: success, retention, awards.](#)
- [How to answer questions related to equity.](#)
- [Awards Dashboard and the program review Data-Achievement module](#)



Success - Course Completion (Instructional Areas)

Analyze trends in the student success data (i.e. successful course completion). Compare **each discipline** to the college level data. *For noninstructional/service areas, compare the **population outcomes** to the college level data. *Successful course completion is defined as a grade of A,B,C, or Pass divided by all grades including Ws).

- Briefly summarize the success/course completion data.
- Identify any disciplines below the college average. (**instructional areas only*)
- Identify any disciplines with declining success rates. (**instructional areas only*)

Pre-pandemic our average dept retention rates were consistently higher than the college average, but have been lower the past two years.

Campus avg success rate for fall 2021: 69%

For spring 2021: 73%

Comm avg success rate for fall 2021: 65%

For spring 2021: 70%

Campus online avg retention rate for fall 2021: 86%

For spring 2021: 87%

Comm avg retention rate for fall 2021: 85%

For spring 2021: 88%

Since 2015 our overall success rate has gone down. Our retention rate has gone down marginally.

Saved 6/30/2022 4:27 PM by Joshua Miller

Equity - Achievement



Equity - Course Outcomes (Instructional Areas)

In reviewing your course success rates, select at least one (1) course with large enrollment. How do the outcomes vary by ethnicity and gender? (Include the percentages.)

Enter **Not Applicable if non instructional program.*

We selected Comm 101.

Success rates:

Females: 68%

Males: 64%

White: 77%

Asian: 77%

American Indian: 89%

Unreported or unknown: 70%

Two or more races: 62%

Hispanic or latino: 60%

Black or African American: 59%

Native Hawaiian or pacific islander: 60%

Retention rates:

Females: 87%

Males: 84%

White: 90%

Asian: 88%

American Indian: 89%

Unreported or unknown: 87%

Two or more races: 84%

Hispanic or latino: 84%

Black or African American: 82%

Native Hawaiian or pacific islander: 89%

Saved 6/30/2022 4:32 PM by Joshua Miller



Equity - Course Improvement (Instructional Areas)

As the college tries to close equity gaps in student achievement, what improvements can the department make to address the specific outcomes in the course(s) noted above?

Enter **Not Applicable if non instructional.*

We are concerned that our success rates are going down, but answering the why is difficult because of COVID. There have been a few interventions:

1. The department chair has meet with the department and individual faculty members to talk about Canvas course development.
2. The department chair developed his online Comm 101 course and put it on the Commons for faculty in the department to adopt and edit.

Saved 6/30/2022 4:34 PM by Joshua Miller



Equity - Special Program Outcomes (Non-Instructional)

In reviewing your special program success rates, how do the outcomes vary by ethnicity and gender? *(Include the percentages.)*

Enter **Not Applicable if exclusively an instructional program.*



Equity- Special Programs (Non-Instructional)

As the college tries to close equity gaps in student achievement, what improvements can the program make to address the specific program outcomes noted above?

Enter **Not Applicable if exclusively an instructional program.*



Majors Data

Review the [data on majors](#) for the programs in your department.

- Summarize trends for students indicating majors in your department.

Enter **Not Applicable if non instructional.*

From fall 2020 to fall 2021 we saw a decrease of 250 to 145 majors and if we are reading the date correctly, there were zero degrees. The trend of Comm majors going down is worrisome. Pre-COVID was started to have conversations about increasing the number of majors, but we have not been able to follow up on this. We did create a Canvas module that talked about the Comm department and the speech team. Hopefully this will increase the number of majors.

Saved 6/30/2022 4:39 PM by Joshua Miller

Awards - Degrees & Certificates



Award Completion (Instructional areas)

For **ALL active programs** (degrees and certificates), review the trend data on award completions.

- Summarize and address the trend (e.g. increase, declines, inconsistency) *Include the number of awards in your summary.*

Enter **Not Applicable if non instructional.*

From 2020 to 2021 our awards increased from 44 to 63 degrees which is positive considering the dramatic drop in enrollment.

Saved 6/30/2022 4:41 PM by Joshua Miller



Majors Data

Consider your completion outcomes (awards data) in light of your majors data. Identify any relevant trends or inconsistencies.

Enter **Not Applicable if non instructional.*

I don't know that there are any relevant trends beyond COVID. It's difficult to analyze and predict.

Saved 6/30/2022 4:35 PM by Joshua Miller

Institution-Set Standards (ISS)



Success - ISS

The institution has established an institution-set standard for course success (*students who successfully complete the course/A,B,C or P grades*) at **66%**.

- *For Instructional Areas* - Indicate whether **each discipline** in your area is performing at the (*minimum*) standard.
- *For Instructional Areas* - Identify **courses** that are at or below the standard for course success. Provide an improvement plan.
- *For Non-Instructional Areas* - Are the success rates for your **population/program** at or below the institution-set standard? Provide an improvement plan.

An institution-set "**standard**" is the **minimum level of acceptable performance** on an indicator. Should the program fall below a standard, some intervention should occur.

Courses below ISS:

101: In fall the percentage was 63%, but in spring it was 68%.

102: For fall it was 54% but for spring it was 100%.

For Comm 101, The old and new Comm studies chair have agreed to work together on a strategy to increase the success rates in Comm 101. We will look into possibly standardizing and material and content.

Only one section of Comm 102 is only offered a year and the success rates have been up and down. We are not worried about 102 at this point because it is difficult to identify trends in only one section.

Saved 6/30/2022 4:52 PM by Joshua Miller

While the college has set an overall institution-set standard for the annual total number of institutional awards, each program is expected to have **minimum of ten (10) completions** annually contributing to that total.

A "**standard**" is a **minimum level of acceptable performance**. Should the program fall below a standard, some intervention should occur. *For each program (degree or certificate) indicate whether it meets the standard by entering the number of awards, and if not, indicate the action plan for improvement.*

**Must refer to the most recent academic year of data.*

Enter **Not Applicable if non instructional or no degrees or certificates attached to program.*

Awards-ISS

No Records.

Improvement



Results

Based on the data trends, evaluate the effectiveness of strategies and/or interventions implemented in prior years to improve student achievement.

- Indicate "**not applicable**" if no steps have been taken to improve student achievement.

- Briefly describe the intervention/strategy and the outcome based on the data.

We have had dept conversations about past courses that fell below the ISS (104, 105 and 121) and all are now above the ISS, so those conversations have been successful. We did not have specific strategies, but we did meet and asked the professors to review their curriculum.

Saved 6/30/2022 4:56 PM by Joshua Miller



Improvement Plan

In areas identified as needing improvement, describe strategies and/or interventions that the department/program will implement to help improve student achievement (successful course completion and award completion).

An improvement plan will be difficult at this time because we don't know what the future trends will be. Lower numbers in our dept are usually connected to fully online classes and now most of our classes are fully online. When we go back to face to face the numbers may increase. We just need to be mindful of our student's needs and educational trends.

However, as stated above the past and future dept chairs will meet with the dept to develop strategies to increase the success rates of Comm 101.

Saved 6/30/2022 4:57 PM by Joshua Miller

Validation



Validation Comments

Please enter your **comments about the module**.

This box also documents the validation dialogue with the program. Please date and initial comments.

The committees use this information for planning and decision-making. Information should help the committee contextualize responses and requests.

- Does the analysis look at the **current data**?
- Does the analysis address the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?

Validator Response - Final

Communication Studies has offer online classes for sometime. It is recommended to review the course sepecific data from prior years and the modality; i.e., synchronous, asynchonous, hybird, face to face, to see if this sheds light.

AB298 could further impact decling enrollment and needs to be monitored carefully.

Dd 7-10-22

Saved 7/10/2022 9:07 AM by Deborah diCesare

Validator Response - Final

-MJ, 8/27/2022

Reviewed.

Annual Program Review

Continuing Education / Noncredit/Citizenship

LAVC Program Review

2022

State: Completed

Resources for Completing This Module

The following data are currently available for you to complete this module:

- Headcount Enrollment - All terms (simple dashboard) ***Updated**
- Success & Retention - All terms (simple dashboard) ***New**
- Fall Enrollment, Success, & Retention Data - *includes demographics and mode*
- Spring Enrollment, Success, & Retention Data
- Special Populations/Programs - Enrollment, Success & Retention
- Awards (Program Completions)
- Majors Data

Here is a [Quick Guide to Data Modules](#). *** New**

The following **videos** provide guidance on using the dashboards to answer specific questions:

- [How to answer the retention questions in the enrollment module.](#)
- [How to answer questions related to institution-set standards: success, retention, awards.](#)
- [How to answer questions related to equity.](#)
- [Awards Dashboard and the program review Data-Achievement module](#)



Success - Course Completion (Instructional Areas)

Analyze trends in the student success data (i.e. successful course completion). Compare **each discipline** to the college level data. *For noninstructional/service areas, compare the **population outcomes** to the college level data. *Successful course completion is defined as a grade of A,B,C, or Pass divided by all grades including Ws).

- Briefly summarize the success/course completion data.
- Identify any disciplines below the college average. (**instructional areas only*)
- Identify any disciplines with declining success rates. (**instructional areas only*)

The overall Noncredit success rate in Fall 2021 is 67%. Below are the success rates per discipline:

Fall 2021

ESL NC - 61%

ESL CVCS - 94%

VOC ED - 76%

- *Noncredit ESL* fell below the college average success rate of 72% in the Fall 2021 since its success rate was 61%.
- *VOC ED* success rate declined from 91% in Fall 2020 to 76% in Fall 2021.

The overall Continuing Education success rate rose from 63% in Fall 2020 to 67% in Fall 2021.

Saved 6/22/2022 11:08 AM by Mariam Aintablian

Equity - Achievement



Equity - Course Outcomes (Instructional Areas)

In reviewing your course success rates, select at least one (1) course with large enrollment. How do the outcomes vary by ethnicity and gender? (Include the percentages.)

*Enter **Not Applicable** if non instructional program.

The two courses with the largest enrollment in the Fall 2021 semester were *NC ESL 2CE* (123 students) and *VOC ED 114CE* (141 students).

Below is data for these courses in Fall 2021:

NC ESL 2CE

Overall success rate - 60%

By Gender:

Female success rate - 59%

Male success rate - 63%

By Ethnicity:

Two or more races - 33%

White - 56%

Hispanic / Latino - 63%

Asian - 88%

Unreported - 100%

VOC ED 114CE

Overall success rate - 77%

By Gender:

Female success rate - 73%

Male success rate - 90%

By Ethnicity:

Two or more races - 92%

White - 75%

Asian - 63%

Hispanic / Latino - 76%

Unreported - 76%

In the *NC ESL 2CE* course, there was not a lot of variation amongst the success rates between genders. However, Asian students performed significantly better (88%) than other ethnicities.

In *VOC ED 114CE*, males (90% success rate) did better than females (73% success rate). In addition, most ethnicities had similar success rates varying from 63-76%. However, students of two or more races had a significantly higher success rate (92%) compared to the rest.

Saved 6/22/2022 11:19 AM by Mariam Aintablian



Equity - Course Improvement (Instructional Areas)

As the college tries to close equity gaps in student achievement, what improvements can the department make to address the specific outcomes in the course(s) noted above?

Enter **Not Applicable if non instructional.*

The transition to online learning has had a strong negative impact on our students, especially on the Hispanic population as seen in the data for 2020. In 2020-2021, the department focused its efforts on helping our students get back to in-person instruction, if possible, and if not, to obtain the necessary equipment to be able to participate in online classes. In these efforts, the department received and distributed 300 chromebooks, which has had a positive impact on the department's overall success rates. The availability of classes in both modalities - online and in-person, has also provided our students with more learning opportunities. In addition, the department has made an effort to have bilingual staff available for services in-person, over the phone, and online. We have Spanish, Armenian and Russian speakers available Monday - Friday, between 8:00 and 3:00.

Saved 6/23/2022 2:34 PM by Lilit Davoyan



Equity - Special Program Outcomes (Non-Instructional)

In reviewing your special program success rates, how do the outcomes vary by ethnicity and gender? *(Include the percentages.)*

Enter **Not Applicable if exclusively an instructional program.*

N/A



Equity- Special Programs (Non-Instructional)

As the college tries to close equity gaps in student achievement, what improvements can the program make to address the specific program outcomes noted above?

Enter **Not Applicable if exclusively an instructional program.*

N/A



Majors Data

Review the [data on majors](#) for the programs in your department.

- Summarize trends for students indicating majors in your department.

Enter **Not Applicable if non instructional.*

The department doesn't offer any majors.

Saved 6/23/2022 2:35 PM by Lilit Davoyan



Award Completion (Instructional areas)

For **ALL active programs** (degrees and certificates), review the trend data on award completions.

- Summarize and address the trend (e.g. increase, declines, inconsistency) *Include the number of awards in your summary.*

**Enter Not Applicable if non instructional.*

In 2020-2021, a total of 292 noncredit certificates were awarded in Continuing Education. This is a 36% decline from the 457 certificates awarded in 2019-2020. The decline from the immediate previous year can be explained by the pandemic and lockdowns that began in March 2020 and continued until the end of the academic year and beyond.

The certificates awarded in 2020-2021 include the seven types outlined below:

- ESL I - 132
- ESL II - 14
- ESL III - 23
- ESL IV - 9
- ESL Speech - 23
- ESL Civics 2 - 31
- Microcomputer Literacy - 60

Saved 6/23/2022 2:35 PM by Lilit Davoyan



Majors Data

Consider your completion outcomes (awards data) in light of your majors data. Identify any relevant trends or inconsistencies.

**Enter Not Applicable if non instructional.*

The department doesn't offer any majors.

Saved 6/23/2022 2:36 PM by Lilit Davoyan



Success - ISS

The institution has established an institution-set standard for course success (*students who successfully complete the course/A,B,C or P grades*) at **66%**.

- For Instructional Areas* - Indicate whether **each discipline** in your area is performing at the (*minimum*) standard.
- For Instructional Areas* - Identify **courses** that are at or below the standard for course success. Provide an improvement plan.
- For Non-Instructional Areas* - Are the success rates for your **population/program** at or below the institution-set standard? Provide an improvement plan.

An institution-set "**standard**" is the **minimum level of acceptable performance** on an indicator. Should the program fall below a standard, some intervention should occur.

The following are the success rates for each of our disciplines during the Fall 2021 semester:

- *ESL NC* - 61% (*below standard*)
- *ESL CVCS* - 94% (*above standard*)
- *VOC ED* - 76% (*above standard*)

The following courses were at or below the standard for course success (66%) during the Fall 2021 semester:

- *ESL NC 2CE* - 60%
- *ESL NC 6CE* - 56%
- *ESL NC 7CE* - 64%
- *ESL NC 8CE* - 56%
- *ESL NC 9CE* - 57%
- *ESL NC 16CE* - 64%
- *ESL NC 23CE* - 43%
- *ESL NC 24CE* - 40%
- *ESL CVCS 10CE* - 60%

A majority of courses in the *ESL NC* discipline fell below the standard for course success aside from *ESL NC 1CE* (73% success), *ESL NC 15CE* (96% success), and *ESL NC 17CE* (83% success). However, every one of the courses in the *ESL CVCS* and *VOC ED* performed above the standard.

The explanation for low rates is that the data doesn't capture the very nature of noncredit courses which is: open-entry/open-exit format, with a mark of SP being very common, which doesn't count towards success rates. All noncredit courses are open-entry/open-exit. As a result, some of our courses have up to 70 students enrolled, however only 30-40 students are actively attending and participating in a class. Noncredit faculty have traditionally been discouraged from excluding non-participating students because in an open-entry format, a student who is enrolled, can start participating at any time throughout the semester. New students can also join a class at any point during a semester. These practices have worked well for many years and served the goal of providing instruction to students whenever they can attend. However, since grading has been introduced to noncredit disciplines, such practices affect our success rates in a negative manner.

In addition, the transition to online teaching and student services has affected all our disciplines in a negative way. In addition to linguistic barriers, our population has faced technological and childcare challenges which unfortunately were impossible to overcome in some cases.

An intervention plan may include comprehensive changes at a district level, such as including the mark of SP in the noncredit success rates. As noted above, in many cases making satisfactory progress in language skills allows noncredit students to reach their goals, which definitely constitutes success for them.

Saved 6/23/2022 2:38 PM by Lilit Davoyan

While the college has set an overall institution-set standard for the annual total number of institutional awards, each program is expected to have **minimum of ten (10) completions** annually contributing to that total.

A "standard" is a minimum level of acceptable performance. Should the program fall below a standard, some intervention should occur. For each program (degree or certificate) indicate whether it meets the standard by entering the number of awards, and if not, indicate the action plan for improvement.

*Must refer to the most recent academic year of data.

*Enter **Not Applicable** if non instructional or no degrees or certificates attached to program.

Awards-ISS

Meets
Standard

Program Name	Major Code	(10+ Awards)	Action Plan
ENGLISH AS A SECOND LANGUAGE I	Program Code 493084, State Code 2417	10+ Completers	N/A
ENGLISH AS A SECOND LANGUAGE II	Program Code 493083, State Code 24216	10+ Completers	N/A
ENGLISH AS A SECOND LANGUAGE III	Program Code 493082, State Code 24315	10+ Completers	N/A
ENGLISH AS A SECOND LANGUAGE IV	(Program Code 493080, State Code 24116	<10 Completers	ESL IV certificate is awarded to students who complete the ESL NC 15, 16 and 17 courses, which are high-intermediate and advanced ESL courses. At this level of language skills, students are often ready for employment or credit classes. This is the reason for lower enrollment and a lower number of certificates awarded. More counseling and instructional support focus is needed to increase both enrollment and completion.
ENGLISH AS A SECOND LANGUAGE - SPEECH	Program Code 493085, State Code 24464	10+ Completers	N/A
ESL CIVICS I	Program Code 493091, State Code 24283	<10 Completers	The ESL Civics 1 certificate is awarded to students who complete ESL Civics 10, 11 and 12. These courses are offered in rotation, one course per semester, on Friday mornings. So for a student to earn this certificate, he/she needs to attend classes every Friday morning, for 1 hour, for 3 full semesters. Faculty agree that these classes are not offered enough for students to achieve the certificate. The department will consider offering these classes at different times and more frequently.
ESL CIVICS II	Program Code 493092, State Code 24139	10+ Completers	N/A
MICROCOMPUTER LITERACY	Program Code 051400, State Code 24103	10+ Completers	N/A

Improvement



Results

Based on the data trends, evaluate the effectiveness of strategies and/or interventions implemented in prior years to improve student achievement.

- Indicate **"not applicable"** if no steps have been taken to improve student achievement.
- Briefly describe the intervention/strategy and the outcome based on the data.

To improve noncredit student achievement and maximize the number of certificates earned by noncredit students, the department has implemented the following strategies in scheduling courses:

- As of Fall 2020, the department offers courses both online and in-person. With Dean diCesare's guidance, we monitor our enrollment data carefully, and offer classes in the modality that is most demanded for certain levels of ESL. Moreover, our online courses are offered in an online blended

format, which is a combination of synchronous and asynchronous instruction. This kind of scheduling offers students the most flexibility and is done in an effort to meet the needs of the students in a post-pandemic environment.

- The department rotates ESL Civics course offerings from Fall to Spring semesters and from Winter to Summer intersessions to give students an opportunity to earn Civics certificates
- The department rotates additional offerings of 15CE, 16CE and 17CE at late-morning and early-afternoon times to allow students to earn an ESL IV certificate.
- The department rotates course offerings of 15CE, 16CE and 17CE during the evening times to maximize students' opportunities to earn an ESL IV certificate through evening classes only. This strategy targets our working population who have a day job and can only attend classes after 5PM.
- The department rotates Vocational Education 114 and 115 course offerings during the evening times to maximize students' ability to earn a Microcomputer Literacy certificate through evening classes only. This strategy also targets our working population who have a day job and can only attend classes after 5PM.
- The department offers ESL 23CE and 24CE in 8-week periods rather than 16 weeks. This allows students to earn an ESL SPEECH certificate within one semester.

Saved 6/27/2022 12:48 PM by Lilit Davoyan



Improvement Plan

In areas identified as needing improvement, describe strategies and/or interventions that the department/program will implement to help improve student achievement (successful course completion and award completion).

The department will continue implementing the scheduling strategies as outlined above in the previous question.

Also, detailed analysis and discussion of SLO assessment results will continue to ensure that necessary changes to content and pedagogy can be made in support of course and award completion.

If WIOA and SEAP funds permits, the department will continue providing orientations, student education planning, noncredit counseling and workshops on matriculation and ESL specific content.

Saved 6/27/2022 12:49 PM by Lilit Davoyan

Validation



Validation Comments

Please enter your **comments about the module**.

This box also documents the validation dialogue with the program. Please date and initial comments.

The committees use this information for planning and decision-making. Information should help the committee contextualize responses and requests.

- Does the analysis look at the **current data**?
- Does the analysis address the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?

Validator Response - Final

COVID has had a negative impact on the noncredit students for all the reasons stated above. At this juncture, increasing face to face classes is important for this population. In addition, further analyzing modality data is needed to determine mix of hybrid, sync and async.

It is recommended to collaborate with Academic Resource Center to explore academic support options for students and to explore with Professional Development and other noncredit programs in the District to identify strategies and best practices to increase success.

Revisit the SEAP and Adult Ed funding activities to support success strategies.

Dd

6/27/22

Saved 6/27/2022 9:29 AM by Deborah diCesare

Validator Response - Final

Reviewed. -MJ, 8/27/2022

Saved 8/27/2022 2:27 PM by Matthew Jordan

Annual Program Review

Cooperative Education

LAVC Program Review

2022

State: Completed

Resources for Completing This Module

The following data are currently available for you to complete this module:

- Headcount Enrollment - All terms (simple dashboard) ***Updated**
- Success & Retention - All terms (simple dashboard) ***New**
- Fall Enrollment, Success, & Retention Data - *includes demographics and mode*
- Spring Enrollment, Success, & Retention Data
- Special Populations/Programs - Enrollment, Success & Retention
- Awards (Program Completions)
- Majors Data

Here is a [Quick Guide to Data Modules](#): *** New**

The following **videos** provide guidance on using the dashboards to answer specific questions:

- [How to answer the retention questions in the enrollment module.](#)
- [How to answer questions related to institution-set standards: success, retention, awards.](#)
- [How to answer questions related to equity.](#)
- [Awards Dashboard and the program review Data-Achievement module](#)



Success - Course Completion (Instructional Areas)

Analyze trends in the student success data (i.e. successful course completion). Compare **each discipline** to the college level data. *For noninstructional/service areas, compare the **population outcomes** to the college level data. *Successful course completion is defined as a grade of A,B,C, or Pass divided by all grades including Ws).

- Briefly summarize the success/course completion data.
- Identify any disciplines below the college average. (*instructional areas only)
- Identify any disciplines with declining success rates. (*instructional areas only)

Overall Success Rate for Fall
 Overall Success Rate for Spring 78% (2015-21)
 Overall Success Rate for Winter 82% (2015-2021)
 Overall Success Rate for Winter is 82% (2015-2021)
 Fall 2018 - 74%; 2019 - 87%, 2020 - 57%, 2021 - 89%

Spring 21 Overall - 100%
 Fall 21 Overall - 89%
 Winter 21 Overall - 73%
 Summer 21 Overall - 58%

Saved 7/26/2022 12:16 PM by Brandon Hildreth

Equity - Achievement



Equity - Course Outcomes (Instructional Areas)

In reviewing your course success rates, select at least one (1) course with large enrollment. How do the outcomes vary by ethnicity and gender? (Include the percentages.)

Enter **Not Applicable if non instructional program.*

The success rate for men and women is above the institutional-set standard. Most all racial/ethnicity groups are above the institutional-set standard except for Asian students and students of two or more races/ethnicities. Their success falls slightly below the institution-set standard.
The course COOP ED 395

Fall 2021 success rate for men 74% and 76% for women.

White 85%;

Black or African American 83%;

Hispanic/Latinx 73%;

Unreported or Unknown 70%;

Asian 65%; Two or more races 58%

Saved 6/21/2022 3:56 PM by Paul Sabolic



Equity - Course Improvement (Instructional Areas)

As the college tries to close equity gaps in student achievement, what improvements can the department make to address the specific outcomes in the course(s) noted above?

Enter **Not Applicable if non instructional.*

As a department, we will have two professional development readings/activities that will educate us on the needs, experiences, and challenges of Asian college students and college students with two or more racial/ethnic groups.

Saved 6/21/2022 3:58 PM by Paul Sabolic



Equity - Special Program Outcomes (Non-Instructional)

In reviewing your special program success rates, how do the outcomes vary by ethnicity and gender? *(Include the percentages.)*

Enter **Not Applicable if exclusively an instructional program.*

Not Applicable

Saved 6/21/2022 3:58 PM by Paul Sabolic



Equity- Special Programs (Non-Instructional)

As the college tries to close equity gaps in student achievement, what improvements can the program make to address the specific program outcomes noted above?

Enter **Not Applicable if exclusively an instructional program.*

Not Applicable

Saved 6/21/2022 3:58 PM by Paul Sabolic



Majors Data

Review the [data on majors](#) for the programs in your department.

- Summarize trends for students indicating majors in your department.

**Enter Not Applicable if non instructional.*

N/A; not a "major".

Saved 6/21/2022 3:59 PM by Paul Sabolic

Awards - Degrees & Certificates



Award Completion (Instructional areas)

For **ALL active programs** (degrees and certificates), review the trend data on award completions.

- Summarize and address the trend (e.g. increase, declines, inconsistency) *Include the number of awards* in your summary.

**Enter Not Applicable if non instructional.*

No degrees or certificates are offered in Cooperative Education.

Saved 6/21/2022 3:59 PM by Paul Sabolic



Majors Data

Consider your completion outcomes (awards data) in light of your majors data. Identify any relevant trends or inconsistencies.

**Enter Not Applicable if non instructional.*

N/A

Saved 6/21/2022 3:59 PM by Paul Sabolic

Institution-Set Standards (ISS)



Success - ISS

The institution has established an institution-set standard for course success (*students who successfully complete the course/A,B,C or P grades*) at **66%**.

- *For Instructional Areas* - Indicate whether **each discipline** in your area is performing at the (*minimum*) standard.
- *For Instructional Areas* - Identify **courses** that are at or below the standard for course success. Provide an improvement plan.
- *For Non-Instructional Areas* - Are the success rates for your **population/program** at or below the institution-set standard? Provide an improvement plan.

An institution-set "**standard**" is the **minimum level of acceptable performance** on an indicator. Should the program fall below a standard, some intervention should occur.

CooP Ed courses with success rates below the institutional set standard...

Fall 21 Course	Success Rate
COOP ED 195	68%
BUS 931	67%
MARKET 941	50%
BRDCSTG 921	50%
ACCTG 921	33%
MUSIC 921	0%
JOURNAL 931	0%
ENG GEN 921	0%
CO SCI 931	0%
CH DEV 911	0%
BRDCSTG 931	0%
ART 931	0%

Spring 21 Course	Success Rate
COOP ED 195	68%
BUS 931	50%
CH DEV 991	0%
LAW 911	0%

Saved 7/26/2022 12:16 PM by Brandon Hildreth

While the college has set an overall institution-set standard for the annual total number of institutional awards, each program is expected to have **minimum of ten (10) completions** annually contributing to that total.

A "**standard**" is a **minimum level of acceptable performance**. Should the program fall below a standard, some intervention should occur. For each program (degree or certificate) indicate whether it meets the standard by entering the number of awards, and if not, indicate the action plan for improvement.

*Must refer to the most recent academic year of data.

*Enter **Not Applicable** if non instructional or no degrees or certificates attached to program.

Awards-ISS

No Records.

Improvement



Results

Based on the data trends, evaluate the effectiveness of strategies and/or interventions implemented in prior years to improve student achievement.

- Indicate "**not applicable**" if no steps have been taken to improve student achievement.
- Briefly describe the intervention/strategy and the outcome based on the data.

Interventions to utilize our online employment board (College Central Network) as a resource for Cooperative Education have resulted in increased efficiencies in the program.

A clear example is the tool "Experiential Learning" that allows students, the college, and the supervising employer to interface online for the learning agreement and evaluations.

Another improvement has been aligning Service Learning with Cooperative Education, a process that has allowed LAVC to maintain Service Learning and to encourage students to increase volunteerism with area non-profits to earn Coop Ed units for structured work experience.

The data indicates most Coop Ed courses, 195, 295, & 395, meet or exceed institutional standards. However, we should examine the relative success rate by course and student population moving forward.

Saved 7/26/2022 12:07 PM by Brandon Hildreth



Improvement Plan

In areas identified as needing improvement, describe strategies and/or interventions that the department/program will implement to help improve student achievement (successful course completion and award completion).

As a department, we will have two professional development readings/activities that will educate us on the needs, experiences, and challenges of Asian college students and college students with two or more racial/ethnic groups.

Saved 6/21/2022 4:11 PM by Paul Sabolic

Validation



Validation Comments

Please enter your **comments about the module**.

This box also documents the validation dialogue with the program. Please date and initial comments.

The committees use this information for planning and decision-making. Information should help the committee contextualize responses and requests.

- Does the analysis look at the **current data**?
- Does the analysis address the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?

Validator Response - Final

Reviewed. -MJ, 8/27/2022

Saved 8/27/2022 2:36 PM by Matthew Jordan

Validator Response - Final

The department has a relatively high success rate. All gender and most ethnic/racial groups meet or exceed the institutional-set standard (ISS); however, students who identify as Asian or of two or more races/ethnicities are below the ISS. The department plans to do professional next year to improve the success rate among these two populations.

I recommend the department examine the occupational cooperative education courses below the ISS to see what interventions are necessary for specific classes and student populations.

-BMH

Saved 7/29/2022 1:30 PM by Brandon Hildreth

Annual Program Review

Earth Science & Planetarium

LAVC Program Review

2022

State: Completed

Resources for Completing This Module

The following data are currently available for you to complete this module:

- Headcount Enrollment - All terms (simple dashboard) ***Updated**
- Success & Retention - All terms (simple dashboard) ***New**
- Fall Enrollment, Success, & Retention Data - *includes demographics and mode*
- Spring Enrollment, Success, & Retention Data
- Special Populations/Programs - Enrollment, Success & Retention
- Awards (Program Completions)
- Majors Data

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The following **videos** provide guidance on using the dashboards to answer specific questions:

- [How to answer the retention questions in the enrollment module.](#)
- [How to answer questions related to institution-set standards: success, retention, awards.](#)
- [How to answer questions related to equity.](#)
- [Awards Dashboard and the program review Data-Achievement module](#)



Success - Course Completion (Instructional Areas)

Analyze trends in the student success data (i.e. successful course completion). Compare **each discipline** to the college level data. *For noninstructional/service areas, compare the **population outcomes** to the college level data. *Successful course completion is defined as a grade of A,B,C, or Pass divided by all grades including Ws).

- Briefly summarize the success/course completion data.
- Identify any disciplines below the college average. (**instructional areas only*)
- Identify any disciplines with declining success rates. (**instructional areas only*)

Astronomy

The table below summarizes the Success and Retention data for Astronomy courses from Fall 2015 to Fall 2021. Except for one year, the Success rates exceed the Institution Set Standard of 66%. Regarding Retention, the numbers meet or exceed the Institution Set Standard of 84% except for 2017.

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
Course	Suc	Ret	Suc	Ret	Suc	Ret	Suc	Ret	Suc	Ret	Suc	Ret	Suc	Ret
Astro. 1	65	85	61	84	60	82	58	90	58	87	76	94	74	93
Astro. 5	90	94	87	93	90	96	86	96	88	90	80	91	75	85

Success and Retention rates for the Astronomy 5 laboratory course dropped from 2019 to 2021, due to the COVID-19 pandemic requiring the lab to be taught online. The online format made interacting and assisting students during the sessions more difficult, and some students chose to withdraw rather than stay with the course. In addition, many students expressed disappointment in not being able to observe with telescopes, which also resulted in withdrawals.

Environmental Science

SUCCESS AND RETENTION (Fall 2019-2021)

	Fall 2019		Fall 2020		Fall 2021	
Course	Success	Retention	Success	Retention	Success	Retention
EnvSci 001	81%	95%	84%	95%	84%	95%
EnvSci 022	81%	85%	84%	95%	61%	94%
ENVSCI DISC	81%	94%	84%	95%	81%	95%

*anomylous

	Summer 2019		Winter 2019		Summer 2020		Winter 2020		Summer 2021		Winter 2021	
Course	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention
EnvSci 001	100%	100%	90%	98%	94%	97%	81%	95%	97%	99%	81%	92%
EnvSci 022	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ENVSCI DISC	100%	100%	90%	98%	94%	97%	81%	95%	97%	99%	81%	92%

Success and retention rates for Environmental Science are well above the set standard for the campus with the exception of the first semester EnvSci 022 was moved online due to Covid-19. It's interesting to note that success and retention seem to trend higher during intersessions, particularly summer.

Geography Fall 2021

With a success rate of 88%, Geography performed well above the college average of 69%.

Geology and Oceanography Fall 2021

The table below displays the success/retention data for Geology/Oceanography from fall 2015 to fall 2021. The numbers in bold equal or surpass the ISS. For 2021, Geology had a success rate of 82%, and Oceanography had a success rate of 77%. Both disciplines are above the ISS of 66%

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		2021	
	Suc	Ret	Suc	Ret	Suc	Ret	Suc	Ret	Suc	Ret	Suc	Ret	Suc	Ret
Geology 1	74	89	76	86	88	100	78	92	55	90	81	95	80	94
Geology 6	47	84	93	93	84	89	96	100	80	88	69	81	77	90
Ocean 1	61	87	61	78	64	84	37	84	67	86	84	94	72	96
Ocean 10 Lab (Spring)	88	96	NA	NA	81	100	75	87	100	100	100	100	83	91
Geology 10 Online	N/A	N/A	74	80	73	86	76	94	72	94	84	100	81	96
Class Average	67	89	77	84	78	91	72	92	75	92	84	94	79	93
ISS	66	83	66	84	66	84	66	84	66	84	66	84	66	84

Saved 6/21/2022 1:10 PM by Jacquelyn Hams

Equity - Achievement



Equity - Course Outcomes (Instructional Areas)

In reviewing your course success rates, select at least one (1) course with large enrollment. How do the outcomes vary by ethnicity and gender? (Include the percentages.)

Enter **Not Applicable if non instructional program.*

Astronomy 1

Examining Success Rates by gender over the last 6 years for Astronomy 1 (the largest Astronomy class), Males averaged a Success Rate of 63%, while Females averaged a Success Rate of 62%. Both rates are below the Institutional Set Standard of 66%. However, it should be noted that in 2020 Males achieved a Success Rate of 75%, and Females had a rate of 76%, well above the ISS of 66%.

White - 81%

Asian 78%

Two or more Races 74%

Unreported 76%

Black or African American: 61%

Native Hawaiian: 67%

American Indian/Alaska Native: 56%

Hispanic, Latino: 68%

Of these, the Black or African American and American Indian or Alaskan Native ethnicities showed Success Rates below the Institutional set Standard of 66% (61% and 56%, respectively).

Geography 1

2021 GEOG1 success by gender: 89% female, 81% male

Both genders were well above the college average (70% female, 68% male)

2021 GEOG 001 success by demographics: Asian 100%, Unknown 100%, White 98%, Hispanic/Latino 86%, 2 or more races 71%, Black/African

American 38%

Geology 10

The Geology 10 course was selected for 2021. The course is taught in the asynchronous online format and often has more than one section.

Success by gender Male 78% Female 76%

Black or African American 80%

Two or more races 78%

Hispanic Latino 71%

Unreported or Unknown 64%

American Indian or Alaskan Native 50%

All are above the ISS except Unreported or Unknown and American Indian or Native Alaskan.

Environmental Science

EQUITY (Fall 2019-2021) for Env Sci 001

All demographic groups' Success Rates are above Institutional Set Standards with the exception of returning students (at 57%).

Female success

rate: 85%

Male success

rate: 78%

Full Time or Part

Time

FT (12 or more

Units): 86%

PT (Less than 6

Units): 81%

PT (Between 6

and 12 Units):

79%

Age Group

40 or over: 97%

25-39: 89%

20-24: 79%

20 or under:

77%

Student Status

Continuing: 87%

Concurrent H.S.

Student: 83%

First-Time

Student: 82%

First-Time

Transfer

Student: 71%

Returning: 57%

*

Ethnicity

Native Hawaiian or Pacific

Islander: 100%

White: 89%

Unreported or

Unknown: 87%

Black or African

American: 85%

Two or More

Races: 82%

Hispanic Latino:

78%

Asian: 77%

American Indian or Alaskan Native: 0% *

Saved 6/21/2022 1:13 PM by Jacquelyn Hams



Equity - Course Improvement (Instructional Areas)

As the college tries to close equity gaps in student achievement, what improvements can the department make to address the specific outcomes in the course(s) noted above?

Enter **Not Applicable if non instructional.*

Each class had one demographic below the college average, but which demographic varied by class, so there is no trend. The only commonality I can see is with the Physical Geography classes and arriving in college underprepared as opposed to the peers at this level for some of the African American students. Strategies for improvement would be to encourage tutoring and office hour visits. The catch with that is availability, especially for working students it is difficult to devote the additional time needed.

While the exact cause of lower student achievement for some ethnic groups are difficult to isolate, additional funding for tutoring and the reinstatement of "Supplemental Instruction" to provide more one-on-one support is recommended, especially for students with little or no previous coursework in the physical sciences.

The department will consider ways to access funding for tutoring.

Saved 6/16/2022 12:09 PM by Jacquelyn Hams



Equity - Special Program Outcomes (Non-Instructional)

In reviewing your special program success rates, how do the outcomes vary by ethnicity and gender? *(Include the percentages.)*

Enter **Not Applicable if exclusively an instructional program.*

Not applicable.



Equity- Special Programs (Non-Instructional)

As the college tries to close equity gaps in student achievement, what improvements can the program make to address the specific program outcomes noted above?

Enter **Not Applicable if exclusively an instructional program.*

Not applicable.



Majors Data

Review the [data on majors](#) for the programs in your department.

- Summarize trends for students indicating majors in your department.

**Enter Not Applicable if non instructional.*

Fall 2021Data

Geography - 10

Geology - 18

Earth Science - 23

The number of students indicating majors in the Earth Science Department is increasing. The demographics are below:

There is no general pattern in demographics, but male and female are about equal.

	Geology (18)	Earth Science (23)	Geography (10)
Black/African American	1	0	0
Hispanic	4	4	3
Two or more races	6	3	2
Asian	0	1	1
White	7	3	4
Female	2	12	1
Male	3	11	3

Saved 6/16/2022 12:10 PM by Jacquelyn Hams

Awards - Degrees & Certificates



Award Completion (Instructional areas)

For **ALL active programs** (degrees and certificates), review the trend data on award completions.

- Summarize and address the trend (e.g. increase, declines, inconsistency) *Include the number of awards* in your summary.

**Enter Not Applicable if non instructional.*

Fall 2021

The Earth Science Department awarded 5 degrees:

- Earth Science A.S (Teachers) 1 award White Female
- Geography A A - 1 award White Male
- Geography A A-T, 3 awards 2 (two or more races) 1 Hispanic Female

The students taking Earth Science Courses generally do not take them to earn a degree because a two-year degree does not benefit them in employment. The students take the classes they need to transfer. Students need the minimum of a bachelors degree to perform lower level jobs in the science field. The high number of units that students must complete (over 60) would require the students to stay at the community college on the average of three years.

Perhaps we should look into offering Certificates for GIS. This of course, implies that we need to start offering GIS classes to our students first.

Saved 6/16/2022 12:11 PM by Jacquelyn Hams



Majors Data

Consider your completion outcomes (awards data) in light of your majors data. Identify any relevant trends or inconsistencies.

**Enter Not Applicable if non instructional.*

The department and counseling should work towards students declaring majors on the rosters so faculty can identify them.

Saved 6/10/2022 2:45 PM by Jacquelyn Hams

Institution-Set Standards (ISS)



Success - ISS

The institution has established an institution-set standard for course success (*students who successfully complete the course/A,B,C or P grades*) at **66%**.

- *For Instructional Areas* - Indicate whether **each discipline** in your area is performing at the (*minimum*) standard.
- *For Instructional Areas* - Identify **courses** that are at or below the standard for course success. Provide an improvement plan.
- *For Non-Instructional Areas* - Are the success rates for your **population/program** at or below the institution-set standard? Provide an improvement plan.

An institution-set "**standard**" is the **minimum level of acceptable performance** on an indicator. Should the program fall below a standard, some intervention should occur.

2021

Geography, Oceanography, Environmental Science, and Geology are operating at or above the minimum standard for success.

Astronomy

Success rates for all Astronomy classes are indicated in the table below. (Amounts are in percent.)

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
Course	Suc		Suc		Suc		Suc		Suc		Suc		Suc	
Astro. 1	65		61		60		58		58		76		74	
Astro. 5	90		87		90		86		88		80		75	

The Success Rate for Astronomy 5 is well above the ISS of 66%.

The Astronomy 1 Success Rate was below the ISS of 66% from 2015 through 2019 but has risen above the ISS rate in 2020 and 2021 to 76 and 74 percent, respectively. This may be attributed to the earlier distribution of study guides ahead of midterm exams, and the ability of students to organize online study sessions for themselves.

SUCCESS - ISS

Fall 2021 EnvSci 022 success rate fell below institution standards, but this appears to be anomalous. We will have to watch these numbers moving forward.

Saved 6/21/2022 1:18 PM by Jacquelyn Hams

While the college has set an overall institution-set standard for the annual total number of institutional awards, each program is expected to have **minimum of ten (10) completions** annually contributing to that total.

A "**standard**" is a **minimum level of acceptable performance**. Should the program fall below a standard, some intervention should occur. For each program (degree or certificate) indicate whether it meets the standard by entering the number of awards, and if not, indicate the action plan for improvement.

**Must refer to the most recent academic year of data.*

Enter **Not Applicable if non instructional or no degrees or certificates attached to program.*

Program Name	Meets Major Standard (10+ Awards)	Action Plan
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<10 Completers

Earth Science AS.	<10 Completers	Encourage students to apply for the A.S degree and consider offering an Earth Science degree. The college should consider removing the Natural Science degree as competition.
Geography AA	<10 Completers	Encourage students to apply for the A.A degree and consider offering an Earth Science degree. The college should consider removing the Natural Science degree as competition..
Geography for Transfer	<10 Completers	Encourage students to apply for the Geography transfer degree.and consider offering an Earth Science degree. The college should consider removing the Natural Science degree as competition..
Geology Transfer AS.	<10 Completers	Make students aware that the transfer degree now exists. Encourage students to apply for the transfer degree and consider offering an Earth Science degree. The college should consider removing the Natural Science degree as competition..
Geology AS	<10 Completers	Encourage students to apply for the A.S degree. Encourage students to apply for the transfer degree. and consider offering an Earth Science degree. The college should consider removing the Natural Science degree as competition..

Improvement



Results

Based on the data trends, evaluate the effectiveness of strategies and/or interventions implemented in prior years to improve student achievement.

- Indicate **"not applicable"** if no steps have been taken to improve student achievement.
- Briefly describe the intervention/strategy and the outcome based on the data.

Astronomy

To continue the improvement in the Astronomy 1 Success rate during 2020 and 2021, faculty plan to continue encourage students to form study groups among themselves, and to distribute Midterm Exam Study Guides further in advance of the exams. In addition, the department will work to expand the number of Astronomy sections that offer a limited amount of extra credit to students who use the General Tutoring lab or attend their workshops on study skills or test taking strategies.

Saved 6/21/2022 1:19 PM by Jacquelyn Hams



Improvement Plan

In areas identified as needing improvement, describe strategies and/or interventions that the department/program will implement to help improve student achievement (successful course completion and award completion).

The Astronomy faculty will continue to seek out candidates for "Astronomy Peer Tutors" for the General Tutoring Lab and will work with the department to seek funding for restoring the Supplemental Instruction.

Saved 6/16/2022 12:18 PM by Jacquelyn Hams



Validation Comments

Please enter your **comments about the module**.

This box also documents the validation dialogue with the program. Please date and initial comments.

The committees use this information for planning and decision-making. Information should help the committee contextualize responses and requests.

- Does the analysis look at the **current data**?
- Does the analysis address the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?

Validator Response - Final

I have reviewed the material in this module and am validating it. The department has used current data, met and addressed the ISS, and developed improvement plans as needed.

Saved 7/20/2022 1:39 PM by Carmen Dominguez

Validator Response - Final

Reviewed. -MJ, 8/27/2022

Saved 8/27/2022 2:59 PM by Matthew Jordan

Annual Program Review

Emergency Services

LAVC Program Review

2022

State: Completed

Resources for Completing This Module

The following data are currently available for you to complete this module:

- Headcount Enrollment - All terms (simple dashboard) *Updated
- Success & Retention - All terms (simple dashboard) *New
- Fall Enrollment, Success, & Retention Data - includes demographics and mode
- Spring Enrollment, Success, & Retention Data
- Special Populations/Programs - Enrollment, Success & Retention
- Awards (Program Completions)
- Majors Data

Here is a [Quick Guide to Data Modules](#). * New

The following **videos** provide guidance on using the dashboards to answer specific questions:

- [How to answer the retention questions in the enrollment module.](#)
- [How to answer questions related to to institution-set standards: success, retention, awards.](#)
- [How to answer questions related to equity.](#)
- [Awards Dashboard and the program review Data-Achievement module](#)



Success - Course Completion (Instructional Areas)

Analyze trends in the student success data (i.e. successful course completion). Compare **each discipline** to the college level data. *For noninstructional/service areas, compare the **population outcomes** to the college level data. *Successful course completion is defined as a grade of A,B,C, or Pass divided by all grades including Ws).

- Briefly summarize the success/course completion data.
- Identify any disciplines below the college average. (*instructional areas only)
- Identify any disciplines with declining success rates. (*instructional areas only)

The institution set standard for success is 66%, and as a department, for the 2020 year in Spring, we were at 71% and in Fall, we were at 62%. Overall success was greatly impacted over the last 2.5 years due to the pandemic, and the drop off for Fall 2021 could be attributed to extended stress and anxiety directly over world events and online education. In terms of retention, the institution set standard is 84%, and for the 2020 year we were only at 82%. Looking at our 5 year trend for both semesters, we have a retention rate of 82.5%.

Breaking down our two disciplines:

Administration of Justice saw a 79% success rate in Spring 2020 and matched the success standard of 66% for Fall 2020, though again, our 5 year average is below at 65%. We had two courses this past year who did not meet their success goal in the Fall - AJ 1 and AJ 4 at 59% and 62% respectively. Pandemic aside, AJ 1 has consistently had a low success rate - multiple sections of this class are offered each semester, but the chair will review with the faculty these trends and discuss new methods for success. AJ 4 has been up and down over the last 5 years, the previous two years it was above the standard, this year falling below once again. The chair will keep an eye on this class for the next year to ascertain the impact of the pandemic. As for retention, the last year saw a 94% retention rate for Spring and a 92% retention rate for fall, far above the standard of 84%. Our 5 year trend sits at 89%, still over the standard, so it seems that though our students are struggling with success, they are at least keeping at it.

Fire Technology for the 2020 year had a success rate of 41% in the spring and 67% in the fall, but our 5 year average is an appalling 59%. The Spring 2020 data does not include the completion of FT 96 - a hard to convert class that was completed in August. This missing data is a huge reason why we dropped from 54% in Spring 2019 to 41% in Spring 2020. The jumps from year to year are staggering - last Fall we were at 52%, this year we saw a 15% jump. The one class that consistently has had a low success rate is FT 96, our EMT course. This class - pre-pandemic - has a high withdrawal rate due to the rigorous curriculum and the unpreparedness of many of the students. The chair will meet with the faculty to discuss methods of improving the success rate - perhaps creating a mandatory prep class? Retention is our biggest challenge, although in both spring and fall we jumped 6% to 71%. Our 5 year trend is for spring is 75% and fall 68%, far below where it should be. Challenges to retention again revolves around our EMT course - it is, in essence, a one and done class - students enroll in it, and when they pass, they get hired immediately and leave school. Although that is not the only class with retention issues, especially in the last year - many of the classes consistently lose students. More research will need to be done as to ascertain the cause behind this trend - besides the pandemic.

Saved 6/13/2022 1:59 PM by Jennifer Read



Equity - Course Outcomes (Instructional Areas)

In reviewing your course success rates, select at least one (1) course with large enrollment. How do the outcomes vary by ethnicity and gender? (Include the percentages.)

Enter **Not Applicable if non instructional program.*

As a department, the 2020 year saw our success rate at 63.5%, combined. Generally speaking, in terms of success, the women do better than the men, in fall, the slight majority of our students are part timers, thought is spring the majority is full-timers. Both semesters see students whose ages run the gamut as do their ethnicities.

Breaking down by discipline

Administration of Justice: AJ 1 had two sections in both Spring and Fall 2020 for a total of 165 students. In both spring and fall, 67% of female identifying students achieved success as compared to male identifying students, 66% in spring and 42% in fall achieving success. Spring saw American Indian/Alaskan Native, Asian, Unknown and Latinx landing above the 66% success rate, whereas in Fall, Black, Asian and White students were above the institutional standard for success, whereas Latinx and those identifying as two or more races, fell below.

Fire Technology: FT 96 had two sections in Fall 2020 for a total of 64 students. (There was also 2 sections in Spring 2020, but as class was suspended until August, data is missing) 67% of female identifying students achieved success as compared to 60% of the male identifying students. Combined, the average is 63%, slightly below the institutional standard of 66%. Black and White students were above the institutional standard for success, whereas Latinx, Asian and those identifying as two or more races, fell below.

Saved 6/30/2022 9:39 PM by Jennifer Read



Equity - Course Improvement (Instructional Areas)

As the college tries to close equity gaps in student achievement, what improvements can the department make to address the specific outcomes in the course(s) noted above?

Enter **Not Applicable if non instructional.*

Looking at the past year, AJ 1 has had the same instructor for both sections and both were online. Moving into next fall, each section will have a separate instructor and 1 section will be face-to-face, opening the door for some comparisons. It has to be said that the pandemic has to be included as a key factor in student success outcomes, but the trend for this course is that it is consistently below the success standard. Conversations between the chair and the instructors will be ongoing to discuss these trends and identify problem sources and solutions which may include additional instructor training and new methods of teaching introduced. We are not closing the gap in equity for men of all ages and races, especially those of Latinx descent. We need to discover why and forge a path to success for them.

Also looking at the past year, FT 96 has struggled across the board to close the gap for women in general and both genders of Latinx students. Conversations between the chair, instructors and professional experts will be ongoing to discuss these trends and identify problem sources and solutions which may include additional instructor training and new methods of teaching introduced. We also need to seriously discuss a prep course or prereq's to help the students be prepared for this class.

Saved 6/30/2022 9:39 PM by Jennifer Read



Equity - Special Program Outcomes (Non-Instructional)

In reviewing your special program success rates, how do the outcomes vary by ethnicity and gender? (Include the percentages.)

Enter **Not Applicable if exclusively an instructional program.*

Not Applicable



Equity- Special Programs (Non-Instructional)

As the college tries to close equity gaps in student achievement, what improvements can the program make to address the specific program outcomes noted above?

Enter **Not Applicable if exclusively an instructional program.*

Not Applicable



Majors Data

Review the [data on majors](#) for the programs in your department.

- Summarize trends for students indicating majors in your department.

**Enter Not Applicable if non instructional.*

Emergency Services is part of the Health and Public Service CAP and had 394 majors in Fall of 2020. 72% or 283 students were Administration of Justice majors and 28% or 110 students were Fire Technology majors. Of those students, 46% have completed their SEP, 23% are in process of completing their SEP and 31% have not started their SEP. 83% of our majors are returning students, with only 17% being first-time college students. Our gender spread is about even at 50% each, as is our age range - less than 20 and 20-24 sitting at 35% each, and the 25 and older category around 30%. Our largest ethnic group of majors is Latinx - 57%, followed by 18% two or more races and 16% white. The other ethnicity's comprise less than 10% of our majors.

When looking at gender within each discipline, female majors in Administration of Justice sit at 87% whereas female majors in Fire Technology sit at only 13%. Of the males, 57% are majoring in Administration of Justice and 43% in Fire Technology. When it comes to ethnicity, the majority of all men, no matter the race, prefer the Administration of Justice major to that of the Fire Technology major. The same is true of all the women.

Saved 6/30/2022 9:39 PM by Jennifer Read

Awards - Degrees & Certificates



Award Completion (Instructional areas)

For **ALL active programs** (degrees and certificates), review the trend data on award completions.

- Summarize and address the trend (e.g. increase, declines, inconsistency) *Include the number of awards* in your summary.

**Enter Not Applicable if non instructional.*

For the 2020 year, Emergency Services gave out 8 AA's, 10 AS's, 4 certificates and 41 AST's for a total of 63 awards. Our transfer degrees are on the rise, while the others appear to be holding steady or slightly lower than then previous years. The overall number of awards has been steadily increasing since 2016, which is great. Of the awards given out in the 2019/2020 year, 52% were to men and 48% were to women. Within that, 50% of awards given to women were to Latinx women, and 45% of the awards given to men were Latinx men.

In the past several years, Emergency Services has been downsizing their award offerings. The Correctional Science AA and Certificate of Achievement are no longer offered. Although 8 were awarded, the Administration of Justice AA has been discontinued in favor of the AS-T. The limitations of the data with the lesser offerings still may not show complete trends. Fire Technology needs to explore adding an AS-T to their offerings, as the awards given are steadily declining.



Majors Data

Consider your completion outcomes (awards data) in light of your majors data. Identify any relevant trends or inconsistencies.

**Enter Not Applicable if non instructional.*

The higher number of awards given in Administration of Justice over Fire Technology is clearly in alignment with our major population - the majority of them in Administration of Justice. The AS-T is proving to be a great success for us.

Saved 6/30/2022 9:39 PM by Jennifer Read

Institution-Set Standards (ISS)



Success - ISS

The institution has established an institution-set standard for course success (*students who successfully complete the course/A,B,C or P grades*) at **66%**.

- *For Instructional Areas* - Indicate whether **each discipline** in your area is performing at the (*minimum*) standard.
- *For Instructional Areas* - Identify **courses** that are at or below the standard for course success. Provide an improvement plan.
- *For Non-Instructional Areas* - Are the success rates for your **population/program** at or below the institution-set standard? Provide an improvement plan.

An institution-set "**standard**" is the **minimum level of acceptable performance** on an indicator. Should the program fall below a standard, some intervention should occur.

Administration of Justice: For Fall 2020, AJ was at the minimum ISS for success at 66% and above the ISS for retention at 92%. Specific courses that were at or below the ISS for success were AJ 001 and AJ 004. Plans to improve the success rate will include additional training for instructors as well as consistent discussions on methods of teaching to promote equity.

Fire Technology: For Fall 2020, FT was slightly above the minimum ISS for success at 67% and below the ISS for retention at 71%. Specific courses that were at or below the ISS for success were FT 96, FT 202 and FT 205 (63%, 65% and 53%, respectively). Plans to improve the success rate will include additional training for instructors as well as consistent discussions on methods of teaching to promote equity. FT202 and FT 205 are also returning to face-to-face learning which both students (in an informal survey) and instructors prefer, and will hopefully improve the success numbers.

Saved 6/30/2022 9:39 PM by Jennifer Read

While the college has set an overall institution-set standard for the annual total number of institutional awards, each program is expected to have **minimum of ten (10) completions** annually contributing to that total.

A "**standard**" is a **minimum level of acceptable performance**. Should the program fall below a standard, some intervention should occur. For each program (degree or certificate) indicate whether it meets the standard by entering the number of awards, and if not, indicate the action plan for improvement.

**Must refer to the most recent academic year of data.*

Enter **Not Applicable if non instructional or no degrees or certificates attached to program.*

Awards-ISS

Program Name	Major Code	Meets Standard (10+ Awards)	Action Plan
Administration of Justice - Associate of Arts Degree	210500	<10 Completers	Discontinued degree

Program Name	Major Code	Meets Standard (10+ Awards)	Action Plan
Administration of Justice - Associate of Science for Transfer Degree	210500	10+ Completers	
Administration of Justice - Certificate	210500	<10 Completers	Need to work on communication of this option with students. Many who are getting the transfer degree are also quite close to completing the certificate.
Fire Technology - Associates of Science	213300	10+ Completers	
Fire Technology - Certificate of Achievement	213300	<10 Completers	Need to work on communication of this option with students. Many who are getting the degree are also quite close to completing the certificate.

Improvement



Results

Based on the data trends, evaluate the effectiveness of strategies and/or interventions implemented in prior years to improve student achievement.

- Indicate **"not applicable"** if no steps have been taken to improve student achievement.
- Briefly describe the intervention/strategy and the outcome based on the data.

Last years primary Improvement plan was to propose changes to programs, degrees and certificates to increase student success. Some success was made, the number of Transfer awards doubled, but still we are missing hitting the retention ISS. As we move towards returning to campus, the return to face-to-face learning will hopefully aid us in connecting with students for both success and retention. As a department, we will continue to discuss solutions and also bring in some much needed professional development so that we, as a faculty, continue to grow.

Saved 6/30/2022 9:39 PM by Jennifer Read



Improvement Plan

In areas identified as needing improvement, describe strategies and/or interventions that the department/program will implement to help improve student achievement (successful course completion and award completion).

For this coming year, focus needs to be on reducing the equity gap and improving the teaching methods to ensure retention and success. While each discipline will have different areas to work on, as a whole, we need to come together and help find solutions - and be open to suggestions - to improve our success and retention rates.

With the reduction of a staff member that was directly linked to low success rates and the strive to make do with what we have until increases of staff and classes are made, the attention to the classes and instructors that have a lower success rate will continue to be addressed to prevent previous anomalies that have occurred and will be be addressed with changes in pedagogy or other methods to drive the low success rates identified in some classes to above par.

Saved 6/30/2022 9:39 PM by Jennifer Read

Validation



Validation Comments

Please enter your **comments about the module**.

This box also documents the validation dialogue with the program. Please date and initial comments.

The committees use this information for planning and decision-making. Information should help the committee contextualize responses and requests.

- Does the analysis look at the **current data**?
- Does the analysis address the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?

Validator Response - Final

Reviewed. -MJ, 8/27/2022

Saved 8/27/2022 4:05 PM by Matthew Jordan

Validator Response - Final

I have reviewed the information and am validating the module. As discussed, there are issues related to success in both disciplines. Following strategies in the improvement plan should address these concerns. Moreover, retention in FireTech 96 is very problematic. However, this is due in part to the rigorous nature of the course. I encourage the department to investigate adding pre-reqs or developing an intro class or workshop to increase retention. The department also needs to work on strategies to improve completion rates.

LN, Dean, July 19, 2022

Saved 7/19/2022 2:16 PM by Laurie Nalepa

Annual Program Review

CalWorks

LAVC Program Review

2022

State: Completed

Resources for Completing This Module

The following data are currently available for you to complete this module:

- Headcount Enrollment - All terms (simple dashboard) ***Updated**
- Success & Retention - All terms (simple dashboard) ***New**
- Fall Enrollment, Success, & Retention Data - *includes demographics and mode*
- Spring Enrollment, Success, & Retention Data
- Special Populations/Programs - Enrollment, Success & Retention
- Awards (Program Completions)
- Majors Data

Here is a [Quick Guide to Data Modules](#): *** New**

The following **videos** provide guidance on using the dashboards to answer specific questions:

- [How to answer the retention questions in the enrollment module.](#)
- [How to answer questions related to institution-set standards: success, retention, awards.](#)
- [How to answer questions related to equity.](#)
- [Awards Dashboard and the program review Data-Achievement module](#)



Success - Course Completion (Instructional Areas)

Analyze trends in the student success data (i.e. successful course completion). Compare **each discipline** to the college level data. *For noninstructional/service areas, compare the **population outcomes** to the college level data. *Successful course completion is defined as a grade of A,B,C, or Pass divided by all grades including Ws).

- Briefly summarize the success/course completion data.
- Identify any disciplines below the college average. (**instructional areas only*)
- Identify any disciplines with declining success rates. (**instructional areas only*)

Not applicable to the CalWORKs program.

Saved 5/3/2022 1:46 PM by Ellie Rabani

Equity - Achievement



Equity - Course Outcomes (Instructional Areas)

In reviewing your course success rates, select at least one (1) course with large enrollment. How do the outcomes vary by ethnicity and gender? (Include the percentages.)

*Enter **Not Applicable** if non instructional program.

Not applicable to the CalWORKs program.

Saved 5/3/2022 1:46 PM by Ellie Rabani



Equity - Course Improvement (Instructional Areas)

As the college tries to close equity gaps in student achievement, what improvements can the department make to address the specific outcomes in the course(s) noted above?

Enter **Not Applicable if non instructional.*

Not applicable to the CalWORKs program.

Saved 5/3/2022 1:46 PM by Ellie Rabani



Equity - Special Program Outcomes (Non-Instructional)

In reviewing your special program success rates, how do the outcomes vary by ethnicity and gender? *(Include the percentages.)*

Enter **Not Applicable if exclusively an instructional program.*

This success is the result of attention to MIS reporting as indicated in the representation of CalWORKs (Credit enrollment only) is comprised of 78% female and 28% male students.

The largest population of CalWORKs students consists of 82% White (including Armenian/Russian speaking students), 6% Hispanic, 5% unreported/unknown, 4% two or more ethnic groups, 2% Asian, and 2% Black.

Considering the success rate of the entire special programs population, the CalWORKs success is much higher, based on the ratio college's success rate is 69% as compared to CalWORKs at 85%.

Based on the success rate of each gender, both CalWORKs male and female students demonstrate similar academic performance - 85% / 86%.

According to the success rate of each ethnic group, Asian CalWORKs students demonstrate excess performance at 100%, White 88%, Hispanic 66%, Unknown/unreported 81%, two or more 68%, and Black 50%.

* CalWORKs Program gets its referrals from the Department of Public Social Services (DPSS), refugee centers, and non-profit organizations. Additionally, participants choose available certificates and programs on different campuses based on their career choices. For example, participants who would like to receive a certificate in culinary arts/food service will choose Mission College to complete their goals. Due to the agency's referrals and available certificates/courses, the program has a gap among various cultural backgrounds. CalWORKs program provides over 10 languages to accommodate participants attending LAVC.

Saved 5/13/2022 8:43 AM by Ellie Rabani



Equity- Special Programs (Non-Instructional)

As the college tries to close equity gaps in student achievement, what improvements can the program make to address the specific program outcomes noted above?

Enter **Not Applicable if exclusively an instructional program.*

The CalWORKs program has developed an action plan for student achievements and success.

- CalWORKs students are required to meet with their Counselor at least twice each semester. First at the start of the semester and second before the end of the semester and additional visits if they are struggling in their courses.
- Student tutors are available in various subjects, AZTEC provides computerized training in five subjects, which also satisfies the demands of our students for the most popular major selection at LAVC.
- CalWORKs provides student success and other informational workshops throughout the semester.
- Needs assessment/surveys are conducted throughout the semester to ensure students feel connected.
- Students with a GPA of less than 2.0 are required to meet with an academic counselor to resolve probation status.
- Student Success scholarship opportunities are available to students who achieve their AA/AS or occupational certificates.
- Access to basic needs resources such as food pantry, clothing, toiletries, housing resources, etc. is available to students.
- The recent transition of CalWORKs Program to Student Services will enable us to enhance our collaboration with other programs and services within the Student Services umbrella.



Majors Data

Review the [data on majors](#) for the programs in your department.

- Summarize trends for students indicating majors in your department.

**Enter Not Applicable if non instructional.*

Top 10 Majors	Count
Business Administration	104
Registered Nurse	82
Child Development	73
Sociology	47
English as a Second Language (ESL)	39
CAOT	31
Art	15
Computer Science	10
Psychology	10
English	7
Biology	6

Saved 5/3/2022 1:39 PM by Ellie Rabani

Awards - Degrees & Certificates



Award Completion (Instructional areas)

For **ALL active programs** (degrees and certificates), review the trend data on award completions.

- Summarize and address the trend (e.g. increase, declines, inconsistency) *Include the number of awards* in your summary.

**Enter Not Applicable if non instructional.*

N/A.



Majors Data

Consider your completion outcomes (awards data) in light of your majors data. Identify any relevant trends or inconsistencies.

**Enter Not Applicable if non instructional.*

Institution-Set Standards (ISS)



Success - ISS

The institution has established an institution-set standard for course success (*students who successfully complete the course/A,B,C or P grades*) at **66%**.

- *For Instructional Areas* - Indicate whether **each discipline** in your area is performing at the (*minimum*) standard.
- *For Instructional Areas* - Identify **courses** that are at or below the standard for course success. Provide an improvement plan.
- *For Non-Instructional Areas* - Are the success rates for your **population/program** at or below the institution-set standard? Provide an improvement plan.

An institution-set "**standard**" is the **minimum level of acceptable performance** on an indicator. Should the program fall below a standard, some intervention should occur.

CalWORKs program success rate for our population for 2021-2022 academic year is above the institution-set standards.

Provide counseling, case management, workshops, tutorials, work-study, and mentoring to continue meeting the success rate based on program standards in 2022.

Saved 5/3/2022 1:43 PM by Ellie Rabani

While the college has set an overall institution-set standard for the annual total number of institutional awards, each program is expected to have **minimum of ten (10) completions** annually contributing to that total.

A "**standard**" is a **minimum level of acceptable performance**. Should the program fall below a standard, some intervention should occur. For each program (degree or certificate) indicate whether it meets the standard by entering the number of awards, and if not, indicate the action plan for improvement.

*Must refer to the most recent academic year of data.

*Enter **Not Applicable** if non instructional or no degrees or certificates attached to program.

Awards-ISS

No Records.

Improvement



Results

Based on the data trends, evaluate the effectiveness of strategies and/or interventions implemented in prior years to improve student achievement.

- Indicate "**not applicable**" if no steps have been taken to improve student achievement.
- Briefly describe the intervention/strategy and the outcome based on the data.

Using the action plan stated above, the CalWORKs program goal is to continue the offering of all services listed above and possibly add more resources as needs are identified to improve student achievement outcomes.

Saved 5/3/2022 1:45 PM by Ellie Rabani



Improvement Plan

In areas identified as needing improvement, describe strategies and/or interventions that the department/program will implement to help improve student achievement (successful course completion and award completion).

The CalWORKs program has developed an action plan for student achievements.

- CalWORKs students are required to meet with their Counselor at least twice each semester. First at the start of the semester and second before the end of the semester and additional visits if they are struggling in their courses.
- Student tutors are available in various subjects.
- CalWORKs provides student success and other informational workshops throughout the semester.
- Needs assessment/surveys are conducted throughout the semester to ensure students feel connected.
- Students with a GPA of less than 2.0 are required to meet with an academic counselor to resolve probation status.
- Student Success scholarship opportunities are available to students who achieve their AA/AS or occupational certificates.
- Access to basic needs resources such as food pantry, clothing, toiletries, housing resources, etc. is available to students.
- Due to the recent transition of the CalWORKs Program to the Student Services division, CalWORKs will have an opportunity to have more presence and participation in the facilitation and implementation of student success activities and any new incentives just like other special programs under the umbrella of Student Services. This is a great chance to align our services and blend resources with other Student Service areas to serve and assist students through a universal design concept.

Saved 5/12/2022 4:03 PM by Ellie Rabani

Validation



Validation Comments

Please enter your **comments about the module**.

This box also documents the validation dialogue with the program. Please date and initial comments.

The committees use this information for planning and decision-making. Information should help the committee contextualize responses and requests.

- Does the analysis look at the **current data**?
- Does the analysis address the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?

Validator Response - Final

8/25/2022

FM

Saved 8/25/2022 12:49 PM by Florentino Manzano

Validator Response - Final

Course completion, course outcomes, and course improvement do not apply to CalWORKs. Students served by the CalWORKs program have a higher (85%) success rate than the general college's success rate of 69%, demonstrating the quality of the services and support provided.

The current CalWORKs student population is 82% White (including Armenian/Russian speaking students), 6% Hispanic, 5% unreported/unknown, 4% two or more ethnic groups, 2% Asian, and 2% Black. Given that the general LAVC student population consists of 38.9% Hispanic/Latino, 29.6% White, 16.1% 2 more races, 7.1% Asian, 5.1% Black, there is an opportunity to address the gaps among these student groups. Because CalWORKs students are referred by DPSS and non-profits, efforts can be made to collaborate with eligibility workers, non-profits, and other service providers to address this.

The recent move of CalWORKs to Student Services will provide opportunities for evolution and further cross-campus collaboration in the coming years.

CC 8/10/22

Saved 8/10/2022 1:08 PM by Cecilia Cruz

Annual Program Review

English

LAVC Program Review

2022

State: Completed

Resources for Completing This Module

The following data are currently available for you to complete this module:

- Headcount Enrollment - All terms (simple dashboard) ***Updated**
- Success & Retention - All terms (simple dashboard) ***New**
- Fall Enrollment, Success, & Retention Data - *includes demographics and mode*
- Spring Enrollment, Success, & Retention Data
- Special Populations/Programs - Enrollment, Success & Retention
- Awards (Program Completions)
- Majors Data

Here is a [Quick Guide to Data Modules](#). *** New**

The following **videos** provide guidance on using the dashboards to answer specific questions:

- [How to answer the retention questions in the enrollment module.](#)
- [How to answer questions related to to institution-set standards: success, retention, awards.](#)
- [How to answer questions related to equity.](#)
- [Awards Dashboard and the program review Data-Achievement module](#)



Success - Course Completion (Instructional Areas)

Analyze trends in the student success data (i.e. successful course completion). Compare **each discipline** to the college level data. *For noninstructional/service areas, compare the **population outcomes** to the college level data. *Successful course completion is defined as a grade of A,B,C, or Pass divided by all grades including Ws).

- Briefly summarize the success/course completion data.
- Identify any disciplines below the college average. (**instructional areas only*)
- Identify any disciplines with declining success rates. (**instructional areas only*)

English

*ISS= Institutional Set Standard

Fall 2021 = 61% (ISS 66%)

Spring 2021 = 66% (ISS 66%)

Education

Fall 21 = 42% (ISS 66%)

Spring 21= 53% (ISS 66%)

The sad drop in the ISS for last Fall is disappointing, but it might be due to its being the first semester of our returning to the classroom. Most alarming is the drop with Education 203. Though a percentage, it refers to only one class taught by one instructor, but how the success rate dropped so much is alarming. Last year, it had a percentage of 58%, so the decline has been occurring for some time. Part of the reason for this decline has been the depressing rate of people not seeking teaching as a career in recent years, and Educ 203 is aimed specifically for prospective teachers.

The central discipline in our Department remains English, and this discipline had it lowest success rate in the last six years. English attained 63% last fall; the previous Fall, when we all were online, we had a student success rate of 65%, still below the college standard, but better than Fall 2020. There's no denying the data on Student Success: since 2015, the campus as a whole, has risen from 67% to 70% by 2019, but the English Department started at 65% and, despite a slight rise, fell to 64% by 2019, rising one point in 2020 to 65%, but dropping two in 2021 to 63%. Clearly, English in the last three years has steadily remained below the average. There are many reasons for this. English is a discipline that, like Math, that was impacted by AB 705, with many students enrolling into English 101 classes less prepared than before. We still continue to implement institutional and pedagogical techniques for college-level English within the guidelines and parameters of AB 705.

Despite the time of COVID, the department has continued to develop professionally and implement an equity mindset and equitable grading practices. In 2020, our department rendered 15, 993 letter grades of "A" as compared to 6,019 with "B"s and 3,504 with "C"s. In other words, almost twice as many "A"s as the "B"s and "C" combined.

Equity - Achievement



Equity - Course Outcomes (Instructional Areas)

In reviewing your course success rates, select at least one (1) course with large enrollment. How do the outcomes vary by ethnicity and gender? (Include the percentages.)

Enter **Not Applicable if non instructional program.*

Using the latest data, with Fall 2021, we have selected English 101, a class that has more enrollment than all of our other classes put together. The data show:

Enrollment total = 1622

Overall success = 57%

Female = 57%

Male = 56%

Asian = 71%

White = 70%

2+ races = 58%

Black = 52%

Latino = 47%

Unknown = 46%

Saved 6/9/2022 12:36 PM by Holly Batty



Equity - Course Improvement (Instructional Areas)

As the college tries to close equity gaps in student achievement, what improvements can the department make to address the specific outcomes in the course(s) noted above?

Enter **Not Applicable if non instructional.*

We engage in Professional Development, with an emphasis on Culturally Responsive Teaching Training, including Safe Zone Ally Training, CORA "Teaching Men of Color," Puente Academia, and other opportunities facilitated by Vision Resource Center.

We have launched an English Department Reading Group, that will discuss current pedagogy on Rhetoric and Composition, especially related to equity, especially needed for members who have not kept current with contemporary trends in Academia.

We are implementing Departmental Committees: in which we can discuss culturally responsive curriculum and readings appropriate for our student populations (including OBOC texts) and equitable grading practices.

The department participated in a professional development activity, English 101 Puente Academia, in the Winter - Spring 2021 semesters, which emphasized culturally responsive teaching and equity mindedness. There were 26 English faculty who participated and 2 ESL faculty. We plan to continued workshops and events to discuss equitable practices, including grading. We hope for another, even higher-level Puente Training sessions. The English department is becoming a community of learning with equity at the front and center. Ongoing professional development will hopefully have a positive impact on the success rates.

Elizabeth Walker and Kimberly Robeson are English Department faculty members who teach English composition courses via the Umoja program each semester, and Holly Batty coordinates the Puente Program with indefatigable energy. Their departmental colleagues sincerely thank these individuals

and others for their work. We have been influenced by the writings on Anti-Racism by Ibram X Kendi. We have involved ourselves with Black Scholars, Black Studies, and other efforts (i.e. Anti-racism Committee) dedicated to equity at Valley College. We are well aware of the economical problems that afflict so many marginalized students, which has led to our increase in ZTC courses as well as many of us utilizing the One Book One College (OBOC) text.

Saved 6/27/2022 10:53 AM by Holly Batty



Equity - Special Program Outcomes (Non-Instructional)

In reviewing your special program success rates, how do the outcomes vary by ethnicity and gender? *(Include the percentages.)*

Enter **Not Applicable if exclusively an instructional program.*

Please see Puente and Umoja Program Review for additional equity data for these program.

Saved 6/22/2022 10:29 AM by Holly Batty



Equity- Special Programs (Non-Instructional)

As the college tries to close equity gaps in student achievement, what improvements can the program make to address the specific program outcomes noted above?

Enter **Not Applicable if exclusively an instructional program.*

Not Applicable

Saved 6/14/2022 10:55 AM by Patrick Hunter



Majors Data

Review the [data on majors](#) for the programs in your department.

- Summarize trends for students indicating majors in your department.

**Enter Not Applicable if non instructional.*

Fall 2020 = 174 English majors

Fall 2021 = 165 English majors

Along with low enrollment, our Department has seen a decline in English majors. Compare this number with fall 2019, which listed 276 English majors; then Fall, 2018, had 366. Fall 2017 was a peak in English majors, with 39---and there has been a decline in English majors since then. English has long been a major

Saved 6/22/2022 10:42 AM by Holly Batty

Awards - Degrees & Certificates



Award Completion (Instructional areas)

For **ALL active programs** (degrees and certificates), review the trend data on award completions.

- Summarize and address the trend (e.g. increase, declines, inconsistency) *Include the number of awards in your summary.*

**Enter Not Applicable if non instructional.*

Fall 19- Spring 2020 = 36 ATs, 1 AA = total 37 awards

Fall 20-Spring 21, our Department gained awards of 1 AA and 24 AATs, a total of 25. These are as close as English comes to awards, but English does not provide really degrees and certificates from a program per se.

The usual number of awards given in the last five years is around 20-25 awards; however, there was a spike in the 19-20 academic year. The award total in 2020-2021 declined back to the usual rate.

Saved 6/29/2022 3:17 PM by Patrick Hunter



Majors Data

Consider your completion outcomes (awards data) in light of your majors data. Identify any relevant trends or inconsistencies.

**Enter Not Applicable if non instructional.*

The AA-Ts were definitely increasing, with 37 earned in 2019-20, and lesser numbers beforehand, which signals a good sign for completion. All in all, the data suggest that the number of AAs and AA-Ts have been going up, and not just for English. It's impressive considering how much our campus's enrollment has declined over the same number of years. We can also see that AA-Ts (that enable smooth transfer to a university) are superseding the AAs.

Fall 2020-Spring 2021 AAs and AA-Ts= 25

Fall 2020 = 174 majors

Fall 2019- Fall 2020 English AA-T and AA awards = 37

Fall 2019 English majors = 276

It appears that there exist a large number of students who claim to be English majors, but not obtaining their AAs or AA-Ts. The reasons are probably many, including that some students are either transferring without gaining their AA or AA-T, or they are obtaining them from another community college.

Saved 6/29/2022 3:21 PM by Patrick Hunter

Institution-Set Standards (ISS)



Success - ISS

The institution has established an institution-set standard for course success (*students who successfully complete the course/A,B,C or P grades*) at **66%**.

- *For Instructional Areas* - Indicate whether **each discipline** in your area is performing at the (*minimum*) standard.
- *For Instructional Areas* - Identify **courses** that are at or below the standard for course success. Provide an improvement plan.
- *For Non-Instructional Areas* - Are the success rates for your **population/program** at or below the institution-set standard? Provide an improvement plan.

An institution-set "**standard**" is the **minimum level of acceptable performance** on an indicator. Should the program fall below a standard, some intervention should occur.

Fall 2021

English is 5% below the ISS

Education is 24% below the ISS

English 72 = 54%

English 101 = 57%

English 205 = 64%

*The success rate for English as a whole is consistently greater in the Spring than in the Fall, and is even higher in the winter and summer sessions (over the last five years).

Improvement Plan:

We can and will engage in Professional Development, with an emphasis on Culturally Responsive Teaching Training, including Safe Zone Ally Training, CORA "Teaching Men of Color," Puente Academia, and other opportunities facilitated by Vision Resource Center.

We have launched an English Department Reading Group, that will discuss current pedagogy on Rhetoric and Composition, especially related to equity, especially needed for members who have not kept current with contemporary trends in Academia.

We also hope for more with our Departmental Committees: in which we can discuss culturally responsive curriculum and readings appropriate for our student populations (including OBOC texts) and equitable grading practices.

The department participated in a professional development activity, English 101 Puente Academia, in the Winter - Spring 2021 semesters, which emphasized culturally responsive teaching and equity mindedness. There were 26 English faculty who participated and 2 ESL faculty. We will be having continued workshops and events to discuss equitable grading. We hope for another, even higher-level Puente Training sessions. The English department needs to become a community of learning with equity at the front and center. Ongoing professional development will hopefully have a positive impact on the success rates.

The discipline of Education has usually not had a problem with Success and came in at 69% success rate, above the ISS last year. This last year, however, it plummeted 24% below the ISS. Education is not a discipline or a program; it is a single class taught these days by a single instructor, but nonetheless this drop is alarming. We will need to consult with the instructor for this course to outline strategies for improvement.

Saved 6/22/2022 11:04 AM by Holly Batty

While the college has set an overall institution-set standard for the annual total number of institutional awards, each program is expected to have **minimum of ten (10) completions** annually contributing to that total.

A "**standard**" is a **minimum level of acceptable performance**. Should the program fall below a standard, some intervention should occur. For each program (degree or certificate) indicate whether it meets the standard by entering the number of awards, and if not, indicate the action plan for improvement.

*Must refer to the most recent academic year of data.

*Enter **Not Applicable** if non instructional or no degrees or certificates attached to program.

Awards-ISS

No Records.

Improvement



Results

Based on the data trends, evaluate the effectiveness of strategies and/or interventions implemented in prior years to improve student achievement.

- Indicate **"not applicable"** if no steps have been taken to improve student achievement.
- Briefly describe the intervention/strategy and the outcome based on the data.

Our department is not actually "English"—it is officially "English and Education and Basic Skills 006CE" with Education consisting of only one course, Edu. 203, and Basic Skills 006CE was added to help with smoothing the transition of entering students into college level English. As the department is consistently at or below the ISS for success, especially for English 101, it would appear that is a result of the mandate of AB705. Despite the rigors of this law, the campus's ancillary areas have developed to help student success: embedded tutoring, the Writing Center (ARC), and their many programs, and such entry level programs as Summer Bridge, Teaching Innovations Academy, and GPS—among others—have also increased student success and teaching expertise. The Library (LARC) has been very helpful in many ways, as well. TIA and 3CSN have continued to exert their beneficent influence on our department's teaching and communication skills. LARC is more involved than ever with our composition courses, and LARC continues to be our partner in innovations. Overall, it is difficult to ascertain how much the improvement strategies in prior years have been effective.

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Improvement Plan

In areas identified as needing improvement, describe strategies and/or interventions that the department/program will implement to help improve student achievement (successful course completion and award completion).

The department has plans to emphasize culturally responsive teaching and equity mindedness, via workshops with our department meetings. We will be having continued workshops and events to discuss equitable grading, etc. The English department needs to become a community of learning with equity at the front and center. We sincerely hope that our ongoing professional development will hopefully have a positive impact on the success rates of our DI groups. We also need to consider curriculum redesign for English 101 and 72. Our efforts for improvement will be directed toward English 101, as this is the course that brings our average success rate down.

Overall plans for improvement include: ongoing professional development (via the Puente Project, TIA, and the LAVC PD Center), curriculum redesign, restructuring of department committees, participation in CAP activities, collaborating with other departments, participation in onboarding and summer transition activities for new students, embedded tutoring, etc.

The Department's Plans for Improvement:

- English 72
- English Basic Skills 006E (Summer Bridge)
- Puente/Umoja
- Professional Development (CORA, etc.)
- LARC Embedded Tutors/ Writing Center
- Departmental Professional Development sessions with an Equity emphasis

Along with what the Department can do, we also need help from the District. The LAVC English Department needs the following:

1. *The hiring of full-time faculty, especially considering the department's FON is not in line with state mandates.* At present, The English Department consists of 10 full-time instructors and 45 adjunct professors, hardly in accordance with 75% full time with 25% part time. We need more full time faculty to attain quality-level teaching and student retention, success, and persistence would follow. Increased full-time faculty means higher student success rates and more effective, more innovative teaching. With no real decrease in FTES, the English Department has shrunk to one-half its size 30 years ago, while Math has grown to assume English' former size.

2. *Reduction of student numbers in classes.* Writing requires assigning essays and more essays and they must be read and marked with more than simply for course content as with some other classes. While it's true that the on-campus classes have lately had dismally low student populations, the majority of courses taught in our department have been online ones. The online courses usually fill to the capacity of 40 students and instructors claim that with so many in an online course, students are merely "rubber-stamped" through, resulting in grade inflation and disappointing writing proficiency with the students. English composition classes demand that essays be assessed for organization, logic, structure with emphasis on improving specificity, concreteness, conciseness, grammar, punctuation, syntax, presentation; such assessment demands more feedback to students than that of other courses; it also requires the number of essays be greater than that of other courses. The District's intransigence toward reducing class sizes and, even worse, its insistence on increasing them, when they are already untenable, remains most demoralizing to English faculty. The average English class size (25 to 30 students at most) is commonplace and unquestioned at the majority of colleges, yet at LAVC, once social distancing is fully lifted, we will once more return to 40 or more to an English class. This matter has long been a contentious one between our union and administration, but it remains a problem.

Saved 6/22/2022 11:12 AM by Holly Batty

Validation



Validation Comments

Please enter your **comments about the module**.

This box also documents the validation dialogue with the program. Please date and initial comments.

The committees use this information for planning and decision-making. Information should help the committee contextualize responses and requests.

- Does the analysis look at the **current data**?
- Does the analysis address the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?

Validator Response - Final

Saved 6/28/2022 3:37 PM by Carmen Dominguez

Validator Response - Final

Reviewed.

-MJ, 8/28/2022

Saved 8/28/2022 9:24 AM by Matthew Jordan

Annual Program Review

World Languages

LAVC Program Review

2022

State: Completed

Resources for Completing This Module

The following data are currently available for you to complete this module:

- Headcount Enrollment - All terms (simple dashboard) ***Updated**
- Success & Retention - All terms (simple dashboard) ***New**
- Fall Enrollment, Success, & Retention Data - *includes demographics and mode*
- Spring Enrollment, Success, & Retention Data
- Special Populations/Programs - Enrollment, Success & Retention
- Awards (Program Completions)
- Majors Data

Here is a [Quick Guide to Data Modules](#). *** New**

The following **videos** provide guidance on using the dashboards to answer specific questions:

- [How to answer the retention questions in the enrollment module.](#)
- [How to answer questions related to institution-set standards: success, retention, awards.](#)
- [How to answer questions related to equity.](#)
- [Awards Dashboard and the program review Data-Achievement module](#)



Success - Course Completion (Instructional Areas)

Analyze trends in the student success data (i.e. successful course completion). Compare **each discipline** to the college level data. *For noninstructional/service areas, compare the **population outcomes** to the college level data. *Successful course completion is defined as a grade of A,B,C, or Pass divided by all grades including Ws).

- Briefly summarize the success/course completion data.
- Identify any disciplines below the college average. (**instructional areas only*)
- Identify any disciplines with declining success rates. (**instructional areas only*)

At LAVC, the College showed for the data period 2015-2021 an average success rate of 69.21%. **Over that same data period, the average success rate for the newly renamed Department of World Languages and Cultures was slightly higher than that of the College average: 68.07%. In Fall 2021, however, the average success rate for the entire Department of World Languages and Cultures (70%) was higher than that of the College (69%). Since Fall 2018 and for four successive Fall semesters, the average success rate for the Department has met or exceeded the institutional standard success rate of 66%.**

Average success rates for the 2015-2021 data period for each of the individual disciplines are as follows (from highest to lowest, rounded to the nearest tenth of a percentage point):

Average Success Rates (2015-2021): [blue indicates at or above College standard/goal; red indicates below College standard/goal (66%):

- Italian: **75.0%**
- Linguistics: **71.1%**
- German: **70.0%**
- Spanish: **68.2%**
- French: **62.7%**





In Fall 2021, the pandemic—which began in Spring 2020) and deepened through Fall 2021—presented ongoing and new challenges, not only to World Language students, but to all LAVC students: financial, housing, job, and food insecurity. The five World Language disciplines showed the following success rates for Fall 2021 (with "up/down" indicating success rate trends prior to Fall 2020 (i.e. pre-pandemic)—the first word—and since Fall 2020 itself—the second word. (For example, up down 65% can be read as:

- "up" = prior to the pandemic, the trend was improving or going up
- "down" = since the start of the pandemic, the success rate trend has been worsening or going down

Success rates in Fall 2021 (first arrow shows pre-pandemic trend; second arrow shows trend during pandemic, i.e. between Fall 2020-Fall 2021): blue indicates above College standard/goal; red indicates below College standard/goal (66%)

LAVC: up down 69%

French: up down 65%

German: up down 61%

Italian: up down 66%

Linguistics: up up 93%

Spanish: up stable 70%

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Equity - Achievement



Equity - Course Outcomes (Instructional Areas)

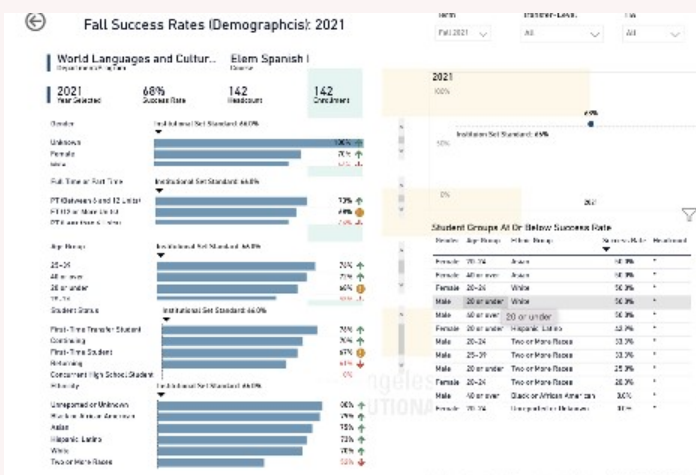
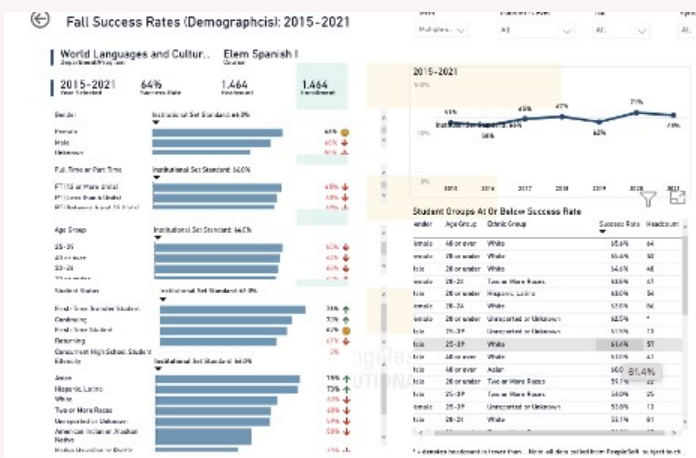
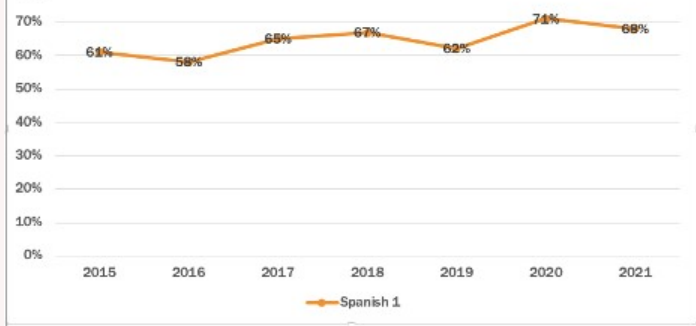
In reviewing your course success rates, select at least one (1) course with large enrollment. How do the outcomes vary by ethnicity and gender? (Include the percentages.)

*Enter **Not Applicable** if non instructional program.

For this section, I have chosen Spanish 1, our largest World Language class with an enrollment in Fall 2021 of 142 students.

For the data period 2015-2021, the average success rate for Spanish 1 was 64%. Disaggregated by gender for the same data period, women had an average success rate of 66%, whereas men had an average success rate of 60%.





Compared to the average success rates for all classes offered at the College from 2015 to 2021, success rates in the Department for Asian, Black/African American, White, American Indian/Alaskan Native, and Native Hawaiian/Pacific Islander students were lower than those for students across all College courses, whereas FL success rates for Hispanic/Latino students were similar to or higher than those for students across all College courses.

Avg. Success Rate: Spanish 1 (Fall 2015-2021)	Avg. Success Rate: LAVC, all courses (Fall 2015-2021)	Shown higher/lower success rates in Spanish 1 than across all College courses (Fall 2015-2021)
Men: 60%	Men: 67%	lower
Women: 66%	Women: 71%	lower
Hispanic/Latino: 73%	Hispanic/Latino: 63%	higher
Asian: 75%	Asian: 77%	lower
Black/African American: 40%	Black/African American: 62%	lower
White: 63%	White: 78%	lower
American Indian/Alaskan Native: 50%	American Indian/Alaskan Native: 69%	lower
Native Hawaiian/Pacific Islander: 43%	Native Hawaiian/Pacific Islander: 69%	lower

Two or more races: 60%	Two or more races: 67%	lower
Unreported/Unknown: 59%	Unreported/Unknown: 71%	lower

For just Fall 2021, however, female students has equal success rates in Spanish 1 and across all courses at the College. Male students showed a success rate of 64% in Spanish 1, compared with 68% across all courses at the College. Disaggregated for race/ethnicity: the following groups did more poorly in Fall 2021 Spanish 1 than they did across all College courses: men, Asians, Whites, Two or more races.

Avg. Success Rate: Spanish 1 (Fall 2021)	Avg. Success Rate: LAVC, all courses (Fall 2021)	Showed higher/lower success rates in Spanish 1 than across all College courses (Fall 2021)
Men: 64%	Men: 68%	lower
Women: 70%	Women: 70%	same
Hispanic/Latino: 73%	Hispanic/Latino: 63%	higher
Asian: 75%	Asian: 78%	lower
Black/African American: 79%	Black/African American: 64%	higher
White: 70%	White: 76%	lower
American Indian/Alaskan Native: no data	American Indian/Alaskan Native: 81%	no value
Native Hawaiian/Pacific Islander: no data	Native Hawaiian/Pacific Islander: 52%	no value
Two or more races: 52%	Two or more races: 67%	lower
Unreported/Unknown: 80%	Unreported/Unknown: 74%	higher

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Equity - Course Improvement (Instructional Areas)

As the college tries to close equity gaps in student achievement, what improvements can the department make to address the specific outcomes in the course(s) noted above?

Enter **Not Applicable if non instructional.*

To address the specific success outcomes in Spanish 1 (see above), the Dept. of World Languages continues to follow Recommendation #2 (regarding college support systems) in the February 2020 report by the California Community College Black and African American Advisory Panel (<https://www.cccco.edu/-/media/CCCCO-Website/Reports/black-aa-panel-final-report-recommendations-final-report-228202-a11y34.pdf?la=en&hash=F68E2DE588F6AA21490AA9B1824FE427AC50DBD0>):

(1) refer students to College support and special programs (e.g. CalWORKS, CARE, Dream Resource Center, EOPS, Family Resource Center, Mosaic Center, Next Up/Guadian Scholars, Services for Students with Disabilities, Trio Student Support Services/Upward Bound Programs, Umoja/Black Scholars, Veterans Services) as well as other tutoring and academic support services such as the General Tutoring Center, NetTutor (through Canvas)

(2) continue teaching learning strategies such growth mindset;

(3) offer general and topic-specific Zoom office hours

(4) intervene in the cases of students in danger of not passing. Furthermore, we are looking for new ways of creating learning communities and communities of practice to add to our other offerings such as the Department's World Language Film Series and our study abroad programs.

(5) As we move out of the pandemic and back onto campus, we plan to offer in-person tutoring sessions/subject-specific workshops/study jams, not only to help improve student learning/retention/performance, but also to foster learning communities

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Equity - Special Program Outcomes (Non-Instructional)

In reviewing your special program success rates, how do the outcomes vary by ethnicity and gender? *(Include the percentages.)*

Enter **Not Applicable if exclusively an instructional program.*

Not applicable.

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Equity - Special Programs (Non-Instructional)

As the college tries to close equity gaps in student achievement, what improvements can the program make to address the specific program outcomes noted above?

Enter **Not Applicable if exclusively an instructional program.*

Not applicable.



Majors Data

Review the [data on majors](#) for the programs in your department.

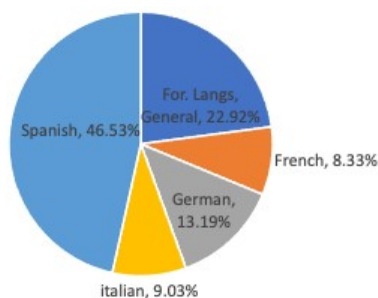
- Summarize trends for students indicating majors in your department.

Enter **Not Applicable if non instructional.*

The newly named Department of World Languages and Cultures showed 144 total majors in Fall 2021, of which Spanish made up 46.5% of those majors (67), whereas the general Foreign Language major made up 22.9% (33); French made up 8.3% (12); German made up 13.2% (19); and Italian made up 9.0% (13).

Over the 2015-2021 data period, **the number of students indicating majors (by top codes) in the Department has shown remarkable growth:** Although the number of students indicating French as their major has shown slightly negative growth since Fall 2017, the trend did stabilize during Fall 2020-Fall 2021. The general Foreign Languages major has grown by 73.7% (Fall 2021: 33 majors); German has grown by 217% (Fall 2021: 19); Italian has grown by 225% (Fall 2021: 13); Spanish by **52.2%** (Fall 2021: 67).

World Language Majors, as % of Total Dept. Majors, Fall 2021



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Award Completion (Instructional areas)

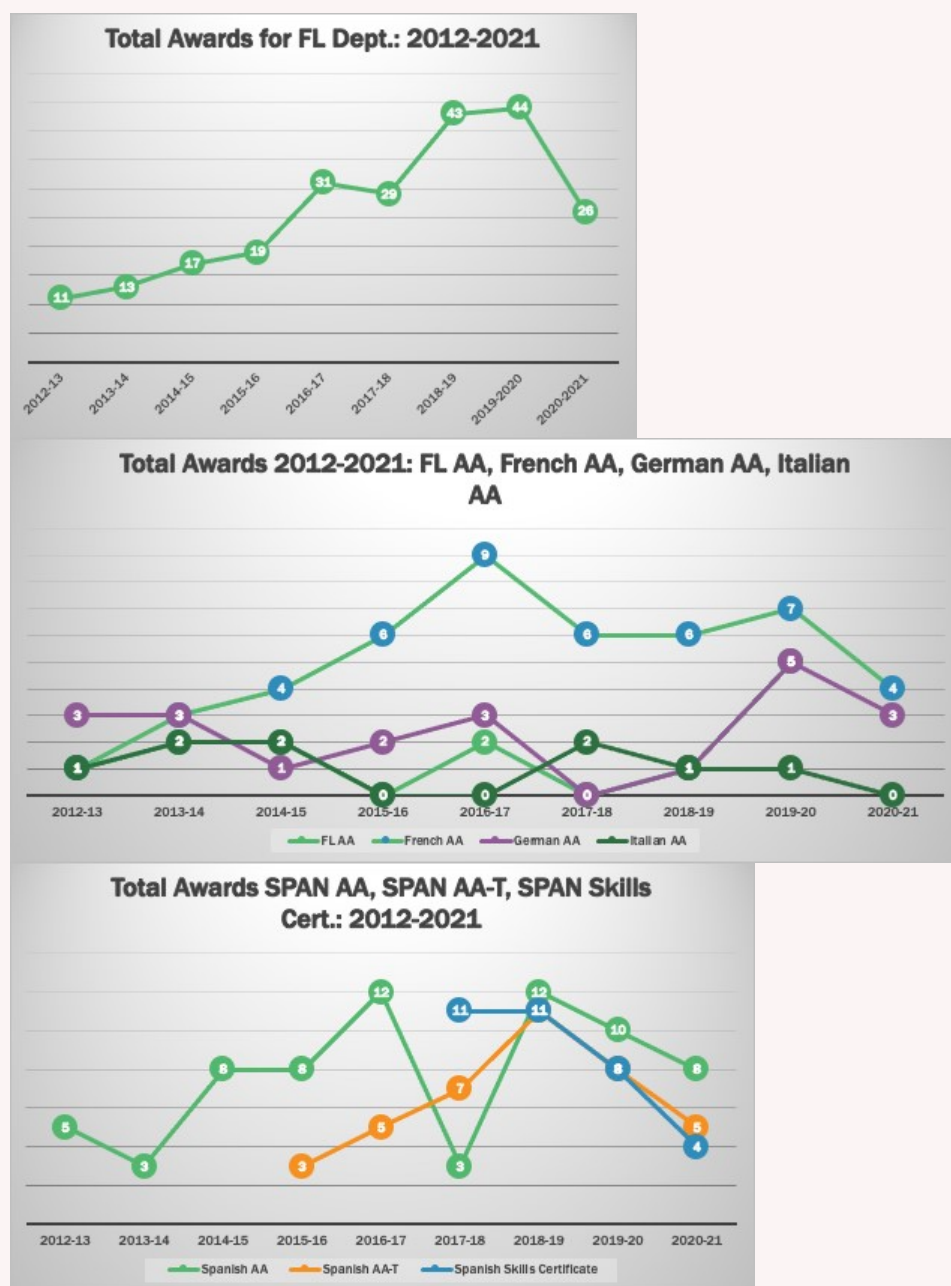
For **ALL active programs** (degrees and certificates), review the trend data on award completions.

- Summarize and address the trend (e.g. increase, declines, inconsistency) *Include the number of awards* in your summary.

**Enter Not Applicable if non instructional.*

Completions in Foreign Languages and in the individual language disciplines have historically been low. The departmental standards for degree completions are as follows:

- AA in French: 2 awards per year
- AA in German: 2 awards per year
- AA in Italian: 2 awards per year
- AA-T in Spanish: 4 awards per year (Note: The Spanish AA was discontinued in Spring 2022 in favor of the Spanish AA-T)
- Skills Certificate in Spanish: New certificate with no agreed upon departmental standard.
- Total Awards per year (without Skills Certificate in Spanish): 10



The department met its minimum standards for degree completions for the data period 2012-2021, except for Italian, which is in currently in a re-building phase. For the 2012-2021 data period, there was a **total of 233 awards (AAs, AA-T, and Skills Certificates) in World Languages and Cultures**. Between Fall 2015—when the Spanish AA-T was introduced at LAVC—and Fall 2021, the total number of Spanish AAs and Spanish AA-Ts has seen an average of 15.3 awarded per annum, with the number of Spanish AAs holding steady with the new Spanish AA-T.

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Spanish AA	5	3	8	8	12	3	12	10	8
Spanish AA-T	not offered			3	5	7	11	8	5
Spanish Skills Certificate	not offered			not offered	not offered	11	11	8	4
Total	5	3	8	11	17	21	34	26	17

Since 2012, the number of **combined Spanish AAs and Spanish AA-Ts** has grown **+180% from 5 total in 2012-2013 to 14 total in 2020-21**. The number of German AAs awarded has grown from 3 in 2012-2013 to 5 in 2019-2020, but this total shrank somewhat during the pandemic 2020-2021 to 3. During the same data period, the French AA increased fourfold from 1 to 4 completions; the Italian AA has remained steady, with approximately one degree completion per annum; the new Spanish AA-T (first offered in 2015-2016) saw a 267% increase to 11 completers in 2018-2019, and it dropped to 5 during the pandemic 2020-2021. In its first four years, the Skills Certificate in Spanish has seen a total of 34 completers from 2017-2021, although the yearly completers took a hit during the pandemic 2019-2020 (8 completers) and again 2020-2021 (4 completers). Overall completions (including all five AA degrees, the Spanish AA-T, and the Spanish Skills Certificate) are as follows (updated with new data in Spring 2022):

- 2012-2013: 11
- 2013-2014: 13
- 2014-2015: 17
- 2015-2016: 19
- 2016-2017: 31
- 2017-2018: 29
- 2018-2019: 43
- 2019-2020: 44
- 2020-2021: 26

It should be noted here that the Department decided in Spring 2022 to discontinue the Spanish AA in favor of the Spanish AA-T. The removal of the Spanish AA still leaves the one Spanish AA-T in place for transferring students and meets the principles of the College's Guided Pathways framework of providing students with a clearer course pathway that allows for better enrollment decisions. Although the number of Spanish AA degrees awarded has remained stable in 2018-2019 (12) and 2019-2020 (10), the Spanish AA-T has been awarded 34 times since 2015, which is more than half of the number of Spanish AA degrees awarded. We believe the reduction of Spanish AA/AA-T degrees to only the Spanish AA-T will make transfer a more seamless procedure for our Spanish students. Indeed, career opportunities for those Spanish AA-T earners are expected to increase between 2019-2029 (projected +11.7% job growth) with salaries expected to be in the range from \$38,000-\$179,000, with an average salary of \$89,000. The discontinuance of the Spanish AA will have no affect on the department's overall plans nor on the College's Educational Master Plan since those students seeking to earn a Spanish AA will now aim to earn the Spanish AA-T.

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Majors Data

Consider your completion outcomes (awards data) in light of your majors data. Identify any relevant trends or inconsistencies.

**Enter Not Applicable if non instructional.*

It is challenging to compare number of majors with the number of completers/awards **WITHIN** the same semester; nevertheless, we can look for correlations between completers/awards and the number of students indicating a language major two years prior to the awards year (assuming four semesters to complete a program, **and that is a large assumption**). If we compare the number of declared majors from Fall 2021 to the number of awards in 2020/2021, we have the following figures:

	Column A: # Declared majors in Fall 2019	Column B: # Awards in 2020/2021	Ratio of Column B to Column A (as a percentage)
Foreign Languages, General	53	2	3.8%
French	18	4	22.2%
German	12	3	25%
Italian	12	0	0%
Spanish (AA, AA-T, SC)	70	17	35%
College-wide (AA, AS, AT, C, CN, CS, ST)	18,377	4150	21%

Compared with the College, the Department is doing better in translating those students who declare a specific major into those who actually earn an award: Whereas the College average is 21%, French (22.2%), German (25%), and Spanish (35%) are doing better, whereas Italian (0%) is lagging

because of its 10 FTE per semester. To improve the percentage of declared majors that eventually earn an award, we can do several things at the departmental level: (1) market the Department's degrees and certificates and the number of courses needed for completion before students choose their CAP; (2) inform all students in all Level-1 courses of this same information; (3) track those students who have declared a major within the Department. To this end, it would be most beneficial to receive from Admissions the names of declared majors.

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Institution-Set Standards (ISS)



Success - ISS

The institution has established an institution-set standard for course success (*students who successfully complete the course/A,B,C or P grades*) at **66%**.

- *For Instructional Areas* - Indicate whether **each discipline** in your area is performing at the (*minimum*) standard.
- *For Instructional Areas* - Identify **courses** that are at or below the standard for course success. Provide an improvement plan.
- *For Non-Instructional Areas* - Are the success rates for your **population/program** at or below the institution-set standard? Provide an improvement plan.

An institution-set "**standard**" is the **minimum level of acceptable performance** on an indicator. Should the program fall below a standard, some intervention should occur.

Ia. For the entire 2015-2021 data period, the following disciplines have shown an average success rate at or above the institutional standard (rounded to the nearest tenth of a percentage, highest to lowest):

- Italian 75.0%
- Linguistics 71.1%
- German 70.0%
- Spanish 68.2%

Across the entire 2012-2021 data period, the average success rates of the following disciplines were below the institutional standard:

- French 62.7%

Ib. In Fall 2021, all World Language disciplines showed the following success rates (highest to lowest):

Met or exceeded College/Institutional Success Rate Goal ($\geq 66\%$)	Fell below College/Institutional Success Rate Goal ($< 66\%$)
Linguistics: 93%	French: 65%
Spanish: 74%	German: 61%
Italian: 66%	

II. In Fall 2021, the following courses performed below the institutional standard ($< 66\%$):

- **French 1 (62%)**
- **French 4 Hybrid (25%)**
- **German 1 (57%)**
- **German 3 (48%)**

The Department believes that these low success rates had everything to do with the struggles that—not only our department's, but all junior—college students have been dealing with: financial, housing, job, and food insecurity during the pandemic. We have seen how some of our students have had to attend online synchronous classes on Zoom directly from work or within loud and busy households. The Department trusts that we can improve these *one-off* low success rates (for individual classes and language divisions) in Fall 2022.

As we choose to leave behind COVID-19 pandemic protocols and transition some of our classes to in-person on-campus classes, we continue to collect best practices and set specific levels of success rates to attain by the end of the 2022-2023 academic year. The measures that we implemented out of our 2018 Viability Self-Study for French, Linguistics, and Spanish have clearly improved student success, but we need to sustain these practices:

- **closer monitoring of student progress in order to properly advise students throughout the semester—but especially at the middle of the semester—on strategies for improving performance and success**
- **the continuation** of growth mindset techniques for students (as well as for instructors)
- **the return of in-person** tutoring hours by the World Languages and Cultures department
- **the continuation** of in-depth cultural teaching in each of our classes as well as across each discipline's program sequence
- the return of on-campus World Language cultural activities (which were held online during the pandemic):
 - World Language film nights
 - Spanish Club
 - French Club
 - Cinco de Mayo event (hopefully returning in Spring 2023)

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While the college has set an overall institution-set standard for the annual total number of institutional awards, each program is expected to have **minimum of ten (10) completions** annually contributing to that total.

A "standard" is a minimum level of acceptable performance. Should the program fall below a standard, some intervention should occur. For each program (degree or certificate) indicate whether it meets the standard by entering the number of awards, and if not, indicate the action plan for improvement.

*Must refer to the most recent academic year of data.

*Enter **Not Applicable** if non instructional or no degrees or certificates attached to program.

Awards-ISS

Program Name	Major Code	Meets Standard (10+ Awards)	Action Plan
Dept. of World Languages and Cultures (overall)		10+ Completers	
Foreign Languages (AA)	110100	<10 Completers	The Foreign Language AA usually sees 1-2 completers per year, and 2020-2021 saw 2 completers. The Foreign Languages AA is a fallback degree for those students who are unable to complete an AA in a single foreign language.
French (AA)	110200	<10 Completers	The number of completers for 2020-2021 (4) exceeds the World Language department's standard of 2 per year. We are introducing an online asynchronous section of French 1, which should attract more students to the discipline. The creation of a zero-cost textbook for all levels of French has been helping to increase numbers.
German (AA)	110300	<10 Completers	Academic year 2019-2020 saw 5 completers, and 2020-2021 saw 3 completers. Improvement of success and retention rates as we return to in-person classes should encourage students to pursue the German AA degree. The creation of a zero-cost textbook for German 1 and 2 has helped to increase the number of completers.
Spanish (AA)	110500	<10 Completers	Academic year 2020-2021 saw 8 completers. We have archived this degree program as we shift all degree earners to the Spanish AA-T, in order to follow the other Spanish programs within the LACCD.
Italian (AA)	110400	Zero Completers	The number of completers for 2018-2019 and 2019-2020 (1 each year)--and now for 2020-2021 (0 completers) has fallen below the World Language department's standard of 2 per year. We are confident that our implemented curriculum planning is protecting the ability of students to complete the Italian AA within our current FTEF of 10 units (i.e. two courses) per semester. However, because we only have 10 FTEF of 10 units per semester, we would like to revise down the number of Italian AA completers to 1.
Spanish (AA-T)	110500	<10 Completers	The number of completers for 2019-2020 (8) and in 2020-2021 (5) exceeds the World Language department's standard of 2 per year. Now that we have archived the Spanish AA degree this year, this will definitely increase the number of completers of the Spanish AA-T.
Spanish Skills Certificate		<10 Completers	The number of completers for 2019-2020 (8) and 2020-2021(4) still exceeds the World Language department's standard of 2 per year. Although the number of completers in 2020-2021 was less than in 2019-2020, we believe that this is a one-off because of the deepening pandemic, and we are certain that this number will increase again as we return to in-person classes on campus in Fall 2022.

Improvement



Results

Based on the data trends, evaluate the effectiveness of strategies and/or interventions implemented in prior years to improve student achievement.

- Indicate **"not applicable"** if no steps have been taken to improve student achievement.
- Briefly describe the intervention/strategy and the outcome based on the data.

In Fall 2021, three disciplines showed success rates at or above the college/institutional goal (66%):

LAVC: up down 69%

French: up down 65%

German: up down 61%

Italian: up down 66%

Linguistics: up up 93%

Spanish: up down 70%

Each figure above shows two trends ("up" and "down"): the first trend indicates the trend prior to the pandemic; the second trend indicates the trend during the pandemic [For example: "up down 70%" = the trend prior to the pandemic was up, but then the trend during the pandemic was down to the level of 70%]. As described above, all success rates prior to the pandemic were trending upwards, but then the pandemic hit in February 2020. During the pandemic (i.e. from Fall 2020 to Fall 2021), success rates trended downwards. **The trends in success rates for World Language disciplines matched the same trends for the College as a whole, i.e. upwards prior to the pandemic and then downwards during the pandemic.**

During the data period (2015-2021), the Department's individual disciplines showed the following average success rates. All disciplines, except for French, showed average success rates above the college/institutional goal of 66%.

- Italian: 75.0%
- Linguistics: 71.1%
- German: 70.0%
- Spanish: 68.2%
- French: 62.7%

Furthermore, the **steady increase in the number of award completers in all World Language disciplines (Total departmental awards: 2015-2016: 19; 2020-2021: 26)** points to a growing interest and continued strong relevance of world language study on the LAVC campus. In contrast to the 2019-2020 year, which saw 44 awards earned, the first pandemic year 2020-2021 saw a drop from 44 to 26 awards. This number (26 awards) is still higher than the number of awards in 2015 (19 awards).

If we compare the abrupt change in success rate trends of both the Department and the College in Fall 2020, all of which only deepened in Fall 2021, we see a correlation between these downward trends with the effects of COVID-19 and its effects on a junior college student population that is more sensitive to the economic, housing, job, and food insecurity caused by pandemic. Faculty members would not only share at department meetings anecdotes of how students were dealing with their various stresses, but faculty members would also describe how they had to devote class time to allow students to vent about their struggles. The upward trends—prior to the pandemic—in success rates across classes, language divisions, and student groups (by gender and race/ethnicity) **must have been the result of the following concentrated and systematic attempts by the Department of World Languages and Cultures to improve student success, all of which were stymied by the sudden onset and the stubbornness of a virus which would not go away:**

Within the classroom:

- We continue to implement growth mindset techniques for students (as well as for us instructors)
- We continue to practice discipline-specific strategies to improve student success, as described in our 2018 Viability Self-Study for French, Linguistics, and Spanish
- We have expanded the use of low-cost or zero-cost OER textbooks (currently all French courses; German 1, 2, 63, 64, 66; Spanish 27 and 48; and the introduction of the lower-cost Spanish 1 and Spanish 2 textbooks *Adelante Uno* and *Adelante Dos*)

Outside of the classroom:

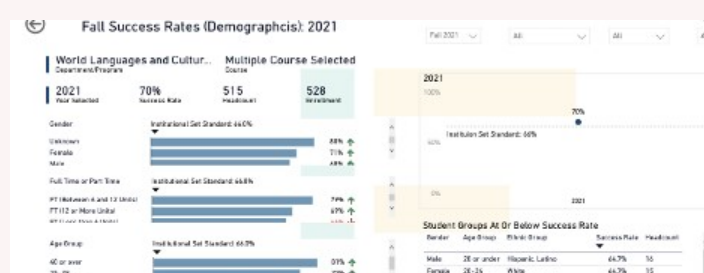
- We have improved departmental informational boards in the World Languages and Cultures building and we have updated the **World Languages and Cultures departmental webpage** on the LAVC website in order to provide clear information on classes, disciplines, and all awards, at times correcting misinformation provided elsewhere on campus
- We continue to provide—outside of the Tutoring Center—our own internal tutoring
- We continue to provide a variety of World Languages and Cultures activities to support our teaching:
 - World Languages film forum discussions (usually Friday evenings)
 - Spanish Club
 - French Club
 - Spring Semester Cinco de Mayo event
 - off-campus Italian opera and film nights
- and certainly cross-pollination of enthusiasm across language disciplines and courses.

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Improvement Plan

In areas identified as needing improvement, describe strategies and/or interventions that the department/program will implement to help improve student achievement (successful course completion and award completion).





To close equity gaps and to improve success rates, especially for the following student groups, which showed success rates lower than the College standard in Fall 2021:

- By Age: 20 and under (65%); 20-24 (63%) [all other age groups were at or above the College standard]
- By Race/Ethnicity: Two or more races (63%) [all other race/ethnic groups were at or above the College standard]

the Department stands by its previous recommendation of returning to in-person instruction on campus, which we are now implementing in Fall 2022. We know that minority and economically disadvantaged student populations benefit from one-on-one teaching that can only happen in an actual classroom. Language classes are not just merely lecture classes, but rather, language labs where students continually perform and experiment with the language. In online classes held on Zoom, this laboratory atmosphere is lost. We have heard anecdotally from our students that they feel more lost in synchronous online classes. In addition, we have seen that students have put off actual studying of vocabulary and grammar and rely more on the use of online translation engines such that our department faculty have noted a wider discrepancy between performance in online homework and quizzes/tests vs. oral performance and competency. Student homework and quizzes/tests suggest that students *seem to* know vocabulary and grammatical structures that, but when asked to perform similarly in an oral exam, some students fall quite short. plans to continue and to strengthen the above-mentioned strategies:

Recommendation Plan for Improvement:

For classes that continue to take place online and synchronously:

1. Continue to implement growth mindset tools and strategies as a means to strengthen their "grit" and "perseverance." Allow time for students to discuss current situations at home and at work.
2. Increase and vary times of student drop-in hours, i.e. not just before/after Zoom classes but on completely different days such as Fridays.
3. Create and attract students to Zoom workshops on specific grammar and vocabulary topics (e.g. past tenses, writing sentences, reflexive verbs, parts of the body).
4. Share best online teaching practices and discussing how to improve success rates in all Zoom classes.

For classes that return to in-person instruction on campus:

1. Reinstate embedded tutoring (implemented years ago) into some of our Spanish 1 classes.
2. Discuss with other faculty teaching in-person how to ease students away from their reliance on online resources and back to memorization and in-class testing.

Generally:

1. Discuss what early intervention practices look like, i.e. how can we advise and tutor students with low grades.
2. Continue to hold our World Language film discussion forum evenings via Zoom, in which we show films in the four languages, complete with post-screening discussions. During the pandemic, we saw how such cultural events strengthened the community of learners within our disciplines and how they introduce students to others learning different languages. Furthermore, such cultural events reminded students that they began to study foreign languages because of their desire to enter into these cultures (and not necessarily to master verb tenses or adjective agreement!).
3. Update and distribute brochures created to market each of the language AAs and Spanish Skills Certificate. Continue other efforts to market each of the disciplines and all awards (AAs, Spanish AA-T, Spanish Skills Certificates) and their relevance to the job market. Apply for funding to create a Program Mapper video to show our students in our Zoom classes.
4. With the return of our Summer French Study Programs (with Paris in Summer 2022), find a lower-cost Spanish-language study away program in Latin America
5. Locate grant opportunities to improve student success and awards completions.

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Validation



Validation Comments

Please enter your comments about the module.

This box also documents the validation dialogue with the program. Please date and initial comments.

The committees use this information for planning and decision-making. Information should help the committee contextualize responses and requests.

- Does the analysis look at the **current data**?
- Does the analysis address the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?

Validator Response - Final

The department chair and dean discussed extensively the data and improvement plan.

Dd 7/17/22

Saved 7/17/2022 4:52 PM by Deborah diCesare

Validator Response - Final

Reviewed. -MJ, 8/27/2022

Saved 8/27/2022 3:30 PM by Matthew Jordan

Annual Program Review

Health Sciences

LAVC Program Review

2022

State: Completed

Resources for Completing This Module

The following data are currently available for you to complete this module:

- Headcount Enrollment - All terms (simple dashboard) ***Updated**
- Success & Retention - All terms (simple dashboard) ***New**
- Fall Enrollment, Success, & Retention Data - *includes demographics and mode*
- Spring Enrollment, Success, & Retention Data
- Special Populations/Programs - Enrollment, Success & Retention
- Awards (Program Completions)
- Majors Data

Here is a [Quick Guide to Data Modules](#). *** New**

The following **videos** provide guidance on using the dashboards to answer specific questions:

- [How to answer the retention questions in the enrollment module.](#)
- [How to answer questions related to institution-set standards: success, retention, awards.](#)
- [How to answer questions related to equity.](#)
- [Awards Dashboard and the program review Data-Achievement module](#)



Success - Course Completion (Instructional Areas)

Analyze trends in the student success data (i.e. successful course completion). Compare **each discipline** to the college level data. *For noninstructional/service areas, compare the **population outcomes** to the college level data. *Successful course completion is defined as a grade of A, B, C, or Pass divided by all grades including Ws).

- Briefly summarize the success/course completion data.
- Identify any disciplines below the college average. (**instructional areas only*)
- Identify any disciplines with declining success rates. (**instructional areas only*)

LAVC Nursing Program Course Completion

The nursing program courses' success rate is above the college threshold. NS 190 is not part of actual nursing program courses. This course is offered for TEAS remediation for students who were not successful in their TEAS attempt at the first time.

Course Success Rate

Nursing Course	Spring 2018	Fall 2018 (%)	Fall 2019 (%)	Fall 2020	Fall 2021
NS 101- Introduction to Nursing Success Rates	97.5	97.4	95	95	97
NS 102- Fundamentals of Nursing Success Rates	100	91.9	100	100	97
NS 103- Nursing Process Success Rates	100	100	95	95	97
NS 104- Nursing Communication Success Rates	100	100	100	100	100
NS 105- Nursing Pharmacology Head Count /Success Rates	92.3	89.7	90	90	97
NS 106- Medical Surgical Nursing I Success Rates	100	91.7	100	100	100
NS 107- Medical Surgical Nursing II Success Rates	89.5	87.5	97	97	97
NS 108- Medical Surgical Nursing III Success Rates	100	100	100	100	100
NS 109- Gerontology Success Rates	100	97.1	94	94	95
NS 110- Mental Health Success	100	97.1	94	94	100

Rates					
NS 111- Reproductive Nursing and Women's Health Success Rates	100	100	100	100	97
NS 112- Care of Children & Family Head Count	100	100	100	100	100
NS 190 TEAS Remediation		25	30	30	50
NS 200-1	100				
NS 200-2	50				
NS200-4	100				
NS205					100

RT fall 2021 Analyze trends in the student success data (i.e. successful course completion). Compare each discipline to the college level data. *For noninstructional/service areas, compare the population outcomes to the college level data. *Successful course completion is defined as a grade of A,B,C or Pass divided by all grades including Ws). Briefly summarize the success/course completion data. Identify any disciplines below the college average. (*instructional areas only) Identify any disciplines with declining success rates. (*instructional areas only) RT 2021—the RT program success rate is 81% (greater than the LAVC 66% threshold) and the retention rate is 94% (greater than the LAVC 84% set standard) Fall 2020 RT courses continued a steady increase in both success and retention rates over the last 6 years. Fall 2021 success rate is 81% (LAVC threshold) and fall 2021 retention rate is 95 (LAVC threshold is 84%).

Analyze trends in the student success data (i.e. successful course completion). Compare **each discipline** to the college level data. *For noninstructional/service areas, compare the **population outcomes** to the college level data. *Successful course completion is defined as a grade of A,B,C or Pass divided by all grades including Ws).

- Briefly summarize the success/course completion data.
- Identify any disciplines below the college average. (*instructional areas only)
- Identify any disciplines with declining success rates. (*instructional areas only)

RT 2021—the RT program success rate is 81% (greater than the LAVC 66% threshold) and the retention rate is 95% (greater than the LAVC 84% set standard)

RT 2021—the RT program success rate is 83% (greater than the LAVC 66% threshold) and the retention rate is 94% (greater than the LAVC 84% set standard)

Fall 2021 RT courses continued a steady increase in both success and retention rates over the last 6 years. Fall 2021 success rate is 81% (LAVC threshold) (LAVC threshold is 84%).

All 2021RT 1 success rate has success rate increased from 58 to 67% (LAVC set standard is 66%). The retention rate increased from 90% to 95% (LAVC standard is 84%). This course was revised in Fall 2019 and offered online starting Spring 2020. Historically RT 1 was the only RT course below the LAVC thresholds. There was also in decrease in enrollment compared to 2020 from 58 to 49 in 2021.

RT 2 success rate decreases from 84% to 67% (LAVC success rate standard is 66%)

Fall 2021 Course	Enrollment	Success Rate	Retention Rate
RT 1	49	67	95
RT 2	38	63	87
RT 4	24	100	100
RT 7	22	100	100
RT 8	Moved to spring		
RT 23	22	100	100

Equity - Achievement



Equity - Course Outcomes (Instructional Areas)

In reviewing your course success rates, select at least one (1) course with large enrollment. How do the outcomes vary by ethnicity and gender? (Include the percentages.)

*Enter **Not Applicable** if non instructional program.

Nursing Program Fall 2021 Data

The nursing program admits 40 students in fall and spring

Please see the success rate by ethnicity and gender for NS 101 that admits 40 students per semester

Term	Nursing Course	Success Rate	Asian	Black or African American	Hispanic, Latino	Two or More Races	Native Hawaiian/Pacific Islander	Unreported or Unknown	White	Male	Female	
Spring 2018	NS 101	97.5%	100%	100%	100%	100%		100%	92.3%	87.5%	100%	
Fall 2018	NS 101	97.4%	100%	100%	100%	100%		100%	93.3%	100%	96.3%	
Fall 2019	NS 101	95%	86 %	100 %	100 %	100 %		100 %	94 %	92 %	96%	
Fall 2020	NS 101	92%	100	100	83%	100	100	100	91	80%	97%	
Fall 2021	NS 101	97	92	100	100	100		100	100	100	97	

RT Fall 2021 – We chose to look at our early entrance online RT 1 course.

RT 1 fall 2021 Success rates were increased overall and most notably the success rate for Latinos increased from 63% to 67% and Asians (40% of the RT 1 students) success rate increased from 40% to 70%. The highest success rate was adults > 40 years old increased from 60% to 89%. The lowest success rates were blacks at 43%. (7 of 58 students =12% of the course.)

RT 1 fall 2021	Success rate	White	Hispanic	Asian	Black	2 or more		male	female
	67	71	52	69	35	53		57	56

Term	Nursing Course	Success Rate	Asian	Black or African American	Hispanic, Latino	Two or More Races	Unreported or Unknown	White	Male	Female
Spring 2018	NS 101	97.5%	100%	100%	100%	100%	100%	92.3%	87.5%	100%
Fall 2018	NS 101	97.4%	100%	100%	100%	100%	100%	93.3%	100%	96.3%

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Equity - Course Improvement (Instructional Areas)

As the college tries to close equity gaps in student achievement, what improvements can the department make to address the specific outcomes in the course(s) noted above?

Enter **Not Applicable if non instructional.*

Nursing Program

There are no equity gaps identified in the nursing course listed above. However, the nursing program strives to raise awareness of the LAVC nursing program. Few activities done by the nursing program to create awareness about nursing in the neighboring community are:

- Allowing neighboring high schools to visit the nursing program
- faculty and students' participation in mentoring programs offered for pre-nursing students by PASO
- Attending Q&A session arranged by CalWORKs program by the director of nursing.
- Attending CAP panel discussion by the director and the faculty
- Holding monthly advisement meeting by the nursing department for pre-nursing students

RT 2021

RT 1 course outline has been completely revised in Fall 2019 and is now offered online effective spring 2020. The original RT 1 course was designed to introduce the students to the field and duties of a respiratory therapist. Many students took this course (which has no prerequisites) and were not prepared for the vigor or commitment this course required. Many of the students are ESL and still needed to improve their language and communication skills. We changed the focus curriculum of the course for early entrance students to learn how to be successful in the program as well as learning about the Respiratory Therapy profession. This early introduction will also benefit our ESL students by helping them assess their language, grammar and communication skills earlier in the course of study.

In 2019 RT participated in LAVC 's high school outreach and recruiting program and presented at 3 high schools, This program was interrupted because of the pandemic but has been renewed since spring 2022.

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Equity - Special Program Outcomes (Non-Instructional)

In reviewing your special program success rates, how do the outcomes vary by ethnicity and gender? *(Include the percentages.)*

Enter **Not Applicable if exclusively an instructional program.*

The nursing program is not listed as a special program

There are no significant statistical variations noted in nursing outcomes based on ethnicity and gender.

RT is not listed under special programs

Saved 6/27/2022 9:33 AM by Preethamol Puthiakunnel



Equity- Special Programs (Non-Instructional)

As the college tries to close equity gaps in student achievement, what improvements can the program make to address the specific program outcomes noted above?

Enter **Not Applicable if exclusively an instructional program.*

Not applicable Nursing program is an instructional program

Not applicable RT program is an instructional program



Majors Data

Review the [data on majors](#) for the programs in your department.

- Summarize trends for students indicating majors in your department.

**Enter Not Applicable if non instructional.*

in fall 2021, 1404 students indicated their desire to go to nursing major

in fall 2021 164 students indicated their desire to go to RT major

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Awards - Degrees & Certificates



Award Completion (Instructional areas)

For **ALL active programs** (degrees and certificates), review the trend data on award completions.

- Summarize and address the trend (e.g. increase, declines, inconsistency) *Include the number of awards in your summary.*

**Enter Not Applicable if non instructional.*

Nursing Program

Award	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
AS in Nursing	81	72	70	76	72	74	69	68	73	60

The nursing program has been consistently exceeded the college annual completion threshold.

2021 RT program completion rates have consistently been above the college set standard as well as CoARC threshold and national averages

	2018	2019	2020	2021
AS in RT	27	25	27	23

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Majors Data

Consider your completion outcomes (awards data) in light of your majors data. Identify any relevant trends or inconsistencies.

**Enter Not Applicable if non instructional.*

Even though a large number of students indicated their desire to go into nursing, because of the 40 limit cap per cohort , it is not possible to admit all students.

RT - enrollment into phase 2 of the RT program is limited to the number of clinical site. We typically have 4- 6 students who end up on a one year waitlist.

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Institution-Set Standards (ISS)



Success - ISS

The institution has established an institution-set standard for course success (*students who successfully complete the course/A,B,C or P grades*) at **66%**.

- *For Instructional Areas* - Indicate whether **each discipline** in your area is performing at the (*minimum*) standard.
- *For Instructional Areas* - Identify **courses** that are at or below the standard for course success. Provide an improvement plan.
- *For Non-Instructional Areas* - Are the success rates for your **population/program** at or below the institution-set standard? Provide an improvement plan.

An institution-set "**standard**" is the **minimum level of acceptable performance** on an indicator. Should the program fall below a standard, some intervention should occur.

Nursing Program

Overall, nursing as a program has consistently exceeded the college goals for retention (84%) and success rates (66%) for periods 2020-2021 The average retention and success rate of the Nursing

Program remains above 84% and 66%(Nursing Retention for fall 2021= 99%, Nursing Success for fall 2021= 97.2%).

The following strategies remain on-going:

A retention coordinator working under the grant is closely monitoring student success and providing guidance and counseling for success. The retention coordinator work as a liaison between students and faculty and help the students to get individualized remediation plan for success including tutoring and other resources needed for success.

Offer NS 200 series in summer and winter for the currently enrolled nursing students to remediate as well as to enhance their knowledge and skills.

Closely monitor the TEAS remediation students and any students who struggle to offer a variety of tutoring workshops as needed such as test taking, reading, writing, pharmacology content review, and open skills lab.

Integrated Kaplan Integrated Testing Plan (KITP) in all semesters

Continue different teaching and learning modalities such as case studies, the 'ticket to entry' assignments, jeopardy, and 'plickers' to help students with varying learning styles

Provide students information on available scholarships to that they can apply.

Organize an open house each semester inviting the families of incoming first semesters to inform the rigor and intensity of the program. This is initiated based on the feedback received from students who failed first-semester courses. Students identified that one of the reasons for failure in the nursing program was the lack of family support.

All RT courses are above completion and retention thresholds.

Spring 2021RT courses have continued a steady increase in both success and retention rates over the last 6 years. Spring 2020 success rate is 84% (LAVC threshold is 66%) and spring 2020 retention rate is 93% (LAVC threshold is 84%).

Fall 2021 RT courses continued a steady increase in both success and retention rates over the last 6 years. Fall 2020 success rate is 83% (LAVC threshold is 66%) and fall 2020 retention rate is 97 (LAVC threshold is 84%).

RT 1 has historically been below completion and retention thresholds until 2020.Success rate has increased from 49% to 69% (LAVC set standard is 66%). The retention rate increased from 79% to 92% (LAVC standard is 84%)

RT 1 Action plan We revised RT 1 course outline in fall 2019 and offered it online in spring 2020 to be an introduction to the RT program's guided pathway as well and an introduction to becoming an RT. We want to engage early entry / high school students to increase their preparation for entering and being successful in the program.

RT 2 success rate decrease from 84% to 81 %. RT 2 course outline was reviewed and revised in fall 2019.However, it is critical to keep the vigor of this course appropriate because this class is a screening class to 2nd phase of the program. This course is important to maintain the success rates in the 2nd phase of the program by ensuring students are prepared when they enter more advanced RT courses and clinical training. RT 2 had been converted to online lecture instruction and testing. Effective Fall 2022 this course will again be completely face to face.

Saved 7/6/2022 3:25 PM by Gregory Morrison

While the college has set an overall institution-set standard for the annual total number of institutional awards, each program is expected to have **minimum of ten (10) completions** annually contributing to that total.

A "standard" is a minimum level of acceptable performance. Should the program fall below a standard, some intervention should occur. For each program (degree or certificate) indicate whether it meets the standard by entering the number of awards, and if not, indicate the action plan for improvement.

*Must refer to the most recent academic year of data.

*Enter **Not Applicable** if non instructional or no degrees or certificates attached to program.

Awards-ISS

Program Name	Major Code	Meets Standard (10+ Awards)	Action Plan
Respiratory Therapy	Associate of Science	10+ Completers	
Respiratory Therapy	Certificate of Achievement	10+ Completers	
Respiratory Therapy	Associate of Science	10+ Completers	
Registered Nurse	Associate of Science	10+ Completers	

Improvement



Results

Based on the data trends, evaluate the effectiveness of strategies and/or interventions implemented in prior years to improve student achievement.

- Indicate **"not applicable"** if no steps have been taken to improve student achievement.
- Briefly describe the intervention/strategy and the outcome based on the data.

Nursing

The nursing program has maintained above-average scores in achieving all college threshold indicators. There are no areas in nursing that require major improvement. The average retention and success rate of the Nursing Program remains above 90% (*Nursing Retention*= 99%, *Nursing Success*= 97.2%). In 2020-2021, 60 awards were given in nursing. However, the program is committed to following the systematic plan of evaluation in place for the program and reviewing the program and students' data annually to ensure student success.

RT 2021

-
- The success rates in the RT courses, A/S degree completion, & RRT credentials (> 90%) has been consistent over the last 5 years. RT program was fully accredited with commendation in March 2019 by CoARC. Our strategy has been to focus on improving clinical competency and communication skills in order to improve our graduate employment rates. The NBRC will have a new threshold for the RRT cut score from the TMC exam next year. We evaluated the program's success on the CRT & RRT thresholds as well as the annual graduate employment rates and found we were above threshold and national averages and received a commendation awards in 2018 & 2019 (see attached CoARC annual and commendation reports.
- We addressed our RT 1 success and retention issues by redesigning this course and offering it online. Our biggest challenge next year is revising labs and lecture for more online learning but maintaining our high success and retention rates.
-

Saved 7/6/2022 3:26 PM by Gregory Morrison



Improvement Plan

In areas identified as needing improvement, describe strategies and/or interventions that the department/program will implement to help improve student achievement (successful course completion and award completion).

Nursing 2020-2021

The nursing program has maintained above-average scores in achieving all college threshold indicators. The Program follows a systematic plan of evaluation (SPE) for ongoing assessment and analysis of data. The results are used in the program decision-making for the maintenance and improvement of students' attainment of each End-of-Program Student Learning. Currently, program uses the data from 4th-semester courses clinical evaluation tool and exit surveys to measure end of program student learning outcomes.

Assessment and analysis of End of Program Student Learning Outcomes (EoPSLOs)

Program decisions for the maintenance and improvement for the reporting period of 2020 that support the achievement of EoPSLOs are provided in the timeline. Even though students met the Expected level of achievement, the faculty decided to make the following improvements. Please note that the purpose of all the decisions and the action plan was to develop and implement an emergency contingency education plan to address the COVID 19 global pandemic.

The activities that transpired for the year 2020 are the following:

- January 2020: Kaplan test writing workshop for the faculty was conducted on 1/6/20-1/8/20.
- February 2020: The faculty was advised to utilize the Guided Pathways as another tool to guide all students to provide a structured approach to student success.
- February 2020: The College SLO Committee required all academic departments to provide 2-4 program student learning outcome (PSLOs) to be uploaded in e-Lumen. The faculty separated the elements from Program Outcome #1 (SLO) to develop four PSLOs. (However due to the impact of the Covid-19 pandemic, the program could not proceed with the revision until Spring 2021).
- April 2020: The faculty discussed the approved clinical substitution hours based on the CA-BRN approval due to the pandemic.
- December 2020: The Program Exit and Course Survey (2019) results were presented to the faculty by the PRC. The faculty decided to continue to do the surveys in the decided frequency.

Licensure (Achievement)

The LAVC Nursing Program Outcome #2 (NCLEX-RN pass rates) annual licensure examination demonstrates evidence of achievement and compliance with the CA-BRN CCRs and ACEN standards. From Fall 2017 to fall 2021, the Nursing Program has attained 80% and above on the licensure examinations for first-time test takers, exceeding the CA-BRN and ACEN guidelines.

Action plans to ensure the Licensure achievement

Review NCLEX Pass Rates CA-BRN (Quarterly/Annually)

Maintain intercession workshops including year-round student tutoring

Maintain NCLEX-RN review course (through Kaplan)

Maintain NS 200 and student remedial process

Completion and Retention (Service)

The LAVC Program Outcome #3 (Program Completion) is assessed through the student attrition and retention rates. The SPE guides the faculty in assessing and monitoring program completion with student demographics in mind. The expected level of achievement for the LAVC Nursing Program is to attain an attrition rate of above 25% and a retention rate of below 75%. The program demonstrates evidence of students' achievement in completing the nursing program using retention and attrition data.

Action Plan to maintain the completion rate

- In the beginning of fall 2020, a retention coordinator position was developed. The coordinator acts as a liaison between faculty and students for early identification of students that are at risk of failing, as well as provides guidance and counseling.
- The faculty is to schedule and coordinate Kaplan retention exams for all semesters prior to Fall 2021.
- Continue to monitor the student success rates provided by the Los Angeles Valley College Office of Institutional Effectiveness (OIE).

Job placement rate for LAVC is above 80%. Even though the Program meets the ELA for job placement, collecting data from graduates continues to be a challenge.

Action Plans:

- Continue with the Collaborative Pathway toward attaining a Bachelor of Science in Nursing Degree from The University of Phoenix and California State University, Northridge.
- Continue with the LAVC Cooperative Education Department for the development of professional skills such as soft skills training, customer satisfaction, resume building, and interviewing techniques.
- Promotion of student nurse volunteer programs with the various clinical facilities.
- Collaboration with the LA County Department of Health Services and community organized relief effort (CORE) during the Covid-19 Pandemic for volunteer opportunities.
- Continue with the Survey Monkey, ClassClimate® Graduate in-person survey
- and telephone follow-up
- Explore other options in collaboration with the OIE to increase response rates
- Continue to maintain the 12 month or less time to conduct the survey and telephone follow ups
- Continue the aggressive recruitment of the LA County DHS for new hires

RT 2021

See attached NBRC School Summary and CoARC reports. All RT exam and credential results remain above the national averages and CoARC thresholds. There have returned to face to face and our typical clinical schedules so we anticipate success numbers to increase.

RT 2020

RT 1 course outline & curriculum was revised in fall 19 to assist early entry students in preparing for the RT program (guided pathways) as well as giving them an introduction to becoming an RT. Previous RT students reported the vigor of the RT 1 class did not meet their expectations, and did not prepare them for the program. Student evaluations and drop rates suggest that the course was more difficult than some students expected. The purpose of RT 1 is to draw interest to the RT program from early entry students considering a career in health care. It seems that a lot of students drop after midterm exams. The course objectives or content may be more difficult or advanced for these early entry students who have not had any science prerequisites or had significant ESL issues. This way students would be less likely to drop because of bad grades or GPA issues. This course is designed to "peak their interest" not test their preparedness. Following the Fall revision we offered this course online in spring 2020. We will assess the enrollment, success, and retention rates in RT 1 for 2020 and they are now above threshold.

Although the RT 2 course completion rate is now above the threshold, the RT 2 course vigor is extremely important to maintain. This is the screening course to gain admission in to the 2nd phase of the program. We have extremely good success rates in the second phase of the program. Which means that students who pass RT 2 usually move on to get their degree. This course usually starts with 45 – 50 students enrolled. We can only accept 25 – 30 in to the next phase because of limited clinical spots. Enrollment in RT 2 increased to 37 in fall 2020, and the success rate increased to 84% meaning our students were better prepared. Some of this was earlier scheduled meetings with our counselors to verify their prerequisites. In the past students did not meet with counselors until they were enrolled in RT 2.

An RT certificate of achievement is not required to obtain an RCP license or RRT Credential. Students seemed uncertain as to the advantage of an RT Certificate of achievement following 2015. We have clarified the purpose of the certificate is to boost the graduates' resumes and improve employment opportunities. CoARC accreditation team in 3-2018 stated we could still offer this certificate as long as we clarified in the course catalog that it does not replace the required A/S degree in RT to obtain a RCP state license or NBRC RRT credential. We will continue to promote RT students to apply for this certificate.

RT A/S degree completion rates have remained consistent over the last 5 years. RT phase Class sizes are determined by the number of clinical spots. (see attached CoARC annual RCS report)

As a result of the Covid precautions the RT lab and clinical instructors had to be creative in trying to supplement the reduced clinical and face to face lab hours with video conferencing. We created some online clinical scenarios to improve the students' assessment and technical skills. We will continue to incorporate more on line simulation and education in our labs.

Saved 7/6/2022 3:30 PM by Gregory Morrison

Validation



Validation Comments

Please enter your **comments about the module**.

This box also documents the validation dialogue with the program. Please date and initial comments.

The committees use this information for planning and decision-making. Information should help the committee contextualize responses and requests.

- Does the analysis look at the **current data**?
- Does the analysis address the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?

Validator Response - Final

Reviewed.

-MJ, 8/29/2022

Saved 8/29/2022 10:06 AM by Matthew Jordan

Validator Response - Final

I have reviewed the material and am validating this module. Both disciplines consistently achieve higher success rates than the college.

I am noting that I do not see the RT NBRC School Summary and CoARC report attachment to review for the improvement section. RT 2 needs to show more success rate growth in order to meet the standard. I recommend this be a topic of discussion at a faculty meeting or advisory board meeting.

LN, Dean, July 25, 2022

Saved 7/25/2022 7:10 PM by Laurie Nalepa

Annual Program Review

History, Humanities, Law, Political Science

LAVC Program Review

2022

State: Completed

Resources for Completing This Module

The following data are currently available for you to complete this module:

- Headcount Enrollment - All terms (simple dashboard) ***Updated**
- Success & Retention - All terms (simple dashboard) ***New**
- Fall Enrollment, Success, & Retention Data - *includes demographics and mode*
- Spring Enrollment, Success, & Retention Data
- Special Populations/Programs - Enrollment, Success & Retention
- Awards (Program Completions)
- Majors Data

Here is a [Quick Guide to Data Modules](#). *** New**

The following **videos** provide guidance on using the dashboards to answer specific questions:

- [How to answer the retention questions in the enrollment module.](#)
- [How to answer questions related to institution-set standards: success, retention, awards.](#)
- [How to answer questions related to equity.](#)
- [Awards Dashboard and the program review Data-Achievement module](#)



Success - Course Completion (Instructional Areas)

Analyze trends in the student success data (i.e. successful course completion). Compare **each discipline** to the college level data. *For noninstructional/service areas, compare the **population outcomes** to the college level data. *Successful course completion is defined as a grade of A,B,C, or Pass divided by all grades including Ws).

- Briefly summarize the success/course completion data.
- Identify any disciplines below the college average. (**instructional areas only*)
- Identify any disciplines with declining success rates. (**instructional areas only*)

<complete>

For Fall 2021...

College Level Success Rate: 69%

History discipline success rate: 63%

Humanities discipline success rate: 58%

Political Science discipline success rate: 62%

All three disciplines fall below the college level average for course success rate.

Saved 6/15/2022 12:28 PM by Michelle Lewis

Equity - Achievement



Equity - Course Outcomes (Instructional Areas)

In reviewing your course success rates, select at least one (1) course with large enrollment. How do the outcomes vary by ethnicity and gender? (Include the percentages.)

*Enter **Not Applicable** if non instructional program.

<complete>

Using Fall 2021 Data

History 11 course level success rate: 70% (placing it above the college level standard and average)

Success rates by ethnicity and gender

female - 73%

male - 67%

unreported/unknown - 88%

white - 83%

two or more races - 75%

asian - 71%

black - 63%

hispanic - 56%

* The gender ethnicity breakdown of success rates mirrors the patterns at the college level.

Saved 6/15/2022 12:28 PM by Michelle Lewis



Equity - Course Improvement (Instructional Areas)

As the college tries to close equity gaps in student achievement, what improvements can the department make to address the specific outcomes in the course(s) noted above?

Enter **Not Applicable if non instructional.*

The department has concluded that lack of writing skills is one of the main reasons that students are not successful in HHLPS courses. One of the department goals is to develop discipline specific writing guides to be used in HHLPS classes. All of the full-time, and one adjunct History faculty member took part in the Community of Practice program for History 11 during the Spring 2022 semester, which included examining this data and developing strategies to improve success rates. These strategies will be shared out to the department and implemented. Developing and offering a workshop for faculty on how to teach writing skills through the Writing Center.

Saved 6/15/2022 2:02 PM by Michelle Lewis



Equity - Special Program Outcomes (Non-Instructional)

In reviewing your special program success rates, how do the outcomes vary by ethnicity and gender? *(Include the percentages.)*

Enter **Not Applicable if exclusively an instructional program.*

Not applicable



Equity- Special Programs (Non-Instructional)

As the college tries to close equity gaps in student achievement, what improvements can the program make to address the specific program outcomes noted above?

Enter **Not Applicable if exclusively an instructional program.*

Not applicable



Majors Data

Review the [data on majors](#) for the programs in your department.

- Summarize trends for students indicating majors in your department.

**Enter Not Applicable if non instructional.*

<in progress>

Fall 2021 data...

83 declared History majors.

173 declared Political Science majors.

47 declared Humanities majors.

Saved 6/15/2022 2:08 PM by Michelle Lewis

Awards - Degrees & Certificates



Award Completion (Instructional areas)

For **ALL active programs** (degrees and certificates), review the trend data on award completions.

- Summarize and address the trend (e.g. increase, declines, inconsistency) *Include the number of awards* in your summary.

**Enter Not Applicable if non instructional.*

Completion rates for HHLPS have increased gradually every year over the five years, from the 2014/15 year through the 2018/19. Then there was a drop in the 2019/20 academic year. Possibly this is due to the pandemic and the shut down which occurred right when graduation application would have been due. However, there is a big rebound and increase for the 2020/2021 academic year. The biggest jump was in History majors, which had dropped dramatically the year prior. We are not sure why the rebound, but the department will continue to work to make its majors aware of the process of applying for the AA-T degree, as opposed to just transferring.

2020/2021 = 64 total (AA 11, AA-T 53)

2019/2020 = 32 total (AA 2, AA-T 30)

2018/19 = 42 total (AA 11, AA-T 31)

2017/18 = 38 total (AA 10, AA-T 28)

2016/17 = 27 total (AA 10, AA-T 17)

2015/16 = 21 total (AA 8, AA-T 13)

2014/15 = 11 total (AA 9, AA-T 2)

Saved 6/29/2022 10:28 AM by Michelle Lewis



Majors Data

Consider your completion outcomes (awards data) in light of your majors data. Identify any relevant trends or inconsistencies.

**Enter Not Applicable if non instructional.*

No specific trends worth discussion are apparent.

Saved 6/29/2022 10:34 AM by Michelle Lewis

Institution-Set Standards (ISS)



Success - ISS

The institution has established an institution-set standard for course success (*students who successfully complete the course/A,B,C or P grades*) at **66%**.

- *For Instructional Areas* - Indicate whether **each discipline** in your area is performing at the (*minimum*) standard.
- *For Instructional Areas* - Identify **courses** that are at or below the standard for course success. Provide an improvement plan.
- *For Non-Instructional Areas* - Are the success rates for your **population/program** at or below the institution-set standard? Provide an improvement plan.

An institution-set "**standard**" is the **minimum level of acceptable performance** on an indicator. Should the program fall below a standard, some intervention should occur.

Using Fall 2021 data

History

Courses that fall at the standard or above: 11, 12, 20, 86

Courses that fall below the **standard**: 1, 2, 5, 6, 7

Humanities

Courses that fall at the standard or above: none

Courses that fall below the standard: 1, 3, 30

Political Science

Courses that fall at the standard or above: 1, 2, 5

Courses that fall below the standard: 7

Improvement Plan

The department will:

- Comparing rigor and assessment standards
- Comparing our course requirements and standards with those of other community colleges, CSUN, and UCLA
- Discussing best practices regarding teaching critical thinking and writing skills within our disciplines, and develop a plan to implement those practices

Saved 6/29/2022 10:49 AM by Michelle Lewis

While the college has set an overall institution-set standard for the annual total number of institutional awards, each program is expected to have **minimum of ten (10) completions** annually contributing to that total.

A "**standard**" is a **minimum level of acceptable performance**. Should the program fall below a standard, some intervention should occur. For each program (degree or certificate) indicate whether it meets the standard by entering the number of awards, and if not, indicate the action plan for improvement.

*Must refer to the most recent academic year of data.

*Enter **Not Applicable** if non instructional or no degrees or certificates attached to program.

Awards-ISS

Program Name	Major Code	Meets Standard (10+ Awards)	Action Plan
History AA and AA-T		10+ Completers	AA to be discontinued this year.
Political Science AA and AA-T		10+ Completers	AA to be discontinued this year.
Humanities AA		<10 Completers	The goal is to increase the number of completions by strongly encouraging declared Humanities majors to apply for graduation, and by checking in with these majors on their progress every semester.

Improvement



Results

Based on the data trends, evaluate the effectiveness of strategies and/or interventions implemented in prior years to improve student achievement.

- Indicate **"not applicable"** if no steps have been taken to improve student achievement.
- Briefly describe the intervention/strategy and the outcome based on the data.

N/A

Saved 6/29/2022 10:50 AM by Michelle Lewis



Improvement Plan

In areas identified as needing improvement, describe strategies and/or interventions that the department/program will implement to help improve student achievement (successful course completion and award completion).

- Contact majors by email to inform them of the process of completing the AA-T History, Humanities, Political Science
- Hold one workshop each semester, facilitated by an LAVC counselor geared toward HHLPS majors
- Facilitate communication among department faculty members about best practices and philosophies of academic rigor and writing skills within our disciplines.
- Explore methods to increase a sense of community among students to increase retention and completion. Continue to work with the CAP teams to facilitate this.

Saved 6/29/2022 10:50 AM by Michelle Lewis

Validation



Validation Comments

Please enter your **comments about the module**.

This box also documents the validation dialogue with the program. Please date and initial comments.

The committees use this information for planning and decision-making. Information should help the committee contextualize responses and requests.

- Does the analysis look at the **current data**?
- Does the analysis address the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?

Validator Response - Final

The department has identified succes strategies to improve success. Another option to explore with the Writing Center is offering workshops linked to when paper submission are due. Videos on key writing tips can be explored and posted in Canvas shells.

An analysis of modality and success rates can further shed light on success strategies.

Dd

6/30/22

Saved 6/30/2022 5:36 PM by Deborah diCesare

Validator Response - Final

Reviewed.

-MJ, 8/29/2022

Saved 8/29/2022 10:19 AM by Matthew Jordan

Annual Program Review

Kinesiology & Fitness Center

LAVC Program Review

2022

State: Completed

Resources for Completing This Module

The following data are currently available for you to complete this module:

- Headcount Enrollment - All terms (simple dashboard) ***Updated**
- Success & Retention - All terms (simple dashboard) ***New**
- Fall Enrollment, Success, & Retention Data - *includes demographics and mode*
- Spring Enrollment, Success, & Retention Data
- Special Populations/Programs - Enrollment, Success & Retention
- Awards (Program Completions)
- Majors Data

Here is a [Quick Guide to Data Modules](#). *** New**

The following **videos** provide guidance on using the dashboards to answer specific questions:

- [How to answer the retention questions in the enrollment module.](#)
- [How to answer questions related to to institution-set standards: success, retention, awards.](#)
- [How to answer questions related to equity.](#)
- [Awards Dashboard and the program review Data-Achievement module](#)



Success - Course Completion (Instructional Areas)

Analyze trends in the student success data (i.e. successful course completion). Compare **each discipline** to the college level data. *For noninstructional/service areas, compare the **population outcomes** to the college level data. *Successful course completion is defined as a grade of A,B,C, or Pass divided by all grades including Ws).

- Briefly summarize the success/course completion data.
- Identify any disciplines below the college average. (**instructional areas only*)
- Identify any disciplines with declining success rates. (**instructional areas only*)

In the fall 2015-2020 time frame our kinesiology program maintained a 79% success rate and 91% retention rate. Our athletics program maintains an impressive 90-100% percent success and retention rates. However, during the 2020-21 pandemic our athletics program was not able to have competitions and we lost many lab classes such as gymnastics, rock climbing, soccer, volleyball, judo, weight training and swimming that were not sustainable online. We managed to provide content, videos, synchronous and asynchronous lectures on Canvas using Zoom however without the necessary in class movement, demonstration and correction we lost the physical development necessary to develop a skills set. We also lost the ambiance and social setting in the classroom to stimulate motivation and teamwork. Communication in person has added emotional and social benefits some of our students had problems achieving online. We believe students dropped out as we went online due to problems with learning online.

All disciplines within KIN are well above the college level success rate of 66% with the fall 2015-2020 reaching a 79% success rate.

Spring 2019 Success Rates for the Department were at 85.8% (Well above the ISS rate of 66%). In Fall, 2019, overall department success rates were at 81% (15% above ISS). Our 2020-21 year lost 30% of our classes.

In the Dance Discipline, the Spring 2019 Success Rate was 82.7%, while In Fall, 2019, the Success Rate in the Dance Discipline was 72%; KIN success rates were 87.1 in Spring 2019, and 85% in Fall 2019; KIN ATH success was at in Spring 2019, and 85% in Fall 2019; Health: 81.8% in spring 2019, and 75% in fall 2019; KIN MAJ: 87.9 in spring, 2019, and 88% in Fall 2019.

Our current coronavirus pandemic of 2020-2022 will most likely negatively impact our success rates for the next several years. We will need to understand how to proactively deal with these barriers to our students academic success. Our classes are currently at 50-70% enrollment compared to pre-pandemic numbers.

Equity - Achievement



Equity - Course Outcomes (Instructional Areas)

In reviewing your course success rates, select at least one (1) course with large enrollment. How do the outcomes vary by ethnicity and gender?

(Include the percentages.)

*Enter **Not Applicable** if non instructional program.

LAVC shut down on March 17, 2020 due to the Covid-19 virus. We have still not fully recovered as of June 2022 to campus. The aspiration in to try to offer 50% at least of our classes back on campus since we have been online for almost a year and a half. The business of academics cannot be ignored. We must have students enrolled in our classes to bring in money from the state to offer programming and personnel. It is our job as an institution to create friendly and attainable pathways to recover our lost students and excite new students to benefit from our excellent programs at LAVC. We need to help students see the value of a community college education to improve their odds to enter the university level successfully as well as earn better paying jobs. If students can associate the importance of getting a degree to a better quality life and even up to 2 million more dollars earned in their lifetime with a college degree we hope students will return to college.

In the fall of 2021, Health 011 had enrollment of 777, with an overall success rate of 74%.

Females had a 79% success rate, while for males it was 70%.

Here are the success rates for student populations, by ethnicity: Native Hawaiian or Pacific Islander: 100%; White: 85%; Asian: 84%; Latinx: 69%; Two or more races: 68%; American Indian or Alaskan Native, and Black or African American students had a 50% success rate. Students with unreported ethnicity had a 77% success rate.

Saved 6/29/2022 1:02 PM by Patty Melody



Equity - Course Improvement (Instructional Areas)

As the college tries to close equity gaps in student achievement, what improvements can the department make to address the specific outcomes in the course(s) noted above?

*Enter **Not Applicable** if non instructional.

We are falling short with our Black, African American, and Indigenous students. Our Latinx students are also struggling to achieve success on par with White and Asian students. Our Hispanic students represent 41% of our LAVC student population with white students following at 20% in our fall 2015-21 data.

We need more innovative teaching seminars for our faculty to understand our implicit bias we bring to the classroom and incorporate more diverse ways of teaching to capture everyone. This requires more professional development for faculty and more support services for students.

We can also look at course content and work to diversify course materials.

We would like to partner with Umoja scholars, the DREAM resource center, and other student support services to open lines of communication to our department and create a welcoming atmosphere to students of color.

Saved 6/29/2022 1:03 PM by Patty Melody



Equity - Special Program Outcomes (Non-Instructional)

In reviewing your special program success rates, how do the outcomes vary by ethnicity and gender? (Include the percentages.)

*Enter **Not Applicable** if exclusively an instructional program.

Not applicable



Equity- Special Programs (Non-Instructional)

As the college tries to close equity gaps in student achievement, what improvements can the program make to address the specific program outcomes noted above?

Enter **Not Applicable if exclusively an instructional program.*

Not Applicable.



Majors Data

Review the [data on majors](#) for the programs in your department.

- Summarize trends for students indicating majors in your department.

**Enter Not Applicable if non instructional.*

Since we changed our previous men's and women's physical education programs to kinesiology in 2013 we have grown from 2 graduates to 23 graduates. We also currently have 421 kinesiology major's representing 2.5% of our total major's on campus. It is interesting that 86% of our kinesiology major's are previous college students possibly returning to college. They were not listed as first time college students. Forty-six percent of our students are Hispanic students which is more than the 41% college average. We also pull in 60% of our kinesiology major's as males which we are happy that our discipline pulls in more males who generally do not fare well statistically in college. This helps us plan and promote classes to pull in our underserved male as well as African American populations. Our kinesiology major program is pulling in more than 90% of students under 39 years old. We would like to add a geriatric certificate or program that may pull in more students over 40 years old. We would like to have programming for students coming back to school for a second or third career. Typically therapy programs, exercise leadership programs for aging and special populations and assisted living settings will pull in more women over 40 years old. Our program looks like we could benefit from pulling in these students from our surrounding aging community.

Awards - Degrees & Certificates



Award Completion (Instructional areas)

For **ALL active programs** (degrees and certificates), review the trend data on award completions.

- Summarize and address the trend (e.g. increase, declines, inconsistency) *Include the number of awards in your summary.*

**Enter Not Applicable if non instructional.*

In 2018-2019, we had 22 students receive their AA-T Kinesiology for transfer. This is tripled from 2017-2018. If we include the 3 PE majors we had 25 kinesiology/PE majors in 2018-19. We will discontinue the PE major this summer 2020 in order to not confuse our students with a redundant PE major since our discipline worldwide is predominantly identified as kinesiology. With the popularity of kinesiology in the university setting and the continued growth of jobs in the allied health field, we anticipate based on statistics and trends to see a continued exponential growth in AS-T kinesiology degrees awarded. We expect to see this rise in 2019-2022. Particularly with the number of declared kinesiology majors, the current number of students at LAVC, and with the assistance of the counseling department; we believe our system is improving to help students enter a pathway to completion. We are excited at this growth at our school and we expect to support these students with outreach activities on and off campus to motivate their networking and placement into jobs in our communities. Due to the 2020-22 pandemic our kinesiology major's lost the benefit of on-campus classes and activity based classes which is very important in our discipline. As we prepare for fall'22 we hope our students return so we do not see a loss in our kinesiology major's enrollment or graduates. Our enrollment numbers are currently very low particularly with on-campus classes.

Saved 6/29/2022 1:11 PM by Patty Melody



Majors Data

Consider your completion outcomes (awards data) in light of your majors data. Identify any relevant trends or inconsistencies.

**Enter Not Applicable if non instructional.*

Observing the annual enrollment of our kinesiology major's from 2013 to 2021 we have improved our enrollment consistently every year which is wonderful since our overall enrollment as dropped every year. It is confusing to reflect back on our thriving physical education enrollment numbers in the 1960's, 70's, 80's and 90's when coaching and teaching jobs were also thriving. By the time we entered the year 2000 we noticed teaching jobs represented 10% of the jobs rather than the previous decades of 90%. Now kinesiology major's are following the new trends of jobs in allied health fields such as physical therapy, pre-med, physician assistant and healthcare positions. We need to follow these trends and offer more variety with our electives such as offering exercise science courses and internships.

Saved 6/29/2022 1:12 PM by Patty Melody

Institution-Set Standards (ISS)



Success - ISS

The institution has established an institution-set standard for course success (*students who successfully complete the course/A,B,C or P grades*) at **66%**.

- *For Instructional Areas* - Indicate whether **each discipline** in your area is performing at the (*minimum*) standard.
- *For Instructional Areas* - Identify **courses** that are at or below the standard for course success. Provide an improvement plan.
- *For Non-Instructional Areas* - Are the success rates for your **population/program** at or below the institution-set standard? Provide an improvement plan.

An institution-set "**standard**" is the **minimum level of acceptable performance** on an indicator. Should the program fall below a standard, some intervention should occur.

Our success rates are well above ISS standards for our traditional courses.

All disciplines within KIN are well above the college level success rate of 71.8%

Spring 2019 Success Rates for the Department were at 85.8% (Well above the ISS rate of 66%). In Fall, 2019, overall department success rates were at 81% (15% above ISS).

In the KIN success rates were 87.1% in Spring 2019, and 85% in Fall 2019; KIN ATH success was at in Spring 2019, and 85% in Fall 2019; Health: 81.8% in spring 2019, and 75% in fall 2019; KIN MAJ: 87.9 in spring, 2019, and 88% in Fall 2019. As our population changes and needs also change we will need to address these changes in our curriculum. Our success rate in fall 2021 have now fallen to 81% and spring 2021 has also fallen to 81%.

KIN 369 and KIN 391 are below ISS for success. These physically active courses may be challenging for students. We will be looking at ways to keep all students engaged in these courses.

Dance ST 805 had a, 84% success rate in spring, but only 64% in fall, 2019. It is difficult to assess what was different, though two factors are that spring enrollment was higher, and that students in spring do tend to be more equipped to handle the rigors of a course like this. The recent online shift has also caused an assessment of the content of this course that I think will benefit student success in the future.

It is worth noting that leveled courses can be deceiving when it comes to looking at individual classes (on paper) for success rates. In the Dance Discipline, for example, in Fall 2019 one level of DTQ 111 was just below ISS standards, but when we factor in the concurrent levels (112, 113, 114), which together make up one section of the class, numbers are actually well above ISS. DanceSP 441-444 series and DANCETQ 121-124 series were also above ISS, but the level one of each of these courses shows only a 40-67% success rate, while the higher levels have much higher rates of success. We will work with these adjunct instructors to try and understand why this might be, and to help implement approaches to foster new students participation and retention.

Of course, the goal is to increase success in all courses, at all levels. Creating a Dance Director assignment will free up our one full-time faculty in dance to spend more time and energy on recruitment, as well as allow us to diversify our course offerings. A Co-chair, or perhaps a department secretary would help reduce the tremendous workload of our department chair, so that she might have more time to connect with students, strategize improvements, implement recruitment ideas, and make connections outside of our department.

We will also be meeting as a department to look at classes or levels with lower success rates, in order to strategize ways to bring those numbers up. Sharing strategies among instructors might be a useful way for faculty to improve their ability to retain beginning level students.

We have not achieved this goal as of July 2021 so we need to continue to post this need in our program review and ask for the necessary funding.

Saved 6/29/2022 1:17 PM by Patty Melody

While the college has set an overall institution-set standard for the annual total number of institutional awards, each program is expected to have **minimum of ten (10) completions** annually contributing to that total.

A "standard" is a minimum level of acceptable performance. Should the program fall below a standard, some intervention should occur. For each program (degree or certificate) indicate whether it meets the standard by entering the number of awards, and if not, indicate the action plan for improvement.

*Must refer to the most recent academic year of data.

*Enter **Not Applicable** if non instructional or no degrees or certificates attached to program.

Awards-ISS

No Records.

Improvement



Results

Based on the data trends, evaluate the effectiveness of strategies and/or interventions implemented in prior years to improve student achievement.

- Indicate **"not applicable"** if no steps have been taken to improve student achievement.
- Briefly describe the intervention/strategy and the outcome based on the data.

The unfortunate pandemic we are living thru during this 2020-21 years with no real end in sight makes us believe that as our enrollment has declined in the last ten years we will need to add classes that will do better in this environment such as our online classes. For the fall'21 semester we initially added our kinesiology classes back into our schedule with 75% of our classes on-campus believing students would want to return to campus after being exhausted with too much online learning. But it appears that at least for now students prefer to continue their education online for convenience and safety reasons. We will continue to do our best to keep our school safe and communicate with our faculty, staff and students to create an on-going community to keep moving forward with students educational goals. We don't want students to take a break from their education or taking classes even if they do not like online classes because these students statistically do not return to school. We need to tell this to students and help them to have the perseverance to continue their education despite the adversities we are all currently experiencing.

In investigating the low student success rates of 64% we were averaging in our once popular Kin 326-1 fitness center classes, we discovered various design flaws with the class. This led to the implementation of weekly goal-setting benchmarks, a new tracking system with personalized signature log in cards and weekly emails to remind students of their goals. We also instituted early alerts so students received weekly feedback on their progress and make up opportunities to recover students falling behind.

As of Fall, 2019, KIN 326 series classes success was up from 65% in 2016 to 82% in 2019. Unfortunately we improved the success of this fitness center class but the interest for this class dropped over a ten year period. We are hoping to re-package this class to allow for group strength training that incorporates more functional fitness movements rather than just machine weights that might be boring for students. Using various stations and team work exercises will add social interaction with our students that may be the missing element with our individual sports classes. Students want to have fun while they exercise.



Improvement Plan

In areas identified as needing improvement, describe strategies and/or interventions that the department/program will implement to help improve student achievement (successful course completion and award completion).

We continue to study the science of learning in the online setting versus the traditional setting to formulate new strategies to improve our student success rates.

Communication with new, beginning level students seems to be missing. We can strategize ways to maintain contact with all students on a more regular basis, to create an atmosphere of support and community. Early alerts, using Canvas, and more frequent required check-ins may all be useful.

We will meet as a department to look at classes or levels with lower success rates, in order to strategize ways to bring those numbers up. Sharing strategies and techniques between instructors might be a useful way for faculty to improve their ability to retain beginning level students.

We will strategize ways to implement similar methods of goal setting, alerts, and feedback in classes that are currently showing low success rates, similar to what we implemented for the KIN 326 series classes.

Validation



Validation Comments

Please enter your **comments about the module**.

This box also documents the validation dialogue with the program. Please date and initial comments.

The committees use this information for planning and decision-making. Information should help the committee contextualize responses and requests.

- Does the analysis look at the **current data**?
- Does the analysis address the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?

Validator Response - Final

Reviewed.

-MJ, 8/29/2022

Saved 8/29/2022 11:30 AM by Matthew Jordan

Validator Response - Final

I am validating this module. I encourage the department to work on updating the fitness activity class which was mentioned here but not in the curriculum module. I am unsure as to why they reference the dance discipline since that is now in another area.

LN, Dean, July 26, 2022

Saved 7/27/2022 4:59 PM by Laurie Nalepa

Annual Program Review

LAVC Museum

LAVC Program Review

2022

State: Completed

Annual Program Review

Library

LAVC Program Review

2022

State: Completed

Resources for Completing This Module

The following data are currently available for you to complete this module:

- Headcount Enrollment - All terms (simple dashboard) ***Updated**
- Success & Retention - All terms (simple dashboard) ***New**
- Fall Enrollment, Success, & Retention Data - *includes demographics and mode*
- Spring Enrollment, Success, & Retention Data
- Special Populations/Programs - Enrollment, Success & Retention
- Awards (Program Completions)
- Majors Data

Here is a [Quick Guide to Data Modules](#). *** New**

The following **videos** provide guidance on using the dashboards to answer specific questions:

- [How to answer the retention questions in the enrollment module.](#)
- [How to answer questions related to institution-set standards: success, retention, awards.](#)
- [How to answer questions related to equity.](#)
- [Awards Dashboard and the program review Data-Achievement module](#)



Success - Course Completion (Instructional Areas)

Analyze trends in the student success data (i.e. successful course completion). Compare **each discipline** to the college level data. *For noninstructional/service areas, compare the **population outcomes** to the college level data. *Successful course completion is defined as a grade of A,B,C, or Pass divided by all grades including Ws).

- Briefly summarize the success/course completion data.
- Identify any disciplines below the college average. (**instructional areas only*)
- Identify any disciplines with declining success rates. (**instructional areas only*)

Our area has one discipline: Library Science. To date, we've offered two courses in the relevant years: The long-running 1-unit Library Science 101, and a new 3-unit course, Library Science 100.

In Spring 2021 and Fall 2021 respectively, the Success Rate for Library Science 101 was 86% and 68%, both exceeding or comparable to the college-level data of 73% and 69%, respectively. From Spring 2020 to Spring 2021, the Success Rate for Library Science 101 increased from 81% to 86%. While this percentage declined last year (understandably, in the same semester that Covid began), the Spring number has increased annually since 2016 and is back on that trajectory. From Fall 2020 to Fall 2021, the Success Rate for Library Science 101 declined from 77% to 68%. While this decline is somewhat concerning, it is not surprising during an ongoing pandemic (which surged in mid-Fall 2021), and still exceeds the Institution Set Standard of 66%.

Looking just at the Fall 2021 honors section of Library Science 101, the Success Rate was 97%, far exceeding the college-level data of 73%. From Fall 2020 to Fall 2021, the Success Rate for Library Science 101 (honors section) increased from 94% to 97%, far exceeding the Institution Set Standard of 66%.

In Fall 2021, the first-ever semester Library Science 100 has been offered in the District, the Success Rate for Library Science 100 was 63%. This falls slightly below the Institution Set Standard of 66% and the college-level data of 69%. We assessed this courses' SLOs in Spring 2022, and the instructor has determined specific strategies to improve student performance (detailed in the SLO module of Program Review).

Saved 6/30/2022 11:13 AM by Cynthia Cohen

Equity - Achievement



Equity - Course Outcomes (Instructional Areas)

In reviewing your course success rates, select at least one (1) course with large enrollment. How do the outcomes vary by ethnicity and gender? (Include the percentages.)

*Enter **Not Applicable** if non instructional program.

For Fall 2021, Library Science 101 had an 73% Success Rate for female students and 65% for male students, which is an 8% gender success gap (compared to an 11% gender success gap in Fall 2020).

For Fall 2021, Library Science 101 had a 100% Success Rate for Black or African American students (vs 50% in Fall 2020), 50% for Unreported or Unknown students (vs 75% in Fall 2020), 67% for students of Two or More Races (vs 85% in Fall 2020), 82% for White students (vs 100% in Fall 2020), 25% for Asian students (vs 100% in Fall 2020), and 71% for Hispanic, Latino students (vs 72% in Fall 2020). While the Success Rate for Unreported or Unknown students and Asian students was considerably lower than the Institution Set Standard of 66%, the Success Rate for Black or African American students rose substantially (albeit for a remarkably small sample size, as our highest-enrolled classes were still pretty small in these pandemic times). While the data near or below the Institution Set Standard of 66% is concerning, the headcount for each of these ethnicities (per age group and gender) was consistently low; the sample size may be too small to draw authentic conclusions. We see some low numbers without consistent year-to-year trends for any one ethnicity.

Saved 6/30/2022 10:52 AM by Cynthia Cohen



Equity - Course Improvement (Instructional Areas)

As the college tries to close equity gaps in student achievement, what improvements can the department make to address the specific outcomes in the course(s) noted above?

Enter **Not Applicable if non instructional.*

In Fall 2019, Library Science 101 instructors adopted an OER textbook to narrow the equity gap. In 2020-21, Library Department faculty served on an external, grant-funded team to write a second OER textbook for this discipline, which became available in mid-Spring 2021. As described in the SLO module of Program Review, our instructors have identified a need for better scaffolding in the curriculum, stronger emphasis on key concepts, and more direct and deliberate interventions for students with low or no participation. We anticipate such efforts would benefit students who may be struggling, from any demographic representation.

Saved 6/30/2022 10:55 AM by Cynthia Cohen



Equity - Special Program Outcomes (Non-Instructional)

In reviewing your special program success rates, how do the outcomes vary by ethnicity and gender? *(Include the percentages.)*

Enter **Not Applicable if exclusively an instructional program.*

Not applicable.

Saved 6/30/2022 10:55 AM by Cynthia Cohen



Equity- Special Programs (Non-Instructional)

As the college tries to close equity gaps in student achievement, what improvements can the program make to address the specific program outcomes noted above?

Enter **Not Applicable if exclusively an instructional program.*

Not applicable.



Majors Data

Review the [data on majors](#) for the programs in your department.

- Summarize trends for students indicating majors in your department.

**Enter Not Applicable if non instructional.*

N/A. Our department has no majors.

Saved 6/30/2022 10:55 AM by Cynthia Cohen

Awards - Degrees & Certificates



Award Completion (Instructional areas)

For **ALL active programs** (degrees and certificates), review the trend data on award completions.

- Summarize and address the trend (e.g. increase, declines, inconsistency) *Include the number of awards in your summary.*

**Enter Not Applicable if non instructional.*

N/A. Our department offers no awards (degrees nor certificates).

Saved 6/30/2022 10:55 AM by Cynthia Cohen



Majors Data

Consider your completion outcomes (awards data) in light of your majors data. Identify any relevant trends or inconsistencies.

**Enter Not Applicable if non instructional.*

N/A. Our department has no majors.

Saved 6/30/2022 10:55 AM by Cynthia Cohen

Institution-Set Standards (ISS)



Success - ISS

The institution has established an institution-set standard for course success (*students who successfully complete the course/A,B,C or P grades*) at **66%**.

- *For Instructional Areas* - Indicate whether **each discipline** in your area is performing at the (*minimum*) standard.
- *For Instructional Areas* - Identify **courses** that are at or below the standard for course success. Provide an improvement plan.
- *For Non-Instructional Areas* - Are the success rates for your **population/program** at or below the institution-set standard? Provide an improvement plan.

An institution-set "**standard**" is the **minimum level of acceptable performance** on an indicator. Should the program fall below a standard, some intervention should occur.

Our area has one discipline: Library Science. To date, we've offered two courses in the relevant years: The long-running 1-unit Library Science 101, and a new 3-unit course, Library Science 100.

In Spring 2021 and Fall 2021 respectively, the Success Rate for Library Science 101 (regular sections) was 86% and 68%, both exceeding the Institution Set Standard of 66%. Because Fall 2021 includes a dedicated section for TAP Honors students, we can see that—while all sections of Library Science 101 exceed the Institution Set Standard—the TAP Honors section in particular had a Success Rate of 97%.

Per Awards-ISS below, our department has no majors and offers no awards (degrees nor certificates).

Saved 6/30/2022 11:12 AM by Cynthia Cohen

While the college has set an overall institution-set standard for the annual total number of institutional awards, each program is expected to have **minimum of ten (10) completions** annually contributing to that total.

A "**standard**" is a **minimum level of acceptable performance**. Should the program fall below a standard, some intervention should occur. For each program (degree or certificate) indicate whether it meets the standard by entering the number of awards, and if not, indicate the action plan for improvement.

*Must refer to the most recent academic year of data.

*Enter **Not Applicable** if non instructional or no degrees or certificates attached to program.

Awards-ISS

No Records.

Improvement



Results

Based on the data trends, evaluate the effectiveness of strategies and/or interventions implemented in prior years to improve student achievement.

- Indicate "**not applicable**" if no steps have been taken to improve student achievement.
- Briefly describe the intervention/strategy and the outcome based on the data.

As described in the SLO module of Program Review, our instructors have noted that some students seem not to grasp the importance of key concepts, while others require higher levels of extra support and instructor flexibility during these pandemic times.

Saved 6/30/2022 11:15 AM by Cynthia Cohen



Improvement Plan

In areas identified as needing improvement, describe strategies and/or interventions that the department/program will implement to help improve student achievement (successful course completion and award completion).

As described in the SLO module of Program Review, our instructors have identified a need for better scaffolding in the curriculum, stronger emphasis on key concepts, and more direct and deliberate interventions for students with low or no participation.

Saved 6/30/2022 11:15 AM by Cynthia Cohen

Validation



Validation Comments

Please enter your **comments about the module**.

This box also documents the validation dialogue with the program. Please date and initial comments.

The committees use this information for planning and decision-making. Information should help the committee contextualize responses and requests.

- Does the analysis look at the **current data**?
- Does the analysis address the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?

Validator Response - Final

The Library Science courses have historically been above the various institutional and have been offered online. The decline, albeit minor, needs to be monitored to see if there is a trend developing.

Reviewed

Dd 7/11/22

Saved 7/11/2022 3:15 PM by Deborah diCesare

Validator Response - Final

Reviewed.

-MJ, 8/29/2022

Saved 8/29/2022 12:19 PM by Matthew Jordan

Annual Program Review

Job Training & Extension

LAVC Program Review

2022

State: Completed

Resources for Completing This Module

The following data are currently available for you to complete this module:

- Headcount Enrollment - All terms (simple dashboard) ***Updated**
- Success & Retention - All terms (simple dashboard) ***New**
- Fall Enrollment, Success, & Retention Data - *includes demographics and mode*
- Spring Enrollment, Success, & Retention Data
- Special Populations/Programs - Enrollment, Success & Retention
- Awards (Program Completions)
- Majors Data

Here is a [Quick Guide to Data Modules](#). *** New**

The following **videos** provide guidance on using the dashboards to answer specific questions:

- [How to answer the retention questions in the enrollment module.](#)
- [How to answer questions related to institution-set standards: success, retention, awards.](#)
- [How to answer questions related to equity.](#)
- [Awards Dashboard and the program review Data-Achievement module](#)



Success - Course Completion (Instructional Areas)

Analyze trends in the student success data (i.e. successful course completion). Compare **each discipline** to the college level data. *For noninstructional/service areas, compare the **population outcomes** to the college level data. *Successful course completion is defined as a grade of A,B,C, or Pass divided by all grades including Ws).

- Briefly summarize the success/course completion data.
- Identify any disciplines below the college average. (**instructional areas only*)
- Identify any disciplines with declining success rates. (**instructional areas only*)

Historically, Workforce Training and Extension Academies are offered in a "not-for-credit" format. This format means participants are not categorized as students with ID numbers and captured by Institutional Research. In the past two program years there has been intentional efforts to embed noncredit (21st Century Workplace Skills - 10 classes) for Workforce participants. We are also looking at (and in some cases already have) creating more noncredit Workforce Academies, that will allow enrollment and success data to be charted more formally in the coming years.

Also of note, the effort between Workforce Training and the Family Resource Center titled "Strengthening Working Families" has allowed more holistic support to Workforce participants in the form of contact with both a Social Worker and a Licensed Marriage and Family Therapist. This has led to higher persistence, completion, and job placement rates for the area.

We continue our efforts to Institutionalize some of our Adult Education offerings. Our Human Services Academy is one approval away from being offered as a non-credit offering and will train individuals to work with individuals with cognitive and physical challenges with our industry partners. We are awaiting a class from the Psychology Department. This work has been done in a contracted format with the Los Angeles County Office of Education (LACOE) and could be a very successful non-credit academy.

We have also worked to align non-credit offerings with our Extension courses. For example, Introduction to Insurance and Insurance Law (non-credit) were highly enrolled by Extension Paralegal and Legal Secretary students.

Equity - Achievement



Equity - Course Outcomes (Instructional Areas)

In reviewing your course success rates, select at least one (1) course with large enrollment. How do the outcomes vary by ethnicity and gender? (Include the percentages.)

*Enter **Not Applicable** if non instructional program.

Not Applicable but data is looked at through employment placement rates for participants and data is available should there be a need to chart ethnicity and gender. Founders of specially funded workforce trainings often require vulnerable populations to be served and recruited for trainings.



Equity - Course Improvement (Instructional Areas)

As the college tries to close equity gaps in student achievement, what improvements can the department make to address the specific outcomes in the course(s) noted above?

Enter **Not Applicable if non instructional.*

Workforce Development efforts and funding often dictate targeting and recruiting special populations (i.e. veterans, single mothers, mature workers) and the staff is aware of this and works to address these areas.

Often our classes are presented to cohorts, already screened and approved for training by our funding partners. Although we do some of our own recruiting, there are times when we are not involved in the outreach - our partners do this on our behalf.



Equity - Special Program Outcomes (Non-Instructional)

In reviewing your special program success rates, how do the outcomes vary by ethnicity and gender? *(Include the percentages.)*

Enter **Not Applicable if exclusively an instructional program.*

See above.



Equity- Special Programs (Non-Instructional)

As the college tries to close equity gaps in student achievement, what improvements can the program make to address the specific program outcomes noted above?

Enter **Not Applicable if exclusively an instructional program.*

See above.



Majors Data

Review the [data on majors](#) for the programs in your department.

- Summarize trends for students indicating majors in your department.

Enter **Not Applicable if non instructional.*

Awards - Degrees & Certificates



Award Completion (Instructional areas)

For **ALL active programs** (degrees and certificates), review the trend data on award completions.

- Summarize and address the trend (e.g. increase, declines, inconsistency) *Include the number of awards in your summary.*

**Enter Not Applicable if non instructional.*

Not applicable. However, many of our not for credit Workforce Academies were recognized by the South Bay Workforce Investment Board for placing 100% of trainees for Metro Bus Operator Training Academy, and 86% for Biotech Bridge Academy.

We have always believed that the Certificates of Accomplishment in our not-for-credit Workforce Academies should have currency with area employers and ensure placement opportunities for graduates. We will continue to align trainings with employers as we move into new areas.



Majors Data

Consider your completion outcomes (awards data) in light of your majors data. Identify any relevant trends or inconsistencies.

**Enter Not Applicable if non instructional.*

Institution-Set Standards (ISS)



Success - ISS

The institution has established an institution-set standard for course success (*students who successfully complete the course/A,B,C or P grades*) at **66%**.

- For Instructional Areas* - Indicate whether **each discipline** in your area is performing at the (*minimum*) standard.
- For Instructional Areas* - Identify **courses** that are at or below the standard for course success. Provide an improvement plan.
- For Non-Instructional Areas* - Are the success rates for your **population/program** at or below the institution-set standard? Provide an improvement plan.

An institution-set "**standard**" is the **minimum level of acceptable performance** on an indicator. Should the program fall below a standard, some intervention should occur.

Our Workforce Academies need to have a high success rate (above 70%) to stay viable on a state approved training board. We work directly with employers and are continually improving delivery (i.e. Strengthening Working Families) to ensure ongoing process improvement and success. Strengthening Working Families has increased the placement rate of individuals and decreased attrition by adding access to both a Social Working and a LMFT to holistically support participants with resources and counseling. The program has been recognized for local, regional, statewide, and national awards.

While the college has set an overall institution-set standard for the annual total number of institutional awards, each program is expected to have **minimum of ten (10) completions** annually contributing to that total.

A "standard" is a minimum level of acceptable performance. Should the program fall below a standard, some intervention should occur. For each program (degree or certificate) indicate whether it meets the standard by entering the number of awards, and if not, indicate the action plan for improvement.

*Must refer to the most recent academic year of data.

*Enter **Not Applicable** if non instructional or no degrees or certificates attached to program.

Awards-ISS

No Records.

Improvement



Results

Based on the data trends, evaluate the effectiveness of strategies and/or interventions implemented in prior years to improve student achievement.

- Indicate **"not applicable"** if no steps have been taken to improve student achievement.
- Briefly describe the intervention/strategy and the outcome based on the data.

We work to continually improve and enhance our programs. Strengthening Working Families interventions have greatly improved our efforts and outcomes.

Adding 21st Century Workplace Skills (10 classes) to our classes has resulted in students who are more prepared to enter the workplace:

- Basic Skills 108CE (Entrepreneurial Mindset)
- Basic Skills 109CE (Analysis/Solution Mindset)
- Basic Skills 110CE (Empathy)
- Basic Skills 111CE (Adaptability)
- Basic Skills 112CE (Social/Diversity Awareness)
- Basic Skills 113CE (Collaboration)
- Basic Skills 114CE (Self-Awareness)
- Basic Skills 115CE (Resilience)
- Basic Skills 116CE (Communication)
- Basic Skills 117CE (Digital Fluency)

We are also building noncredit offerings for Media Arts and for non-profits to increase Voc Ed non credit at LAVC and provide more resources for students and job seekers.

For example, non-credit offering such as: Microcomputer Literacy I & II, Entertainment Business and Entertainment Contracts and Negotiations, Gig Economy Careers in Entertainment, Fundamentals and Practical Robotics, Introduction and Fundamentals of Insurance, and Jewish Non-Profit Work, all contribute towards allowing students in our not-for-credit trainings to enroll in college and partake of other short term relevant trainings.



Improvement Plan

In areas identified as needing improvement, describe strategies and/or interventions that the department/program will implement to help improve student achievement (successful course completion and award completion).

This is ongoing and we are working toward alignment with Adult Ed noncredit Voc Ed to begin to institutionalize best practices and trainings. We work to respond to both employer and community partner needs to create trainings and resources to serve students and job seekers. Funding for Workforce Training efforts is from contracts and grants and we have worked over the past five years on greater alignment with the Family Resource Center, CalWORKS, and other campus partners (CTE) to ensure ongoing viability.



Validation Comments

Please enter your **comments about the module**.

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The committees use this information for planning and decision-making. Information should help the committee contextualize responses and requests.

- Does the analysis look at the **current data**?
- Does the analysis address the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?

Validator Response - Final

Reviewed.

-MJ, 8/29/2022

Saved 8/29/2022 11:04 AM by Matthew Jordan

Validator Response - Final

This module is incomplete. The department has created a survey through OIE to help capture demographic and enrollment data on academy participants. Also, the department has relatively high training completion and job placement rates.

-BMH

Saved 7/30/2022 8:28 AM by Brandon Hildreth

Annual Program Review

Family Resource Center

LAVC Program Review

2022

State: Completed

Resources for Completing This Module

The following data are currently available for you to complete this module:

- Headcount Enrollment - All terms (simple dashboard) ***Updated**
- Success & Retention - All terms (simple dashboard) ***New**
- Fall Enrollment, Success, & Retention Data - *includes demographics and mode*
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- Awards (Program Completions)
- Majors Data

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- [How to answer the retention questions in the enrollment module.](#)
- [How to answer questions related to institution-set standards: success, retention, awards.](#)
- [How to answer questions related to equity.](#)
- [Awards Dashboard and the program review Data-Achievement module](#)



Success - Course Completion (Instructional Areas)

Analyze trends in the student success data (i.e. successful course completion). Compare **each discipline** to the college level data. *For noninstructional/service areas, compare the **population outcomes** to the college level data. *Successful course completion is defined as a grade of A,B,C, or Pass divided by all grades including Ws).

- Briefly summarize the success/course completion data.
- Identify any disciplines below the college average. (**instructional areas only*)
- Identify any disciplines with declining success rates. (**instructional areas only*)

Equity - Achievement



Equity - Course Outcomes (Instructional Areas)

In reviewing your course success rates, select at least one (1) course with large enrollment. How do the outcomes vary by ethnicity and gender? (Include the percentages.)

Enter **Not Applicable if non instructional program.*

N/A



Equity - Course Improvement (Instructional Areas)

As the college tries to close equity gaps in student achievement, what improvements can the department make to address the specific outcomes in the course(s) noted above?

Enter **Not Applicable if non instructional.*

N/A



Equity - Special Program Outcomes (Non-Instructional)

In reviewing your special program success rates, how do the outcomes vary by ethnicity and gender? *(Include the percentages.)*

Enter **Not Applicable if exclusively an instructional program.*

The Family Resource Center had a 87% success rate and our retention was 91%. Hispanic student parents had a 75% success rate compared to 98% of white students, while males had a 100% success rate compared to 86% for women.

Saved 6/3/2022 2:34 PM by Amber Angel



Equity- Special Programs (Non-Instructional)

As the college tries to close equity gaps in student achievement, what improvements can the program make to address the specific program outcomes noted above?

Enter **Not Applicable if exclusively an instructional program.*

The Family Resource Center recently hired a Spanish speaking program coordinator who we hope to advance to a trainer/presenter in offering Spanish programming. She's already designed and implemented a Positive Parenting series of workshops in Spanish that 15 students went through. Of our staff, we have 3 Spanish speakers who are supporting students (in their most comfortable language) with services and trying to close gaps of success. While men have a higher success rate, we are not serving enough men/fathers. Improvements to recruiting fathers and offering tailored supports are being explored and meetings with partner agencies doing work with fathers have started.

Saved 6/3/2022 2:38 PM by Amber Angel



Majors Data

Review the [data on majors](#) for the programs in your department.

- Summarize trends for students indicating majors in your department.

Enter **Not Applicable if non instructional.*

N/A

Awards - Degrees & Certificates



Award Completion (Instructional areas)

For **ALL active programs** (degrees and certificates), review the trend data on award completions.

- Summarize and address the trend (e.g. increase, declines, inconsistency) *Include the number of awards* in your summary.

*Enter Not Applicable if non instructional.

N/A



Majors Data

Consider your completion outcomes (awards data) in light of your majors data. Identify any relevant trends or inconsistencies.

*Enter Not Applicable if non instructional.

N/A

Saved 6/2/2022 2:57 PM by Amber Angel

Institution-Set Standards (ISS)



Success - ISS

The institution has established an institution-set standard for course success (*students who successfully complete the course/A,B,C or P grades*) at **66%**.

- *For Instructional Areas* - Indicate whether **each discipline** in your area is performing at the (*minimum*) standard.
- *For Instructional Areas* - Identify **courses** that are at or below the standard for course success. Provide an improvement plan.
- *For Non-Instructional Areas* - Are the success rates for your **population/program** at or below the institution-set standard? Provide an improvement plan.

An institution-set "**standard**" is the **minimum level of acceptable performance** on an indicator. Should the program fall below a standard, some intervention should occur.

The success rate of our population and program is higher than the institution-set standard. National data from the Institute for Women's Policy Research shows the overall success rates of parents in community college completing a certificate or degree within 6 years is only 8%. FRC student parents completed a degree or certificate at 26.2%

Saved 6/3/2022 2:40 PM by Amber Angel

While the college has set an overall institution-set standard for the annual total number of institutional awards, each program is expected to have **minimum of ten (10) completions** annually contributing to that total.

A "**standard**" is a **minimum level of acceptable performance**. Should the program fall below a standard, some intervention should occur. *For each program (degree or certificate) indicate whether it meets the standard by entering the number of awards, and if not, indicate the action plan for improvement.*

*Must refer to the most recent academic year of data.

*Enter **Not Applicable** if non instructional or no degrees or certificates attached to program.

Awards-ISS

No Records.



Results

Based on the data trends, evaluate the effectiveness of strategies and/or interventions implemented in prior years to improve student achievement.

- Indicate **"not applicable"** if no steps have been taken to improve student achievement.
- Briefly describe the intervention/strategy and the outcome based on the data.

Based on data of student success, we know what we are doing is helping students stay in and be successful. Because of effects from the pandemic, these past few years most of our services supported students' mental health challenges to keep them in school. We offered zoom parent cafes, non credit parenting classes, content based workshops, weekly tutoring and activities for children, and additional community support for both students and their families. Assisting our students with navigation for virtual campus services was also a big piece of our work. Partnership between CalWORKs, FRC, and Workforce Training has been successful in coordinating services and supports through our Resource Counselor. As everything was virtual this year, we learned about our students needs and worked to help them solve issues. For example, on a zoom call with a student, our Resource Counselor learned that the student was working in a converted closet that was dangerously hot. We were able to provide her with a fan which ultimately helped her stay in school. We stayed connected with our students and that resulted in a 87% and our partnership with Workforce Training has resulted in a 97% success rate of workforce academy completion, which is an improvement on rates prior to our partnership.

Saved 6/3/2022 3:25 PM by Amber Angel



Improvement Plan

In areas identified as needing improvement, describe strategies and/or interventions that the department/program will implement to help improve student achievement (successful course completion and award completion).

Further improvement plans include increased staffing for more direct hands-on support, expanded collaboration with on-campus student support programs, and increased collaboration with off campus community agencies to support students beyond our scope of work. Improvement to overall programming as well as visibility and awareness on campus, expanding services through on-campus satellites is something the FRC would like to continue exploring. Space upstairs at LARC was a viable idea, utilizing an unused study room. ASU space upstairs near the lions den was a piloted project that could be explored. Having awareness of family friendly support for students will address equity gaps and keep student parents enrolled.

Saved 6/7/2022 10:10 AM by Amber Angel

Validation



Validation Comments

Please enter your **comments about the module**.

This box also documents the validation dialogue with the program. Please date and initial comments.

The committees use this information for planning and decision-making. Information should help the committee contextualize responses and requests.

- Does the analysis look at the **current data**?

- Does the analysis address the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?

Validator Response - Final

8/25/2022

FM

Saved 8/25/2022 2:59 PM by Florentino Manzano

Validator Response - Final

The retirement of the Director/Founder and the departure of all but one FRC staff member has presented many challenges. However, this is also a time of opportunity. New staffing and a fresh vision will lead to innovative ways for the FRC to collaborate with on and off-campus partners, to expand and reinvent programming and services, and to better meet the needs of LAVC's student parents, allowing them to persist and succeed. Data show that students served by the FRC have a higher success rate than the institution-set standard, demonstrating the effectiveness of the FRC.

CC 08/11/22

Saved 8/11/2022 6:18 PM by Cecilia Cruz

Annual Program Review

Math

LAVC Program Review

2022

State: Completed

Resources for Completing This Module

The following data are currently available for you to complete this module:

- Headcount Enrollment - All terms (simple dashboard) ***Updated**
- Success & Retention - All terms (simple dashboard) ***New**
- Fall Enrollment, Success, & Retention Data - *includes demographics and mode*
- Spring Enrollment, Success, & Retention Data
- Special Populations/Programs - Enrollment, Success & Retention
- Awards (Program Completions)
- Majors Data

Here is a [Quick Guide to Data Modules](#). *** New**

The following **videos** provide guidance on using the dashboards to answer specific questions:

- [How to answer the retention questions in the enrollment module.](#)
- [How to answer questions related to institution-set standards: success, retention, awards.](#)
- [How to answer questions related to equity.](#)
- [Awards Dashboard and the program review Data-Achievement module](#)



Success - Course Completion (Instructional Areas)

Analyze trends in the student success data (i.e. successful course completion). Compare **each discipline** to the college level data. *For noninstructional/service areas, compare the **population outcomes** to the college level data. *Successful course completion is defined as a grade of A,B,C, or Pass divided by all grades including Ws).

- Briefly summarize the success/course completion data.
- Identify any disciplines below the college average. (**instructional areas only*)
- Identify any disciplines with declining success rates. (**instructional areas only*)

??The math department experienced a slight decrease in overall success rates in the Fall 2021. Overall success rates in Fall 2021 were 48% and in Fall 2020 were 50%. In Fall 2019, success were 38%, This increase may have been caused by several factors (The pandemic, The use of resources that students are not supposed to use during exams). Further data is needed to understand whether non-virtual classroom will produce similar numbers.

The LAVC Math department continues to implement strategies to help students succeed while maintaining high standards. Equipping the students with the skills needed for future classes continues to be a top priority for the department.

The intent of AB705 is to remove most of the developmental classes and shorten the pathway. By doing so, the increased math pathway completion came at the cost of success rates. Falling success rates is part of the implementation strategy of the law.

Saved 6/24/2022 12:05 PM by Mostapha Barakat

Equity - Achievement



Equity - Course Outcomes (Instructional Areas)

In reviewing your course success rates, select at least one (1) course with large enrollment. How do the outcomes vary by ethnicity and gender? (Include the percentages.)

*Enter **Not Applicable** if non instructional program.

Equity Course Completions

Success rates for Hispanic Students by Year (Fall Semester)

2015 36%
2016 37%
2017 36%
2018 35%
2019 32%
2020 40%
2021 39%

Success rates for African American Students by Year (Fall Semester)

2015 44%
2016 42%
2017 43%
2018 38%
2019 29%
2020 40%
2021 39%

Since AB705, we have seen dramatic drops in course completion in our most vulnerable Equity groups especially among African Americans.

In a virtual environment, a professor has no idea what demographic a student is. Non-color blind interventions need to come outside of the virtual math class since it would be inappropriate for a professor to ask a student of their race. Curriculum change to equity relevant topics also is not an option for a math course, although historical mathematical systems from multiple cultures are introduced in Math 215.

The math department has embedded tutoring with mixed results if we focus on Equity groups. Currently, the sample size of students of color impacted by embedded tutoring is too small to make a definitive statement. After the pandemic is over other possible interventions are to partner with the Umoja or Puente programs to train math professors to work with students of color in supportive cohorts.

For campus success rate vs math department success rates by gender are

Female 67% vs 49% (27% decrease)

Male 61% vs 48% (25% decrease)

The decrease in success rate between an average class at LAVC and a math class does not differentiate by gender.

Saved 7/10/2022 9:35 AM by Deborah diCesare



Equity - Course Improvement (Instructional Areas)

As the college tries to close equity gaps in student achievement, what improvements can the department make to address the specific outcomes in the course(s) noted above?

Enter **Not Applicable if non instructional.*

We are developing co-requisite classes to create support for students who are in need. The math department works closely with PASO STEM, the Math Lab, and embed tutors in class but there are limits to the effectiveness of supplementation when the requirement of the law is to teach the same amount of content to less skilled students in fewer classroom hours.



Equity - Special Program Outcomes (Non-Instructional)

In reviewing your special program success rates, how do the outcomes vary by ethnicity and gender? *(Include the percentages.)*

Enter **Not Applicable if exclusively an instructional program.*

NA

Saved 6/24/2022 12:06 PM by Mostapha Barakat



Equity- Special Programs (Non-Instructional)

As the college tries to close equity gaps in student achievement, what improvements can the program make to address the specific program outcomes noted above?

Enter **Not Applicable if exclusively an instructional program.*

NA

Saved 6/24/2022 12:06 PM by Mostapha Barakat



Majors Data

Review the [data on majors](#) for the programs in your department.

- Summarize trends for students indicating majors in your department.

Enter **Not Applicable if non instructional.*

In Fall 2021 there were 247 Math majors, which is comparable to the 251 in Fall 2020, and maintains a 30% increase over Fall 2019 when there were 191 Math majors.

Saved 6/24/2022 12:07 PM by Mostapha Barakat

Awards - Degrees & Certificates



Award Completion (Instructional areas)

For **ALL active programs** (degrees and certificates), review the trend data on award completions.

- Summarize and address the trend (e.g. increase, declines, inconsistency) *Include the number of awards* in your summary.

Award Completion.

The Math Department has given out a high of 39 awards (AA/AST) in 2020-2021, matching the 2019-2020 number.

2020-2021 39 awards

Past years

2013-14 14 awards

2014-15 16 awards

2015-16 25 awards

2016-17 13 awards

2017-18 21 awards

2018-19 23 awards

2019-20 39 awards

Saved 6/24/2022 12:07 PM by Mostapha Barakat



Majors Data

Consider your completion outcomes (awards data) in light of your majors data. Identify any relevant trends or inconsistencies.

*Enter Not Applicable if non instructional.

The number of awards given by the Math Department increased by 41%. We would strongly recommend the institutionalization of PASO STEM to maintain and increase those levels.

The number of awards has dramatically increased since the inception of PASO STEM.

Saved 6/24/2022 12:08 PM by Mostapha Barakat

Institution-Set Standards (ISS)



Success - ISS

The institution has established an institution-set standard for course success (*students who successfully complete the course/A,B,C or P grades*) at **66%**.

- *For Instructional Areas* - Indicate whether **each discipline** in your area is performing at the (*minimum*) standard.
- *For Instructional Areas* - Identify **courses** that are at or below the standard for course success. Provide an improvement plan.
- *For Non-Instructional Areas* - Are the success rates for your **population/program** at or below the institution-set standard? Provide an improvement plan.

An institution-set "**standard**" is the **minimum level of acceptable performance** on an indicator. Should the program fall below a standard, some intervention should occur.

The department has met the minimum level of performance for awards given. The department is below the minimum standard in regard to success rate. If we met the minimum performance standard would be one of the best math departments in the country since it is well above the national math course success rate for the country.

Given that the strategy of AB705 has been to put students in harder courses and teach the same material in less time, we expect that we will continue to see transfer rates increase at the cost of a lowered success rate. While our success rates are lowering, our number of awards has increased by 41%.

In our research of the only 3 colleges that meet the minimum standard success rates given by LAVC, they do so by teaching transfer-level math courses at a remedial level that is unacceptable to the department's standards and to the standards of the colleges our students transfer to. We recommend that the success rate standard given to us to meet should at least be close to the median success rate of the state as a whole.

Otherwise, we will continue to repeat this dance of not meeting an unreasonable standard not met by the entire country. We have never met the institutional success rate will continue not to given that lower success rates it the strategic intention of AB705.

Saved 6/24/2022 12:09 PM by Mostapha Barakat

While the college has set an overall institution-set standard for the annual total number of institutional awards, each program is expected to have **minimum of ten (10) completions** annually contributing to that total.

A "standard" is a minimum level of acceptable performance. Should the program fall below a standard, some intervention should occur. For each program (degree or certificate) indicate whether it meets the standard by entering the number of awards, and if not, indicate the action plan for improvement.

*Must refer to the most recent academic year of data.

*Enter **Not Applicable** if non instructional or no degrees or certificates attached to program.

Awards-ISS

No Records.

Improvement



Results

Based on the data trends, evaluate the effectiveness of strategies and/or interventions implemented in prior years to improve student achievement.

- Indicate "**not applicable**" if no steps have been taken to improve student achievement.
- Briefly describe the intervention/strategy and the outcome based on the data.

This year Math 100 was designed to optionally give students more instructional time in key courses. It is difficult however to market 'optional' courses to a student which is why the department is moving towards either adding extra lab hours or co-requisite pathways where appropriate. Math 100 has had poor enrollment except for Math 238.

Saved 6/24/2022 12:09 PM by Mostapha Barakat



Improvement Plan

In areas identified as needing improvement, describe strategies and/or interventions that the department/program will implement to help improve student achievement (successful course completion and award completion).

Department is moving towards either adding extra lab hours or co-requisite pathways as appropriate for students who need extra instruction due to the limited developmental math pathway.

Saved 6/24/2022 12:09 PM by Mostapha Barakat



Validation Comments

Please enter your **comments about the module**.

This box also documents the validation dialogue with the program. Please date and initial comments.

The committees use this information for planning and decision-making. Information should help the committee contextualize responses and requests.

- Does the analysis look at the **current data**?
- Does the analysis address the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?

Validator Response - Final

Continue to explore and develop academic support to increase success and retention; e.g., workshops, embedded tutoring and mentors.

Dd 7-10-22

Saved 7/10/2022 10:21 AM by Deborah diCesare

Validator Response - Final

Reviewed.

-MJ, 8/29/2022

Saved 8/29/2022 1:14 PM by Matthew Jordan

Annual Program Review

Media Arts

LAVC Program Review

2022

State: Completed

Resources for Completing This Module

The following data are currently available for you to complete this module:

- Headcount Enrollment - All terms (simple dashboard) ***Updated**
- Success & Retention - All terms (simple dashboard) ***New**
- Fall Enrollment, Success, & Retention Data - *includes demographics and mode*
- Spring Enrollment, Success, & Retention Data
- Special Populations/Programs - Enrollment, Success & Retention
- Awards (Program Completions)
- Majors Data

Here is a [Quick Guide to Data Modules](#). *** New**

The following **videos** provide guidance on using the dashboards to answer specific questions:

- [How to answer the retention questions in the enrollment module.](#)
- [How to answer questions related to institution-set standards: success, retention, awards.](#)
- [How to answer questions related to equity.](#)
- [Awards Dashboard and the program review Data-Achievement module](#)



Success - Course Completion (Instructional Areas)

Analyze trends in the student success data (i.e. successful course completion). Compare **each discipline** to the college level data. *For noninstructional/service areas, compare the **population outcomes** to the college level data. *Successful course completion is defined as a grade of A,B,C, or Pass divided by all grades including Ws).

- Briefly summarize the success/course completion data.
- Identify any disciplines below the college average. (**instructional areas only*)
- Identify any disciplines with declining success rates. (**instructional areas only*)

The Media Arts student success rate reached 77 percent for the measured term, 4 percent lower than last year's success rate for department, **but 11 percent higher than the college standard** for success set at 66 percent. Each discipline in the Media Arts Department witnessed a drop in student success. Broadcasting dipped from 86 percent to 83 percent, Cinema from 79 percent to 75 percent, Journalism from 77 to 74 percent, Media Arts from 82 percent to 76 percent, and Photography from 80 percent to 76 percent. For the measured term, each of the disciplines suffered declining success rates, but none of the disciplines fell below the college standard set by the college at 66 percent. Even in a down year, the Media Arts Department bested the college standard by 11 percent.

Equity - Achievement



Equity - Course Outcomes (Instructional Areas)

In reviewing your course success rates, select at least one (1) course with large enrollment. How do the outcomes vary by ethnicity and gender? (Include the percentages.)

*Enter **Not Applicable** if non instructional program.

Cinema 105 represents one of the courses with the largest number of students in the Media Arts Department at 117 for Fall 2021. Its success rate overall stands at 69 percent, 3 percentage points higher than the institutional standard. For female students the success rate was 77 percent, and for male students, the success rate was 63 percent, 3 percent lower than the college standard. The success rate for Asian, Black or African American students was 100 percent. For white or two or more races, the success rate was 76 and 73 percent respectively. For Hispanic or Latino students, the success rate was 58 percent, 8 percentage points lower than the college standard. The Media Arts Department will address this issue in a later module.



Equity - Course Improvement (Instructional Areas)

As the college tries to close equity gaps in student achievement, what improvements can the department make to address the specific outcomes in the course(s) noted above?

Enter **Not Applicable if non instructional.*

Last year, the Media Arts Department noted that it needed to make improvements in student success rates among African American and Latino students. The Media Arts Department witnessed an increase in student success rates with Black/African American and Latino/Hispanic students. These success rates may be due to some of the efforts made by the Media Arts Department, which will be enumerated below.



Equity - Special Program Outcomes (Non-Instructional)

In reviewing your special program success rates, how do the outcomes vary by ethnicity and gender? *(Include the percentages.)*

Enter **Not Applicable if exclusively an instructional program.*

Not Applicable



Equity- Special Programs (Non-Instructional)

As the college tries to close equity gaps in student achievement, what improvements can the program make to address the specific program outcomes noted above?

Enter **Not Applicable if exclusively an instructional program.*

Not Applicable



Majors Data

Review the [data on majors](#) for the programs in your department.

- Summarize trends for students indicating majors in your department.

**Enter Not Applicable if non instructional.*

The Media Arts Department witnessed a mixed bag in terms of students declaring majors in the department. For Journalism, the number of students who listed Journalism as a major fell from 88 in the Fall of 2020 to 68 in the Fall of 2021. Broadcasting majors stayed steady for the last two measured terms at 19 students. Cinema saw a three-student increase in the number of majors from 78 students to 83 students for the last two measured terms. Media Arts majors sat at 25 in 2019, 36 in 2020 and 40 in 2021. The media arts programs saw the biggest increase in majors for the department. The Photography program, with its newly adopted certificates, had 13 students who indicated they are looking for awards in photography.

Saved 6/27/2022 11:59 AM by Chad Sustin

Awards - Degrees & Certificates



Award Completion (Instructional areas)

For **ALL active programs** (degrees and certificates), review the trend data on award completions.

- Summarize and address the trend (e.g. increase, declines, inconsistency) *Include the number of awards* in your summary.

**Enter Not Applicable if non instructional.*

The Media Arts Department revamped a number of its degrees and certificates and the department is trading upward in terms of degrees and certificates. In total, the department offered 157 awards for the 2020-21, up 38 from last year. The Film, Television, and Electronic Media for Transfer degree produced the most awards with 38, Broadcastings AA counted 8 degrees and the AA in Media Arts: Screenwriting produced 11. For the second straight year, Journalism awarded 6 AA-T degrees, and 12 degrees and certificates in total. The Journalism program is trimming its offerings to two awards: the Journalism AA-T degree and a Magazine certificate. It will no longer be offering an AA in Journalism, AA in Magazine, nor the Journalism certificate. Streamlining the awards should help boost the numbers. The Media Arts Department also starting offering two photo certificates in Fall 2020, which should boost the department award numbers in 2022.

Cinema and Media Arts faculty revised their degrees and certificates to meet the needs of the entertainment industry. The new and revised degrees and certificates positions students for either transfer to a university's BA film program and/or gain employment in the entertainment industry. It will also be designed to reeducate current working entertainment professionals in the new, cutting edge technologies and practices. New equipment as well as consistent updates to current equipment (including computer software) will be needed to meet these goals as well.

The Broadcasting program revised the class schedule with the intent of making classes accessible for more students. The program also implemented more online courses to make them more accessible for students' needs, and so that course times do not interfere with other classes offered face to face. Finally, it moved the audio related lab classes to Monday & Wednesday while the video related lab classes will move to Tuesday and Thursdays, creating better separation for student options.

Saved 6/27/2022 12:00 PM by Chad Sustin



Majors Data

Consider your completion outcomes (awards data) in light of your majors data. Identify any relevant trends or inconsistencies.

**Enter Not Applicable if non instructional.*

In examining the Majors Data for the Media Arts Department, around 300 students select one of its programs as an intended major. This number fluctuates from year to year, but 300 provides a good base. Given that the Media Arts Department offered 157 awards for the most recent measured term,

the department looks like it's awarding degrees and certificates at a better than 50 percent success rate. In order to improve this percentage, the department should examine its course offerings, making sure students have a clear path to earn their degrees and certificates. In addition, it should look to streamline degrees and certificates as it's doing in the Journalism and Photography programs.

Institution-Set Standards (ISS)



Success - ISS

The institution has established an institution-set standard for course success (*students who successfully complete the course/A,B,C or P grades*) at **66%**.

- *For Instructional Areas* - Indicate whether **each discipline** in your area is performing at the (*minimum*) standard.
- *For Instructional Areas* - Identify **courses** that are at or below the standard for course success. Provide an improvement plan.
- *For Non-Instructional Areas* - Are the success rates for your **population/program** at or below the institution-set standard? Provide an improvement plan.

An institution-set "**standard**" is the **minimum level of acceptable performance** on an indicator. Should the program fall below a standard, some intervention should occur.

Each discipline in the Media Arts Department is performing above the minimum success standard of 66 percent. Photo recorded the lowest success rate at 71 percent, but the remainder of the disciplines are at least 10 percent higher than the institutional-set standard of 66 percent. In addition, the photo success rate should increase because the department is now offering two new certificates.

While the college has set an overall institution-set standard for the annual total number of institutional awards, each program is expected to have **minimum of ten (10) completions** annually contributing to that total.

A "**standard**" is a **minimum level of acceptable performance**. Should the program fall below a standard, some intervention should occur. For each program (degree or certificate) indicate whether it meets the standard by entering the number of awards, and if not, indicate the action plan for improvement.

*Must refer to the most recent academic year of data.

*Enter **Not Applicable** if non instructional or no degrees or certificates attached to program.

Awards-ISS

No Records.

Improvement



Results

Based on the data trends, evaluate the effectiveness of strategies and/or interventions implemented in prior years to improve student achievement.

- Indicate "**not applicable**" if no steps have been taken to improve student achievement.
- Briefly describe the intervention/strategy and the outcome based on the data.

The Media Arts Department has made strides in offering more hybrid courses, online courses, and has improved its success rates among Black/African American students. In the Journalism program, the curriculum has allowed students to dictate the types of stories they are interested in writing. In fact, The Crown Magazine will publish its next issue focusing on women. Further, the valleystarnews.com covered many of the national and local protests associated with the BLM movement, including a vigil held last

month in remembrance of George Floyd held at the Sherman Oaks Galleria. The Broadcasting program commemorates Juneteeth with special programming of all black artist music with varying genres.

In addition, it hosts an annual Martin Luther King Day podcasts and lecture series tying into the History department and hosting news radio shows about the Black Lives Matter movement.

Finally, the Media Arts Department spearheaded the Anti-Racism Film Project at Valley College. The panel is made up of mostly Media Arts faculty and the department is in charge of the film project for the second-straight year.

Saved 6/27/2022 12:01 PM by Chad Sustin



Improvement Plan

In areas identified as needing improvement, describe strategies and/or interventions that the department/program will implement to help improve student achievement (successful course completion and award completion).

The Journalism program will continue to promote its AA-T degree and shoot for more awards. In addition, it has started to streamline the program to reduce the number of degrees and certificates from six to two, eliminating confusion and an overlap of classes. The photography program has been revamped, and now offers two new certificates.

The Broadcasting program reworked its schedule to allow students greater access to classes in order to help them earn awards. Media Arts and Cinema continue to offer a variety of degrees and certificates. Finally, the Media Arts Department holds its annual student showcase as a great way to promote its programs and they work with students in producing films for Valley College's Anti-Racism campaign.

Validation



Validation Comments

Please enter your **comments about the module**.

This box also documents the validation dialogue with the program. Please date and initial comments.

The committees use this information for planning and decision-making. Information should help the committee contextualize responses and requests.

- Does the analysis look at the **current data**?
- Does the analysis address the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?

Validator Response - Final

Reviewed.

-MJ, 8/29/2022

Saved 8/29/2022 1:24 PM by Matthew Jordan

Validator Response - Final

I have reviewed the material in this module and am validating it. The department exceeds the campus success rates. They should be commended for all its activity addressing diversity, equity, and inclusion. I encourage them to continue in this area and to follow through on their recommendations in order to increase completions.

Saved 7/15/2022 4:44 PM by Carmen Dominguez

Annual Program Review

Music

LAVC Program Review

2022

State: Completed

Resources for Completing This Module

The following data are currently available for you to complete this module:

- Headcount Enrollment - All terms (simple dashboard) ***Updated**
- Success & Retention - All terms (simple dashboard) ***New**
- Fall Enrollment, Success, & Retention Data - *includes demographics and mode*
- Spring Enrollment, Success, & Retention Data
- Special Populations/Programs - Enrollment, Success & Retention
- Awards (Program Completions)
- Majors Data

Here is a [Quick Guide to Data Modules](#). *** New**

The following **videos** provide guidance on using the dashboards to answer specific questions:

- [How to answer the retention questions in the enrollment module.](#)
- [How to answer questions related to institution-set standards: success, retention, awards.](#)
- [How to answer questions related to equity.](#)
- [Awards Dashboard and the program review Data-Achievement module](#)



Success - Course Completion (Instructional Areas)

Analyze trends in the student success data (i.e. successful course completion). Compare **each discipline** to the college level data. *For noninstructional/service areas, compare the **population outcomes** to the college level data. *Successful course completion is defined as a grade of A,B,C, or Pass divided by all grades including Ws).

- Briefly summarize the success/course completion data.
- Identify any disciplines below the college average. (**instructional areas only*)
- Identify any disciplines with declining success rates. (**instructional areas only*)

FALL 2015-2021 - Success Trends

Although the current overall success rates remain ABOVE the institutional standard, a dip in the numbers compared to 2020 was expected due to the challenges of converting "hard-to-convert" classes in the music discipline. At least 50% of our course offerings include "laboratory" components which are critical to the understanding and success of students, and the achievement of outcomes. However, the retention rates are better than expected given that students were aware that they were enrolling in a remote-format classes. There was slight improvement in retention from Spring 2021 (see below).

For each of the last seven years, the Department of Music had a overall success rate that compared quite favorably to the college average, exceeding it each year. The CURRENT success rate for Fall 2021 is 74% (The campus goal is 69%). [The CURRENT retention rate is 88% (The campus goal is 86%).]

Specific classes that saw downward trends include Music Appreciation (111), Music History (121 & 122), Music Theory (201-203, 211-213, 205-206), Piano (321-324), Guitar (650-654) and Large Performing Ensembles.

Drops in success rates almost directly mirrored those for retention. Although remaining above the college standard, a drop in success rates in music classes were almost completely in those "hard-to-convert" classes - performances classes and ensembles. It is extremely difficult for some students to be as successful in a remote learning performance class as they would be in an in-person version of the same class.

Saved 6/22/2022 5:24 PM by Christian Nova

**Equity - Course Outcomes (Instructional Areas)**

In reviewing your course success rates, select at least one (1) course with large enrollment. How do the outcomes vary by ethnicity and gender? (Include the percentages.)

Enter **Not Applicable if non instructional program.*

For Program Review 2021, we looked at Music 101 (Music Fundamentals). This cycle we will look at Music 111 (Music Appreciation)

Music 111 (Music Appreciation). This is one of the courses with the most sections offered and the highest consistent enrollment in the department. Music 101 and Music 111 can be used as General Education requirements across the College.

OVERALL SUCCESS RATE - Fall, 2021: 58.5%

SUCCESS RATES BY ETHNICITY - Fall 2021:

Unreported/Unknown - 68%

White - 69%

Asian - 75%

Black or African American - 61%

Hispanic, Latino - 52%

Two or More Races - 64%

Native Hawaiian/Pacific Islander - No data from Fall 2021

American Indian/Alaskan Native -100%

SUCCESS RATES BY GENDER

Male - 58%

Female - 67%

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**Equity - Course Improvement (Instructional Areas)**

As the college tries to close equity gaps in student achievement, what improvements can the department make to address the specific outcomes in the course(s) noted above?

Enter **Not Applicable if non instructional.*

From a classroom standpoint, there are a number of things that we can do (and are doing) to continue closing the equity gap in this course (Music 111 - Music Appreciation).

Some of the conclusions have been:

- Since most sections of Music Appreciation have been held remotely, more work is needed to make the online experience more engaging for the students. It is not clear that online sections of the class are beneficial to success rates. Students may think that online classes including Music 111 are advantageous (no commuting to campus, work at their own pace, easy access to class at any time), but success rates indicate that this mode of instruction is not necessarily ideal for student learning. Improvements to Canvas shells and student contact and feedback are necessary, especially in online classes. It is also important to begin offering in-person sections of the course. The first in-person section of Music 111 in two years will be offered in Fall of 2022.
- Introduction of culturally relevant topics, or themes might be helpful. Current Music Appreciation classes place a strong focus on Western classical music - explored chronologically - but do not include as much contemporary or world music. Offering a class that is structured thematically may increase success, retention, and interest in the class. A focus on how music is used and consumed in our society, and drawing from a much broader spectrum of musical examples might engage the contemporary listener in styles of music that do not seem relevant to their

lives. For example, exploring the theme of "storytelling" through music could include examples from all time periods and styles (Baroque opera, Romantic song cycles, instrumental tone poems, film music, dance and ballet music from many time periods, musical theater, concept albums from the 70s-80s, political songs, griot storytelling from West Africa, etc.), thereby showing the connections between seemingly disparate types of music. This approach might engage students in a way that traditional teaching styles may not, ultimately improving success and retention, and helping to close equity gaps by including musical types and styles from a broad spectrum of non-Western music. This also has the potential to use an introductory music class as a powerful recruiting tool within the department.

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Equity - Special Program Outcomes (Non-Instructional)

In reviewing your special program success rates, how do the outcomes vary by ethnicity and gender? *(Include the percentages.)*

Enter **Not Applicable if exclusively an instructional program.*

Not Applicable

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Equity- Special Programs (Non-Instructional)

As the college tries to close equity gaps in student achievement, what improvements can the program make to address the specific program outcomes noted above?

Enter **Not Applicable if exclusively an instructional program.*

Not Applicable.

Saved 6/22/2022 5:26 PM by Christian Nova



Majors Data

Review the [data on majors](#) for the programs in your department.

- Summarize trends for students indicating majors in your department.

Enter **Not Applicable if non instructional.*

CAPs

- Campus-wide, 11.75% of students identified by CAP have chosen the "Art, Media, and Design" pathway.
- There are slightly more male (50%) than female (47%) students
- The largest ethnic groups identified as Hispanic (35%) and White (34%)
- The lowest numbers are represented by Asian (5%) and African-American (7%) students.
- There is an even split among age categories, with slightly more (40%) in the "20 years and under" category.

TOP Codes

- Out of 205 students identified as "music majors," 25.4% chose "Commercial Music" and 74.6% chose "Music."
- The number of students identifying at music majors remains consistent from last year, but there is an uptick in the percentage of students who identify as "commercial" music majors. This supports the trend we see in the department of more students expressing an interest in the study of commercial music.

Since we are a department that has a "traditional music program" (Music AA and AA-T) and a CTE program (Commercial Music), there tends to be quite a bit of cross-over for students. This means that a number of students are looking to improve their musical skills but don't necessarily know the difference between a traditional music program and a commercial music program. Both tracks in the department teach skills that overlap - music theory, ear-training, notation, performance, history. The commercial music program also includes specialized technology courses (recording arts, music technology, DJ). The Commercial Music degree is a terminal degree - very few students transfer to 4-year schools who complete this degree - most are looking to "upskill" and then enter the job market. As a result, we have many

students who "identify" as commercial music students, but take the traditional music track because they are interested in transferring. In addition, only students who identify as music majors can audition for and complete the Applied Music Program, which provides private lessons in addition to other music coursework. In order to get private lessons, many commercial music students enter the Applied Music Program, but then do not necessarily transfer to a four-year school.

Saved 6/2/2022 9:48 AM by Christian Nova

Awards - Degrees & Certificates



Award Completion (Instructional areas)

For **ALL active programs** (degrees and certificates), review the trend data on award completions.

- Summarize and address the trend (e.g. increase, declines, inconsistency) *Include the number of awards in your summary.*

**Enter Not Applicable if non instructional.*

Completion data from 2020-21 shows that the number of awards (completions) continues in a downward trend since the recent peak in 2017-2018. There are several issues to point out:

COMMERCIAL MUSIC AA - 1 completion from 2020 - 2021

Although we know, anecdotally, that there are a good number of students working toward the completion of a degree, a recurring issue is that a significant number of music students take classes without knowing that they are close to completing a degree or certificate. Their goal might be to just get desired skills, and not necessarily complete a degree.

MUSIC AA/AT - 2 completions from 2020 - 2021

The number of completions per year in the traditional Music AA or AA-T degree has remained rather consistent, albeit low. As before, several students will be transferring in Fall 2022 to four year schools (CalArts and UCLA) WITHOUT completing the Music AA degree. This is a continued struggle for us: we train students well and they end up transferring early! We are certainly proud of the fact that these students are ready to transfer before completing our program, but it is not helpful for our enrollment or completion numbers. In addition, the Music AA degree is an AUDITION ONLY program, because we have limited funding to pay for private instruction. Currently, we only have approved funding for approximately 22 students in the Applied Program (Music AA or Music AT). We would like to explore ways to increase funding for our private music instruction so as to allow more students to enter the 2-year AA or AA-T program, and keep them on track toward completion.

CERTIFICATE IN COMMERCIAL MUSIC: JAZZ STUDIES - 1 completion from 2019 - 2020

Again, it is possible that students interested in this mostly performance degree are more interested in an AA in Music or and AA in Commercial Music, although completing the degree would also mean that students complete the certificate (the requirements are "stacked" within the degree). Some students are not even aware that by completing coursework for the degree they also complete the certificate. Help from the counseling department would help alert students to this issue.

CERTIFICATE IN COMMERCIAL MUSIC: MUSIC TECHNOLOGY - 2 completions from 2020 - 2021

This is by far our most popular certificate, and will probably remain so (and most likely grow) over the years. With the purchase of a great deal of new equipment, upgrades to software, and the near completion of the new VACC building, we are hoping to attract many more students interested in commercial music. And, with a return to in-person classes for all music classes with a "lab" component, we hope that students will see the value in returning to campus to get hands-on training on this newly purchased equipment.

CERTIFICATE IN COMMERCIAL MUSIC: MUSIC NOTATION - 1 completion from 2020 - 2021

Also a popular certificate, although there has been some difficulty in students completing due to class cancellations of key courses in the sequence. There is also an issue of students not mastering the skills needed to take the advance classes. The department will investigate the course outlines to see if adjustments might make the certificate more attainable for our students.

CERTIFICATE IN COMMERCIAL MUSIC: ARRANGING - 1 completion from 2020 - 2021

Also a popular certificate, although there has been some difficulty in students completing due to class cancellations of key courses in the sequence. There is also an issue of students not mastering the skills needed to take the advance classes. The department will investigate the course outlines to see if adjustments might make the certificate more attainable for our students.

Saved 6/22/2022 5:28 PM by Christian Nova



Majors Data

Consider your completion outcomes (awards data) in light of your majors data. Identify any relevant trends or inconsistencies.

**Enter Not Applicable if non instructional.*

In general it appears that more students are interested in careers in "commercial music" (music production, songwriting, music arranging, composition for film/TV), and we expect this trend to continue especially after having access to the new VACC building which will have much enhanced equipment and facilities. There are fewer students who wish to pursue performance careers. However, to successfully transfer to a four-year school, students must complete the Music AA degree (or Music AA-T), because that degree is the only one that includes private music instruction (which is required by the UC/CSU). If the Commercial Music AA degree included private instruction, we might see more students pursue this degree.

Saved 6/22/2022 5:28 PM by Christian Nova

Institution-Set Standards (ISS)



Success - ISS

The institution has established an institution-set standard for course success (*students who successfully complete the course/A,B,C or P grades*) at **66%**.

- *For Instructional Areas* - Indicate whether **each discipline** in your area is performing at the (*minimum*) standard.
- *For Instructional Areas* - Identify **courses** that are at or below the standard for course success. Provide an improvement plan.
- *For Non-Instructional Areas* - Are the success rates for your **population/program** at or below the institution-set standard? Provide an improvement plan.

An institution-set "**standard**" is the **minimum level of acceptable performance** on an indicator. Should the program fall below a standard, some intervention should occur.

The CURRENT overall success rate for Fall 2021 is 69% (The campus goal is 66%)

For Fall 2021, certain courses do show lower success numbers: Music 111, 137, 213*, 241*, 265-3*, 270*, 321*, 651-653*
(classes marked with * are performance classes or classes with a laboratory component)

Although the department is above the campus goal of 69%, classes that show lower success rates tend to fall general into the "performance" or "laboratory" class category. This is not surprising since these are typically "hard-to-convert" classes based on the need to spend in-person time giving individual feedback, or use specific technological equipment that students do not have access to at home (e.g. mixing boards, DJ equipment, specialized music software programs.). Starting in Fall of 2021, these "lab" classes were changed back to an in-person format, after being entirely remote during the height of the COVID pandemic. We had hoped for increased enrollments in these in-person classes, but it appears that not all students are completely comfortable with the idea of returning to campus for in-person classes.

The department plan is to continue offering all "laboratory" classes as in-person instruction in the Fall 2022 semester. We hope to see success rates begin their return to normal levels at that time.

Saved 6/2/2022 10:02 AM by Christian Nova

While the college has set an overall institution-set standard for the annual total number of institutional awards, each program is expected to have **minimum of ten (10) completions** annually contributing to that total.

A "**standard**" is a **minimum level of acceptable performance**. Should the program fall below a standard, some intervention should occur. *For each program (degree or certificate) indicate whether it meets the standard by entering the number of awards, and if not, indicate the action plan for improvement.*

**Must refer to the most recent academic year of data.*

Enter **Not Applicable if non instructional or no degrees or certificates attached to program.*

Awards-ISS

Program Name	Major Code	Meets Standard (10+ Awards)	Action Plan
Music AA		<10 Completers	The department is still hindered by the limit on the number of students that can enter the Applied Program and work toward the AA or AA-T degree. We are requesting increased funding to pay private lesson instructors in order to increase enrollment in key courses. In addition, the typically reason that students drop out of our Applied Program is due to low achievement in music theory and musicianship classes. Failure in these classes result in a probationary

		Meets Standard
Program Name	Major Code (10+ Awards)	Action Plan

		status. It is recommended that the faculty teaching these subjects investigate why students have difficulty and provide extra tutoring or other interventions to improve success.
Commercial Music AA	<10 Completers	There have been several essential classes not offered during this academic year, causing a few students to postpone the completion of their degrees. We will work with Academic Affairs to offer those classes on a more predictable schedule.
Music AA-T	<10 Completers	Please see notes under the Music AA degree.
Certificate in Commercial Music: Music Technology	<10 Completers	This is our most popular certificate in the department, and we are working on ways to make it even more so...with the addition of the DJ Workshop class. Returning to in-person classes in the Fall 2021 semester should help to increase these numbers.
Certificate in Commercial Music: Music Arranging	<10 Completers	It might be better to combine this certificate units with another, more popular certificate.
Certificate in Commercial Music: Instrumental/Vocal Performer	<10 Completers	The department will look at the viability of offering this Certificate.
Certificate in Commercial Music: Jazz Studies	<10 Completers	The department will look at the viability of offering this Certificate.
Certificate in Commercial Music: Music Notation	<10 Completers	The department will look at increasing the number of completions and/or combining this certificate with another, more viable one. Returning to in-person classes in the Fall 2021 semester should help to increase these numbers.

Improvement



Results

Based on the data trends, evaluate the effectiveness of strategies and/or interventions implemented in prior years to improve student achievement.

- Indicate **"not applicable"** if no steps have been taken to improve student achievement.
- Briefly describe the intervention/strategy and the outcome based on the data.

We believe that our efforts implemented in prior years have been successful, but will need more time to achieve higher success/completion rates. Details/improvement plans are listed under each degree or certificate. The continued uncertainty surrounding personal safety and the COVID pandemic is making it difficult for the department to clearly answer questions related to successful strategies for course offerings. Students may "say" that they want in-person classes to return, but that does not necessarily result in improved numbers.

Saved 6/22/2022 5:32 PM by Christian Nova



Improvement Plan

In areas identified as needing improvement, describe strategies and/or interventions that the department/program will implement to help improve student achievement (successful course completion and award completion).

It is the opinion of the current Department Chair that there is not a culture of freely sharing information in the department among colleagues. There can be a lot of "talk" but little "action." It is not clear that every member of the faculty has goals of the overall department in mind when implementing strategies for improvements in student achievement, success, and retention. The more typical response is that each faculty member takes care of his or her own classes, but doesn't give much thought to the overall program.

We believe that the creation of our "information wall" and announcements in classes will allow us to maintain better contact with students throughout the semester, and identify potential problems with individual students, although having so few people in the building during the pandemic has seriously diminished the ability to connect directly with students and encourage them to take advantage of all the department has to offer. Mid-semester reports from instructors teaching core music degree courses also help us identify students in need of intervention. We also believe that obtaining a lot of new equipment and software updates will continue to attract students who are looking for state-of-the-art training. The new VACC building (with a Digital Music Media Lab) will undoubtedly draw students, and there will be opportunities for creating new courses in film scoring. We also believe that our new DJ Workshop (and the upcoming DJ Workshop 2 and DJ Certificate) will continue to bring in a different group of students who could then be encouraged to complete degrees and certificates in the department. Finally, strengthening relationships with our community partners is opening the door to internship possibilities for our students.

Saved 7/17/2022 3:46 PM by Carmen Dominguez

Validation



Validation Comments

Please enter your **comments about the module**.

This box also documents the validation dialogue with the program. Please date and initial comments.

The committees use this information for planning and decision-making. Information should help the committee contextualize responses and requests.

- Does the analysis look at the **current data**?
- Does the analysis address the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?

Validator Response - Final

I have reviewed the information and am validating this module.

The department identifies over 200 students who identify as music majors, but have single digit completion for degrees and certificates. This trend has been in effect since before the pandemic. Given the current focus upon guided pathways and student completion the department's completion rates are under closer scrutiny.

I Agree with this self-assessment: ***It is not clear that every member of the faculty has goals of the overall department in mind when implementing strategies for improvements in student achievement, success, and retention. The more typical response is that each faculty member takes care of his or her own classes, but doesn't give much thought to the overall program.***

- The faculty must work together with unified intentionality to guide and mentor students in applying for AA-T, and low unit certificates.
- Students who come for "upskilling" should be encouraged to apply for milestone certificates.
- There are multiple venues for every Full-time and part-time faculty member to share with their students how their course/class fits into a degree or certificate pathway. i.e. Class Lecture, CANVAS Page, Course SYLLABI,
- In order to help students along their pathway faculty should become adept with Program Mapper.
- New equipment can help to attract students, but this should be one component of a multi-part effort. New equipment is not always a guarantee for increased enrollment, or student completion

I also encourage the department to explore ways to close the equity gap in the Music Appreciation course as mentioned above. This is an excellent idea.

Saved 7/17/2022 4:18 PM by Carmen Dominguez

Validator Response - Final

Reviewed.

-MJ, 8/29/2022

Annual Program Review

Philosophy/ Economics/Hebrew/Jewish Studies

LAVC Program Review

2022

State: Completed

Resources for Completing This Module

The following data are currently available for you to complete this module:

- Headcount Enrollment - All terms (simple dashboard) ***Updated**
- Success & Retention - All terms (simple dashboard) ***New**
- Fall Enrollment, Success, & Retention Data - *includes demographics and mode*
- Spring Enrollment, Success, & Retention Data
- Special Populations/Programs - Enrollment, Success & Retention
- Awards (Program Completions)
- Majors Data

Here is a [Quick Guide to Data Modules](#). *** New**

The following **videos** provide guidance on using the dashboards to answer specific questions:

- [How to answer the retention questions in the enrollment module.](#)
- [How to answer questions related to institution-set standards: success, retention, awards.](#)
- [How to answer questions related to equity.](#)
- [Awards Dashboard and the program review Data-Achievement module](#)



Success - Course Completion (Instructional Areas)

Analyze trends in the student success data (i.e. successful course completion). Compare **each discipline** to the college level data. *For noninstructional/service areas, compare the **population outcomes** to the college level data. *Successful course completion is defined as a grade of A,B,C, or Pass divided by all grades including Ws).

- Briefly summarize the success/course completion data.
- Identify any disciplines below the college average. (**instructional areas only*)
- Identify any disciplines with declining success rates. (**instructional areas only*)

For fall 2021, the success rate in Economics was 65%. This is a minor decrease relative to previous years and is just below the the institution set standard (ISS) of 66%.

For fall 2021, the success rate in Philosophy was 69%. This is also a decrease relative to previous years but is above the ISS.

For fall 2021, the success rate in Jewish Studies was 64%. This is lower than the rate in previous years and is below the ISS but is a significant increase relative to earlier years. That said, only 1 section of JS was offered so conclusions can not be drawn from such a small set of observations.

Saved 6/28/2022 12:26 PM by Tyler Prante

Equity - Achievement



Equity - Course Outcomes (Instructional Areas)

In reviewing your course success rates, select at least one (1) course with large enrollment. How do the outcomes vary by ethnicity and gender? (Include the percentages.)

*Enter **Not Applicable** if non instructional program.

For Econ 10, the success rate for all students was 67%.

Men were more likely to succeed in this class than women. (71% vs. 61%). Full-time students were also more likely to succeed than part-time students.

Students identifying as White, Hispanic, or of Two or more races performed better than their counterparts identifying as Asian, or Black or African American.

Saved 6/28/2022 12:36 PM by Tyler Prante



Equity - Course Improvement (Instructional Areas)

As the college tries to close equity gaps in student achievement, what improvements can the department make to address the specific outcomes in the course(s) noted above?

Enter **Not Applicable if non instructional.*

Our department sometimes has conversations about good teaching practices and I hope that these practices will help reduce achievement gaps.

Faculty members have attended professional development classes regarding implicit bias, homeless students, and other topics relating to equity gaps. Our department's faculty haven't participated in the Teaching Innovations Academy before. I think it would be useful to attend. We will discuss the Teaching Innovations Academy at our first department meeting of the fall and I will suggest that faculty members attend.

Saved 6/28/2022 12:37 PM by Tyler Prante



Equity - Special Program Outcomes (Non-Instructional)

In reviewing your special program success rates, how do the outcomes vary by ethnicity and gender? *(Include the percentages.)*

Enter **Not Applicable if exclusively an instructional program.*

na

Saved 6/28/2022 12:37 PM by Tyler Prante



Equity- Special Programs (Non-Instructional)

As the college tries to close equity gaps in student achievement, what improvements can the program make to address the specific program outcomes noted above?

Enter **Not Applicable if exclusively an instructional program.*

na

Saved 6/28/2022 12:37 PM by Tyler Prante



Majors Data

Review the [data on majors](#) for the programs in your department.

- Summarize trends for students indicating majors in your department.

**Enter Not Applicable if non instructional.*

In considering the data characterizing the students majoring in our programs, the most notable thing is that such a large percentage of Economics majors are male. There are 92 students majoring in Economics and 64 of them are male. I know that the majority of students at LAVC and the majority of college students in general are female so this is uncommon.

There are a handful of possible explanations for this. For one, the faculty in Economics at LAVC are predominantly male; both full-time faculty members are male and 3 of the 4 adjunct faculty members are male. So one hypothesis is that gender of the faculty influence student choice in major. I know that 1 of the 2 full-time economics professors at LAPC is female, so this might make an interesting comparison.

Another interesting question about the patterns of gender for declared Economics majors is whether male and female students switch majors at the same rate. Data on this would be useful for untangling two effects: that men choose Economics as a major more often vs. men remain as Economics majors more often after declaring. Given that the gender disparity is clearly influenced by multiple factors, I'd love to learn more about this issue.

Saved 6/28/2022 12:52 PM by Tyler Prante

Awards - Degrees & Certificates



Award Completion (Instructional areas)

For **ALL active programs** (degrees and certificates), review the trend data on award completions.

- Summarize and address the trend (e.g. increase, declines, inconsistency) *Include the number of awards in your summary.*

**Enter Not Applicable if non instructional.*

In Economics, we again awarded a large number of AA degrees (102). This is an increase relative to last year. 19 AA-T degrees were awarded in 2019-2020, our all-time high!

In Philosophy, we awarded 3 A.A. degrees this year compared to 2 A.A. degrees last year. There were also 6 AA-T degrees awarded in Philosophy in 2020-2021 compared to 4 last year. These numbers are a bit low but improving.

In Jewish Studies, we awarded 0 AA degrees. I hope that the changes in the curriculum described above will increase the number of degrees in this area.

Saved 6/28/2022 12:46 PM by Tyler Prante



Majors Data

Consider your completion outcomes (awards data) in light of your majors data. Identify any relevant trends or inconsistencies.

**Enter Not Applicable if non instructional.*

As noted above, the area that is most notable from our data is related to the gender breakdown for Economics majors. 64 of the 92 Economics majors are male.

While women comprise about 30% of our majors, women are awarded about 48% of the degrees earned.

So, this shows that men are significantly more likely to choose Economics as a major, but women are slightly more likely to earn a degree if they major in

Institution-Set Standards (ISS)



Success - ISS

The institution has established an institution-set standard for course success (*students who successfully complete the course/A,B,C or P grades*) at **66%**.

- *For Instructional Areas* - Indicate whether **each discipline** in your area is performing at the (*minimum*) standard.
- *For Instructional Areas* - Identify **courses** that are **at or below** the standard for course success. Provide an improvement plan.
- *For Non-Instructional Areas* - Are the success rates for your **population/program** at or below the institution-set standard? Provide an improvement plan.

An institution-set "**standard**" is the **minimum level of acceptable performance** on an indicator. Should the program fall below a standard, some intervention should occur.

The successful course completion rate in Economics and Philosophy, are 65% and 69% Both near the ISS but Econ is just below the line with Philosophy just above.

Courses with success rates falling below the threshold include: Econ 1 (barely) and Phil 9 (pretty clearly below the ISS).

One interesting pattern here is that Econ 1 and Phil 20 both are more quantitative than some of the other classes in our discipline. This suggests that a greater focus on helping our students develop these skills is warranted.

Faculty teaching these courses are committed to fulfilling their professional development obligations so that they are as effective as possible.

These classes also might be good candidates for embedded tutors.

Saved 6/28/2022 1:01 PM by Tyler Prante

While the college has set an overall institution-set standard for the annual total number of institutional awards, each program is expected to have **minimum of ten (10) completions** annually contributing to that total.

A "**standard**" is a **minimum level of acceptable performance**. Should the program fall below a standard, some intervention should occur. *For each program (degree or certificate) indicate whether it meets the standard by entering the number of awards, and if not, indicate the action plan for improvement.*

**Must refer to the most recent academic year of data.*

Enter **Not Applicable if non instructional or no degrees or certificates attached to program.*

Awards-ISS

Program Name	Major Code	Meets Standard (10+ Awards)	Action Plan
Economics		10+ Completers	
Philosophy		<10 Completers	Faculty will discuss degree options with students in class and make announcements in Canvas about applying for degrees.
Religious Studies		Zero Completers	Faculty will discuss degree options with students in class and make announcements in Canvas about applying for degrees.

Improvement



Results

Based on the data trends, evaluate the effectiveness of strategies and/or interventions implemented in prior years to improve student achievement.

- Indicate **"not applicable"** if no steps have been taken to improve student achievement.
- Briefly describe the intervention/strategy and the outcome based on the data.

Not applicable.

Saved 6/28/2022 1:01 PM by Tyler Prante



Improvement Plan

In areas identified as needing improvement, describe strategies and/or interventions that the department/program will implement to help improve student achievement (successful course completion and award completion).

Noted above, we plan to simplify our offerings in Jewish Studies so that all required classes can be offered on a two-year cycle.

No changes are planned for Economics or Philosophy.

Saved 6/28/2022 1:02 PM by Tyler Prante

Validation



Validation Comments

Please enter your **comments about the module**.

This box also documents the validation dialogue with the program. Please date and initial comments.

The committees use this information for planning and decision-making. Information should help the committee contextualize responses and requests.

- Does the analysis look at the **current data**?
- Does the analysis address the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?

Validator Response - Final

Reviewed. -MJ, 8/31/2022

Saved 8/31/2022 12:36 PM by Matthew Jordan

Annual Program Review

Psychology

LAVC Program Review

2022

State: Completed

Resources for Completing This Module

The following data are currently available for you to complete this module:

- Headcount Enrollment - All terms (simple dashboard) *Updated
- Success & Retention - All terms (simple dashboard) *New
- Fall Enrollment, Success, & Retention Data - *includes demographics and mode*
- Spring Enrollment, Success, & Retention Data
- Special Populations/Programs - Enrollment, Success & Retention
- Awards (Program Completions)
- Majors Data

Here is a [Quick Guide to Data Modules](#). * New

The following **videos** provide guidance on using the dashboards to answer specific questions:

- [How to answer the retention questions in the enrollment module.](#)
- [How to answer questions related to to institution-set standards: success, retention, awards.](#)
- [How to answer questions related to equity.](#)
- [Awards Dashboard and the program review Data-Achievement module](#)



Success - Course Completion (Instructional Areas)

Analyze trends in the student success data (i.e. successful course completion). Compare **each discipline** to the college level data. *For noninstructional/service areas, compare the **population outcomes** to the college level data. *Successful course completion is defined as a grade of A,B,C, or Pass divided by all grades including Ws).

- Briefly summarize the success/course completion data.
- Identify any disciplines below the college average. (*instructional areas only)
- Identify any disciplines with declining success rates. (*instructional areas only)

For the last six years (2016-2021) the department which includes Psychology, Statistics, and Developmental Communication has been at or above the institution-set standard of 66% for all fall and spring semesters.

For Psychology, the general trend for the last six years has been increasing success from a low of 62% in spring of 2016 to a high of 73% in spring of 2020. The exception to this trend was fall of 2021 when it dropped to 66% which was 3% below the most recent percentage for the college.

The Developmental Communications success rates are generally high. The trend for the last six years has been increasing success which has stabilized at a rate of 93-94% for the most recent 5 semesters. This is approximately 25% higher than the most recent percentage for the college.

For Statistics, the trend for 2016-2018 was above the institutional set standard of 66% for Fall and Spring enrollment. During the pandemic, however, the variability within classes increased and we saw reduced success rates for the last 5 semesters ranging from 57% to 65%.

This may be largely due to the passage of AB 705, lower enrollment in Stat 100, and challenges with online learning and tutoring during the pandemic. Greater support through notifying students about Stat 100 from areas such as counseling is an important step in supporting student success. The recent return of some in-person statistics classes and tutoring for interested students may also support increased success.

Saved 7/29/2022 8:02 AM by Brandon Hildreth

Equity - Achievement



Equity - Course Outcomes (Instructional Areas)

In reviewing your course success rates, select at least one (1) course with large enrollment. How do the outcomes vary by ethnicity and gender?

(Include the percentages.)

*Enter **Not Applicable** if non instructional program.

This year we will focus on Psychology 001. This course is an introductory course, meets a GE requirement, and has the highest average enrollment in the Psychology department (between 594 and 1,032 from 2016 to 2021). This is a first level course that is based in scientific method and requires written critical analysis; thus the difficulty level of the course may be a surprise for students who expect psychology to be a less rigorous discipline.

Unfortunately, both enrollment (594) and success (61%) were lower in fall 2021 than other years from 2016-2021. Though success rates were similar for female (60%) and male-identified students (62%), both groups were below the ISS for fall 2021.

In addition, the Fall 2021 success rates were below the ISS for many ethnic groups. Specifically, though Native Hawaiian/PI (100%) and White students (71%) success rates were above the ISS, rates were below the ISS for Black/AfAm (66%), Asian (65%), Bi/Multi-Racial (63%), and Hispanic & Latino (54%). However, many groups and subgroups contained fewer than 10 persons. The small sample sizes make the meaningful interpretation of results difficult. Nevertheless, the success rates for female-identified, male-identified, Asian, Bi/Multi-Racial, and Hispanic & Latino students were below both the ISS and the rates for the college.



Equity - Course Improvement (Instructional Areas)

As the college tries to close equity gaps in student achievement, what improvements can the department make to address the specific outcomes in the course(s) noted above?

*Enter **Not Applicable** if non instructional.

The department can specifically address these issues by discussing ideas and identifying students who might most benefit from interventions. It is likely that not everyone notices specific equity gaps; identifying them for staff and brainstorming ideas would be a good start. Therefore, communication is occurring within the department regarding the statistics noted in this module which is intended to foster brainstorming and implementing ideas for improvement. In addition, several department faculty who participated in Communities of Practice in 2021-2022 will share some of the take-aways with the department.

Students should be identified for inclusion into programs which may be aided through the use of the new early alert system. Further, some programs could be added to the campus to further support students (e.g. Adelante FYE). In light of both the SCFF and our mission as a Hispanic Serving Institution an additional program to service Hispanic/Latino students should be considered.



Equity - Special Program Outcomes (Non-Instructional)

In reviewing your special program success rates, how do the outcomes vary by ethnicity and gender? (Include the percentages.)

*Enter **Not Applicable** if exclusively an instructional program.

N/A



Equity- Special Programs (Non-Instructional)

As the college tries to close equity gaps in student achievement, what improvements can the program make to address the specific program outcomes noted above?

*Enter **Not Applicable** if exclusively an instructional program.

N/A



Majors Data

Review the [data on majors](#) for the programs in your department.

- Summarize trends for students indicating majors in your department.

**Enter Not Applicable if non instructional.*

The psychology major* showed steady growth from 396 in 2012 to 842 in 2019. Over the last several years, the department updated and added classes and eliminated some degrees to create a streamlined and relevant pathway for students.

However, Psychology was not immune to the declines in enrollment during the pandemic. Growth stopped and majors in the department declined to 702 by 2021. This is a 16.6% decline. This is not surprising considering the campus as a whole saw a decline of approximately 18.5% in majors during this same time period. Though some demographic subgroups showed stability or growth in numbers in psychology, there was a noticeable decline in Black/AfAm, Hispanic & Latino, and White students majoring in psychology in the most recent fall semesters.

*Campus defined major rather than Top Code data were used.

Awards - Degrees & Certificates



Award Completion (Instructional areas)

For **ALL active programs** (degrees and certificates), review the trend data on award completions.

- Summarize and address the trend (e.g. increase, declines, inconsistency) *Include the number of awards* in your summary.

**Enter Not Applicable if non instructional.*

There has been a steady increase in degrees from 2015-16 to 2019-20 and stability from 2019-20 to 2020-21. Specifically, there were 47 completions (awards) in 2015-2016, 144 in 2019-2020, and 139 in 2020-2021. Though the department worked for continued increases, stability is an achievement when considered in light of declining overall enrollments for the campus and corresponding declines in majors in the most recent two years.

The psychology degrees awarded in 2020-21 are similar to the institutional gender trends: 70% female-identified and 30% male-identified.

As noted in the prior section of this module, the department updated and added classes and eliminated some degrees to create a streamlined and relevant pathway for students. We now offer only one clear degree, the AA-T, and are will be offering a new elective in the area of cross-cultural psychology.

Saved 6/17/2022 11:56 PM by Christina Peter



Majors Data

Consider your completion outcomes (awards data) in light of your majors data. Identify any relevant trends or inconsistencies.

**Enter Not Applicable if non instructional.*

The general trend in majors and degree completion data show consistent increases, and degree completion has been increasing at a faster rate than incoming majors. This shows that students are successfully staying on track with their academic program. The AA-T has become a sought after degree in psychology. Unfortunately, however, the department is not immune to the overall enrollment declines of the last two years. Therefore, it should be noted that the number of majors in psychology has dropped since 2019 at a similar rate as enrollment has decreased at the campus.

Institution-Set Standards (ISS)



Success - ISS

The institution has established an institution-set standard for course success (*students who successfully complete the course/A,B,C or P grades*) at **66%**.

- *For Instructional Areas* - Indicate whether **each discipline** in your area is performing at the (*minimum*) standard.
- *For Instructional Areas* - Identify **courses** that are at or below the standard for course success. Provide an improvement plan.
- *For Non-Instructional Areas* - Are the success rates for your **population/program** at or below the institution-set standard? Provide an improvement plan.

An institution-set "**standard**" is the **minimum level of acceptable performance** on an indicator. Should the program fall below a standard, some intervention should occur.

For the last six years (2016-2021) the department which includes Psychology, Statistics and Developmental Communication has been at or above the institution set standard of 66% for all fall and spring semesters. Overall, Developmental Communications is far above the ISS, Psychology is at or slightly above the ISS, yet Statistics has recently dropped below the ISS. This may be largely due to the passage of AB 705, lower enrollment in Stat 100, and challenges with online learning and tutoring during the pandemic. We hope that the decrease in success in Statistics does not become an institutional pattern. We are certain that part of the issue is that counselors and others mistakenly encourage students to enroll in Statistics 101 straightaway instead of enrolling in Statistics 100. We think this is the reason that our success rate dropped from well above average after the implementation of AB705 implementation. Not surprisingly, when the 'beta' version of Stat 100 was offered as a prerequisite option to Math 125, our success rate remained above the college average. This finding should be a launching point for students and staff. Greater support through notifying students about Stat 100 from areas such as counseling is an essential step in supporting student success. The recent return of some in-person statistics classes and tutoring for interested students may also support increased success. Our department members will continue to discuss additional ways to help students improve basic study skills and writing ability.

While the college has set an overall institution-set standard for the annual total number of institutional awards, each program is expected to have **minimum of ten (10) completions** annually contributing to that total.

A "**standard**" is a **minimum level of acceptable performance**. Should the program fall below a standard, some intervention should occur. For each program (degree or certificate) indicate whether it meets the standard by entering the number of awards, and if not, indicate the action plan for improvement.

*Must refer to the most recent academic year of data.

*Enter **Not Applicable** if non instructional or no degrees or certificates attached to program.

Awards-ISS

No Records.

Improvement



Results

Based on the data trends, evaluate the effectiveness of strategies and/or interventions implemented in prior years to improve student achievement.

- Indicate **"not applicable"** if no steps have been taken to improve student achievement.
- Briefly describe the intervention/strategy and the outcome based on the data.

We have been quite successful across all three disciplines, but are not satisfied that some individual groups still lag. Sharing ideas among both full-time and adjunct faculty has resulted in a wider menu of options for intervention and instruction. In addition, our faculty have been active in trying to increase success. In 2021-22, two teams of full-time and part-time faculty members participated in Communities of Practice. In addition, our faculty are in communication about these data so that ideas can be further generated and shared. Further, our department has continued to review our degree and course offerings to identify potential areas for improvement. The department has added approximately one new class per year for the last several years after careful consideration. These changes help to ensure our offerings are relevant and up-to-date with the field, overall.



Improvement Plan

In areas identified as needing improvement, describe strategies and/or interventions that the department/program will implement to help improve student achievement (successful course completion and award completion).

The department is discussing ideas and can participate in identifying students who might most benefit from interventions through early alert. Further, some programs could be added to the campus to further support students (e.g. Adelante FYE). In light of both the SCFF and our mission as a Hispanic Serving Institution an additional program to service Hispanic/Latino students should be considered.

Brainstorming ideas within the department has begun. Communication will continue to occur within the department regarding the statistics noted in this module. In addition, several department faculty who participated in Communities of Practice in 2021-2022 will share some of the take-aways with the department.

Greater support through notifying students about Stat 100 from areas such as counseling is an essential step in supporting student success.

We would also benefit from innovative workshops and conferences. Potential travel and attendance cost approximately \$3000 for two department representatives.

Validation



Validation Comments

Please enter your **comments about the module**.

This box also documents the validation dialogue with the program. Please date and initial comments.

The committees use this information for planning and decision-making. Information should help the committee contextualize responses and requests.

- Does the analysis look at the **current data**?
- Does the analysis address the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?

Validator Response - Final

Reviewed. -MJ, 8/31/2022

Saved 8/31/2022 12:50 PM by Matthew Jordan

Validator Response - Final

Overall, the department has a relatively high success rate in all disciplines and has maintained success rates above the institutional-set standard. In addition, the department has steadily increased the number of degrees awarded for several years, but due to declining enrollment, awards have decreased. The department has developed an improvement plan to help identify students who may need additional support and facilitate conversation among faculty to develop intervention strategies.

I suggest the department meet with the Counseling Department to provide insight on STAT 101 and discuss recommendations for advising students on the program.

-BMH

Saved 7/29/2022 8:21 AM by Brandon Hildreth

Annual Program Review

Puente

LAVC Program Review

2022

State: Completed

Resources for Completing This Module

The following data are currently available for you to complete this module:

- Headcount Enrollment - All terms (simple dashboard) ***Updated**
- Success & Retention - All terms (simple dashboard) ***New**
- Fall Enrollment, Success, & Retention Data - *includes demographics and mode*
- Spring Enrollment, Success, & Retention Data
- Special Populations/Programs - Enrollment, Success & Retention
- Awards (Program Completions)
- Majors Data

Here is a [Quick Guide to Data Modules](#): *** New**

The following **videos** provide guidance on using the dashboards to answer specific questions:

- [How to answer the retention questions in the enrollment module.](#)
- [How to answer questions related to institution-set standards: success, retention, awards.](#)
- [How to answer questions related to equity.](#)
- [Awards Dashboard and the program review Data-Achievement module](#)



Success - Course Completion (Instructional Areas)

Analyze trends in the student success data (i.e. successful course completion). Compare **each discipline** to the college level data. *For noninstructional/service areas, compare the **population outcomes** to the college level data. *Successful course completion is defined as a grade of A,B,C, or Pass divided by all grades including Ws).

- Briefly summarize the success/course completion data.
- Identify any disciplines below the college average. (**instructional areas only*)
- Identify any disciplines with declining success rates. (**instructional areas only*)

Spring - Fall 2021

Headcount = 60 students

Overall success = 76% (down from the previous year)

2020

In Fall 2020, the Puente Program served 30 individual students. The students achieved "success" at a rate of 83%. This is ten percent higher than the campus overall success rate.

Fall 2019

The Puente success rate for Fall 2019 is 78% compared to Fall 2018, which was 64.95%. This is above the institutional standard of 66% and the institutional success average of 69.3%.

Saved 6/30/2022 8:23 PM by Holly Batty

Equity - Achievement



Equity - Course Outcomes (Instructional Areas)

In reviewing your course success rates, select at least one (1) course with large enrollment. How do the outcomes vary by ethnicity and gender? (Include the percentages.)

Enter **Not Applicable if non instructional program.*

NA



Equity - Course Improvement (Instructional Areas)

As the college tries to close equity gaps in student achievement, what improvements can the department make to address the specific outcomes in the course(s) noted above?

Enter **Not Applicable if non instructional.*

2021

We will be having all events in person once again. To engage the students in a greater sense of community, we will utilize the new Multicultural center for meetings and events. The Puente club was discontinued for the last academic year, but having this new space will allow the students to meet and socialize. The new Puente counselor, Ruth Vasquez, was not able to attend an in-person Puente Summer Institute in the previous summer when she took on the new role; however, she is planning to attend this summer, which will provide an abundance of professional development and guidance. Lastly, ongoing course redesign should improve the outcomes for students in the Puente-specific courses.

Fall 2020

The Puente English 101 course was revised during the Summer 2020 Teaching Innovations Academy to address equitable teaching in an online environment post-COVID. The Puente courses are revised annually.

Saved 6/30/2022 8:23 PM by Holly Batty



Equity - Special Program Outcomes (Non-Instructional)

In reviewing your special program success rates, how do the outcomes vary by ethnicity and gender? (Include the percentages.)

Enter **Not Applicable if exclusively an instructional program.*

Spring - Fall 2021

Male = 74%

Female = 77%

Unknown = 90%

Asian = 86%

Black = 100%

2+ = 75%

Latinx = 75%

White = 70%

Fall 2020:

80% of the females in the Puente program were successful this academic year.

88% of the males in the Puente program were successful this academic year.

White: 2/30 students succeeded at 100%

2+ races 6/30 students succeeded at 97%

Hispanic, Latinx: 20/30 succeeded at 79%

Asian: 2/30 students succeeded at 63%

We usually see a higher success rate among the female population in the Puente program, but in 2020, the male population succeeded at an 8% higher rate. We saw that the group that struggled the most with success rates were the 2 asian students in the program.

Fall 2019:

70.2% of the Latino students were successful, 88.9% who are two or more races, and 90.5% who were unreported were successful.

77.9% of females were successful, and 78.4% of males were successful.

Saved 6/30/2022 8:23 PM by Holly Batty



Equity- Special Programs (Non-Instructional)

As the college tries to close equity gaps in student achievement, what improvements can the program make to address the specific program outcomes noted above?

Enter **Not Applicable if exclusively an instructional program.*

2021

- Opening of the multicultural center in Fall 2022
- Resume in-person trips and events (especially the Fall Puente motivational conference)
- Puente Summer Institute for new counselor
- Resume Puente Club
- Course redesign

Fall 2020

The Puente English 101 course was revised during the Summer 2020 Teaching Innovations Academy to address equitable teaching in an online environment post-COVID. Courses are revised annually.

We will resume in-person instruction at a hybrid level in Fall 2021, as the students in the program need community and a support network in order to be fully successful.

In either Fall 2021 or Spring 2022, we will have the new multicultural center for the Puente students. The campus has never had a dedicated space for this program, and this should have a positive effect on student success and retention.

Hiring a permanent CGCA to assist with reaching out to students and helping with clerical duties will also have a positive effect on student success, especially as we grow the program.

Saved 6/30/2022 8:23 PM by Holly Batty



Majors Data

Review the [data on majors](#) for the programs in your department.

- Summarize trends for students indicating majors in your department.

**Enter Not Applicable if non instructional.*

NA



Award Completion (Instructional areas)

For **ALL active programs** (degrees and certificates), review the trend data on award completions.

- Summarize and address the trend (e.g. increase, declines, inconsistency) *Include the number of awards in your summary.*

**Enter Not Applicable if non instructional.*

NA



Majors Data

Consider your completion outcomes (awards data) in light of your majors data. Identify any relevant trends or inconsistencies.

**Enter Not Applicable if non instructional.*

NA

Institution-Set Standards (ISS)



Success - ISS

The institution has established an institution-set standard for course success (*students who successfully complete the course/A,B,C or P grades*) at **66%**.

- For Instructional Areas* - Indicate whether **each discipline** in your area is performing at the (*minimum*) standard.
- For Instructional Areas* - Identify **courses** that are at or below the standard for course success. Provide an improvement plan.
- For Non-Instructional Areas* - Are the success rates for your **population/program** at or below the institution-set standard? Provide an improvement plan.

An institution-set "**standard**" is the **minimum level of acceptable performance** on an indicator. Should the program fall below a standard, some intervention should occur.

2021

The success rate for students in the program was 76% in 2021. We took on a record number of students this term (60), whereas the average number of students is 25. This was also the first semester back in person, which the students struggled with. We also were not able to take any in-person trips this term. The Fall Puente motivational conference is an especially empowering event that motivates students to be successful. We will be having this event, as well as other events, such as Noche de Familia, in person once again. To engage the students in a greater sense of community, we will utilize the new Multicultural center for meetings and events. The Puente club was discontinued for the last academic year, but having this new space will allow the students to meet and socialize. Lastly, the new Puente counselor, Ruth Vasquez, was not able to attend an in-person Puente Summer Institute in the previous summer when she took on the new role; however, she is planning to attend this summer, which will provide an abundance of professional development and guidance.

Fall 2020

The Puente program success rate in 2020 was 83%, which is well above the ISS.

The Puente success rate for Fall 2019 is 78%, which is higher than the college standard of 66%. It is also 13% higher than the success of the Fall 2018 cohort.

While the college has set an overall institution-set standard for the annual total number of institutional awards, each program is expected to have **minimum of ten (10) completions** annually contributing to that total.

A "standard" is a minimum level of acceptable performance. Should the program fall below a standard, some intervention should occur. For each program (degree or certificate) indicate whether it meets the standard by entering the number of awards, and if not, indicate the action plan for improvement.

*Must refer to the most recent academic year of data.

*Enter **Not Applicable** if non instructional or no degrees or certificates attached to program.

Awards-ISS

No Records.

Improvement



Results

Based on the data trends, evaluate the effectiveness of strategies and/or interventions implemented in prior years to improve student achievement.

- Indicate "**not applicable**" if no steps have been taken to improve student achievement.
- Briefly describe the intervention/strategy and the outcome based on the data.

2021

We had hoped that having in-person classes this semester would increase student success; however, this does not seem to be the case. Pairing the in-person courses with opportunities to socialize outside of class in the Multicultural Center and on trips will hopefully motivate students to succeed. Lastly, ongoing course redesign seems to improve the outcomes for students in the Puente-specific courses.

2020

The changes made to the English 101 course through Teaching Innovations academy helped to increase the overall success of the students, as the content takes a more direct approach to diverse curriculum and equitable grading practices. The program has also begun using Canvas as a central hub for all students in the program, as they do not all necessarily take all the English/Counseling courses. The students now earn digital badges, in order to keep track of the milestones that students reach, such as completing an education plan, completing tutoring sessions, etc. The success rate in 2020 was 83%, which is an improvement from the prior academic year. This indicates that interventions are having some effect.

As there was a 13% increase in success from Fall 2018 to Fall 2019, it would appear that our interventions are working; however, there is still a lot of work to be done (see Improvements section).

Saved 6/23/2022 2:28 PM by Holly Batty



Improvement Plan

In areas identified as needing improvement, describe strategies and/or interventions that the department/program will implement to help improve student achievement (successful course completion and award completion).

2021

We will be having all events in person once again. To engage the students in a greater sense of community, we will utilize the new Multicultural center for meetings and events. The Puente club was discontinued for the last academic year, but having this new space will allow the students to meet and socialize. The new Puente counselor, Ruth Vasquez, was not able to attend an in-person Puente Summer Institute in the previous summer when she took on the new role; however, she is planning to attend this summer, which will provide an abundance of professional development and guidance. Lastly, ongoing course redesign should improve the outcomes for students in the Puente-specific courses.

2020

The Puente program would like to have the counseling intern start working earlier in the semester, in order to assist in contacting students who are not meeting milestones. Early intervention is essential, which is why we need to have a working system on day 1 of the semester. The English Coordinator, Holly Batty, would like to grow the Puente program to serve larger numbers of students in the coming years via increased English 101 cohorts.

2019

The Puente Program will implement Electronic progress reports (post-COVID) for all Puente students to monitor academic performance throughout the semester. In previous years, this has not been implemented. We will also be utilizing the campus early alert system (AAA), once this system is in place. Furthermore, the Puente students will be required to meet via Zoom with the counselor twice per semester, the English instructor once, and a tutor once. We will also reinstate the Puente mentorship program with new off-campus mentors. Because the students and mentors are meeting online, we will be able to get more participation on both sides. We will also continue to encourage students to utilize other services, programs, etc. There will also be a greater emphasis on success strategies earlier in the semester. Overall, we would like to implement more targeted, intrusive, and intentional interventions.

Saved 6/23/2022 2:29 PM by Holly Batty

Validation



Validation Comments

Please enter your **comments about the module**.

This box also documents the validation dialogue with the program. Please date and initial comments.

The committees use this information for planning and decision-making. Information should help the committee contextualize responses and requests.

- Does the analysis look at the **current data**?
- Does the analysis address the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?

Validator Response - Final

Validation complete A.O. 8/12/22

Saved 8/12/2022 3:28 PM by Alex Ojeda

Validator Response - Final

Congrats on the success rates among the males! SR 8/13/2022.

Saved 8/13/2022 12:08 PM by Sherri Rodriguez

Annual Program Review

Service Learning

LAVC Program Review

2022

State: Completed

Resources for Completing This Module

The following data are currently available for you to complete this module:

- Headcount Enrollment - All terms (simple dashboard) ***Updated**
- Success & Retention - All terms (simple dashboard) ***New**
- Fall Enrollment, Success, & Retention Data - *includes demographics and mode*
- Spring Enrollment, Success, & Retention Data
- Special Populations/Programs - Enrollment, Success & Retention
- Awards (Program Completions)
- Majors Data

Here is a [Quick Guide to Data Modules](#). *** New**

The following **videos** provide guidance on using the dashboards to answer specific questions:

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- [How to answer questions related to institution-set standards: success, retention, awards.](#)
- [How to answer questions related to equity.](#)
- [Awards Dashboard and the program review Data-Achievement module](#)



Success - Course Completion (Instructional Areas)

Analyze trends in the student success data (i.e. successful course completion). Compare **each discipline** to the college level data. *For noninstructional/service areas, compare the **population outcomes** to the college level data. *Successful course completion is defined as a grade of A,B,C, or Pass divided by all grades including Ws).

- Briefly summarize the success/course completion data.
- Identify any disciplines below the college average. (*instructional areas only)
- Identify any disciplines with declining success rates. (*instructional areas only)

There are no records of students enrolled in Service Learning since Fall 2018. Therefore, it is not enough information available to determine course outcomes.

Below is the data entered from the last program review; however, the source of the data is unclear since **Services Learning metrics are not tracked in OIE Dashboards**.

Fall 2018 Data

- 79 students participated in Service Learning.
- The success rate of Service Learning students was 79.29% as compared to the success rate of non-Service Learning students in the same class which was only 69%. Students participating in Service Learning as a program had a completion rate of 91.26%.

Saved 6/29/2022 2:42 PM by Brandon Hildreth

Equity - Achievement



Equity - Course Outcomes (Instructional Areas)

In reviewing your course success rates, select at least one (1) course with large enrollment. How do the outcomes vary by ethnicity and gender? (Include the percentages.)

Enter **Not Applicable if non instructional program.*

There are no records of students enrolled in Service Learning since Fall 2018, therefore, it is not enough information available to determine course outcomes.

Saved 6/29/2022 2:42 PM by Brandon Hildreth



Equity - Course Improvement (Instructional Areas)

As the college tries to close equity gaps in student achievement, what improvements can the department make to address the specific outcomes in the course(s) noted above?

Enter **Not Applicable if non instructional.*

There are no records of students enrolled in Service Learning since Fall 2018, therefore, it is not enough information available to develop a course improvement plan.

Saved 6/29/2022 2:42 PM by Brandon Hildreth



Equity - Special Program Outcomes (Non-Instructional)

In reviewing your special program success rates, how do the outcomes vary by ethnicity and gender? *(Include the percentages.)*

Enter **Not Applicable if exclusively an instructional program.*

There are no records of students enrolled in Service Learning since Fall 2018; therefore, it is not enough information to determine program success outcomes by gender and ethnicity.

Saved 6/29/2022 2:42 PM by Brandon Hildreth



Equity- Special Programs (Non-Instructional)

As the college tries to close equity gaps in student achievement, what improvements can the program make to address the specific program outcomes noted above?

Enter **Not Applicable if exclusively an instructional program.*

There are no records of students enrolled in Service Learning since Fall 2018, therefore, it is not enough information to develop improvement to address equity gaps in student achievement.

Saved 6/29/2022 2:42 PM by Brandon Hildreth



Majors Data

Review the [data on majors](#) for the programs in your department.

- Summarize trends for students indicating majors in your department.

**Enter Not Applicable if non instructional.*

Not applicable. The program does not offer a major.

Saved 6/29/2022 2:42 PM by Brandon Hildreth

Awards - Degrees & Certificates



Award Completion (Instructional areas)

For **ALL active programs** (degrees and certificates), review the trend data on award completions.

- Summarize and address the trend (e.g. increase, declines, inconsistency) *Include the number of awards* in your summary.

**Enter Not Applicable if non instructional.*

Not Applicable. The program does not offer degrees and certificates.

Saved 6/29/2022 2:42 PM by Brandon Hildreth



Majors Data

Consider your completion outcomes (awards data) in light of your majors data. Identify any relevant trends or inconsistencies.

**Enter Not Applicable if non instructional.*

Not applicable. The program does not offer a major.

Saved 6/29/2022 2:42 PM by Brandon Hildreth

Institution-Set Standards (ISS)



Success - ISS

The institution has established an institution-set standard for course success (*students who successfully complete the course/A,B,C or P grades*) at **66%**.

- For Instructional Areas* - Indicate whether **each discipline** in your area is performing at the (*minimum*) standard.
- For Instructional Areas* - Identify **courses** that are at or below the standard for course success. Provide an improvement plan.
- For Non-Instructional Areas* - Are the success rates for your **population/program** at or below the institution-set standard? Provide an improvement plan.

An institution-set "**standard**" is the **minimum level of acceptable performance** on an indicator. Should the program fall below a standard, some intervention should occur.

There are no records of students enrolled in Service Learning since Fall 2018, therefore, it is not enough information available to determine course success outcomes against the institution-set standard.

Below is the data entered from the last program review; however, the source of the data is unclear since **Services Learning metrics are not tracked in OIE Dashboards**.

Fall 2018 Data

- 79 students participated in Service Learning.
- The retention rate of Service Learning students was 91% as compared to the retention rate of non-Service Learning students in the same class which was only 86 %.

Saved 6/29/2022 2:42 PM by Brandon Hildreth

While the college has set an overall institution-set standard for the annual total number of institutional awards, each program is expected to have **minimum of ten (10) completions** annually contributing to that total.

A "standard" is a minimum level of acceptable performance. Should the program fall below a standard, some intervention should occur. For each program (degree or certificate) indicate whether it meets the standard by entering the number of awards, and if not, indicate the action plan for improvement.

*Must refer to the most recent academic year of data.

*Enter **Not Applicable** if non instructional or no degrees or certificates attached to program.

Awards-ISS

No Records.

Improvement



Results

Based on the data trends, evaluate the effectiveness of strategies and/or interventions implemented in prior years to improve student achievement.

- Indicate **"not applicable"** if no steps have been taken to improve student achievement.
- Briefly describe the intervention/strategy and the outcome based on the data.

Not applicable

Saved 6/29/2022 2:42 PM by Brandon Hildreth



Improvement Plan

In areas identified as needing improvement, describe strategies and/or interventions that the department/program will implement to help improve student achievement (successful course completion and award completion).

Not applicable.

Saved 6/29/2022 2:42 PM by Brandon Hildreth



Validation Comments

Please enter your **comments about the module**.

This box also documents the validation dialogue with the program. Please date and initial comments.

The committees use this information for planning and decision-making. Information should help the committee contextualize responses and requests.

- Does the analysis look at the **current data**?
- Does the analysis address the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?

Validator Response - Final

Reviewed. -MJ, 8/31/2022

Saved 8/31/2022 12:56 PM by Matthew Jordan

Annual Program Review

Sociology & Ethnic Studies

LAVC Program Review

2022

State: Completed

Resources for Completing This Module

The following data are currently available for you to complete this module:

- Headcount Enrollment - All terms (simple dashboard) ***Updated**
- Success & Retention - All terms (simple dashboard) ***New**
- Fall Enrollment, Success, & Retention Data - *includes demographics and mode*
- Spring Enrollment, Success, & Retention Data
- Special Populations/Programs - Enrollment, Success & Retention
- Awards (Program Completions)
- Majors Data

Here is a [Quick Guide to Data Modules](#). *** New**

The following **videos** provide guidance on using the dashboards to answer specific questions:

- [How to answer the retention questions in the enrollment module.](#)
- [How to answer questions related to institution-set standards: success, retention, awards.](#)
- [How to answer questions related to equity.](#)
- [Awards Dashboard and the program review Data-Achievement module](#)



Success - Course Completion (Instructional Areas)

Analyze trends in the student success data (i.e. successful course completion). Compare **each discipline** to the college level data. *For noninstructional/service areas, compare the **population outcomes** to the college level data. *Successful course completion is defined as a grade of A,B,C, or Pass divided by all grades including Ws).

- Briefly summarize the success/course completion data.
- Identify any disciplines below the college average. (**instructional areas only*)
- Identify any disciplines with declining success rates. (**instructional areas only*)

African American Studies: In spring of 2021, all of the African American Studies courses offered met or exceeded the institutional standard for success. However, in the summer of 2021 African American Studies 5 fell below standard with a 62% success rate and in fall of 2021, African American Studies 2 fell way below the standard with a rate of 49%. The other courses offered either met or exceeded the standard. The success rate of African American Studies online and the face-to-face courses were similar with in-person instruction having a slightly higher rates of success. Please note that all of our spring term courses met online.

Chicano Studies: Most of our Chicano Studies courses met the institutional standard with two exceptions: Chicano 2 fell just below the standard in fall 2021 (65%) and Chicano 7 fell below the standard in the same term (58%). In previous years, our face-to-face courses have had significantly better success rates than the online courses but this year the rates are similar for both modes of instruction.

Sociology: Overall the program is meeting the institutional standards but there were a couple of courses that fell below the standard. Sociology 3 had a success rate of 63% in fall 2021 and 60% in Summer 2021.

Saved 6/27/2022 12:09 PM by Keidra Morris

Equity - Achievement



Equity - Course Outcomes (Instructional Areas)

In reviewing your course success rates, select at least one (1) course with large enrollment. How do the outcomes vary by ethnicity and gender? (Include the percentages.)

*Enter **Not Applicable** if non instructional program.

Overall

Whites and Asians were the highest performing groups in both Chicano Studies and Sociology, but were the lowest performing group in African American Studies. Please note that enrollment rates were not high for either of those groups within the African American Studies discipline. The specific percentages are below. Also, women and unknown performed better than men across all three disciplines. Racial/ethnic variations in performance showed greater gaps in achievement than those that are indicated by gender. However, men either fell below the standard or barely met the standard in all three disciplines.

African American Studies (African American Studies 4, Fall 2021)

All ethnic groups identified met the institutional standard except for White (61%). Additionally, men overall fell below standard at 65%.

Chicano Studies (Chicano Studies 8, Fall 2021)

No groups fell below the success rate in Chicano Studies in fall of 2021. However, the lowest performing group in terms of gender were men (67%) and the lowest performing ethnic group was Latino (67%).

Sociology (Sociology 1, Fall 2021)

Those who indicated that they were two or more races (62%) were the lowest performing group overall in Sociology. All other identified ethnic groups met the institutional standard. Men fell below the standard rate as well (64%).

African American Studies 4

(Spring 21 enrollment - 69)

(Fall 21 enrollment - 75)

In Fall 2021, White was the lowest performing ethnic group at 61%.

Men had a success rate of 65% and women had a success rate of 73%.

Chicano Studies 8

(Spring 21 enrollment - 236)

(Fall 21 enrollment - 221)

In Fall 2021, the lowest success rates in fall 21 were Latinx at (67%) , and those who indicated that they were two or more races (68%). Both of these groups still met the institutional standard.

Women achieved a success rate of 72% compared to men at 67%

Sociology 1

(Spring 21 enrollment - 375)

(Fall 21 enrollment - 467)

In Fall 21, those who indicated that they were of two or more ethnic groups had the lowest success rate of 62%.

Women achieved a success rate of 73% compared to men at 64%

Saved 7/6/2022 4:19 PM by Keidra Morris



Equity - Course Improvement (Instructional Areas)

As the college tries to close equity gaps in student achievement, what improvements can the department make to address the specific outcomes in the course(s) noted above?

Enter **Not Applicable if non instructional.*

We need to continue our relationship with tutoring serves to provide embedded tutors who intentionally seek to support our Black and Latino students. We also need to work more closely with specialized programs such as Umoja/Black Scholars, Puente, etc. whose main goal is to improve the success/retention rates of Black and Latinx students. In Fall of 2021 none of these groups fell below the standard when compared to last year which means that success rates are improving among these groups. We need to turn our attention to males across the board while simultaneously continuing our strategies towards improving the success rates of our disproportionately impacted populations.

Of course, recognizing the impact of Covid and its disproportionate impact on these communities should be considered as well. Professional Development and Canvas trainings that focus on cultural competency, inclusiveness and equity should also be promoted to department faculty.

Saved 7/6/2022 4:21 PM by Keidra Morris



Equity - Special Program Outcomes (Non-Instructional)

In reviewing your special program success rates, how do the outcomes vary by ethnicity and gender? *(Include the percentages.)*

Enter **Not Applicable if exclusively an instructional program.*

N/A



Equity- Special Programs (Non-Instructional)

As the college tries to close equity gaps in student achievement, what improvements can the program make to address the specific program outcomes noted above?

Enter **Not Applicable if exclusively an instructional program.*

N/A



Majors Data

Review the [data on majors](#) for the programs in your department.

- Summarize trends for students indicating majors in your department.

Enter **Not Applicable if non instructional.*

As of Fall 2021, students majoring in many of our disciplines has increased except for Sociology which has decreased. We have an increase this year in our Social Welfare majors, however we still have a downward trend in both Sociology and Social Welfare. There is data that suggests students are majoring in Social Justice which is a bit confusing since we don't have that major on our campus. I'm wondering if we might be missing some students because of this issue.

As of Fall 2021

African American Studies Majors - 2

Chicano Studies Majors - 19

Ethnic Studies Majors - 11

Sociology Majors - 403

Social Welfare Majors - 40

Saved 6/27/2022 1:18 PM by Keidra Morris

Awards - Degrees & Certificates



Award Completion (Instructional areas)

For **ALL active programs** (degrees and certificates), review the trend data on award completions.

- Summarize and address the trend (e.g. increase, declines, inconsistency) *Include the number of awards in your summary.*

**Enter Not Applicable if non instructional.*

Our awards continue to increase. In 2019-2020 we awarded 130 degrees. In 2018-2019, we awarded 123 degrees. The awards for Sociology AA-T has decreased from 100 in 2019/2020 to 85 in 2020/2021. However, the awards for our Sociology AA has increased from 23 to 27.

Our awards in Social Welfare have increased from 7 last year to 13 this year.

Chicano Studies is our newest AA and had 6 AA degree completions this year which is two more than last year.

We have no data on awards in Ethnic Studies. The Ethnic Studies degree has been modified and with the new mandate from the state regarding Ethnic Studies, we hope that this discipline will become more viable. I'm working with OIE to do an audit to see how many students might be close to completing this degree.

We've also created a new African American Studies certificate. We don't have data on that one either since it is less than a year old.

Saved 7/20/2022 9:57 PM by Brandon Hildreth



Majors Data

Consider your completion outcomes (awards data) in light of your majors data. Identify any relevant trends or inconsistencies.

**Enter Not Applicable if non instructional.*

Given the number of students who are majoring in the programs offered in our department, we need to have higher completion rates. We need to work with the research office to reach out to these students and offer guidance and support as they are trying to navigate through the major.

Institution-Set Standards (ISS)



Success - ISS

The institution has established an institution-set standard for course success (*students who successfully complete the course/A,B,C or P grades*) at **66%**.

- *For Instructional Areas* - Indicate whether **each discipline** in your area is performing at the (*minimum*) standard.
- *For Instructional Areas* - Identify **courses** that are at or below the standard for course success. Provide an improvement plan.
- *For Non-Instructional Areas* - Are the success rates for your **population/program** at or below the institution-set standard? Provide an improvement plan.

An institution-set "**standard**" is the **minimum level of acceptable performance** on an indicator. Should the program fall below a standard, some intervention should occur.

Below is a list of all of the courses that fell below the institutional standard for success in our three disciplines:

Fall 2021

African American Studies 002 - 49%

Chicano Studies 002 - 65%

Chicano Studies 007 - 58%

Sociology 003 - 63%

African American Studies: Most of the courses offered in this discipline are meeting institutional standards with overall success rates of 67% (F21); 79% (S21); 77% (Sum 21) and 88%(W21). However, African American Studies 2 fell below the standard in Fall 21. There was only one instructor who taught the course this past fall and we have reviewed it together. We believe that many students dropped the course at the midway point which resulted

in failing grades. Although our department does a good job of excluding students for census, we need to emphasize dropping students before the deadlines to prevent failing grades at the end of term.

Chicano Studies: Most of the courses offered in this discipline are meeting institutional standards with overall success rates of 66% (F21); 77% (S21); 79% (Sum 21) and 89%(W21). Chicano Studies 002 and 007 both were problematic in fall semester. I'll review the scheduling and data with the Chicano Studies faculty to address these issues.

Sociology: Most of the courses offered in this discipline are meeting institutional standards with overall success rates of 72% (F21); 78% (S21); 79% (Sum 21) and 86%(W21). Sociology 3 did not meet the institutional standard in the fall of 2021. I've already spoken to one of the instructors and we believe that the problem is similar to the one that we're having in African American Studies. We will address this issue during the fall of 2022.

Saved 7/6/2022 4:35 PM by Keidra Morris

While the college has set an overall institution-set standard for the annual total number of institutional awards, each program is expected to have **minimum of ten (10) completions** annually contributing to that total.

A "standard" is a minimum level of acceptable performance. Should the program fall below a standard, some intervention should occur. For each program (degree or certificate) indicate whether it meets the standard by entering the number of awards, and if not, indicate the action plan for improvement.

*Must refer to the most recent academic year of data.

*Enter **Not Applicable** if non instructional or no degrees or certificates attached to program.

Awards-ISS

Program Name	Major Code	Meets Standard (10+ Awards)	Action Plan
Sociology AA	SOC	10+ Completers	
Sociology AA-T	SOC	10+ Completers	
Social Welfare AA		<10 Completers	We have been working to align this degree with the requirements for the new Social Justice degrees that have been newly created by the state. Although we are just below 10 completions (we have 7), we are doing significantly better than three years when we only had 2. We will work on restructuring this program to make it more attractive to students.
Chicano Studies AA	CHICANO	<10 Completers	This is a new major (3 years old). We are working to increase completions and are increasing slowly. We are steadily introducing new courses in this area and we are sure this will contribute to more robust offering in this discipline which will lead to more interest in this major.
Ethnic Studies		Zero Completers	We have restructured this major to make it viable, including introducing more courses into the discipline and removing some courses that do not contribute to the current trends in Ethnic Studies. We also anticipate the creation of a TMC at the state level that we will consider and possibly augment our program if needed.
African American Studies Certificate		Zero Completers	This is a new major (less than one year old). We will work to promote it on campus and reach out to students who might be close to meeting the requirements for this certificate. We plan on working with Black Scholars to promote this award as well.

Improvement



Results

Based on the data trends, evaluate the effectiveness of strategies and/or interventions implemented in prior years to improve student achievement.

- Indicate "**not applicable**" if no steps have been taken to improve student achievement.
- Briefly describe the intervention/strategy and the outcome based on the data.

Overall, our success rates are okay but we do have a few courses that we need to look at more closely. All disciplines as a whole are achieving well above the institutional standard. It's obvious that the past interventions that we've made to improve success rates for our Black and Latinx students are working. However, we continue to see low success rates among males. We will continue to encourage our students to use the college resources that are geared toward helping them to succeed and will encourage our faculty to work with special programs on campus that address equity gaps so that all of our students will be successful.

Again, there are a couple of courses that we need to address. I will work with faculty who teach these courses to address the issues that we're having.



Improvement Plan

In areas identified as needing improvement, describe strategies and/or interventions that the department/program will implement to help improve student achievement (successful course completion and award completion).

Success Rates

The courses that need to be examined closely are indicated above. I will bring this data to the faculty who teach these courses to determine the issues that they believe contributed to the lack of success in these courses and come up with strategies toward improvement with them. Again, one hypothesis is that many students dropped the course at the midway point which resulted in failing grades. Although our department does a good job of excluding students for census, we need to emphasize dropping students before the deadlines to prevent failing grades at the end of term.

Awards

The Chicano Studies major is very new, but we will still work on ways to increase student interest in this degree. Awards increased by 2. We think the additional full-time faculty member in this discipline as well as the introduction of new courses with greatly aid this effort.

We recently made changes to the Ethnic Studies degree to ensure its viability. However, hopefully the changes that have been made to it this year will increase its attractiveness to students. In spite of the absence of these awards, we do know that many of our students have transferred to CSUs and UCs with either African American Studies or Chicano Studies and their majors.

Saved 7/6/2022 4:39 PM by Keidra Morris

Validation



Validation Comments

Please enter your **comments about the module**.

This box also documents the validation dialogue with the program. Please date and initial comments.

The committees use this information for planning and decision-making. Information should help the committee contextualize responses and requests.

- Does the analysis look at the **current data**?
- Does the analysis address the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?

Validator Response - Final

Reviewed.

-MJ, 8/29/2022

Saved 8/29/2022 3:44 PM by Matthew Jordan

Validator Response - Final

The department has a relatively high success rate; however, a few courses fell below the institutional-set standard. White and Asian are the most successful racial/ethnic groups; women and students with unknown genders outperform men. Therefore, illuminating equity gaps among men, Black, and Latinx students.

The department plans to continue connecting Black and Latinx students to campus responses that focus on improving success for Black and Latinx college students. In addition, the department intends to explore strategies to improve the success rates among men. After reviewing the longitudinal fall success data for men, the males who identify as Black and Hispanic who are also first-time students and below the age of 20 tend to trend below the institution-set standard for success. There may be opportunities to work closely with Student Services to design interventions for this demographic of students - maybe within the College's First-Year Experience activities. .

The department continues to see steady increases in program completion across all disciplines, except for new programs with limited to no data available yet. The department will has a plan to increase retention and program completion.

-BMH

Saved 7/21/2022 9:35 AM by Brandon Hildreth

Annual Program Review

Transfer Alliance Program (TAP) - Honors

LAVC Program Review

2022

State: Completed

Resources for Completing This Module

The following data are currently available for you to complete this module:

- Headcount Enrollment - All terms (simple dashboard) ***Updated**
- Success & Retention - All terms (simple dashboard) ***New**
- Fall Enrollment, Success, & Retention Data - *includes demographics and mode*
- Spring Enrollment, Success, & Retention Data
- Special Populations/Programs - Enrollment, Success & Retention
- Awards (Program Completions)
- Majors Data

Here is a [Quick Guide to Data Modules](#). *** New**

The following **videos** provide guidance on using the dashboards to answer specific questions:

- [How to answer the retention questions in the enrollment module.](#)
- [How to answer questions related to to institution-set standards: success, retention, awards.](#)
- [How to answer questions related to equity.](#)
- [Awards Dashboard and the program review Data-Achievement module](#)



Success - Course Completion (Instructional Areas)

Analyze trends in the student success data (i.e. successful course completion). Compare **each discipline** to the college level data. *For noninstructional/service areas, compare the **population outcomes** to the college level data. *Successful course completion is defined as a grade of A,B,C, or Pass divided by all grades including Ws).

- Briefly summarize the success/course completion data.
- Identify any disciplines below the college average. (*instructional areas only)
- Identify any disciplines with declining success rates. (*instructional areas only)

The Honors department far exceeds the ISS completion percentage of 66% with an average 94% success rate (Fall 2021 - 97%, Spring 2021 - 91%). This is an increase from 2020, when the average success rate was 88%. Every discipline sees a high rate of success, ranging from 90% to 100%. During the initial terms impacted by Covid-19, students had difficulty acclimating to the online learning environment. However, after understanding how to navigate this modality, Honors students prefer the flexibility of asynchronous offerings and demonstrate high success rates.

The Statistics 101 course, which previously had lower success rates, was not offered this year but will be scheduled in Spring 2023.

The above only reflects data from dedicated and mixed Honors sections; contract data is collected separately. There are no disciplines below the college average.

Saved 6/23/2022 12:35 PM by Yih-Mei Hu

Equity - Achievement



Equity - Course Outcomes (Instructional Areas)

In reviewing your course success rates, select at least one (1) course with large enrollment. How do the outcomes vary by ethnicity and gender? (Include the percentages.)

*Enter **Not Applicable** if non instructional program.

In examining the English 101 Honors class from Fall 2021, the success rates for male and female students were 100% and 100%, respectively. The

ethnicity success rates for English 101 Honors were as follows:

White 100%
Hispanic Latino 100%
Two or More Races 100%
Unreported or Unknown 100%
Asian 100%

This unusually high rate of success may be attributed to the instructor's dedication and experience of teaching for TAP, as this professor has taught English 101 Honors several times. Over the last few years, the TAP director has had a number of productive conversations with the instructor to discuss the complexities and needs of the program.

Saved 6/23/2022 12:25 PM by Yih-Mei Hu



Equity - Course Improvement (Instructional Areas)

As the college tries to close equity gaps in student achievement, what improvements can the department make to address the specific outcomes in the course(s) noted above?

Enter **Not Applicable if non instructional.*

The above data illustrate high success rates across all demographics, as Honors students are generally strong academically and are required to maintain a minimum GPA to remain in good standing and be certified. Students who fall below the minimum GPA requirement are notified of their probationary status in the program, with recommendations on how to improve their grades. These guidelines help motivate students to success, as they are not required for non-Honors students.

Furthermore, this program spans a range of disciplines and departments; improvements may be addressed by departments in examining their courses as a whole. Those improvements would naturally be incorporated into Honors classes.

Saved 6/24/2022 6:00 PM by Yih-Mei Hu



Equity - Special Program Outcomes (Non-Instructional)

In reviewing your special program success rates, how do the outcomes vary by ethnicity and gender? *(Include the percentages.)*

Enter **Not Applicable if exclusively an instructional program.*

The overall success rates in Fall 2021 for the Honors program averaged 96% for women and 92% for men. Again, this far exceeds the ISS. The success rates for ethnicity groups in Fall 2021 were:

Unreported or Unknown - 100%
Asian - 92%
White - 96%
Two or More Races - 91%
Hispanic Latino - 95%
Black or African American - 89%

Saved 6/24/2022 6:01 PM by Yih-Mei Hu



Equity- Special Programs (Non-Instructional)

As the college tries to close equity gaps in student achievement, what improvements can the program make to address the specific program outcomes noted above?

Enter **Not Applicable if exclusively an instructional program.*

In order to increase the sample size of Black/African-American Honors students, the program scheduled a dedicated section of African American Studies 20 in Spring 2020. This plan was decided in consultation with the Sociology & Ethnic Studies chair, who taught the class. However, according to the data, no African-American Honors students enrolled in the course. Recruitment of equity groups would be contingent upon additional reassigned time.

Saved 6/20/2022 8:48 PM by Yih-Mei Hu



Majors Data

Review the [data on majors](#) for the programs in your department.

- Summarize trends for students indicating majors in your department.

**Enter Not Applicable if non instructional.*

N/A.

Awards - Degrees & Certificates



Award Completion (Instructional areas)

For **ALL active programs** (degrees and certificates), review the trend data on award completions.

- Summarize and address the trend (e.g. increase, declines, inconsistency) *Include the number of awards in your summary.*

**Enter Not Applicable if non instructional.*

Not applicable; the goal of the Honors program is transfer rather than completion. According to certification data, 48 students were TAP certified (completed all Honors requirements and transferring) in 2021-2022, while 57 were certified in 2020-2021. These numbers are unrelated to award completions, but demonstrate the success of the program, as the certification numbers have only held steady despite general declines in enrollments in the last few years.

Saved 6/23/2022 2:17 AM by Yih-Mei Hu



Majors Data

Consider your completion outcomes (awards data) in light of your majors data. Identify any relevant trends or inconsistencies.

**Enter Not Applicable if non instructional.*

N/A.



Success - ISS

The institution has established an institution-set standard for course success (*students who successfully complete the course/A,B,C or P grades*) at **66%**.

- *For Instructional Areas* - Indicate whether **each discipline** in your area is performing at the (*minimum*) standard.
- *For Instructional Areas* - Identify **courses** that are **at or below** the standard for course success. Provide an improvement plan.
- *For Non-Instructional Areas* - Are the success rates for your **population/program** at or below the institution-set standard? Provide an improvement plan.

An institution-set "**standard**" is the **minimum level of acceptable performance** on an indicator. Should the program fall below a standard, some intervention should occur.

The Honors department shows an increase for success rates from 81% to 95% over six Fall terms (Fall 2016 to Fall 2021). Spring terms show more steady success rates, averaging 86% over four Spring terms (Spring 2017 to Spring 2020).

Every discipline sees a high rate of success, ranging from 81% to 100%. These percentages also reflect success in courses, since disciplines do not offer more than one dedicated Honors section per semester. The examples below highlight two disciplines that have significant increases in success:

- English 101 increased the success rate from 59% in Fall 2016 to 100% in Fall 2021
- Econ 001 increased the success rate from 57% in Spring 2018 to 82% in Spring 2020

In Fall 2021, 84% of all Honors students received As, 7% received Bs, and 6% received Cs. 2% of students opted for the Excused Withdrawal option and less than 1% failed. The Honors program is geared towards academically motivated students and requires students to maintain a minimum 3.25 GPA; these factors result in higher achievement metrics.

Another important piece of student success data outside of the dashboard includes the 40-60 TAP contracts that are completed each semester. 99% of all students receive As in contracted courses; this data is collected by the TAP Director and TAP Counselor in an Excel sheet.

Saved 6/23/2022 12:39 PM by Yih-Mei Hu

While the college has set an overall institution-set standard for the annual total number of institutional awards, each program is expected to have **minimum of ten (10) completions** annually contributing to that total.

A "**standard**" is a **minimum level of acceptable performance**. Should the program fall below a standard, some intervention should occur. *For each program (degree or certificate) indicate whether it meets the standard by entering the number of awards, and if not, indicate the action plan for improvement.*

**Must refer to the most recent academic year of data.*

Enter **Not Applicable if non instructional or no degrees or certificates attached to program.*

Awards-ISS

No Records.

Improvement



Results

Based on the data trends, evaluate the effectiveness of strategies and/or interventions implemented in prior years to improve student achievement.

- Indicate "**not applicable**" if no steps have been taken to improve student achievement.
- Briefly describe the intervention/strategy and the outcome based on the data.

Historically, the only course with lower success rates is Stat 101, which will be offered again in Spring 2023. Two improvements will be implemented in the next academic year:

- 1) Students will be alerted prior to the start of the course that an embedded tutor is available and to plan for time to seek help. This can be done via Blackboard message to prepare students for the support they need.
- 2) Stat 101 Honors will be scheduled in Spring terms to follow Psych 001 Honors in Fall terms, as the Psych 001 course previews basic principles in statistics. This will create a learning flow that has been recommended by the faculty in the department. The Psych 001 Honors professor can then introduce preliminary concepts that will be expanded and/or mastered in the subsequent Stat 101 Honors course.

In terms of general strategies, Honors students will continue with the requirement to meet with the Honors counselor once per semester, as well as keep up with announcements in the monthly newsletter. The newsletter is posted by the first of each month on the TAP website and an alert is sent via Blackboard. This frequent, in-depth contact has resulted in strong success, enrollment, and retention rates despite a general declining trend.

Office hours in ACA for the program counselor and director are fixed at the beginning of every term and advertised on the website. The TAP counselor and director have been hosting those hours on Zoom and in person during the 2021-2022 academic year. Students frequently make use of these walk-in hours for concerns about courses, planning, transfer, or contracts. The director also responds to hundreds of student emails in a timely manner, providing students with access and support. In addition, the website and all related program materials have been updated on a regular basis, starting in August 2018. Prior to that, the website was outdated and had remained untouched for years.

Finally, the program director also consults department chairs at the start of every scheduling period about scheduling faculty with qualifications and experience for dedicated Honors sections. This kind of communication results in strong and varied offerings with top-notch faculty, which impacts student success.

Saved 6/23/2022 12:40 PM by Yih-Mei Hu



Improvement Plan

In areas identified as needing improvement, describe strategies and/or interventions that the department/program will implement to help improve student achievement (successful course completion and award completion).

The strategies described above will continue every year. One specific action that has made a significant impact is the proper flagging of TAP students in the SIS. This took a tremendous effort and still requires upkeep, as VHON flags have to be added and removed periodically. The updated VHON lists have also streamlined communications through Blackboard, as OIE is able to easily pull contact information each month. The director has a regular data request to ensure that updates, information, and announcements reach TAP students.

Due to Covid-19, the program director has expanded outreach to faculty who teach Honors and Mixed-Honors sections, as well as faculty who agree to contracts for our students. Communication has had to be more consistent, given the lack of interaction on campus. To further bridge equity gaps and see growth in the Honors culture, the program would require additional reassigned hours. Directors for programs of a similar size (or smaller) in the District all have higher reassignments.

Finally, the Honors office recently received cascaded desks and a new set up will be made available for student use in Fall 2022. The furniture will be rearranged in ACA 1414 to make room for a study space.

Saved 6/23/2022 12:42 PM by Yih-Mei Hu

Validation



Validation Comments

Please enter your **comments about the module**.

This box also documents the validation dialogue with the program. Please date and initial comments.

The committees use this information for planning and decision-making. Information should help the committee contextualize responses and requests.

- Does the analysis look at the **current data**?
- Does the analysis address the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?

Validator Response - Final

Reviewed. -MJ, 8/27/2022

Annual Program Review

Applied Technology

LAVC Program Review

2022

State: Completed

Resources for Completing This Module

The following data are currently available for you to complete this module:

- Headcount Enrollment - All terms (simple dashboard) ***Updated**
- Success & Retention - All terms (simple dashboard) ***New**
- Fall Enrollment, Success, & Retention Data - *includes demographics and mode*
- Spring Enrollment, Success, & Retention Data
- Special Populations/Programs - Enrollment, Success & Retention
- Awards (Program Completions)
- Majors Data

Here is a [Quick Guide to Data Modules](#): *** New**

The following **videos** provide guidance on using the dashboards to answer specific questions:

- [How to answer the retention questions in the enrollment module.](#)
- [How to answer questions related to to institution-set standards: success, retention, awards.](#)
- [How to answer questions related to equity.](#)
- [Awards Dashboard and the program review Data-Achievement module](#)



Success - Course Completion (Instructional Areas)

Analyze trends in the student success data (i.e. successful course completion). Compare **each discipline** to the college level data. *For noninstructional/service areas, compare the **population outcomes** to the college level data. *Successful course completion is defined as a grade of A,B,C, or Pass divided by all grades including Ws).

- Briefly summarize the success/course completion data.
- Identify any disciplines below the college average. (**instructional areas only*)
- Identify any disciplines with declining success rates. (**instructional areas only*)

Most of the disciplines in the department had higher than average success rates. The three exceptions dropped only in the last year or two, It is likely with the COVID pandemic that some of these classes did not translate well to remote delivery.

The disciplines that were above average but dropped below in 2020 and remain low in 2021 are:

- Architecture - 51%
- EGT - 51%
- MSCNC - 47%

Saved 5/20/2022 11:20 AM by Rebecca Stein

Equity - Achievement



Equity - Course Outcomes (Instructional Areas)

In reviewing your course success rates, select at least one (1) course with large enrollment. How do the outcomes vary by ethnicity and gender? (Include the percentages.)

*Enter **Not Applicable** if non instructional program.

Since none of the classes in the department have high enrollment, if we look at the department as a whole, we see an average 74% success rate from

2015-2021 overall. The highest enrolling discipline, Electronics, shows no groups performing below the institutional set standard and females and males performing and similar rates. There is a range in success rates by ethnicity, even though they are all high. The lowest is for Black or African American (75%), followed by Hispanic/Latino (82%) and two or more races (83%).

Other areas with lower enrollment that show equity gaps include Architecture and MSCNC. The student groups at or below success rates for both include Black, Hispanic, and 2 or more races.

Saved 5/20/2022 11:22 AM by Rebecca Stein



Equity - Course Improvement (Instructional Areas)

As the college tries to close equity gaps in student achievement, what improvements can the department make to address the specific outcomes in the course(s) noted above?

Enter **Not Applicable if non instructional.*

As part of departmental goals, we will encourage all instructors to complete safe zone ally and other relevant professional development, including culturally responsive teaching and learning.

Saved 5/24/2022 8:17 AM by Rebecca Stein



Equity - Special Program Outcomes (Non-Instructional)

In reviewing your special program success rates, how do the outcomes vary by ethnicity and gender? *(Include the percentages.)*

Enter **Not Applicable if exclusively an instructional program.*

N/A



Equity- Special Programs (Non-Instructional)

As the college tries to close equity gaps in student achievement, what improvements can the program make to address the specific program outcomes noted above?

Enter **Not Applicable if exclusively an instructional program.*

N/A



Majors Data

Review the [data on majors](#) for the programs in your department.

- Summarize trends for students indicating majors in your department.

**Enter Not Applicable if non instructional.*

Majors data fluctuates a little over time and some may mirror enrollment declines in the college as a whole.

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Architecture	61	52	63	47	43
Electronics	18	40	40	35	23
Electronics Technician	21	7	21	16	20
Electronics Technology	9	8	17	9	17
Electronics: Biomedical Intru	31	41	37	39	35
Industrial/Manufacturing	19	20	12	16	20
Manu Tech: Metal Machining	10	19	8	10	17
Mechanical Drafting/Design	8	23	17	18	8
Mechanical Engineering	65	60	64	54	47
Mechanical Engineering Tech	42	25	10	16	17
Numerical Control	14	10	9	5	3
Sustainable Construction Mgmt	15	24	37	32	30

Saved 5/24/2022 8:20 AM by Rebecca Stein

Awards - Degrees & Certificates



Award Completion (Instructional areas)

For **ALL active programs** (degrees and certificates), review the trend data on award completions.

- Summarize and address the trend (e.g. increase, declines, inconsistency) *Include the number of awards in your summary.*

**Enter Not Applicable if non instructional.*

The department offers 8 associate degrees and 12 certificates. Most of the programs are fairly consistent over time. Many of the programs average under 10 completers a year. The department needs to review and revise curriculum where needed and work on outreach and recruitment.

Degrees	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Electronics (AS)	8	9	3	11	2	11
Biomed Instrument (AS)	9	8	4	7	2	11
Sustainable Construction	0	1	3	3	5	4
Mechanical Drafting/Design	0	1	3	2	5	2
Engineering Tech: Industrial	0	0	0	1	1	3
Engineering Tech: Mechanical	3	2	0	1	3	3
Manufacturing Tech: Metal Machining	3	3	0	2	0	2
Manufacturing Tech: Num Con	1	0	0	1	0	1
Certificates						
A+/Net+ Prep	0	0	5	4	0	4
Biomed Instrument	5	9	10	10	6	6
Electronics Technician	6	3	4	6	4	2
Electronics Technology	13	9	9	10	9	8
Architecture	3	2	4	2	3	4
Computer Graphics/Design	0	0	0	0	0	0
Eng Tech: Industrial/Manufacturing	0	1	1	0	2	0
Mechanical Drafting/Design	5	4	5	3	4	2
Mechanical Eng Tech	0	1	3	2	5	1
Manufacturing Tech: Metal Machining	3	3	0	2	0	0
Manufacturing Tech: Numerical Control	5	4	2	1	1	0
Sustainable Construction Mgmt	1	2	2	3	8	1

Saved 5/24/2022 8:23 AM by Rebecca Stein



Majors Data

Consider your completion outcomes (awards data) in light of your majors data. Identify any relevant trends or inconsistencies.

**Enter Not Applicable if non instructional.*

The number of completions is lower than we would expect given the number of majors in each area. Outreach to those majors to 1) make sure it is an informed major choice and 2) to encourage completion would be helpful. Streamlining the number of programs and reducing redundancies would help consolidate some of the completions as well.

Saved 5/24/2022 8:23 AM by Rebecca Stein

Institution-Set Standards (ISS)



Success - ISS

The institution has established an institution-set standard for course success (*students who successfully complete the course/A,B,C or P grades*) at **66%**.

- *For Instructional Areas* - Indicate whether **each discipline** in your area is performing at the (*minimum*) standard.
- *For Instructional Areas* - Identify **courses** that are at or below the standard for course success. Provide an improvement plan.
- *For Non-Instructional Areas* - Are the success rates for your **population/program** at or below the institution-set standard? Provide an improvement plan.

An institution-set "**standard**" is the **minimum level of acceptable performance** on an indicator. Should the program fall below a standard, some intervention should occur.

The only discipline in the department with overall success rates below the ISS is Architecture.

Specific courses at or below the standard include:

- Arc 172 (32%)
- EGT 100 (48%)
- EGT 103 (56%)
- Electrn 2 (59%)
- Electrn 34 (64%)
- MSCNC 114 (47%)

Architecture is the only class that also was below the ISS last year. All of the other courses represent a drop over previous years.

Improvement plan for Architecture: Hold a discipline meeting to discuss the courses, potential issues, and come up with an action plan for improvement.

Saved 5/24/2022 8:33 AM by Rebecca Stein

While the college has set an overall institution-set standard for the annual total number of institutional awards, each program is expected to have **minimum of ten (10) completions** annually contributing to that total.

A "**standard**" is a **minimum level of acceptable performance**. Should the program fall below a standard, some intervention should occur. For each program (degree or certificate) indicate whether it meets the standard by entering the number of awards, and if not, indicate the action plan for improvement.

**Must refer to the most recent academic year of data.*

Enter **Not Applicable if non instructional or no degrees or certificates attached to program.*

Awards-ISS

Meets
Standard

Program Name	Major Code	(10+ Awards)	Action Plan
All programs in the department for 2020-201 except for the two electronics AS	<10 Completers		See department goals - Establish advisory committees for architecture and manufacturing and ensure all advisory groups are meeting regularly. Review curriculum (e.g., consolidate redundant programs; explore competency-based education). Develop program information for current students (e.g., inform about program map, integrate career info into all classes and link to program requirements) .Refer students to relevant support programs, including CAP mentors

Improvement



Results

Based on the data trends, evaluate the effectiveness of strategies and/or interventions implemented in prior years to improve student achievement.

- Indicate **"not applicable"** if no steps have been taken to improve student achievement.
- Briefly describe the intervention/strategy and the outcome based on the data.

N/A



Improvement Plan

In areas identified as needing improvement, describe strategies and/or interventions that the department/program will implement to help improve student achievement (successful course completion and award completion).

One of the department goals is to increase the number of completions by the following activities:

- Establish advisory committees for architecture and manufacturing and ensure all advisory groups are meeting regularly.
- Review curriculum (e.g., consolidate redundant programs; explore competency-based education)
- Develop program information for current students (e.g., inform about program map, integrate career info into all classes and link to program requirements)
- Refer students to relevant support programs, including CAP mentors

An area of improvement that can help the manufacturing program and make the students path more structured is instituting prerequisites the manufacturing courses so that students understand the level skill necessary to take more advanced courses. The manufacturing program as a whole is missing the opportunity to initiate students in beginning courses and then directing them to high levels of training. Currently, this structure is only enforced through mandate of the instructor and not the system. For the department as whole enhancements to courses should always be looked for especially from feedback from our students and industry partners.

To reduce equity gaps, as part of departmental goals, we will encourage all instructors to complete safe zone ally and other relevant professional development, including culturally responsive teaching and learning.

Improvement plan for Architecture low success rates: Hold a discipline meeting to discuss the courses, potential issues, and come up with an action plan for improvement.

Saved 5/24/2022 8:34 AM by Rebecca Stein

Validation



Validation Comments

Please enter your **comments about the module**.

This box also documents the validation dialogue with the program. Please date and initial comments.

The committees use this information for planning and decision-making. Information should help the committee contextualize responses and requests.

- Does the analysis look at the **current data**?
- Does the analysis address the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?

Validator Response - Final

Reviewed.

-MJ, 8/24/2022

Saved 8/24/2022 2:52 PM by Matthew Jordan

Validator Response - Final

I have reviewed the material and I am validating this module. The improvement plan is sound and I encourage the department to follow through on it. The biggest challenge is the low number of completers. In addition, I suggest that the chair meet with the Career Specialist to discuss ways to work more closely with the high schools in terms of leveraging the articulation agreements we have with special activities like field trips, guest speakers, industry panels, etc. This could help with enrollment, especially in the area of special populations.

LN, July 11, 2022

Saved 7/11/2022 4:16 PM by Laurie Nalepa

Annual Program Review

Theater

LAVC Program Review

2022

State: Completed

Resources for Completing This Module

The following data are currently available for you to complete this module:

- Headcount Enrollment - All terms (simple dashboard) ***Updated**
- Success & Retention - All terms (simple dashboard) ***New**
- Fall Enrollment, Success, & Retention Data - *includes demographics and mode*
- Spring Enrollment, Success, & Retention Data
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- Awards (Program Completions)
- Majors Data

Here is a [Quick Guide to Data Modules](#): *** New**

The following **videos** provide guidance on using the dashboards to answer specific questions:

- [How to answer the retention questions in the enrollment module.](#)
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- [How to answer questions related to equity.](#)
- [Awards Dashboard and the program review Data-Achievement module](#)



Success - Course Completion (Instructional Areas)

Analyze trends in the student success data (i.e. successful course completion). Compare **each discipline** to the college level data. *For noninstructional/service areas, compare the **population outcomes** to the college level data. *Successful course completion is defined as a grade of A,B,C, or Pass divided by all grades including Ws).

- Briefly summarize the success/course completion data.
- Identify any disciplines below the college average. (**instructional areas only*)
- Identify any disciplines with declining success rates. (**instructional areas only*)

For the 2021-2022 year, we became the Department of Theatre & Dance, and have increased from one discipline to 4.

The institution set standard for success is 66%, and as a department, for both Fall & Spring are average was above the ISS for success, sitting at 76% and 78%, respectively. When we start looking at success by discipline, we see that Dance Studies is the only discipline that falls below the ISS, sitting at 55% for the 2021. This is a percentage that is greatly affected by the total enrollment. As we are returning to face-to-face instruction and slowly trying to return to a sense of normalcy, the data for the last 3 years is greatly effected by the pandemic and not necessarily a true reflection of the discipline.

Saved 6/28/2022 10:10 PM by Jennifer Read

Equity - Achievement



Equity - Course Outcomes (Instructional Areas)

In reviewing your course success rates, select at least one (1) course with large enrollment. How do the outcomes vary by ethnicity and gender? (Include the percentages.)

*Enter **Not Applicable** if non instructional program.

Theatre 100 - Introduction to Theatre continues to be our largest enrolled class - though in the pandemic, it took a hammering. In Spring of 2020 we had an enrollment of 56 students, two sections, and the following fall we had an enrollment of 29 students, one section. As with the rest of the community colleges in the state, the theatre department was hit with a huge reduction of students. Both spring and fall saw a reduced success rate (57% and 66%, respectively) as well as a reduced retention rate (79% and 76% respectively).

When we look at the gender breakdown of successful students, women are consistently more successful than men in the course over both semesters. In fall alone, we had students of unknown gender and they were below the success rate at 61%. Ethnic breakdown of successful students for spring 2020 (though all are below the ISS, the ethnicities mentioned are above 50%) are those who identified as Two or more races, White, Latinx, and Asian. In fall 2020, all ethnicities except white students were successful and above the ISS. The deep divide between these two semesters obviously stems from the beginning of the pandemic and the conversion to remote learning. It will be interesting to look at the data from fall 2021 as we return to face-to-face learning. In spring, the only age group that was above the ISS was the 20-24 year-olds at 72%, while in the fall the over 40 group joined the 20-24 year-olds in being successful above the ISS. The populations we are consistently not meeting the needs of for both semesters are students of both sex who identify as 2 or more races and our Black community, as well as Latinx males of all ages.

Saved 6/30/2022 8:30 PM by Jennifer Read



Equity - Course Improvement (Instructional Areas)

As the college tries to close equity gaps in student achievement, what improvements can the department make to address the specific outcomes in the course(s) noted above?

Enter **Not Applicable if non instructional.*

As mentioned before, we continue to struggle to meet the needs of our black, two or more races and Latinx students in helping them successfully navigate the course. As the course *Teaching Men of Color* pointed out, men of color learn differently and there are many ways to reach them by building trust and formulating a relationship with them to aid them in finding success. Moving to remote teaching for both semesters did present a challenge in building trust and formulating relationships with all the students. We need to make this GE class identifiable and more relate-able to the underserved populations; introducing to the curriculum a broader spectrum of theatre as examples may prove helpful.

Saved 6/30/2022 8:30 PM by Jennifer Read



Equity - Special Program Outcomes (Non-Instructional)

In reviewing your special program success rates, how do the outcomes vary by ethnicity and gender? *(Include the percentages.)*

Enter **Not Applicable if exclusively an instructional program.*

Not applicable

Saved 6/30/2022 8:30 PM by Jennifer Read



Equity- Special Programs (Non-Instructional)

As the college tries to close equity gaps in student achievement, what improvements can the program make to address the specific program outcomes noted above?

Enter **Not Applicable if exclusively an instructional program.*

Not applicable

Saved 6/30/2022 8:30 PM by Jennifer Read



Majors Data

Review the [data on majors](#) for the programs in your department.

- Summarize trends for students indicating majors in your department.

**Enter Not Applicable if non instructional.*

Theatre Arts is under the Art, Media and Design CAP - or as the cap team calls it, the VAPA CAP (visual and performing arts). **For fall 2020, we had 21 majors planning on the Theatre Arts AA, 36 majors in the Theatre Arts Acting AA, 3 majors in the Theatre Arts Directing AA, 4 majors in the Theatre Arts Technical AA, 32 majors working on their Theatre Arts AA-T and 5 majors working on their certificate of achievement. Many students are working on multiple degrees, our overall major count was 101 students.** Of those students 34% have completed their SEP, 14% are in process of completing their SEP, and a whopping 52% have not started their SEP. Come the fall, the chair will begin reaching out to these students to encourage them to complete their SEP. 17% of our majors are first time college students and are largest ethnic population is Latinx at 39%, followed by two or more races 23% and white 29%. The majority of our students are women 54% as compared to the men 46%, and most are age 20 or younger 44%, followed by 20-24 year-old and the 25-39 year-olds, 25% and 23% respectively. **Finally, of our 101 majors, 96% are in the Dramatic Arts field, and 4% are in the Technical Theatre field.**

Saved 7/18/2022 12:56 PM by Carmen Dominguez

Awards - Degrees & Certificates



Award Completion (Instructional areas)

For **ALL active programs** (degrees and certificates), review the trend data on award completions.

- Summarize and address the trend (e.g. increase, declines, inconsistency) *Include the number of awards* in your summary.

**Enter Not Applicable if non instructional.*

This past year saw a decrease in awards issued. We had a huge graduating class the year before, so the intent was that 2020 would be a rebuilding year. And then the pandemic hit and remote learning became the norm. While the students and faculty rallied, and found ways to succeed despite the platform, many of our students decided to hold off on taking acting and design classes, in favor of waiting until they could be in person. Additionally, though the Department had taken a much more active role in meeting with majors regularly to go over their educational path and what they have completed or need to complete for AA's and Certificates, the 2020 year made this exceedingly difficult. The events used to draw out majors - like family dinners - were put on hold, and reaching out via email was un-effective. Like with previous years, many of our students are completing several or all of the AA's available to them instead of focusing on one area, they are expanding their knowledge in theatre to all areas. This trend, though, causes inconsistencies with our numbers as students are staying longer to complete all the options. Certificates, while important to the school and the state, have very little meaning in the professional world of theatre. **They won't get you a job. However, we are using them and adjusting them to become benchmarks on the path of the AA.** To fully embrace this change, the department is working on adjusting/adding certificates that can serve as incentives for the student to complete their degree.

As curriculum transitioned from the ECD to eLumen, working on curriculum and program updates was a challenge. The transition fell behind causing more and more time lost. All updates will continue to wait until eLumen is up and running.

For the 2019-2020 year, we gave out 1 AA Acting degree, 1 Theatre Arts degree and 2 Theatre Arts AA-T's. Additionally we gave out 2 skills certificates in Theatre Performance. We were below the required minimum for the first time since the 2015-2016 year, and hopefully we will be able to bounce back this upcoming year, as we return to campus and can resume activities in a somewhat normal capacity.

Saved 7/18/2022 12:57 PM by Carmen Dominguez



Majors Data

Consider your completion outcomes (awards data) in light of your majors data. Identify any relevant trends or inconsistencies.

**Enter Not Applicable if non instructional.*

Theatre people are touchy, feely, huggy, face-to-face people. This is true of many of our majors also. There is an ease and a natural flow to walking up to

an instructor to ask for guidance and assistance with their plans. That is much harder to do when they don't see us in the hallway, in class, in a production. As many of our students are just out of high school, they are just now finding their voice and learning how to advocate for themselves. Many are hesitant to walk into the office and ask for help, but that is way easier than emailing a strange name you have no idea of. Clearly the one-on-one meetings with majors was effective in helping students nail down a plan - obviously in addition to the counseling department - but the time and conversation clearly helped our award numbers. Theatre is a ton of fun, and many of our students decide to stay on and on and on like Celine Dion's heart. Our meetings gave them the warm fuzzy's they need but also a focus and a goal. Also, having club activities and family dinners to foster and nurture our students into our community was a way to unite our majors and those interested in theatre.

Saved 6/30/2022 8:30 PM by Jennifer Read

Institution-Set Standards (ISS)



Success - ISS

The institution has established an institution-set standard for course success (*students who successfully complete the course/A,B,C or P grades*) at **66%**.

- *For Instructional Areas* - Indicate whether **each discipline** in your area is performing at the (*minimum*) standard.
- *For Instructional Areas* - Identify **courses** that are at or below the standard for course success. Provide an improvement plan.
- *For Non-Instructional Areas* - Are the success rates for your **population/program** at or below the institution-set standard? Provide an improvement plan.

An institution-set "**standard**" is the **minimum level of acceptable performance** on an indicator. Should the program fall below a standard, some intervention should occur.

The Theatre Department is performing above the minimum standard success rate for both Spring and Fall 2020

The courses that are at or below the standard for course success during the Spring of 2020 were:

Theatre 100, Theatre 227, Theatre 270, Theatre 281, Theatre 317, Theatre 450

Since consistently these courses have had the minimum success rate or higher, much of this was caused by the challenges that ensued after the pandemic hit. The chair will continue to watch carefully, but the expectation is that these classes will return to a more normal state for spring 2021

The courses that are at or below the standard for course success during the Fall of 2020 are:

Theatre 112 - History of World Theatre 2: This course has seen a decline in enrollment over the past several years. As a GE course, I have been flummoxed by the decline. We had a change in instructor, but we have also seen an overall decline in enrollments campus wide. This is a course, along with the other history course is in the process of broadening the material used to include a wider variety of playwrights and countries represented in the curriculum. Our retention was also down this past fall, but then again, we are only talking about 8 students so the data skews quickly.

Theatre 411 - Costuming for the Theatre: This course has a 57% success rate for this past Fall. There were parts of this class that were quite successful this go around, however the limitations of equipment proved exceedingly challenging. It landed on Friday, once a week for 4 hours, which was tough for many of our majors (not morning people typically). As we return to face-to-face, we will be keeping parts of the online format, hand sewing for example, but adding more rigorous structure to the course in person. Hopefully that will see an impact this fall.

While the college has set an overall institution-set standard for the annual total number of institutional awards, each program is expected to have **minimum of ten (10) completions** annually contributing to that total.

A "**standard**" is a **minimum level of acceptable performance**. Should the program fall below a standard, some intervention should occur. For each program (degree or certificate) indicate whether it meets the standard by entering the number of awards, and if not, indicate the action plan for improvement.

*Must refer to the most recent academic year of data.

*Enter **Not Applicable** if non instructional or no degrees or certificates attached to program.

Awards-ISS

Program Name	Major Code	Meets Standard (10+ Awards)	Action Plan
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Theatre Arts AA	100700	<10	Refocus of mentoring sessions with the students face-to-face. For the 2019-20 year we handed out 1.
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Program Name	Major Code	Meets Standard (10+ Awards)	Action Plan
Completers			
Theatre Arts: Acting AA	100701	<10 Completers	This is one of several offered AA's the theatre department has and contributes to our meeting of the standard. We need to refocus our face-to-face meetings with the students. For the 2019-20 year we handed out 1 award.
Theatre Arts: Directing AA	100703	Zero Completers	No classes were offered during the Fall 2020, and the spring class of 227 was disrupted and had to be completely altered because of the pandemic. Hoping to jump start it fall 21.
Theatre Arts: Technical AA	100600	Zero Completers	Returning to face-to-face learning will allow us to more actively enroll students in this program through our mentoring meetings.
Skills Certificate in Musical Theatre	100704	Zero Completers	This certificate needs to be simplified and updated. A goal for the upcoming year. We did not hand out any awards in the 2018-2019 year. I also need to work on getting the students to
Certificate of Achievement in Theatre Production	100702	Zero Completers	This state certificate is one of our many certificates that aids in helping us meet the college standard. It is a certificate that requires many courses and we are working on adding skills certificates that will aid students in achieving this award. As there were no productions that required stage hands, this was a hard certificate to complete in the 19-20 year.
Skills Certificate in Theatre Performance	100601	<10 Completers	This is one of several offered certificates the theatre department has and contributes to our meeting of the standard. For the 2019-2020 year, we handed out 2 awards.
AA-T in Theatre Arts	100700	<10 Completers	This is one of several offered AA's the theatre department has and contributes to our meeting of the standard. For the 2019-2020 year we handed out 2 awards. This past year, many of our transfers went either to private 4 year colleges (USC) or to UC's so getting the AAT was not a goal for them. I need to continue to meet with and work on paths for our majors.

Improvement



Results

Based on the data trends, evaluate the effectiveness of strategies and/or interventions implemented in prior years to improve student achievement.

- Indicate **"not applicable"** if no steps have been taken to improve student achievement.
- Briefly describe the intervention/strategy and the outcome based on the data.

Connecting with students to go over their educational plans proved insurmountable for the 2019-20 school year. Experience has proven that meeting with our majors regularly, absolutely helped our students down their educational path. It has brought an awareness as well as much needed organization to their time at Valley, as seen in the number of awards given out as well as overall student success and retention. The other area in which Theatre excels is in evaluating courses to ensure the majority of students are grasping the materials to be successful. The faculty is flexible, and willing midstream to adjust the course to ensure the material lands for the student. As we begin to return to campus, we can begin rebuilding our theatre community and re-establishing our growth.

Saved 7/18/2022 12:58 PM by Carmen Dominguez



Improvement Plan

In areas identified as needing improvement, describe strategies and/or interventions that the department/program will implement to help improve student achievement (successful course completion and award completion).

1. Mentorship meetings - we need to strenuously return to this model to help the students get on track or back on track.
2. Certificates - We still need to update and expand certificates to become benchmarks on the path to earning the AA. The plan is to create several 3 course certificates which can encourage students down their educational path.
3. AA's - We still need to actually stop talking about adjusting our program and do it - simplify the AA's to give the students more direction and less option.
4. Technical Theatre Discipline - We need to expand/change this program in such a way that our numbers increase thus affecting our student success ratio and once again makes us a viable CTE program. At some point, the VACC will be complete, we will move in and the natural progression can occur.

Validation



Validation Comments

Please enter your **comments about the module**.

This box also documents the validation dialogue with the program. Please date and initial comments.

The committees use this information for planning and decision-making. Information should help the committee contextualize responses and requests.

- Does the analysis look at the **current data**?
- Does the analysis address the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?

Validator Response - Final

Reviewed.

-MJ, 8/29/2022

Saved 8/29/2022 2:26 PM by Matthew Jordan

Validator Response - Final

I have reviewed the material and I am validating this module.

The improvement plan is sound and I encourage the department to follow through on it. The biggest challenge is the low number of completers. In addition, I suggest that the chair meet with the Career Specialist to discuss ways to work more closely with the high schools in terms of leveraging the articulation agreements we have with special activities like field trips, guest speakers, industry panels, etc. This could help with enrollment, especially in the area of special populations.

Saved 7/18/2022 1:27 PM by Carmen Dominguez

Annual Program Review

Virtual Valley

LAVC Program Review

2022

State: Completed

Resources for Completing This Module

The following data are currently available for you to complete this module:

- Headcount Enrollment - All terms (simple dashboard) ***Updated**
- Success & Retention - All terms (simple dashboard) ***New**
- Fall Enrollment, Success, & Retention Data - *includes demographics and mode*
- Spring Enrollment, Success, & Retention Data
- Special Populations/Programs - Enrollment, Success & Retention
- Awards (Program Completions)
- Majors Data

Here is a [Quick Guide to Data Modules](#). *** New**

The following **videos** provide guidance on using the dashboards to answer specific questions:

- [How to answer the retention questions in the enrollment module.](#)
- [How to answer questions related to to institution-set standards: success, retention, awards.](#)
- [How to answer questions related to equity.](#)
- [Awards Dashboard and the program review Data-Achievement module](#)



Success - Course Completion (Instructional Areas)

Analyze trends in the student success data (i.e. successful course completion). Compare **each discipline** to the college level data. *For noninstructional/service areas, compare the **population outcomes** to the college level data. *Successful course completion is defined as a grade of A, B, C, or Pass divided by all grades including Ws).

- Briefly summarize the success/course completion data.
- Identify any disciplines below the college average. (**instructional areas only*)
- Identify any disciplines with declining success rates. (**instructional areas only*)

Since we were still under the Covid-19 pandemic, most of the courses were delivered asynchronously or synchronously in 2021. The data below reflects asynchronous, synchronous, and other courses. The institution standard rate for success is 66%. Thus, LAVC success rate was above this rate. However, we observed that the overall college success rate for **Fall 2021 asynchronous courses** was 69%, a decrease of (-7.0) in comparison to Fall 2020. The success rate for **Fall 2021 synchronous courses** increased from 69% to 73% (+4.0) compared to 2020.

We should note that the enrollment in Fall 2020 was 15,238 in comparison to 12,233 in Fall 2021 (~3,000). This decrease could have impacted the fall 2021 success rate. However, there was a significant increase on the student rate for courses that were not measured in the fall 2020, especially for synchronous courses, as shown below.

Teaching Modality	Fall 2020 Success Rate 66%	Fall 2021 Success Rate 66%
Asynchronous		
DE certified and non-certified classes	76%	69% (-7)
Synchronous - remote meetings at specific time	69%	73% (+4%)
Other (instructor didn't use Canvas or Zoom 2020)	68.53%	
Not identified as synchronous or asynchronous (2021)		
Online synchronous/asynchronous		67% (+1)
Hybrid synchronous/asynchronous		89% (+23)

Equity - Achievement



Equity - Course Outcomes (Instructional Areas)

In reviewing your course success rates, select at least one (1) course with large enrollment. How do the outcomes vary by ethnicity and gender? *(Include the percentages.)*

Enter **Not Applicable if non instructional program.*

not applicable

Saved 6/22/2022 9:03 AM by Magda Walsh



Equity - Course Improvement (Instructional Areas)

As the college tries to close equity gaps in student achievement, what improvements can the department make to address the specific outcomes in the course(s) noted above?

Enter **Not Applicable if non instructional.*

not applicable

Saved 6/22/2022 9:02 AM by Magda Walsh



Equity - Special Program Outcomes (Non-Instructional)

In reviewing your special program success rates, how do the outcomes vary by ethnicity and gender? *(Include the percentages.)*

Enter **Not Applicable if exclusively an instructional program.*

not applicable

Saved 6/22/2022 9:03 AM by Magda Walsh



Equity- Special Programs (Non-Instructional)

As the college tries to close equity gaps in student achievement, what improvements can the program make to address the specific program outcomes noted above?

Enter **Not Applicable if exclusively an instructional program.*

Not Applicable

Saved 6/10/2022 10:17 AM by Magda Walsh



Majors Data

Review the [data on majors](#) for the programs in your department.

- Summarize trends for students indicating majors in your department.

**Enter Not Applicable if non instructional.*

Not applicable.

Saved 6/10/2022 10:17 AM by Magda Walsh

Awards - Degrees & Certificates



Award Completion (Instructional areas)

For **ALL active programs** (degrees and certificates), review the trend data on award completions.

- Summarize and address the trend (e.g. increase, declines, inconsistency) *Include the number of awards* in your summary.

**Enter Not Applicable if non instructional.*

Not applicable.

Saved 6/10/2022 10:17 AM by Magda Walsh



Majors Data

Consider your completion outcomes (awards data) in light of your majors data. Identify any relevant trends or inconsistencies.

**Enter Not Applicable if non instructional.*

Not Applicable

Saved 6/10/2022 10:17 AM by Magda Walsh

Institution-Set Standards (ISS)



Success - ISS

The institution has established an institution-set standard for course success (*students who successfully complete the course/A,B,C or P grades*) at

66%.

- For Instructional Areas - Indicate whether **each discipline** in your area is performing at the (*minimum*) standard.
- For Instructional Areas - Identify **courses** that are **at or below** the standard for course success. Provide an improvement plan.
- For Non-Instructional Areas - Are the success rates for your **population/program** at or below the institution-set standard? Provide an improvement plan.

An institution-set "standard" is the minimum level of acceptable performance on an indicator. Should the program fall below a standard, some intervention should occur.

In reviewing the overall success rate for asynchronous and synchronous courses from 2019 to 2021, we notice they are all above 66% for the institutional set standards. Since most of the courses were delivered in some form of online instruction in 2021, the data below reflects only **asynchronous and synchronous courses** offered.

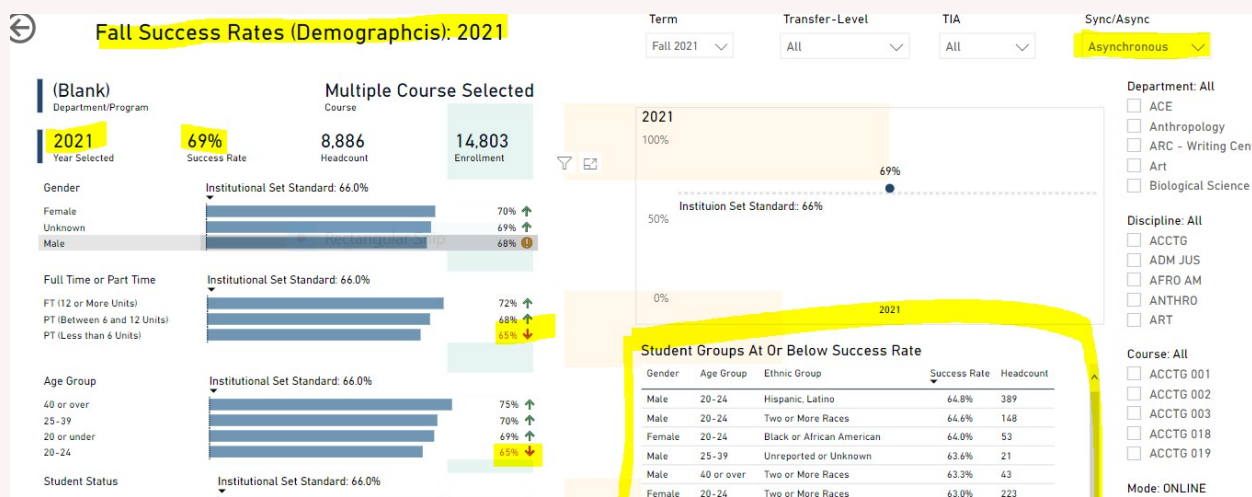
When we look deeper into all classes in regards to ethnicity, we notice that a few ethnic groups are below the institution-set standard for course success at 66%:

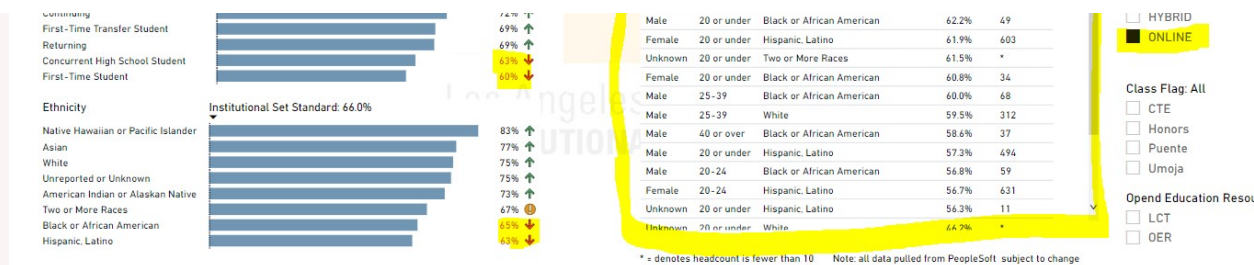
2021 Asynchronous Courses - Student Groups Below Success Rate

Gender	Age Group	Ethnic Group	Success Rate 66%	Headcount
Male	20 -24	Hispanic, Latino	64.8%	389
Male	20-24	Two or More Races	64.6%	148
Female	20-24	Black or African American	64%	53
Male	25-39	Unknown	63.6%	21
Male	40 or over	Two or More Races	63.3%	43
Female	20-24	Two or More Races	63%	223
Male	under 20	Hispanic or Latino	61.9%	603
Unknown	under 20	Two or More Races	61.5%	*
Female	20 or under	Black or African American	60.8%	34
Male	25 - 39	Black or African American	60%	68
Male	25-39	White	59.5%	312
Male	40 or over	Black or African American	58.6%	37
Male	under 20	Hispanic or Latino	57.3%	494
Male	20-24	Black or African American	56.8%	59
Female	20-24	Hispanic or Latino	56.7%	631
Unknown	under 20	Hispanic or Latino	56.3%	11
Unknown	under 20	White	46.2%	*

Fall 2021 Asynchronous Courses Student Groups at or Below Success Rate

*denotes headcount is fewer than 10

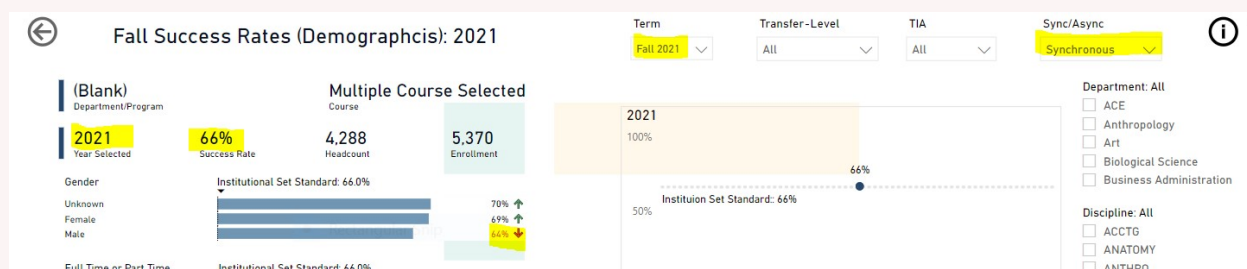


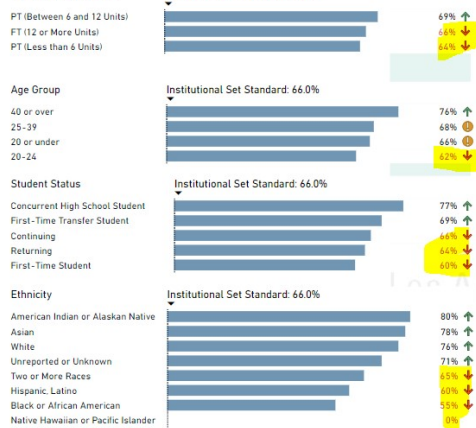


Fall 2021 Synchronous Courses Student Groups at or Below Success Rate

Gender	Age Group	Ethnic Group	Success Rate 66%	Headcount
Female	20-24	Unknown	64.7%	12
Female	25-39	Unknown	64.7%	14
Female	25-39	Black or African American	64.1%	31
Female	20-24	Black or African American	64.0%	18
Male	25-39	Hispanic, Latino	63.8%	182
Female	20 or under	Hispanic, Latino	63.7%	433
Male	40 or over	Black or African American	63.6%	*
Male	20 or under	Unknown	63.3%	24
Male	25-39	Two or More Races	63.2%	54
Male	20 or under	Two or More Races	61.5%	144
Male	40 or over	Hispanic, Latino	60.7%	26
Unknown	20 or under	Two or More Races	60%	*
Male	20-24	Hispanic, Latino	59.3%	224
Female	25-39	Hispanic, Latino	58.6%	227
Male	20 or under	Hispanic, Latino	55.8%	414
Female	20-24	Two or More Races	55.1%	89
Female	20-24	Hispanic, Latino	54.1%	239
Male	20-24	Two or More Races	53%	80
Unknown	20-24	Two or More Races	50%	*
Male	20-24	Black or African American	45.9%	29
Male	25-39	Black or African American	42.4%	23
Male	20 or under	Black or African American	36.4%	27
Unknown	40 or over	White	33.3%	*
Male	40 or over	American Indian & Alaska Native	0%	*
Unknown	40 or over	Black or African American	0%	*
Female	25-29	Native Hawaiian or Pacific Islander	0%	*
Male	25-29	Native Hawaiian or Pacific Islander	0%	*

Fall 2021 Synchronous Courses Student Groups at or Below Success Rate





Student Groups At Or Below Success Rate

Gender	Age Group	Ethnic Group	Success Rate	Headcount
Female	20-24	Unreported or Unknown	64.7%	12
Female	25-39	Unreported or Unknown	64.7%	14
Female	25-39	Black or African American	64.1%	31
Female	20-24	Black or African American	64.0%	18
Male	25-39	Hispanic, Latino	63.8%	182
Female	20 or under	Hispanic, Latino	63.7%	433
Male	40 or over	Black or African American	63.6%	*
Male	20 or under	Unreported or Unknown	63.3%	24
Male	25-39	Two or More Races	63.2%	54
Male	20 or under	Two or More Races	61.5%	144
Male	40 or over	Hispanic, Latino	60.7%	26
Unknown	20 or under	Two or More Races	60.0%	*
Male	20-24	Hispanic, Latino	59.3%	224
Female	25-39	Hispanic, Latino	58.6%	227
Male	20 or under	Hispanic, Latino	55.8%	414
Female	20-24	Two or More Races	55.1%	89
Female	20-24	Hispanic, Latino	54.1%	239
Male	20-24	Two or More Races	51.0%	80

* - denotes headcount is fewer than 10 Note: all data pulled from PeopleSoft subject to change

- ☐ ART
☐ ASTRON
 Course: All
☐ ACCTG 001
☐ ACCTG 002
☐ ACCTG 008
☐ ACCTG 011
☐ ANATOMY 001
 Mode: ONLINE
☐ HYBRID
☒ ONLINE
 Class Flag: All
☐ CTE
☐ Honors
 Opend Education Resource (OE...
☐ LCT
☐ OER

Saved 6/28/2022 8:25 PM by Magda Walsh

While the college has set an overall institution-set standard for the annual total number of institutional awards, each program is expected to have **minimum of ten (10) completions** annually contributing to that total.

A "standard" is a minimum level of acceptable performance. Should the program fall below a standard, some intervention should occur. For each program (degree or certificate) indicate whether it meets the standard by entering the number of awards, and if not, indicate the action plan for improvement.

*Must refer to the most recent academic year of data.

*Enter **Not Applicable** if non instructional or no degrees or certificates attached to program.

Awards-ISS

No Records.

Improvement



Results

Based on the data trends, evaluate the effectiveness of strategies and/or interventions implemented in prior years to improve student achievement.

- Indicate "not applicable" if no steps have been taken to improve student achievement.
- Briefly describe the intervention/strategy and the outcome based on the data.

This information relates to strategies implemented from July 2019 to December 2020. During this time a robust action plan, supported by the Project Hope Grant, was implemented to close the gaps.

Thirteen training sessions were conducted during the period of 2019-2020 led by LAVC and @ONE. 110 DE professors had an opportunity to take 10 online courses from @One. A total of 253 participants attended these training sessions. Out of 253, 163 participants benefited from the Project Hope. Please note that several participants took more than one course, too. The original goal was for 50 faculty to participate in the Online Academy. Moreover, 18 instructors received certificates in Online Teaching & Design. In addition, two new Canvas student tutorials have been created for students.

Here is an update of a several training sessions conducted (this summary doesn't reflect other training sessions that were conducted due to Covid-19):

Course	Number of Faculty who completed the course led by @ONE	Number of faculty who completed the course led by LAVC	Outside Facilitator
Intro to Online Teaching & Learning		31	
10-10-10 Communication that Matters	2	5	

Assessment in Digital Learning	2	5	
Creating Accessible Content	4		
Digital Citizenship	3		
Accessibility Aligning Section D		10	
Equity & Culturally Responsive Teaching	7		
Humanizing Online Teaching	5		
Introduction to Course Design	11	2	
12-week Online Teaching & Design	18		
5-week DE mentorship Program			7
Peer Online course review	11		
3-day Inst. Design Day with Canvas			40
Subtotal = 163	63	53	47
Number of Professors whose courses were reviewed (21 total - 12 reviewed)		12	
Number of POQR Reviewers		12	
Intro to Teaching with Canvas		90	
Grand Total = 277	63	167	47

Saved 6/28/2022 4:06 PM by Magda Walsh



Improvement Plan

In areas identified as needing improvement, describe strategies and/or interventions that the department/program will implement to help improve student achievement (successful course completion and award completion).

The LACCD DE coordinators have planned the following training sessions for faculty to improve students' achievement and course success completion. In the summer 2022, we will be offering several courses: The Advanced Online Equity has been revamped and will be reintroduced this summer.

- LACCD |Online Equity Course 2: From Theory to Practice: A Look at (Un)Grading, Gamifying, and Transformational Design for an Equitable Learner-Centered Classroom (Advanced Online Equity) Four-Week Course

This course will allow faculty to analyze the historical links between education, social justice, and equity through various theoretical frameworks. Faculty will learn how to question and deconstruct teaching models and classroom policies through an equitable lens. By the end of the course, faculty will design teaching practices that are culturally responsive and empower students as life-long learners.

- LACCD | Equity & Culturally Responsive Online Teaching Four-Week Course

This course will guide faculty through a critical journey of becoming an equity-minded educator with the goal of cultivating inclusive experiences that empower all students to achieve their full intellectual capacity. As a participant in this course, faculty will apply principles of Culturally Responsive Teaching and Learning (CRTL) to their online course. In a collaborative peer-to-peer learning environment, faculty will analyze your core teaching values, interrogate your online teaching practices, and leave the course with an equity-minded syllabus and an action plan to continue to advance equity in their course and institution.

- LACCD Creating Accessible Content Four-Week course

Creating Accessible Online courses provides an overview of accessibility within online courses, focusing on the skills you will need to make your course both technically accessible and usable to a broad range of students. The course covers how to use online tools, including Canvas, to create accessible resources, to retrofit existing resources, and to curate new resources. The focal point of the course is learning how to use editors to enhance accessibility.

- LACCD Advanced Teaching in Canvas Four-week course

This class covers more advanced features of using Canvas to support teaching or to teach fully online. It covers the creation of groups and collaborative activities using Office 365 cloud applications, plus peer review assessments. Participants learn to do so basic HTML coding in Canvas pages to create tabs and embed videos. It also covers advanced course and gradebook settings including exporting and importing grade functions. The course helps users to master advanced module settings and plagiarism detection tools.

- LACCD Humanizing your Online Course Four-week course

Are you looking for the secret sauce for building community and fostering meaningful student-student interactions? Well, you found it. Research shows that online students are more invested in a class when they have an instructor who cares about their learning success and this relationship is even more important for underserved students. By conveying your human presence, empathy, and awareness in an online class requires attention and a toolkit of effective practices. In this class, participants will be immersed in a supportive online learning community as you develop humanized practices for online courses that will lay an inclusive foundation for community building and collaboration.

1-2 hour Summer 2022 Webinars, which will be led by professors from all 9 LACCD colleges:

- Canvas Basics: Using Modules to Organize Content
- How to Use Canvas Outcomes to Support Student Learning
- Increase Students' Success with Peer Review and Group Assignments
- Soft Chalk Hands-On
- Canvas Basics: Videos and Captioning in Canvas
- Zoom Best Practices in Canvas
- Creating Effective Rubrics in Canvas
- Authentic Online Assessment
- LACCD Instructional Software (All) Overview

Moreover, the DE Coordinator attended a summit led by CVC-OEI regarding Humanizing Online Stem Academy. She shared with STEM department chairs that a Humanizing Online Stem Academy will be launched for STEM professors only this summer. So far, she has received applications from Science and Chemistry professors. Working in an asynchronous online environment with a supportive community of peers and "warm demander" (Kleinfeld, 1974) facilitators, participants will complete six 1-week modules. In the modules, participants will learn about social psychological factors (stereotype threat, belongingness, and uncertainty) that interfere with a person's ability to perform to their full potential, and how validation, trust, and care mitigate these threats and cultivate an anti-racist learning environment. throughout the course, participants use humanizing tools to develop eight humanized elements in one of their existing online courses. the final project is a humanized showcase that includes reflections and videos of the 8 elements.

Additional LAVC DE webinars will be developed after the 2022 Online Teaching Conference to support the quality of synchronous and asynchronous courses with especial emphasis on equity and student success.

Saved 6/28/2022 8:29 PM by Magda Walsh

Validation



Validation Comments

Please enter your **comments about the module**.

This box also documents the validation dialogue with the program. Please date and initial comments.

The committees use this information for planning and decision-making. Information should help the committee contextualize responses and requests.

- Does the analysis look at the **current data**?
- Does the analysis address the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?

Validator Response - Final

Reviewed. -MJ, 8/27/2022

Saved 8/27/2022 2:13 PM by Matthew Jordan

Validator Response - Final

I am validating this module. It is disappointing that the success rate for asynchronous classes decreased. This may be a residual effect of Covid. Nevertheless, we will focus on implementing the strategies in the improvement plan.

LN, Dean, July 28, 2022

Saved 7/28/2022 4:28 PM by Laurie Nalepa

Annual Program Review

Phi Theta Kappa

LAVC Program Review

2022

State: Completed

Resources for Completing This Module

The following data are currently available for you to complete this module:

- Headcount Enrollment - All terms (simple dashboard) ***Updated**
- Success & Retention - All terms (simple dashboard) ***New**
- Fall Enrollment, Success, & Retention Data - *includes demographics and mode*
- Spring Enrollment, Success, & Retention Data
- Special Populations/Programs - Enrollment, Success & Retention
- Awards (Program Completions)
- Majors Data

Here is a [Quick Guide to Data Modules](#): *** New**

The following **videos** provide guidance on using the dashboards to answer specific questions:

- [How to answer the retention questions in the enrollment module.](#)
- [How to answer questions related to institution-set standards: success, retention, awards.](#)
- [How to answer questions related to equity.](#)
- [Awards Dashboard and the program review Data-Achievement module](#)



Success - Course Completion (Instructional Areas)

Analyze trends in the student success data (i.e. successful course completion). Compare **each discipline** to the college level data. *For noninstructional/service areas, compare the **population outcomes** to the college level data. *Successful course completion is defined as a grade of A,B,C, or Pass divided by all grades including Ws).

- Briefly summarize the success/course completion data.
- Identify any disciplines below the college average. (**instructional areas only*)
- Identify any disciplines with declining success rates. (**instructional areas only*)

The Phi Theta Kappa student success rate is 30 percentage points above the LAVC average.

LAVC Success Rate = 69.23%

Phi Theta Kappa Success Rate = 89.55%

(according to Fall 2018 data, as there does not appear to be data for PTK for Fall 2019)

Equity - Achievement



Equity - Course Outcomes (Instructional Areas)

In reviewing your course success rates, select at least one (1) course with large enrollment. How do the outcomes vary by ethnicity and gender? (Include the percentages.)

*Enter **Not Applicable** if non instructional program.

Not applicable.



Equity - Course Improvement (Instructional Areas)

As the college tries to close equity gaps in student achievement, what improvements can the department make to address the specific outcomes in the course(s) noted above?

Enter **Not Applicable if non instructional.*

Not applicable



Equity - Special Program Outcomes (Non-Instructional)

In reviewing your special program success rates, how do the outcomes vary by ethnicity and gender? *(Include the percentages.)*

Enter **Not Applicable if exclusively an instructional program.*

	LAVC	Phi Theta Kappa
White	77.45%	91.74%
Asian	77.12%	96.55%
American Indian	75%	No data
Unreported	74.69%	100%
Two or more	67.23%	82.93%
Hispanic	62.66%	84.62%
Black	62.26%	85%
Native Hawaiian	58%	No data
Female		
Male		



Equity- Special Programs (Non-Instructional)

As the college tries to close equity gaps in student achievement, what improvements can the program make to address the specific program outcomes noted above?

Enter **Not Applicable if exclusively an instructional program.*

As illustrated above,LAVC Phi Theta Kappa students have very high success and retention rates.

Benefits of Phi Theta Kappa members which contribute toward success, completion and retention are:

- Belonging to a community of high achieving students

- Access to a national network of scholarships available only to Phi Theta Kappa students
- Access to Phi Theta kappa self-paced training programs and curriculum on soft skills, research skills, job acquisition skills, and transfer skills.
- Recognition on transcripts, at the Phi Theta Kappa Induction Ceremony, and at LAVC graduation
- Access to unique research and service opportunities

The LAVC Phi Theta Kappa chapter is an award-winning and highly active chapter. The LAVC Phi Theta Kappa Program will be requesting funds to subsidize the membership fees for students who qualify for PTK and for other special programs such as: Black Scholars, Dreamers, Veterans, EOPS, Puente, and Guardian Scholars in the hopes that this financial assistance will encourage students from these special programs to participate in the program and experience the benefits.



Majors Data

Review the [data on majors](#) for the programs in your department.

- Summarize trends for students indicating majors in your department.

**Enter Not Applicable if non instructional.*

Awards - Degrees & Certificates



Award Completion (Instructional areas)

For **ALL active programs** (degrees and certificates), review the trend data on award completions.

- Summarize and address the trend (e.g. increase, declines, inconsistency) *Include the number of awards* in your summary.

**Enter Not Applicable if non instructional.*

Not applicable.



Majors Data

Consider your completion outcomes (awards data) in light of your majors data. Identify any relevant trends or inconsistencies.

**Enter Not Applicable if non instructional.*

Institution-Set Standards (ISS)



Success - ISS

The institution has established an institution-set standard for course success (*students who successfully complete the course/A,B,C or P grades*) at **66%**.

- *For Instructional Areas* - Indicate whether **each discipline** in your area is performing at the (*minimum*) standard.
- *For Instructional Areas* - Identify **courses** that are at or below the standard for course success. Provide an improvement plan.
- *For Non-Instructional Areas* - Are the success rates for your **population/program** at or below the institution-set standard? Provide an improvement plan.

An institution-set "**standard**" is the **minimum level of acceptable performance** on an indicator. Should the program fall below a standard, some

intervention should occur.

The Success rates for LAVC Phi Theta Kappa members are 33 percentage points above the campus standard.

While the college has set an overall institution-set standard for the annual total number of institutional awards, each program is expected to have **minimum of ten (10) completions** annually contributing to that total.

A "standard" is a minimum level of acceptable performance. Should the program fall below a standard, some intervention should occur. For each program (degree or certificate) indicate whether it meets the standard by entering the number of awards, and if not, indicate the action plan for improvement.

*Must refer to the most recent academic year of data.

*Enter **Not Applicable** if non instructional or no degrees or certificates attached to program.

Awards-ISS

No Records.

Improvement



Results

Based on the data trends, evaluate the effectiveness of strategies and/or interventions implemented in prior years to improve student achievement.

- Indicate "**not applicable**" if no steps have been taken to improve student achievement.
- Briefly describe the intervention/strategy and the outcome based on the data.

Data is not available based on PTK membership status.



Improvement Plan

In areas identified as needing improvement, describe strategies and/or interventions that the department/program will implement to help improve student achievement (successful course completion and award completion).

Not applicable.

Validation



Validation Comments

Please enter your **comments about the module**.

This box also documents the validation dialogue with the program. Please date and initial comments.

The committees use this information for planning and decision-making. Information should help the committee

contextualize responses and requests.

- Does the analysis look at the **current data**?
- Does the analysis address the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?

Validator Response - Final

Reviewed. -MJ, 8/31/2022

Saved 8/31/2022 12:28 PM by Matthew Jordan

Annual Program Review

English as Second Language (ESL)

LAVC Program Review

2022

State: Completed

Resources for Completing This Module

The following data are currently available for you to complete this module:

- Headcount Enrollment - All terms (simple dashboard) ***Updated**
- Success & Retention - All terms (simple dashboard) ***New**
- Fall Enrollment, Success, & Retention Data - *includes demographics and mode*
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Success - Course Completion (Instructional Areas)

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- Briefly summarize the success/course completion data.
- Identify any disciplines below the college average. (**instructional areas only*)
- Identify any disciplines with declining success rates. (**instructional areas only*)

Briefly summarize the course completion data:

Success rate E.S.L. and ESL: spring 2021 = 80%, summer 2021 = 75%, fall 2021 = 74%

Identify any disciplines below the college average. (**instructional areas only*):

N/A

Identify any disciplines with declining success rates. (**instructional areas only*):

See below.

Saved 6/30/2022 10:32 PM by Edgar Perez

Equity - Achievement



Equity - Course Outcomes (Instructional Areas)

In reviewing your course success rates, select at least one (1) course with large enrollment. How do the outcomes vary by ethnicity and gender? (Include the percentages.)

*Enter **Not Applicable** if non instructional program.

It is difficult to evaluate equity on an "equitable" basis because our students come from varying educational backgrounds from countries with well-established educational institutions and facilities to those with inadequate educational institutions and facilities. Also, because is not their first language, they have to spend extra time preparing course work.

Be that as it may, one of our largest enrolled courses is E.S.L. 6 A (low-advanced writing / grammar), with an average class size from 33 students. In reviewing the outcomes, we have the following results:

1. Students who were 20 and younger or who were returning students had the highest success rates: 100%
2. Students who identified themselves as Black* or Asian had 100% success rate.
3. Female students had a success rate of 63% while male students had a success rate of 60%

* It should be noted that students who identify themselves as "white" are actually near-easterners.

Saved 6/30/2022 10:37 PM by Edgar Perez



Equity - Course Improvement (Instructional Areas)

As the college tries to close equity gaps in student achievement, what improvements can the department make to address the specific outcomes in the course(s) noted above?

Enter **Not Applicable if non instructional.*

We should continue to provide additional academic support through faculty office hours, the Writing Center, and embedded tutors in each class while paying particular emphasis on equity for female and male students in E.S.L. 6A.

Saved 6/30/2022 10:40 PM by Edgar Perez



Equity - Special Program Outcomes (Non-Instructional)

In reviewing your special program success rates, how do the outcomes vary by ethnicity and gender? *(Include the percentages.)*

Enter **Not Applicable if exclusively an instructional program.*

N/A

Saved 6/30/2022 10:40 PM by Edgar Perez



Equity- Special Programs (Non-Instructional)

As the college tries to close equity gaps in student achievement, what improvements can the program make to address the specific program outcomes noted above?

Enter **Not Applicable if exclusively an instructional program.*

N/A

Saved 6/30/2022 10:40 PM by Edgar Perez



Majors Data

Review the [data on majors](#) for the programs in your department.

- Summarize trends for students indicating majors in your department.

**Enter Not Applicable if non instructional.*

Students in our program do not typically major in Teaching English to Speakers of Other Languages. However, we do on occasions (maybe, every 5 years) have a student who majors in English.

Saved 6/30/2022 10:41 PM by Edgar Perez

Awards - Degrees & Certificates



Award Completion (Instructional areas)

For **ALL active programs** (degrees and certificates), review the trend data on award completions.

- Summarize and address the trend (e.g. increase, declines, inconsistency) *Include the number of awards* in your summary.

**Enter Not Applicable if non instructional.*

ESL students first became eligible for one of our certificates in spr 2021, and they take 3-8 semester to complete. So far, one student has earned a Certificate of Achievement.

Saved 6/30/2022 10:47 PM by Edgar Perez



Majors Data

Consider your completion outcomes (awards data) in light of your majors data. Identify any relevant trends or inconsistencies.

**Enter Not Applicable if non instructional.*

Even though many of our classes have a discussion / activity about the importance of an SEP (student education plan), only 14% have CAPs that were informed by SEP.

Of the seven CAPs, ESL students prefer STEM (9.5%), Arts, Media & Design (17.5%), and Humanities & Communication (73%).

Regarding age group, the STEM CAP is favored by 20-24 year olds, Arts & Media by less than 20 year olds, and Humanities by 40+.

Saved 6/30/2022 10:49 PM by Edgar Perez



Success - ISS

The institution has established an institution-set standard for course success (*students who successfully complete the course/A,B,C or P grades*) at **66%**.

- *For Instructional Areas* - Indicate whether **each discipline** in your area is performing at the (*minimum*) standard.
- *For Instructional Areas* - Identify **courses** that are at or below the standard for course success. Provide an improvement plan.
- *For Non-Instructional Areas* - Are the success rates for your **population/program** at or below the institution-set standard? Provide an improvement plan.

An institution-set "**standard**" is the **minimum level of acceptable performance** on an indicator. Should the program fall below a standard, some intervention should occur.

We are above the institutional set standard of success at 72% ESL vs. 66% College but below the 81%+ we usually have.

We are significantly above the minimum retention rate at 91% ESL vs. 84% College but below the 94% we usually have.

Saved 6/30/2022 11:00 PM by Edgar Perez

While the college has set an overall institution-set standard for the annual total number of institutional awards, each program is expected to have **minimum of ten (10) completions** annually contributing to that total.

A "**standard**" is a **minimum level of acceptable performance**. Should the program fall below a standard, some intervention should occur. For each program (degree or certificate) indicate whether it meets the standard by entering the number of awards, and if not, indicate the action plan for improvement.

*Must refer to the most recent academic year of data.

*Enter **Not Applicable** if non instructional or no degrees or certificates attached to program.

Awards-ISS

Program Name	Major Code	Meets Standard (10+ Awards)	Action Plan
Robotics and PLCs		10+ Completers	
Workplace Success		10+ Completers	

Improvement



Results

Based on the data trends, evaluate the effectiveness of strategies and/or interventions implemented in prior years to improve student achievement.

- Indicate "**not applicable**" if no steps have been taken to improve student achievement.
- Briefly describe the intervention/strategy and the outcome based on the data.

The main strategies to improve student achievement are:

1. Create consistency in each section of a course, and consistency between courses, by reviewing SLO recommendations included in the Reflections, and holding norming sessions;
2. Distribute and discuss the "Alignment of Courses" and the "Key Vocabulary" documents; and,
3. Build computer literacy with students to enable them to navigate their educational needs.

The main interventions have been to spend more time during office hours with students who are struggling and refer them to tutoring for additional instruction.

Saved 6/30/2022 11:08 PM by Edgar Perez



Improvement Plan

In areas identified as needing improvement, describe strategies and/or interventions that the department/program will implement to help improve student achievement (successful course completion and award completion).

Because we are above the standards of the College, we don't have improvement areas. However, we plan to seek ways to increase overall student success, retention, and completions.

Saved 6/30/2022 11:08 PM by Edgar Perez

Validation



Validation Comments

Please enter your **comments about the module**.

This box also documents the validation dialogue with the program. Please date and initial comments.

The committees use this information for planning and decision-making. Information should help the committee contextualize responses and requests.

- Does the analysis look at the **current data**?
- Does the analysis address the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?

Validator Response - Final

The ESL tutoring program should continue.

Dd

6/27/22

Saved 6/27/2022 10:21 AM by Deborah diCesare

Validator Response - Final

Reviewed.

-MJ, 8/28/2022

Saved 8/28/2022 11:05 AM by Matthew Jordan

Annual Program Review

Bookstore & Cafe

LAVC Program Review

2022

State: Completed

Annual Program Review

Business Office - Accounting

LAVC Program Review

2022

State: Completed

Annual Program Review

Personnel & Payroll

LAVC Program Review

2022

State: Completed

Annual Program Review

Community Services

LAVC Program Review

2022

State: Completed

Annual Program Review

Maintenance & Operations

LAVC Program Review

2022

State: Completed

Annual Program Review

Procurement

LAVC Program Review

2022

State: Completed

Annual Program Review

Receiving

LAVC Program Review

2022

State: Completed

Annual Program Review

Office Services

LAVC Program Review

2022

State: Completed

Annual Program Review

Associated Student Union (ASU)

LAVC Program Review

2022

State: Completed

Resources for Completing This Module

The following data are currently available for you to complete this module:

- Headcount Enrollment - All terms (simple dashboard) ***Updated**
- Success & Retention - All terms (simple dashboard) ***New**
- Fall Enrollment, Success, & Retention Data - *includes demographics and mode*
- Spring Enrollment, Success, & Retention Data
- Special Populations/Programs - Enrollment, Success & Retention
- Awards (Program Completions)
- Majors Data

Here is a [Quick Guide to Data Modules](#). *** New**

The following **videos** provide guidance on using the dashboards to answer specific questions:

- [How to answer the retention questions in the enrollment module.](#)
- [How to answer questions related to institution-set standards: success, retention, awards.](#)
- [How to answer questions related to equity.](#)
- [Awards Dashboard and the program review Data-Achievement module](#)



Success - Course Completion (Instructional Areas)

Analyze trends in the student success data (i.e. successful course completion). Compare **each discipline** to the college level data. *For noninstructional/service areas, compare the **population outcomes** to the college level data. *Successful course completion is defined as a grade of A,B,C, or Pass divided by all grades including Ws).

- Briefly summarize the success/course completion data.
- Identify any disciplines below the college average. (**instructional areas only*)
- Identify any disciplines with declining success rates. (**instructional areas only*)

The Associated Student Union (ASU) is under the supervision of the Office of Student Life. ASU is represented by a combination of students who are elected and appointed to office, as well as students who join chartered clubs. In Fall 2021, there were 9 chartered clubs and in Spring 2022 there were 10 chartered clubs. Each club needs a minimum of 6 students to be eligible to get chartered. Club chartering consists of a club representative or club advisor to complete an application and submit to our office for verification. Once the club information is verified, a club will get chartered during an Inter Club Council (ICC) meeting, and they may begin to plan events. Once a club gets chartered in the Fall, they continue to be chartered in the Spring semester, if they would like to access funding, they must submit a recertification form. ASU board members have coordinated events and activities to encourage more students to be involved and they hope to expand on events that are offered to students on a yearly basis so that students feel connected and are more active on campus. In the Fall semester we began to host in-person events and were able to continue with in-person events in the Spring semester. Some in-person events included a Halloween Carnival, Say NO to Domestic Violence event, Club Days, Hanukkah event, Solidarity Vigil for Ukraine and the ASU/ICC Banquet. Online events included Noche De Loteria, Mental Health Matters Workshop, ASU Elections, Club of the Week (via Instagram) and ASU hour via KVCM.LIVE. Success rate not available for this group of students due to rosters not being submitted.

Saved 6/7/2022 2:09 PM by Monica Flores

Equity - Achievement



Equity - Course Outcomes (Instructional Areas)

In reviewing your course success rates, select at least one (1) course with large enrollment. How do the outcomes vary by ethnicity and gender? (Include the percentages.)

*Enter **Not Applicable** if non instructional program.

Not Applicable.

Saved 5/26/2022 4:40 PM by Monica Flores



Equity - Course Improvement (Instructional Areas)

As the college tries to close equity gaps in student achievement, what improvements can the department make to address the specific outcomes in the course(s) noted above?

Enter **Not Applicable if non instructional.*

Not Applicable.

Saved 5/26/2022 4:40 PM by Monica Flores



Equity - Special Program Outcomes (Non-Instructional)

In reviewing your special program success rates, how do the outcomes vary by ethnicity and gender? *(Include the percentages.)*

Enter **Not Applicable if exclusively an instructional program.*

ASU encourages all students to participate in activities and events on campus. Not able to provide outcomes by ethnicity and gender due to roster not being submitted.

Saved 6/7/2022 2:10 PM by Monica Flores



Equity- Special Programs (Non-Instructional)

As the college tries to close equity gaps in student achievement, what improvements can the program make to address the specific program outcomes noted above?

Enter **Not Applicable if exclusively an instructional program.*

We would like to come up with other ways to encourage students of all ethnicities to be part of the ASU. One way to increase ethnic representation is to reach out to these students individually or target special programs, such as Umoja Black Scholars. We will plan for in person classroom presentations to introduce students to the Associated Student Union and hope this will encourage students of different ethnicities to serve on ASU.

Saved 6/7/2022 2:11 PM by Monica Flores



Majors Data

Review the [data on majors](#) for the programs in your department.

- Summarize trends for students indicating majors in your department.

**Enter Not Applicable if non instructional.*

Not applicable.

Awards - Degrees & Certificates



Award Completion (Instructional areas)

For **ALL active programs** (degrees and certificates), review the trend data on award completions.

- Summarize and address the trend (e.g. increase, declines, inconsistency) *Include the number of awards in your summary.*

**Enter Not Applicable if non instructional.*

Not Applicable.



Majors Data

Consider your completion outcomes (awards data) in light of your majors data. Identify any relevant trends or inconsistencies.

**Enter Not Applicable if non instructional.*

Not applicable.

Institution-Set Standards (ISS)



Success - ISS

The institution has established an institution-set standard for course success (*students who successfully complete the course/A,B,C or P grades*) at **66%**.

- *For Instructional Areas* - Indicate whether **each discipline** in your area is performing at the (*minimum*) standard.
- *For Instructional Areas* - Identify **courses** that are at or below the standard for course success. Provide an improvement plan.
- *For Non-Instructional Areas* - Are the success rates for your **population/program** at or below the institution-set standard? Provide an improvement plan.

An institution-set "**standard**" is the **minimum level of acceptable performance** on an indicator. Should the program fall below a standard, some intervention should occur.

The Associated Student Union (ASU) is under the supervision of the Office of Student Life. ASU is represented by a combination of students who are elected and appointed to office, as well as students who join chartered clubs. In Fall 2021, there were 9 chartered clubs and in Spring 2022 there were 10 chartered clubs. Each club needs a minimum of 6 students to be eligible to get chartered. Club chartering consists of a club representative or club advisor to complete an application and submit to our office for verification. Once the club information is verified, a club will get chartered during an Inter Club Council (ICC) meeting, and they may begin to plan events. Once a club gets chartered in the Fall, they continue to be chartered in the Spring

semester, if they would like to access funding, they must submit a recertification form. ASU board members have coordinated events and activities to encourage more students to be involved and they hope to expand on events that are offered to students on a yearly basis so that students feel connected and are more active on campus. In the Fall semester we began to host in-person events and were able to continue with in-person events in the Spring semester. Some in-person events included a Halloween Carnival, Say NO to Domestic Violence event, Club Days, Hanukkah event, Solidarity Vigil for Ukraine and the ASU/ICC Banquet. Online events included Noche De Loteria, Mental Health Matters Workshop, ASU Elections, Club of the Week (via Instagram) and ASU hour via KVCM.LIVE. Success rate not available for this group of students due to rosters not being submitted, not submitting rosters.

Saved 6/7/2022 2:11 PM by Monica Flores

While the college has set an overall institution-set standard for the annual total number of institutional awards, each program is expected to have **minimum of ten (10) completions** annually contributing to that total.

A "standard" is a minimum level of acceptable performance. Should the program fall below a standard, some intervention should occur. For each program (degree or certificate) indicate whether it meets the standard by entering the number of awards, and if not, indicate the action plan for improvement.

*Must refer to the most recent academic year of data.

*Enter **Not Applicable** if non instructional or no degrees or certificates attached to program.

Awards-ISS

No Records.

Improvement



Results

Based on the data trends, evaluate the effectiveness of strategies and/or interventions implemented in prior years to improve student achievement.

- Indicate **"not applicable"** if no steps have been taken to improve student achievement.
- Briefly describe the intervention/strategy and the outcome based on the data.

One of the biggest improvements for ASU would be to increase student participation in our activities and events. Now that we have transitioned back to in person, this past year we were able to host both in-person and online events. We noticed that we had higher participation of students for in-person events. We hope to continue to have higher student participation in the upcoming year. We promoted our events using our ASU social media platforms, the Valley Weekly, Blackboard messages and and ASU board members were asked to present in their classrooms.

Saved 6/1/2022 2:51 PM by Monica Flores



Improvement Plan

In areas identified as needing improvement, describe strategies and/or interventions that the department/program will implement to help improve student achievement (successful course completion and award completion).

One area for improvement would be to have more student participation. The Associated Student Union plans events and workshops for students, but sometimes participation is not the highest. Students and club members need more guidance on how to plan a head of time and how to promote their events. We will offer trainings and workshops to students and club advisors on effective event planning and promotion.

Saved 6/1/2022 2:54 PM by Monica Flores



Validation Comments

Please enter your **comments about the module**.

This box also documents the validation dialogue with the program. Please date and initial comments.

The committees use this information for planning and decision-making. Information should help the committee contextualize responses and requests.

- Does the analysis look at the **current data**?
- Does the analysis address the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?

Validator Response - Final

8/25/2022

FM

Saved 8/25/2022 10:57 AM by Florentino Manzano

Validator Response - Final

Rosters for the ASU were not submitted due to staff transition. In past years, students who participate in clubs and student council do very well academically. The ASU should do more outreach to recruit more male students, particularly Black and Latino males.

L. Negrete- 7/20/2022

Saved 7/20/2022 8:49 AM by Elizabeth Negrete

Annual Program Review

Child Development Center

LAVC Program Review

2022

State: Completed

Resources for Completing This Module

The following data are currently available for you to complete this module:

- Headcount Enrollment - All terms (simple dashboard) ***Updated**
- Success & Retention - All terms (simple dashboard) ***New**
- Fall Enrollment, Success, & Retention Data - *includes demographics and mode*
- Spring Enrollment, Success, & Retention Data
- Special Populations/Programs - Enrollment, Success & Retention
- Awards (Program Completions)
- Majors Data

Here is a [Quick Guide to Data Modules](#): *** New**

The following **videos** provide guidance on using the dashboards to answer specific questions:

- [How to answer the retention questions in the enrollment module.](#)
- [How to answer questions related to institution-set standards: success, retention, awards.](#)
- [How to answer questions related to equity.](#)
- [Awards Dashboard and the program review Data-Achievement module](#)



Success - Course Completion (Instructional Areas)

Analyze trends in the student success data (i.e. successful course completion). Compare **each discipline** to the college level data. *For noninstructional/service areas, compare the **population outcomes** to the college level data. *Successful course completion is defined as a grade of A,B,C, or Pass divided by all grades including Ws).

- Briefly summarize the success/course completion data.
- Identify any disciplines below the college average. (**instructional areas only*)
- Identify any disciplines with declining success rates. (**instructional areas only*)

N/A

Saved 6/15/2022 9:00 AM by Jennifer Guevara

Equity - Achievement



Equity - Course Outcomes (Instructional Areas)

In reviewing your course success rates, select at least one (1) course with large enrollment. How do the outcomes vary by ethnicity and gender? (Include the percentages.)

*Enter **Not Applicable** if non instructional program.

N/A



Equity - Course Improvement (Instructional Areas)

As the college tries to close equity gaps in student achievement, what improvements can the department make to address the specific outcomes in the course(s) noted above?

Enter **Not Applicable if non instructional.*

N/A



Equity - Special Program Outcomes (Non-Instructional)

In reviewing your special program success rates, how do the outcomes vary by ethnicity and gender? *(Include the percentages.)*

Enter **Not Applicable if exclusively an instructional program.*

For the Child Development Center our outcomes are as follows for ethnicity :

White: 100 % success rate

Hispanic Latino: 75% success rate

Two or more races: 94% success rate

Unreported: 100% success rate

Asian: 100% success rate

Black: Data Unknown

For the Child Development Center our outcomes are as follows for gender:

Female: 95% success rate

Male: 100% success rate

For the data that I do have above the success rates for ethnic groups are up in all areas over last year above the 90th percentile, however Hispanic/Latino is lower at 75% and at a lower percentile versus the other ethnicities. Male and Female are both above 95% for the success rate and well above the campus average.

Saved 6/30/2022 12:50 PM by Jennifer Guevara



Equity- Special Programs (Non-Instructional)

As the college tries to close equity gaps in student achievement, what improvements can the program make to address the specific program outcomes noted above?

Enter **Not Applicable if exclusively an instructional program.*

The Child Development Center can do the following to help close the equity gaps in student achievement:

- Create awareness - Making sure we as a center train the staff about understanding these issues and what we can do to offer better opportunities for all students, children and families.
- Continue to hire diverse staff - Continue because our center is doing well in this area. We could always do better but I think we have a very diverse staff that speak many different languages and come very different ethnic/cultural backgrounds. This is something that is celebrated at the center. It is important to ensure parents know we have a diverse staff.
- Attending diverse events on campus - Have staff from our program attend events on the college campus to make sure all groups know about our program and the funding that is available to help them if needed.
- Offer year round care (which we typically do) - This allows children from low income and minority groups the ability to attend more classes and study year round which will help them achieve more learning opportunities. This gives an advantage to ALL children that attend our program. Also, this allows teachers to know their students better and have better relationships with their families making them more comfortable leaving their children in our care. Being open year round is also very important to our English language learners and their language development.
- Promoting as a diverse center - Making sure parents are aware of the diversity of the center by providing information about, daily activities, events, staff and other diverse practices. Making they understand we pride ourselves in celebrating diversity.
- Calendar of events - Taking a look at our calendar of events for the year and really looking at how many are related to diversity, culture or inclusion.

Making goals to add more. Including parent, staff and children in the decision making process.

- Connect with student parents and the community - Ask parents if they have any questions or concerns and listen. Invite them to share what they think we can do to improve with creating a more diverse program. Hear others perspectives and work on a plan to see how we can incorporate their ideas into the program.



Majors Data

Review the [data on majors](#) for the programs in your department.

- Summarize trends for students indicating majors in your department.

**Enter Not Applicable if non instructional.*

N/A

Awards - Degrees & Certificates



Award Completion (Instructional areas)

For **ALL active programs** (degrees and certificates), review the trend data on award completions.

- Summarize and address the trend (e.g. increase, declines, inconsistency) *Include the number of awards* in your summary.

**Enter Not Applicable if non instructional.*

N/A



Majors Data

Consider your completion outcomes (awards data) in light of your majors data. Identify any relevant trends or inconsistencies.

**Enter Not Applicable if non instructional.*

N/A

Institution-Set Standards (ISS)



Success - ISS

The institution has established an institution-set standard for course success (*students who successfully complete the course/A,B,C or P grades*) at **66%**.

- *For Instructional Areas* - Indicate whether **each discipline** in your area is performing at the (*minimum*) standard.
- *For Instructional Areas* - Identify **courses** that are at or below the standard for course success. Provide an improvement plan.
- *For Non-Instructional Areas* - Are the success rates for your **population/program** at or below the institution-set standard? Provide an improvement plan.

An institution-set "**standard**" is the **minimum level of acceptable performance** on an indicator. Should the program fall below a standard, some intervention should occur.

No, our success rates for our program are above the institutional set standard.

Saved 6/15/2022 9:19 AM by Jennifer Guevara

While the college has set an overall institution-set standard for the annual total number of institutional awards, each program is expected to have **minimum of ten (10) completions** annually contributing to that total.

A "**standard**" is a **minimum level of acceptable performance**. Should the program fall below a standard, some intervention should occur. *For each program (degree or certificate) indicate whether it meets the standard by entering the number of awards, and if not, indicate the action plan for improvement.*

**Must refer to the most recent academic year of data.*

Enter **Not Applicable if non instructional or no degrees or certificates attached to program.*

Awards-ISS

No Records.

Improvement



Results

Based on the data trends, evaluate the effectiveness of strategies and/or interventions implemented in prior years to improve student achievement.

- Indicate "**not applicable**" if no steps have been taken to improve student achievement.
- Briefly describe the intervention/strategy and the outcome based on the data.

In 2019 the Child Development Center added a student study area with a computer and access to student account log in. This area provides a quiet space where student parents can study and work on course work while being close to their children and still on campus. This provides students without transportation a safe and comfortable space near their children to get their work done while not in class. In 2020, our success rates had increased. Adding this study lounge was a great way to give parents access to work space while their children were cared for close by. This allowed parents to maintain good study habits and provide extra time to their classwork. This addition is reflected in our increased success rate. This has been a huge success and the parents have been asking for more computers so more students can use this space. The feedback has been great! We are currently working on a plan to expand this area to accommodate more students.

Since we have returned after COVID we have had the space closed. We plan to reopen our study lounge this Fall and start our plan to increase the computers this following year. We also plan to add a lending library for activities, so parents can check out activities for their children to do at home. This will help keep their children busy at home while they complete assignments or study.

Saved 7/22/2022 9:22 AM by Elizabeth Negrete



Improvement Plan

In areas identified as needing improvement, describe strategies and/or interventions that the department/program will implement to help improve student achievement (successful course completion and award completion).

Validation



Validation Comments

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The committees use this information for planning and decision-making. Information should help the committee contextualize responses and requests.

- Does the analysis look at the **current data**?
- Does the analysis address the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?

Validator Response - Final

8/25/2022

FM

Saved 8/25/2022 1:26 PM by Florentino Manzano

Validator Response - Final

The CDC is doing great work. All the data is relevant. My one comment is that more student parents should be recruited for child care services. I would like to see a break down of the number of student parents versus parents (community members).

L. Negrete- 7/22/2022

Saved 7/22/2022 10:58 AM by Elizabeth Negrete

Annual Program Review

EOPS/ CARE/Next Up/Guardian Scholars

LAVC Program Review

2022

State: Completed

Resources for Completing This Module

The following data are currently available for you to complete this module:

- Headcount Enrollment - All terms (simple dashboard) ***Updated**
- Success & Retention - All terms (simple dashboard) ***New**
- Fall Enrollment, Success, & Retention Data - *includes demographics and mode*
- Spring Enrollment, Success, & Retention Data
- Special Populations/Programs - Enrollment, Success & Retention
- Awards (Program Completions)
- Majors Data

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- [How to answer questions related to institution-set standards: success, retention, awards.](#)
- [How to answer questions related to equity.](#)
- [Awards Dashboard and the program review Data-Achievement module](#)



Success - Course Completion (Instructional Areas)

Analyze trends in the student success data (i.e. successful course completion). Compare **each discipline** to the college level data. *For noninstructional/service areas, compare the **population outcomes** to the college level data. *Successful course completion is defined as a grade of A,B,C, or Pass divided by all grades including Ws).

- Briefly summarize the success/course completion data.
- Identify any disciplines below the college average. (**instructional areas only*)
- Identify any disciplines with declining success rates. (**instructional areas only*)

With regards to success, EOPS students had an 83% success rate, which is significantly higher than the college standard of 73%.

For CARE, course success dropped slightly from 73% to 72% which is slightly below the campus standard.

For the foster youth programs -- NextUp and Guardian Scholars -- the course success rates increased significantly over last year. For NextUp, the success rate decreased slightly from 76% to 75%. Course success for Guardian Scholars decreased 77% to 70%.

Saved 6/28/2022 1:58 PM by Sherri Rodriguez

Equity - Achievement



Equity - Course Outcomes (Instructional Areas)

In reviewing your course success rates, select at least one (1) course with large enrollment. How do the outcomes vary by ethnicity and gender? (Include the percentages.)

*Enter **Not Applicable** if non instructional program.

Not applicable.



Equity - Course Improvement (Instructional Areas)

As the college tries to close equity gaps in student achievement, what improvements can the department make to address the specific outcomes in the course(s) noted above?

Enter **Not Applicable if non instructional.*

Not applicable.



Equity - Special Program Outcomes (Non-Instructional)

In reviewing your special program success rates, how do the outcomes vary by ethnicity and gender? *(Include the percentages.)*

Enter **Not Applicable if exclusively an instructional program.*

In EOPS, the success rates are slightly below the campus standard for African American students (72%). The success rates are above the campus standard for all other racial/ethnic groups. With regards to gender, the success rates are above the campus standard for males (84%) and females (82%).

Within CARE, only Latino students performed under the campus standard at 54%. In previous years, African American students performed under the standard. Both males and females performed above the campus standard. With regards to age, only younger CARE students (20-24) performed under the campus standard at 67%.

For NextUp, for course success, females were under the campus standard. With regards to race/ethnicity, Latino and White students performed under the campus standard.

For Guardian Scholars, course success is 67% of females. Also, with regards to race, unreported, Latino and Black students performed under the campus standard.

Saved 6/28/2022 2:00 PM by Sherri Rodriguez



Equity- Special Programs (Non-Instructional)

As the college tries to close equity gaps in student achievement, what improvements can the program make to address the specific program outcomes noted above?

Enter **Not Applicable if exclusively an instructional program.*

To address equity gaps in student success, EOPS continues to review and improve its academic success intervention. Using a case load model, the tutors are providing a more intrusive, holistic approach. Each tutor was assigned a case load of students who were on academic or progress probation to contact about scheduling counseling appointments, encouraging students to complete the online probation tutorial and assist with the petition process. In addition, since probation workshops were not very well attended, the counselors now meet with students individually to explain the probation process, review their petition statements and to address non-academic concerns. Next, to be more proactive, the tutors will do outreach to EOPS students who are enrolled in difficult classes to encourage tutoring early on.

For CARE, we will explore strategies to improve success. Some possible strategies include creating an individual assessment plan that asks specific questions about student needs. Also, the program could create a family action plan.

For NextUp and Guardian Scholars, the team will continue two (2) strategies to improve academic success. First, a one-on-one appointment with the MSW graduate student intern or peer adviser to review the student's progress report. To improve academic success, the NextUp/Guardian Scholars counselor met with the students individually to complete the assessment and follow up counseling appointments. A series of workshops have been designed to assist students in achieving success in and out of school. Workshops include mental health/ wellness workshops, financial literacy workshops, priority registration, and university field trips.

Saved 6/28/2022 2:02 PM by Sherri Rodriguez



Majors Data

Review the [data on majors](#) for the programs in your department.

- Summarize trends for students indicating majors in your department.

**Enter Not Applicable if non instructional.*

Data not available.

Awards - Degrees & Certificates



Award Completion (Instructional areas)

For **ALL active programs** (degrees and certificates), review the trend data on award completions.

- Summarize and address the trend (e.g. increase, declines, inconsistency) *Include the number of awards* in your summary.

**Enter Not Applicable if non instructional.*

According to the data collected by EOPS, 203 students completed an educational goal.

For CARE, there are five (5) completers: 2 transfer and 3 are receiving Associates Degree.

For NextUp/Guardian Scholars, there are six (6) completers: four (4) transfers and two (2) AA degree earners.



Majors Data

Consider your completion outcomes (awards data) in light of your majors data. Identify any relevant trends or inconsistencies.

**Enter Not Applicable if non instructional.*

Data not available.

Institution-Set Standards (ISS)



Success - ISS

The institution has established an institution-set standard for course success (*students who successfully complete the course/A,B,C or P grades*) at **66%**.

- *For Instructional Areas* - Indicate whether **each discipline** in your area is performing at the (*minimum*) standard.
- *For Instructional Areas* - Identify **courses** that are at or below the standard for course success. Provide an improvement plan.
- *For Non-Instructional Areas* - Are the success rates for your **population/program** at or below the institution-set standard? Provide an improvement plan.

An institution-set "**standard**" is the **minimum level of acceptable performance** on an indicator. Should the program fall below a standard, some intervention should occur.

Please see success information above.

While the college has set an overall institution-set standard for the annual total number of institutional awards, each program is expected to have **minimum of ten (10) completions** annually contributing to that total.

A "**standard**" is a **minimum level of acceptable performance**. Should the program fall below a standard, some intervention should occur. *For each program (degree or certificate) indicate whether it meets the standard by entering the number of awards, and if not, indicate the action plan for improvement.*

**Must refer to the most recent academic year of data.*

Enter **Not Applicable if non instructional or no degrees or certificates attached to program.*

Awards-ISS

No Records.

Improvement



Results

Based on the data trends, evaluate the effectiveness of strategies and/or interventions implemented in prior years to improve student achievement.

- Indicate **"not applicable"** if no steps have been taken to improve student achievement.
- Briefly describe the intervention/strategy and the outcome based on the data.

EOPS, CARE and NextUp/Guardian Scholars overall academic success and retention rates continue to exceed the college standards due to the following strategies:

1. Counseling
2. Progress monitoring
3. Academic success intervention
4. Major and career exploration
5. Tutoring



Improvement Plan

In areas identified as needing improvement, describe strategies and/or interventions that the department/program will implement to help improve student achievement (successful course completion and award completion).

As mentioned above, to improve success outcomes, EOPS is using a caseload approach to assist students who are on probation and at risk.

Saved 6/28/2022 9:51 AM by Sherri Rodriguez

Validation



Validation Comments

Please enter your **comments about the module**.

This box also documents the validation dialogue with the program. Please date and initial comments.

The committees use this information for planning and decision-making. Information should help the committee contextualize responses and requests.

- Does the analysis look at the **current data**?
- Does the analysis address the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?

Validator Response - Final

8/25/2022

FM

Saved 8/25/2022 1:36 PM by Florentino Manzano

Annual Program Review

Mosaic Center

LAVC Program Review

2022

State: Completed

Resources for Completing This Module

The following data are currently available for you to complete this module:

- Headcount Enrollment - All terms (simple dashboard) ***Updated**
- Success & Retention - All terms (simple dashboard) ***New**
- Fall Enrollment, Success, & Retention Data - *includes demographics and mode*
- Spring Enrollment, Success, & Retention Data
- Special Populations/Programs - Enrollment, Success & Retention
- Awards (Program Completions)
- Majors Data

Here is a [Quick Guide to Data Modules](#). *** New**

The following **videos** provide guidance on using the dashboards to answer specific questions:

- [How to answer the retention questions in the enrollment module.](#)
- [How to answer questions related to institution-set standards: success, retention, awards.](#)
- [How to answer questions related to equity.](#)
- [Awards Dashboard and the program review Data-Achievement module](#)



Success - Course Completion (Instructional Areas)

Analyze trends in the student success data (i.e. successful course completion). Compare **each discipline** to the college level data. *For noninstructional/service areas, compare the **population outcomes** to the college level data. *Successful course completion is defined as a grade of A,B,C, or Pass divided by all grades including Ws).

- Briefly summarize the success/course completion data.
- Identify any disciplines below the college average. (**instructional areas only*)
- Identify any disciplines with declining success rates. (**instructional areas only*)

The Mosaic Center provides targeted and intentional support to four (4) of our Disproportionately Impacted (DI) populations on campus: Undocumented Students, Black/African American Students, Veteran Students and LGBTQ+ identified students. Since last year, there has been an organizational change in reporting structure. While previously, only the Dream Resource Center and the Umoja/ Black Scholars programs reported directly to the Associate Dean, Student Equity. As of November 1, 2019 the Veterans Program also reports to the Associate Dean. The LGBTQ+ student support program was established on June 13, 2022 and also reports to the Associate Dean.

An additional change that occurred during 2019-20 academic calendar are the program review modules. Since each of the four programs have different goals, services, and programming, each was assigned a separate module. All data, goals, and programming is reported separately in their respective modules.

Saved 6/29/2022 4:24 PM by Alex Ojeda

Equity - Achievement



Equity - Course Outcomes (Instructional Areas)

In reviewing your course success rates, select at least one (1) course with large enrollment. How do the outcomes vary by ethnicity and gender? (Include the percentages.)

*Enter **Not Applicable** if non instructional program.

N/A



Equity - Course Improvement (Instructional Areas)

As the college tries to close equity gaps in student achievement, what improvements can the department make to address the specific outcomes in the course(s) noted above?

Enter **Not Applicable if non instructional.*

N/A



Equity - Special Program Outcomes (Non-Instructional)

In reviewing your special program success rates, how do the outcomes vary by ethnicity and gender? *(Include the percentages.)*

Enter **Not Applicable if exclusively an instructional program.*

Since the 2019-20 academic year, each program was assigned a separate module in program review modules. Since each of the programs have different goals, services, and programming, each was assigned a separate module. All equity gap reports are reflected in the separate modules.

Saved 6/29/2022 4:25 PM by Alex Ojeda



Equity- Special Programs (Non-Instructional)

As the college tries to close equity gaps in student achievement, what improvements can the program make to address the specific program outcomes noted above?

Enter **Not Applicable if exclusively an instructional program.*

DREAM RESOURCE CENTER

We hired a FT- Tenure Track Counseling faculty in Fall 2019, in order to support the needs of our undocumented students. Since that hire, we have seen an increase of over 100 students visit and be served by the Dream Resource Center. One specific challenge is the alignment of data. Undocumented students are not homogeneous, and our data reflects that. In order to better serve the various needs of undocumented students, and better understand how we are addressing equity gaps, we will need to continue to work with OIE to address the inconsistencies in the data.

UMOJA/BLACK SCHOLARS

We hired a FT- Tenure Track Counseling faculty in Fall 2019, in order to support the needs of our Black/African American students. Additionally, since signing becoming an official Umoja affiliate, the campus has seen an increase in support, financially and programmatically, for our Black/African American students. Being a part of Umoja yielded various resources, including additional funding for direct student support, a network rich of best practices, and an opportunity for branding that expands our program recognition. We have seen a more systemic approach to supporting our Black/African American students and an intentional creation of a cohort. With the increase of student involvement in Umoja/Black Scholars, their space has expanded considerably.

VETERANS RESOURCE CENTER

The Veterans Resource Center, FT Tenured faculty retired June 30, 2020. We will move forward with hiring a 1.0 Limited counseling faculty for one year. We will also request a FT Tenure Track faculty for 2022.

RAINBOW PRIDE CENTER

A Limited 1.0 Counseling Faculty was hired to establish the LGBTQ+ student support program (Rainbow Pride Center) in Spring 2022. Pending student

involvement, we will request to hire a FT Tenure Track Counseling faculty.

Saved 6/29/2022 4:31 PM by Alex Ojeda



Majors Data

Review the [data on majors](#) for the programs in your department.

- Summarize trends for students indicating majors in your department.

**Enter Not Applicable if non instructional.*

See modules for respective programs.

Saved 6/29/2022 4:32 PM by Alex Ojeda

Awards - Degrees & Certificates



Award Completion (Instructional areas)

For **ALL active programs** (degrees and certificates), review the trend data on award completions.

- Summarize and address the trend (e.g. increase, declines, inconsistency) *Include the number of awards* in your summary.

**Enter Not Applicable if non instructional.*

N/A



Majors Data

Consider your completion outcomes (awards data) in light of your majors data. Identify any relevant trends or inconsistencies.

**Enter Not Applicable if non instructional.*

See modules for respective programs.

Saved 6/29/2022 4:32 PM by Alex Ojeda

Institution-Set Standards (ISS)



Success - ISS

The institution has established an institution-set standard for course success (*students who successfully complete the course/A,B,C or P grades*) at

66%.

- *For Instructional Areas* - Indicate whether **each discipline** in your area is performing at the (*minimum*) standard.
- *For Instructional Areas* - Identify **courses** that are at or below the standard for course success. Provide an improvement plan.
- *For Non-Instructional Areas* - Are the success rates for your **population/program** at or below the institution-set standard? Provide an improvement plan.

An institution-set "**standard**" is the **minimum level of acceptable performance** on an indicator. Should the program fall below a standard, some intervention should occur.

In Fall 2019, the college launched a few efforts to support equity at an institutional level. Through the IEC, a workgroup was formed to evaluate what our campus is currently doing to address equity gaps. We are in the process of redesigned the old Student Equity website and rebranding it to be a site that focuses on Equity, Diversity, and Inclusion. We are also working across campus to ensure equity is on everyone's mind when creating and designing their campus efforts. The goal to achieve equity minded practices and remove institutional barriers for all will only be accomplished if we all work toward this common goal. Through the office of Professional Development, we have offered campus-wide trainings through an equity lens that provides ways in which all departments on campus can contribute to closing equity gaps.

Saved 6/29/2022 4:36 PM by Alex Ojeda

While the college has set an overall institution-set standard for the annual total number of institutional awards, each program is expected to have **minimum of ten (10) completions** annually contributing to that total.

A "**standard**" is a **minimum level of acceptable performance**. Should the program fall below a standard, some intervention should occur. For each program (degree or certificate) indicate whether it meets the standard by entering the number of awards, and if not, indicate the action plan for improvement.

*Must refer to the most recent academic year of data.

*Enter **Not Applicable** if non instructional or no degrees or certificates attached to program.

Awards-ISS

No Records.

Improvement



Results

Based on the data trends, evaluate the effectiveness of strategies and/or interventions implemented in prior years to improve student achievement.

- Indicate "**not applicable**" if no steps have been taken to improve student achievement.
- Briefly describe the intervention/strategy and the outcome based on the data.

N/A



Improvement Plan

In areas identified as needing improvement, describe strategies and/or interventions that the department/program will implement to help improve student achievement (successful course completion and award completion).

N/A



Validation Comments

Please enter your **comments about the module**.

This box also documents the validation dialogue with the program. Please date and initial comments.

The committees use this information for planning and decision-making. Information should help the committee contextualize responses and requests.

- Does the analysis look at the **current data**?
- Does the analysis address the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?

Validator Response - Final

8/25/2022

FM

Saved 8/25/2022 3:33 PM by Florentino Manzano

Annual Program Review

Services for Students with Disabilities (SSD)

LAVC Program Review

2022

State: Completed

Resources for Completing This Module

The following data are currently available for you to complete this module:

- Headcount Enrollment - All terms (simple dashboard) ***Updated**
- Success & Retention - All terms (simple dashboard) ***New**
- Fall Enrollment, Success, & Retention Data - *includes demographics and mode*
- Spring Enrollment, Success, & Retention Data
- Special Populations/Programs - Enrollment, Success & Retention
- Awards (Program Completions)
- Majors Data

Here is a [Quick Guide to Data Modules](#). *** New**

The following **videos** provide guidance on using the dashboards to answer specific questions:

- [How to answer the retention questions in the enrollment module.](#)
- [How to answer questions related to institution-set standards: success, retention, awards.](#)
- [How to answer questions related to equity.](#)
- [Awards Dashboard and the program review Data-Achievement module](#)



Success - Course Completion (Instructional Areas)

Analyze trends in the student success data (i.e. successful course completion). Compare **each discipline** to the college level data. *For noninstructional/service areas, compare the **population outcomes** to the college level data. *Successful course completion is defined as a grade of A,B,C, or Pass divided by all grades including Ws).

- Briefly summarize the success/course completion data.
- Identify any disciplines below the college average. (**instructional areas only*)
- Identify any disciplines with declining success rates. (**instructional areas only*)

At this time, SSD course offerings are limited to Kinesiology 45, 46, 47, 49, and 50 (the Adapted **Physical Education Courses**) and Learning Skills 40 which was returned to active status the second half of Fall 2021 semester. The Fall 2021 Program **Review Data** files show high percentages of success and retention for these classes. Kinesiology retention (based on an average of four sections) rated at 94.25%. Success rates for SSD Kinesiology at 94.25% (average of four sections). Based on the data provided, SSD courses/sections exceed the institutional standards for success and retention. Since last year, success rate for Kinesiology decreased by 1.95%. The retention rate for Kinesiology decreased by 1.95%.

Learning Skills 40 had a success rate of 100% and a retention rate of 100%

Because of the nature of our Learning Skills and Adapted **PE courses**, Persistence as a category does not really apply. SSD sponsored courses do not have prerequisites and there is not specific trajectory in our courses like you would find in other academic disciplines. SSD does not offer certificates or degrees, and any assistance we provide towards transfer goals would most likely be attributed to services and accommodations provided by the office rather than courses offered.

Saved 6/7/2022 11:18 AM by David Green

Equity - Achievement



Equity - Course Outcomes (Instructional Areas)

In reviewing your course success rates, select at least one (1) course with large enrollment. How do the outcomes vary by ethnicity and gender? (Include the percentages.)

*Enter **Not Applicable** if non instructional program.

According to the data for Kinesiology 45, success rate for Black or African Americans was at 67%, unreported/unknown ethnicity category was at 100% and Hispanic and Latino students recorded a success rate of 100%. Other ethnic groups (Asians, multi ethnic, and Whites were above all at 100% success rate). Males were at 80% and females reported success rates of 100%.

LS 40 had 100% success rates for all categories.

There is no data for non-binary conforming students.

Saved 6/4/2022 9:42 PM by Araksya Arutyunyan



Equity - Course Improvement (Instructional Areas)

As the college tries to close equity gaps in student achievement, what improvements can the department make to address the specific outcomes in the course(s) noted above?

Enter **Not Applicable if non instructional.*

In looking at the enrollment by ethnicity, there were some students of Kin 45 who identified as Hispanic Black or African American males between the ages of 25-39 who did not pass the class (Success rate = 0%). The headcounts for this group did not populate on the dashboard, except indicating that the headcount was fewer than 10 students. These outliers will need to be discussed by SSD with the Adapted PE instructors to see if it is possible to identify why they may have struggled, and to discuss whether there may have been some factor which disadvantaged Hispanic and Latino and Black or African American students in some unforeseen manner. For Kin 47 the overall success rate was at 100%.

Saved 6/7/2022 11:19 AM by David Green



Equity - Special Program Outcomes (Non-Instructional)

In reviewing your special program success rates, how do the outcomes vary by ethnicity and gender? *(Include the percentages.)*

Enter **Not Applicable if exclusively an instructional program.*

According to the data for SSD program overall, the success rate is 86% which is 18% above the set goal.

When we consider how those outcomes may vary by ethnicity, the numbers are as follows:

Hispanic and Latino students recorded a success rate of 79%

White students recorded a success rate of 88%

"Two or more races" students recorded a success rate of 84%

Black, African American students recorded a success rate of 81%

Asian students recorded a success rate of 87%

"Unreported or unknown" students recorded a success rate of 94%

Success rate for Males was at 83% and for Females at 84%.

12 people (3%) reported their gender as "unknown" and had a success rate of 89%

Saved 6/28/2022 3:30 PM by David Green



Equity- Special Programs (Non-Instructional)

As the college tries to close equity gaps in student achievement, what improvements can the program make to address the specific program outcomes noted above?

Enter **Not Applicable if exclusively an instructional program.*

In all of the areas discussed above (ethnicity and gender) SSD's success rates are well above the institutional set standards. SSD will continue to serve students of all backgrounds to provide students with equal opportunity to success and maintain high rates of achievement.

Saved 6/27/2022 11:48 AM by Araksya Arutyunyan



Majors Data

Review the [data on majors](#) for the programs in your department.

- Summarize trends for students indicating majors in your department.

**Enter Not Applicable if non instructional.*

N/A. There are no majors within the SSD department.

Saved 6/7/2022 11:20 AM by David Green

Awards - Degrees & Certificates



Award Completion (Instructional areas)

For **ALL active programs** (degrees and certificates), review the trend data on award completions.

- Summarize and address the trend (e.g. increase, declines, inconsistency) *Include the number of awards* in your summary.

**Enter Not Applicable if non instructional.*

N/A. SSD is not a discipline and does not offer degrees or certificates, so there is no data for awards.

Saved 6/4/2022 9:56 PM by Araksya Arutyunyan



Majors Data

Consider your completion outcomes (awards data) in light of your majors data. Identify any relevant trends or inconsistencies.

**Enter Not Applicable if non instructional.*

N/A



Success - ISS

The institution has established an institution-set standard for course success (*students who successfully complete the course/A,B,C or P grades*) at **66%**.

- *For Instructional Areas* - Indicate whether **each discipline** in your area is performing at the (*minimum*) standard.
- *For Instructional Areas* - Identify **courses** that are at or below the standard for course success. Provide an improvement plan.
- *For Non-Instructional Areas* - Are the success rates for your **population/program** at or below the institution-set standard? Provide an improvement plan.

An institution-set "**standard**" is the **minimum level of acceptable performance** on an indicator. Should the program fall below a standard, some intervention should occur.

All SSD courses are above the campus standard for success.

Saved 6/4/2022 9:56 PM by Araksya Arutyunyan

While the college has set an overall institution-set standard for the annual total number of institutional awards, each program is expected to have **minimum of ten (10) completions** annually contributing to that total.

A "**standard**" is a **minimum level of acceptable performance**. Should the program fall below a standard, some intervention should occur. *For each program (degree or certificate) indicate whether it meets the standard by entering the number of awards, and if not, indicate the action plan for improvement.*

**Must refer to the most recent academic year of data.*

Enter **Not Applicable if non instructional or no degrees or certificates attached to program.*

Awards-ISS

No Records.

Improvement



Results

Based on the data trends, evaluate the effectiveness of strategies and/or interventions implemented in prior years to improve student achievement.

- Indicate "**not applicable**" if no steps have been taken to improve student achievement.
- Briefly describe the intervention/strategy and the outcome based on the data.

SSD courses have been consistently above the campus averages for achievement and retention, so no interventions have been implemented to improve student achievement.

Saved 6/4/2022 9:56 PM by Araksya Arutyunyan



Improvement Plan

In areas identified as needing improvement, describe strategies and/or interventions that the department/program will implement to help improve student achievement (successful course completion and award completion).

No areas were identified as needing improvement, and there are not currently any improvement plans to improve achievement.

Validation



Validation Comments

Please enter your **comments about the module**.

This box also documents the validation dialogue with the program. Please date and initial comments.

The committees use this information for planning and decision-making. Information should help the committee contextualize responses and requests.

- Does the analysis look at the **current data**?
- Does the analysis address the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?

Validator Response - Final

Reviewed. -MJ, 8/27/2022

Saved 8/27/2022 3:21 PM by Matthew Jordan

Validator Response - Final

8/26/2022

FM

Saved 8/26/2022 2:51 PM by Florentino Manzano

Validator Response - Final

I am validating this module.

LN, Dean, July 29, 2022

Saved 7/29/2022 3:34 PM by Laurie Nalepa

Validator Response - Final

The SSD department analysis examined the current data and addressed the institution set standards. The department will examine and discuss the success rate of African American students in Kinesiology 45. SR 7/15/2022

When departments have instructional components there seems to be some confusion about which deans validate which areas! For example, SSD has two (2) instructional components: Learning Skills and Adapted PE. In my opinion, the instructional dean would validate the Curriculum and SLO modules. And the supervising dean would validate the remaining areas.

We need clarification. Thank you!

Saved 8/13/2022 11:43 AM by Sherri Rodriguez

Annual Program Review

Student Activities

LAVC Program Review

2022

State: Completed

Resources for Completing This Module

The following data are currently available for you to complete this module:

- Headcount Enrollment - All terms (simple dashboard) ***Updated**
- Success & Retention - All terms (simple dashboard) ***New**
- Fall Enrollment, Success, & Retention Data - *includes demographics and mode*
- Spring Enrollment, Success, & Retention Data
- Special Populations/Programs - Enrollment, Success & Retention
- Awards (Program Completions)
- Majors Data

Here is a [Quick Guide to Data Modules](#): *** New**

The following **videos** provide guidance on using the dashboards to answer specific questions:

- [How to answer the retention questions in the enrollment module.](#)
- [How to answer questions related to institution-set standards: success, retention, awards.](#)
- [How to answer questions related to equity.](#)
- [Awards Dashboard and the program review Data-Achievement module](#)



Success - Course Completion (Instructional Areas)

Analyze trends in the student success data (i.e. successful course completion). Compare **each discipline** to the college level data. *For noninstructional/service areas, compare the **population outcomes** to the college level data. *Successful course completion is defined as a grade of A,B,C, or Pass divided by all grades including Ws).

- Briefly summarize the success/course completion data.
- Identify any disciplines below the college average. (**instructional areas only*)
- Identify any disciplines with declining success rates. (**instructional areas only*)

N/A

Equity - Achievement



Equity - Course Outcomes (Instructional Areas)

In reviewing your course success rates, select at least one (1) course with large enrollment. How do the outcomes vary by ethnicity and gender? (Include the percentages.)

*Enter **Not Applicable** if non instructional program.

N/A



Equity - Course Improvement (Instructional Areas)

As the college tries to close equity gaps in student achievement, what improvements can the department make to address the specific outcomes in the course(s) noted above?

Enter **Not Applicable if non instructional.*

N/A



Equity - Special Program Outcomes (Non-Instructional)

In reviewing your special program success rates, how do the outcomes vary by ethnicity and gender? *(Include the percentages.)*

Enter **Not Applicable if exclusively an instructional program.*

We have not done an analysis with OIE on a breakdown for our student event participation based on ethnicity and gender. Any information we could provide would be solely anecdotal.



Equity- Special Programs (Non-Instructional)

As the college tries to close equity gaps in student achievement, what improvements can the program make to address the specific program outcomes noted above?

Enter **Not Applicable if exclusively an instructional program.*

Increase Black and Latino male student involvement in student leadership, Associated Student Union and the Student Ambassador Program.

Saved 7/22/2022 1:29 PM by Elizabeth Negrete



Majors Data

Review the [data on majors](#) for the programs in your department.

- Summarize trends for students indicating majors in your department.

Enter **Not Applicable if non instructional.*

N/A

Awards - Degrees & Certificates



Award Completion (Instructional areas)

For **ALL active programs** (degrees and certificates), review the trend data on award completions.

- Summarize and address the trend (e.g. increase, declines, inconsistency) *Include the number of awards in your summary.*

**Enter Not Applicable if non instructional.*

N/A



Majors Data

Consider your completion outcomes (awards data) in light of your majors data. Identify any relevant trends or inconsistencies.

**Enter Not Applicable if non instructional.*

N/A

Institution-Set Standards (ISS)



Success - ISS

The institution has established an institution-set standard for course success (*students who successfully complete the course/A,B,C or P grades*) at **66%**.

- For Instructional Areas - Indicate whether **each discipline** in your area is performing at the (*minimum*) standard.
- For Instructional Areas - Identify **courses** that are at or below the standard for course success. Provide an improvement plan.
- For Non-Instructional Areas - Are the success rates for your **population/program** at or below the institution-set standard? Provide an improvement plan.

An institution-set "**standard**" is the **minimum level of acceptable performance** on an indicator. Should the program fall below a standard, some intervention should occur.

Student Activities engaged the campus by informing students of events and activities via Instagram, Valley Weekly, Canvas Shell and Blackboard. We also tabled and gave away goodies to students. Classroom presentations were done virtually.

- The fall 2021 and spring 2022 Welcome Weeks were a offered in-person and virtually for all new and current students. We had a total of 300 students attend our 3 days events in Fall 2022 and 100 attend in spring 2022. Commencement was in-person in spring of 2022 with 556 students participating

We Promoted via the modalities below:

- Valley Weekly: 54 messages;
- Blackboard: 28 emails and texts
- Canvas Course: 29 Announcements
- Instagram: 48 Posts
- Linktree: 391 Clicks;

Student Life hosted 14 events in the 2021-2022 school year: **1561 students attended.**

In spring of 2021 the @lavcstudentlife Instagram had 293 followers. As of June 30, 2022 our following has grown to 400 people for an increase of 36.52%, surpassing our goal of 10% increase. Our Instagram profile analysis for Spring 2022 shows our engagement rate to be 2.97%. In spring 2022 we reached 237 followers and 1,021 non-followers, through posts, videos and stories. We discovered that our peak posts days were on Tuesdays and Wednesdays

The 1st Presidents Honors Reception was held on Friday, April 22, 2022. Out of 108 RSVP's 103 students plus 1 guest attended and received a medallion. We will continue to offer this event on an annual basis.

In a ASU Survey administered to 44 ASU Members they were asked how they found out about the events and they indicated that:

Social Media: 6.6%

Email: 11.4%

Flyer: 20.45%

Other: 43.18%.

75% indicated that they prefer in-person events.

Saved 6/30/2022 8:52 PM by Raquel Sanchez

While the college has set an overall institution-set standard for the annual total number of institutional awards, each program is expected to have **minimum of ten (10) completions** annually contributing to that total.

A "standard" is a minimum level of acceptable performance. Should the program fall below a standard, some intervention should occur. For each program (degree or certificate) indicate whether it meets the standard by entering the number of awards, and if not, indicate the action plan for improvement.

*Must refer to the most recent academic year of data.

*Enter **Not Applicable** if non instructional or no degrees or certificates attached to program.

Awards-ISS

No Records.

Improvement



Results

Based on the data trends, evaluate the effectiveness of strategies and/or interventions implemented in prior years to improve student achievement.

- Indicate "**not applicable**" if no steps have been taken to improve student achievement.
- Briefly describe the intervention/strategy and the outcome based on the data.

The biggest improvement is the promotion of student activities and the increase of participants. Our Student Ambassadors are essential in helping us promote student activities to increase participation.

Saved 6/30/2022 8:38 PM by Raquel Sanchez



Improvement Plan

In areas identified as needing improvement, describe strategies and/or interventions that the department/program will implement to help improve student achievement (successful course completion and award completion).

- We will continue to collaborate with departments in the promotion of their events. Also we will work to encourage event owners to survey students participating .
- We will improve the Civic Engagement Plan and grow our partnerships.
- We will work with faculty in advance to have them give their students extra credit for attending activities that are catered to what their class is studying and/or any campus event or workshop.
- Proceed with an Online and Paper version of the Monarch Passport. The Monarch Passport is designed to encourage students to get to know and visit campus resources and participate in campus activities like, College Hour, A.S.U Elections, and Cultural Celebrations. At the end of fall and spring semesters we have a drawing where students win a pizza party and other prizes provided by the Associated Student Union, in the Student Life Game Room for themselves and 10 of their friends.

Saved 6/30/2022 8:40 PM by Raquel Sanchez



Validation Comments

Please enter your **comments about the module**.

This box also documents the validation dialogue with the program. Please date and initial comments.

The committees use this information for planning and decision-making. Information should help the committee contextualize responses and requests.

- Does the analysis look at the **current data**?
- Does the analysis address the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?

Validator Response - Final

8/26/2022

FM

Saved 8/26/2022 3:25 PM by Florentino Manzano

Validator Response - Final

Data might not have been collected for some events. it was difficult to capture names of those who attended. The campus might want to invest in a system to allows students to check-in virtually or online (contactless). COVID will remain with us long-term and we need to adjust to the times. It has been difficult to hire student workers/ambassadors. There is a lack of interest.

L. Negrete- 7/22/2022

Saved 7/25/2022 10:28 AM by Elizabeth Negrete

Annual Program Review

Student Health Center

LAVC Program Review

2022

State: Completed

Annual Program Review

TRiO Student Support Services

LAVC Program Review

2022

State: Completed

Resources for Completing This Module

The following data are currently available for you to complete this module:

- Headcount Enrollment - All terms (simple dashboard) ***Updated**
- Success & Retention - All terms (simple dashboard) ***New**
- Fall Enrollment, Success, & Retention Data - *includes demographics and mode*
- Spring Enrollment, Success, & Retention Data
- Special Populations/Programs - Enrollment, Success & Retention
- Awards (Program Completions)
- Majors Data

Here is a [Quick Guide to Data Modules](#): *** New**

The following **videos** provide guidance on using the dashboards to answer specific questions:

- [How to answer the retention questions in the enrollment module.](#)
- [How to answer questions related to institution-set standards: success, retention, awards.](#)
- [How to answer questions related to equity.](#)
- [Awards Dashboard and the program review Data-Achievement module](#)



Success - Course Completion (Instructional Areas)

Analyze trends in the student success data (i.e. successful course completion). Compare **each discipline** to the college level data. *For noninstructional/service areas, compare the **population outcomes** to the college level data. *Successful course completion is defined as a grade of A,B,C, or Pass divided by all grades including Ws).

- Briefly summarize the success/course completion data.
- Identify any disciplines below the college average. (**instructional areas only*)
- Identify any disciplines with declining success rates. (**instructional areas only*)

Not Applicable

Saved 6/6/2022 1:28 PM by Adriana Sanchez

Equity - Achievement



Equity - Course Outcomes (Instructional Areas)

In reviewing your course success rates, select at least one (1) course with large enrollment. How do the outcomes vary by ethnicity and gender? (Include the percentages.)

Enter **Not Applicable if non instructional program.*

Not Applicable



Equity - Course Improvement (Instructional Areas)

As the college tries to close equity gaps in student achievement, what improvements can the department make to address the specific outcomes in the course(s) noted above?

Enter **Not Applicable if non instructional.*

Not Applicable



Equity - Special Program Outcomes (Non-Instructional)

In reviewing your special program success rates, how do the outcomes vary by ethnicity and gender? *(Include the percentages.)*

Enter **Not Applicable if exclusively an instructional program.*

Below is the success rates broken down by ethnicity and gender:

Breakdown by Gender:

	Percentage	Success	Retention
Female	54	78	94
Male	46	75	77

Ethnicity:

	Percentage	Success	Retention
Hispanic/Latino	62	78	88.0
Asian	10	70	77
White	6.8	79.1	90.1
Black/African American	3	50	67
Two or More	21	70	77
Unreported	3	67	100.0

Hispanic/Latino - 62.0% Asian - 10.0% White - 6.8% Unreported - 3.0% Two or More - 21.0% Black/African American - 3.0%

Saved 6/23/2022 1:52 PM by Adriana Sanchez



Equity- Special Programs (Non-Instructional)

As the college tries to close equity gaps in student achievement, what improvements can the program make to address the specific program outcomes noted above?

Enter **Not Applicable if exclusively an instructional program.*

TRiO is consistently looking for ways to improve services and resources to our program participants by engaging and surveying the needs of our specific population. Our staff also tracks students progress requiring a progress report to be submitted per semester. Each progress report is individually reviewed by our staff. Progress reports that show grades below a "C" are contacted via telephone and email regarding their grade. Each student is required to meet with the counselor and set up weekly tutoring sessions to help improve the students grade. If our program does not offer the subject

they are referred to the Academic Resource center and are required to do a follow-up counseling appointment to check progress. If a student did not submit a progress report they are contacted to follow-up on their progress during the semester.

Saved 6/23/2022 1:52 PM by Adriana Sanchez



Majors Data

Review the [data on majors](#) for the programs in your department.

- Summarize trends for students indicating majors in your department.

**Enter Not Applicable if non instructional.*

Not Applicable

Awards - Degrees & Certificates



Award Completion (Instructional areas)

For **ALL active programs** (degrees and certificates), review the trend data on award completions.

- Summarize and address the trend (e.g. increase, declines, inconsistency) *Include the number of awards* in your summary.

**Enter Not Applicable if non instructional.*



Majors Data

Consider your completion outcomes (awards data) in light of your majors data. Identify any relevant trends or inconsistencies.

**Enter Not Applicable if non instructional.*

Not Applicable

Saved 6/23/2022 2:05 PM by Adriana Sanchez

Institution-Set Standards (ISS)



Success - ISS

The institution has established an institution-set standard for course success (*students who successfully complete the course/A,B,C or P grades*) at **66%**.

- For Instructional Areas* - Indicate whether **each discipline** in your area is performing at the (*minimum*) standard.
- For Instructional Areas* - Identify **courses** that are at or below the standard for course success. Provide an improvement plan.
- For Non-Instructional Areas* - Are the success rates for your **population/program** at or below the institution-set standard? Provide an improvement plan.

An institution-set "**standard**" is the **minimum level of acceptable performance** on an indicator. Should the program fall below a standard, some intervention should occur.

Currently success rate is above institutional rate.

While the college has set an overall institution-set standard for the annual total number of institutional awards, each program is expected to have **minimum of ten (10) completions** annually contributing to that total.

A "standard" is a minimum level of acceptable performance. Should the program fall below a standard, some intervention should occur. For each program (degree or certificate) indicate whether it meets the standard by entering the number of awards, and if not, indicate the action plan for improvement.

*Must refer to the most recent academic year of data.

*Enter **Not Applicable** if non instructional or no degrees or certificates attached to program.

Awards-ISS

No Records.

Improvement



Results

Based on the data trends, evaluate the effectiveness of strategies and/or interventions implemented in prior years to improve student achievement.

- Indicate "**not applicable**" if no steps have been taken to improve student achievement.
- Briefly describe the intervention/strategy and the outcome based on the data.

Program contacts participants that have not participated during the semester in an effort to meet participant perspective and needs. This has helped improve program participation during the 2020-2021 school year.

Saved 6/24/2022 9:33 AM by Adriana Sanchez



Improvement Plan

In areas identified as needing improvement, describe strategies and/or interventions that the department/program will implement to help improve student achievement (successful course completion and award completion).

TRIO is consistently looking for ways to improve services and resources to our program participants by engaging and surveying the needs of our specific population. Our staff also tracks students progress requiring a progress report to be submitted per semester. Each progress report is individually reviewed by our staff. Progress reports that show grades below a "C" are contacted via telephone and email regarding their grade. Each student is required to meet with the counselor and set up weekly tutoring sessions to help improve the students grade. If our program does not offer the subject they are referred to the Academic Resource center and are required to do a follow-up counseling appointment to check progress. If a student did not submit a progress report they are contacted to follow-up on their progress during the semester. Our plan is to create more one-one relationships with students in order to improve communication and therefore increase participation in resources offered by the program. These resources include: tutoring, academic and psychological counseling assistance, workshops and program activities such as field trips. Although all these areas are important with the implementation of new academic guidelines are focus is to increase our tutoring program so that it can be utilized at its fullest capacity.

Saved 6/23/2022 2:10 PM by Adriana Sanchez

Validation



Validation Comments

Please enter your **comments about the module**.

This box also documents the validation dialogue with the program. Please date and initial comments.

The committees use this information for planning and decision-making. Information should help the committee contextualize responses and requests.

- Does the analysis look at the **current data**?
- Does the analysis address the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?

Validator Response - Final

8/26/2022

FM

Saved 8/26/2022 3:44 PM by Florentino Manzano

Validator Response - Final

The analysis used current data, addressed institution set standards and identified an improvement plan. The program does a good job of following up with students through progress monitoring. Despite these efforts, African American students are under the institutional set standard. SR 8/13/2022

Saved 8/13/2022 10:40 AM by Sherri Rodriguez

Annual Program Review

Admissions & Records

LAVC Program Review

2022

State: Completed

Annual Program Review

Counseling Department

LAVC Program Review

2022

State: Completed

Resources for Completing This Module

The following data are currently available for you to complete this module:

- Headcount Enrollment - All terms (simple dashboard) ***Updated**
- Success & Retention - All terms (simple dashboard) ***New**
- Fall Enrollment, Success, & Retention Data - *includes demographics and mode*
- Spring Enrollment, Success, & Retention Data
- Special Populations/Programs - Enrollment, Success & Retention
- Awards (Program Completions)
- Majors Data

Here is a [Quick Guide to Data Modules](#). *** New**

The following **videos** provide guidance on using the dashboards to answer specific questions:

- [How to answer the retention questions in the enrollment module.](#)
- [How to answer questions related to institution-set standards: success, retention, awards.](#)
- [How to answer questions related to equity.](#)
- [Awards Dashboard and the program review Data-Achievement module](#)



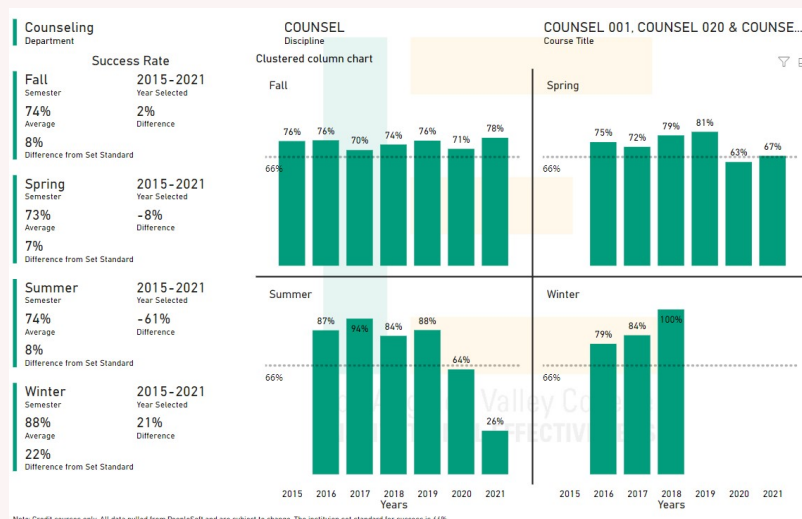
Success - Course Completion (Instructional Areas)

Analyze trends in the student success data (i.e. successful course completion). Compare **each discipline** to the college level data. *For noninstructional/service areas, compare the **population outcomes** to the college level data. *Successful course completion is defined as a grade of A,B,C, or Pass divided by all grades including Ws).

- Briefly summarize the success/course completion data.
- Identify any disciplines below the college average. (**instructional areas only*)
- Identify any disciplines with declining success rates. (**instructional areas only*)

Counseling Courses Fall 2021:

The overall success rate for students enrolled in all Counseling Courses (Counsel 001, 004, 0202 for Fall 2021 was 78% which is higher than the institutional set standards of 66%. The success rate for spring versus fall semesters do indicate some concerns in that must be noted. For example, the success rate for counseling classes in spring 21 was 67% versus 78% for fall 21. Although both are above the institutional set standard of 66%, spring 21 was only 1% higher. This negative trend is also seen in the summer 20/21 data where summer 20 was 64% and summer 21 was 26%. Both of these are below the institutional set standard of 66%. Data for the winter 21/21 intersessions are not available at this time.

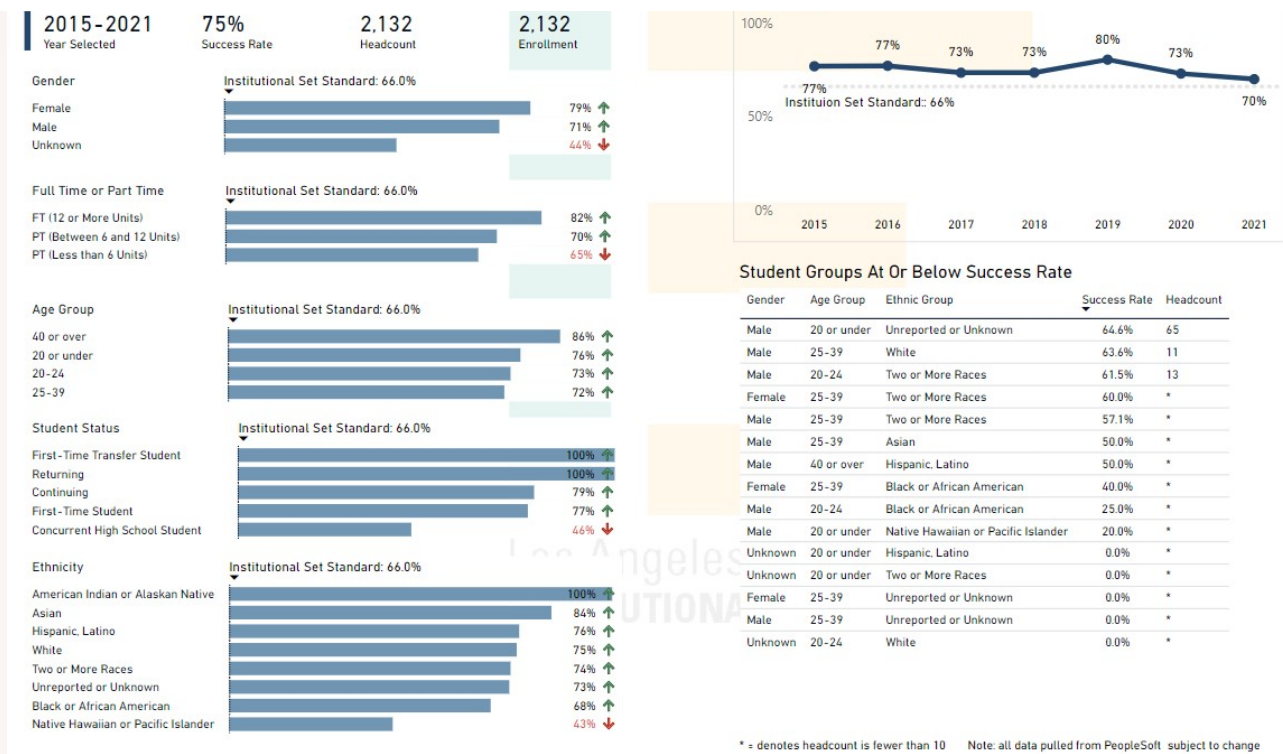


The fall 2020 - fall 2021 success rates for Counsel 001 was 73% and 70% with the Institutional Set Standard of 66%. Both males 79% and females 71% were above the Institutional Set Standard. All ethnic groups were above the Institutional Set Standards with Black or African Americans being the lowest at 68%. Hispanic/Latinos were at 76% and Whites 75%.

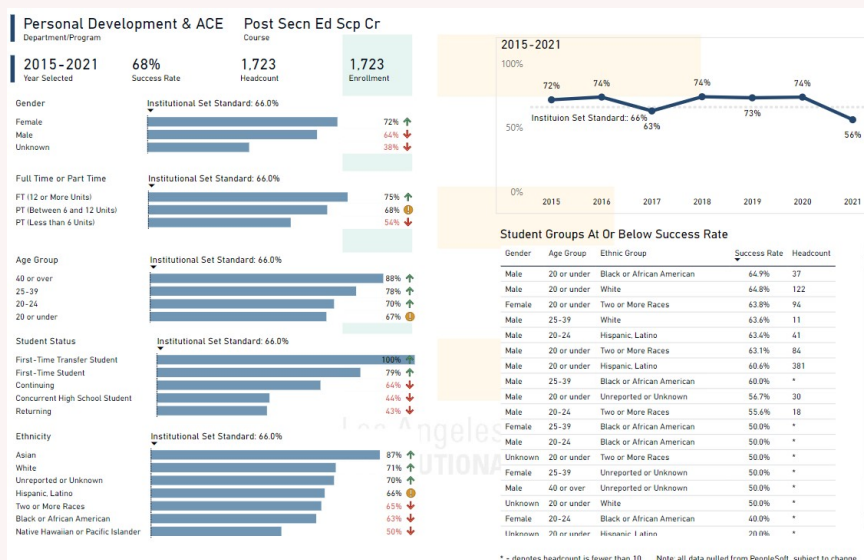
Personal Development & ACE
Department/Program

Intro To College
Course

2015-2021

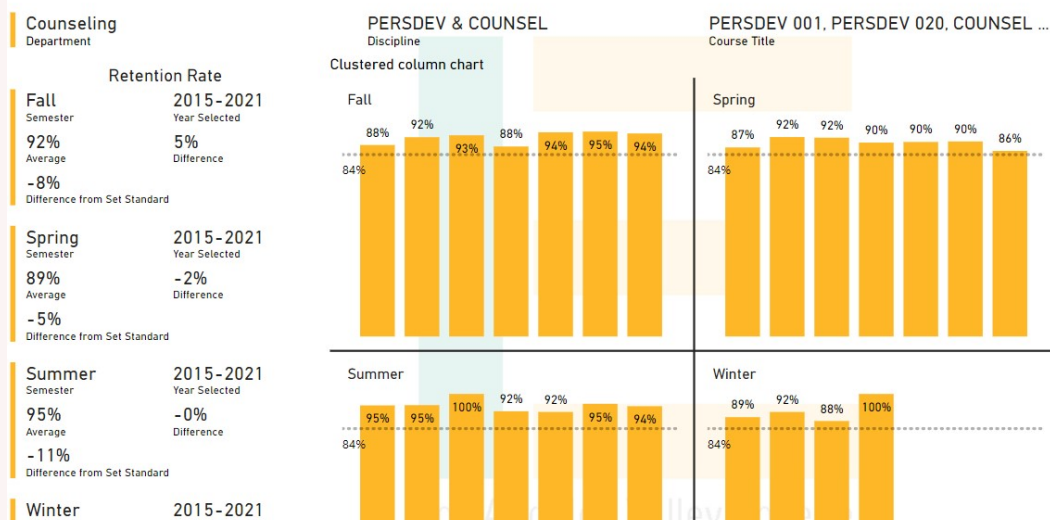


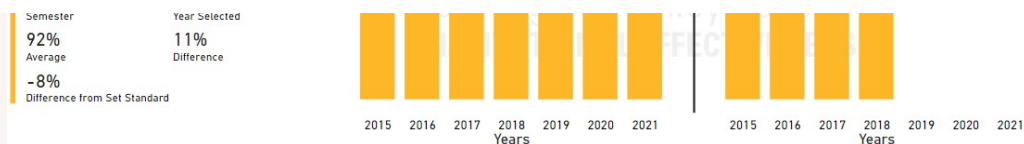
The fall 2020 - fall 2021 success rates for Counsel 020 was 74% and 56% with the Institutional Set Standard of 66%. Females were 72% which is above the Institutional Set Standard while males were 64% which is below the institutional Set Standard of 66%. All ethnic groups were above the Institutional Set Standards except Black/African American at 63% and Native Hawaiian/Pacific Islander 50%.



Unlike Student Success, Retention Rates for all counseling courses for the past six years have been above the institutional set standard of 84%. For fall 21 semester the Retention Rate was 94%, Spring 21 semester 86%, Summer 21 94% and no data for the winter intersession.

Retention Rates for Terms: 2015-2021





Note: Credit courses only. All data pulled from PeopleSoft and are subject to change. The institution set standard for success is 66%

Non Instructional Program Completion (services/student contact) July 2021 to June 2022

The General Counseling Department along with the Career Transfer Center (CTC) is responsible for seeing all students who are not enrolled in special categorical programs, such as EOPS, SSD, DRC, Black Scholars, TriO and CalWORKs. Following the Guided Pathways Model and a CAP approach, the department offers academic, career, transfer and personal counseling to all students. While it is challenging to measure the direct impact of our counseling services on student success, there are certain key services and counseling contacts that do appear to impact, perhaps directly and in-directly, student success in courses, program completions and transfers to 4-year institutions. Below is a snap-shot of the services offered between the period of August 2021 and June 2022 (present).

General Counseling Student Contacts 08/2021-06/2022		
Reason Code	#Of scheduled meetings	#Of drop-ins
General Question/Walk In	1133	6925
University Transfer Assistance	666	120
Class Registration Assistance	666	79
Request Transcript Evaluation (LACCD)	914	320
Request pre-requisite clearance	153	45
Educational planning for 3 or more semesters of courses	1103	247
Academic Petition Assistance	298	106
Pre-Graduation Evaluation	401	76
Update your Major/Educational Goal and/or Home College	261	83
Request Transcript Evaluation (non-LACCD)	287	82
Educational planning for your 1st and/or 2nd semesters of courses	566	206
Financial Aid SEP/Appeal	87	33
Career Exploration	246	70
Personal Counseling	750	367
English, ESL and Math Placement	61	35
Discuss resources on and off campus	221	78
Academic and/or Progress Probation and/or Dismissal	131	55
Honors Transfer Counseling	30	9
Orientation for special population	2	1
Resume Critiques/Job Search	2	0
Misc.	8610	10667
TOTAL	16,588	19,604

POC (SEA core services)

There are 3 core services, as mandated by Student Equity and Achievement (SEA), that all new (non-exempt) students must complete: Placement into college level English and math, Orientation, and Counseling. The Fall 2020 enrollment data shows the difference in achievement for students who completed POC vs. those who did not. The following data reflects the core services of **Orientation and Counseling/Advising**:

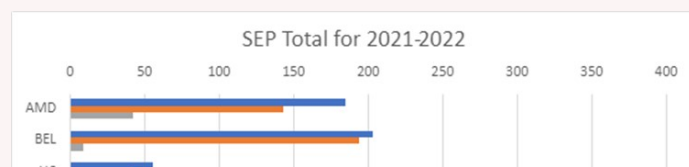
For 2021, students who enrolled and completed Counsel 001 had a success rate of 78.6% For Counsel 020, the success rate is 72% and for Counsel 004 it was 88.5%.

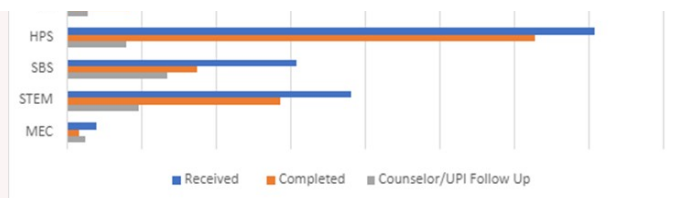
In regards to demographics, our African American students who enrolled and completed counsel 001 is at a cautionary status of 66% success rate, while LatinX students are at 77%. For Counsel 20, our African American students were at a 65% success rate, which is below the campus standard and Latin X students area at 70%.

The data above suggests more strategies for success may be needed to help increase success rates among LatinX and African American populations specifically. This could include, outreach, targeted workshops, and increasing the exposure of special programs designed to specifically helping these two populations.

SEP

The Fall 2020 data shows that all categories of students who have an CSEP have a higher success and retention rate than those who do not. Students who have an SEP had a success rate of 74% compared with a success rate of 65% for those without a CSEP. The retention rate for those with an CSEP is 89% compared to 86% for those without a SEP.





CAP	Received	Completed	Counselor/UPI Follow Up
AMD	185	143	42
BEL	203	194	9
HC	56	42	14
HPS	354	314	40
SBS	154	87	67
STEM	191	143	48
MEC	20	8	12

Updated: 6/29/22

2021-2022 CTC Zoom Workshops				
Workshop Name	# of Workshops	# Signed Up	Attendants	Attendance Rate
CSU App	17	275	157	57%
UC App	11	109	49	55%
UC TAG	4	34	21	62%
UC PIQ Prerecorded	NA	NA	27	NA
Common App	8	7	2	29%
Transfer Zoom Drop in	47	320	200	63%
Applied What's Next?	6	9	2	22%
What's Next? Prerecorded	NA	NA	35	NA
Transfer 101	11	78	33	42%
Transfer 101 Prerecorded	NA	NA	58	NA
ADT	9	24	11	46%
ADT Prerecorded	NA	NA	14	NA
Career Exploration	15	13	3	23%
Career Exploration Prerecorded	NA	NA	21	NA
Admitted Whats Next?	4	3	1	33%
TOTAL	132	872	789	NA

Career/Transfer Center In Person Visits	
Reason	# of students
Transfer Application Assistance	222
Miscellaneous	70
Total	292

Counseling Help Desk Lobby 08/2021-06/2022	
Student Meetings: 3248	

Career/Transfer Center Help Desk 08/2021-06/2022	
Student Meetings: 55	

Career/Transfer Center Meetings 08/2021-06/2022	
Reason Code	# Of students
Career Exploration	27
University Representative	4
Transfer Next Step	38
University Transfer Application Assistance	26
University Transfer Exploration	1
Transfer Admission Guarantee	5

Transfer Activities	8
Associate Degree for Transfer	23
University Transfer Assistance	13
Miscellaneous	67
Total	212

Saved 6/30/2022 6:44 PM by Clive Gordon

Equity - Achievement

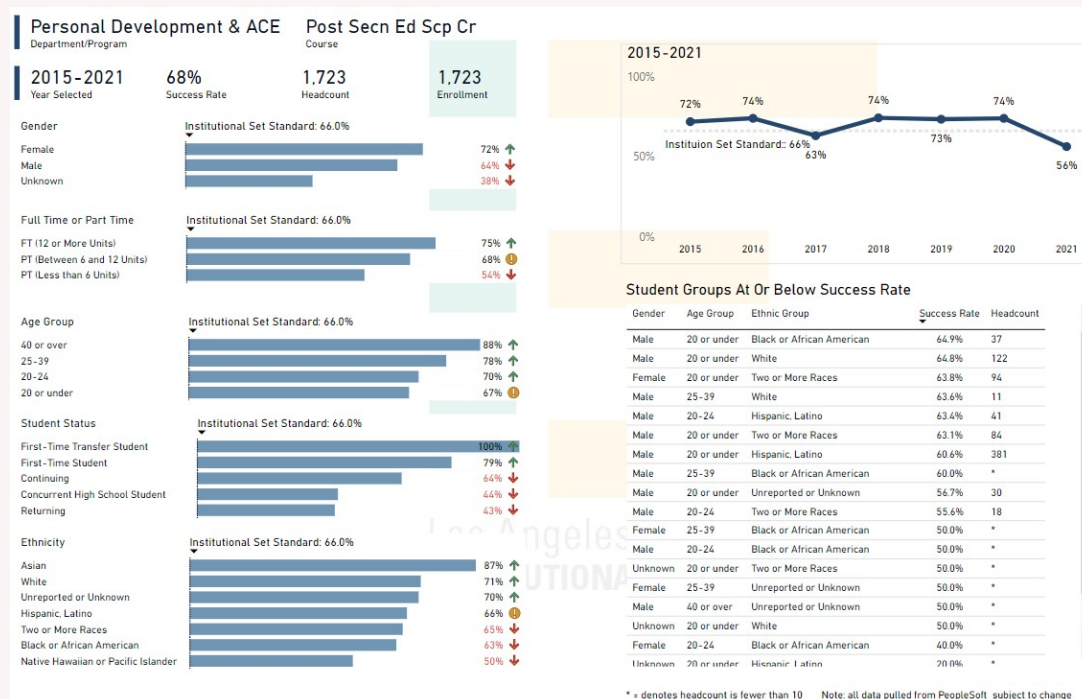


Equity - Course Outcomes (Instructional Areas)

In reviewing your course success rates, select at least one (1) course with large enrollment. How do the outcomes vary by ethnicity and gender? (Include the percentages.)

*Enter **Not Applicable** if non instructional program.

The success rate among students enrolled in Counseling 20 has a noticeable difference in success between female and male students as well as between our Black Student population and Non-Black population. It should also be noted that the Native Hawaiian/Pacific Islander group has a significant difference in success between other student populations. Females have almost a 10% advantage over males in regards to success in Counseling 20 with males performing at a 64% success rate and females performing at a 72% success rate. The Black and African American student population are at a 63% success rate and the native Pacific Islander group at 50%. While the last number is surprising, it is also worth mentioning that this group has a low enrollment in these courses.



The equity analysis of the data continues to suggest more strategies should be implemented to help bridge the success gap among our student populations. This could include exploring culturally relevant assignments and course content, tutoring, and another type of early alert system. Additionally, our special programs, like Umoja and Puente should push for more exposure to ensure all students know how to be part of these programs and how these programs can help students be more successful in their academic pursuits.

Saved 6/30/2022 6:37 PM by Clive Gordon



Equity - Course Improvement (Instructional Areas)

As the college tries to close equity gaps in student achievement, what improvements can the department make to address the specific outcomes in the course(s) noted above?

Enter **Not Applicable if non instructional.*

The Counseling Department will review course content and SLOs and make any recommendations to modify courses in an effort to help close the equity gaps in regards to student success.

Designated counseling courses for Puente and Umoja introduce topics and issues that are culturally relevant. Also, most counseling instructors have either completed or are enrolled in the TIA (Teaching Innovation Academy) where culturally relevant teaching approaches and tools are discussed/taught. Further, the Counseling Department's Curriculum Workgroup is currently reviewing culturally relevant materials to include in the curriculum for the designated counseling courses. The inclusion of the new material should help close the equity gap among our Latino, African American and other disproportionately impacted populations. Moreover, as equity efforts on campus continue as the culture of inclusion persists on campus through Professional Development, Teaching Innovation Academy (TIA), campuswide committees and other strategies to improve curriculum to be more inclusive and bring issues of multiculturalism, race, and gender to the academic foreground. As we continue to improve our courses and learn from our students and community, we believe that our efforts will promote a more inclusive approach to our educational processes.

Saved 6/30/2022 7:11 PM by Clive Gordon



Equity - Special Program Outcomes (Non-Instructional)

In reviewing your special program success rates, how do the outcomes vary by ethnicity and gender? *(Include the percentages.)*

Enter **Not Applicable if exclusively an instructional program.*

The success rate among students enrolled in Counseling 20 has a noticeable difference in success between female (77%) and male students (72%) with both being above the Institutional Set Standard of 66%. Program Success for Black or African Americans was 41% which is 25% below the Institutional Set Standard of 66%. Females have almost a 5% advantage over males in regards to success in Counseling 20 with males performing at a 72% success rate and females performing at a 77% success rate.

Credit Enrollment Success Demographic 2012-2020

Counseling

Department/Program

2012-2020

Year Selected

470

Headcount

11.1

Average Unit Load

Gender

Male

Female

Full Time or Part Time

FT (12 or More Units)

PT (Less than 6 Units)

PT (Between 6 and 12 Units)

0

Age Group

25-39

20 or under

Post Secn Ed Scp Cr

Course

74%

Success Rate

470

Enrollment

22.1

Average Age

Institutional Set Standard: 66.0%



Institutional Set Standard: 66.0%



Institutional Set Standard: 66.0%



Term

All

Student Status

All

2012-2020



Student Groups At Or Below Success

Gender	Age Group	Ethnic Group
Male	20 or under	Two or More Races
Female	20-24	Hispanic, Latino
Female	20 or under	Unreported or Unknown
Female	20-24	White
Female	20 or under	Black or African American
Male	25-39	Black or African American

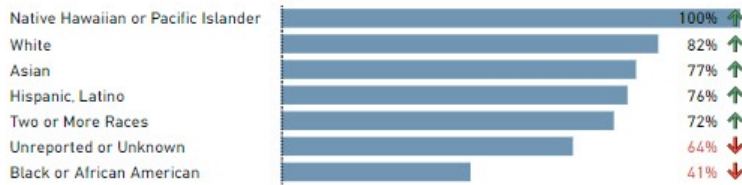
20-24
40 or over

72% ↑
72% ↑

Female	25-39	Black or African American
Male	20 or under	Black or African American
Female	20-24	Unreported or Unknown
Male	40 or over	Unreported or Unknown

Ethnicity

Institutional Set Standard: 66.0%



ALL DATA PULLED FROM PEOPLESOFT AND SUBJECT TO CHANGE

* = denotes headcount is fewer than 10

Saved 6/30/2022 7:15 PM by Clive Gordon



Equity- Special Programs (Non-Instructional)

As the college tries to close equity gaps in student achievement, what improvements can the program make to address the specific program outcomes noted above?

Enter **Not Applicable if exclusively an instructional program.*

The counseling department will analyze course content to perhaps inject culturally relevant content in the course as well as target special populations to market counseling courses.

Curriculum work group will collaborate with Puente and UMOJA to see how to create culturally relevant lesson plans and activities within the course.

Saved 6/27/2022 11:31 AM by Clive Gordon



Majors Data

Review the [data on majors](#) for the programs in your department.

- Summarize trends for students indicating majors in your department.

**Enter Not Applicable if non instructional.*

NA. The Counseling department does not award degrees or certificates.

Awards - Degrees & Certificates



Award Completion (Instructional areas)

For **ALL active programs** (degrees and certificates), review the trend data on award completions.

- Summarize and address the trend (e.g. increase, declines, inconsistency) *Include the number of awards in your summary.*

**Enter Not Applicable if non instructional.*

n/a



Majors Data

Consider your completion outcomes (awards data) in light of your majors data. Identify any relevant trends or inconsistencies.

**Enter Not Applicable if non instructional.*

NA

Institution-Set Standards (ISS)



Success - ISS

The institution has established an institution-set standard for course success (*students who successfully complete the course/A,B,C or P grades*) at **66%**.

- *For Instructional Areas* - Indicate whether **each discipline** in your area is performing at the (*minimum*) standard.
- *For Instructional Areas* - Identify **courses** that are at or below the standard for course success. Provide an improvement plan.
- *For Non-Instructional Areas* - Are the success rates for your **population/program** at or below the institution-set standard? Provide an improvement plan.

An institution-set "**standard**" is the **minimum level of acceptable performance** on an indicator. Should the program fall below a standard, some intervention should occur.

The success rate from Latin X students and our African American students is slightly below the campus average for Counsel 020. Counsel 20 is the only 3-unit course currently offered by the Counseling Department. While the course does not have a prerequisite, there is a research component where students must conduct research on a specific career of their choice along with writing and submitting a research paper. This can present a challenge for some of our students who may not feel that their writing skills are at college level. The department will work closely and collaboration with the library and the Academic Resource Center to identify and connect students to the academic assistance available for grammar punctuation, MLA /APA style and research strategies. A work group may be formed to review SLOS and course content and to strategize ways to include equity driven and culturally relevant content.

Also, the success rates for almost all of the special populations we serve (AB540, International, Puente, Valley Promise, Athletes. transfer) are at or above the institution-set standard, with a range of 67.80 - 85%

Saved 6/30/2022 5:20 PM by Clive Gordon

While the college has set an overall institution-set standard for the annual total number of institutional awards, each program is expected to have **minimum of ten (10) completions** annually contributing to that total.

A "**standard**" is a **minimum level of acceptable performance**. Should the program fall below a standard, some intervention should occur. For each program (degree or certificate) indicate whether it meets the standard by entering the number of awards, and if not, indicate the action plan for improvement.

**Must refer to the most recent academic year of data.*

Enter **Not Applicable if non instructional or no degrees or certificates attached to program.*

Awards-ISS

No Records.



Results

Based on the data trends, evaluate the effectiveness of strategies and/or interventions implemented in prior years to improve student achievement.

- Indicate **"not applicable"** if no steps have been taken to improve student achievement.
- Briefly describe the intervention/strategy and the outcome based on the data.

The following Intervention strategies are ongoing, but as aforementioned, the department will work with the library and academic resource center to connect our students with the Writing Center and/or Tutoring Center.

As part of the full implementation of SEA, the Counseling Department initiated the following interventions to address students considered to be "at risk."

Probation and Undecided Student Interventions:

The Department created an online "Academic Success" workshop or tutorial which is accessible on the departmental web-page. Focusing on retention, all students placed on First Semester Probation are targeted, contacted and encouraged to complete this online workshop. Students placed on Second Semester Probation are required to complete the online "Academic Success" workshop, which includes completion of a "My Academic Success Plan" interactive activity. After completing the workshop, students schedule an individual appointment with a counselor to create their SEP and discuss campus resources and other success strategies that will assist them in getting back into good academic standing. Based upon our tracking data, students who fully participate in all aspects of the intervention have shown improvement in raising their GPA and completing more units. This is promising, however, as there are close to two thousand students on probation each semester. The number of students who participate in and complete our intervention is a small percentage of students who are placed on probation. Since mandatory participation in this intervention is not enforced, we must explore other types of strategies to reach a greater number of students.

Students who are undecided regarding their major and/or educational goal are targeted each semester and invited to attend a career exploration workshop which includes career assessment, introduction to career research strategies and tools, as well as an option to participate in mock job interviews. Students who participate are encouraged to follow up with a counselor to create a CSEP based upon their highest area of interest. As with the probation intervention, a small percentage of undecided students participate in this important workshop. We are hopeful that our engagement in the discussion of and planning for Guided Pathways will lead to some new and creative approaches to reach a greater number of students and in order to help them make sound career and educational choices.

POC and CSEP Awareness Campaigns:

In Fall 2021, the Counseling Department, in collaboration with the Welcome Center and other Student Services areas, created a new online process for students to complete their Orientation "O" and Counseling "C" requirement in the POC process. This in turn has created greater access to gaining an early awareness the "Onboarding Process" and registration for classes for all new students, especially those who have been identified as our "Equity" populations. Once registered, students are able to submit a online SEP request form where a counselor will review, create and upload a completed SEP to the student's portal (SIS). Once completed, a CAP intern will follow up with the student to explain the details of the SEP along with answering any other questions that they may have. This in turn creates greater access to students who are trying to enroll in their first semester courses along with creating their SEPs without the need to schedule an appointment with a counselor. It must be noted that students still have direct access to a counselor to create an individualized SEP if requested. As a result of these new efforts, it is anticipated that the number of students who have a completed CSEP will increase. Through the efforts of Guided Pathways and the Departmental CAP Redesign, instructional faculty from a broad array of disciplines are routinely encouraging students in/outside of their classrooms to go see a counselor to complete their plans. Some instructors even award extra credit for this. Because each year a significant percentage of incoming students are First Year Promise (FYE) students, the program has recently integrated its services with the General Counseling Department where the importance of completing the POC and SEP, are a priority. Many programs such as Financial Aid and Promise require students to have a approved major/goal and a comprehensive Student Educational Plan in order to attain services or benefits. Now, with Guided Pathways and individual CAP teams, plans to directly reach out to students groups to provide intentional assistance to them is a priority. We anticipate that with the implementation of Guided Pathways and the new SEP/enrollment design, our SEP numbers and contacts will increase.

Saved 6/28/2022 5:56 PM by Clive Gordon



Improvement Plan

In areas identified as needing improvement, describe strategies and/or interventions that the department/program will implement to help improve student achievement (successful course completion and award completion).

In order to conduct a more specific and meaningful evaluation of counseling services and interventions, our department will need to work closely with the Office of Institutional Research to establish a formal plan for collecting and analyzing data, other than conducting surveys. We need to move away from simply collecting data on the number of contacts we have with students to assessing the impact and success of our interventions, such as our work with students on probation and those who are undecided regarding their major. Changes and improvements to our services need to be based upon meaningful data. With the current utilization of new technologies such as Cranium Café and Zoom, the Counseling Department aims to formulate a new student-centered scheduling system using the Calibrate function built into the Cranium Café environment. This will allow students to schedule appointments without the previous two week in advance limitation built into the previous SARS scheduling system. The utilization of this technology under our current telecommunications status will only further the counseling department's embracement of technology to better serve our students both instructionally and for advisement purposes. The department also plans to review and evaluate its current special counselor re-assignments to assess their efficiency in regards to student access. Other strategies to improve student achievement includes the removal of buffer times on the department's Calibrate Scheduling System which in turn allows greater access to students seeking counseling assistance.

Saved 6/28/2022 11:05 AM by Clive Gordon

Validation



Validation Comments

Please enter your **comments about the module**.

This box also documents the validation dialogue with the program. Please date and initial comments.

The committees use this information for planning and decision-making. Information should help the committee contextualize responses and requests.

- Does the analysis look at the **current data**?
- Does the analysis address the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?

Validator Response - Final

The department analyzed the course data. It is recommended that modality of the course offerings be further reviewed for insights into success, retention.

Dd

7/17/22

Saved 7/17/2022 5:29 PM by Deborah diCesare

Validator Response - Final

Reviewed. -MJ, 8/27/2022

Saved 8/27/2022 3:26 PM by Matthew Jordan

Validator Response - Final

8/29/2022

FM

Saved 8/29/2022 11:43 AM by Florentino Manzano

Validator Response - Final

It is recommended we assess data continuously to evaluate goals mid year.

Validated S. Hernandez

Saved 8/22/2022 10:28 AM by Sorangel Hernandez

Annual Program Review

Financial Aid

LAVC Program Review

2022

State: Completed

Resources for Completing This Module

The following data are currently available for you to complete this module:

- Headcount Enrollment - All terms (simple dashboard) ***Updated**
- Success & Retention - All terms (simple dashboard) ***New**
- Fall Enrollment, Success, & Retention Data - *includes demographics and mode*
- Spring Enrollment, Success, & Retention Data
- Special Populations/Programs - Enrollment, Success & Retention
- Awards (Program Completions)
- Majors Data

Here is a [Quick Guide to Data Modules](#): *** New**

The following **videos** provide guidance on using the dashboards to answer specific questions:

- [How to answer the retention questions in the enrollment module.](#)
- [How to answer questions related to institution-set standards: success, retention, awards.](#)
- [How to answer questions related to equity.](#)
- [Awards Dashboard and the program review Data-Achievement module](#)



Success - Course Completion (Instructional Areas)

Analyze trends in the student success data (i.e. successful course completion). Compare **each discipline** to the college level data. *For noninstructional/service areas, compare the **population outcomes** to the college level data. *Successful course completion is defined as a grade of A,B,C, or Pass divided by all grades including Ws).

- Briefly summarize the success/course completion data.
- Identify any disciplines below the college average. (**instructional areas only*)
- Identify any disciplines with declining success rates. (**instructional areas only*)

Not Applicable

Equity - Achievement



Equity - Course Outcomes (Instructional Areas)

In reviewing your course success rates, select at least one (1) course with large enrollment. How do the outcomes vary by ethnicity and gender? (Include the percentages.)

Enter **Not Applicable if non instructional program.*

Not Applicable



Equity - Course Improvement (Instructional Areas)

As the college tries to close equity gaps in student achievement, what improvements can the department make to address the specific outcomes in the course(s) noted above?

Enter **Not Applicable if non instructional.*

Not Applicable



Equity - Special Program Outcomes (Non-Instructional)

In reviewing your special program success rates, how do the outcomes vary by ethnicity and gender? *(Include the percentages.)*

Enter **Not Applicable if exclusively an instructional program.*

Not Applicable



Equity- Special Programs (Non-Instructional)

As the college tries to close equity gaps in student achievement, what improvements can the program make to address the specific program outcomes noted above?

Enter **Not Applicable if exclusively an instructional program.*

Not Applicable



Majors Data

Review the [data on majors](#) for the programs in your department.

- Summarize trends for students indicating majors in your department.

Enter **Not Applicable if non instructional.*

Awards - Degrees & Certificates



Award Completion (Instructional areas)

For **ALL active programs** (degrees and certificates), review the trend data on award completions.

- Summarize and address the trend (e.g. increase, declines, inconsistency) *Include the number of awards in your summary.*

Enter **Not Applicable if non instructional.*



Majors Data

Consider your completion outcomes (awards data) in light of your majors data. Identify any relevant trends or inconsistencies.

**Enter Not Applicable if non instructional.*

Institution-Set Standards (ISS)



Success - ISS

The institution has established an institution-set standard for course success (*students who successfully complete the course/A,B,C or P grades*) at **66%**.

- *For Instructional Areas* - Indicate whether **each discipline** in your area is performing at the (*minimum*) standard.
- *For Instructional Areas* - Identify **courses** that are at or below the standard for course success. Provide an improvement plan.
- *For Non-Instructional Areas* - Are the success rates for your **population/program** at or below the institution-set standard? Provide an improvement plan.

An institution-set "**standard**" is the **minimum level of acceptable performance** on an indicator. Should the program fall below a standard, some intervention should occur.

Financial Aid consistently seeks to improve the number of students who are apply for, complete and receive financial aid funds for each academic term. As there is no set standard of what would be the minimum, we strive to maximize our efforts with 100% being the pinnacle of success.

While the college has set an overall institution-set standard for the annual total number of institutional awards, each program is expected to have **minimum of ten (10) completions** annually contributing to that total.

A "**standard**" is a **minimum level of acceptable performance**. Should the program fall below a standard, some intervention should occur. *For each program (degree or certificate) indicate whether it meets the standard by entering the number of awards, and if not, indicate the action plan for improvement.*

**Must refer to the most recent academic year of data.*

Enter **Not Applicable if non instructional or no degrees or certificates attached to program.*

Awards-ISS

No Records.

Improvement



Results

Based on the data trends, evaluate the effectiveness of strategies and/or interventions implemented in prior years to improve student achievement.

- Indicate "**not applicable**" if no steps have been taken to improve student achievement.
- Briefly describe the intervention/strategy and the outcome based on the data.

Not applicable.



Improvement Plan

In areas identified as needing improvement, describe strategies and/or interventions that the department/program will implement to help improve

student achievement (successful course completion and award completion).

The Financial Aid Office seeks to improve by implementing additional automated processes for students to accomplish the following:

Verification/Document submission - Campus Logic

Appeals/Petitions - Campus Logic

SAP - Pending

Validation



Validation Comments

Please enter your **comments about the module**.

This box also documents the validation dialogue with the program. Please date and initial comments.

The committees use this information for planning and decision-making. Information should help the committee contextualize responses and requests.

- Does the analysis look at the **current data**?
- Does the analysis address the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?

Validator Response - Final

8/29/2022

FM

Saved 8/29/2022 12:05 PM by Florentino Manzano

Annual Program Review

International Students

LAVC Program Review

2022

State: Completed

Resources for Completing This Module

The following data are currently available for you to complete this module:

- Headcount Enrollment - All terms (simple dashboard) ***Updated**
- Success & Retention - All terms (simple dashboard) ***New**
- Fall Enrollment, Success, & Retention Data - *includes demographics and mode*
- Spring Enrollment, Success, & Retention Data
- Special Populations/Programs - Enrollment, Success & Retention
- Awards (Program Completions)
- Majors Data

Here is a [Quick Guide to Data Modules](#): *** New**

The following **videos** provide guidance on using the dashboards to answer specific questions:

- [How to answer the retention questions in the enrollment module.](#)
- [How to answer questions related to institution-set standards: success, retention, awards.](#)
- [How to answer questions related to equity.](#)
- [Awards Dashboard and the program review Data-Achievement module](#)



Success - Course Completion (Instructional Areas)

Analyze trends in the student success data (i.e. successful course completion). Compare **each discipline** to the college level data. *For noninstructional/service areas, compare the **population outcomes** to the college level data. *Successful course completion is defined as a grade of A,B,C, or Pass divided by all grades including Ws).

- Briefly summarize the success/course completion data.
- Identify any disciplines below the college average. (**instructional areas only*)
- Identify any disciplines with declining success rates. (**instructional areas only*)

Per Fall 2018 data provided by the Office of Institutional Effectiveness, international student headcount was 124, generating 295 course enrollments. This number includes LAVC international students and the concurrently enrolled international students from other campuses.

- AGE: Majority of the international students are 20 - 24 years old (62.9%).
- GENDER: For the college, the data shows that the percentage of female students is higher (71.4%) compared to percentage of male students (67.2%). However, there must be some dependency because these numbers add up to higher number than 100%. Therefore we cannot compare the data with the international student numbers. For international students, the percentage of female students has been increasing from previous years to 45.2%, compared to a decrease in male population to (54.8%).
- STUDENT OUTCOMES: Overall, compared to campus success rate of 69.6% and retention rate of 85.3%, for international students the rates are much higher with success rate of 92.20% and retention rate of 97.63%.

Equity - Achievement



Equity - Course Outcomes (Instructional Areas)

In reviewing your course success rates, select at least one (1) course with large enrollment. How do the outcomes vary by ethnicity and gender? (Include the percentages.)

*Enter **Not Applicable** if non instructional program.



Equity - Course Improvement (Instructional Areas)

As the college tries to close equity gaps in student achievement, what improvements can the department make to address the specific outcomes in the course(s) noted above?

Enter **Not Applicable if non instructional.*



Equity - Special Program Outcomes (Non-Instructional)

In reviewing your special program success rates, how do the outcomes vary by ethnicity and gender? *(Include the percentages.)*

Enter **Not Applicable if exclusively an instructional program.*



Equity- Special Programs (Non-Instructional)

As the college tries to close equity gaps in student achievement, what improvements can the program make to address the specific program outcomes noted above?

Enter **Not Applicable if exclusively an instructional program.*



Majors Data

Review the [data on majors](#) for the programs in your department.

- Summarize trends for students indicating majors in your department.

**Enter Not Applicable if non instructional.*

Awards - Degrees & Certificates



Award Completion (Instructional areas)

For **ALL active programs** (degrees and certificates), review the trend data on award completions.

- Summarize and address the trend (e.g. increase, declines, inconsistency) *Include the number of awards* in your summary.

**Enter Not Applicable if non instructional.*

N/A



Majors Data

Consider your completion outcomes (awards data) in light of your majors data. Identify any relevant trends or inconsistencies.

**Enter Not Applicable if non instructional.*

Institution-Set Standards (ISS)



Success - ISS

The institution has established an institution-set standard for course success (*students who successfully complete the course/A,B,C or P grades*) at **66%**.

- *For Instructional Areas* - Indicate whether **each discipline** in your area is performing at the (*minimum*) standard.
- *For Instructional Areas* - Identify **courses** that are at or below the standard for course success. Provide an improvement plan.
- *For Non-Instructional Areas* - Are the success rates for your **population/program** at or below the institution-set standard? Provide an improvement plan.

An institution-set "**standard**" is the **minimum level of acceptable performance** on an indicator. Should the program fall below a standard, some intervention should occur.

International Student population exceeds the campus set standards for student success (66%) compared for international (92.20%). Similarly, international student population has much higher retention rate (97.63%) compared to campus set standard (84%).

While the college has set an overall institution-set standard for the annual total number of institutional awards, each program is expected to have **minimum of ten (10) completions** annually contributing to that total.

A "**standard**" is a **minimum level of acceptable performance**. Should the program fall below a standard, some intervention should occur. For each program (degree or certificate) indicate whether it meets the standard by entering the number of awards, and if not, indicate the action plan for improvement.

*Must refer to the most recent academic year of data.

*Enter **Not Applicable** if non instructional or no degrees or certificates attached to program.

Awards-ISS

No Records.

Improvement



Results

Based on the data trends, evaluate the effectiveness of strategies and/or interventions implemented in prior years to improve student achievement.

- Indicate "**not applicable**" if no steps have been taken to improve student achievement.
- Briefly describe the intervention/strategy and the outcome based on the data.

International Student population exceeds the campus set standards for student success (66%) compared for international (92.20%). Similarly, international student population has much higher retention rate (97.63%) compared to campus set standard (84%).



Improvement Plan

In areas identified as needing improvement, describe strategies and/or interventions that the department/program will implement to help improve student achievement (successful course completion and award completion).

No need for improvement plan, as this population exceeds the campus set standards of success and retention rates. WE ARE AWESOME!!!



Validation Comments

Please enter your **comments about the module.**

This box also documents the validation dialogue with the program. Please date and initial comments.

The committees use this information for planning and decision-making. Information should help the committee contextualize responses and requests.

- Does the analysis look at the **current data**?
- Does the analysis address the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?

Validator Response - Final

8/29/2022

FM

Saved 8/29/2022 2:15 PM by Florentino Manzano

Annual Program Review

Outreach & Recruitment

LAVC Program Review

2022

State: Completed

Annual Program Review

Career Transfer Center

LAVC Program Review

2022

State: Completed

Resources for Completing This Module

The following data are currently available for you to complete this module:

- Headcount Enrollment - All terms (simple dashboard) ***Updated**
- Success & Retention - All terms (simple dashboard) ***New**
- Fall Enrollment, Success, & Retention Data - *includes demographics and mode*
- Spring Enrollment, Success, & Retention Data
- Special Populations/Programs - Enrollment, Success & Retention
- Awards (Program Completions)
- Majors Data

Here is a [Quick Guide to Data Modules](#). *** New**

The following **videos** provide guidance on using the dashboards to answer specific questions:

- [How to answer the retention questions in the enrollment module.](#)
- [How to answer questions related to institution-set standards: success, retention, awards.](#)
- [How to answer questions related to equity.](#)
- [Awards Dashboard and the program review Data-Achievement module](#)



Success - Course Completion (Instructional Areas)

Analyze trends in the student success data (i.e. successful course completion). Compare **each discipline** to the college level data. *For noninstructional/service areas, compare the **population outcomes** to the college level data. *Successful course completion is defined as a grade of A,B,C, or Pass divided by all grades including Ws).

- Briefly summarize the success/course completion data.
- Identify any disciplines below the college average. (**instructional areas only*)
- Identify any disciplines with declining success rates. (**instructional areas only*)

Not applicable

Equity - Achievement



Equity - Course Outcomes (Instructional Areas)

In reviewing your course success rates, select at least one (1) course with large enrollment. How do the outcomes vary by ethnicity and gender? (Include the percentages.)

*Enter **Not Applicable** if non instructional program.

Not applicable



Equity - Course Improvement (Instructional Areas)

As the college tries to close equity gaps in student achievement, what improvements can the department make to address the specific outcomes in the course(s) noted above?

Enter **Not Applicable if non instructional.*

Not applicable

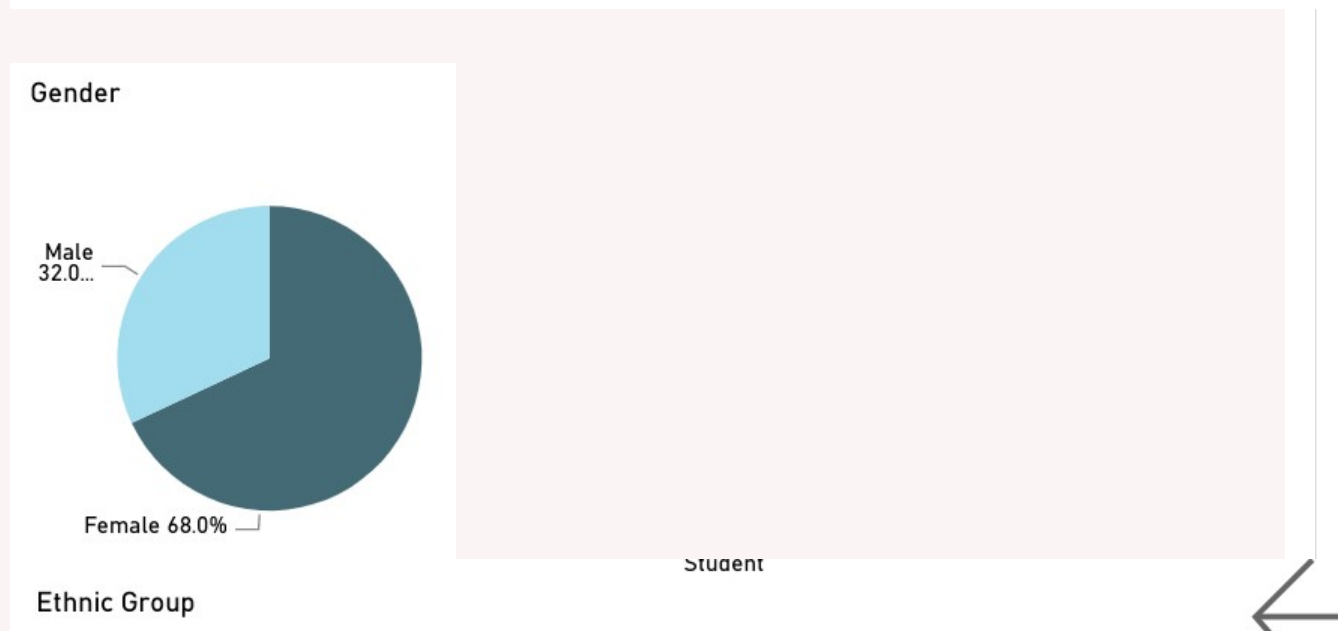
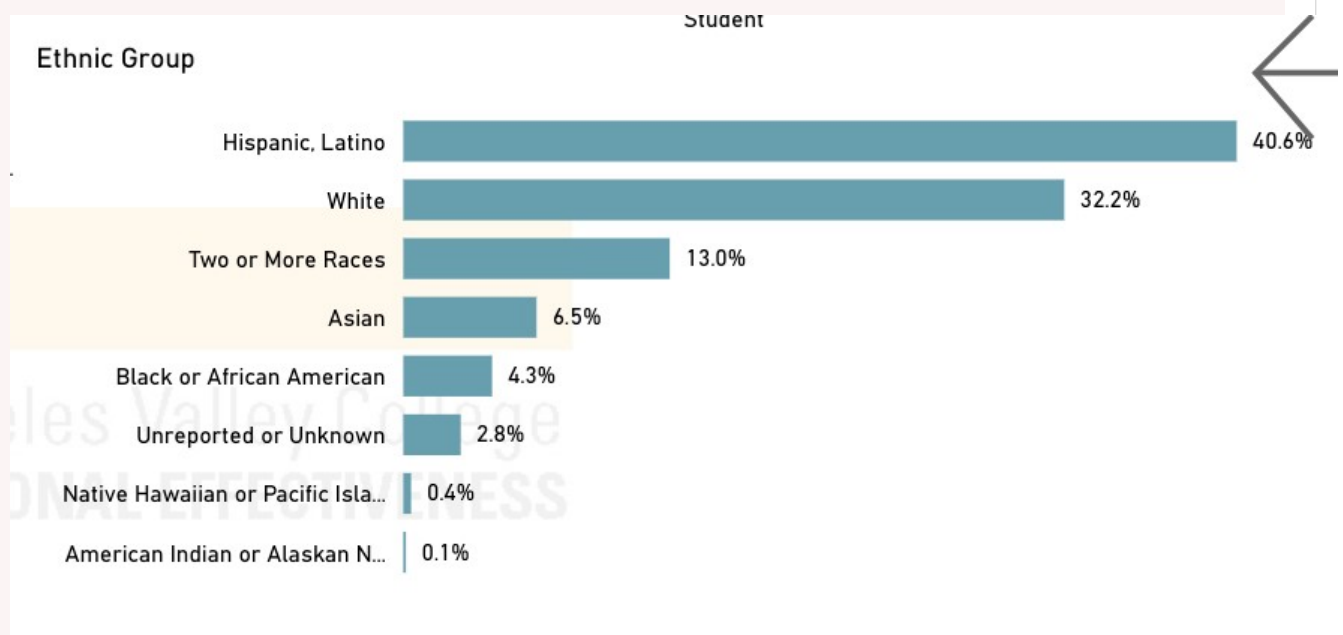


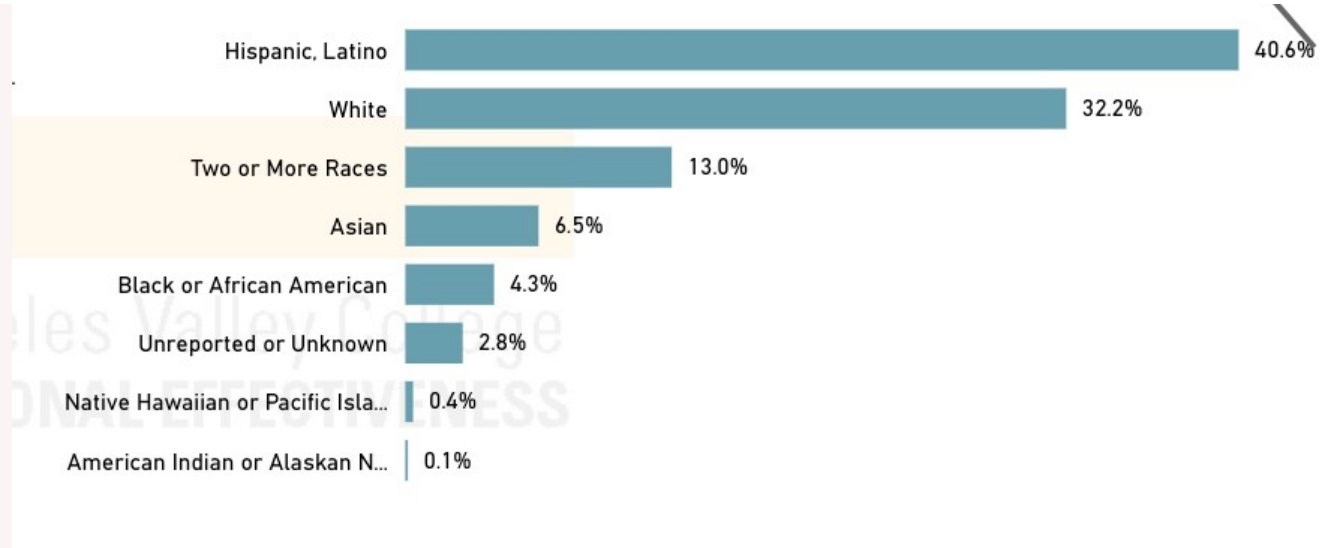
Equity - Special Program Outcomes (Non-Instructional)

In reviewing your special program success rates, how do the outcomes vary by ethnicity and gender? *(Include the percentages.)*

Enter **Not Applicable if exclusively an instructional program.*

The CTC is going to reincorporate the gathering of data as a special program for the academic year 2022-2023. Based on the CTC Special Populations Dashboard, 2020 the CTC proportionally serves the demographics at LAVC. The success and retention rate for students who use the CTC are higher than the general study body (89.8% and 96.8% compared to 66% and 84%). According to data from the dashboard, the CTC serves 10% more females (68%) than the general student body (58%). The data suggests that based on both ethnicity and gender, students who use CTC services have a higher success and retention rate compared to students who have not used CTC services.





Saved 6/30/2022 10:00 AM by Esmeralda Martinez

? Equity- Special Programs (Non-Instructional)

As the college tries to close equity gaps in student achievement, what improvements can the program make to address the specific program outcomes noted above?

Enter **Not Applicable if exclusively an instructional program.*

Below are some improvements the program can make to help close equity gaps in student achievement.

- To accommodate the needs and schedules of all students, career/transfer workshops and presentations have been redesigned and offered at different times to place a greater emphasis on meeting student needs in a more structured manner. The following workshops have been pre-recorded for students to view asynchronously (Career Exploration: Self-Assessment, What's Next (After You Apply), UC Application Workshop, CSU Application Workshop, UC PIQ, Transfer 101, Transfer Admissions Guarantee Workshop, and Associate Degree for Transfer). These workshops are updated as needed for content.
- In efforts to increase transfer awareness and culture on campus, the CTC is strategically marketing resources to students to actively reach our equity students. The CTC has redesigned the CTC resources handout and emailed it to online instructors to share on Canvas. CTC increased the use of social media to connect with students and programs. A monthly newsletter is sent via email and text to all enrolled students. CTC updates are shared regularly during Counseling staff meetings, where special program counselors are present and able to bring back updates to their students.
- Reminder phone calls and emails are made to all students who sign up for a workshop to increase the number of students who attend compared to those who signed up for a workshop.
- One-on-one follow up services are provided to all students who attend a workshop to assist students with career research, CSU/UC application, TAG, and personal insight questions. This personalized intervention is to assist students with challenges they may have during the transfer process.
- To broaden the scope of transfer awareness an in-person transfer achievement celebration was hosted by the Career/Transfer Center and the TAP Program to recognize transfer-bound students. The event was attended by the president and VP of Student Services. Students were given a transfer recognition certificate.
- The CTC has partnered with the Dream Resource Counselor and Black Scholars counselor in promoting transfer to its students through collaborative workshops, university bus trips, College Fair (returning Fall 2022), representative visits, and other transfer services/activities.
- The CTC will continue to work with the Office of Institutional Research to create more comprehensive surveys and data collection methods to better understand the students who use CTC services, equity gaps, and improvements that can be made.
- In the return to in-person services, the CTC provided both online and in-person support for students. In an effort to remain accessible, the CTC will continue to provide in-person, online, and pre-recorded workshops.

Saved 6/30/2022 10:30 AM by Esmeralda Martinez

? Majors Data

Review the [data on majors](#) for the programs in your department.

- Summarize trends for students indicating majors in your department.

**Enter Not Applicable if non instructional.*

Not applicable

Awards - Degrees & Certificates



Award Completion (Instructional areas)

For **ALL active programs** (degrees and certificates), review the trend data on award completions.

- Summarize and address the trend (e.g. increase, declines, inconsistency) *Include the number of awards in your summary.*

**Enter Not Applicable if non instructional.*

Not applicable



Majors Data

Consider your completion outcomes (awards data) in light of your majors data. Identify any relevant trends or inconsistencies.

**Enter Not Applicable if non instructional.*

Not applicable

Institution-Set Standards (ISS)



Success - ISS

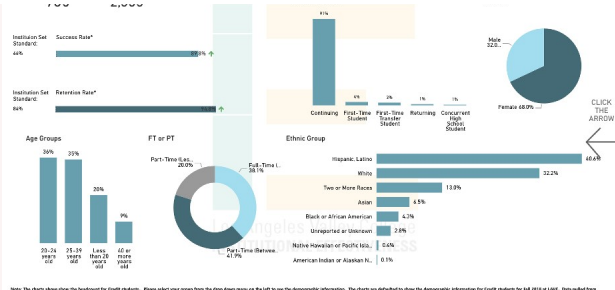
The institution has established an institution-set standard for course success (*students who successfully complete the course/A,B,C or P grades*) at **66%**.

- For Instructional Areas - Indicate whether **each discipline** in your area is performing at the (*minimum*) standard.
- For Instructional Areas - Identify **courses** that are at or below the standard for course success. Provide an improvement plan.
- For Non-Instructional Areas - Are the success rates for your **population/program** at or below the institution-set standard? Provide an improvement plan.

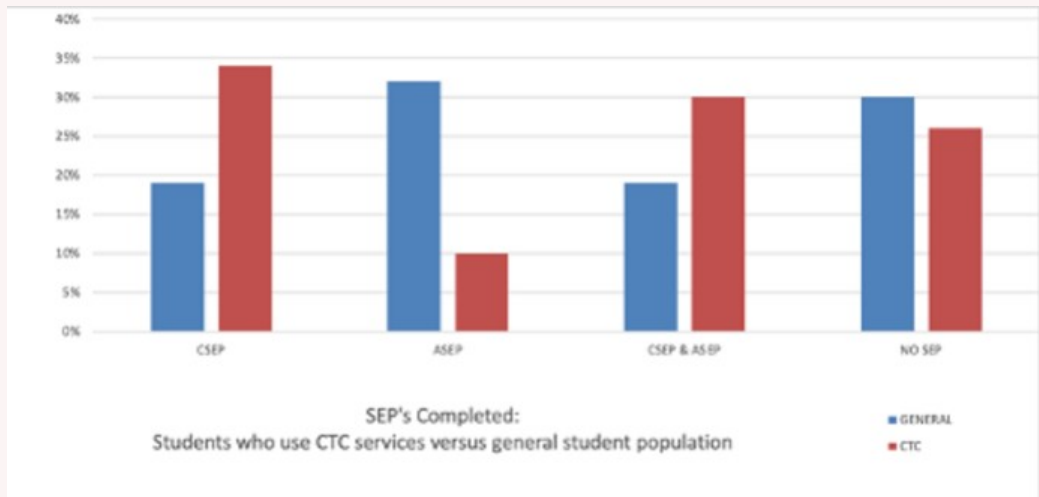
An institution-set "**standard**" is the **minimum level of acceptable performance** on an indicator. Should the program fall below a standard, some intervention should occur.

Below you will find the success and retention data of 785 students who used CTC services in the fall 2020 semester compared to the general student population at LAVC. The data suggests that students who use the CTC have higher success and retention rates (89.8% and 94.8% respectively) compared to the institution-set standard of 66% and 84%. This Data was not gathered for 21-22 however for two years students served success and retention rates were significantly higher. The career/transfer center will reconnect with OIE to update to gather numbers for 2022-2023.

Fall 2020 Credit Enrollment		Fall 2020	Fall 2020	Term	
Headcount	Enrollment	72.8%	87.8%	2020	
785	2,333				
		Student Status	Gender		



Compared to the general student body, students who use CTC services are more likely to have a Comprehensive Student Educational Plan on file.



Saved 6/28/2022 3:18 PM by Esmeralda Martinez

While the college has set an overall institution-set standard for the annual total number of institutional awards, each program is expected to have **minimum of ten (10) completions** annually contributing to that total.

A "standard" is a minimum level of acceptable performance. Should the program fall below a standard, some intervention should occur. For each program (degree or certificate) indicate whether it meets the standard by entering the number of awards, and if not, indicate the action plan for improvement.

*Must refer to the most recent academic year of data.

*Enter **Not Applicable** if non instructional or no degrees or certificates attached to program.

Awards-ISS

No Records.

Improvement



Results

Based on the data trends, evaluate the effectiveness of strategies and/or interventions implemented in prior years to improve student achievement.

- Indicate "not applicable" if no steps have been taken to improve student achievement.
- Briefly describe the intervention/strategy and the outcome based on the data.

Based on the data trends, the CTC evaluated the effectiveness of the services being offered in conjunction with data from the Office of Institutional Research, CTC Dashboard, Graduation EXIT Survey, and student survey feedback to determine the following:

1. Data from the Office of Institutional Research indicate that students who use career and transfer services have a higher success and retention rate than the general student population. The data also indicates that the CTC largely serves the student profile at LAVC in ethnicity and age.
2. Data also indicate that students who use CTC services are more likely to have a Comprehensive Student Educational Plan on file compared to the general student body.
3. Preliminary data from the 2021 Graduation Exit Survey as of 6/15/2021 indicate that of the 242 students who completed the question, 55.96% of

students used Career/Transfer Center services, with the majority for transfer and major information.

4. Data from the Graduation Exit Survey indicate that 87.4% of students believed that CTC resources were extremely useful, useful, or somewhat useful.

5. Based on the 2021 Graduation Exit Survey result, 73.09% of the students who completed the survey indicated Transfer/AD-T as their goal. This data suggests that transfer is the primary goal of our graduating students. Furthermore, 75.29% of students indicated that they will be transferring to a four-year university.

6. According to the 2021 Graduation Exit Survey, of the 250 students who answered the question, 64.8% applied to a CSU and 21.34% applied to a UC.

7. Fifty-seven percent of students who participated in a CTC workshop, choose the asynchronous option versus live on Zoom.

Below is a summary of survey results across different services offered by the CTC in the 21-22 academic year. You can also find the 202 Graduation EXIT Survey results [here](#).

2021-2022 CTC Zoom Workshops

Workshop Name	# of Workshops	# Signed Up	Attendants	Attendance Rate
CSU App	17	275	157	57%
UC App	11	109	49	55%
UC TAG	4	34	21	62%
UC PIQ Prerecorded	NA	NA	27	NA
Common App	8	7	2	29%
Transfer Zoom Drop in	47	320	200	63%
Applied What's Next?	6	9	2	22%
What's Next? Prerecorded	NA	NA	35	NA
Transfer 101	11	78	33	42%
Transfer 101 Prerecorded	NA	NA	58	NA
ADT	9	24	11	46%
ADT Prerecorded	NA	NA	14	NA
Career Exploration	15	13	3	23%
Career Exploration Prerecorded	NA	NA	21	NA
Admitted Whats Next?	4	3	1	33%
TOTAL	132	872	789	NA

Career/Transfer Center Meetings 08/2021-06/2022

Reason Code	# Of students
Career Exploration	27
University Representative	4
Transfer Next Step	38
University Transfer Application Assistance	26
University Transfer Exploration	1
Transfer Admission Guarantee	5
Transfer Activities	8
Associate Degree for Transfer	23
University Transfer Assistance	13
Miscellaneous	67
Total	212

Career/Transfer Center In Person Visits

Reason	# of students
Transfer Application Assistance	222
Miscellaneous	70
Total	292

2021-2022 Representative Visits *as of 6/1/2021

California State			
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University Northridge	41		
University of California, Los Angeles	51		
University of California, Berkeley	9		
Appointments were also available for the following university representatives. However, students were able to book appointments through the university's webpage, so we do not currently have numbers of students who signed up.			
CSU's Representatives			
Bakersfield			
Channel Islands			
Dominguez Hills			
East Bay			
Long Beach			
Los Angeles			
Monterey Bay			
Polytechnic, Pomona			
Humboldt			
Sacramento			
San Bernardino (International)			
San Diego			
San Francisco			
San Luis Obispo			
Sonoma State University			
UC's			
Berkeley			
Davis			
Irvine			
Merced			
Riverside			
San Diego			
Santa Barbara			
Santa Cruz			
Private Universities			
Academy of Art University			
American Jewish University			
Antioch University			
Arizona State University			
Art Center College of Design			
Art Institute of California			
Azusa Pacific University			
Biola University			
Brandman University			
California Lutheran University			
California Baptist University			
California Institute of Integral Studies			
Charles Drew University of Medicine & Science			
Chicago School of Professional Psychology			
Columbia College of NY			
Columbia College Hollywood			
Columbia University School of Gen Studies			
Columbus College of Art and Design			
Concordia University			
DeVry University			
FIDM			
Fresno Pacific University			
Grand Canyon University			
Holy Names University			
La Sierra University			
Laguna College of Art and Design			
Los Angeles Pacific			

University			
Loyola Marymount University			
Marymount California University			
Mount St. Mary's University			
Mt. Sierra College			
National University			
New York Film Academy			
Occidental College			
Otis College of Art and Design			
Pacific Oaks			
Pepperdine University			
San Francisco Art Institute			
San Diego Christian College			
Southern California Institute of Architecture			
Southern New Hampshire University			
University of La Verne			
University of Phoenix			
University of Redlands			
University of The West			
University of West Los Angeles			
University of San Francisco			
University of Southern California			
The Art Institute of California - Hollywood the International Culinary School			
University of West Los Angeles			
West Coast University			
Whittier College			
Woodbury University			

Career/Transfer Center Help Desk 08/2021-06/2022

Student Meetings: 55

Counseling Help Desk Lobby 08/2021-06/2022

Student Meetings: 3248

Saved 6/28/2022 3:22 PM by Esmeralda Martinez



Improvement Plan

In areas identified as needing improvement, describe strategies and/or interventions that the department/program will implement to help improve student achievement (successful course completion and award completion).

The Career Transfer Center, in collaboration with the Counseling Department, has implemented several interventions/strategies that focus on enhancing student success and achieving retention.

1. In efforts to increase transfer awareness and culture on campus, the CTC is strategically marketing resources to students to more actively reach our equity students. Class visits are being offered to in-person classes at the beginning of the fall and spring semester. A monthly newsletter is sent via email and text to all enrolled students and faculty. The CTC has also created its own listserv of students who opt-in to receive more regular updates. CTC is making a video and Canvas shell that can be shared with programs and instructors to use with their students. CTC also offers classroom presentations to online courses both synchronous and asynchronous.

2. The CTC will be redesigning the career services being offered to support the Counseling Department under the Guided Pathways Model. Career services will be offered and organized by CAP so that students have more clarity and direction while they explore options and opportunities that pertain to their current CAP. The redesign is an ongoing process. These career services will be available both in-person and online, and for students to use independently, within CAP guidance, and by instructors.
3. To increase access for students, the CTC will continue to develop its website so that students can self-register for workshops, rep visits, bus trips, etc. instead of the traditional model of having to come into or call the office to sign up.
4. One-on-one follow-up services are provided to all students who attend a workshop to assist students with career research, CSU/UC application, TAG, and personal insight questions. This personalized intervention is to assist students with challenges they may have during the transfer process.
5. To broaden the scope of transfer awareness, and in celebration of our students' transfer success, the CTC will recognize transfer students on our webpage with a slideshow that highlights our students with pictures testimonials, and transfer institutions. This opportunity allows all students to participate who otherwise may not be able to attend a physical event and creates a transfer culture on our website.
6. Based on the decreasing attendance in Undecided/Dare to Declare Workshops and the implementation of Guided Pathways, the CTC and the Counseling Department are working on redesigning the career services being offered. The Dare to Declare Workshop is being redesigned to provide career exploration and guidance to students in CAPS. The CTC is still offering the Career Exploration workshops for undecided students. Career exploration resources will be provided by CAPs and utilized directly by the CAP teams working with specific students. More online career exploration resources are being offered through an online format, including major sheets for LAVC majors that are organized by CAP on the CTC website.
7. To promote transfer, the CTC outreaches to all students who have completed 30 transferable units in July-August to prepare for transfer application season in October-November. These efforts have been successful in getting an influx of students visiting the CTC to sign up for university bus trips, transfer workshops, and for application assistance. The CTC will be working with counseling and special programs (ie. Black Scholars, Dream Resource Center, and Second Year Experience) to enhance these campaign efforts and to further assist our equity students. In spring 2022 we requested additional OIE data to update the student contact
8. The CTC is working with the Office of Institutional Research to create more comprehensive surveys and data collection methods to better identify students who use CTC services, and track student success, retention, and transfer/graduation. The CTC will continue this partnership in the following academic year.
9. To accommodate the needs and schedules of all students, career/transfer workshops and presentations have been redesigned and offered at different times to place a greater emphasis on meeting student needs in a more structured manner. The Transfer 101 and What's Next Workshop is available for students to view online asynchronously. Other workshops are being created to be available pre-recorded online or offered live through an online platform.
10. Reminder phone calls and emails are made to all students who sign up for a workshop to increase the number of students who attend compared to those who signed up for a workshop. More asynchronous and online workshops are being created to provide more options for our students who are not able to attend a traditional in-person workshop.
11. The CTC will continue its collaboration with four-year universities to promote transfer to the UCs, CSUs, and privates. New methods of outreaching students will be strategized to promote transfer, with an emphasis on UCs and CSUs to increase our transfer rates. The CTC is exploring strategies to increase transfer outcomes.

Saved 6/30/2022 10:39 AM by Esmeralda Martinez

Validation



Validation Comments

Please enter your **comments about the module**.

This box also documents the validation dialogue with the program. Please date and initial comments.

The committees use this information for planning and decision-making. Information should help the committee contextualize responses and requests.

- Does the analysis look at the **current data**?
- Does the analysis address the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?

Validator Response - Final

8/29/2022

FM

Saved 8/29/2022 11:12 AM by Florentino Manzano

Validator Response - Final

Validated. S. Hernandez

Saved 8/22/2022 10:09 AM by Sorangel Hernandez

Annual Program Review

Veterans Student Services

LAVC Program Review

2022

State: Completed

Resources for Completing This Module

The following data are currently available for you to complete this module:

- Headcount Enrollment - All terms (simple dashboard) ***Updated**
- Success & Retention - All terms (simple dashboard) ***New**
- Fall Enrollment, Success, & Retention Data - *includes demographics and mode*
- Spring Enrollment, Success, & Retention Data
- Special Populations/Programs - Enrollment, Success & Retention
- Awards (Program Completions)
- Majors Data

Here is a [Quick Guide to Data Modules](#): *** New**

The following **videos** provide guidance on using the dashboards to answer specific questions:

- [How to answer the retention questions in the enrollment module.](#)
- [How to answer questions related to institution-set standards: success, retention, awards.](#)
- [How to answer questions related to equity.](#)
- [Awards Dashboard and the program review Data-Achievement module](#)

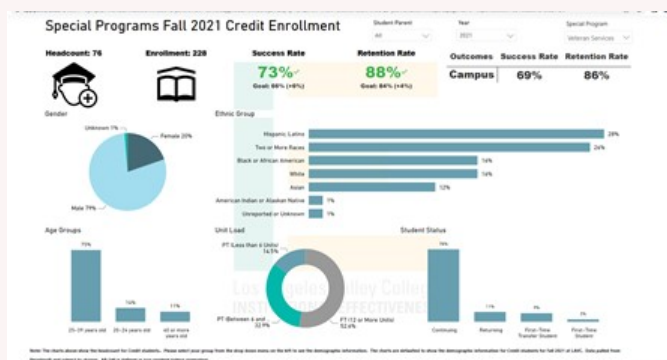


Success - Course Completion (Instructional Areas)

Analyze trends in the student success data (i.e. successful course completion). Compare **each discipline** to the college level data. *For noninstructional/service areas, compare the **population outcomes** to the college level data. *Successful course completion is defined as a grade of A, B, C, or Pass divided by all grades including Ws).

- Briefly summarize the success/course completion data.
- Identify any disciplines below the college average. (**instructional areas only*)
- Identify any disciplines with declining success rates. (**instructional areas only*)

Success Fall 2021: The success rate of Veteran students was 73% as compared to the campus success rate of 69%



Saved 6/22/2022 3:33 PM by Krixa Lim

Equity - Achievement



Equity - Course Outcomes (Instructional Areas)

In reviewing your course success rates, select at least one (1) course with large enrollment. How do the outcomes vary by ethnicity and gender? (Include the percentages.)

*Enter **Not Applicable** if non instructional program.

N/A



Equity - Course Improvement (Instructional Areas)

As the college tries to close equity gaps in student achievement, what improvements can the department make to address the specific outcomes in the course(s) noted above?

*Enter **Not Applicable** if non instructional.

N/A



Equity - Special Program Outcomes (Non-Instructional)

In reviewing your special program success rates, how do the outcomes vary by ethnicity and gender? (Include the percentages.)

*Enter **Not Applicable** if exclusively an instructional program.

Fall 2021 - Success by ethnic group:

Hispanic: Veterans 60%

Two or more races: Veterans 73%

American Indian: Veterans 100%

Unreported: Veterans 67%

Asian: Veterans 64%

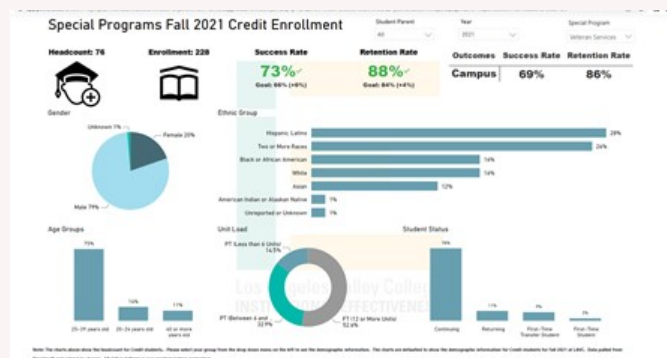
White: Veterans 92%

Black or African American: Veterans 70%

Female: 66%

Male: 74%

Unknown (gender non-identified): 100%





Equity- Special Programs (Non-Instructional)

As the college tries to close equity gaps in student achievement, what improvements can the program make to address the specific program outcomes noted above?

Enter **Not Applicable if exclusively an instructional program.*

Improvements that the program can make include:

- ongoing cultural sensitivity training
- develop and implement programming (events, workshops, etc.) that bring recognition and are more inclusive of special groups within veterans
- ongoing and increased cross-collaboration with campus departments and community organizations to support student success within veterans



Majors Data

Review the [data on majors](#) for the programs in your department.

- Summarize trends for students indicating majors in your department.

**Enter Not Applicable if non instructional.*

N/A

Awards - Degrees & Certificates



Award Completion (Instructional areas)

For **ALL active programs** (degrees and certificates), review the trend data on award completions.

- Summarize and address the trend (e.g. increase, declines, inconsistency) *Include the number of awards* in your summary.

**Enter Not Applicable if non instructional.*

N/A



Majors Data

Consider your completion outcomes (awards data) in light of your majors data. Identify any relevant trends or inconsistencies.

**Enter Not Applicable if non instructional.*

Institution-Set Standards (ISS)



Success - ISS

The institution has established an institution-set standard for course success (*students who successfully complete the course/A,B,C or P grades*) at **66%**.

- *For Instructional Areas* - Indicate whether **each discipline** in your area is performing at the (*minimum*) standard.
- *For Instructional Areas* - Identify **courses** that are at or below the standard for course success. Provide an improvement plan.
- *For Non-Instructional Areas* - Are the success rates for your **population/program** at or below the institution-set standard? Provide an improvement plan.

An institution-set "**standard**" is the **minimum level of acceptable performance** on an indicator. Should the program fall below a standard, some intervention should occur.

Success rates for the student veteran population is above the institution-set standard at 73%. To continue support for the current success rate, we will:

- continue to refer students to tutoring services provided on and off campus
- continue to provide wrap-around services through the Veterans Services Office in-person and virtually through CANVAS. The services provided are: assistance with admission applications, VA certification requests, enrollment changes, academic counseling, referral to on and off campus student services, general information and inquiries, distribution of the Monarch Bookstore Cards, LAVC and veterans related information, Unclassified Paid Intern (UPI)/Success Coach follow-up, and new student information (orientation, financial aid, counseling, placement, initial VA certification request, etc.)
- develop mental health workshop series for veterans and military connected students by working with community partners to establish a MOU and in-house mental health services
- continue to provide intrusive academic counseling for students on progress or academic probation and offer individual counseling to revise veteran student educational plans
- Per our two VRC state grants created a "Pathways to Success" Program:
 - maintain veteran academic counselor at 100%
 - maintain Unpaid Classified Intern (UPI) to assist with follow up advising and outreach
 - continue to provide student support that will increase student success and reduce student probation rates
 - maintain practice that encourages veteran students to meet with an embedded veteran's counselor at least 1-2 times per semester in the Veterans Students Office (1st appointment: to initiate benefits for the current semester and 2nd appointment: at the end of the semester, to register for the following semester based on success of current semester
 - maintain practice that requires student veterans to complete a progress report for each semester and meet with the program UPI to review progress and receive referrals to programs and services that will support their success

While the college has set an overall institution-set standard for the annual total number of institutional awards, each program is expected to have **minimum of ten (10) completions** annually contributing to that total.

A "**standard**" is a **minimum level of acceptable performance**. Should the program fall below a standard, some intervention should occur. For each program (degree or certificate) indicate whether it meets the standard by entering the number of awards, and if not, indicate the action plan for improvement.

*Must refer to the most recent academic year of data.

*Enter **Not Applicable** if non instructional or no degrees or certificates attached to program.

Awards-ISS

No Records.

Improvement



Results

Based on the data trends, evaluate the effectiveness of strategies and/or interventions implemented in prior years to improve student achievement.

- Indicate **"not applicable"** if no steps have been taken to improve student achievement.
- Briefly describe the intervention/strategy and the outcome based on the data.

Since the VRC moved to the current location in Mosaic Center, in the Student Services Building, many students a day utilize the VRC for studying, club meetings, socializing, and attending Student Success workshops.

Based on the activities of our current state funded VRC grants:

- Fall 2019: 170 students were seen (including students not receiving benefits and dismissed) 163 were certified for VA educational benefits
- Spring 2020: 158 students were seen (including students not receiving benefits and dismissed) 149 students were certified for VA educational benefits

During March 2020 through present (June 2021), we transitioned all veterans services to online through use of Canvas, Conex Ed, Zoom, and additional online platforms which allowed for continuation of services through LAVC Veterans Resource Center.

Based on the current virtual activities of our current state funded VRC grants:

- Fall 2020: 127 students were seen (including students not receiving benefits and dismissed) 105 were certified for VA educational benefits
- Spring 2021: 184 students were seen (including students not receiving benefits and dismissed) 106 students were certified for VA educational benefits

In Summer 2021, VRC faculty and staff returned to campus and we provided hybrid services for students.

Based on the current in-person and virtual activities of our current state funded VRC grants:

- Fall 2021: 189 students were seen (including students not receiving benefits and dismissed) 89 were certified for VA educational benefits
- Spring 2022: 197 students were seen (including students not receiving benefits and dismissed) 91 were certified for VA educational benefits

We believe that the return of in-person courses and in-person services contributed to the increase of student veterans utilizing services offered by the Veterans Resource Center.

Saved 6/23/2022 1:01 PM by Krixa Lim



Improvement Plan

In areas identified as needing improvement, describe strategies and/or interventions that the department/program will implement to help improve student achievement (successful course completion and award completion).

To increase our success rate and considering the transition back to campus, we will continue to provide the following:

- Refer students to available tutoring (on-campus and online)
- Continue to provide a One-stop Veterans Services Virtual Office on CANVAS
- Create a Mentor Program provided by continuing students active in the Veterans Club
- Continue to add to database of LAVC faculty/staff who are veterans who offer to reach out to veteran students
- Continue to provide in-house academic counseling using the veterans counselor through the VRC
- Continue to provide a full-time embedded VA counselor as well as providing a Unclassified Paid Intern (UPI) to assist students with their educational and career goals

Also, as we return back to in-person services on campus, we will host in-person events such as:

- Open House (Fall 2022)
- Veterans Day Event (November 2022)
- VA workshops (throughout academic year)

Saved 6/23/2022 12:28 PM by Krixa Lim

Validation



Validation Comments

Please enter your **comments about the module**.

This box also documents the validation dialogue with the program. Please date and initial comments.

The committees use this information for planning and decision-making. Information should help the committee contextualize responses and requests.

- Does the analysis look at the **current data**?
- Does the analysis address the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?

Validator Response - Final

8/26/2022

FM

Saved 8/26/2022 2:30 PM by Florentino Manzano

Validator Response - Final

Validated A.O. 8/30/22

Saved 8/30/2022 5:42 PM by Alex Ojeda

Annual Program Review

Office of Ombudsperson

LAVC Program Review

2022

State: Completed

Annual Program Review

Public Relations

LAVC Program Review

2022

State: Completed

Annual Program Review

Foundation

LAVC Program Review

2022

State: Completed

Annual Program Review

Professional Development

LAVC Program Review

2022

State: Completed

Annual Program Review

Institutional Effectiveness

LAVC Program Review

2022

State: Completed

Annual Program Review

Office of the President

LAVC Program Review

2022

State: Completed

Annual Program Review

Office of VP Student Services

LAVC Program Review

2022

State: Completed

Annual Program Review

Office of Academic Affairs

LAVC Program Review

2022

State: Completed

Annual Program Review

Administrative Services Office

LAVC Program Review

2022

State: Completed

Annual Program Review

TRiO Upward Bound & UB Math Science

LAVC Program Review

2022

State: Completed

Annual Program Review

Grants Office

LAVC Program Review

2022

State: Completed

Annual Program Review

Dual Enrollment

LAVC Program Review

2022

State: Completed

Resources for Completing This Module

The following data are currently available for you to complete this module:

- Headcount Enrollment - All terms (simple dashboard) ***Updated**
- Success & Retention - All terms (simple dashboard) ***New**
- Fall Enrollment, Success, & Retention Data - *includes demographics and mode*
- Spring Enrollment, Success, & Retention Data
- Special Populations/Programs - Enrollment, Success & Retention
- Awards (Program Completions)
- Majors Data

Here is a [Quick Guide to Data Modules](#). *** New**

The following **videos** provide guidance on using the dashboards to answer specific questions:

- [How to answer the retention questions in the enrollment module.](#)
- [How to answer questions related to institution-set standards: success, retention, awards.](#)
- [How to answer questions related to equity.](#)
- [Awards Dashboard and the program review Data-Achievement module](#)



Success - Course Completion (Instructional Areas)

Analyze trends in the student success data (i.e. successful course completion). Compare **each discipline** to the college level data. *For noninstructional/service areas, compare the **population outcomes** to the college level data. *Successful course completion is defined as a grade of A,B,C, or Pass divided by all grades including Ws).

- Briefly summarize the success/course completion data.
- Identify any disciplines below the college average. (**instructional areas only*)
- Identify any disciplines with declining success rates. (**instructional areas only*)

Overall, we have noticed a decline in success and retention that will be addressed, but generally speaking the courses in the program are above the institutional set standards for success and retention.

Dual Enrollment Program course completion and retention rates are higher than the Institution Set Standard. Below, you'll find the given year and comparison to the college-level data:

Success Rate

- 2016--81% for Dual Enrollment compared to 66% (college level)
- 2017--88% for Dual Enrollment compared to 66% (college level)
- 2018--84% for Dual Enrollment compared to 66% (college level)
- 2019--86% for Dual Enrollment compared to 66% (college level)
- 2020--83% for Dual Enrollment compared to 66% (college level)
- **2021 -- 70% for Dual Enrollment compared to 66% (college level)**

Retention Rate

- 2016--92% for Dual Enrollment compared to 84% (college level)
- 2017--97% for Dual Enrollment compared to 84% (college level)
- 2018--96% for Dual Enrollment compared to 84% (college level)
- 2019--98% for Dual Enrollment compared to 84% (college level)
- 2020--95% for Dual Enrollment compared to 84% (college level)
- **2021 -- 93% for Dual Enrollment compared to 84% (college level)**

The following disciplines offered during Fall 2021 have success rates lower than the institution-set standard of 66%:

Counseling: 44.4%

Computer Science: 11.1%

The following courses offered during Fall 2021 are at or below the standard for course success:

Art 201: 51.9%
Counseling 001: 42.5%
Counseling 004: 45.7%
Counseling 020: 43.4%
Comp Sci 101: 11.1%
History 007: 40%

Saved 6/28/2022 10:44 AM by Raffi Kahwajian

Equity - Achievement



Equity - Course Outcomes (Instructional Areas)

In reviewing your course success rates, select at least one (1) course with large enrollment. How do the outcomes vary by ethnicity and gender?
(Include the percentages.)

Enter **Not Applicable if non instructional program.*

Focusing on Fall 2021, one course with large enrollment was Health 011. When viewed from the perspective of ethnicity, most success rates are higher than the Institutional Set Standard of 66%. Here is the breakdown:

Black or African American--100%
Asian--100%
White--87%
Two or More Races--86%
Hispanic/Latino--81%
Unreported/Unknown--75%

When viewed from the perspective of gender, the success rates in Health 011 are equal to or higher than the Institutional Set Standard of 66%. Here is the breakdown:

Female--81%
Male--92%

Over the past five Fall semesters (2017-2021), Health 011 has had an average enrollment of 117. When viewed from the perspective of ethnicity, all the success rates are higher than the Institutional Set Standard of 66%. Here is the breakdown:

Black or African American--100%
Asian--100%
White--93%
Two or More Races--85%
Hispanic/Latino--84%
Unreported/Unknown--85%

When viewed from the perspective of gender, the average success rates for Health 011 over the past five years (2017-2021) are higher than the Institutional Set Standard of 66%. Here is the breakdown:

Female--91%
Male--85%

Saved 6/28/2022 10:44 AM by Raffi Kahwajian



Equity - Course Improvement (Instructional Areas)

As the college tries to close equity gaps in student achievement, what improvements can the department make to address the specific outcomes in the course(s) noted above?

Enter **Not Applicable if non instructional.*

The department will provide equity-minded and culturally inclusive training for faculty that addresses the needs of dual enrollment students. Training will be provided during Fall and Spring dual enrollment orientations. Additionally, 11 dual enrollment faculty participated in the Teaching Innovations Academy (TIA) during the Summer of 2021. For the Summer of 2022 cohort, we have 5 faculty members registered for the training program. Faculty will redesign courses to enhance student success.

We are also in the process of establishing new ways to conduct Study Jams (group tutoring events) at partner high school campuses, in person, to increase student engagement and success rates and to address equity gaps.

Saved 6/28/2022 10:44 AM by Raffi Kahwajian



Equity - Special Program Outcomes (Non-Instructional)

In reviewing your special program success rates, how do the outcomes vary by ethnicity and gender? *(Include the percentages.)*

Enter **Not Applicable if exclusively an instructional program.*

Not Applicable

Saved 6/28/2022 10:44 AM by Raffi Kahwajian



Equity- Special Programs (Non-Instructional)

As the college tries to close equity gaps in student achievement, what improvements can the program make to address the specific program outcomes noted above?

Enter **Not Applicable if exclusively an instructional program.*

Not Applicable

Saved 6/28/2022 10:44 AM by Raffi Kahwajian



Majors Data

Review the [data on majors](#) for the programs in your department.

- Summarize trends for students indicating majors in your department.

Enter **Not Applicable if non instructional.*

Not Applicable

Saved 6/28/2022 10:44 AM by Raffi Kahwajian



Award Completion (Instructional areas)

For **ALL active programs** (degrees and certificates), review the trend data on award completions.

- Summarize and address the trend (e.g. increase, declines, inconsistency) *Include the number of awards* in your summary.

**Enter Not Applicable if non instructional.*

One of the program goals currently in development is to move our high school partners towards developing pathways, which will result in certificates, degrees, and IGETC certification. At this time, Birmingham Community Charter High School has a number of students each year who are IGETC certified at the end of summer of their 12th grade year. Moving forward, we will collect data on this aspect of completion.

Saved 6/28/2022 10:44 AM by Raffi Kahwajian



Majors Data

Consider your completion outcomes (awards data) in light of your majors data. Identify any relevant trends or inconsistencies.

**Enter Not Applicable if non instructional.*

Not Applicable

Saved 6/28/2022 10:44 AM by Raffi Kahwajian

Institution-Set Standards (ISS)



Success - ISS

The institution has established an institution-set standard for course success (*students who successfully complete the course/A,B,C or P grades*) at **66%**.

- For Instructional Areas* - Indicate whether **each discipline** in your area is performing at the (*minimum*) standard.
- For Instructional Areas* - Identify **courses** that are **at or below** the standard for course success. Provide an improvement plan.
- For Non-Instructional Areas* - Are the success rates for your **population/program** at or below the institution-set standard? Provide an improvement plan.

An institution-set "**standard**" is the **minimum level of acceptable performance** on an indicator. Should the program fall below a standard, some intervention should occur.

The following dual enrollment disciplines and courses offered during Fall 2021 had success rates higher than the institution-set standard of 66%:

Anthropology: 93.5%

- ANTHRO 101: 93.4%
- ANTHRO 121: 93.8%

Art: 68.5%

- ART 101: 84.6%

Child Development: 85.7%

- CH DEV 001: 85.7%

Cinema: 82.6%

- CINEMA 105: 100%
- CINEMA 107: 81.7%

Communications: 84.8%

- COMM 101: 79.3%
- COMM 105: 94.1%

English: 81.2%

- ENGLISH 072: 95%
- ENGLISH 101: 73.1%
- ENGLISH 102: 90.4%

Finance: 80%

- FINANCE 008: 80%

Health: 86.6%

- HEALTH 011: 86.6%

History: 90%

- HISTORY 011: 100%
- HISTORY 012: 91.9%

Humanities: 74.1%

- HUMAN 001: 74.1%

Media Arts: 94.2%

- MEDIART 101: 100%
- MEDIART 104: 100%
- MEDIART 116: 84%

Political Science: 81.4%

- POL SCI 001: 82.5%
- POL SCI 007: 80%

Psychology: 74.4%

- PSYCH 001: 78.7%

Sociology: 79%

- SOC 001: 75%
- SOC 011: 100%

Spanish: 93.5%

- SPANISH 001: 90%
- SPANISH 003: 100%

The following disciplines offered during Fall 2021 have success rates lower than the institution-set standard of 66%:

Counseling: 44.4%

Computer Science: 11.1%

The following courses offered during Fall 2021 are at or below the standard for course success:

Art 201: 51.9%

Counseling 001: 42.5%

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Comp Sci 101: 11.1%

History 007: 40%

High school students taking dual enrollment courses have access to the same resources provided by LAVC to college students, including tutoring services. While students are made aware of these resources, there may still be gaps in accessibility and comfort of use for high schoolers in need of additional support. While Dual Enrollment provides tutoring through Study Jams, those sessions are held about twice a semester with the goal of aiding students during midterms or finals. Students in courses such as Computer Science, which saw low success and retention in the Fall of 2021, would benefit from consistent and regularly available tutoring services. The Dual Enrollment team can work to improve clarity surrounding access to LAVC tutoring services, which may include discussing such tutoring programs during orientation, sending reminders to counselors, and connecting LAVC tutors to some high schools directly. Moreover, the Dual Enrollment program can train/encourage the faculty use of progress reports to alert high school contacts regarding students whose grade average is below passing so as to provide intervention and assistance as soon as possible.

Furthermore, as the Dual Enrollment program continues to work with high schools to establish pathways, disciplines offered will better align with students' interests and academic abilities.

We are currently working with LAUSD Local District Northeast administration to identify best practices in teaching high school students. Those best practices will be shared during an orientation meeting prior to the start of the Fall 2022 semester.

Saved 6/28/2022 10:44 AM by Raffi Kahwajian

While the college has set an overall institution-set standard for the annual total number of institutional awards, each program is expected to have **minimum of ten (10) completions** annually contributing to that total.

A "standard" is a minimum level of acceptable performance. Should the program fall below a standard, some intervention should occur. For each program (degree or certificate) indicate whether it meets the standard by entering the number of awards, and if not, indicate the action plan for improvement.

*Must refer to the most recent academic year of data.

*Enter **Not Applicable** if non instructional or no degrees or certificates attached to program.

Awards-ISS

No Records.

Improvement



Results

Based on the data trends, evaluate the effectiveness of strategies and/or interventions implemented in prior years to improve student achievement.

- Indicate "**not applicable**" if no steps have been taken to improve student achievement.
- Briefly describe the intervention/strategy and the outcome based on the data.

Based on the achievement data, it would appear that prior interventions have been unsuccessful. However, the college as a whole has experienced a decline in student success. Therefore, at this time, it is unclear whether the data trends are unique to the Dual Enrollment program.

Saved 6/28/2022 10:44 AM by Raffi Kahwajian



Improvement Plan

In areas identified as needing improvement, describe strategies and/or interventions that the department/program will implement to help improve student achievement (successful course completion and award completion).

One goal of the Dual Enrollment team is to implement early alert strategies, in part by communicating with instructors to provide progress reports for students receiving below-average grades or at risk of not passing a course. The expectations of the Dual Enrollment program place responsibility on the student to follow up with Dual Enrollment faculty about grades, but we hope that progress reports will help school counselors/administration catch students in need of some additional support earlier in the semester or term. Doing so, along with continued and improved access to LAVC resources, would increase success rates.

Although most disciplines within the program and the program in general had higher success rates than the institution-set standard, steps can be taken to improve student achievement (successful course completion and award completion) and ensure it does not fall below the threshold:

- Increased communication between dual enrollment program staff and high school partners in the form of regularly scheduled (biweekly or at the very least monthly) meetings to provide updates and discuss issues and steps to resolve them
- Increased communication between dual enrollment faculty members and high school partners, both directly and by attending regularly scheduled meetings planned by dual enrollment program staff
- Increased communication between Student Services staff members and high school partners, both directly and by attending regularly scheduled meetings planned by dual enrollment program staff
- Continued implementation of digital authorization/signature system for use by high school students and high school staff in receiving registration permission
- Communication between dual enrollment faculty members and authorized high school staff to provide support for students who are academically struggling or lacking engagement with courses
- Orientation workshops/seminars planned by dual enrollment staff, to be held each semester; workshops/seminars will provide professional development for college faculty members and communicate policy and procedure updates for high school partners

- Hiring additional college administration, staff, and faculty members to fully meet the needs of the program and expand its enrollment and reach; currently, there are no Student Services staff members fully dedicated to dual enrollment
- Teaching Innovations Academy (TIA) will include dual enrollment instructors with the specific goal of improving dual enrollment course content, instruction, and classroom management

Saved 6/28/2022 10:44 AM by Raffi Kahwajian

Validation



Validation Comments

Please enter your **comments about the module**.

This box also documents the validation dialogue with the program. Please date and initial comments.

The committees use this information for planning and decision-making. Information should help the committee contextualize responses and requests.

- Does the analysis look at the **current data**?
- Does the analysis address the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?

Validator Response - Final

Reviewed. -MJ, 8/27/2022

Saved 8/27/2022 2:49 PM by Matthew Jordan

Validator Response - Final

Overall, dual enrollment has a success rate above the institutional set standard (ISS). However, there are several courses with success rates below the ISS. The department has developed an improvement plan to improve student success.

-BMH

Saved 7/28/2022 8:04 PM by Brandon Hildreth

Annual Program Review

Umoja/Black Scholars

LAVC Program Review

2022

State: Completed

Resources for Completing This Module

The following data are currently available for you to complete this module:

- Headcount Enrollment - All terms (simple dashboard) *Updated
- Success & Retention - All terms (simple dashboard) *New
- Fall Enrollment, Success, & Retention Data - includes demographics and mode
- Spring Enrollment, Success, & Retention Data
- Special Populations/Programs - Enrollment, Success & Retention
- Awards (Program Completions)
- Majors Data

Here is a [Quick Guide to Data Modules](#). * New

The following **videos** provide guidance on using the dashboards to answer specific questions:

- [How to answer the retention questions in the enrollment module.](#)
- [How to answer questions related to institution-set standards: success, retention, awards.](#)
- [How to answer questions related to equity.](#)
- [Awards Dashboard and the program review Data-Achievement module](#)



Success - Course Completion (Instructional Areas)

Analyze trends in the student success data (i.e. successful course completion). Compare **each discipline** to the college level data. *For noninstructional/service areas, compare the **population outcomes** to the college level data. *Successful course completion is defined as a grade of A,B,C, or Pass divided by all grades including Ws).

- Briefly summarize the success/course completion data.
- Identify any disciplines below the college average. (*instructional areas only)
- Identify any disciplines with declining success rates. (*instructional areas only)

Umoja Black Scholars (UBS): Overall, the success of UBS has remained above the institutional standard of 66%. Given the pandemic, the 2021 UBS success rates have digressed some from 86% in Fall 2020 to 78% for Fall 2021. Although we have experienced an 8% decrease we are still 12% over the institutional average for the year. We have also improved participation by taking on 65 more students for a headcount of 160 unique students. Likewise, this increase has improved our enrollment FTES to 509 for the year compared to 364 for 2020 and 386 for 2019. Many of our students have adjusted to the online modality and we had more students in full-time coursework since our program began. While we recognize that the district EW process may have benefited some of this data, when looking more longitudinally across our four-year program life span, we have been at par with success which has fluctuated from 86% for 2020, 76% for 2019, and 80% for 2018.

With further disaggregation, there are even greater highlights within the data. For example, part-time students taking fewer than six units --which has historically been under the institutional standard since the start of our program has increased 39% from the previous year and 51% from 2019 with 89% success for this part-time segment. Likewise, part-time students taking more than six units succeeded at a rate of 76%, and full-time students with 12 or more units succeeded at a rate of 78%.

When taking gender into account, UBS scholars found somewhat parallel success. While the success rate dwindled some this year compared to the 86% for women and 87% for their male counterparts in 2020, our 2021 gender-based success saw women fall 6% to a rate of 80% for women and 76% for men--yet still remain above the institutional standard of 66%.

Data also show similar trends across student status with first-time students succeeding at a rate of 72% compared to 93% in 2020, continuing students succeeded at a rate of 82% compared to 84% in 2020, first-time transfer students dipped tremendously to 59% from 93% in 2020, returning students succeeded at a rate of 94%, and dual-enrollment students succeeded at a rate of 100% compared to 75% respectively. Finally, the aggregate data indicate that Umoja Black Scholars are succeeding at higher rates than non-Umoja Black students.

Saved 6/29/2022 7:23 PM by Elliott Coney

Equity - Achievement



Equity - Course Outcomes (Instructional Areas)

In reviewing your course success rates, select at least one (1) course with large enrollment. How do the outcomes vary by ethnicity and gender? (Include the percentages.)

Enter **Not Applicable if non instructional program.*

Not Applicable



Equity - Course Improvement (Instructional Areas)

As the college tries to close equity gaps in student achievement, what improvements can the department make to address the specific outcomes in the course(s) noted above?

Enter **Not Applicable if non instructional.*

N/A



Equity - Special Program Outcomes (Non-Instructional)

In reviewing your special program success rates, how do the outcomes vary by ethnicity and gender? (Include the percentages.)

Enter **Not Applicable if exclusively an instructional program.*

Surprisingly, this year the course outcome findings show a minimal disparity between gender for UBS. As noted above, the women scholars' success was 76% and the men scholars' success was 80% respectively. This was a decrease of 6-11% for these groups.

Saved 6/29/2022 8:28 PM by Elliott Coney



Equity- Special Programs (Non-Instructional)

As the college tries to close equity gaps in student achievement, what improvements can the program make to address the specific program outcomes noted above?

Enter **Not Applicable if exclusively an instructional program.*

Given our program assessment results coupled with the above data, our Umoja program can do a few specific things to further improve the gaps in achievement. First, I think we need to continue to improve our tutoring services. With the growth of our program, our additional space will allow more verticle integration for all of these services in needed return to the in-person format. The online modality presented challenges to our embedded tutoring and not having a physical space for two years stalled much of our community momentum even with the above success. Second, taking more of a role in representative mental health services will be big. Our program assessment highlighted this as a major need and request from our program students-- specifically transitioning post-pandemic given experienced trauma. Third, I think creating more job opportunities on and off-campus is a must based on student feedback. Working more diligently with other departments for work-study positions, co-op ed, and creating program-specif job/career fairs annually or bi-annually. Lastly, the goal is to provide more touch and support throughout the first-year milestones. We have edited the cohort courses to provide Stat 100 in the Fall to better prep students for Stats 101 due to some of the drops over the pandemic. We will also look to pilot Bio 5 instead of Bio 3 to better support our Umoja Stem majors in nursing and kinesiology majors with their transition to Anatomy.

Saved 6/30/2022 12:00 AM by Elliott Coney

? Majors Data

Review the [data on majors](#) for the programs in your department.

- Summarize trends for students indicating majors in your department.

**Enter Not Applicable if non instructional.*

Not Applicable

Awards - Degrees & Certificates

? Award Completion (Instructional areas)

For **ALL active programs** (degrees and certificates), review the trend data on award completions.

- Summarize and address the trend (e.g. increase, declines, inconsistency) *Include the number of awards in your summary.*

**Enter Not Applicable if non instructional.*

Based on OIE award data, we have a minimum of 38 awards this year. The actual number I believe is a little higher due to some students submitting grad petitions after the request for this info.

? Majors Data

Consider your completion outcomes (awards data) in light of your majors data. Identify any relevant trends or inconsistencies.

**Enter Not Applicable if non instructional.*

Not Applicab

Institution-Set Standards (ISS)

? Success - ISS

The institution has established an institution-set standard for course success (*students who successfully complete the course/A,B,C or P grades*) at **66%**.

- *For Instructional Areas* - Indicate whether **each discipline** in your area is performing at the (*minimum*) standard.
- *For Instructional Areas* - Identify **courses** that are at or below the standard for course success. Provide an improvement plan.
- *For Non-Instructional Areas* - Are the success rates for your **population/program** at or below the institution-set standard? Provide an improvement plan.

An institution-set "standard" is the minimum level of acceptable performance on an indicator. Should the program fall below a standard, some intervention should occur.

Umoja success rates in both aggregate and disaggregated segments are above the institutional standard in all categories except first-time transfer. Our focus is to maintain and utilize student feedback and assessment info to improve efforts that support our overall program. We need to remain vigilant in our targeted population efforts to ensure we are meeting the specific needs of our various students. I think the data from last year helped us focus more on this group in the online modality by using the data and reaching out and making sure these students were connected.

Saved 6/30/2022 12:18 AM by Elliott Coney

While the college has set an overall institution-set standard for the annual total number of institutional awards, each program is expected to have **minimum of ten (10) completions** annually contributing to that total.

A "standard" is a minimum level of acceptable performance. Should the program fall below a standard, some intervention should occur. For each program (degree or certificate) indicate whether it meets the standard by entering the number of awards, and if not, indicate the action plan for improvement.

*Must refer to the most recent academic year of data.

*Enter **Not Applicable** if non instructional or no degrees or certificates attached to program.

Awards-ISS

No Records.

Improvement



Results

Based on the data trends, evaluate the effectiveness of strategies and/or interventions implemented in prior years to improve student achievement.

- Indicate "**not applicable**" if no steps have been taken to improve student achievement.
- Briefly describe the intervention/strategy and the outcome based on the data.

Despite the slight regression potentially due to the pandemic, we still remain above the institutional standard. We have grown even more this year, serving and supporting nearly 200 unique students. As for intervention, we will look to specifically target the first-time transfer sub-group that is currently under the 66% threshold. I believe that most of this group were athletes from other campuses, so as we look more deeply at this group, I may work a more closely with athletics and the athletic counselor to ensure the academic support is more prevalent and hopefully with return of in-person tutoring, the Zone study room in MAC may support some of this improvement automatically.

Saved 6/30/2022 12:40 AM by Elliott Coney



Improvement Plan

In areas identified as needing improvement, describe strategies and/or interventions that the department/program will implement to help improve student achievement (successful course completion and award completion).

Infrastructure is the continued focus of our improvement plan. We made some progress with an office assistant that we lost to another campus after 7 months. So replacing that position is a priority to scale our continued reach and access beyond me as the only full-time support for the program. This is also imperative given our upcoming expansion into the adjacent mailroom to improve our programming and outreach with our feeder high school and after-school efforts. As we continue to scale our services, we have one additional need for the improvement plan which is an adjunct counselor or an hourly counselor to support during peak hours and allow for more targeted Black/African student outreach on and off-campus with our existing community partners as well as plans we have for the space and after-school support for our dual enrollment efforts and students. Our program has been recognized state-wide as a premier program, however, some schools—even in our district—have two counselors and coordinators to support their program. Schools such as SMC have a full-time Umoja team of more than 5 full-time counselors and support staff, to truly fix this problem at scale without burnout, Umoja needs more human resources, especially considering that there are special pop programs on our campus that are serving few numbers of students based on OIE data with much larger infrastructures than Umoja.

Validation



Validation Comments

Please enter your **comments about the module**.

This box also documents the validation dialogue with the program. Please date and initial comments.

The committees use this information for planning and decision-making. Information should help the committee contextualize responses and requests.

- Does the analysis look at the **current data**?
- Does the analysis address the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?

Validator Response - Final

8/26/2022

FM

Saved 8/26/2022 2:17 PM by Florentino Manzano

Validator Response - Final

Validated A.O. 8/30/22

Saved 8/30/2022 5:26 PM by Alex Ojeda

Annual Program Review

Dream Resource Center

LAVC Program Review

2022

State: Completed

Resources for Completing This Module

The following data are currently available for you to complete this module:

- Headcount Enrollment - All terms (simple dashboard) ***Updated**
- Success & Retention - All terms (simple dashboard) ***New**
- Fall Enrollment, Success, & Retention Data - *includes demographics and mode*
- Spring Enrollment, Success, & Retention Data
- Special Populations/Programs - Enrollment, Success & Retention
- Awards (Program Completions)
- Majors Data

Here is a [Quick Guide to Data Modules](#): *** New**

The following **videos** provide guidance on using the dashboards to answer specific questions:

- [How to answer the retention questions in the enrollment module.](#)
- [How to answer questions related to institution-set standards: success, retention, awards.](#)
- [How to answer questions related to equity.](#)
- [Awards Dashboard and the program review Data-Achievement module](#)



Success - Course Completion (Instructional Areas)

Analyze trends in the student success data (i.e. successful course completion). Compare **each discipline** to the college level data. *For noninstructional/service areas, compare the **population outcomes** to the college level data. *Successful course completion is defined as a grade of A,B,C, or Pass divided by all grades including Ws).

- Briefly summarize the success/course completion data.
- Identify any disciplines below the college average. (**instructional areas only*)
- Identify any disciplines with declining success rates. (**instructional areas only*)

Not applicable

Equity - Achievement



Equity - Course Outcomes (Instructional Areas)

In reviewing your course success rates, select at least one (1) course with large enrollment. How do the outcomes vary by ethnicity and gender? (Include the percentages.)

Enter **Not Applicable if non instructional program.*

Not Applicable



Equity - Course Improvement (Instructional Areas)

As the college tries to close equity gaps in student achievement, what improvements can the department make to address the specific outcomes in the course(s) noted above?

Enter **Not Applicable if non instructional.*

Not Applicable



Equity - Special Program Outcomes (Non-Instructional)

In reviewing your special program success rates, how do the outcomes vary by ethnicity and gender? *(Include the percentages.)*

Enter **Not Applicable if exclusively an instructional program.*

When examining the data for students that interact with the DRC, we see that DRC students have a higher success rate by gender and ethnicity in most groups except for the "Unreported and Unknown" group in ethnicity. In our largest group, "Hispanic/Latinos" show a success rate of 76%, 7% points higher than the school standard of 69%. In our second highest group of "Two or More Ethnicities", the rate is at 74%.

In our Gender category, our success rates for Female identified students is 77%, and our success rate for Male identified students is 79%.

Although the number of students is low, 193 students, both our outcomes for our Gender and Ethnicity categories have higher success rates than the school standard of 69%. Our hopes is to increase the number of students that participate in DRC related events and activities, and also increase the percentage in which they are succeeding.

Saved 6/27/2022 9:16 AM by Javier Carbajal-Ramos



Equity- Special Programs (Non-Instructional)

As the college tries to close equity gaps in student achievement, what improvements can the program make to address the specific program outcomes noted above?

Enter **Not Applicable if exclusively an instructional program.*

As a way to close equity gaps in student achievement, we will continue to outreach to both students and staff on the services offered by the DRC. We hope that as a result, we will increase the students participating in DRC services and retain and increase our current success rates with a larger student group.

Although in both areas we do see a higher success rate than the campus standard, we see this a starting point and wish to utilize future program review to identify possible points of growth as a way to continue to assists students with their success.



Majors Data

Review the [data on majors](#) for the programs in your department.

- Summarize trends for students indicating majors in your department.

Enter **Not Applicable if non instructional.*

Not Applicable

**Award Completion (Instructional areas)**

For **ALL active programs** (degrees and certificates), review the trend data on award completions.

- Summarize and address the trend (e.g. increase, declines, inconsistency) *Include the number of awards in your summary.*

**Enter Not Applicable if non instructional.*

Not Applicable

**Majors Data**

Consider your completion outcomes (awards data) in light of your majors data. Identify any relevant trends or inconsistencies.

**Enter Not Applicable if non instructional.*

Not Applicable

Institution-Set Standards (ISS)

**Success - ISS**

The institution has established an institution-set standard for course success (*students who successfully complete the course/A,B,C or P grades*) at **66%**.

- For Instructional Areas* - Indicate whether **each discipline** in your area is performing at the (*minimum*) standard.
- For Instructional Areas* - Identify **courses** that are at or below the standard for course success. Provide an improvement plan.
- For Non-Instructional Areas* - Are the success rates for your **population/program** at or below the institution-set standard? Provide an improvement plan.

An institution-set "**standard**" is the **minimum level of acceptable performance** on an indicator. Should the program fall below a standard, some intervention should occur.

Our student success rates for both Gender and Ethnicity groups measured by the campus have success rates that are 7% or more percentage points above the school standard. As mentioned within the description of the school standard, we see our current success rates as our base for future growth. As part of our improvement plan mentioned within our Outcomes and Goals in this program review, we seek to partner with multiple campus services, like EOP&S, Financial Aid, and ASU to provide a wider range of services that our students require. In pursuit of a greater percentage point in our student success, the DRC has recently added a full-time Counselor to our services to ensure that undocumented students get the guidance and counseling support they need.

While the college has set an overall institution-set standard for the annual total number of institutional awards, each program is expected to have **minimum of ten (10) completions** annually contributing to that total.

A "**standard**" is a minimum level of acceptable performance. Should the program fall below a standard, some intervention should occur. *For each program (degree*

or certificate) indicate whether it meets the standard by entering the number of awards, and if not, indicate the action plan for improvement.

*Must refer to the most recent academic year of data.

*Enter **Not Applicable** if non instructional or no degrees or certificates attached to program.

Awards-ISS

No Records.

Improvement



Results

Based on the data trends, evaluate the effectiveness of strategies and/or interventions implemented in prior years to improve student achievement.

- Indicate **"not applicable"** if no steps have been taken to improve student achievement.
- Briefly describe the intervention/strategy and the outcome based on the data.

With the addition of the Dream Resource Center and its services, we see that students that have interacted with the DRC have a higher rate of success than the overall percentage of students that meet the requirements for and/or are categorized under AB 540 at LAVC.

The DRC can see within the data on its success rates, that by creating a computer lab for undocumented students to use and providing a dedicated counselor for students to talk to, we see that they have a better chance to succeed and reach their academic goals.



Improvement Plan

In areas identified as needing improvement, describe strategies and/or interventions that the department/program will implement to help improve student achievement (successful course completion and award completion).

As we look at our data, we see that outreach and recruitment for the DRC is the area that needs the most improvement. Our data indicate that we have a difference of almost 20% female-identified students to male-identified students. We also see that the number of Hispanic o Latinx students that participate in the services is far larger than our other ethnic population. As part of the strategy to increase the number of students from other ethnic groups, the DRC will strive to focus on including more diverse programming that includes and highlights the different cultural groups that make up the undocumented communities at LAVC.

Another strategy to improve our data is to work to better align the data makers that the District, College, and Program uses to identify the population. As a DI population, undocumented students are difficult to identify as their information is self-reported. As part of the improvement plan for the collection of data, the DRC will work with the college and district research teams to ensure that best practices are used to set marker to better identify the students based on the information they provide on CCC apply and financial aid, if applicable.

Validation



Validation Comments

Please enter your **comments about the module**.

This box also documents the validation dialogue with the program. Please date and initial comments.

The committees use this information for planning and decision-making. Information should help the committee

contextualize responses and requests.

- Does the analysis look at the **current data**?
- Does the analysis address the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?

Validator Response - Final

This section has been validated A.O. 8/12/22

Saved 8/12/2022 2:33 PM by Alex Ojeda

Validator Response - Final

The analysis reviewed current data, addressed institution set standards and identified an improvement plan. I look forward to learning more about the diverse programming and aligning data markers. SR 8/13/202

Saved 8/13/2022 11:54 AM by Sherri Rodriguez

Annual Program Review

Promise/First Year Experience (FYE)

LAVC Program Review

2022

State: Completed

Resources for Completing This Module

The following data are currently available for you to complete this module:

- Headcount Enrollment - All terms (simple dashboard) ***Updated**
- Success & Retention - All terms (simple dashboard) ***New**
- Fall Enrollment, Success, & Retention Data - *includes demographics and mode*
- Spring Enrollment, Success, & Retention Data
- Special Populations/Programs - Enrollment, Success & Retention
- Awards (Program Completions)
- Majors Data

Here is a [Quick Guide to Data Modules](#): *** New**

The following **videos** provide guidance on using the dashboards to answer specific questions:

- [How to answer the retention questions in the enrollment module.](#)
- [How to answer questions related to institution-set standards: success, retention, awards.](#)
- [How to answer questions related to equity.](#)
- [Awards Dashboard and the program review Data-Achievement module](#)



Success - Course Completion (Instructional Areas)

Analyze trends in the student success data (i.e. successful course completion). Compare **each discipline** to the college level data. *For noninstructional/service areas, compare the **population outcomes** to the college level data. *Successful course completion is defined as a grade of A,B,C, or Pass divided by all grades including Ws).

- Briefly summarize the success/course completion data.
- Identify any disciplines below the college average. (**instructional areas only*)
- Identify any disciplines with declining success rates. (**instructional areas only*)

Not Applicable

Equity - Achievement



Equity - Course Outcomes (Instructional Areas)

In reviewing your course success rates, select at least one (1) course with large enrollment. How do the outcomes vary by ethnicity and gender? (Include the percentages.)

Enter **Not Applicable if non instructional program.*

Not Applicable



Equity - Course Improvement (Instructional Areas)

As the college tries to close equity gaps in student achievement, what improvements can the department make to address the specific outcomes in the course(s) noted above?

Enter **Not Applicable if non instructional.*

Not Applicable



Equity - Special Program Outcomes (Non-Instructional)

In reviewing your special program success rates, how do the outcomes vary by ethnicity and gender? *(Include the percentages.)*

Enter **Not Applicable if exclusively an instructional program.*

- For Fall 2020, the Promise students' success rates were higher than the campus-wide group's (81% vs. 73%). See Table 1 below for the success rates by group and term.

Table 1. Successful course completion rates by group and term.

Cohort	LAVC Promise	Campus-Wide
Fall 2017	76%	70%
Fall 2018	74%	69%
Fall 2019	70%	70%
Fall 2020	81%	73%

Source: LAVC OIE's s dashboards.

- For Fall 2020, the Promise male students' success rates were significantly higher than the campus-wide group's (80% vs. 71%). The Promise female students' success rates were significantly higher than the campus-wide group's (82% vs. 74%). See table below for the success rates by group and term.

Table 2. Success rates by gender by group.

Cohort	Female		Male	
	LAVC Promise	Campus-Wide	LAVC Promise	Campus-Wide
Fall 2017	79%	71%	73%	67%
Fall 2018	74%	71%	74%	67%
Fall 2019	72%	72%	67%	67%
Fall 2020	82%	74%	80%	71%

Source: LAVC OIE's s dashboards.

- For Fall 2020, the Promise Hispanic/Latinx students' success rates were significantly higher than the campus-wide group's (77% vs. 67%). The Promise Hispanic/Latinx students have made progress closing the success rate gap when compared to their White campus-wide peers (Fall 2020, 77% vs. 81%), but still lagging far behind the Promise White students (77% vs. 91%). See table below for the success rates by ethnicity and term.

Table 3. Success rates by ethnicity by group.

Cohort	Hispanic/Latinx		White	
	LAVC Promise	Campus-Wide	LAVC Promise	Campus-Wide
Fall 2017	77%	63%	89%	79%
Fall 2018	70%	63%	89%	78%
Fall 2019	64%	63%	83%	79%
Fall 2020	77%	67%	91%	81%

Source: LAVC OIE's s dashboards.

Saved 6/30/2022 10:36 PM by Cynthia Lopez



Equity- Special Programs (Non-Instructional)

As the college tries to close equity gaps in student achievement, what improvements can the program make to address the specific program outcomes noted above?

Enter **Not Applicable if exclusively an instructional program.*

The FYE program needs to help Hispanic/Latinx students identify possible barriers to their success early in the fall semester and connect to their Career and Academic Pathway counselors and coaches, the Academic Resource Center services, and campus basic needs resources. The program needs to ensure all Promise students complete their onboarding requirements before the start of their first semester and dedicate more time and effort to supporting and connecting them to academic and support programs before midterms.

Saved 6/30/2022 10:37 PM by Cynthia Lopez



Majors Data

Review the [data on majors](#) for the programs in your department.

- Summarize trends for students indicating majors in your department.

**Enter Not Applicable if non instructional.*

Not applicable

Saved 6/29/2022 1:56 PM by Cynthia Lopez

Awards - Degrees & Certificates



Award Completion (Instructional areas)

For **ALL active programs** (degrees and certificates), review the trend data on award completions.

- Summarize and address the trend (e.g. increase, declines, inconsistency) *Include the number of awards* in your summary.

**Enter Not Applicable if non instructional.*

Not Applicable



Majors Data

Consider your completion outcomes (awards data) in light of your majors data. Identify any relevant trends or inconsistencies.

**Enter Not Applicable if non instructional.*

Not applicable

Saved 6/29/2022 1:55 PM by Cynthia Lopez

Institution-Set Standards (ISS)



Success - ISS

The institution has established an institution-set standard for course success (*students who successfully complete the course/A,B,C or P grades*) at **66%**.

- *For Instructional Areas* - Indicate whether **each discipline** in your area is performing at the (*minimum*) standard.
- *For Instructional Areas* - Identify **courses** that are at or below the standard for course success. Provide an improvement plan.
- *For Non-Instructional Areas* - Are the success rates for your **population/program** at or below the institution-set standard? Provide an improvement plan.

An institution-set "**standard**" is the **minimum level of acceptable performance** on an indicator. Should the program fall below a standard, some intervention should occur.

- For Fall 2020, the first-year Promise students' success rates were higher than the campus-wide group's (81% vs. 73%). See Table 1 below for the success rates by group and term.

Table 1. Successful course completion rates by group and term.

Cohort	LAVC Promise	Campus-Wide
Fall 2017	76%	70%
Fall 2018	74%	69%
Fall 2019	70%	70%
Fall 2020	81%	73%

Source: LAVC OIE's s dashboards.

- For Fall 2020, the LAVC's second-year Promise students' success rates were higher than the campus-wide group's (90% vs. 73%). See Table 2 below for the success rates by group and term.

Table 2. Success rates by group.

Cohort	LAVC Promise	Campus-Wide
Fall 2019	89%	70%
Fall 2020	90%	73%

Source: LAVC OIE's special programs dashboard.

Saved 6/30/2022 10:37 PM by Cynthia Lopez

While the college has set an overall institution-set standard for the annual total number of institutional awards, each program is expected to have **minimum of ten (10) completions** annually contributing to that total.

A "**standard**" is a **minimum level of acceptable performance**. Should the program fall below a standard, some intervention should occur. For each program (degree or certificate) indicate whether it meets the standard by entering the number of awards, and if not, indicate the action plan for improvement.

*Must refer to the most recent academic year of data.

*Enter **Not Applicable** if non instructional or no degrees or certificates attached to program.

Awards-ISS

Program Name	Major Code	Meets Standard (10+ Awards)	Action Plan
Not Applicable	Not Applicable	Zero Completers	Not Applicable

Improvement



Results

Based on the data trends, evaluate the effectiveness of strategies and/or interventions implemented in prior years to improve student achievement.

- Indicate **"not applicable"** if no steps have been taken to improve student achievement.
- Briefly describe the intervention/strategy and the outcome based on the data.

The Los Angeles College Promise framework creates a structured approach to student success that provides new students with a set of requirements and services to prepare them for future success. At Los Angeles Valley College (LAVC), the First-Year Experience (FYE) uses the framework to connect students to their LACP benefits, encourage them to participate in support programs and services, help them feel valued and supported, and engage them in campus events and activities to promote their sense of belonging to a college community. The program helps new students acclimate to the social and academic expectations of college life by requiring them to complete services and activities to support their academic success. Students complete their New Student Orientation, where they learn about LAVC's policies and processes. The Counseling Department team helps them obtain a Student Educational Plan to enroll in the appropriate classes. They also submit their financial aid application to qualify for additional aid, which pays for their college expenses. Lastly, they participate in a transition activity, where they acquire the skills necessary to acclimate to the new requirements, rigor of their college courses, and culture of the campus.

Due to the COVID pandemic, the program did not implement the strategies or interventions planned during the 2019-20 and 2021-2021 academic years. Consequently, the program suffered massive staffing shortages and funding cuts, which impacted the program coordinator's ability to execute the goals and improvement plans.

The program had two Unclassified Paid Interns, which one had to split her time with District duties, to serve over 1200 current first and second-year students while onboarding over 900 new Promise students between October 2021 and June 2022. The program coordinator used PeopleSoft queries to monitor students' course units and withdraws to have the UPIs focus on the most vulnerable students, which resulted in a 94% persistence rate of first-year students from Fall 2021 to Spring 2022.

Additionally, due to the pandemic and changes in program services and activities, the program had to onboard the 2020 and 2021 first-year and second-year students very differently compared to previous years. Most new students did not get an abbreviated Student Educational Plans (SEPs) and enroll in their course units by the start of the fall semester. Consequently, a significant number of students did not register in at least 12 units by the deadline and were not eligible for the Promise benefits. Fortunately, the District Promise team helped the program onboard 83 first-year students for the Fall 2021 semester. Lastly, most first and second-year students were not able to update their comprehensive SEPs, meet with their counselors, and receive academic and support services.

Saved 6/30/2022 10:40 PM by Cynthia Lopez



Improvement Plan

In areas identified as needing improvement, describe strategies and/or interventions that the department/program will implement to help improve student achievement (successful course completion and award completion).

We will implement the following improvement plan for the 2022-23 academic year:

- We will revamp the onboarding process for new Promise students. The FYE program will reach out to students within a week after submitting their Promise application, inform them of their pending requirements, help them complete them, and invite them to an information session.
- The program will collaborate with the Counseling Department to restructure the transition activity to help new students successfully enter the path. They will provide information about their Career and Academic Pathway (CAP) services and completion teams, a demonstration on how to access the Career and Transfer Center resources, information on the Promise benefits and services, and assistance on how to complete their onboarding requirements.
- We will restructure the Canvas FYE course to provide students with step-by-step instructions on how to complete activities designed to connect them to academic and support programs and services.
- We will connect the first-year and second-year students to the activities and services at the Career/Transfer Center to help them learn about their Career and Academic Pathway (CAP), what is required to complete an associate degree, and the steps to apply for transfer.
- The Promise coaches will contact students within the fifth week of the fall term to help them identify any possible barriers to their success, connect them to their Promise benefits, refer them to their CAP counselors and coaches, and answer their questions.
- The program needs at least three additional workstations to better serve students. There is very little space in the Counseling Department's cubicle,

and it is not large enough for more than one coach to meet with a student.

Saved 6/30/2022 10:41 PM by Cynthia Lopez

Validation



Validation Comments

Please enter your **comments about the module**.

This box also documents the validation dialogue with the program. Please date and initial comments.

The committees use this information for planning and decision-making. Information should help the committee contextualize responses and requests.

- Does the analysis look at the **current data**?
- Does the analysis address the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?

Validator Response - Final

8/29/2022

FM

Saved 8/29/2022 2:46 PM by Florentino Manzano

Annual Program Review

Welcome Center

LAVC Program Review

2022

State: Completed

Annual Program Review

Police Orientation & Preparation Program (POPP)

LAVC Program Review

2022

State: Completed

Annual Program Review

Rainbow Pride Center

LAVC Program Review

2022

State: Completed

Annual Program Review

Basic Needs

LAVC Program Review

2022

State: Completed

Annual Program Review

Adult Education/ Vocational Education

Noncredit

LAVC Program Review

2022

State: Completed

Resources for Completing This Module

The following data are currently available for you to complete this module:

- Headcount Enrollment - All terms (simple dashboard) ***Updated**
- Success & Retention - All terms (simple dashboard) ***New**
- Fall Enrollment, Success, & Retention Data - *includes demographics and mode*
- Spring Enrollment, Success, & Retention Data
- Special Populations/Programs - Enrollment, Success & Retention
- Awards (Program Completions)
- Majors Data

Here is a [Quick Guide to Data Modules](#). *** New**

The following **videos** provide guidance on using the dashboards to answer specific questions:

- [How to answer the retention questions in the enrollment module.](#)
- [How to answer questions related to institution-set standards: success, retention, awards.](#)
- [How to answer questions related to equity.](#)
- [Awards Dashboard and the program review Data-Achievement module](#)



Success - Course Completion (Instructional Areas)

Analyze trends in the student success data (i.e. successful course completion). Compare **each discipline** to the college level data. *For noninstructional/service areas, compare the **population outcomes** to the college level data. *Successful course completion is defined as a grade of A,B,C, or Pass divided by all grades including Ws).

- Briefly summarize the success/course completion data.
- Identify any disciplines below the college average. (**instructional areas only*)
- Identify any disciplines with declining success rates. (**instructional areas only*)

Briefly summarize the course completion data:

Success rate Workforce: Spring 2020 = 88%, fall 2021 = 81%

Identify any disciplines below the college average. (**instructional areas only*):

N/A

Identify any disciplines with declining success rates. (**instructional areas only*):

See below.

Saved 6/30/2022 10:29 PM by Edgar Perez

Equity - Achievement



Equity - Course Outcomes (Instructional Areas)

In reviewing your course success rates, select at least one (1) course with large enrollment. How do the outcomes vary by ethnicity and gender? (Include the percentages.)

*Enter **Not Applicable** if non instructional program.

One of our largest enrolled courses is BSICSKL 111CE with an average class size from 39 students. In reviewing the outcomes, we have the following results:

1. Students who were 20 and younger or who were returning students had the highest success rates: 100%
2. Students who identified themselves as Black or Two or More races had 100% success rate while Asian students had a 67% success rate.
3. Female students had a success rate of 100% while male students had a success rate of 75%



Equity - Course Improvement (Instructional Areas)

As the college tries to close equity gaps in student achievement, what improvements can the department make to address the specific outcomes in the course(s) noted above?

Enter **Not Applicable if non instructional.*

Although all the success metrics are above the institution set standard, we should still focus on the discrepancy between the male/female differences. Another thing to note is the huge disparity on the lower success rate for Asian students. On the surface it is hard to identify why Asian students struggle with this course, but the content may have something to do with the success rate. Further evaluation is required to understand the discrepancy.



Equity - Special Program Outcomes (Non-Instructional)

In reviewing your special program success rates, how do the outcomes vary by ethnicity and gender? *(Include the percentages.)*

Enter **Not Applicable if exclusively an instructional program.*

N/A



Equity- Special Programs (Non-Instructional)

As the college tries to close equity gaps in student achievement, what improvements can the program make to address the specific program outcomes noted above?

Enter **Not Applicable if exclusively an instructional program.*

N/A



Majors Data

Review the [data on majors](#) for the programs in your department.

- Summarize trends for students indicating majors in your department.

**Enter Not Applicable if non instructional.*

Students in our program do not typically major in Workforce Development, so this does not apply.

Awards - Degrees & Certificates



Award Completion (Instructional areas)

For **ALL active programs** (degrees and certificates), review the trend data on award completions.

- Summarize and address the trend (e.g. increase, declines, inconsistency) *Include the number of awards in your summary.*

**Enter Not Applicable if non instructional.*

We have been awarding mainly Robotics and Workplace Success Noncredit Certificates. We issued 23 Robotics certificates in the 20-21 school year. Our Workplace Success certificates have been trending down. We only awarded 11 total in the 20-21 school year.



Majors Data

Consider your completion outcomes (awards data) in light of your majors data. Identify any relevant trends or inconsistencies.

**Enter Not Applicable if non instructional.*

Although we do not have any majors in Workforce, the decline on the Workplace Success certificates is probably due to not offering the classes for those certificates. In looking at the previous year course offerings, there were no sections offered with the Workplace Success certificate courses.

Institution-Set Standards (ISS)



Success - ISS

The institution has established an institution-set standard for course success (*students who successfully complete the course/A,B,C or P grades*) at **66%**.

- *For Instructional Areas* - Indicate whether **each discipline** in your area is performing at the (*minimum*) standard.
- *For Instructional Areas* - Identify **courses** that are **at or below** the standard for course success. Provide an improvement plan.
- *For Non-Instructional Areas* - Are the success rates for your **population/program** at or below the institution-set standard? Provide an improvement plan.

An institution-set "**standard**" is the **minimum level of acceptable performance** on an indicator. Should the program fall below a standard, some intervention should occur.

We are above the institutional set standard of success at 81% Fall 2021 and 88% for Spring 2020 vs. 66% College.

There are two courses that are below the ISS, BSICSKL 116CE at 58% and BSICSKL 108CE at 50% vs the 66% College.

- Improvement Plan: We will review the two courses and analyze the results. There are only one section of each of the courses, so we should be able to identify the gaps and troubleshoot the discrepancy.

While the college has set an overall institution-set standard for the annual total number of institutional awards, each program is expected to have **minimum of ten (10) completions** annually contributing to that total.

A "standard" is a minimum level of acceptable performance. Should the program fall below a standard, some intervention should occur. For each program (degree or certificate) indicate whether it meets the standard by entering the number of awards, and if not, indicate the action plan for improvement.

*Must refer to the most recent academic year of data.

*Enter **Not Applicable** if non instructional or no degrees or certificates attached to program.

Awards-ISS

No Records.

Improvement



Results

Based on the data trends, evaluate the effectiveness of strategies and/or interventions implemented in prior years to improve student achievement.

- Indicate "not applicable" if no steps have been taken to improve student achievement.
- Briefly describe the intervention/strategy and the outcome based on the data.

This is the first year of Program Review for the Workforce Development area. As a result, we don't have any previous knowledge of any steps taken to evaluate or implement any strategies. In the future, we will begin by creating better consistency in each course as a strategy to improve student achievement. We will ensure that the instructors collaborate by reviewing the SLO recommendations included in the Reflections.



Improvement Plan

In areas identified as needing improvement, describe strategies and/or interventions that the department/program will implement to help improve student achievement (successful course completion and award completion).

Because we are above the standards of the College, we don't have improvement areas. However, we plan to seek ways to increase overall student success, retention, and completions. There will be new certificates available in the next academic year and we hope to collect more data to be used for analysis.

Validation



Validation Comments

Please enter your **comments about the module**.

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The committees use this information for planning and decision-making. Information should help the committee contextualize responses and requests.

- Does the analysis look at the **current data**?
- Does the analysis address the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?

Validator Response - Final

Reviewed.

-MJ, 8/24/2022

Saved 8/24/2022 1:27 PM by Matthew Jordan

Validator Response - Final

The department has relatively high success rates but identified equity success disparities between men and women. The department plans to investigate this next year.

-BMH

Saved 7/28/2022 9:15 AM by Brandon Hildreth

