

Annual Program Review

Anthropology

LAVC Program Review

2022

State: Completed

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](#)
- [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.](#)

Enrollment (Instructional)



Enrollment Trends (Instructional)

Review the overall discipline enrollment trends for the last 6 years. Summarize the trends, noting any improvements or concerns.

Enrollment in Anthropology has not followed a consistent trend, but has been a little up and down over the 6 years (2014-2020). Overall, we have followed the recent college trend of declining enrollments.

Saved 5/24/2022 10:38 AM by Rebecca Stein



Equity -Enrollment (Instructional)

Compare discipline enrollment to the college enrollment demographics.

- How does each discipline compare to the college enrollment based on gender (percentages)?
- How does each discipline compare to the college enrollment based on race/ethnicity (percentages)?
- Is the enrollment in the discipline similar to the overall college enrollment distribution, or are there differences?

The discipline enrollment is roughly similar to that as of the college as a whole for ethnicity. Our students tend to be younger than the college average and skew slightly more towards female.

	Department	College
Female	61%	58%
Male	39%	42%
Under 20	34%	32%
20-24	31%	26%
25-39	24%	30%
40 or over	8%	13%
Hispanic	37%	39%
White	31%	30%
Two or More	18%	16%
Asian	6%	7%
Black or African American	4%	5%



Enrollment - Improvement Plans

Specify any plans for improvement, as applicable based on the data.

N/A

Retention



Retention - (Instructional)

Analyze trends in the data provided. Compare the discipline level retention data relative to the college's retention data.

- Describe using the current data.
- Is the discipline below the college retention level?
- Are there specific courses with lower retention?
- Is the discipline retention stable, increasing or declining?

The department retention rate has remained relatively steady over time and is slightly higher (88% in 2021) than the ISS.

Face-to-face classes and online classes have fairly similar retention rates in Anthropology (90 vs 87%)

All individual anthro classes have a retention rate higher than the college average with the exception of Anthro 104, which for 2021 was at 78%.

Saved 5/24/2022 10:46 AM by Rebecca Stein



Equity - Retention (All)

Are there identifiable equity gaps in the retention for the discipline(s), or program/population?

- Compare the retention data for your disciplines/department/program by age.
- Compare the retention data for your disciplines/department/program by gender.
- Compare the retention data for your disciplines/department/program by race/ethnicity.

Anthro retains women and men at very similar rates (88 vs 87%)

Anthro retains 25-39 year olds above the standard, but below the campus average (85%). In general, while our numbers are very close to the campus average, our retention rates for younger students (below 25) at a slightly higher rate than the campus average, and older students (25 and above) at a slightly lower rate than the campus average.

Black students (84%) at a rate lower than the other groups and at a rate that is exactly at the ISS.

Saved 5/24/2022 10:49 AM by Rebecca Stein

The institution has established an institution-set standard for course retention (*students who complete the course/ any grade other than a W*) at **84%**.

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



Retention - ISS

Compare the discipline level or department/program retention data to the college's **institution-set standard**. Is the discipline/department/program at, or below the college ISS for retention?

Consider the following:

- Describe using the current data.
- Include relevant course level data. (Instructional areas)
- Include an improvement plan if the discipline is at, or below the standard.

The discipline retention rate is above that of the ISS (88 vs 84%).

Saved 5/24/2022 10:50 AM by Rebecca Stein



Strategies for Improvement

Based on your data review above, what strategies can be implemented by the department, college, and/or district to maintain or improve retention?

Use of early formative assessments and the college's academic achievement alert system.

Saved 5/24/2022 10:50 AM by Rebecca Stein

Validation



Validation Comments

Please enter validation comments.

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.

- Was the **current** data for the program utilized?
- Has the department addressed the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?
- When appropriate, has the department identified additional data to consider?

Validator Response - Final

Reviewed.

-MJ, 8/24/2022

Saved 8/24/2022 2:19 PM by Matthew Jordan

Validator Response - Final

The department has enrollment trends that mirror the College's enrollment trends. In addition, the department has a relatively high retention rate across modalities. The department plans to utilize formative assessment and the College's early alert system as tools to increase retention.

-BMH

Saved 7/11/2022 8:35 PM by Brandon Hildreth

Annual Program Review

Art & Art Gallery

LAVC Program Review

2022

State: Completed

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- [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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- [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 to institution-set standards: success, retention, awards.](#)
- [How to answer questions related to equity.](#)

Enrollment (Instructional)



Enrollment Trends (Instructional)

Review the overall discipline enrollment trends for the last 6 years. Summarize the trends, noting any improvements or concerns.

Since 2015 enrollments have declined by 27%, but above the 36% decline across the college.

Winter and Summer enrollments show an increase in enrollments for Art (32% for Summer, 91% for Winter), above the college (3% for Summer, 22% for Winter).

The Art Department's success rate of 72% remains above the ISS of 66%. Additionally, retention rates at 89% are above the ISS of 84%.

Gender analysis states that male success is at 69%, above the ISS of 66%.; at 74% for unknown groups, and 74% for females both above the ISS of 66%.

Groups above the ISS are American Indian or Native Alaskan (83%), Asian (80%), White (79%), Unreported or unknown (74%), Two or more races, (70%).

Concurrent enrollment High School students and first year transfer students are both 61%, below the ISS of 66%

The demographic that struggles the most in the Art Department is Black/African American at 55% and Native Hawaiian/ Pacific Islander, also at 55% success, well below the ISS. Latino students' success is at 66%, which is at the ISS. We hope that the Art Gallery partnerships with Umoja Black Scholars, Puente and other collaborations in the campus community will help bridge this gap. We are also adjusting our classroom pedagogy to bring classically under-represented groups into the status quo of historical and contemporary examples and study.

The Art Department's Credit Enrollment Retention is at 89%, above the ISS of 84%. For first time transfer students, retention is below, at 79%, as well as for Black/African American (83%, just slightly below), and Native Hawaiian or Pacific Islander,(73%).

Saved 6/27/2022 4:37 PM by Eugenia Sumnik-Levins



Equity -Enrollment (Instructional)

Compare discipline enrollment to the college enrollment demographics.

- How does each discipline compare to the college enrollment based on gender (percentages)?
- How does each discipline compare to the college enrollment based on race/ethnicity (percentages)?
- Is the enrollment in the discipline similar to the overall college enrollment distribution, or are there differences?

The following summarizes enrollment success data

Art enrollment by gender:

Female - 60.8%; college level is 57.9%. Art is above the college enrollment for females

Male - 39.2%; college level is 42.1%. Art is below the college enrollment for males.

Art enrollment by race/ethnicity:

These statistics are based on Fall 2021 data, not the full six years.

Asian - 83%; college level is 78%

Black/African-American - 49%; college level is 64%. (Art is up 6% from last Program Review)

Latino - 64%; college level is 63% (Art is down 6% from the last Program Review)

Two or more - 72%; college level is 67%

Native Hawaiian/other Pacific Islander - No data for Art; 52% college level is 70% (Art is up 8% from last Program Review)

Unreported or unknown - 85%; college level is 74%

White - 79%; college level is 76%

Native American/Alaskan Native 75%, college level is 81%

We see the largest equity gap among Black/African American students. We will continue to work with Umoja to identify ways to bridge this gap. More support staff across departments and special programs are needed to assist this effort.

Saved 6/15/2022 3:24 PM by Jenene Nagy



Enrollment - Improvement Plans

Specify any plans for improvement, as applicable based on the data.

This past year the Art Gallery has partnered with Special Programs on campus to offer targeted workshops and lectures for students from Puente, Umoja Black Scholars, and Guardian Scholars among others. This has increased the visibility of the Art Department which we hope will result in increased enrollment for our classes. In collaboration with Dr. Sherri Rodriguez, for the past two years, we have continued this work with a series titled Art Is Good For You! We will be adding more to this series next year with an art therapy program open to all students, faculty, and staff, led by Gallery Director Jenene Nagy and LAVC Behavioral Health Clinician Allison Lopez.

For the first time this year, the Art Gallery invited all students campus-wide to participate in the Annual Art Student Exhibition. We believe this will also draw attention to the art department's offerings. Next year we plan to move back to in-person gallery programming after two and a half years of virtual offerings.

The Art Department has also been working with Dual Enrollment to bolster relationships and communication to increase student success, and attract students to our department.

Saved 6/15/2022 3:28 PM by Jenene Nagy

Retention



Retention - (Instructional)

Analyze trends in the data provided. Compare the discipline level retention data relative to the college's retention data.

- Describe using the current data.
- Is the discipline below the college retention level?
- Are there specific courses with lower retention?
- Is the discipline retention stable, increasing or declining?

The Art discipline retention Fall to Fall 2021 is 87%. The college's retention rate is 86%. Art as a discipline is slightly higher than the college retention average.

The following specific courses have lower retention:

Art 111 - was at 91% in 2020 and in 2021 is down to 75% (spring to spring; this class is only offered online)

Art 201 - 89% in 2020, dropped to 77% in 2021 (fall to fall; in spring it was 83%)

Art 300 - 96% in 2020, dropped to 80% in 2021 (fall to fall; spring increased to 89% in 2021)

Art 304 - 92% in 2020, dropped to 67% in 2021

Art 307 - 93% in 202, dropped to 63% in 2021 (back up to 75% spring 2021)

Art 501 - 91% in 2020, dropped to 78% in 2021 (back up to 86% spring 2021)

We saw a slight decrease in certain classes. We believe this is due to remote learning and the loss of full-time faculty. In these classes, we saw a bounce back in retention in the following spring.

Saved 6/15/2022 4:04 PM by Jenene Nagy



Equity - Retention (All)

Are there identifiable equity gaps in the retention for the discipline(s), or program/population?

- Compare the retention data for your disciplines/department/program by age.
- Compare the retention data for your disciplines/department/program by gender.
- Compare the retention data for your disciplines/department/program by race/ethnicity.

The following summarizes Retention data

For fall 2020 to fall 2021

Retention by Age

College: 20 and under - 89%, 20-24 - 84%; 25-39 - 85%; 40 or more - 87%;

Art Dept.: 20 and under 90%, 20-24 - 88%; 25-39 - 85%; 40 or more - 86%; the Art Department is 4% above the College retention for fall 20-21, and up 2% over last year's Program Review.

Retention by Gender

College: Female - 86%; Male - 86%, Unknown - 88%

Art Dept.: Female - 87%; Male - 89%, Unknown 83%

We do not see statistically significant equity gaps in age or gender.

Retention by race/ethnicity for the college

Pacific Islander/Native Hawaiian 71%

Asian 89%

White 89%

Unreported/Unknown 87%

American Indian/Alaskan Native 92%

Two or More 84%

Hispanic, Latino 85%

African American/Black 84%

Department:

Pacific Islander/Native Hawaiian - no data

Asian 91%

White 90%

Unreported/Unknown 94%

American Indian/Alaskan Native -75%

Two or More 86%

Hispanic, Latino 86%

African American/Black 78%

Art Department Retention by Race/Ethnicity for 2016-2021

Native Hawaiian or Pacific Islander 73%

White 91%

Asian 90%

Unreported/Unknown 92%

2 or more races 88%

Hispanic/Latino 88%

American Indian or Alaskan Native 92%

Black or African American 83%

College Retention by Race/Ethnicity for 2016-2021

Pacific Islander/Native Hawaiian 89%

Asian 88%

White 89%

Unreported/Unknown 87%

American Indian/Alaskan Native 84%

Two or More 84%

Hispanic, Latino 84%

African American/Black 83%

Saved 6/15/2022 5:03 PM by Jenene Nagy

Institution-Set Standards (ISS)

The institution has established an institution-set standard for course retention (*students who complete the course/ any grade other than a W*) at **84%**.

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



Retention - ISS

Compare the discipline level or department/program retention data to the college's **institution-set standard**. Is the discipline/department/program at, or below the college ISS for retention?

Consider the following:

- Describe using the current data.
- Include relevant course level data. (Instructional areas)
- Include an improvement plan if the discipline is at, or below the standard.

Retention by Race/Ethnicity for 2016-2021: Art Department: Native Hawaiian or Pacific Islander 73%; White 91%; Asian 90%; Unreported/Unknown 92%; 2 or more races 88%; Hispanic/Latino 88%; American Indian or Alaskan Native 92%; Black or African American 83%.

The Art Department retention by race/ethnicity is above the ISS for all except Native Hawaiian/Pacific Islander, and Black/African American. The department is at the same percentage rate as the college for Black/African American. (83%, 1% below the ISS)

Saved 6/15/2022 4:56 PM by Jenene Nagy



Strategies for Improvement

Based on your data review above, what strategies can be implemented by the department, college, and/or district to maintain or improve retention?

The Art Department continually reviews scheduling to see if there are specific offering times that retain students better than others. However, we are limited in our ability to implement scheduling solutions because of our space limitations. (included in the Facilities module).

Studio classes require expensive media. Financial aid should be available to students to help retention; this would also help to promote equity.

Since students need workspace to work on their coursework assignments outside of class time, often requiring considerable time, the Art Department is requesting an Instructional Assistant and studio space to increase student access to improve retention (included in the Hiring module).

Comparing our facilities to our sister schools, Mission and Pierce, the Art Department facilities at LAVC are simply less attractive and less functional, which may also be causing problems with retention. The college and the district should work with the LAVC Art Department to implement a plan instead of telling us to wait for a new building, which may never happen.

The Art Department has developed Guided Pathways to direct students in the Arts, Media, and Design CAP to appropriate higher level classes within the discipline to improve their success, and therefore retention.

Art has restructured its Studio Art AA to help create more focused options for their success and retention.

Saved 6/15/2022 5:01 PM by Jenene Nagy

Validation



Validation Comments

Please enter validation comments.

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.

- Was the **current** data for the program utilized?
- Has the department addressed the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?
- When appropriate, has the department identified additional data to consider?

Validator Response - Final

The department has used current data, met and addressed the ISS, and developed improvement plans as needed.

Saved 6/28/2022 6:56 PM by Carmen Dominguez

Validator Response - Final

Reviewed.

-MJ, 8/24/2022

Saved 8/24/2022 3:07 PM by Matthew Jordan

Annual Program Review

Academic Resource Center

LAVC Program Review

2022

State: Completed

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Enrollment (Instructional)



Enrollment Trends (Instructional)

Review the overall discipline enrollment trends for the last 6 years. Summarize the trends, noting any improvements or concerns.

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 retention is consistently above the college average (all overall retention rates are above 90%) (Figure 1.).

Writing Center: For the Writing Center (Fall 2021=42), the retention rate is 100%. Retention rates for students in English 101 show 100% for students who use the tutoring service (Figure 2.).

Math Lab: For the Math Lab (Fall 2021=131), the retention rate is 83% for those attending tutoring (Figure 3.). Retention data for Math 227 is particularly exciting with a 24% increase in retention (Figure 4.) and Math 125 shows a 15% increase for students who use the tutoring service (Figure 5.).

General Tutoring Center: For the General Tutoring Center, students getting tutoring for Statistics is 69%, Chemistry is 84%, Physics is 75%, Music is 100%, and Anatomy is 67% (Figure 5.).

Figure 1. All ARC Attendance Retention Fall 2021

The retention rate for those using the ARC (Fall 2021 attendance=919) is very high with 100% of students being retained.

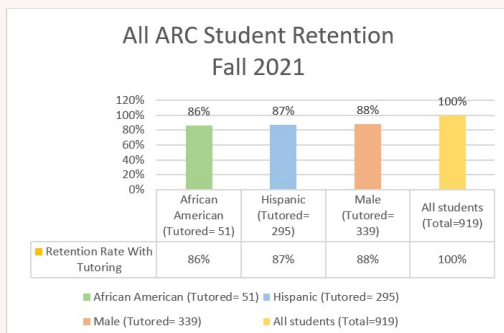
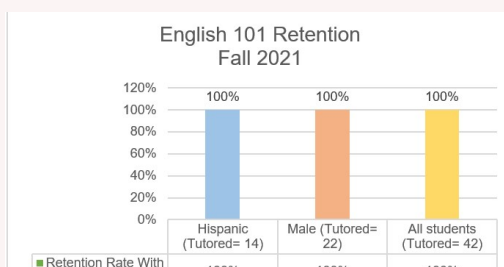


Figure 2. English 101 Retention Fall 2021

The retention rate for those taking English 101 is also very high with 100% of students being retained.



Tutoring	100%	100%	100%
Hispanic (Tutored= 14)	Male (Tutored= 22)	All students (Tutored= 42)	

Figure 3. All Math Lab Attendance Retention Fall 2021

The retention rate for those using the Math Lab (Fall 2021 attendance=131) is 83% of students being retained.

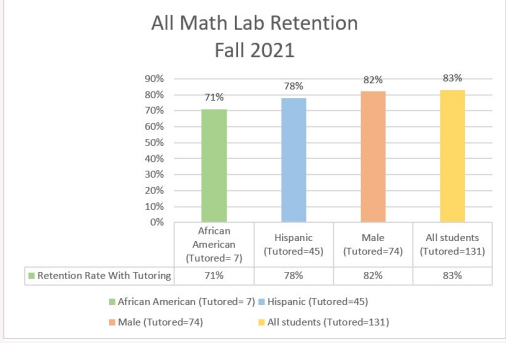


Figure 4. All Math courses Retention Fall 2021

The retention rate for those taking Math 227 and attending the Math Lab is 84%, Math 259 and attending the Math Lab is 74%, Math 125 and attending the Math Lab is 85%, Math 270 and attending the Math Lab is 89%, Math 262 and attending the Math Lab is 91%, Math 120 and attending the Math Lab is 100%, and Math 260 and attending the Math Lab is 67%.

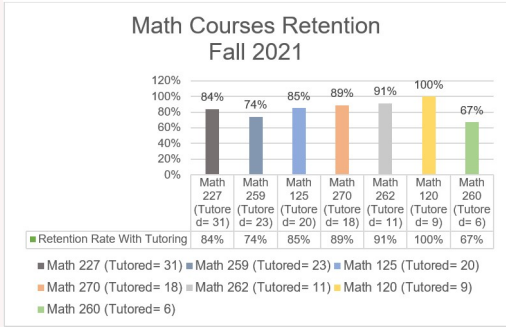
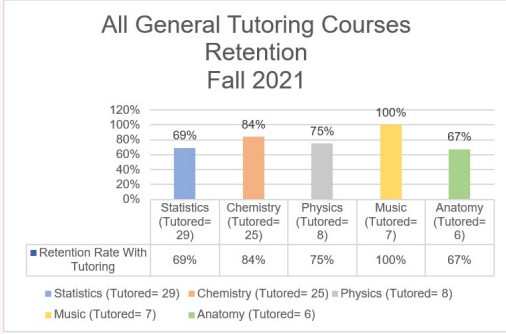


Figure 5. All General Tutoring Center Courses Attendance Retention Fall 2021

The retention rate for those attending the General tutoring Center and taking Statistics is 69%, Chemistry is 84%, Physics is 75%, Music is 100%, and Anatomy is 67%.



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



Equity -Enrollment (Instructional)

Compare discipline enrollment to the college enrollment demographics.

- How does each discipline compare to the college enrollment based on gender (percentages)?
- How does each discipline compare to the college enrollment based on race/ethnicity (percentages)?
- Is the enrollment in the discipline similar to the overall college enrollment distribution, or are there differences?

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.

Gender:

Retention rates for males who use ARC services are 88% and for females are 91%.

Age

The impact of tutoring on retention when disaggregated by age shows a consistent increase in retention rates across all age groups who use tutoring services (Figures 2 and 5).

As noted above, successful implementation and integration of the Early Alert system through PeopleSoft can improve retention. Offering Ongoing professional development for faculty, staff, and administrators to create a campus culture that's inclusive, supportive, yet rigorous is also important. The Intrusive student and academic support services (e.g. programs associated with Guided Pathways) tied to milestones should also increase retention.

Figure 2. All Writing Center Retention by Age Fall 2021

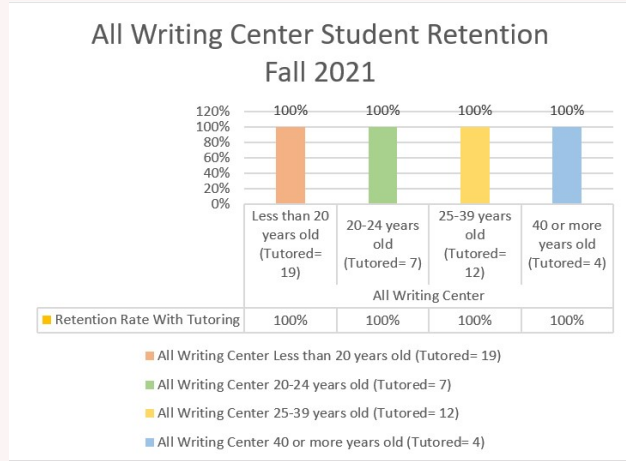
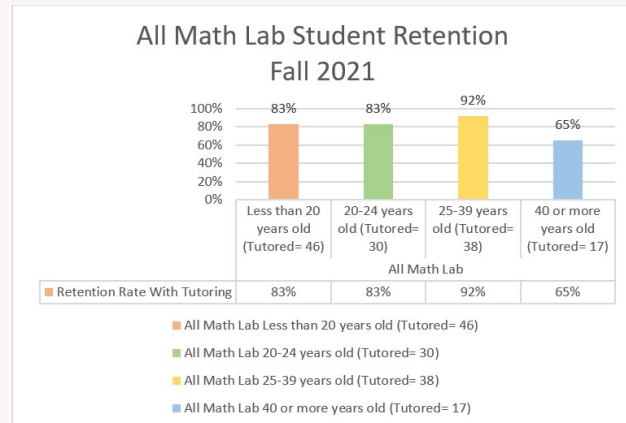


Figure 5. All Math Lab Retention by Age Fall 2021



Saved 6/15/2022 2:23 PM by Scott Weigand



Enrollment - Improvement Plans

Specify any plans for improvement, as applicable based on the data.

Successful implementation and integration of the Early Alert system through PeopleSoft can improve retention. Offering ongoing professional development opportunities for faculty, staff, and administrators to create a campus culture that's inclusive, supportive, yet rigorous is also important. The Intrusive student and academic support services (e.g. programs associated with Guided Pathways) tied to milestones should also increase retention.

Saved 6/8/2022 3:46 PM by Farzaneh Sheikholeslami



Retention - (Instructional)

Analyze trends in the data provided. Compare the discipline level retention data relative to the college's retention data.

- Describe using the current data.
- Is the discipline below the college retention level?
- Are there specific courses with lower retention?
- Is the discipline retention stable, increasing or declining?

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For the students who used ARC tutoring services (Fall 2021=919), their retention is consistently above the college average (all overall retention rates are above 90%) (Figure 1.).

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Math Lab: For the Math Lab (Fall 2021=131), the retention rate is 83% for those attending tutoring (Figure 3.). Retention data for Math 227 is particularly exciting with a 24% increase in retention (Figure 4.) and Math 125 shows a 15% increase for students who use the tutoring service (Figure 5.).

General Tutoring Center: For the General Tutoring Center, students getting tutoring for Statistics is 69%, Chemistry is 84%, Physics is 75%, Music is 100%, and Anatomy is 67% (Figure 5.).

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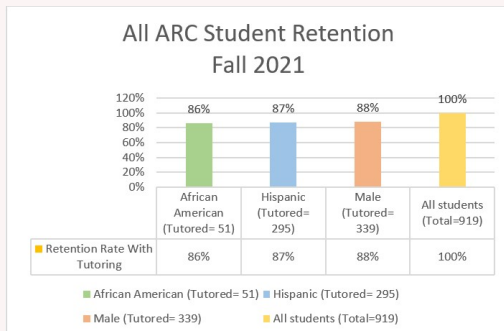


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The retention rate for those taking English 101 is also very high with 100% of students being retained.

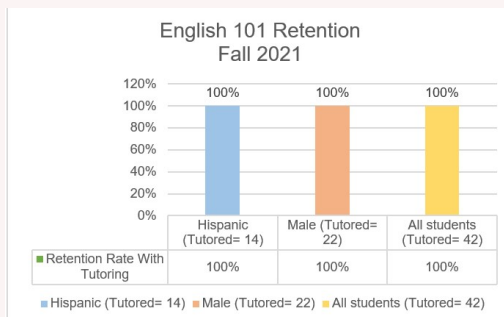
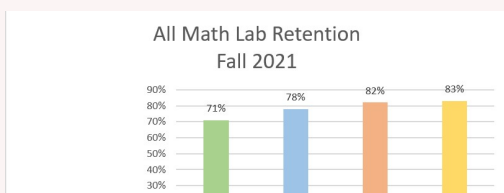


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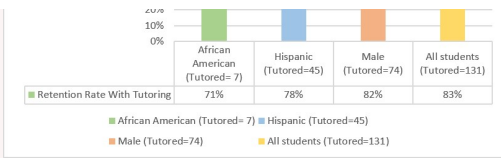


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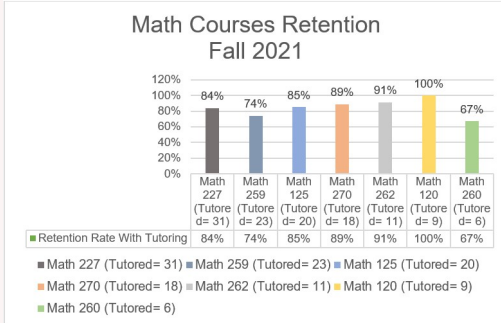
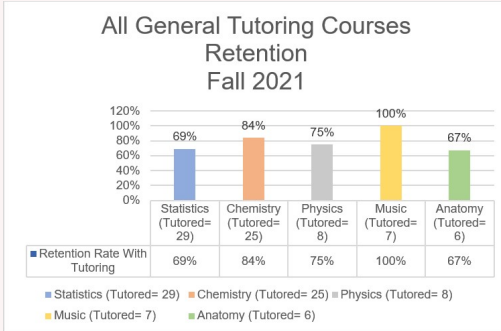


Figure 5. All General Tutoring Center Courses Attendance Retention Fall 2021

The retention rate for those attending the General tutoring Center and taking Statistics is 69%, Chemistry is 84%, Physics is 75%, Music is 100%, and Anatomy is 67%.



Saved 6/15/2022 2:23 PM by Scott Weigand



Equity - Retention (All)

Are there identifiable equity gaps in the retention for the discipline(s), or program/population?

- Compare the retention data for your disciplines/department/program by age.
- Compare the retention data for your disciplines/department/program by gender.
- Compare the retention data for your disciplines/department/program by race/ethnicity.

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.

Of the 919 students who used the ARC tutoring service, 51 (5.5%) students were African American, 177 (19.3%) were two or more races, and 295 (32.1%) were Hispanic. 399 (43.4%) students were male (Figure 1.).

College enrollment based on gender is 42% male and 58% female in Fall 2021. College enrollment based on ethnicity for African American students is 5.1% and for Hispanic students 38.6%.

Gender:

Retention rates for males who use ARC services are 88% and for females are 91%.

Age

The impact of tutoring on retention when disaggregated by age shows a consistent increase in retention rates across all age groups who use tutoring services (Figures 2 and 5).

As noted above, successful implementation and integration of the Early Alert system through PeopleSoft can improve retention. Offering Ongoing professional development for faculty, staff, and administrators to create a campus culture that's inclusive, supportive, yet rigorous is also important. The Intrusive student and academic support services (e.g. programs associated with Guided Pathways) tied to milestones should also increase retention.

Figure 1. All ARC Center Retention Fall 2021

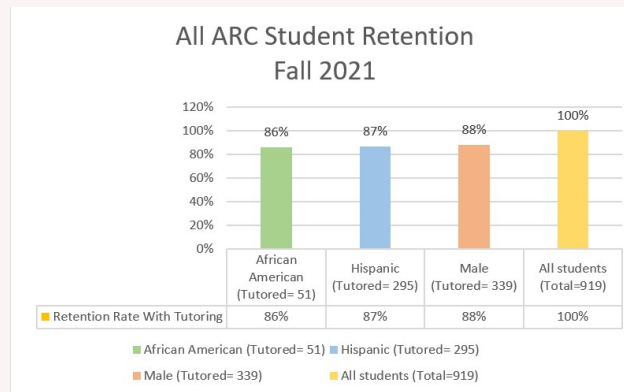


Figure 2. All Writing Center Retention by Age Fall 2021

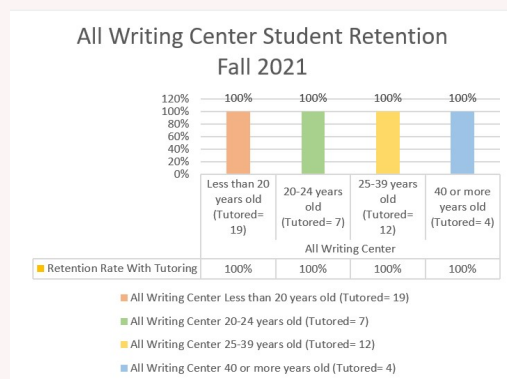
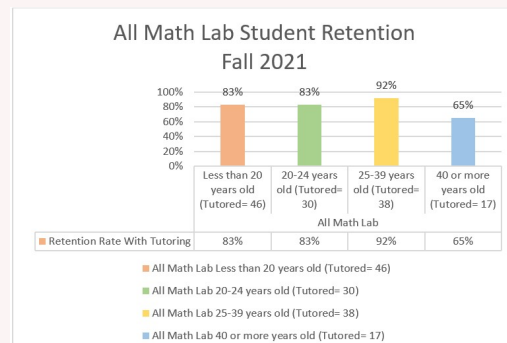


Figure 5. All Math Lab Retention by Age Fall 2021



Saved 6/15/2022 2:24 PM by Scott Weigand

Institution-Set Standards (ISS)

The institution has established an institution-set standard for course retention (*students who complete the course/ any grade other than a W*) at **84%**.

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



Retention - ISS

Compare the discipline level or department/program retention data to the college's **institution-set standard**. Is the discipline/department/program at, or below the college ISS for retention?

Consider the following:

- Describe using the current data.
- Include relevant course level data. (Instructional areas)
- Include an improvement plan if the discipline is at, or below the standard.

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

Saved 6/8/2022 3:51 PM by Farzaneh Sheikholeslami



Strategies for Improvement

Based on your data review above, what strategies can be implemented by the department, college, and/or district to maintain or improve retention?

Successful implementation and integration of the Academic Achievement Alert (i.e., Early Alert) system through PeopleSoft can improve retention. Ongoing professional development for faculty, staff, and administrators to create a campus culture that's inclusive, supportive, yet rigorous is also important. The Intrusive student and academic support services (e.g. programs associated with Guided Pathways) tied to milestones should also increase retention.

Saved 6/15/2022 2:26 PM by Scott Weigand

Validation



Validation Comments

Please enter validation comments.

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.

- Was the **current** data for the program utilized?
- Has the department addressed the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?
- When appropriate, has the department identified additional data to consider?

Validator Response - Final

With the variety of modalities being used to offer academic support, more data and analysis should be done going forward.

Hooray! BTW, there was no attachment so I'll follow up.

6/30/22

Dd

Saved 6/30/2022 6:47 PM by Deborah diCesare

Validator Response - Final

Strong data. I agree about Academic Achievement Alert. -MJ, 8/3/2022

Annual Program Review

Athletics

LAVC Program Review

2022

State: Completed

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](#)
- [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.](#)

Enrollment (Instructional)



Enrollment Trends (Instructional)

Review the overall discipline enrollment trends for the last 6 years. Summarize the trends, noting any improvements or concerns.

N/A



Equity -Enrollment (Instructional)

Compare discipline enrollment to the college enrollment demographics.

- How does each discipline compare to the college enrollment based on gender (percentages)?
- How does each discipline compare to the college enrollment based on race/ethnicity (percentages)?
- Is the enrollment in the discipline similar to the overall college enrollment distribution, or are there differences?

We have five men sport opportunities and five women sport opportunities, which sounds equal, BUT it is not because of the number of participants. It is based on the percentage of Male/Female population of our student body.

Football has such a large number of participants that it puts us out of balance.

Football - 90	Women's Soccer - 22
Men's Basketball - 17	Women's Basketball - 11
Men's Polo - 12	Women's Polo - 11
Men's Swim - 12	Women's Swim - 12
Baseball - 31	Softball - 18

Our request is to reinstate our men's and women's cross country & track/field programs.

We would like to add a women's tennis or volleyball team since we have the facility for that sport.

Since we are out of compliance with Title IX, either of these additions will work to ensure we meet the standards.

Men's soccer has been wanted throughout the community for years, however the addition would not help with Title IX. The demand is extremely high since 2 out of 3 community colleges in the San Fernando Valley do not have men's soccer programs



Enrollment - Improvement Plans

Specify any plans for improvement, as applicable based on the data.

Not applicable

Saved 7/21/2022 9:48 AM by Elizabeth Negrete

Retention



Retention - (Instructional)

Analyze trends in the data provided. Compare the discipline level retention data relative to the college's retention data.

- Describe using the current data.
- Is the discipline below the college retention level?
- Are there specific courses with lower retention?
- Is the discipline retention stable, increasing or declining?

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



Equity - Retention (All)

Are there identifiable equity gaps in the retention for the discipline(s), or program/population?

- Compare the retention data for your disciplines/department/program by age.
- Compare the retention data for your disciplines/department/program by gender.
- Compare the retention data for your disciplines/department/program by race/ethnicity.

Institution-Set Standards (ISS)

The institution has established an institution-set standard for course retention (*students who complete the course/ any grade other than a W*) at **84%**.

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



Retention - ISS

Compare the discipline level or department/program retention data to the college's **institution-set standard**. Is the discipline/department/program at, or below the college ISS for retention?

Consider the following:

- Describe using the current data.
- Include relevant course level data. (Instructional areas)
- Include an improvement plan if the discipline is at, or below the standard.

NA

Saved 8/9/2022 10:51 AM by Elizabeth Negrete



Strategies for Improvement

Based on your data review above, what strategies can be implemented by the department, college, and/or district to maintain or improve retention?

Improve facilities, budget, sports information specialist, website, assist with recruiting top student athletes, and market with four year schools.

Sports information specialist and exposure through website/social media are the "front door" to the college.

Broadcasting sporting events to public to attract attention to our college.

More availability from counseling department.

Validation



Validation Comments

Please enter validation comments.

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.

- Was the **current** data for the program utilized?
- Has the department addressed the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?
- When appropriate, has the department identified additional data to consider?

Validator Response - Final

8/25/2022

FM

Saved 8/25/2022 11:38 AM by Florentino Manzano

Validator Response - Final

Equity-Retention data is missing.

L. Negrete- 8/9/2022

Saved 8/9/2022 10:54 AM by Elizabeth Negrete

Annual Program Review

Biological Science & Bio Tutoring

LAVC Program Review

2022

State: Completed

??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](#)
- [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.](#)

Enrollment (Instructional)



Enrollment Trends (Instructional)

Review the overall discipline enrollment trends for the last 6 years. Summarize the trends, noting any improvements or concerns.

For the most part enrollment has a decrease especially during the Fall semester down to 1499 in Fall 2021 from 1766 in Fall 2020 (15% change which is the same for the college). In the Spring semesters the numbers have not changed significantly down to 1829 from 1965 in the previous year (7% change) versus a change of 18% for the college. The biological sciences department continues to have good enrollment numbers despite the overall trend of lower enrollment. It is noteworthy to mention the increase in enrollment in the summer from 257 to 357 was not reflected in the current year as the numbers declined to 274. Winter decreased slightly from 187 to 162. The numbers overall reflect the trend seen by the college.

The discipline trends in enrollment are as follows from Fall 2015 to Fall 2021:

Non-majors:

- Biology 3: 34.6% decrease.
- Biology 5: 191.7% increase (this is a new class).
- Biology 22: 69% decrease.
- Biology 33: 3.9% increase.

Majors:

- Biology 6: 0% no change.
- Biology 7: 29% decrease.

Other discipline areas:

- Anatomy 1: 35% decrease.
- Microbiology 20: 4.4% increase.
- Physiology 1: 29.3% increase.

Saved 6/23/2022 1:17 PM by Becky Green-Marroquin



Equity -Enrollment (Instructional)

Compare discipline enrollment to the college enrollment demographics.

- How does each discipline compare to the college enrollment based on gender (percentages)?
- How does each discipline compare to the college enrollment based on race/ethnicity (percentages)?
- Is the enrollment in the discipline similar to the overall college enrollment distribution, or are there differences?

Data from Fall 2021 for the college is **57.9% female, 38.9% Hispanic, 7.1% Asian and 5.1% Black/African American**.

In terms of gender the department is **overall female at 67.3%**. The data show Bio 3/5/22 to be approximately 62% female, Anatomy at 71.4% female,

Microbiology at 70.5% female and Physiology at 71.8% female. Biology 33 was at 74.7.5% females. Notably Bio 5 is the highest with 76% female students. The majors classes (Bio 6/7) averaged about 54.8% female. All of the Biological Sciences are above the college average for female students except for Majors biology.

Overall in the Biological Sciences the race/ethnicity is **44.8% Hispanic, 10.5% Asian and 3.8% Black/African American**.

The discipline areas show varied numbers for **Hispanics** in the nonmajors introductory classes: Bio 3 is 47.4%, Bio 5 is 57.1%, Bio 22 is 59.1%, and Bio 33 is 34.2%. Bio 5 is on the direct pathway to fulfilling Allied Health and along with Bio 22 it reflects the highest number of Hispanic students, **well above** the college average. Anatomy showed 47.9% Hispanics, Microbiology was 36.3% Hispanic, and Physiology was 41.4% Hispanic, which are all close to the college average except for Anatomy which is higher than the college average. The majors classes (Bio 6/7) were similar the college average at 40% and 42.1% Hispanics.

Overall in the Biological Sciences the race/ethnicity is 10.3% **Asian** which is well above the 7.1% college average. All classes are about the average except for Bio 3 (7.5%), and Bio 22 (4.5%) for the Fall 2021.

Overall in the Biological Sciences the race/ethnicity is 3.8% **Black/African American** which is below the College average. Only Bio 6 (5%), Bio 33 (8.9%), and Microbiology (4.7%) are at or above the LAVC overall average of 5.1%.

We have a high number of underrepresented students and females in the Biological Sciences Department. Our target for improvement would be the Black/African American population.

Saved 6/23/2022 1:03 PM by Becky Green-Marroquin



Enrollment - Improvement Plans

Specify any plans for improvement, as applicable based on the data.

Improvement plans include outreach to local high schools to encourage students to join our college and take classes within the Biological Sciences Department.

Partnerships and collaborations across the campus along with special funding through grants such as PaCES and Upward Bound will be used to increase outreach to high schools.

We will strive to offer more tutoring hours especially for the underrepresented student population and encourage them to participate. Workshops for the nonmajors will be offered on a regular basis to reinforce the material that is covered within the classes.

Counselors should encourage students to take Biology 5 instead of Biology 3 as a prerequisite for Anatomy and that Biology 3 and 22 is available as a choice for life science transfer.

We will continue to have different modalities of class offerings in the future to include 8-week classes. We need to make sure that students take the format that works best for them.

We need to hire an additional faculty member to replace recent retirements in the area of Microbiology and Biology 3. In order for our program to grow, we will need additional full time faculty members.

We will continue to work with the Umoja program to help support underrepresented students.

We will continue to offer honors classes to cater to high achieving students.

Saved 7/21/2022 1:49 PM by Carmen Dominguez

Retention



Retention - (Instructional)

Analyze trends in the data provided. Compare the discipline level retention data relative to the college's retention data.

- Describe using the current data.
- Is the discipline below the college retention level?
- Are there specific courses with lower retention?
- Is the discipline retention stable, increasing or declining?

Compared to the college average, the Biological Sciences Department showed a lower retention rate due to the disproportional enrollment of Anatomy 1 and Biology 3 students. Out of the head count of 1,499 students, 534 were in Biology 3; 234 were in Anatomy 1.

The courses with lower retention rates: Anatomy 1 (67%), Biology 3 (81%), and Biology 7 (61%) in Fall 2021. These are low compared to the Institutional standard of 84%.

This can be explained due to the partial shift of online learning and hybrid learning, which is really difficult for students to navigate especially for online labs, but we have always had an issue with retention in these classes. Biology 3 and Biology 7 are classes that first time students usually take that are not prepared for the rigors of college. Anatomy 1 is the first difficult class in the Allied Health Science pathway, so many students are not prepared to spend the needed amount of time to study for it.

All prerequisites need to be enforced. Our department has carefully considered the skills needed to succeed in each class. Without these skills then it should be expected that students will not stay in class and be successful.

Furthermore, the Biological Sciences department had lost 3 full time instructors in the past 3 years and only two positions have been filled. Having lost 2 full-time instructors during COVID has been detrimental to the program as well. Having more full time instructors in the department is instrumental for student retention as explained in the following study: Academic Performance in Community Colleges: The Influences of Part-Time and Full-Time Instructors (Xu, 2019).

"The observed consistent negative impacts of part-time adjuncts on follow-on course enrollment and completion rates across all categories of fields warrant policy attention: If this pattern holds true across community colleges in other states, it would imply that the continued increased reliance on part-time adjuncts in 2-year colleges could harm these students' educational outcomes. This echoes and partly explains the consistent findings based on aggregated data (e.g., Eagan & Jaeger, 2009; Jacoby, 2006; Jaeger & Eagan, 2009) that community college student graduation rates decrease as the proportion of part-time adjunct instructors employed increases."

Saved 7/20/2022 6:19 PM by Carmen Dominguez



Equity - Retention (All)

Are there identifiable equity gaps in the retention for the discipline(s), or program/population?

- Compare the retention data for your disciplines/department/program by age.
- Compare the retention data for your disciplines/department/program by gender.
- Compare the retention data for your disciplines/department/program by race/ethnicity.

Depending on the subject, students who are 40 years of age and older in Anatomy 1 had the lowest retention rate of 50%. Biology 3 students in the age group of 20 years of age and younger had the highest retention rate of 82%. Notably Biology 6 had higher retention rate than the instructional rate in the age group of 20 years of age and younger of 94%. The retention rates of both genders are about 3% lower than the college set standard. The equity gaps follow the same trends as the success rate. It is important to note that these values are based on a small (n) value.

The retention data by race/ethnicity is lower than the college standard for all races during the fall 2021 with **Black/African American** students and **native Hawaiian/Pacific Islanders** students amongst the lowest retention rates of 61% and 67% respectively.

A younger audience responds better to technology in the classroom. Better WIFI for internet-based learning activities, individual tablets for use in the classrooms, workshops to train younger students to improve their time management and study skills.

Various age groups of students respond better in various formats such as face to face, online, and hybrid formats. The biology department will continue to offer a variety of class formats to accommodate all types of learning.

As mentioned previously, hiring full time instructors positively affects retention.

Saved 7/20/2022 6:18 PM by Carmen Dominguez

Institution-Set Standards (ISS)

The institution has established an institution-set standard for course retention (*students who complete the course/ any grade other than a W*) at **84%**.



Retention - ISS

Compare the discipline level or department/program retention data to the college's **institution-set standard**. Is the discipline/department/program at, or below the college ISS for retention?

Consider the following:

- Describe using the current data.
- Include relevant course level data. (Instructional areas)
- Include an improvement plan if the discipline is at, or below the standard.

The current data shows the **Biotech** had a very high retention rate of near 100%. On the other hand, the Biological Sciences discipline had a lower retention rate overall than the ISS of 84%. During the Fall of 2020 the retention rate went down to 75% because of the transition to fully online learning. That rate is now higher at 77%. In the Spring semesters it remained the same. The complete shift online during of Fall 2020 played a big factor in the drop in retention. We should see the numbers rise again as a discipline once we start offering a variety of modalities of classes.

As described in the previous module the department will:

- Continue to use "Get Ready for Biology 3, Anatomy and Biology 7 modules" via Canvas to help students be better prepared to take the classes.
- Request an embedded tutor for each section.
- Continue encouraging students to attend tutoring workshops.
- Continue encouraging faculty to explore new teaching strategies like the Teaching Integration Academy (TIA).
- Continue requesting additional tutoring resources.

Saved 7/20/2022 6:17 PM by Carmen Dominguez



Strategies for Improvement

Based on your data review above, what strategies can be implemented by the department, college, and/or district to maintain or improve retention?

What strategies can be implemented by the department, college, and/or district to maintain or improve retention?

District shall:

- Shall explore ways to provide free tuition to all students so that they will work less and spend more time studying and be full time students.
- Shall explore ways to encourage student success by offering textbook and tuition reimbursement if a student passes a class.
- Shall have a mechanism in place to promote the academic readiness of students entering into science classes.
- Provide more funding for tutoring.
- Reduce class size.
- Provide students with smart tablets and WIFI at home.
- Provide students with free low cost access to online resources such as, PhysioEX or Visible body.

College shall:

- Encourage and promote basic learning and time management skill classes to all students so that they will be ready to complete college classes successfully.
- Provide more embedded tutors to low success classes.
- Provide better student services and avoid not stocking enough textbooks.
- Increase tutoring funding from 0.2 FTE to 1.0 FTE.
- Approve new full time tenure track positions.
- Advise health science students to enroll in Biology 5 as a prerequisite to Anatomy.
- Require a student who wishes to withdraw from a class to give reason for withdrawal and collect this data for analysis.
- Encourage students to seek counseling when struggling to balance their personal life, work, and attending classes. Counsel students on appropriate course load.
- Enforce the prerequisites for each course.

Department will or will continue to:

- Encourage students to attend learning skills workshops and tutoring.

- Request additional tutoring resources to fully commit to student success through tutoring and mentoring.
- Encourage students to attend counseling to make sure that students have an appropriate course load, are prepared for the course load, and are on track to complete their degree.
- Do a better job to inform students about the basic skills needed to complete classes by continuing to use readiness Canvas modules.
- Continue to offer Biology 5 class so that Anatomy 1 students will be better prepared.
- Encourage faculty to explore student-centered teaching practices.
- Request a follow-up analysis for the department to understand why some students cannot complete a class.
- Encourage faculty to attend professional development focused on equity.

Saved 7/20/2022 6:17 PM by Carmen Dominguez

Validation



Validation Comments

Please enter validation comments.

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.

- Was the **current** data for the program utilized?
- Has the department addressed the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?
- When appropriate, has the department identified additional data to consider?

Validator Response - Final

Reviewed.

-MJ, 8/24/2022

Saved 8/24/2022 4:42 PM by Matthew Jordan

Validator Response - Final

I have reviewed the information in this module and am validating it. As mentioned, enrollment is down significantly but this is indicative of the college. I encourage them to follow through on their strategies for retention and enrollment.

Saved 7/21/2022 1:57 PM by Carmen Dominguez

Annual Program Review

Business Administration

LAVC Program Review

2022

State: Completed

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](#)
- [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.](#)

Enrollment (Instructional)



Enrollment Trends (Instructional)

Review the overall discipline enrollment trends for the last 6 years. Summarize the trends, noting any improvements or concerns.

Credit Enrollment Terms 2015 - 2021?

	Success Rate Trend	Retention Rate Trend	Enrollment Trend
Accounting	From 72% to 81%	From 83% to 87%	13.5% decrease
Business	From 77% to 90%	From 87% to 93%	29% increase
Finance	From 70% to 95%	From 82% to 97%	103% increase
Intl Business	From 78% to 85%	From 87% to 91%	101% increase
Management	From 80% to 81%	89%	19% increase
Marketing	From 74% to 78%	From 88% to 92%	7.5% increase
Law	From 75% to 88%	From 90% to 91%	16% increase
Real Estate	From 69% to 71%	From 83% to 84%	13% increase
LAVC	From 69% to 71%	From 86% to 89%	36% decrease

Saved 5/26/2022 10:19 AM by Raymond Mathieu



Equity -Enrollment (Instructional)

Compare discipline enrollment to the college enrollment demographics.

- How does each discipline compare to the college enrollment based on gender (percentages)?
- How does each discipline compare to the college enrollment based on race/ethnicity (percentages)?
- Is the enrollment in the discipline similar to the overall college enrollment distribution, or are there differences?

Fall 2021 Term

How does each discipline compare to the college enrollment based on gender (percentages)?

Accounting 648 Enroll %'s

F 54%
M 46%

Finance 237 Enroll %'s

F 55.1%
M 44.9%

Law 180 Enroll %'s

F 48.3%
M 51.7%

Mgmt 222 Enroll %'s

F 61.7%
M 38.3%

Business 475 Enroll %'s

F 53.2%
M 46.8%

Intl. Bus. 62 Enroll %'s

F 55.7%
M 44.3%

Market 141 Enroll %'s

F **55.4%**
M **44.6%**

Real Estate 331 Enroll %'s

F 51.6%
M 48.4%

College Enrollment 29,941 Enroll %'s

F 57.9%
M 42.1%

All Business disciplines, except Management, have a more equal male to female ratio than the college as a whole.

Looking at the Success Rate (Fall 2021 term) for the Business Department (Overall = 74%) has much higher success rates than the college (Overall = 69%).

How does each discipline compare to the college enrollment based on race/ethnicity (percentages)?

	LAVC	Dept	Acctg	Bus	Fin	Intbus	Law	Mkt	Mgmt	Real Estate
Asian	7.4	6.4	8.9	4.9	2.8	9.4	6.5	4.5	3.8	5.8
Black/African American	5.0	5.9	4.3	4.4	4.5	9.4	3.9	10.7	5.7	7.7
Hispanic	40.1	36.0	35.2	37.5	43.0	30.2	37.0	28.6	29.7	35.6
White	29.3	34.5	36.1	35.4	35.8	37.7	35.7	32.6	40.1	28.4
2 or More	14.9	14.0	12.0	14.0	12.8	9.4	13.0	21.0	17.5	19.2
American Indian	0.1	0.1	0.1	0.2	0	0	0	0	0	0.5
Native Hawaiian	0.2	0.1	0.0	0.2	0	0	0	0.4	0.5	0.5
Unknown	3.0	3.0	3.3	3.5	1.1	3.8	3.9	2.2	2.8	2.4

Is the enrollment in the discipline similar to the overall college

enrollment distribution, or are there differences?

Asian: Accounting and Intl Business have higher percentages of Asian students than the college and than all other disciplines.

Black/African American: The department tends to more a higher percentage of Black/African American students than the campus with a few disciplines higher and a few lower..

Hispanic: Business Administration tends to have a lower percentage of Hispanic students than the college overall in all its disciplines except Finance.

White: The department tends to have more white students than the college overall in all the disciplines, with the only exception being Real Estate.

Multi-ethnicity: The department roughly has the same percentage of multi-ethnicity students as the campus with the exception of Real Estate. This is higher than the overall.

American Indian: The department has roughly the same percentages as the overall, with the exception of Real Estate.

Native Hawaiian: No major trends to report for this population except that there are no Native Hawaiian students in Accounting, Finance, International Business, and Law.

Saved 5/26/2022 10:45 AM by Raymond Mathieu



Enrollment - Improvement Plans

Specify any plans for improvement, as applicable based on the data.

Please see below with regards to suggestions for improvement (improvement plan).

Retention



Retention - (Instructional)

Analyze trends in the data provided. Compare the discipline level retention data relative to the college's retention data.

- Describe using the current data.
- Is the discipline below the college retention level?
- Are there specific courses with lower retention?
- Is the discipline retention stable, increasing or declining?

Analyze trends in the data provided. Compare the discipline level retention data relative to the college's retention data.

Fall 2021 Discipline Level Retention Rate

Accounting 84% Business 87%

Finance 87% International Business 90%
 Law 93% Management 89%
 Marketing 87% Real Estate 83%
 Overall Business Administration 86%
 Institutional Set Standard 84%
 LAVC College 86%

Describe using the current data.

Business, Int'l Business, Finance, Law, Management, and Marketing are greater than the college retention. Accounting and Real Estate are slightly lower than the college level.

Is the discipline below the college retention level? Describe using the current data.

The department as a whole (86%) shows a retention that is the same as LAVC as a whole (86%). All the disciplines are similar to the college in retention rates, with the majority above the college level. The only discipline that does not meet the Institutional Set Standard is Real Estate.

Are there specific courses with lower retention? Describe using the current data.

The course most below the LAVC retention rate is Real Estate 003.

Is the discipline retention stable, increasing or declining?

Most of the disciplines retention rates have been stable with a slight decreases in 2021.

Saved 5/26/2022 11:16 AM by Raymond Mathieu



Equity - Retention (All)

Are there identifiable equity gaps in the retention for the discipline(s), or program/population?

- Compare the retention data for your disciplines/department/program by age.
- Compare the retention data for your disciplines/department/program by gender.
- Compare the retention data for your disciplines/department/program by race/ethnicity.

Compare the retention data for your disciplines by age and gender. Are there identifiable equity gaps?

Accounting					Business		
24	25-39	< 20	20-24	25-39	> 40	< 20	20-
		> 40					
F 91%		94%	90%	90%	88%	F 90%	91%
91%	89%	92%					
M 89%						M 91%	
Finance					Intl Bus		
24	25-39	< 20	20-24	25-39	> 40	< 20	20-
		> 40					
F 84%		89%	80%	88%	73%	F 90%	100%
100%	88%	92%					
M 80%						M 100%	

Law 24	25-39	< 20 > 40	20-24	25-39	> 40	Market	< 20	20-
F 91%		95%	90%	94%	91%	F 93%	90%	97%
90%	98%							
M 94%						M 94%		

Mgmt 24	25-39	< 20 > 40	20-24	25-39	> 40	Real Estate	< 20	20-
F 89%		83%	93%	91%	96%	F 87%	96%	
77%	92%	93%						
M 96%						M 92%		

Business Department	< 20	20-24	25-39	> 40
F 90%	92%	89%	91%	90%
M 91%				

College Enrollment	< 20	20-24	25-39	> 40	Institutional retention standard
F 88%	90%	85%	87%	90%	84%
M 87%					

All disciplines have fairly equal equity gaps by gender. The discipline with the largest gender equity gap (10%) is Intl Business. All other disciplines are within a few percentages from one another.

All disciplines have fairly equal equity gaps by age also. Most of the disciplines show retention that is greater than the overall college retention and the Institutional Set Standard percentage (84%). The only discipline that does not meet the standard in most of the age groups is Finance in the > 40 age group (73%), and Real Estate in the 20-24 age group (77%).

Overall the Department is not showing wide equity gaps for both age and gender. The Department also shows better age and gender retention numbers than LAVC as a whole.

Compare the retention data for your disciplines/department/program by race/ethnicity.

	LAVC	DEPT.	ACCTG	BUS	FIN	INTL BUS	LAW	MGMT	MKTG	REAL ESTATE
ASIAN	.89	.91	.97	.90	.60	100	100	.75	.80	.81
WHITE	.91	.92	.91	.94	.92	.95	.90	.95	.95	.87
HISPANIC	.86	.88	.88	.86	.78	100	.91	.92	.94	.90
BLACK/AFRICAN AMERICAN	.84	.90	.88	100	.75	.60	.89	.92	.92	.90
TWO OR MORE	.87	.90	.89	.90	.83	100	.97	.89	.94	.91
AMERICAN INDIAN	.85	100	100	100	0	0	0	100	0	100
NATIVE HAWAIIAN/ISLANDER	.97	100	0	100	0	0	0		100	100
UNREPORTED	.90	.96	100	.96	.50	100	100	.83	100	100

All the disciplines are in line with LAVC with the exception of Finance in the Asian and unreported categories.

Institution-Set Standards (ISS)

The institution has established an institution-set standard for course retention (*students who complete the course/ any grade other than a W*) at **84%**.

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



Retention - ISS

Compare the discipline level or department/program retention data to the college's **institution-set standard**. Is the discipline/department/program at, or below the college ISS for retention?

Consider the following:

- Describe using the current data.
- Include relevant course level data. (Instructional areas)
- Include an improvement plan if the discipline is at, or below the standard.

Fall 2021 Discipline Level Retention Rate

Accounting 84%	Business 87%
Finance 87%	International Business 90%
Law 93%	Management 89%
Marketing 87%	Real Estate 83%
Overall Business Administration 86%	
Institutional Set Standard 84%	
LAVC College 86%	

All Business Department disciplines, except Real Estate, are meeting or beating the ISS.

Saved 5/26/2022 11:15 AM by Raymond Mathieu



Strategies for Improvement

Based on your data review above, what strategies can be implemented by the department, college, and/or district to maintain or improve retention?

What strategies can be implemented by the department to improve retention?

The following are strategies that we have been discussing. More work is required to make these strategies happen as some of them depend on campus policies and systems:

1. Start each class by finding out what students want and need exactly and then make sure their requirements are met.
2. In online classes, make sure to send a welcome letter before the first day of classes (one or two weeks before classes start) and set the right expectations early on (e.g., what the class entails, the books required, and how much time they should plan on dedicating). This allows students to determine if the class is the right fit for them and to get prepared.
3. Provide personalized input and contact early on: "I have some great examples of previous projects."
4. In online classes, provide individualized feedback and responses within 24 hours especially for critical issues.
5. In online classes, send personalized emails to students about their progress. Intervene with struggling students early and often. Use an alert system to engage other campus stakeholders (counselors, etc.).
6. Promote support services to students early and often.
7. Meet one on one with students to find out about their situation and show them support.
8. Alert students when they fall behind and provide additional opportunities for them to get caught up. Extend deadlines when needed. Listen attentively.
9. Give opportunities for students to connect with peers through collaborative assignments, discussions, videos, chats, etc.
10. Make sure that course content is relevant and provide engaging, "real world" projects or simulation exercises to engage and motivate students.
11. In online classes, use weekly announcements to post reminders on what is due each week.
12. In online classes, make sure to personalize comments to students and to thank them about their valuable contributions. Provide students positive feedback for their efforts/contributions.

Finally, hiring an additional full time business instructor will really boost retention and success in the related disciplines of Business, Finance, Marketing, Management, and International Business. .

Saved 6/9/2022 3:58 PM by Anastasios Sioukas

Validation



Validation Comments

Please enter validation comments.

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.

- Was the **current** data for the program utilized?
- Has the department addressed the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?
- When appropriate, has the department identified additional data to consider?

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 enrollment as a result of the chair's thoughtful scheduling decisions. This year two new hire were approved so this stability should also have a positive effect on future enrollment.

LN, July 14, 2022

Saved 7/14/2022 3:10 PM by Laurie Nalepa

Annual Program Review

Computer Science Information Systems (CSIS)

LAVC Program Review

2022

State: Completed

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](#)
- [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.](#)

Enrollment (Instructional)



Enrollment Trends (Instructional)

Review the overall discipline enrollment trends for the last 6 years. Summarize the trends, noting any improvements or concerns.

Prior to fall 2020, the department showed significant improvement in student enrollment. In 2014 we had 581 students enrolled and the number in 2019 increased to 958. In 2017 we had the highest enrollment of 1125. During years 2018 and 2019, due to cancellations of several low enrollment course, specially in our CAOT discipline, the number slightly dropped. during the Covid-19 period, there was additional drop in enrollment. However, in spring 2022 the enrollment improved and we expect to see significant increase in the coming year.

We are pleased with the direction of the department. The department offers a wide range of CAOT, CS, and CIS courses enabling the students to have all the courses required for their degree and certificates.

Saved 6/23/2022 2:50 PM by Michael Rahni



Equity -Enrollment (Instructional)

Compare discipline enrollment to the college enrollment demographics.

- How does each discipline compare to the college enrollment based on gender (percentages)?
- How does each discipline compare to the college enrollment based on race/ethnicity (percentages)?
- Is the enrollment in the discipline similar to the overall college enrollment distribution, or are there differences?

College Enrollment

Gender: Female 71% and Male 67%

Ethnicity:

White 78%

Asian 77%

Hispanic: 68%

Black: 64%

CSIS:

Gender: Female 76% and Male 70%

Ethnicity:

White 78%

Asian 77%

Hispanic:63%

Black: 62%

Discipline: CAOT

Gender: Female 76% and Male 70%

Ethnicity:

White 78%

Asian 77%

Hispanic:63%

Black: 62%

Discipline: CO SCI

Female 75% and Male 70 %

White 76%

Asian 72%

American Indian/Alaska Natives .100%

Hispanic-Latino 62%

Black or African American 66%

Both disciplines show variances with the college. Both disciplines show higher rates for female and males compared to the institutional rates.

Both disciplines show slightly lower enrollment rates for white students.

The rates for other group is slightly higher than the college.

We think the higher female rate for CAOT reflects the notion that females continue to seek administrative assistant careers. Low rate for female enrollment in CO SCI shows more equity strategies must be developed to include more female student population in computer science field.

The data shows Asian and white students are more interested in computer science than computer applications and office technologies.

Saved 6/23/2022 2:51 PM by Michael Rahni



Enrollment - Improvement Plans

Specify any plans for improvement, as applicable based on the data.

We plan to offer new certificates and help the students with tutoring services as well as low cost or Zero cost text materials.

Retention



Retention - (Instructional)

Analyze trends in the data provided. Compare the discipline level retention data relative to the college's retention data.

- Describe using the current data.
- Is the discipline below the college retention level?
- Are there specific courses with lower retention?
- Is the discipline retention stable, increasing or declining?

The institution's retention rate standard is 84%

CSIS Department's retention rate 85.5% is above the college's retention's standard rate of .84%

CAOT has a retention rate of 85.6 %

CO SCI has a retention rate of 84.9%

CIS has a retention rate of 87%

Both departments' disciplines rates are above the college's rates.

The following course have retention rates below the college's rate:

CAOT

CAOT 84 79 %

CAOT 85: 75 %

CAOT 92 81%

CAOT 123 79%

CO SCI 836 (CS 136) 77.8 %

CO SCI 839 (CS 117) 83.3%

Saved 6/23/2022 3:00 PM by Michael Rahni



Equity - Retention (All)

Are there identifiable equity gaps in the retention for the discipline(s), or program/population?

- Compare the retention data for your disciplines/department/program by age.
- Compare the retention data for your disciplines/department/program by gender.
- Compare the retention data for your disciplines/department/program by race/ethnicity.

There are clearly identifiable equity gaps. We think the following strategies will help to close the gap:

1. The district should allocate funds to issue textbook voucher to those who cannot buy. This is a major set back for our students.
2. Hire tutors who speak Spanish, Armenian, or Persian
3. Purchase computers available to students who cannot afford to buy a computer and have no access to computer outside the campus.
4. Increase the stipend for developing zero cost textbook
5. Fund a dedicated lab for the computer Science department with full time IA staff
6. Subscribe to specific course-focused online labs.
7. Pay subscription for software and tutorial accessible outside the campus
8. Offer free workshops to introduce the department's offerings.
9. Offer orientation to discipline sessions.
10. Hire a dedicated counselor for CS and CAOT

Saved 6/23/2022 2:58 PM by Michael Rahni

Institution-Set Standards (ISS)

The institution has established an institution-set standard for course retention (*students who complete the course/ any grade other than a W*) at **84%**.

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



Retention - ISS

Compare the discipline level or department/program retention data to the college's **institution-set standard**. Is the discipline/department/program at, or below the college ISS for retention?

Consider the following:

- Describe using the current data.
- Include relevant course level data. (Instructional areas)
- Include an improvement plan if the discipline is at, or below the standard.

Except the following courses all of courses show retention rates equal or higher than the institutional standard:

CAOT 85: 75 %

CAOT 92 81%

CAOT 123 79%

CO SCI 836 (CS 136) 77.8 %

CO SCI 839 (CS 117) 83.3%

Saved 6/23/2022 3:02 PM by Michael Rahni



Strategies for Improvement

Based on your data review above, what strategies can be implemented by the department, college, and/or district to maintain or improve retention?

The following strategies can be implemented to improve retention:

1. CSIS Department needs a dedicated tutoring lab. We have a full time instructional assistant in CAOT discipline that can be assigned to the lab on a regular and full time basis. We need to have a new full time CO SCI instructional assistant to be available in the lab to help the students. The department needs bilingual in-department tutors. The CSIS lab will be used by both CAOT and CO SCI students.
2. The counseling department to work with the students who plan to transfer to petition for certificate and degree concurrently.
3. For CTE courses and programs we think a new SLO model must be used to pair the academic and occupational training on campus with what is recommended and required outside the campus.
4. Extended in-department Lab hours is needed to help the students specially those who are working and do not have access to computers outside the college
5. Revised and enhanced academic contents, course requirements, and SLOs to match the job requirements in the community
6. Offering industry certification and job-specific training.
7. Develop and offer zero cost textbooks
8. Pay for software subscription for students to be able to work on their own computers
9. Buy and lend computer equipment to students who cannot afford the equipment to use at home
10. Offer all courses required for graduation within a two year period

Saved 6/23/2022 3:03 PM by Michael Rahni

Validation



Validation Comments

Please enter validation comments.

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.

- Was the **current** data for the program utilized?
- Has the department addressed the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?
- When appropriate, has the department identified additional data to consider?

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 information and am validating this module. While a dedicated lab is desirable, this is not practicable nor is hiring a dedicated counselor for CS students. I encourage the department to continue working with the CTE counselor.

LN, Dean, July 18, 2018

Saved 7/18/2022 5:31 PM by Laurie Nalepa

Annual Program Review

Chemistry, Engineering & Physics

LAVC Program Review

2022

State: Completed

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](#)
- [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.](#)

Enrollment (Instructional)



Enrollment Trends (Instructional)

Review the overall discipline enrollment trends for the last 6 years. Summarize the trends, noting any improvements or concerns.

Fall 2015 - 2021

Chem +228, +54%

Phys -31, -13%

Phys Sc, -50, -65%

Eng, Gen - The discipline is new to the department, and there is not enough information.

Spring 2015 - 2021

Chem +180, +39%

Phys +17, +7%

Phys Sc, -42, -60%

Eng, Gen - The discipline is new to the department, and there is not enough information.

Intersessions 2015 - 2021

Chem +212, +167%

Phys +108, +180% from first offerings

Phys Sc - Phys Sc has not been offered in intersession since 2016

Eng, Gen - The discipline is new to the department, and there is not enough information.

Chemistry has continued to grow. Physics had steady growth into 2020, but saw a decline in 2020 and 2021. Physical Science has had a steady decline.

Saved 6/26/2022 11:30 PM by Lucas Haley



Equity -Enrollment (Instructional)

Compare discipline enrollment to the college enrollment demographics.

- How does each discipline compare to the college enrollment based on gender (percentages)?

- How does each discipline compare to the college enrollment based on race/ethnicity (percentages)?
- Is the enrollment in the discipline similar to the overall college enrollment distribution, or are there differences?

Fall 2021

Chemistry

Male: 39%

Female 61%

Hispanic, Latino: 40%

White: 28%

Two or more races: 15%

Asian: 11%

Black or African American: 4%

Unreported or unknown: 3%

American Indian or Alaskan Native: 0.2%

Native Hawaiian or Pacific Islander: 0%

Physics

Male: 57%

Female 43%

Hispanic, Latino: 35%

White: 31%

Two or more races: 14%

Asian: 13%

Black or African American: 6%

Unreported or unknown: 2%

American Indian or Alaskan Native: 0%

Native Hawaiian or Pacific Islander: 0%

Physical Science

Male: 37%

Female 63%

Hispanic, Latino: 59%

White: 26%

Two or more races: 7%

Asian: 0%

Black or African American: 4%

Unreported or unknown: 4%

American Indian or Alaskan Native: 0%

Native Hawaiian or Pacific Islander: 0%

Engineering

Male: 72%

Female 28%

Hispanic, Latino: 42%

White: 24%

Two or more races: 16%

Asian: 14%

Black or African American: 5%

Unreported or unknown: 1%

American Indian or Alaskan Native: 0%

Native Hawaiian or Pacific Islander: 0%

Campus

Male: 42%

Female 58%

Hispanic, Latino: 39%

White: 30%

Two or more races: 16%

Asian: 7%

Black or African American: 5%

Unreported or unknown: 3%

American Indian or Alaskan Native: 0.1%

Native Hawaiian or Pacific Islander: 0.1%

Race and ethnicity demographics are similar to the campus for all disciplines. Chemistry and Physical Science see a higher ratio of females to males, similar in scope but higher than the campus average. Physics and Engineering both see a higher ratio of males to females, which is opposite the campus average.

Saved 6/26/2022 11:30 PM by Lucas Haley



Enrollment - Improvement Plans

Specify any plans for improvement, as applicable based on the data.

There is no full time instructor in the Engineering discipline. The discipline would benefit from a full time instructor who would not only improve the curriculum, but will complete training and employ methods to increase equity and promote more access to all.

The department continues to redesign and improve courses and sequences.

The department plans to reach out to counseling, program pathways, Umoja, Puente and other programs to seek guidance and discuss retention improvement techniques to help improve equity gaps.

Saved 6/26/2022 11:30 PM by Lucas Haley

Retention



Retention - (Instructional)

Analyze trends in the data provided. Compare the discipline level retention data relative to the college's retention data.

- Describe using the current data.
- Is the discipline below the college retention level?
- Are there specific courses with lower retention?
- Is the discipline retention stable, increasing or declining?

Retention rates for Fall and Spring 2015 - 2021

Chemistry: 81%

Physics: 79%

Physical Science: 82%

Engineering: 89%

With an exception of a slight dip during 2019 and a noticeable dip during 2020/2021, the retention rates for each discipline has had a general increasing trend.

One factor may include AB705, which seems to be correlate with the general trends affecting classes that hold math prerequisites. The drastic move to online during Spring 2020 is also very likely a contributing factor to reduced retention.

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

Saved 6/27/2022 7:17 PM by Lucas Haley



Equity - Retention (All)

Are there identifiable equity gaps in the retention for the discipline(s), or program/population?

- Compare the retention data for your disciplines/department/program by age.
- Compare the retention data for your disciplines/department/program by gender.
- Compare the retention data for your disciplines/department/program by race/ethnicity.

Department Retention rates, Spring data 2015 - 2020

Gender

Female 82%

Male 79%

Ethnicity

American Indian or Alaskan Native - 50%

Unreported or Unknown - 87%

Asian - 84%

White - 83%

Native Hawaiian or Pacific Islander - 85%

Two or more Races - 78%

Hispanic, Latino - 77%

Black of African American - 77%

Chemistry

Gender

Female: 82%

Male: 79%

Race or Ethnicity

Unreported or Unknown: 86%

Asian: 84%

White: 84%

Native Hawaiian or Pacific Islander: 100%

Two or more Races: 77%

Hispanic, Latino: 76%

Black or African American: 82%

American Indian or Alaskan Native: 33%

Physics

Gender

Female: 82%

Male: 79%

Race or Ethnicity

Unreported or Unknown: 85%

Asian: 84%

White: 81%

Native Hawaiian or Pacific Islander: 100%

Two or more Races: 81%

Hispanic, Latino: 78%

Black or African American: 72%

American Indian or Alaskan Native: 33%

Physical Science

Gender

Female: 82%

Male: 77%

Race or Ethnicity

Unreported or Unknown: 75%

Asian: 85%

White: 80%

Native Hawaiian or Pacific Islander: 100%

Two or more Races: 85%

Hispanic, Latino: 81%

Black or African American: 57%

American Indian or Alaskan Native: 100%

Each discipline has retention rates averaged over the past 6 years lower than the institutional standard. The disparity among ethnicities is similar in proportion to the campus data. Areas where the disparity is greater have a small total head count, which reduces the quality of the statistics.

Saved 6/27/2022 7:31 PM by Lucas Haley

Institution-Set Standards (ISS)

The institution has established an institution-set standard for course retention (*students who complete the course/ any grade other than a W*) at **84%**.

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



Retention - ISS

Compare the discipline level or department/program retention data to the college's **institution-set standard**. Is the discipline/department/program at, or below the college ISS for retention?

Consider the following:

- Describe using the current data.
- Include relevant course level data. (Instructional areas)
- Include an improvement plan if the discipline is at, or below the standard.

It is common to see the retention lower for classes early in a sequence. The department is working on course redesign for entry-level courses.

Compare Chem 101 (73%) to Chem 212 (91%)

Compare Phys 37 (74%) to Phys 39 (91%)

Saved 6/27/2022 7:37 PM by Lucas Haley



Strategies for Improvement

Based on your data review above, what strategies can be implemented by the department, college, and/or district to maintain or improve retention?

Class sizes must be reduced to promote more individual time for students, especially in the classes early in a sequence. In both Chemistry and Physics, we are redesigning the courses by utilizing some of the lab time to have students work through problems under the supervision of the faculty member teaching the lab. This should give the students more individual time with the instructors. We also need to increase the availability of free tutoring, both in the General Tutoring Center and Embedded Tutoring.

Chemistry and Physics are requesting computers to be used in the labs and problem solving sessions. We have redesigned the PASO SSIC (Summer STEM Investigations Camp) to utilize a readiness exam before giving permission numbers to enroll in Chem 101. The department is developing Getting Ready for Chemistry and Getting Ready for Physics crash courses for students.

Saved 6/29/2022 1:57 PM by Lucas Haley

Validation



Validation Comments

Please enter 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.

- Was the **current** data for the program utilized?
- Has the department addressed the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?
- When appropriate, has the department identified additional data to consider?

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 2:51 PM by Carmen Dominguez

Annual Program Review

Child Development

LAVC Program Review

2022

State: Completed

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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- [How to answer questions related to to institution-set standards: success, retention, awards.](#)
- [How to answer questions related to equity.](#)

Enrollment (Instructional)



Enrollment Trends (Instructional)

Review the overall discipline enrollment trends for the last 6 years. Summarize the trends, noting any improvements or concerns.

In looking at the enrollment trends for the last 6 years we see that there have been some fluctuations.

In general we have good enrollment over 1,200 each semester every year. In the Fall of 2015, we had our peak of 1,472. The lowest point of enrollment was in the

Fall of 2017 at 1,221 and during the Spring of 2018 at 1,240. It is interesting that our best numbers since the gradual decrease from 2015 has been Spring enrollment

of 2021 at 1,452.

Some improvements and changes we made between 2015-2021 is offering more online options. Historically our department had very limited online offerings

with just a few classes online such as CD 1, 11, 172 and CD 38. Since the pandemic we have moved all of our offerings online. Although our on campus/in person classes

for the Spring 2022 did not fill and due to very low enrollment we had to cancel all of them, we are hopeful that we will be able to offer some classes in person come Fall 2022.

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



Equity -Enrollment (Instructional)

Compare discipline enrollment to the college enrollment demographics.

- How does each discipline compare to the college enrollment based on gender (percentages)?
- How does each discipline compare to the college enrollment based on race/ethnicity (percentages)?
- Is the enrollment in the discipline similar to the overall college enrollment distribution, or are there differences?

Gender:

- Female students make up 88.9% of the CD departments enrollment and 57.7% of LAVC enrollment

Ethnicity:

- Hispanic students make up 41.2% of the CD departments enrollment and 41.6% of LAVC enrollment
- White students make up 36.0% of the CD departments enrollment and 30.1% of LAVC enrollment

- Asian students make up 4.7% of the CD departments enrollment and 5.5% of LAVC enrollment
- African American students make up 3.9% of the CD departments enrollment and 4.7% of LAVC enrollment

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



Enrollment - Improvement Plans

Specify any plans for improvement, as applicable based on the data.

The department has been offering several outreach event such as career fairs, information sessions, professional development webinars and ongoing counseling and advisement for Child Development majors. Especially during remote learning and online classes the above outreach has helped us stay connected with our students.

In addition to the above outreach we have also been promoting our classes, degrees and certificates through our department enrollment campaign. Asking all faculty

to use mass email communication through canvas and people soft to remind students about Fall, Winter, Spring and Summer enrollment.

Please see example of language that is sent to all faculty in the department.

Dear colleagues, we need your help to boost our department enrollment numbers.

Please help in the following ways:

- ***Attend one of the two department information sessions to help students put a face with the name and be prepared to give a quick 2–4-minute talk about the class or classes you teach, your area of expertise etc.***

Session 1 -

Topic: Child Development Department Information Session

Time: Jun 16, 2022 10:00 AM Pacific Time (US and Canada)

Join Zoom Meeting

<https://laccd.zoom.us/j/97851387067>

Meeting ID: 978 5138 7067

Session 2 -

Topic: Child Development Department Information Session

Time: Jun 22, 2022 09:00 AM Pacific Time (US and Canada)

Join Zoom Meeting

<https://laccd.zoom.us/j/97293922535>

Meeting ID: 972 9392 2535

- ***Send the following registration reminder to your current & former students by using mass e-mail via people soft- about enrolling in classes for the Fall term. "Dear Child Development students, there is still time and space for you to register for the Fall 2022 semester. Please take advantage of open classes in our department. Please visit <https://www.lavc.edu/schedule/index.aspx> and enroll today." As childcare centers & ECE programs prepare to open they will be looking for certificated teachers to hire. For more details about our certificates & degrees please visit <https://www.lavc.edu/childdevelopment/degrees-certificates.aspx>***

[Degrees & Certificates: Los Angeles Valley College](#)

Fill out the Graduation and Certificate form and email the completed form to Admissions and Records using petitions@lavc.edu.

Thank you for your time, we look forward to serving you.

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

Retention



Retention - (Instructional)

Analyze trends in the data provided. Compare the discipline level retention data relative to the college's retention data.

- Describe using the current data.
- Is the discipline below the college retention level?
- Are there specific courses with lower retention?
- Is the discipline retention stable, increasing or declining?

- The overall retention rate for the CD department for the academic year 2020-2021 was 84%, 13% higher than the overall LAVC credit success rate
- There are no courses at or below institutional minimum institutional retention rate
- The retention rate has kept steady within 1% fluctuation since 2013.

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



Equity - Retention (All)

Are there identifiable equity gaps in the retention for the discipline(s), or program/population?

- Compare the retention data for your disciplines/department/program by age.
- Compare the retention data for your disciplines/department/program by gender.
- Compare the retention data for your disciplines/department/program by race/ethnicity.

- Although the overall departmental retention rate is 13% above the ISS standard.
- African-American male students 20 or under have a 71% retention rate. This is 13% below ISS.
- Asian-American male students have a 73% retention rate. This is 11% below ISS.

- Clear pathways in majors
- Providing specialized recourses such as bilingual tutoring, writing and EL proficiency
- Study skills specific to major
- Career and educational advisement
- Funding for professional development and workshops for faculty and students

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

The institution has established an institution-set standard for course retention (*students who complete the course/ any grade other than a W*) at **84%**.

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



Retention - ISS

Compare the discipline level or department/program retention data to the college's **institution-set standard**. Is the discipline/department/program at, or below the college ISS for retention?

Consider the following:

- Describe using the current data.
- Include relevant course level data. (Instructional areas)
- Include an improvement plan if the discipline is at, or below the standard.

The ISS for LAVC is 84% and the current data shows that the Child Dev department surpasses the ISS by 8% (92%).

No improvement is needed at this time.

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



Strategies for Improvement

Based on your data review above, what strategies can be implemented by the department, college, and/or district to maintain or improve retention?

Some of the improvements that the college can make for our students is providing the following:

- Clear pathways in majors
- Providing specialized recourses such as bilingual tutoring, writing and EL proficiency
- Study skills specific to major
- Career and educational advisement
- Funding for professional development and workshops for faculty and students

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

Validation



Validation Comments

Please enter validation comments.

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.

- Was the **current** data for the program utilized?
- Has the department addressed the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?
- When appropriate, has the department identified additional data to consider?

Validator Response - Final

-MJ, 8/27/2022

Reviewed.

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

Validator Response - Final

I have read this module and approve it. In reviewing the data, I noticed that the department has better enrollment in spring than fall semester. Also, as mentioned, despite a lull from Spring 2015-2019 the department picked up in Spring 2020 and Spring 2021, even with the challenges of covid. I agree that students in this department are now more comfortable taking online classes and they should continue to emphasize this modality in future semesters.

LN, Dean, July 13, 2022

Saved 7/13/2022 8:11 PM by Laurie Nalepa

Annual Program Review

Communication Studies & Speech Team

LAVC Program Review

2022

State: Completed

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](#)
- [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.](#)

Enrollment (Instructional)



Enrollment Trends (Instructional)

Review the overall discipline enrollment trends for the last 6 years. Summarize the trends, noting any improvements or concerns.

Our enrollment dropped significantly when we went into lockdown. With the face face classes having low enrollment expectations, we have not cut as many classes as we did in 20-21, but we are still low enrolled. Overall enrollment has been down so that explains some of our losses, but we also believe we lost enrollment due to our online program. Pre-COVID we were the only campus in the district to offer a fully online AA-T. Some other campuses did not offer any online courses and we would get students from across the district and up and down the state. With everyone moving to online, we believe students took their online classes locally instead of at Valley.

From fall 2015 to fall 2021 we went from 2628 to 1330 and from spring 2015 to spring 2021 we went from 2466 to 1336.

Saved 6/30/2022 5:10 PM by Joshua Miller



Equity -Enrollment (Instructional)

Compare discipline enrollment to the college enrollment demographics.

- How does each discipline compare to the college enrollment based on gender (percentages)?
- How does each discipline compare to the college enrollment based on race/ethnicity (percentages)?
- Is the enrollment in the discipline similar to the overall college enrollment distribution, or are there differences?

Fall 2021:

LAVC male: 42%

Comm dept male: 41%

LAVC female: 59%

Comm dept female: 58%

LAVC Hispanic/ Latino: 39%

Comm Dept Hispanic Latino: 39

LAVC White: 30%

Comm Dept White: 28%

LAVC Two or more races: 16%

Comm Dept Two or more races: 18.6%

LAVC Asian: 7%

Comm Dept Asian: 6.6%

LAVC Black/African American: 5.1%

Comm Dept Black/African American: 4.7%

LAVC Unknown or unreported: 3%

Comm Dept Unknown or unreported: 2.6

LAVC Native American/Pacific Islander: .1%

Comm Dept American/Pacific Islander: No data

LAVC American Indian or Alaskan native: .1%

Comm Dept American Indian or Alaskan native: No data

There is not a statistically significant different between college and Comm enrollment.

Saved 6/30/2022 5:34 PM by Joshua Miller



Enrollment - Improvement Plans

Specify any plans for improvement, as applicable based on the data.

Right now, I don't know if we can do much. Once things start to normalize, we will need to look at our face to face vs our online course offerings. In terms of enrollment, we had an extremely successful online program, but with everyone now offering online courses, we will need to look at what the students in our service area want to take. We may need to cut back on the number of class we offer in general so we don't have to cut each term just before the term starts.

Retention



Retention - (Instructional)

Analyze trends in the data provided. Compare the discipline level retention data relative to the college's retention data.

- Describe using the current data.
- Is the discipline below the college retention level?
- Are there specific courses with lower retention?
- Is the discipline retention stable, increasing or declining?

Comm Studies Retention for 2021:

LAVC: 86%

Comm: 88%

The retention has been decreasing since 2017 when we hit 91%, but we have increased 2% since last year and are now above the college.

Comm 101 and 104 are at 85%.

Saved 6/30/2022 5:50 PM by Joshua Miller



Equity - Retention (All)

Are there identifiable equity gaps in the retention for the discipline(s), or program/population?

- Compare the retention data for your disciplines/department/program by age.
- Compare the retention data for your disciplines/department/program by gender.
- Compare the retention data for your disciplines/department/program by race/ethnicity.

LAVC 20 and under: 89%

Comm 20 and under: 92%

LAVC 20-24: 83%

Comm 20-24: 86%

LAVC 25-39: 85%

Comm 25-39: 91%

LAVC 40+: 89%

Comm 40+: 89%

LAVC male: 88%

Comm dept male: 87%

LAVC female: 90%

Comm dept female: 89%

LAVC Hispanic/ Latino: 84%

Comm Hispanic/ Latino: 85%

LAVC White: 89%

Comm White: 91%

LAVC Two or more races: 84%

Comm Two or more races: 86%

LAVC Asian: 88%

Comm Asian: 88%

LAVC Black/African American: 83%

Comm Black/African American: 82%

LAVC Unknown or unreported: 87%

Comm Unknown or unreported: 88%

LAVC Native American/Pacific Islander: 89%

Comm Native American/Pacific Islander: 96%

LAVC American Indian or Alaskan native: 84%

Comm American Indian or Alaskan native: 78%

Our gaps are not statistically different than the college average.

Institution-Set Standards (ISS)

The institution has established an institution-set standard for course retention (*students who complete the course/ any grade other than a W*) at **84%**.

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



Retention - ISS

Compare the discipline level or department/program retention data to the college's **institution-set standard**. Is the discipline/department/program at, or below the college ISS for retention?

Consider the following:

- Describe using the current data.
- Include relevant course level data. (Instructional areas)
- Include an improvement plan if the discipline is at, or below the standard.

LAVC is 86% and the Comm department is 88%. We are above the ISS of 84%, but it should be noted that the Comm online courses are at 85%.

Saved 6/30/2022 6:08 PM by Joshua Miller



Strategies for Improvement

Based on your data review above, what strategies can be implemented by the department, college, and/or district to maintain or improve retention?

This from last year's program review:

"I'd love to hear retention strategies from the college or district. I keep hearing that retaining students is more important than getting new ones, but I am not clear on any campus or district strategies."

Are there any proven retention strategies at the district, campus and course level? If yes, they should be shared with departments.

This is also from last year: "All of our courses, except 130 and 121 for one term are above the ISS. We have two online courses that slightly below the ISS. We are currently working on department online shells and OER. I have talked to the Comm 104 and 105 instructors and it appears that there are significant differences in the online course content. Hopefully with these shells we can create more consistent content."

We have increased retention in these courses. What this shows is we need to have more intentional department communication about retention strategies and course design.

Saved 6/30/2022 5:20 PM by Joshua Miller

Validation



Validation Comments

Please enter validation comments.

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

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requests.

- Was the **current** data for the program utilized?
- Has the department addressed the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?
- When appropriate, has the department identified additional data to consider?

Validator Response - Final

The department can request a professional development session on retention strategies at an upcoming department meeting.

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

Dd 7-10-22

Saved 7/10/2022 9:09 AM by Deborah diCesare

Validator Response - Final

-MJ, 8/27/2022

Reviewed.

Saved 8/27/2022 1:37 PM by Matthew Jordan

Annual Program Review

Continuing Education / Noncredit/Citizenship

LAVC Program Review

2022

State: Completed

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](#)
- [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.](#)

Enrollment (Instructional)



Enrollment Trends (Instructional)

Review the overall discipline enrollment trends for the last 6 years. Summarize the trends, noting any improvements or concerns.

Below are the enrollment numbers available for noncredit courses in the Continuing Education department:

- Fall 2018 - 2,196
- Spring 2019 - 2,338
- Fall 2019 - 2,008
- Spring 2020 - 2,069
- Fall 2020 - 960

In the last 6 years, our enrollment numbers in ESL, ESLCIVICS and VOCED were consistent, 2,000 and above combined, with the headcount of 1,100 - 1,200. There had been no surprising trends or concerns until Summer 2020 when our enrollment numbers dramatically declined due to COVID-19.



Equity -Enrollment (Instructional)

Compare discipline enrollment to the college enrollment demographics.

- How does each discipline compare to the college enrollment based on gender (percentages)?
- How does each discipline compare to the college enrollment based on race/ethnicity (percentages)?
- Is the enrollment in the discipline similar to the overall college enrollment distribution, or are there differences?

Enrollment based on gender in percentages:

Fall 2020 College enrollment:

- Female - 59.5%
- Male - 40.5%

Fall 2020 NC enrollment:

Female - 75%

Male - 25%

Fall 2020 Civics enrollment:

Female - 65%

Male - 33%

Fall 2020 VOC ED enrollment:

Female - 79%

Male - 23%

Both the college as a whole and all of the disciplines in our department had a larger percentage of female students. The Continuing education disciplines, however, had a larger gap between these two genders. There is a much larger percentage of female students present in our disciplines.

This is probably due to cultural norms amongst our student populations and the nature of noncredit classes. Most of our student population are middle-aged immigrants who are continuing their education. In their families, men are usually more pressured to find a job right away to support the family; therefore, they are often unable to continue their formal education.

Enrollment based on race/ethnicity in percentages:

Fall 2020 College enrollment:

White - 30%

Hispanic/Latino - 40%

Two or more races - 15%

Asian - 7%

Black or African American - 4.7%

Fall 2020 ESL NC enrollment: 604 students total

White - 53%

Hispanic/Latino - 26%

Two or more races - 9%

Asian - 6%

Black or African American - 0

Fall 2020 ESL Civics enrollment: 105 students total

White - 48%

Hispanic/Latino - 17%

Asian - 0

Black or African American - 0

Two or more races - 17%

Fall 2020 VOC ED enrollment: 251 students total

White - 45%

Hispanic/Latino - 25%

Asian - 0

Two or more races - 5%

Black or African American - 7%

For the college as a whole, Hispanics/Latinos are the majority and Whites represent the second largest group. On the other hand, the data for the Continuing Education department shows that Whites are the majority, most likely because a large number of our students are Russian or Armenian, and they usually classify themselves as white. The Continuing Education data for the remaining races and ethnicities is consistent with the college.

*Note: The percentages don't add up to 100% because some students' races/ethnicities are unreported or unknown.



Enrollment - Improvement Plans

Specify any plans for improvement, as applicable based on the data.

One of the department goals for 2022-2023 is to monitor and analyze enrollment trends carefully, in an effort to both diversify our class offerings and increase face-to-face offerings. Student services will also be offered both online and in-person and at flexible times.

Saved 6/27/2022 12:50 PM by Lilit Davoyan

Retention



Retention - (Instructional)

Analyze trends in the data provided. Compare the discipline level retention data relative to the college's retention data.

- Describe using the current data.
- Is the discipline below the college retention level?
- Are there specific courses with lower retention?
- Is the discipline retention stable, increasing or declining?

Retention data for noncredit open-entry/open-exit courses is not available and not applicable.



Equity - Retention (All)

Are there identifiable equity gaps in the retention for the discipline(s), or program/population?

- Compare the retention data for your disciplines/department/program by age.
- Compare the retention data for your disciplines/department/program by gender.
- Compare the retention data for your disciplines/department/program by race/ethnicity.

Retention data for noncredit open-entry/open-exit courses is not available and not applicable.

Institution-Set Standards (ISS)

The institution has established an institution-set standard for course retention (*students who complete the course/ any grade other than a W*) at **84%**.

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



Retention - ISS

Compare the discipline level or department/program retention data to the college's **institution-set standard**. Is the discipline/department/program at, or below the college ISS for retention?

Consider the following:

- Describe using the current data.
- Include relevant course level data. (Instructional areas)
- Include an improvement plan if the discipline is at, or below the standard.



Strategies for Improvement

Based on your data review above, what strategies can be implemented by the department, college, and/or district to maintain or improve retention?

Retention data for noncredit open-entry/open-exit courses is not available and not applicable.

Validation



Validation Comments

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- When appropriate, has the department identified additional data to consider?

Validator Response - Final

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.

Dd

6/27/22

Saved 6/27/2022 9:30 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

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](#)
- [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.](#)

Enrollment (Instructional)



Enrollment Trends (Instructional)

Review the overall discipline enrollment trends for the last 6 years. Summarize the trends, noting any improvements or concerns.

There has been a sharp decline in enrollment since 2020. The COVID 19 pandemic caused few jobs/volunteer/internships due to business closures and fewer students on campus to learn about and participate in COOP ED. Also, external factors like the "Great Resignation" phenomenon may have contributed to the decline since it involves the lack of motivation to gain employment.

Saved 7/26/2022 12:21 PM by Brandon Hildreth



Equity -Enrollment (Instructional)

Compare discipline enrollment to the college enrollment demographics.

- How does each discipline compare to the college enrollment based on gender (percentages)?
- How does each discipline compare to the college enrollment based on race/ethnicity (percentages)?
- Is the enrollment in the discipline similar to the overall college enrollment distribution, or are there differences?

The program has more college women than college men. The gender gap between college women and college men in the program is greater than the college gender gap.

The program is predominately White and Hispanic, and White college students being the dominant group representing half of the group.

Saved 7/26/2022 12:23 PM by Brandon Hildreth



Enrollment - Improvement Plans

Specify any plans for improvement, as applicable based on the data.

Gender: Males: (1) Look at programs with large male enrollment, particularly those within CTE disciplines, to inform them about cooperative education opportunities (I.e., Computer Service). (2) Also, we can develop partnership programs as well.

Racial/Ethnic Groups: (1) Partner with campus identity-based organizations to recruit students. (2) Host an information session that targets unrepresented ethnic groups. (3) Work with counselors who serve identity-based groups to promote cooperative education.

Saved 7/26/2022 12:24 PM by Brandon Hildreth

Retention



Retention - (Instructional)

Analyze trends in the data provided. Compare the discipline level retention data relative to the college's retention data.

- Describe using the current data.
- Is the discipline below the college retention level?
- Are there specific courses with lower retention?
- Is the discipline retention stable, increasing or declining?

The program is above the institution-set standard for each semester

The program has a retention rate that is above most academic programs at LAVC. The program has consistently had high retention rates for the past 5 years.

Saved 7/26/2022 12:25 PM by Brandon Hildreth



Equity - Retention (All)

Are there identifiable equity gaps in the retention for the discipline(s), or program/population?

- Compare the retention data for your disciplines/department/program by age.
- Compare the retention data for your disciplines/department/program by gender.
- Compare the retention data for your disciplines/department/program by race/ethnicity.

Institution-Set Standards (ISS)

The institution has established an institution-set standard for course retention (*students who complete the course/ any grade other than a W*) at **84%**.

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



Retention - ISS

Compare the discipline level or department/program retention data to the college's **institution-set standard**. Is the discipline/department/program at, or below the college ISS for retention?

Consider the following:

- Describe using the current data.

- Include relevant course level data. (Instructional areas)
- Include an improvement plan if the discipline is at, or below the standard.

Strategies for Improvement

Based on your data review above, what strategies can be implemented by the department, college, and/or district to maintain or improve retention?

Retention may be improved by increased faculty interaction with the student during the semester, which may require a greater allocation of faculty load for the department. After acquiring the responsibility of the Service Learning Program, it is clear more staffing (potentially a 1.0 Faculty assignment and a .2 Counseling assignment) would improve the program.

Validation

Validation Comments

Please enter 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.

- Was the **current** data for the program utilized?
- Has the department addressed the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?
- When appropriate, has the department identified additional data to consider?

Validator Response - Final

Reviewed. -MJ, 8/27/2022

Saved 8/27/2022 2:37 PM by Matthew Jordan

Validator Response - Final

Parts of the module are incomplete.

There has been a significant drop in enrollment since the pandemic began in spring 2022. The department has been struggling to get above 20 students enrolled in the program. The department has a relatively high retention rate and has remained above the institution-set standard for the past five years across all terms.

I suggest that the department examine the retention rate at the course level to identify opportunities for improvement. Since Service Learning did not merge with Cooperative Education, the College assigned did not assign additional workload to COOP ED Faculty.

-BMH

Saved 7/29/2022 1:29 PM by Brandon Hildreth

Annual Program Review

Earth Science & Planetarium

LAVC Program Review

2022

State: Completed

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](#)
- [Majors Data](#)

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- [How to answer questions related to equity.](#)

Enrollment (Instructional)



Enrollment Trends (Instructional)

Review the overall discipline enrollment trends for the last 6 years. Summarize the trends, noting any improvements or concerns.

Astronomy

Enrollment for the Astronomy 1 and 5 classes peaked in 2016 and 2017. Since then, Astronomy enrollments for Fall, Spring and Summer sessions have dropped 46% to 56% during the COVID-19 pandemic from 2020 through 2022. Winter session Astronomy enrollments have dropped 13%.

It was noted that during the COVID-19 pandemic (2020 through 2021) online classes filled at much lower rates than "in-person" classes, despite the District's emphasis on in-person classes. The policy of emphasizing in-person classes apparently ran contrary to students' concern about COVID-19 and their preference for online classes during the last two years.

The enrollment numbers reflect a steady decrease of college enrollment for the Fall and Spring semesters starting in 2016, with college enrollment down 29% to 36% in 2021 compared to 2016. Summer session enrollment was down 5%, and Winter session enrollment was down 3% compared to 2016.

Geography

In 2021 294 enrolled in GEOG, headcount: 260

Geography consistently hovers around roughly 300 students, the exact average for the last 6 years is 303. In 2016, it dipped to its lowest enrollment and in 2018 it was at its highest level. Last year, it was at 294, so very close to the average.

Geology

Geology 1 enrollments have been growing steadily since Fall 2016 and reached the peak in 2019 (126). Enrollments dropped slightly in the fall of 2020 and 2021 (116 and 96 respectively) this can be attributed to the pandemic.

Spring enrollments reached a peak in 2019 (101) and dropped slightly to 86 and 84 in 2020 and 2021. This can be attributed to the pandemic as well.

Geology 6 lab has an average class size of 24 since 2016. The Geology 6 lab is only offered in Fall semester.

Geology 10 has increased class sections from 1 to 2 since spring 2018

Oceanography

Oceanography 1 class size reached a high in fall 2016 (68) and fell in 2018 (31). Spring class sizes have been irregular, with the high in spring 2020 (67). Two sections of Oceanography 1 are offered in the spring when the lab class is offered.

Oceanography 10 lab class sizes have been increasing since the low of 14 in spring 2019 to 35 in spring 2022.

Oceanography 10 is only offered in spring semester.

Environmental Science

EnvSci enrollment was down 10% for fall semesters 2015-2021 vs. the campus drop of 36% for the same period; down 7% for spring semesters during the same period vs. 31% drop for the campus. Summer and winter showed no change vs. campus growth of 3 and 22% respectively.

EnvSci 001 enrollment dropped 4% and 18% for Fall and Spring 2015-2021, a lower drop than the campus (reported above).

EnvSci 022 dropped 35% and grew 45% for Fall and Spring 2015-2021 compared to the campus numbers. There were no winter or spring offerings of EnvSci022.



Equity -Enrollment (Instructional)

Compare discipline enrollment to the college enrollment demographics.

- How does each discipline compare to the college enrollment based on gender (percentages)?
- How does each discipline compare to the college enrollment based on race/ethnicity (percentages)?
- Is the enrollment in the discipline similar to the overall college enrollment distribution, or are there differences?

Astronomy 2021

Enrollment in Astronomy classes is 50.8% male, and 49.2% female. This compares with the college gender distribution of 57.9% female and 42.1% male.

Native Hawaiian or Pacific Islander 0.1%

American Indian or Alaskan Native 0.1%

Unreported or Unknown 2.7%

Black or African American 5.1%

Asian 6.5%

Two or More Races 16.4%

White 30.05

Hispanic, Latino 39.1%

Enrollment by race/ethnicity for the college in general is as follows (in percentages):

American Indian or Alaskan Native 0.5%

Asian 1.9%

Black or African American 4.8%

Two or More Races 22.6%

White 22.6%

Hispanic, Latino 47.6%

These numbers reflect a slightly higher number of Hispanic, Latino students and slightly fewer White and Asian students enrolled in Astronomy classes than the general college enrollment.

Geology

2021 Geology by gender: Equal or higher than college enrollment

Male 78%

Female 76%

2021 Geology by ethnicity: Equal or higher than college enrollment except for American Indian or Alaskan Native and Unreported or Unknown.

White 86%

Black or African American 80%

Two or more races 78%

Hispanic Latino 71%

Unreported or Unknown 64%

American Indian or Alaskan Native 50%

Oceanography

2021 Oceanography by Gender: Male 60% Female 68% Male percentage is slightly less than Campus average

Unreported or Unknown 83%

Asian 82%

White 78%

Two or more races 76%

Hispanic Latino 55%

Black or African American 42%

Hispanic Latinos and Black or African American students are under the campus average

Geography

In 2021, with 44.1, Geography enrollment is below college average for females, and with 55.4 above college average for males.

White 35.9%, Hispanic/Latino 31.6%, 2 or more races 19.8%, Black/African American 5.5%, Asian, 4.2%, unknown 3%

Demographic percentages for Geography are comparable with the college overall, Whites are slightly higher and Hispanic/Latino a bit lower.

Environmental Science

Looking at Fall Demographics: 2021

Gender distribution for campus vs. Env Sci: Campus 42.1% Male, Env Sci 35.5% Male; Campus 57.9% Female, Env Sci 64.5% Female

The gender distribution for Env Sci is weighted more toward female than male vs the campus as a whole.

Campus Race/Ethnicity vs Env Sci Race Ethnicity Distribution (as percent of enrollment)

Hispanic, Latino: 40.7% vs 39.1%

White: 32.3% vs 30%

Two or More Races: 16.4% vs. 16.4%

Asian: 4.9% vs 6.5%

Unreported or Unknown: 3.5% vs 2.75%

Black or African American: 2.2% vs 5.1%

The Race/Ethnicity distribution for Env Sci is exceedingly similar to the campus as a whole, with the exception of Black or African American students which are overrepresented in Env Sci vs the campus.

Saved 6/21/2022 7:04 PM by Jacquelyn Hams



Enrollment - Improvement Plans

Specify any plans for improvement, as applicable based on the data.

Faculty will continue to participate in campus initiatives regarding equity, completion, and inclusion.

Retention



Retention - (Instructional)

Analyze trends in the data provided. Compare the discipline level retention data relative to the college's retention data.

- Describe using the current data.
- Is the discipline below the college retention level?
- Are there specific courses with lower retention?
- Is the discipline retention stable, increasing or declining?

Astronomy

The Astronomy 1 courses have a retention rate of 87%, which is above the ISS of 84%.

Astronomy 5 classes have a retention rate of 92%, which is above the ISS of 84%.

Therefore, the Astronomy discipline exceeds the college retention rate of 86%.

The Retention Rates since 2015 appear to be stable.

Geography

Geography retention data for fall 2021 is 95%, well above the campus average of 84%.

Geology/Oceanography

2021 Retention rates for Geology classes are 93% and for 94% for Oceanography. These rates are above the ISS of 84%.

Environmental Science

Fall Retention Rates (Courses): 2015-2021 are 89% for Env Sci, exceeding the campus rate of 86%. This average is based on numbers that show a general trend upward over the reporting period.

Saved 6/21/2022 7:06 PM by Jacquelyn Hams



Equity - Retention (All)

Are there identifiable equity gaps in the retention for the discipline(s), or program/population?

- Compare the retention data for your disciplines/department/program by age.
- Compare the retention data for your disciplines/department/program by gender.
- Compare the retention data for your disciplines/department/program by race/ethnicity.

Retention Data by Age, Gender, Race/Ethnicity

Astronomy

The Astronomy 1 courses have a retention rate of 87%, which is above the ISS of 84%.

Astronomy 5 classes have a retention rate of 92%, which is above the ISS of 84%.

Therefore, the Astronomy discipline exceeds the college retention rate of 86%.

The Retention Rates since 2015 appear to be stable.

Equity - Retention

Retention rates by age for Astronomy classes are as follows (in percentages):

20 or under: 89%

20 – 24: 88%

25 – 39: 86%

49 or over: 84%

Retention rates for males and females are both 88%. Unknown gender has a Retention Rate of 75%.

This does not indicate a significant gap in equity in terms of age or gender.

Retention rates by Ethnicity for all Astronomy courses are as follows:

American Indian or Alaskan Native: 100%

Native Hawaiian or Pacific Islander: 100%

White: 92%

Asian: 87%

Hispanic, Latino: 86%

Two or More Races: 85%

Unreported or Unknown: 84%

Black or African American: 83%

Geology 2021

Geology by age 40 and over 85%, 20-24 76%, 25-39 78%, 20 under 76%

Geology by gender female 79% male 75%

Geology by Ethnicity Asians 85%, 2 or more races 76%, unreported/unknown 68%, Hispanic/Latino 73%, White 84% American Indian or Alaskan native 33%

Geology retention rates are highest in the 40 and over age group and above 84%. All other age groups are below the college standard.

Asian and White students are equal or above the campus retention standard.

Oceanography 2021

Oceanography by gender female 68% male 60%

Oceanography by age 40 and over 92%, 20 or under 61%, 20-24 65%, 25-39 65%

Oceanography by ethnicity Asian 82% Black/African American 42%, Unreported/unknown 83%, White 78%, Hispanic/Latino 55%, Two or more races 76%.

There is a noticeable retention gap in age for 40 and over. That age group is well above the campus retention average (85 and 92%). The other age groups are under the campus average.

Geography

By gender

2021: 100% unknown, 97% male, 93% female

By Age group

20 or under - 98%, 20-24 - 92%, 25-39 - 96%, 40 and over - 93%

By ethnicity

Unknown 100%, Hispanic/Latino 99%, White 94%, 2 or more races, 94%, Asian, 90%, Black or African America 85%

Environmental Science

By Age: Campus Env Sci

40 or over 89% 93%

20 or under 88% 91%

25-39 85% 91%

20-24 83% 86%

Env Sci Retention Rates by Age Group exceed campus rates.

By Gender: Campus Env Sci

Unknown 87% Not reported

Female 87% 90%

Male 85% 88%

Env Sci Retention Rates by Gender exceed campus rates.

By Race/Ethnicity: Campus Env Sci

W h i t e 89% 91%

Native Hawaiian or Pacific Islander 89% 100%

A s i a n 88% 91%

Unreported or Unknown 87% 91%

American Indian or Alaskan Native 84% 60%

Two or More Races 84% 89%

Hispanic, Latino 84% 88%

Black or African American 83% 84%

Env Sci Retention Rates by Race/Ethnicity exceed campus rates, however Black or African American students do not stay in Env Sci classes at a rate above the ISS. The t

Saved 6/21/2022 7:15 PM by Jacquelyn Hams

Institution-Set Standards (ISS)

The institution has established an institution-set standard for course retention (*students who complete the course/ any grade other than a W*) at **84%**.

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



Retention - ISS

Compare the discipline level or department/program retention data to the college's **institution-set standard**. Is the discipline/department/program at, or below the college ISS for retention?

Consider the following:

- Describe using the current data.
- Include relevant course level data. (Instructional areas)
- Include an improvement plan if the discipline is at, or below the standard.

Astronomy

Faculty will continue to encourage students to use the General Tutoring lab to reinforce concepts and to meet with the instructor during Office Hours to help identify specific problems.

While most ethnicities have Retention Rates for Astronomy classes above or at the ISS of 84%, Black or African Americans have a Retention Rate slightly lower, of 83%.

Geology/Oceanography

Geology has an average retention rate of 91% and Oceanography of 84%. My calculations by semester show Oceanography with a 90% which equals or exceeds the college standard.

Geography 2021

With 95%, the retention rate for GEOG is well above the college average of 84%.

Environmental Science

Env Sci retention is 89% compared to the campus' 86% rate. Env Sci 001 is 90% (at or above the ISS from 2017 to present). Env Sci 022 is 86% (at or above the ISS from 2018 to present).

Saved 6/21/2022 7:16 PM by Jacquelyn Hams



Strategies for Improvement

Based on your data review above, what strategies can be implemented by the department, college, and/or district to maintain or improve retention?

Faculty will remind students in the Geology 6 lab to complete assignments in a timely manner.

Faculty in Geography will continue communication with students regarding assignments, upcoming exams, and overall class progress.

Funding to restore Supplemental Instruction for Astronomy 1 courses would help improve retention for students who have difficulty with the class. The Department continues to seek funding for restoration of this service.

Env Sci students will continue to be encouraged to attend faculty office hours, seek general tutoring (as there is no Env Sci / discipline-specific tutoring at LAVC). In addition, starting in Fall '22, students will be encouraged to seek student peer mentoring.

Saved 6/21/2022 7:17 PM by Jacquelyn Hams

Validation



Validation Comments

Please enter validation comments.

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.

- Was the **current** data for the program utilized?
- Has the department addressed the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?
- When appropriate, has the department identified additional data to consider?

Validator Response - Final

The department has used current data, met and addressed the ISS, and developed improvement plans as needed.

Saved 6/28/2022 10:32 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

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](#)
- [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.](#)

Enrollment (Instructional)



Enrollment Trends (Instructional)

Review the overall discipline enrollment trends for the last 6 years. Summarize the trends, noting any improvements or concerns.

Since the Fall of 2014, Emergency Services has seen a 58% drop in enrollment, which is greatly concerning. Winter class offerings have disappeared and summer offerings have been limited to one class. As a chair doing program review for this department for the first time, I have to ask myself where did those 850-odd students go from 2014. I know our numbers have been declining due to the pandemic, but many more in depth conversations need to happen with the faculty to find ways to stop this. In today's world, Valley should be leading the charge on training emergency services!!



Equity -Enrollment (Instructional)

Compare discipline enrollment to the college enrollment demographics.

- How does each discipline compare to the college enrollment based on gender (percentages)?
- How does each discipline compare to the college enrollment based on race/ethnicity (percentages)?
- Is the enrollment in the discipline similar to the overall college enrollment distribution, or are there differences?

The college enrollment for the past 6 years averages around 40,621.5 per year - both fall and spring combined. The college has seen a 20% decline over the past 6 years. This decline is much less than Emergency Services which has declined 61% over the same period.

Looking at gender breakdown for the college, Spring 2020 was 58.5% female, and 41.5% male. Fall 2020 was 59.5% female and 40.5% male. For Emergency Services' two disciplines over the same time period, we saw that Administration of Justice was 60% female, 40% male in the spring and 67% female and 33% male in the fall. Conversely, Fire Technology was 84% male and 16% female in spring, and 79% male and 21% female in fall. Administration of Justice is fairly consistent to the overall school demographics for gender, whereas Fire Technology pulls in way more male students than female students than the school's average.

The college enrollment based on race for spring and fall 2020, was 40% Latinx, 30% White, 14% two or more races, 7% Asian, 5% Black and 4% unknown/American Indian, Alaskan Native, native Hawaiian or Pacific Islander, approximately. That same period, in Administration of Justice enrollment based on race was 59% Latinx, 15% two or more races, 15% White, 6% Black, 4% Asian and 1% unknown or American Indian/Alaskan Native; Fire Technology enrollment based on race was 52% Latinx, 23% White, 15% two or more races, 4% Asian, 3% Black and 3% unknown. In both disciplines we have a higher percentage of Latinx students than the college, lower percentage of White students than the college, and the rest are fairly comparable to the college.



Enrollment - Improvement Plans

Specify any plans for improvement, as applicable based on the data.

Whereas Administration of Justice follows a similar pattern to the college in terms of gender, Fire Technology is definitely catering to the male population, 82% the past two semesters as compared to 18% of women for the same period. Some of that could be due to the nature of the work - just 3.3% of Los Angeles firefighters are female - a figure that is definitely a problem in terms of equity. This is an area we need to focus on - how to increase the female enrollment. It will be a topic we tackle in the fall.

Retention



Retention - (Instructional)

Analyze trends in the data provided. Compare the discipline level retention data relative to the college's retention data.

- Describe using the current data.
- Is the discipline below the college retention level?
- Are there specific courses with lower retention?
- Is the discipline retention stable, increasing or declining?

The college's retention rate for the past 6 years is 85.5% for both spring and fall. For the same period, Administration of Justice has a 88.5% retention rate and Fire Technology has a 70% retention rate. If we separate out the 2020 year, we see the college at 86.5%, Administration of Justice at 93%, and Fire Technology at 71%, far below the ISS of 84%.

FT-96, EMT Training, has consistently been identified to have a lower retention rate than normal due to the standards set by the LA County Emergency Medical Services Agency and other state and federal regulations for EMT certifications. One of the main regulations states that students cannot receive a Course Completion certificate to take the test for the National Registry of Emergency Medical Technicians National if the student falls below an average of 80% within the class. Many students enroll in this intensive class without understanding the scope or the work. They also tend to drop the course knowing that they cannot retake it if they are issued a passing grade, but aren't above the 80% to take the national registry test. By dropping the course mid-semester, they can retake it the next semester and hope to earn 80% or above to take the test, which is a requirement to be hired as an EMT or in a Fire Technology related career. We will be working on finding a way to increase the number of successful students per semester by introducing a prep course or additional tutoring, etc.

Combined, Emergency Services has an overall retention rate of 82%, just slightly below the ISS - but we will be working on it!



Equity - Retention (All)

Are there identifiable equity gaps in the retention for the discipline(s), or program/population?

- Compare the retention data for your disciplines/department/program by age.
- Compare the retention data for your disciplines/department/program by gender.
- Compare the retention data for your disciplines/department/program by race/ethnicity.

The retention rate for Emergency Services for the 2020 spring and fall semesters were as follows.

- By Age: 93% for 40 or over, 82% for 20-24, 82.5% for 20 or under, and 79.5% for those 25-39.
- By gender: 78% for men, 88% for women, 100% for unknown
- By race/ethnicity: 100% American Indian/Alaskan Native, 83.5% Latinx, 83.5% White, 78% two or more races, 83% Black, 67% unknown, and 69%

Asian.

Looking at the Administration of Justice discipline, the retention rate by gender is fairly equal, as it is by age group and ethnicity. All were above the ISS by 3-4% at least, with the exception of Asian students in the fall.

When we look at Fire Technology, the majority of the retention data by age, gender and race is below the ISS, with the exception of the over 40 group in the spring and a Black student and unknown gender student. The majority of time, the students are not staying in the classes, FT 96 aside, this is something we need to work on throughout the entire discipline.

Institution-Set Standards (ISS)

The institution has established an institution-set standard for course retention (*students who complete the course/ any grade other than a W*) at **84%**.

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



Retention - ISS

Compare the discipline level or department/program retention data to the college's **institution-set standard**. Is the discipline/department/program at, or below the college ISS for retention?

Consider the following:

- Describe using the current data.
- Include relevant course level data. (Instructional areas)
- Include an improvement plan if the discipline is at, or below the standard.



Strategies for Improvement

Based on your data review above, what strategies can be implemented by the department, college, and/or district to maintain or improve retention?

In past years, the disciplines in Emergency Services have been streamlined to simplify the number of degrees and certificates awarded. The challenge with this is that we have so severely cut out essential courses, that unless the student transfers to a 4-year college, they do not have the tools necessary to get a job. This is something we need to look at - we are giving out an increasing number of AS-T's, but by discarding our AA, we are not supplying adequate knowledge so that the student can go directly into employment. That is doubly true of students taking the EMT course - one course that's all they need to get a job, and while many of our students are being hired by ambulance companies, from our most recent Advisory Committee meeting, they don't know how to interview, how to write a report, how to behave, etc. As the world changes for our first responders, we need to ensure that we are giving them the tools they need to go out and be successful. We will be looking at our degrees and course offerings to consider if we knee-jerked to bare bones too quickly.

Validation



Validation Comments

Please enter 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.

- Was the **current** data for the program utilized?
- Has the department addressed the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?
- When appropriate, has the department identified additional data to consider?

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 it. There is no doubt the pandemic had an impact on enrollment even though FT 96 was held on campus, since it was a hard to convert class. The strategies for improvement are sound and I encourage the department to follow through on them. I also suggest the chair meet with the Career Specialist and CTE counselor to see if there are work based activities that can be implemented to improve enrollment and career readiness.

I am hopeful that POPP which is a program geared towards new students interested in a getting into law enforcement and COPP which is geared towards training for incumbent workers, will improve enrollment.

LN, Dean, July 19, 2022

Saved 7/19/2022 3:16 PM by Laurie Nalepa

Annual Program Review

CalWorks

LAVC Program Review

2022

State: Completed

Annual Program Review

English

LAVC Program Review

2022

State: Completed

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](#)
- [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 to institution-set standards: success, retention, awards.](#)
- [How to answer questions related to equity.](#)

Enrollment (Instructional)



Enrollment Trends (Instructional)

Review the overall discipline enrollment trends for the last 6 years. Summarize the trends, noting any improvements or concerns.

The enrollment in English courses over the last five years mirrors other declines in enrollment across the district and state system:

- 2021 = 2520
- 2020 = 2974
- 2019 = 4156
- 2018 = 4055
- 2017 = 4079
- 2016 = 4621

We have seen a decline in enrollment over the last 6 years, especially starting in Fall of 2020.

Saved 6/27/2022 11:00 AM by Holly Batty



Equity -Enrollment (Instructional)

Compare discipline enrollment to the college enrollment demographics.

- How does each discipline compare to the college enrollment based on gender (percentages)?
- How does each discipline compare to the college enrollment based on race/ethnicity (percentages)?
- Is the enrollment in the discipline similar to the overall college enrollment distribution, or are there differences?

Fall 2021

English overall enrollment =2520 (College 29,941)

males in English = 45.5% (College 42.1%)

females in English = 54.5 % (college 57.9%)

White in English = 29.8% (College 30%)

Asian in English = 4.95% (college 6.53%)

Hispanic =42.3% (College 39.1%)

2+ races in English = 18.12% (college 16.42%)

black in English = 4.64% (college 5.06%)

American Indian in English = .12% (College .09%)

native Hawaiian or Pacific Islander in English = .08% (College .07%)

* All enrollment demographics are on par with the college enrollment data.

Reviewing the data from the previous two years, we note some slight changes (i.e., an increase in White students from 24% to 29%), but generally, the demographics remain generally the same:

Fall 2020

Males in English = 42.7% (College Males = 40.5%)

Females in English = 57.3% (College Females = 59.5%)

White students in English = 26.3% F / 25.9% M (College 29.3% F / 20% M)

Hispanic students in English = 45.3% F / 45.7% M (College 40.1% F / 40% M)

Black students in English = 3.5% F / 3.4% M (College 5% F / 4.7% M)

Asian students in English = 6.5% F / 6.5% M (College 7.4% F / 7% M)

Two or more races in English = 15.8% F / 15.8% M (College 14.9% F / 15% M)

*No significant differences among equity groups in the English discipline compared to the institution.

Saved 6/22/2022 11:17 AM by Holly Batty



Enrollment - Improvement Plans

Specify any plans for improvement, as applicable based on the data.

We will be participating in CAP (Career and Academic Pathways) events to increase interest in the English discipline and the Humanities in general. This includes a collaborative event with Counseling/Career Transfer Center during the summer for new students, which will provide information on Pathways, career options, transfer, etc. Participation in the Humanities and Communications CAP team will also provide an opportunity to do a deeper analysis of desegregated CAP data and brainstorm innovations and interventions.

- We will find an increase in enrollment from Program Mapper video (this is requested in another module).
- Our dual enrollment classes, which have been growing with ever-more increasing regularity
- Creating new English courses, such as Children's Literature and LGBTQ Literature.

Saved 6/27/2022 11:01 AM by Holly Batty

Retention



Retention - (Instructional)

Analyze trends in the data provided. Compare the discipline level retention data relative to the college's retention data.

- Describe using the current data.
- Is the discipline below the college retention level?
- Are there specific courses with lower retention?
- Is the discipline retention stable, increasing or declining?

Fall 2021 (ISS 84%)

College Retention rate = 86%

English = 85%

English 101 = 84%

English 105 = 72%

English 205 = 77%

The discipline retention is stable and has increased overall since 2015. English 101 Retention rate for Fall 2019 was 83%, and in Fall 2020, English 101 retention rose to 87%. Perhaps because all classes were done online in Fall, 2020.

The Retention Rate for English 101 was less extreme: in 2016, the Retention Rate for English 101 courses was 86% and in 2019, it had dropped to 82%. English 103 did better: its Success rate in 2016 was 81% and in 2019 dropped to 77%, a drop of 5%. Retention Rates, on the other hand, rose slightly: they were 87% in 2016 and in 2019, they rose one point to 88%. The best explanation I can offer for the improvements in English 103 over 101, is that by the time students take English 103, they are more organized and know better how to act like students, but I'm sure there are other aspects. The data of Retention rates via courses seems missing, because it shows rates only up to Fall, 2019, which was the same as last year's data.

Saved 6/22/2022 10:25 AM by Holly Batty



Equity - Retention (All)

Are there identifiable equity gaps in the retention for the discipline(s), or program/population?

- Compare the retention data for your disciplines/department/program by age.
- Compare the retention data for your disciplines/department/program by gender.
- Compare the retention data for your disciplines/department/program by race/ethnicity.

Fall 2021

Females 85%

Males 85%

American Indian = 100%

Native Hawaiian = 100%

Asian = 90%

White = 89%

Black & AA = 86%

2+ races = 84%

Hispanic = 82%

Unknown = 82%

20 or under = 88%

40 or over = 87%

20-24 = 82%

25-39 = 82%

Plans for Improvement:

- Embedding Life skills into English 101 curriculum
- English Basic Skills 006E (Summer Bridge)
- Puente/Umoja
- Professional Development (CORA, etc.)
- LARC Embedded Tutors/ Writing Center
- Departmental Professional Development with an Equity emphasis
- Increased culturally-relevant literature
- More courses engaged in OER / ZCT

Institution-Set Standards (ISS)

The institution has established an institution-set standard for course retention (*students who complete the course/ any grade other than a W*) at **84%**.

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



Retention - ISS

Compare the discipline level or department/program retention data to the college's **institution-set standard**. Is the discipline/department/program at, or below the college ISS for retention?

Consider the following:

- Describe using the current data.
- Include relevant course level data. (Instructional areas)
- Include an improvement plan if the discipline is at, or below the standard.

Fall 2021

English retention was 85%, and College was 86%. The ISS is 84%

The two courses that were below the ISS were:

English 105 = 72%

English 205 = 77%

We will consult with the instructors of these two individual courses to confer regarding the circumstances that lead to the unusually low retention.

Saved 6/9/2022 2:51 PM by Holly Batty



Strategies for Improvement

Based on your data review above, what strategies can be implemented by the department, college, and/or district to maintain or improve retention?

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, etc. 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 retention rates of our DI groups. We also need to consider curriculum redesign for English 101 and 72.

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.

Strategies from the Department to Improve Retention:

One tactic that we introduced for Fall 2019 was encouraging every instructor of English 101 give a diagnostic writing assignment during the first week of the term and recommend to any student needful of assistance a permission number for a section of English 72. One new strategy for this Fall, 2022, was designating a section of English 72 as a late-start course---done to accommodate those students who think they will have no problem with English 101 and then, come mid-semester, they realize that they do. Along with English 72, we also have hopes for the English Basic Skills 006E (Summer Bridge).

We also hope for

Puente/Umoja

Professional Development (CORA, etc.)

Departmental Professional Development with an Equity emphasis:

- sessions on employing innovative, student-friendly and student-centered instructional techniques (i.e. presentations on techniques for improving outreach to students while they struggle in online courses)
- presentations on texts that relate cultural relevancy for our Black and African-American students, as well as our Latinx students, as well as increased culturally-relevant literature.

Strategies from the College and the District to Improve Retention:

The English Department respectfully requests the following:

- *Normalize for composition courses such as English 101, 102, and 103, to smaller class sizes (capping enrollment to 25, which is a norm from most all community colleges in the state).* Writing can intimidate anybody, and with smaller class sizes, students can obtain the attention they absolutely need for success in a composition course. Math instructor and others can assign quizzes and grade quickly with a scantron machines or canvas; such grading can require less than an hour for a class. English instructors, however, teach writing, which is a skill, and like any skill requires continual practice and individual attention and direction. The grading of a class of essays requires hours even by the quickest of teachers. Having classes that are the same size as other departments hinders instructors from adequately providing the students require.
- *Reinstate several of the 200-level courses no longer taught by the department.* Department faculty have voiced an interest in teaching Shakespeare, Children's Literature, and even LGTBX+ Literature, but optimists hope for Dramatic Literature, Poetry, Mythology. Such classes may not lure the high-level of student class sizes that 10, 102, and 103 can, but they strengthen the Department as an English-Major Transfer Program.

Saved 6/22/2022 11:22 AM by Holly Batty

Validation



Validation Comments

Please enter validation comments.

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.

- Was the **current** data for the program utilized?
- Has the department addressed the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?
- When appropriate, has the department identified additional data to consider?

Validator Response - Final

I support the initiatives to develop new culturally relevant courses and texts.

The department has addressed the ISS and identified appropriate improvement plans.

Saved 6/28/2022 3:40 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

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](#)
- [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.](#)

Enrollment (Instructional)

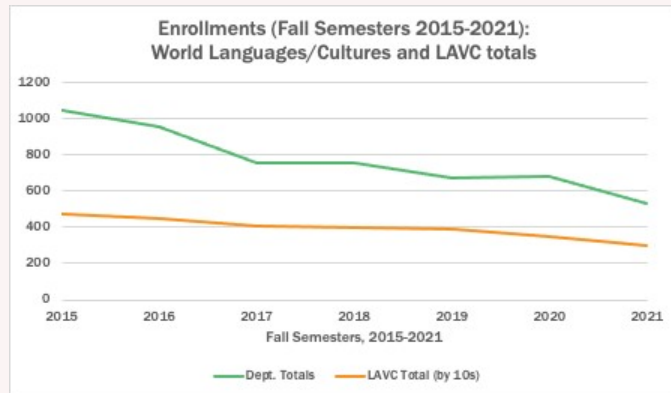


Enrollment Trends (Instructional)

Review the overall discipline enrollment trends for the last 6 years. Summarize the trends, noting any improvements or concerns.

Overall Enrollment Trends at LAVC vs. State/National Trends at Community Colleges:

During the 2015-2021 data period, overall enrollment across the College fell by -36.2% (Fall 2015: 46,907 vs. Fall 2021: 29,941). During that same 2015-2021 period, **overall enrollment in World Language courses fell by -49.4%** (2015: 1043 vs. 2021: 528).



Between Fall 2019 and Fall 2021, overall enrollment across the College fell by 23.8% (Fall 2019: 39,283; Fall 2021: 29,941), whereas World Language enrollment fell by 21.4% (Fall 2019: 672; Fall 2021: 528). According to a March 7, 2022 California Community Colleges memorandum (<https://calmatters.org/wp-content/uploads/2022/03/Fall-2021-Enrollment-Memo-1.pdf> = 2022 Memo), headcount fell across the California Community College system by 20% (Fall 2019 headcount: 1,553,191; Fall 2021 headcount: 1,236,957).

The same memo notes that community college enrollment nationwide has fallen by 15% between Fall 2019-Fall 2021: "National and state surveys of college students during the pandemic revealed increased levels of food and housing insecurity, anxiety and mental health issues, difficulty concentrating, and increased worries about academic performance" (2022 Memo, p. 1).

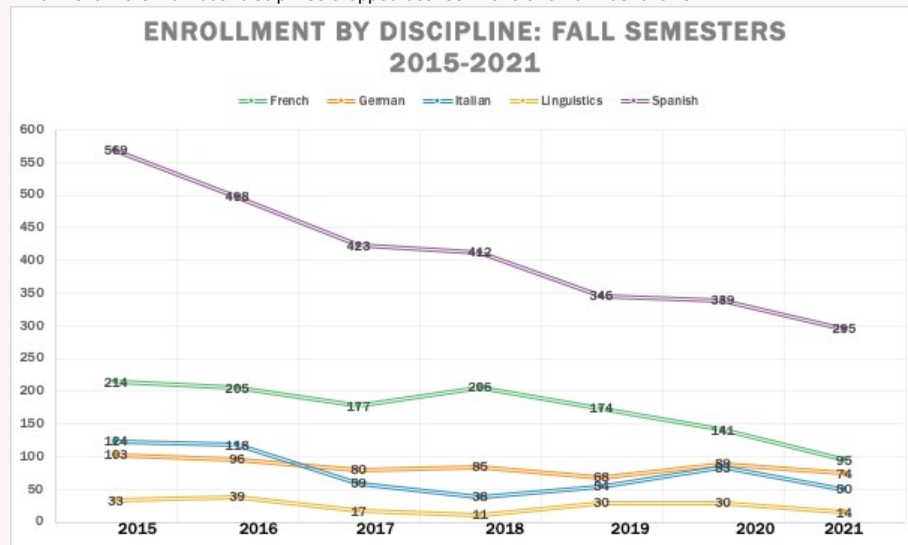
Our Department's concerns are **two-fold**: (1) Firstly, our general enrollment concerns dovetail with those of the College, the State's California Community College system, and nationwide community colleges which seek to turn around enrollment trends through strategies that respond to the pandemic and its enduring effects that "meet student basic needs, invest in online educational modalities with student supports [...]" (2022 Memo, p. 3). (2) Secondly, our concerns are specific to the study of world languages in general, which has been declining: The 2016 Modern Language Association study ("Enrollments in Languages Other Than English in United States Institutions of Higher Education, Summer 2016 and Fall 2016: Report on Two-Year Institutions," updated April 2021) reported that enrollment in languages other than English between Fall 2013 and Fall 2016 fell by 15.9% at U.S. community colleges, whereas enrollment at four-year institutions during the same period fell by 7.3% (<https://www.mla.org/content/download/147768/2639915/2016-Community-Colleges-Enrollment-Report-Revised.pdf>).

AB 928: We are also concerned about world language enrollments should AB 928 pass. As you know, AB 928 will eliminate Area 6A "Languages Other Than English" from the IGETC (the transfer plan for UC-bound students). Instead of including languages other than English in the plan, the UC has agreed to make it a graduation requirement. This implies that the Languages Other Than English preparation will no longer be a transfer requirement. As the UC states on their website, a lot of graduation requirements can be fulfilled with high school coursework. In our case, this means one year (two semesters) of high school for the languages we teach. Our courses contribute to personal growth and enrichment, cultural awareness, cultural equity, and global perspectives. We contribute to the goal that many students have, which is to be well-rounded, culturally aware, and compassionate citizens. This enrichment, however, will no longer be needed as a transfer requirement, which is a goal a lot of our students have shared

with us when asked why they enroll in our classes. Now more than ever, we need to make our courses in the Department of World Languages and Cultures **more attractive** and **more meaningful** for students so they continue to see the value that learning a language other than English will bring to their lives.

Enrollment by Discipline:

Enrollment in the individual disciplines dropped between 2015 and 2021 as follows:



Enrollment trends:

	Fall 2015-Fall 2021	Fall 2015-Fall 2017	Fall 2017-Fall 2019 (immediately prior to pandemic) <i>Decline slows for all disciplines (compared to 2015-2017)</i>	Fall 2020-Fall 2021 (during pandemic): <i>Sharp declines compared to pre-pandemic 2017-2019</i>
French	-55.6%	-17.3%	-1.7%	-32.62%
German	-28.2%	-22.3%	-15.0%	-16.9%
Italian	-59.7%	-52.4%	-8.47%	-39.8%
Linguistics	-57.6%	-48.5%	+76.5%	-53.3%
Spanish	-48.2%	-25.7%	-18.2%	-13.0%
Dept. Totals	-49.4%	-27.5%	-11.1%	-22.6%

For the data period (Fall 2015-Fall 2021), enrollment has been declining for all World Language disciplines (between 28% and 60%). If we compare two-year segments, however, we see good news: **The rate of decline in enrollment in World Languages was slowing prior to the pandemic. For all disciplines, the rate of decline from 2017-2019 was much less than from 2015-2017.** For example, French enrollment declined by -22.3% between 2015-2017, but only by -15% between 2017-2019. Similarly, Italian declined by -52.4% between 2015-2017, but only by -8.47% between 2017-2019. Linguistics even reversed the downward trend between 2015-2017 and grew between 2017-2019. During the pandemic (Fall 2020-Fall 2021), however, all disciplines—except for Spanish (!)—showed steeper declines in enrollment than in the two years prior to the pandemic (Fall 2017-Fall 2019).

Consequently, as we return to in-person instruction on campus, the Department believes that we can slow the decline in enrollments in all disciplines, and eventually reverse them.

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Equity -Enrollment (Instructional)

Compare discipline enrollment to the college enrollment demographics.

- How does each discipline compare to the college enrollment based on gender (percentages)?
- How does each discipline compare to the college enrollment based on race/ethnicity (percentages)?
- Is the enrollment in the discipline similar to the overall college enrollment distribution, or are there differences?

Enrollment data seems to differ between dashboards: For "Enrollment Credit Fall 2015": Dashboard 10 reports 51,607 enrollment, whereas Dashboard 7 reports 46,907 enrollment. I've decided to draw all data for this Data – Enrollment module question from **DASHBOARD 7**. Consequently, I'm using the reported enrollment total from Dashboard 7; when adding reported male and female enrollments, they do not add up to the reported enrollment figure (for example, Fall 2015 for all departments/programs shows female enrollment (26,586) and male enrollment (20,320), but the sum of these numbers gives a total enrollment of 46,906, which differs from the reported enrollment. Without knowing the formulas applied to the data PRIOR TO 2021, I've

decided to attribute this discrepancy to students who did not report gender (i.e. "neither" or "unknown" or "unreported"). Would it be possible for Program Review 2023 to have the LAVC OIE display a pie chart for "Gender (Enrollment)" as well?

Enrollment by Gender:

Enrollment trends at LAVC for men and women during the 2015-2021 data period were quite similar: female student enrollment fell by -36.5%, whereas enrollment for male students fell by 36.8% (Enrollment in 2015: Women: 26,586, Men: 20,320; Enrollment in 2021: Women: 16,880; Men: 12,836).

Across the 2015-2021 period, the gender parity index (GPI, i.e. female/male ratio) for the entire LAVC campus stayed relatively the same: Fall 2015 (1.31) vs. Fall 2021 (1.32). The following trends can be seen across the 2015-2021 data period:

- The GPI in French moved towards more women (2015: 1.89; 2021: 2.24)
- The GPI in German shifted from more men to more women (2015: 0.78; 2020: 1.56)
- The GPI in Italian shifted sharply to more than twice as many women as men, but in Fall 2021 it began shifting back (2015: 1.30; 2020: 2.61; 2021: 2.27)
- The GPI in Linguistics has been shifting to more women (2015: 1.36; 2021: 1.80)
- The GPI in Spanish shifted towards more women (2015: 1.55; 2021: 2.06)

Summary: The GPI showed the following trends for gender for the entire Department of World Languages and Cultures during the 2015-2021 data period: Similarly to the College at large where the GPI (1.32) has stayed relatively stable with more women than men; French, German, Italian, Linguistics, and Spanish have moved towards more women.

Discipline enrollment by ethnicity:

In Fall 2021, the various FL disciplines showed the following enrollment by ethnicities (listed for each discipline, from largest ethnicity to smallest ethnicity, as % of total):

	LAVC	French	German	Italian	Linguistics
Largest ethnicity	Hispanic (39.0%)	White (41.1%)	White (43.2%)	Hispanic (48.0%)	White (50.0%)
2nd largest	White (30.0%)	Hispanic (32.6%)	Multi-Ethnic (24.3%)	White (22.0%)	Hispanic (28.6%)
3rd largest	Multi-Ethnic (16.0%)	Multi-Ethnic (14.7%)	Hispanic (13.5%)	Multi-Ethnic (16.0%)	Multi-Ethnic (14.3%)
4th	Asian (7.0%)	Unreported/Unknown (6.3%)	Black/African-American (9.5%)	Unreported/Unknown (8%)	Unreported/Unknown (7.1%)
5th	Black/African-American (5.0%)	Black/African-American (4.2%)	Asian (6.8%)	Asian (4%)	Black/African-American (0%)
6th	Unreported/Unknown (3.0%)	Asian (1.1%)	Unreported/Unknown (2.7%)	Black/African-American (2.0%)	Asian (0%)
7th	Native Hawaiian/Other Pacific Islander (0%)	Native American (0%)	Native American/Alaskan (0%)	Native Hawaiian/Other Pacific Islander (0.0%)	Native American (0%)
Smallest ethnicity	Native American/Alaskan (0%)	Native Hawaiian/Other Pacific Islander (0%)	Native Hawaiian/Other Pacific Islander (0%)	Native-American/Alaskan (0%)	Native Hawaiian/Other Pacific Islander (0%)

The enrollment trends for ethnicities in the individual language disciplines generally mirror those trends for ethnicities across the College, where Hispanic/Latino students make up the largest group in Spanish and Italian (2nd in French, 3rd in German), with White students as the 2nd largest ethnicity also in Spanish and Italian, with Multi-Ethnic students in 3rd place. French, German, and Linguistics had White students as the largest group, followed by Hispanic students in 2nd place. Similar to the College, French, German, Italian, Linguistics, and Spanish had Hispanic students, White students, and Multi-Ethnic students as the largest three ethnic student groups (in no particular order).

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Enrollment - Improvement Plans

Specify any plans for improvement, as applicable based on the data.

Considering the fact that (i) declining enrollment was actually slowing in the two years (Fall 2017-2019) prior to the pandemic and (ii) enrollment worsened during the pandemic (Fall 2020-Fall 2021), the Department reiterates its suggestions from previous Program Review reports to improve language enrollment, which can be organized by those that can be undertaken by the Department, the College, and the District. One sentence from the 2016 Modern Language Association study ("Enrollments in Languages Other Than English in United States Institutions of Higher Education, Summer 2016 and Fall 2016: Report on Two-Year Institutions," updated April 2021) should be noted:

"One can take away from the 2016 data the following crucial detail: **a program designed to meet the needs of an institution's students** that has been **provided with enough resources** to survive, if not thrive, does succeed. Such programs need to be studied, for they are apparently remarkable models of

effective foreign language teaching and learning, all the more so in a time of financial constraints, challenges to the profession, and general disregard for language study” (my emphasis).

The Department has also learned that some of these steps, implemented during the pandemic, should continue as we return to in-person instruction on campus.

Improvement by the Department:

In order to stem declining language enrollments, the Department must continue to adapt to meet student needs.

- *Increase variety of class modalities: During the current COVID-19 pandemic, we have seen that synchronous remote delivery classes have been feasible, even successful. Despite the increased reliance of students to use online translation engines to complete homework, quizzes, and tests, the Department of World Languages and Cultures should continue to offer a hardy mix of both face-to-face class sections and synchronous online class sections.*
- Consider offering asynchronous online classes: For Level 1 classes with many sections, consider offering at least one class section as a completely asynchronous online class: Our departmental faculty is very much against offering asynchronous, completely online classes. Nevertheless, we do see the increasing number of colleges within the LACCD that offer asynchronous online classes.
 - *One caveat to online asynchronous foreign language instruction, however, is that we have seen that students tend to use online dictionaries and translation engines—some EXTENSIVELY—to complete homework, as well as to take quizzes, tests, and final exams (the latter practice being expressly forbidden by our department).*
 - *For this reason, USC has already stopped automatically accepting foreign language classes taken online.*
 - *To ensure that our students are in fact learning how to speak/write/read/listen to a foreign language—and not simply learning how to LOOK UP ONLINE how to speak/write/read/listen to a foreign language, the Department has decided to make sure that all Level 2 classes will eventually return to in-person instruction as a stop-gap that ensures that students are learning the material.*
- Create Occupational Certificates of Skill for Foreign Language at the Basic, Intermediate, and Advanced levels. Pasadena City College has such a program that awards skills certificates after completion of 12-13 units at specific levels.

Occupational Skills Certificates (and their levels) offered by Pasadena City College	Basic	Intermediate	Advanced
ASL	yes	--	--
Chinese	yes	yes	yes
French	yes	yes	yes
German	yes	--	--
Italian	yes	yes	--
Japanese	yes	yes	yes
Russian	yes	yes	--
Spanish	yes	yes	yes

Such Occupational Skills Certificates will encourage students, not only to begin foreign language study at LAVC, but also to continue their study for at least one year at a time in order to earn the appropriate Skills Certificate. The Department shall consult with both the Valley College Curriculum Committee as well as the District Discipline Committee for Foreign Languages in this matter.

- Foreground **the importance of culture** within the foreign language classroom. The reason that many students study a foreign language is their interest in learning about other cultures beyond their own as well as improving their job prospects.
 - Email blasts or Canvas announcements can be sent out to the entire College student body announcing regular Zoom meetings of the French Club and the Spanish Club.
 - Email blasts or Canvas announcements can be sent out to the entire College student body announcing our Foreign Language film series each semester.
- Continue to expand those FL courses that implement low-cost or zero-cost OER textbooks (currently: all French courses; German 1 and German 2; German 63, 64 and 66; Italian 1, 2, and 3; Spanish 27 and Spanish 48). The introduction in Fall 2017 Spanish 1 and Spanish 2 of a lower-cost textbook version of *Panorama* (called *Adelante Uno* and *Adelante Dos*) has resulted in improved success rates in both classes (Spanish 1: +9%; Spanish 2: +3%).

Improvement by the College:

In addition, the College and the Department should:

- **Reduce the enrollment cap of Level-1 and Level-2 classes from 45 to 25 students**, which exceeds the recommendations of the Association of Departments of Foreign Languages (ADFL) (<https://www.adfl.mla.org/Resources/Policy-Statements/ADFL-General-Guidelines-for-Departments>). The ADFL recommends that lower-division courses that focus on developing students’ linguistic proficiency be capped at 18 students. Online and hybrid classes require significantly more preparation for the instructor, as well as sustained interaction with students outside of class that goes beyond what is expected or needed in traditional, face-to-face classes. Therefore, online and hybrid classes should not exceed fifteen students. **This reduction would not only improve student success rates, retention rates, and persistence rates, but it would also improve the number of awards earned.**
- Continue to advertise to World Language students the various student support services on campus (Tutoring Center, financial aid, Puente, EOPS) when they enroll in language classes.
- Find funding for tutors in the Tutoring Center for students enrolled in Spanish Heritage speaker courses, as well as in German and Linguistics courses. Until that funding is located, the Department needs to identify tutors from higher-level courses in these three areas. Special attention should be given the courses listed above with retention rates below the college standard.
- Utilize the NetTutor services available through Canvas.

Improvement by the District:

The Los Angeles Community College District should:

- Emphasize to **STEM majors that they need humanities courses**. In a 2018 Scientific American article (<https://blogs.scientificamerican.com/cross-check/why-stem-students-need-humanities-courses/>), the author stresses that sciences give us “facts, answers, knowledge, truth.” But in a time where all sides of the political spectrum accuse each other of spreading false facts and fake news, the humanities offer “uncertainty, doubt, skepticism” and teach students to ask questions and to doubt the authority of what is presented as facts.
- The LACCD should more vigorously support the study of world languages as it would improve students’ job prospects in an ever increasingly international marketplace. Of the 29 European nations for which data are available, 24 have a foreign language learning rate of at least 80%, with 15 of those reaching 90% or more of students enrolled in language courses. In comparison, only 20% of Americans speak a second language (“Most European students are learning a foreign language in school while Americans lag”: Aug. 6, 2018. <https://pewrsr.ch/2AL4juH>). “Raising investment in languages to European levels would generate a £3bn [=US \$3.4 billion] increase in GDP every year.” (“STEM subjects versus the arts: Why languages are just as important,” Sept. 6, 2013: <https://www.theguardian.com/women-in-leadership/2013/sep/06/language-as-important-as-tech>)

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Retention



Retention - (Instructional)

Analyze trends in the data provided. Compare the discipline level retention data relative to the college's retention data.

- Describe using the current data.
- Is the discipline below the college retention level?
- Are there specific courses with lower retention?
- Is the discipline retention stable, increasing or declining?

FL Disciplines 2015-2021:

In Fall 2021 Linguistics was the only World Language discipline to remain at or above the college retention standard (84%): Linguistics 100% and Italian 84% (data has been rounded to the nearest tenth of a percentage). The following disciplines were slightly below the college standard: Spanish 82%, French 79%, and German 61%. With the exception of the pandemic semesters (Fall 2020-Fall 2021), all five FL disciplines had seen steadily improving retention rates since 2015.

Spanish: 2015: 76%; 2016: 76%; 2017: 82%; 2018: 82%; 2019: 83%; 2020: 83%; 2021: 82%. Change since 2020: -1.2%

Linguistics: 2015: 82%; 2016: 87%; 2017: 65%; 2018: 91%; 2019: 87%; 2020: 93%; 2021: 100%. Change since 2020: +7.5%

Italian: 2015: 88%; 2016: 82%; 2017: 80%; 2018: 84%; 2019: 83%; 2020: 83%; 2021: 84%. Change since 2020: +1.2%

German: 2015: 80%; 2016: 74%; 2017: 85%; 2018: 87%; 2019: 94%; 2020: 84%; 2021: 61%. Change since 2020: -27.3%

French: 2015: 73%; 2016: 70%; 2017: 79%; 2018: 80%; 2019: 82%; 2020: 86%; 2021: 79%. Change since 2020: -8.1%

Individual FL courses:

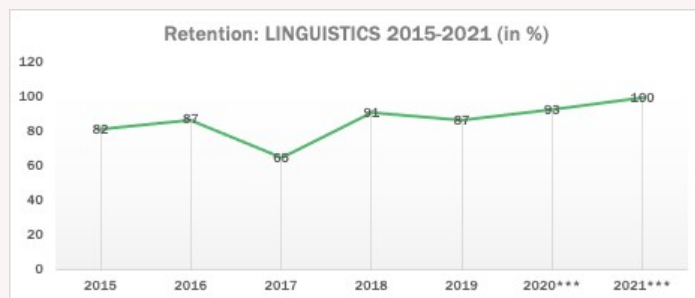
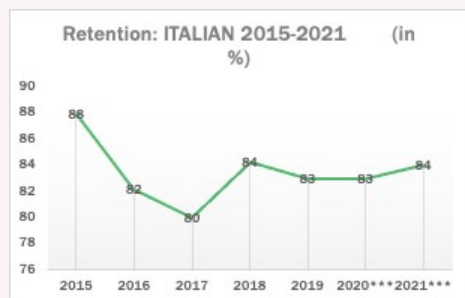
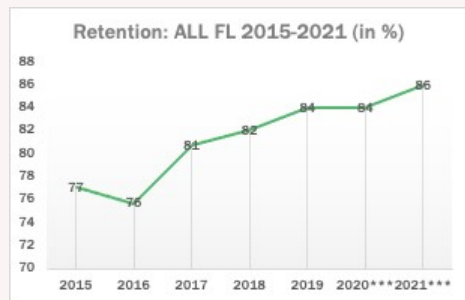
In Fall 2021, the following courses showed retention rates below the College standard (84%):

- French 1: 77%
- French 4 Hybrid: 50%
- German 1: 68%
- Spanish 1: 76%
- Spanish 5 Hybrid: 80%
- Spanish 35: 81%

During the data period 2015-2021, the average retention rate of the following courses fell *below the college retention standard* for either (i) two of the three previous years or (ii) the five-year period (i.e. 2015-2020) out of the given data:

Course	Retention Rate: College Standard = 84%	Comments
French 3 Hybrid	Two of three previous years: 79%	Since 2017 (when it was first taught as a hybrid and combined class with French 4 Hybrid), French 3 Hybrid has had a low retention rate of 79%.
German 1	Two of three previous years: 82%, 68%	Retention rate has shown a declining retention rate during the pandemic semesters (Fall 2020: 82%; Fall 2021: 68%)
German 5	Two of three prior years: 67%	In Fall 2019 and Fall 2020, there were only 3 students enrolled in German 5. 1 out of the 3 students withdrew; hence the 67% retention rate.

Spanish 1	2015-2021 average: 77%	Since Fall 2015, Spanish 1 had seen improvement by nearly +8%, but fell during the pandemic semesters (Fall 2020-Fall 2021). We hope to continue the pre-pandemic upward trend as we return to in-person instruction.
Spanish 5 Hybrid	2015-2021 average: 77%	Spanish 5 Hybrid showed an increased retention rate of 93% in Fall 2019, an increase of +22% from Fall 2016. In Fall 2020, retention fell to 60%, largely due to the pandemic, when students shifted to online in the middle of the semester, but it improved in Fall 2021 to 80%.
Spanish 35	2015-2021 average: 80%	As the first course for Spanish heritage speakers, Spanish 35 presents the same problems as Spanish 1 for non-native speakers.





From the above retention graphs for each discipline, the following trends can be seen:

- In Fall 2016, the downward retention trend was reversed, and retention had been steadily improving overall in most FL courses from Fall 2016 to Fall 2020. As we return to in-person instruction, we hope to continue the pre-pandemic upward trend in retention rates.

Overall, since Fall 2019 the average retention rate for courses in the entire Department of World Languages and Cultures has been AT or ABOVE the College standard (84%): Fall 2019: 84%; Fall 2020: 84%; Fall 2021: 86%. The average retention rate for the entire Department for 2015-2021 has been slightly below the standard: 81%.

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Equity - Retention (All)

Are there identifiable equity gaps in the retention for the discipline(s), or program/population?

- Compare the retention data for your disciplines/department/program by age.
- Compare the retention data for your disciplines/department/program by gender.
- Compare the retention data for your disciplines/department/program by race/ethnicity.

I. Equity gaps: Retention by Age

Looking at retention across individual disciplines and age groups (under 20 yrs.; 20-24 yrs.; 25-39 yrs.; 40 yrs. and above) throughout the Fall 2015-Fall 2021 data period, the following trends can be observed for age groups:

- French: All age groups had similar average retention rates (i.e. below College standard).
- German: All age groups had retention rates below the College standard, except for 40 yrs and above.
- Italian: All age groups were below the College standard for retention rates.
- Linguistics: 20-24 yrs and 25-39 yrs were below the College standard.
- Spanish: All age groups had retention rates below the College standard, except for the below-20 age group.

II. Equity: Retention by Gender

Looking at retention across individual disciplines and gender throughout the Fall 2015-Fall 2021 data period, the following trends can be observed:

- French: Similar retention rates for men (79%) and women (78%).
- German: Slightly worse retention rate for men (74%) than for women (76%).
- Italian: Slightly worse retention rate for women (82%) than for men (87%).
- Linguistics: 100% for both men and women.
- Spanish: Slightly worse retention rate for men (80%) than for women (82%).

Nevertheless, retention rates for men and women differed by 2-5%, where differences at the College level have been 1-2% in the past. In Fall 2021, the College showed equal retention rates for men and women (both 86%).

II. Equity: Retention by Ethnicity

The following student groups showed average retention rates BELOW the College standard in Fall 2021 (listed from highest to lowest retention rates). Ethnic groups below the College standard are shown in RED.

French	German	Italian	Linguistics	Spanish
Asian: 100%	Black/African	Black/African	All reporting groups: 100%	Asian: 92%
Black/African	American: 100%	American: 100%		White: 82%
American: 100%	White: 81%	Hispanic/Latino: 92%		Black/African
White: 82%	Asian: 80%	White: 82%		American: 82%
Hispanic/Latino: 71%	Multi-Ethnic: 67%	Multi-Ethnic: 63%		Hispanic/Latino: 82%
Multi-Ethnic: 71%	Hispanic/Latino: 60%	Asian: 50%	Multi-Ethnic: 78%	

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The institution has established an institution-set standard for course retention (*students who complete the course/ any grade other than a W*) at **84%**.

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



Retention - ISS

Compare the discipline level or department/program retention data to the college's **institution-set standard**. Is the discipline/department/program at, or below the college ISS for retention?

Consider the following:

- Describe using the current data.
- Include relevant course level data. (Instructional areas)
- Include an improvement plan if the discipline is at, or below the standard.

FL Disciplines 2015-2021:

In Fall 2021 Linguistics was the only World Language discipline to remain at or above the college retention standard (84%): Linguistics 100% and Italian 84% (data has been rounded to the nearest tenth of a percentage). The following disciplines were slightly below the college standard: Spanish 82%, French 79%, and German 61%. With the exception of the pandemic semesters (Fall 2020-Fall 2021), all five FL disciplines had seen steadily improving retention rates since 2015.

French: 2015: 73%; 2016: 70%; 2017: 79%; 2018: 80%; 2019: 82%; 2020: 86%; 2021: 79%. Change since 2020: -8.1%

German: 2015: 80%; 2016: 74%; 2017: 85%; 2018: 87%; 2019: 94%; 2020: 84%; 2021: 61%. Change since 2020: -27.3%

Italian: 2015: 88%; 2016: 82%; 2017: 80%; 2018: 84%; 2019: 83%; 2020: 83%; 2021: 84%. Change since 2020: +1.2%

Linguistics: 2015: 82%; 2016: 87%; 2017: 65%; 2018: 91%; 2019: 87%; 2020: 93%; 2021: 100%. Change since 2020: +7.5%

Spanish: 2015: 76%; 2016: 76%; 2017: 82%; 2018: 82%; 2019: 83%; 2020: 83%; 2021: 82%. Change since 2020: -1.2%

Individual FL courses:

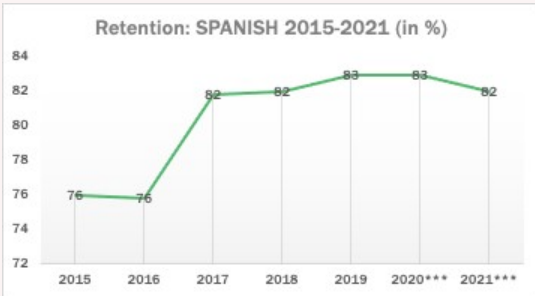
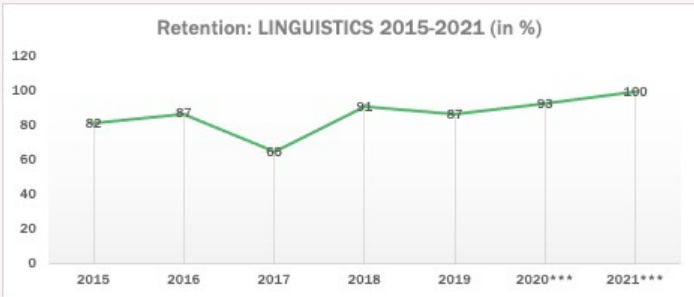
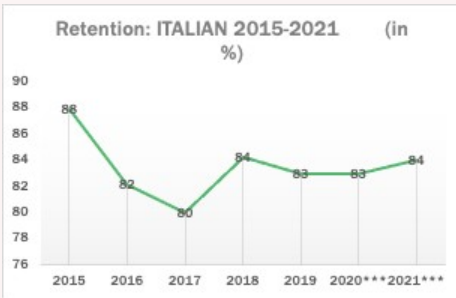
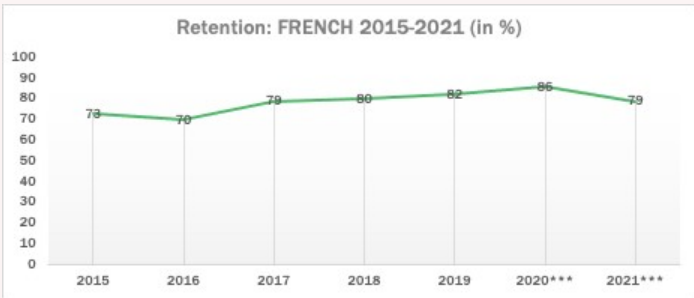
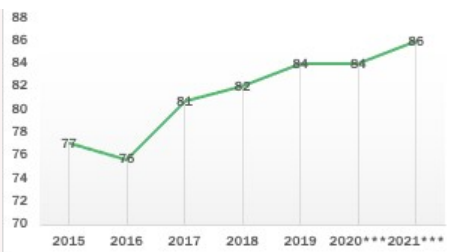
In Fall 2021, the following courses showed retention rates below the College standard (84%):

- French 1: 77%
- French 4 Hybrid: 50%
- German 1: 68%
- Spanish 1: 76%
- Spanish 5 Hybrid: 80%
- Spanish 35: 81%

During the data period 2015-2021, the average retention rate of the following courses fell *below the college retention standard for either (i) two of the three previous years or (ii) the five-year period (i.e. 2015-2020) out of the given data:*

Course	Retention Rate: College Standard = 84%	Comments
French 3 Hybrid	Two of three previous years: 79%	Since 2017 (when it was first taught as a hybrid and combined class with French 4 Hybrid), French 3 Hybrid has had a low retention rate of 79%.
German 1	Two of three previous years: 82%, 68%	Retention rate has shown a declining retention rate during the pandemic semesters (Fall 2020: 82%; Fall 2021: 68%)
German 5	Two of three prior years: 67%	In Fall 2019 and Fall 2020, there were only 3 students enrolled in German 5. 1 out of the 3 students withdrew; hence the 67% retention rate.
Spanish 1	2015-2021 average: 77%	Since Fall 2015, Spanish 1 had seen improvement by nearly +8%, but fell during the pandemic semesters (Fall 2020-Fall 2021). We hope to continue the pre-pandemic upward trend as we return to in-person instruction.
Spanish 5 Hybrid	2015-2021 average: 77%	Spanish 5 Hybrid showed an increased retention rate of 93% in Fall 2019, an increase of +22% from Fall 2016. In Fall 2020, retention fell to 60%, largely due to the pandemic, when students shifted to online in the middle of the semester, but it improved in Fall 2021 to 80%.
Spanish 35	2015-2021 average: 80%	As the first course for Spanish heritage speakers, Spanish 35 presents the same problems as Spanish 1 for non-native speakers.

Retention: ALL FL 2015-2021 (in %)



From the above retention graphs for each discipline, the following trends can be seen:

- In Fall 2016, the downward retention trend was reversed, and retention had been steadily improving overall in most FL courses from Fall 2016 to Fall 2020. As we return to in-person instruction, we hope to continue the pre-pandemic upward trend in retention rates.

Overall, since Fall 2019 the average retention rate for courses in the entire Department of World Languages and Cultures has been AT or ABOVE the College standard (84%): Fall 2019: 84%; Fall 2020: 84%; Fall 2021: 86%. The average retention rate for the entire Department for 2015-2021 has been slightly below the standard: 81%.

For an improvement plan, please see the next question.



Strategies for Improvement

Based on your data review above, what strategies can be implemented by the department, college, and/or district to maintain or improve retention?

Improvement by the Department:

As we transition from the COVID-19 pandemic to in-person instruction on campus, the Department will continue to implement the following retention improvement strategies:

- **Monitor more closely student progress in order to properly advise students throughout the semester—but especially at the middle of the semester—and advise them with strategies for improving performance and success.** In other words, identify students who show a weak beginning in their classes (e.g. poor attendance, lack of completed homework assignments, poor performance on quizzes and tests) and to direct these students to tutoring services or to make use of student drop-in hours.
- Continue “growth mindset” strategies in individual classes, which show students that they can grow and develop their ability to learn foreign languages. The creation of a departmental growth mindset bulletin board continues to draw students’ attention to this department-wide effort.
- Attract students to regular student drop-in hours on Zoom (for online synchronous classes AND for on-campus classes) as well as special in-person tutoring sessions (for on-campus classes) that will focus on specific grammar and/or vocabulary topics.
- Continue to **foreground the importance of culture** within the foreign language classroom. The reason that many students study a foreign language is their interest in learning about other cultures beyond their own as well as improving their job prospects.
 - The importance of culture should be supported by regular meetings of the French Club and the Spanish Club (both in-person and on Zoom).
 - We will be continuing our World Languages and Cultures film discussion series in Fall 2022 (with a possible mix of in-person and Zoom meetings).
- Continue to expand those FL courses that implement low-cost or zero-cost OER textbooks (currently: all French courses; German 1 and German 2; German 63, 64 and 66; Italian 1, 2, and 3; Spanish 27 and Spanish 48). The introduction in Fall 2017 Spanish 1 and Spanish 2 of a lower-cost textbook version of *Panorama* (called *Adelante Uno* and *Adelante Dos*) has resulted in improved success rates in both classes (Spanish 1: +9%; Spanish 2: +3%).

Improvement by the College:

In addition, the College and the Department should:

- Continue to advertise to World Languages and Cultures students the various student support services on campus (Tutoring Center, financial aid, Puente, EOPS).
- Find funding for tutors in the Tutoring Center for students enrolled in Spanish Heritage speaker courses, as well as in German and Linguistics courses. Until that funding is located, the Department needs to identify tutors from higher-level courses in these three areas. Special attention should be given the courses listed above with retention rates below the college standard.
- Utilize the NetTutor services available through Canvas.

Improvement by the District:

The Los Angeles Community College District should:

- Emphasize to **STEM majors that they need humanities courses**. A 2018 Scientific American article (<https://blogs.scientificamerican.com/cross-check/why-stem-students-need-humanities-courses/>). The author stresses that sciences give us “facts, answers, knowledge, truth.” But in a time where all sides of the political spectrum accuse each other of spreading false facts and fake news, the humanities offer “uncertainty, doubt, skepticism” and teach students to ask questions and to doubt the authority of what is presented as facts.
- LACCD should support the study of world languages as this will improve students’ job prospects. Of the 29 European nations for which data are available, 24 have a foreign language learning rate of at least 80%, with 15 of those reaching 90% or more of students enrolled in language courses. In comparison, only 20% of Americans speak a second language (“Most European students are learning a foreign language in school while Americans lag”: Aug. 6, 2018. <https://pewrsr.ch/2AL4juH>). “Raising investment in languages to European levels would generate a £3bn [=US \$3.4 billion] increase in GDP every year.” (“STEM subjects versus the arts: Why languages are just as important,” Sept. 6, 2013: <https://www.theguardian.com/women-in-leadership/2013/sep/06/language-as-important-as-tech>)

Saved 6/29/2022 2:19 PM by Victorino Fusilero

Validation



Validation Comments

Please enter validation comments.

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.

- Was the **current** data for the program utilized?
- Has the department addressed the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?
- When appropriate, has the department identified additional data to consider?

Validator Response - Final

AB1705 could potentially further impact the decline of enrollments. Currently, the French sections offered are meeting the two full-time load. However, the enrollments are precarious to ensure making the full load.

The chair and the Spanish faculty have discussed multiple ways to improve enrollment.

The modality of course offerings needs to be balanced to achieve both enrollment and student success, retention and completion.

Dd 7/17/22

Saved 7/17/2022 4:59 PM by Deborah diCesare

Validator Response - Final

Reviewed. We need to work together to increase the number of students taking classes in the department. One strategy that should be considered is outreach to area high schools. -MJ, 8/27/2022

Saved 8/27/2022 3:34 PM by Matthew Jordan

Annual Program Review

Health Sciences

LAVC Program Review

2022

State: Completed

??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](#)
- [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.](#)

Enrollment (Instructional)



Enrollment Trends (Instructional)

Review the overall discipline enrollment trends for the last 6 years. Summarize the trends, noting any improvements or concerns.

Nursing 2022

Nursing program admit 40 students in fall and spring semester. Due to the COVID pandemic there were slight variations in enrollment for the past two years averaging 33-40 students enrollment. The average success rate for nursing for the past 6 years is 97 % and retention rate is 99%. At this time Department do not have any concern other than clinical facility availability for the students.

RT 2021

Enrollment in the phase 2 RT courses remains steady and is controlled by the number of clinical spots.

RT 1 and RT 2 enrollments dropped slightly in 2021. However, after revising RT 1 and placing it online the enrollments increased in spring 2020 from 26 to 44 and increased again in fall 2020 to 58 and decreased to 48 in 2021. (with improved success and retention rates). We anticipate that the demand for the program will continue to increase as the more and more people are learning about healthcare as a profession, and we return to face to face RT 2 classes

Saved 7/7/2022 12:11 PM by Gregory Morrison



Equity -Enrollment (Instructional)

Compare discipline enrollment to the college enrollment demographics.

- How does each discipline compare to the college enrollment based on gender (percentages)?
- How does each discipline compare to the college enrollment based on race/ethnicity (percentages)?
- Is the enrollment in the discipline similar to the overall college enrollment distribution, or are there differences?

Comparison of enrollment based on Gender

College Enrollment in fall 2021:29941

Nursing Program Courses Enrollment in fall 2021: 146

	Fall 2018			Fall 2019			Fall 2020			Fall 2021		
	Male	Female	Unknown	Male	Female	Unknown	Male	Female	Unknown	Male	Female	Unknown
College	43.54%	56.46%		42.3	57.7		40.5%	59.5%		42.1%	57.9%	
Nursing	22.52%	77.48%		24.7	75.3		23.7%	76.3%		17.1%	82.9%	

There is an identified difference in male enrollment in nursing compared to college data, that is most probably because of the belief that nursing is a female-dominated profession.

Fall 2021 Comparison of Enrollment Based on Ethnicity

Fall 2021		
	College (%)	Nursing(%)
Asian	7.1	25.3
Native Hawaiian	0.1	0.0
American Indian	0.1	0.0
Unreported or unknown	3.1	2.3
Two or more races	16.1	10.5
Hispanic Latino	38.9	26.7
Black or African American	5.1	6.5
White	29.6	28.6

Fall 2020 Comparison of Enrollment Based on Ethnicity

Fall 2020		
	College (%)	Nursing(%)
Asian	7.4	22.0
Native Hawaiian	0.2	0.0
American Indian	0.1	0.0
Unreported or unknown	3.0	3.0
Two or more races	14.9	9.7
Hispanic Latino	40.8	26.2
Black or African American	5.0	6.7
White	29.3	31.1

Fall 2019 Comparison of enrollment based on Ethnicity

Fall 2019				
	College (%)		Nursing(%)	
	Male	Female	Male	Female
Gender	42.3	57.7	24.7	75.3
Asian	5.54	5.89	19.2	19.1
Native Hawaiian	0.22	0.23	0	0
American Indian	0.15	0.14	0	0
Unreported or unknown	4.58	4.6	3.7	3.7
Two or more races	13.14	12.82	9.6	9.3
Hispanic Latino	41.6	41.84	26.4	29
Black or African American	4.67	4.78	4.1	3.7
White	30.1	29.7	37	35.2

There is not a significant difference between college and nursing race and ethnic data on enrollment.

RT 2021 %		
Fall 2021	College	RT

White	30	12
Hispanic	39	48
Asian	7	17.5
2 or more	16	14
Black	5	6.5
Unreported	3	.6
Native American	.1	.6
Male	42	43
Female	58	57

It should also be noted the 60% of 2018-2020 Phase 2 RT students were ESL students. This has been a consistent trend each year. This is why we place such an emphasis on strong communication skills throughout the program.

The RT program seems to run a higher Asian population and Hispanic % compared to the college.

Saved 7/7/2022 12:24 PM by Gregory Morrison



Enrollment - Improvement Plans

Specify any plans for improvement, as applicable based on the data.

Nursing:

The nursing department would like to increase the enrollment if enough clinical facilities and faculty are available to teach.

RT 2021

No specific plans other than participating in the college's high school recruiting efforts to increase awareness of the program to local high schools and Hispanic populations.

Saved 7/7/2022 12:25 PM by Gregory Morrison

Retention



Retention - (Instructional)

Analyze trends in the data provided. Compare the discipline level retention data relative to the college's retention data.

- Describe using the current data.
- Is the discipline below the college retention level?
- Are there specific courses with lower retention?
- Is the discipline retention stable, increasing or declining?

Nursing Program 2021

Overall, nursing as a program has consistently exceeded the college goals for retention (84%) for the period of fall 2021, the average retention rate of the Nursing Program is 99%.

Nursing program strategies to maintain a high retention rate:

Assign one faculty as retention coordinator to identify and guide students who are at risk for failure.

Peer mentoring and tutoring by higher semester students to lower semesters.

A department Canvas Cafe for students to interact with other students online as in-person activity is limited due to COVID restrictions.

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.

Retention

RT 2021 The RT program 5 year average retention level was 95% and fall 2021 retention rate was 97% which is above the LAVC retention level of retention level SIS of 84%

RT 1 retention rate is increased from 96% in fall 2021.

Saved 7/7/2022 12:34 PM by Gregory Morrison



Equity - Retention (All)

Are there identifiable equity gaps in the retention for the discipline(s), or program/population?

- Compare the retention data for your disciplines/department/program by age.
- Compare the retention data for your disciplines/department/program by gender.
- Compare the retention data for your disciplines/department/program by race/ethnicity.

Nursing Program 2021: There is no significant equity gap in nursing discipline retention rate by age and gender

Retention Data for Nursing Discipline by Age and Gender

	Fall 2018 Retention rate %	Fall 2019 Retention rate %	Fall 2020 Retention rate %	Fall 2021
Age	Less than 20 years old	100	100	100
	20-24 years old	98.7	99	100
	25-39 years old	99.6	99	100
	40 or more years old	98.1	99	94
Gender	Male	99	99	100
	Female	99.1	99	99

RT 2021: There is no significant equity gap in retention rates noted based on age, race or gender. All retention rates are between 91 and 100%. Interestingly both the college and the RT program showed a 50% retention rate in black males 20 – 24. Our focus is to improve the RT students' communication skills which is especially challenging for our ESL students which typically make up 60% of the program. We will continue to focus on our local Hispanic communities and their needs as well.

Institution-Set Standards (ISS)

The institution has established an institution-set standard for course retention (*students who complete the course/ any grade other than a W*) at **84%**.

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



Retention - ISS

Compare the discipline level or department/program retention data to the college's **institution-set standard**. Is the discipline/department/program at, or below the college ISS for retention?

Consider the following:

- Describe using the current data.
- Include relevant course level data. (Instructional areas)
- Include an improvement plan if the discipline is at, or below the standard.

RT 2021 - The Program exceeds all IIS and department (CoARC Retention, TMC High Cut score & RRT % .70%) thresholds.

Nursing program exceeds the college retention rate on all courses.

Nursing Course	Fall 2021
NS 101- Introduction to Nursing Success Rates	97
NS 102- Fundamentals of Nursing Success Rates	100
NS 103- Nursing Process Success Rates	97
NS 104- Nursing Communication Success Rates	100
NS 105- Nursing Pharmacology Head Count /Success Rates	97
NS 106- Medical Surgical Nursing I Success Rates	100
NS 107- Medical Surgical Nursing II Success Rates	100
NS 108- Medical Surgical Nursing III Success Rates	100
NS 109- Gerontology Success Rates	100
NS 110- Mental Health Success Rates	100
NS 111- Reproductive Nursing and Women's Health Success Rates	100
NS 112- Care of Children & Family Head Count	100
NS 190 TEAS Remediation	100
NS 200-1	
NS 200-2	
NS200-4	
NS205	100



Strategies for Improvement

Based on your data review above, what strategies can be implemented by the department, college, and/or district to maintain or improve retention?

Nursing 2021-2022

Although nursing program exceeds the set standard given by college, the department use following strategies to maintain the higher retention rate.

Strategies that can be implemented by the department, college and or district to improve retention

Department Level

- Improve students' participation in policy making
- Collect data from students at the end of each course. (The nursing program collects data from students on course, clinical facility, skills lab, and resources at the end of each course. Students also participate in book surveys. Faculty analyze this data annually and make decisions based on that. For example, students expressed the peer tutoring will help them to learn the materail better and since fall 2019 department hired student tutors from higher semesters to tutor first and second semester students. Another feedback from students was the lack of opportunity in practicing skills at the students' pace. The nursing program increased open skills lab thrice a week for students to practice even during the pandemic. The nursing program conducts an open house for first semester students and family to inform the rigor and intensity of the program, Student speakers from all semesters and graduates class participate and speak to family and incoming students.)
- Inform the students the changes made based on feedback
- Open a department canvas cafe for students to interact online.
- Open door policy by the program director/Chair: This allows the students to discuss their personal issues and barriers for their success to the Chair in a timely manner. This provides the Chair an opportunity to allocate some resources to students to continue the program.
- Organize and provide teaching and learning resources to keep in mind the diverse learner group (eBook VS. Hard copy, web-based resources, and opportunity for hands-on procedures like open skills lab
- Collaboration with other departments like reading and writing center for ESL students, and math department for students who need help with dosage calculation.
- Organize stress reducing workshops by psychological services and yoga classes by kinesiology department for students' mental, emotional and overall wellbeing.

College Level

- Help them students to make inform decisions (services provided by student service, counseling department, college website, and financial aid office should be easily accessible to high school students)
- Reduce the wait time for the prerequisite classes
- Work collaboratively with high schools in the community and provide accurate information on completion, transfer and the cost of the programs

District Level

- Budget for collaborative efforts, purchasing software

RT 2021 Improve marketing of the RT program online, though the district, and on campus.

Promote the RT program to the high schools through student services outreach and guided pathway programs

RT program is active in Birmingham High CTE committee and visited 3 high schools with Student Services.

Early appointments with CTE counselors to assist students in preparing for the program.

Continue to provide funding for online, virtual laboratory, and PPE for students in lab and in the clinical setting.

An open campus computer lab to address the issues and technology gaps our students have with online learning, downloading files, printing, and web access.

Saved 7/7/2022 12:36 PM by Gregory Morrison

Validation



Validation Comments

Please enter validation comments.

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.

- Was the **current** data for the program utilized?
- Has the department addressed the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?
- When appropriate, has the department identified additional data to consider?

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 information and am approving this module. Both disciplines exceed the college standard in terms of retention due to their strong remediation programs. I encourage them to continue this practice. I am also noting that enrollment is driven by the cohort space available. Also while an open campus computer lab dedicated to RT students is desirable, it is not practical at this time. Students can use the Computer Commons.

LN, Dean

July 25, 2022

Saved 7/25/2022 4:50 PM by Laurie Nalepa

Annual Program Review

History, Humanities, Law, Political Science

LAVC Program Review

2022

State: Completed

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](#)
- [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.](#)

Enrollment (Instructional)



Enrollment Trends (Instructional)

Review the overall discipline enrollment trends for the last 6 years. Summarize the trends, noting any improvements or concerns.

<complete>

History

- Fall 2021 - 654
- Fall 2020 - 866
- Fall 2019 - 1,088
- Fall 2018 - 1,060
- Fall 2017 - 1,142
- Fall 2016 - 1,213

Humanities

- Fall 2021 - 208
- Fall 2020 - 225
- Fall 2019 - 306
- Fall 2018 - 283
- Fall 2017 - 276
- Fall 2016 - 328

Political Science

- Fall 2021 - 643
- Fall 2020 - 799
- Fall 2019 - 973
- Fall 2018 - 891
- Fall 2017 - 877
- Fall 2016 - 986

For all three disciplines, there has been a gradual and steady decline in enrollment over the last six years. This reflects the exact same trends that we find with the overall college enrollment.

Saved 6/15/2022 12:39 PM by Michelle Lewis



Equity -Enrollment (Instructional)

Compare discipline enrollment to the college enrollment demographics.

- How does each discipline compare to the college enrollment based on gender (percentages)?
- How does each discipline compare to the college enrollment based on race/ethnicity (percentages)?
- Is the enrollment in the discipline similar to the overall college enrollment distribution, or are there differences?

<in progress>

According to Fall 2021 data, each of the HHLPS disciplines mirrors the trends of the college regarding gender and ethnicity.

Saved 6/15/2022 2:23 PM by Michelle Lewis



Enrollment - Improvement Plans

Specify any plans for improvement, as applicable based on the data.

Our department dual enrollment class offerings has doubled. We would like to work with those connections to possibly encourage students taking our dual enrollment classes to continue at LAVC and to learn about our department majors.

Saved 6/15/2022 2:30 PM by Michelle Lewis

Retention



Retention - (Instructional)

Analyze trends in the data provided. Compare the discipline level retention data relative to the college's retention data.

- Describe using the current data.
- Is the discipline below the college retention level?
- Are there specific courses with lower retention?
- Is the discipline retention stable, increasing or declining?

Using the Spring 2021 data:

The college retention level is: 73%

History retention: 69%

Humanities retention: 63%

Political Science retention: 71%

All HHLPS disciplines are slightly below the average college retention level.

Courses with lower retention are

History retention rate fluctuates between ...

Humanities retention rate fluctuates between ...

Political Science retention rate fluctuates ...

Saved 6/29/2022 11:03 AM by Michelle Lewis



Equity - Retention (All)

Are there identifiable equity gaps in the retention for the discipline(s), or program/population?

- Compare the retention data for your disciplines/department/program by age.
- Compare the retention data for your disciplines/department/program by gender.
- Compare the retention data for your disciplines/department/program by race/ethnicity.

Based on Fall 2021, the data on equity gaps for the HHLPS Department mirror those of the college averages, based on age, gender and race/ethnicity.

Saved 6/29/2022 11:09 AM by Michelle Lewis

Institution-Set Standards (ISS)

The institution has established an institution-set standard for course retention (*students who complete the course/ any grade other than a W*) at **84%**.

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



Retention - ISS

Compare the discipline level or department/program retention data to the college's **institution-set standard**. Is the discipline/department/program at, or below the college ISS for retention?

Consider the following:

- Describe using the current data.
- Include relevant course level data. (Instructional areas)
- Include an improvement plan if the discipline is at, or below the standard.

Fall 2021 data...

History: 81% (below ISS)

Humanities: 87% (above ISS)

Political Science: 84% (meets ISS)

The History retention average is slightly below the ISS by a 3 percentage points. The department will work to implement strategies to be proactive in reaching out to students in our classes to encourage them to remain in the classes utilizing the early alert system.

Saved 6/29/2022 11:14 AM by Michelle Lewis



Strategies for Improvement

Based on your data review above, what strategies can be implemented by the department, college, and/or district to maintain or improve retention?

The department will work to implement strategies to be proactive in reaching out to students in our classes to encourage them to remain in the classes utilizing the early alert system.

Saved 6/29/2022 11:14 AM by Michelle Lewis

Validation



Validation Comments

Please enter validation comments.

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- Was the **current** data for the program utilized?
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- When appropriate, has the department identified additional data to consider?

Validator Response - Final

The drop in enrollment, especially for History, related to multiple courses fulfill the same American Institutions requirement.

Additionally, the change with multiple options to fulfill requirements have potential a further negative impact enrollment; e.g., Ethnic Studies / Chicano Studies. The department could discuss with curriculum chair the possibility of cross listing for History possibilities for other areas.

The department has identified a good Dual Enrollment strategy.

The modality of course offerings analysis should be done to determine access.

Dd

6/30/22

Saved 6/30/2022 5:35 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

??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](#)
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- [How to answer questions related to to institution-set standards: success, retention, awards.](#)
- [How to answer questions related to equity.](#)

Enrollment (Instructional)



Enrollment Trends (Instructional)

Review the overall discipline enrollment trends for the last 6 years. Summarize the trends, noting any improvements or concerns.

It is interesting to see our kinesiology data from 2015-2020 where our success rate has improved from 77% to 89% and our retention also improved from 88% to 96% which is phenomenal. What department would not like to see these numbers. However the shocking decrease in our enrollment numbers of 66% in the last 6 years is hard to understand. I discussed the annual loss previously with Jermain Pipkins and with our faculty in our monthly department meetings and we could not understand why most of our classes seemed to be losing enrollment except yoga, archery, salsa, CPR (Health 3), Health 11, Kin Maj 100 Introduction to Kinesiology and our new Kin Maj 101 First Aid/CPR/AED. Over the last few years we added ultimate frisbee, Zumba and spinning which have good trends at our sister schools and in our local gyms but we did not see impressive numbers at our school in our program. Our Kin 334 walking for fitness also performs very well but interesting numbers we are seeing for this fall'21 semester is 22 students are enrolled in our online walking class yet we only have 2 students in our on-campus walking class. This confused us because we thought of all classes returning to campus after this last year online that walking outdoors might entice students to return and feel safer by being outdoors. These numbers could change in the next month but we are seeing interesting trends already that we may need to make adjustments in the next few weeks so we don't lose more students or classes.



Equity -Enrollment (Instructional)

Compare discipline enrollment to the college enrollment demographics.

- How does each discipline compare to the college enrollment based on gender (percentages)?
- How does each discipline compare to the college enrollment based on race/ethnicity (percentages)?
- Is the enrollment in the discipline similar to the overall college enrollment distribution, or are there differences?

Our kinesiology department continues to pull in about 60% males and 40% females which is opposite of what we see with the college numbers in the fall 2014-fall 2021 statistics. Our equity rates need to improve in our male to female ratio. We need to attract more females and males over 40 years old to our programs. We excel in athletics but we can improve in kinesiology, health and dance. Our plan is to market our programs to our local high schools to increase enrollment. We do excel in attracting Hispanic and African American students into our classes so we want to continue to offer the variety in our programming.

College enrollment retention, based on gender is 88% female, and 86% male. For the KIN department, the numbers are female, 93% and male, 93%.

Based on race/ethnicity, college enrollment retention is as follows: unreported: 90%, White: 90%, Native Hawaiian or Pacific Islander: 90%, Asian: 89%, Two or More Races: 87%, Latinx: 85%, Black or African American: 84%, and American Indian or Alaskan Native: 82%

Department enrollment retention is as follows: unreported: 97%, White: 94%, Native Hawaiian or Pacific Islander: 100%, Asian: 96%, Two or More Races: 93%, Latinx: 93%, Black or African American: 86%, and American Indian or Alaskan Native: 60%. The department is above college percentages in every category, except with our Indigenous students.



Enrollment - Improvement Plans

Specify any plans for improvement, as applicable 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. With our 66% loss of enrollment in the last six years from the fall 2014 to fall 2020 we continue to add levels, new classes to replace low performing classes and new elective health classes since we see that students really enjoy Health 11 and would take health elective courses like diabetes and exercise and women's health if we offered it.

Retention



Retention - (Instructional)

Analyze trends in the data provided. Compare the discipline level retention data relative to the college's retention data.

- Describe using the current data.
- Is the discipline below the college retention level?
- Are there specific courses with lower retention?
- Is the discipline retention stable, increasing or declining?

Most of our classes show excellent retention rates in the 80th to 90th percentile rates and a few in the 70th percentile. This is above the institution set standard by 5-10% percentage points. We offer a great selection of classes and with the benefit of new facilities and equipment we hope to attract more students to our campus like we once had on our campus. Students appear to enjoy our campus environment and the the convenient location in the San Fernando Valley. Many of our students are local residents and as public transportation continues to improve we hope this facilitates our continued growth.

In Spring 2019 Departmental Retention rate was 93.1% (above the ISS rate of 84% by >9%). In Fall, 2019, overall department Retention was at 93%, which is again 9% above the ISS.

In the Dance Discipline, the Spring 2019 Retention Rate of 90.7%, was 6% above the ISS of 84%. In Fall, 2019, Dance discipline Retention Rate was 85.6% (1.6% above the ISS of 84%).

Health: in Spring 2019, retention for the Health Discipline was 93.8%, and in Fall, 2019 it was 94%, 9% and 10% above ISS, respectively.

KIN: in Spring 2019, retention for the KIN Discipline was 92.8%, and in Fall, 2019 it was 93%, 9% above ISS.

KIN Major: in Spring 2019, retention for the KIN MAJ Discipline was 93.9%, and in Fall, 2019 it was 95%, <10% and 11% above ISS, respectively.

Athletics: in Spring 2019, retention for the KIN ATH Discipline was 98.5%, and in Fall, 2019 it was 95%, 14.5% and 11% above ISS, respectively.



Equity - Retention (All)

Are there identifiable equity gaps in the retention for the discipline(s), or program/population?

- Compare the retention data for your disciplines/department/program by age.

- Compare the retention data for your disciplines/department/program by gender.
- Compare the retention data for your disciplines/department/program by race/ethnicity.

We will work as a department to look at classes or levels with lower retention 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 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 a line of communication to our department and create a welcoming and supportive atmosphere to all students of color, so that they might succeed in disciplines that are not currently meeting college numbers for retention.

Institution-Set Standards (ISS)

The institution has established an institution-set standard for course retention (*students who complete the course/ any grade other than a W*) at **84%**.

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



Retention - ISS

Compare the discipline level or department/program retention data to the college's **institution-set standard**. Is the discipline/department/program at, or below the college ISS for retention?

Consider the following:

- Describe using the current data.
- Include relevant course level data. (Instructional areas)
- Include an improvement plan if the discipline is at, or below the standard.

Most of our classes show excellent retention rates in the 80th to 90th percentile rates and a few in the 70th percentile. This is above the institution set standard by 5-10% percentage points. We offer a great selection of classes and with the benefit of new facilities and equipment we hope to attract more students to our campus like we once had on our campus. Students appear to enjoy our campus environment and the the convenient location in the San Fernando Valley. Many of our students are local residents and as public transportation continues to improve we hope this facilitates our continued growth.

Fall 2021 enrollment rates have dropped 63%. In Spring 2019 Departmental Retention rate was 93.1% (above the ISS rate of 84% by >9%). In Fall, 2019, overall department Retention was at 93%, which is again 9% above the ISS.

Health: in Spring 2019, retention for the Health Discipline was 93.8%, and in Fall, 2019 it was 94%, 9% and 10% above ISS, respectively.

KIN: in Spring 2019, retention for the KIN Discipline was 92.8%, and in Fall, 2019 it was 93%, 9% above ISS.

KIN Major: in Spring 2019, retention for the KIN MAJ Discipline was 93.9%, and in Fall, 2019 it was 95%, <10% and 11% above ISS, respectively.

Athletics: in Spring 2019, retention for the KIN ATH Discipline was 98.5%, and in Fall, 2019 it was 95%, 14.5% and 11% above ISS, respectively.

Saved 6/29/2022 1:42 PM by Patty Melody



Strategies for Improvement

Based on your data review above, what strategies can be implemented by the department, college, and/or district to maintain or improve retention?

Our strategies for improvement are to continue to improve our facilities and equipment to be a competitive campus to learn and thrive. We want to continue to attract new students as well as keep former students in our mission to provide lifelong learning. Our campus is beautiful and accessible to the community so we hope to use these assets to our benefit by inviting community members to come back to school and develop new professional and personal skills. With the lengthy recession we experienced for most of this 21st century we believe today's student and community member has a deeper concern for their financial future which includes being healthier and happier. Our mission is to improve quality and quantity of life through our kinesiology department programming of classes. This includes delivering more choices to cater to our aging and active population. With 50% of our students traditional college age we now have a larger non-traditional population than previous years. We want to cater to this age shift with kinesiology classes that incorporate more "play" and social connectivity. With the pressures and stress of life today we can provide a healthful outlet with our classes.

Continuing to update our facilities with working equipment (such as replacing the motor on the basketball hoops or fixing broken bleachers), updating technology (such as adding bluetooth capabilities to all dance and exercise rooms), and updating for safety (i.e. installing a new dance floor in the N. Gym Dance Studio and Exercise Room) is key, in this time when students have many many choices for health, fitness, and the performing arts. As we eventually return to in-person instruction, standards and expectation around cleanliness and aesthetics of our facilities will change; students will expect facilities to look clean and well cared for, which many of them currently do not.

The unexpected shift to online in Spring 2020 may prove really beneficial moving forward. While, because of the nature of all the disciplines housed in KIN, course content, with very few exceptions, is best delivered to students face to face, we have managed to transfer all our courses to online learning in spring 2020. No small feat for a department this size, and with so many courses that involve embodied practices. The happy benefit of this shift is that now that all our instructors are using Canvas they will be able to better connect with students outside of instruction hours and potentially achieve even more "personal" contact, to supplement future face to face learning. Maintaining connections with students - especially beginners, new to college, and students of color, is so important to success and retention.

We would like to implement on-campus relationships for recruiting students to our classes, especially with students of color. Many students are not aware that LAVC has Dance, Fitness and Health classes, or don't think to add them to their tightly structured schedules. We welcome ideas and strategies on how to make our department and programs more welcoming to our Black students and students of color. We would also 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. As a department, we need professional development to help us understand what different student populations need to feel welcome and to succeed in our department.

Our monthly department meetings will be a great place to deliver ideas and hypothesize new approaches in our classes. We will be meeting as a department to look at classes or levels with lower retention 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 the especially vulnerable beginning level students.

The college needs a more user friendly and inviting website, that is updated with course offerings and calendar events, as well as a stronger presence on social media. We would like assistance building and maintaining a department website as well. Communication at the college level could be greatly improved. We would like more department contact with our Dean, and regular communications about the state of our department and classes. We very much appreciate the regular campus updates that President Gribbons has been giving this semester, and we hope that they will continue even after COVID19 is a distant memory. Connecting with faculty in other departments can be challenging, with staggered teaching hours, most faculty in our department teaching 5-6 different courses (5-6 different class preps, grading, check ins, student needs, etc), many of which have four levels (so, unlike in other departments where one class has one roster, for each section we have up to four rosters, four Canvas shells, etc.), which means we are in essence teaching four classes in one, as we work to meet each student at the level where they are; all of these factors can make it difficult to even spend time outside of our classrooms and offices, in an effort create relationships and collaborations campus wide.

Our department chair is stretched extremely thin with a department of seven different disciplines, 13 full-time faculty and numerous adjuncts, and our one full-time faculty in dance is teaching a full load, and working without compensation to produce performances, communicate with dance adjuncts, engage in interdepartmental collaborations and on campus outreach. A Co-Chair, department secretary, and Dance Director position would be extremely beneficial to the health of our department.

Validation



Validation Comments

Please enter 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.

- Was the **current** data for the program utilized?
- Has the department addressed the **institution-set standards**?
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- When appropriate, has the department identified additional data to consider?

Validator Response - Final

Reviewed.

-MJ, 8/29/2022

Saved 8/29/2022 11:32 AM by Matthew Jordan

Validator Response - Final

I am validating this module and encourage them to implement strategies discussed in the improvement plan. However, while a vice chair and secretary are desirable, these requests are not in alignment with the contract. In addition, a dance director belongs in the theater arts/dance program review, not here.

LN, Dean, July 26, 2022

Saved 7/26/2022 6:08 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

??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](#)
- [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.](#)

Enrollment (Instructional)



Enrollment Trends (Instructional)

Review the overall discipline enrollment trends for the last 6 years. Summarize the trends, noting any improvements or concerns.

For Spring semesters from 2015 to 2021, enrollment in Library Science 101 (has varied on a small scale, from 46 to 62 total. Spring 2020 was our second-highest Spring enrollment in this period, possibly due to making one section of this course split (part regular, part dedicated to TAP honors students).

From 2016 to 2021, enrollment for Library Science 101 in Fall semesters has varied on a small scale (looking at combined enrollment for regular + honors sections), from 78 to 118 total (where the dedicated TAP honors section has ranged from 30 to 41, and the regular sections (combined) have ranged from 41 to 81). Our regular sections of Library Science 101 saw reduced enrollment during the pandemic (41 in Fall 2021 vs. 72-81 in Fall 2017-2020), while the honors section held consistently at 37 in Fall 2021 (vs. 30-41 in Fall 2016-2020).

In Fall 2021, we introduced a new course (Library Science 100), which added 19 students to our department's enrollment total for the year.

Saved 6/30/2022 12:01 PM by Cynthia Cohen



Equity -Enrollment (Instructional)

Compare discipline enrollment to the college enrollment demographics.

- How does each discipline compare to the college enrollment based on gender (percentages)?
- How does each discipline compare to the college enrollment based on race/ethnicity (percentages)?
- Is the enrollment in the discipline similar to the overall college enrollment distribution, or are there differences?

For Fall 2021, Library Science courses had 50.5% female enrollment and 49.5% male, compared to the college's 57.9% female enrollment and 42.1% male.

For Fall 2021, Library Science had 3.1% enrollment for Black or African American students (vs 5.1% for the college), 4.1% for Unreported or Unknown students (vs 3.1% for the college), 15.5% for students of Two or More Races (vs 16.1% for the college), 35.1% for White students (vs 29.6% for the college), 8.2% for Asian students (vs 7.1% for the college), and 34% for Hispanic, Latino students (vs 38.9% for the college).

Enrollment in the discipline is reasonably similar to the overall college enrollment distribution.

Saved 6/30/2022 12:27 PM by Cynthia Cohen



Enrollment - Improvement Plans

Specify any plans for improvement, as applicable based on the data.

Not applicable

Saved 6/30/2022 12:27 PM by Cynthia Cohen

Retention



Retention - (Instructional)

Analyze trends in the data provided. Compare the discipline level retention data relative to the college's retention data.

- Describe using the current data.
- Is the discipline below the college retention level?
- Are there specific courses with lower retention?
- Is the discipline retention stable, increasing or declining?

For Fall 2020 and 2021, the overall college retention rate was 88% and 86% respectively, above the institution set standard of 84% and not very different from pre-pandemic Fall retention (83% to 87% from 2015 to 2019). For Fall 2020 and 2021, LIB SCI 101 (regular) retention rate was 90% and 88% respectively, and LIB SCI 101 (honors) retention rate was 97% and 100% respectively. In Fall 2021 (first time ever offered in the district), LIB SCI 100 retention rate was 84%.

For Spring 2019 and 2020, the overall college retention rate was 87% and 85% respectively, above the institution set standard of 84% and not very different from pre-pandemic Fall retention (84% to 87% between 2015 and 2019). For Spring 2019 and 2020, LIB SCI 101 (regular) retention rate was 100% and 90% respectively, and while no dedicated LIB SCI 101 (honors) sections were offered, we expect the demand for this course among TAP honors students helps keep the retention rate high.

Saved 6/30/2022 12:20 PM by Cynthia Cohen



Equity - Retention (All)

Are there identifiable equity gaps in the retention for the discipline(s), or program/population?

- Compare the retention data for your disciplines/department/program by age.
- Compare the retention data for your disciplines/department/program by gender.
- Compare the retention data for your disciplines/department/program by race/ethnicity.

For Fall 2021, Library Science courses had 92% female retention, 91% male, and 100% unknown, compared to the college's 86% female enrollment, 86% male, and 88% unknown.

For Fall 2021, Library Science courses had 33% retention for Black or African American students (vs 84% for the college), 100% for Unreported or Unknown students (vs 87% for the college), 93% for students of Two or More Races (vs 84% for the college), 94% for White students (vs 89% for the college), 75% for Asian students (vs 89% for the college), and 97% for Hispanic, Latino students (vs 85% for the college).

For Fall 2021, Library Science 101 had 75% retention for students age 40 or over (vs 87% for the college), 96% for students age 20 or under (vs 89% for the college), 94% for students age 25 to 39 (vs 85% for the college), and 81% for students age 20 to 24 (vs 84% for the college). It may be possible that older students struggle with the technology requirements for this course.

Institution-Set Standards (ISS)

The institution has established an institution-set standard for course retention (*students who complete the course/ any grade other than a W*) at **84%**.

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



Retention - ISS

Compare the discipline level or department/program retention data to the college's **institution-set standard**. Is the discipline/department/program at, or below the college ISS for retention?

Consider the following:

- Describe using the current data.
- Include relevant course level data. (Instructional areas)
- Include an improvement plan if the discipline is at, or below the standard.

For Fall 2021, the Library Science discipline overall had a 92% retention rate, exceeding the institution set standard of 84%.

Saved 6/30/2022 12:43 PM by Cynthia Cohen



Strategies for Improvement

Based on your data review above, what strategies can be implemented by the department, college, and/or district to maintain or improve retention?

For Fall 2021, the Library Science discipline overall had a 92% retention rate, exceeding the institution set standard of 84% and the 86% overall college retention.

Per the faculty contract, "All faculty will be required to participate in "Implicit Bias and Culturally Responsive" training every three years." We anticipate this training may improve retention across multiple demographics.

Saved 6/30/2022 12:44 PM by Cynthia Cohen

Validation



Validation Comments

Please enter validation comments.

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.

- Was the **current** data for the program utilized?
- Has the department addressed the **institution-set standards**?
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- When appropriate, has the department identified additional data to consider?

Validator Response - Final

Continued outreach and recruit for Library Science 100 should continue.

Dd 7/11/22

Saved 7/11/2022 3:16 PM by Deborah diCesare

Validator Response - Final

Reviewed.

-MJ, 8/29/2022

Saved 8/29/2022 12:20 PM by Matthew Jordan

Annual Program Review

Job Training & Extension

LAVC Program Review

2022

State: Completed

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](#)
- [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.](#)

Enrollment (Instructional)



Enrollment Trends (Instructional)

Review the overall discipline enrollment trends for the last 6 years. Summarize the trends, noting any improvements or concerns.

We have worked to ensure all program viability and training through the COVID-19 pandemic. Efforts included maintaining our Manufacturing Academy in person as it is part of Essential Infrastructure efforts. Our Extension Program actually increased enrollment (and thus revenue) when it converted to online training. We have seen upward trends of enrollment in 21st Century Workplace Skills as they apply to ALL of our efforts and also benefit the campus community.



Equity -Enrollment (Instructional)

Compare discipline enrollment to the college enrollment demographics.

- How does each discipline compare to the college enrollment based on gender (percentages)?
- How does each discipline compare to the college enrollment based on race/ethnicity (percentages)?
- Is the enrollment in the discipline similar to the overall college enrollment distribution, or are there differences?

Not applicable but as cited previously we work to meet requirements of grants that often work to help vulnerable populations access training and pathways to employment and our community partners help with this outreach. Equity is reflected in the funding sources as targeted populations that have been historically underrepresented are a focus. Our team has worked with community based organizations (i.e. New Way of Life Re-entry Program serving formerly incarcerated females) to actively ensure access to training and employment.



Enrollment - Improvement Plans

Specify any plans for improvement, as applicable based on the data.

We have seen a benefit from utilizing Adult Ed funds for marketing programs and would recommend this be an ongoing activity.



Retention - (Instructional)

Analyze trends in the data provided. Compare the discipline level retention data relative to the college's retention data.

- Describe using the current data.
- Is the discipline below the college retention level?
- Are there specific courses with lower retention?
- Is the discipline retention stable, increasing or declining?

To replace VOC Ed CE96 (Blueprint for Workplace Success) and VOC Ed CE98 (30 Ways to Shine as a New Employee), more noncredit VOC Ed offerings have gone through curriculum and are being launched. We are working to promote and align the classes for greater enrollment:

The Adult Education Noncredit classes currently being offered to compliment Extension are:

VOC Ed 423CE - V02 Lecture/VOC Ed 423CE - V02A Lab = Introduction to Insurance

VOC Ed 424CE - V02 Lecature/VOC Ed 424CE - V02A Lab = Fundamentals of Insurance - Property/Casualty/Health

VOC Ed 158CE - Introduction to Jewish Non-Profit Work

The Adult Education Noncredit classes currently being offered as a Bridge to Technology and to compliment the Manufacturing Academy are:

VOC Ed 284 = Fundamentals of Robotics and Programmable Controllers

VOC Ed 285 = Practical Robotics and Programmable Controllers

The Adult Education Noncredit classes currently being offered to compliment careers in Entertainment are:

VOC Ed 152CE Gig Economy Careers in Entertainment - The Development Department

VOC Ed 153CE Gig Economy Careers in Entertainment - The First Assistant Director

VOC Ed 154CE Gig Economy Careers in Entertainment - The First Assistant Director and Managing the Creative Environment

VOC Ed 155CE Gig Economy Careers in Entertainment - Business Aspects

VOC Ed 132CE Entertainment Business

VOC Ed 159CE Entertainment Business - Contracts & Negotiations

Also, we are offering the full 9 classes of the 21st Century Workplace Adult Ed Noncredit classes:

- 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)



Equity - Retention (All)

Are there identifiable equity gaps in the retention for the discipline(s), or program/population?

- Compare the retention data for your disciplines/department/program by age.
- Compare the retention data for your disciplines/department/program by gender.
- Compare the retention data for your disciplines/department/program by race/ethnicity.

See above.

Institution-Set Standards (ISS)

The institution has established an institution-set standard for course retention (*students who complete the course/ any grade other than a W*) at **84%**.

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



Retention - ISS

Compare the discipline level or department/program retention data to the college's **institution-set standard**. Is the discipline/department/program at, or below the college ISS for retention?

Consider the following:

- Describe using the current data.
- Include relevant course level data. (Instructional areas)
- Include an improvement plan if the discipline is at, or below the standard.



Strategies for Improvement

Based on your data review above, what strategies can be implemented by the department, college, and/or district to maintain or improve retention?

We will be taking a critical look at these offerings and deciding how to best improve the attendance in these Vocational classes.

We have made the decision to replace Voc Ed 96 and 98 with a selection of 10 offerings in 21st Century Workplace, online workshops:

- 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)

This will allow the students to have immediate, online anytime access to short, but impactful, workshops that are relevant to the work environment.

Validation



Validation Comments

Please enter validation comments.

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requests.

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- Has the department identified appropriate improvement plans where necessary?
- When appropriate, has the department identified additional data to consider?

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.

-BMH

Saved 7/30/2022 8:29 AM by Brandon Hildreth

Annual Program Review

Family Resource Center

LAVC Program Review

2022

State: Completed

Annual Program Review

Math

LAVC Program Review

2022

State: Completed

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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- [Special Populations/Programs - Enrollment, Success & Retention](#)
- [Majors Data](#)

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Enrollment (Instructional)



Enrollment Trends (Instructional)

Review the overall discipline enrollment trends for the last 6 years. Summarize the trends, noting any improvements or concerns.

LAVC Math Dept Head Count

2015 5333
2016 5160
2017 4959
2018 4716
2019 2267
2020 2171
2021 1522

The dramatic change in the math department headcount came in 2018, due to the removal of developmental math courses (Math 110, Math 112, and Math 115) in addition to student automatically qualifying for the Math 125 prerequisite because of AB705.

Between 2015 to 2018 the campus declined in headcount by 7% and the math department declined by 12%. This lowering in headcount was intentional given the accelerated pathways of combining arithmetic/prealgebra, elementary algebra/intermediate algebra, trigonometry/precalculus, and calculus I/calculus II. The shortening of pathways is considered a best practice. While it may have lowered success rates and census, it increased the number of students who completed the pathway and continued on to transfer.

Between 2019 and 2020 the campus headcount declined 6%. The Math department headcount declined by 4%. Most likely the 2% difference is accounted by the number of students who took Stat 100 instead of a Math developmental course (Math 125 or Math 134) or simply skipped taking any non-transferable math courses.

Saved 6/24/2022 12:33 PM by Mostapha Barakat



Equity -Enrollment (Instructional)

Compare discipline enrollment to the college enrollment demographics.

- How does each discipline compare to the college enrollment based on gender (percentages)?
- How does each discipline compare to the college enrollment based on race/ethnicity (percentages)?
- Is the enrollment in the discipline similar to the overall college enrollment distribution, or are there differences?

The distribution of enrollment based on race/ethnicity and gender of the math courses is statistically consistent with the distribution of enrollment of the college.

Saved 6/24/2022 12:24 PM by Mostapha Barakat



Enrollment - Improvement Plans

Specify any plans for improvement, as applicable based on the data.

Communication with counselors to place students in the right Math class.

Working with high schools, students enrolling in College Math Level Courses while finishing High School.

Working with TAP to create Honors Math classes designed for Honors Students.

Saved 6/24/2022 12:24 PM by Mostapha Barakat

Retention



Retention - (Instructional)

Analyze trends in the data provided. Compare the discipline level retention data relative to the college's retention data.

- Describe using the current data.
- Is the discipline below the college retention level?
- Are there specific courses with lower retention?
- Is the discipline retention stable, increasing or declining?

The institutional standard is 76%

The retention rate of the math department is 72%.

The retention rate for math classes is stable

Saved 6/24/2022 12:33 PM by Mostapha Barakat



Equity - Retention (All)

Are there identifiable equity gaps in the retention for the discipline(s), or program/population?

- Compare the retention data for your disciplines/department/program by age.
- Compare the retention data for your disciplines/department/program by gender.
- Compare the retention data for your disciplines/department/program by race/ethnicity.

The institution has established an institution-set standard for course retention (*students who complete the course/ any grade other than a W*) at **84%**.

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



Retention - ISS

Compare the discipline level or department/program retention data to the college's **institution-set standard**. Is the discipline/department/program at, or below the college ISS for retention?

Consider the following:

- Describe using the current data.
- Include relevant course level data. (Instructional areas)
- Include an improvement plan if the discipline is at, or below the standard.

The math retention is stable. It is below the institution set standard. We continue working on different approaches that will help raise those numbers.

Saved 6/24/2022 12:48 PM by Mostapha Barakat



Strategies for Improvement

Based on your data review above, what strategies can be implemented by the department, college, and/or district to maintain or improve retention?

The math department continues to work with PASO STEM to create motivation for students to pursue education pathways that require sophistication in mathematics. The department is currently exploring adding co-requisites to help students who are underprepared. The department continues to work in close coordination with the Math Lab and embeds many of the most difficult courses with tutoring.

It is strongly recommended that PASO STEM is institutionalized.

Validation



Validation Comments

Please enter validation comments.

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.

- Was the **current** data for the program utilized?
- Has the department addressed the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?
- When appropriate, has the department identified additional data to consider?

Validator Response - Final

In addition to the enrollment improvement plan items cited above (and below), the department can also explore collaborating with Umoja.

- Communication with counselors to place students in the right Math class.
- Working with high schools, students enrolling in College Math Level Courses while finishing High School.
- Working with TAP to create Honors Math classes designed for Honors Students.

Dd - 7/11/22

Saved 7/11/2022 2:18 PM by Deborah diCesare

Validator Response - Final

Reviewed.

-MJ, 8/29/2022

Saved 8/29/2022 1:16 PM by Matthew Jordan

Annual Program Review

Media Arts

LAVC Program Review

2022

State: Completed

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](#)
- [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.](#)

Enrollment (Instructional)



Enrollment Trends (Instructional)

Review the overall discipline enrollment trends for the last 6 years. Summarize the trends, noting any improvements or concerns.

Fall 2015 witnessed the largest enrollment numbers, **1,608**, for the Media Arts Department in the past six years; however, since that time, the Fall enrollment numbers have been on the decline. In 2016, Fall enrollment dropped to 1,309, and in Fall 2017, the numbers dropped to 1,147. The enrollment numbers rebounded into the 1,300s over the next three years before dropping to its lowest point in Fall 2021 to 1,105 students. The Spring semester numbers have been more consistent over the last six years. In Spring of 2015, the department's enrollment numbers were 1,489 and they did not dip as drastically as the fall. In fact, the Spring 2021 enrollment numbers included 1,333 students. Enrollment in the Media Arts Department reflect the overall downward trends seen at the Los Angeles Community College District and Valley College. The Media Arts Department helped organize Arts Day this year as a way to help with enrollment numbers. In addition, the Journalism program has been featured In the Los Angeles Daily News and other media outlets for the awards it has won over the past year. Further, the Media Arts Department is expected to see an enrollment boost as its new building is scheduled for completion in Spring 2022.



Equity -Enrollment (Instructional)

Compare discipline enrollment to the college enrollment demographics.

- How does each discipline compare to the college enrollment based on gender (percentages)?
- How does each discipline compare to the college enrollment based on race/ethnicity (percentages)?
- Is the enrollment in the discipline similar to the overall college enrollment distribution, or are there differences?

College enrollment based on gender:
 Male 42.1 percent; Female 57.9 percent

Broadcasting:
 Male 55.6 percent; Female 44.4 percent.

Cinema:
 Male 56.6 percent; Female 44.4 percent.

Journalism:
 Male 50.6 percent; Female 49.4 percent.

Media Arts:
 Male 64.1 percent; Female 35.9 percent.

Photo:

Male 67.6 percent; Female 32.4 percent.

The Broadcasting, Cinema, Media Arts, Journalism and Photography disciplines do not mirror college enrollment when it comes to gender. In fact, the numbers for these disciplines are almost reversed from the college's. For example, the Broadcasting program's number reflects that 56.6 percent of their students are male and 44.4 percent are female, which is close to the exact opposite for the college. The Media Arts program shows the greatest contrast as 64.1 percent of its students are male and 35.9 percent of its students are female.

College enrollment based on race/ethnicity:

Hispanic 41.8 percent, White 29 percent, Black 5.8, Asian 5.8 percent, two or more races 13 percent, unreported/unknown 4.6 percent.

Broadcast:

Hispanic 34.5 percent, White 30.2 percent, Black 8 percent, Asian 5 percent, Unreported 2.1 percent, Multi-ethnic 20.1 percent.

Cinema:

Hispanic 37 percent, White 29 percent, Black 5.6 percent, Asian 5.1 percent, Unreported 3.5 percent, Multi-ethnic 14.5 percent.

Journalism:

Hispanic 34 percent, White 25 percent, Black 8 percent, Asian 9.3 percent, Unreported 8.5 percent, Multi-ethnic 16.5 percent.

Media Arts:

Hispanic 35.5 percent, White 33 percent, Black 7.4 percent, Asian 8 percent, Unreported 4.3 percent, Multi-ethnic 16 percent.

Photo:

Hispanic 54.2 percent, White 25 percent, Black 5.7 percent, Asian 1.9 percent, Unreported 3 percent, Multi-ethnic 11.4 percent.

Like the college's enrollment, the majority of the students in the five disciplines that make up the Media Arts Department identify themselves as Hispanic/Latino. Those students who identify themselves as white represent the second largest percentage of students the department.



Enrollment - Improvement Plans

Specify any plans for improvement, as applicable based on the data.

The Media Arts Department continues to reach out to students to help boost enrollment. In spring, the Media Arts Department participated in Arts Day in order to help recruit high-school students to the campus. The department showed off its motion capture capabilities, broadcast streamed the event on the campus radio station, the journalism program set up a booth and had its students cover the event. In addition, the Media Arts Department continues to host its student screenings, and the Media Arts faculty plan to attend student-enrollment events held on campus. The Media Arts Department is also expecting an enrollment boost when its new state-of-the-art building opens in Spring 2023.

Retention



Retention - (Instructional)

Analyze trends in the data provided. Compare the discipline level retention data relative to the college's retention data.

- Describe using the current data.
- Is the discipline below the college retention level?
- Are there specific courses with lower retention?

- Is the discipline retention stable, increasing or declining?

The Media Arts Department exceeded the institutional retention of 84 percent with a retention rate of 89 percent across all disciplines.

However, there are a few courses that fell below the institutional standard of 84 percent, which includes an afternoon Photo 10 class. The retention rate for this class was 1 percent lower than the institutional standard. In addition, Broadcasting 10 fell below the college standard at 83 percent.

All of the disciplines in the media arts department exceeded the Campus retention standard of 84 percent. The retention rates for the Media Arts Department has remained stable over the last two years. However, they department shows fewer classes falling below the institutional standard over the last measured term.

Broadcast 91 percent.

Cinema 89 percent.

Journalism 89 percent.

Media Arts 89 percent.

Photo 85 percent.



Equity - Retention (All)

Are there identifiable equity gaps in the retention for the discipline(s), or program/population?

- Compare the retention data for your disciplines/department/program by age.
- Compare the retention data for your disciplines/department/program by gender.
- Compare the retention data for your disciplines/department/program by race/ethnicity.

For the Broadcasting discipline, the retention data for male and female students and all age groups (20-24, 20 or under, 40 or over, 25-39) either met or came close the retention standard of 84 percent set by the institution. The Broadcasting program's retention numbers for male students in this category was 84 percent and for females it was 83 percent, one below the standard. For African American or Black students, the retention rate was 96 percent. The Broadcast discipline exceeded the institution's retention number at 90 percent.

For the Cinema discipline, the retention data for male and female students and students in the age groups (20-24, 20 or under, 25-39) exceed the retention standard of 84 percent set by the institution. The cinema program's retention numbers for male students in this category was 93 percent. For Hispanic or Latino students, the retention rate was 88 percent, higher than the institutional standard. The Cinema discipline exceeded the institution's retention number at 88 percent.

For the Journalism discipline, the retention data for male students and student in the age groups (20 or under, 40 or over, 25-39) exceed the retention standard of 84 percent set by the institution. The Journalism program's retention numbers for male students in this category was 97 percent for males and for females it was 87 percent. For Asian students the retention rate was 80 percent and for two or more races it was 79, below the institutional standard of 84 percent. For Black/African American students, the Journalism retention rate was 88 percent.

For the Media Arts discipline, the retention data for male students and student in the age groups (20 or under, 40 or over, 25-39) exceed the retention standard of 66 percent set by the institution. The Media Arts program's retention numbers for male students in this category was over 90 percent. For Black students the retention rate was 95 percent and for Latino students it was 91 percent.

For the Photography discipline, the retention data for students 20 or under and 40 or over fell below the standard retention rates. For the first category, the retention rate was 71 percent, and in the second category it was 60 percent. Photography's retention rate for Black students was 67 percent, but for Latino students it was 93 percent.

The Media Arts Department's effort to improve retention includes increasing its offerings of hybrid and online classes and offering evening face-to-face classes.

The institution has established an institution-set standard for course retention (*students who complete the course/ any grade other than a W*) at **84%**.

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



Retention - ISS

Compare the discipline level or department/program retention data to the college's **institution-set standard**. Is the discipline/department/program at, or below the college ISS for retention?

Consider the following:

- Describe using the current data.
- Include relevant course level data. (Instructional areas)
- Include an improvement plan if the discipline is at, or below the standard.

For the most part, the Media Arts Department does an excellent job with its retention rates. The retention rates for the department stands at 89 percent, higher than the institutional-set standard. This was true in the last measured term, and it's true for this measured term. In addition, with a few courses noted above, the Media Arts Department has improved its Equity Retention over last year. The department will continue to build on its retention rates by offering a diversity of courses, promoting projects in film, television, radio, and journalism that focus on equity, range and gender. Some of these projects include the Media Art's role in Valley College's Anti-Racism Campaign, the Journalism, Broadcast and Photo programs' special projects that focus on gender and ethnicity. The Media Arts Department benefits for its ability to produce content across all disciplines that reflect the diversity of Valley College. Finally, the department will continue to push for industry hardware and software to help with student retention.



Strategies for Improvement

Based on your data review above, what strategies can be implemented by the department, college, and/or district to maintain or improve retention?

The Media Arts Department has improved retention over last year. Some of the strategies employed by the department to maintain or improve retention include a variety of course offerings that are student friendly. For example, the Media Arts department will offer a balance of face-to-face courses, hybrid, and online courses to help with retention. In addition, the department has also trimmed its degrees and certificates in a handful of their programs in order to make the completion of degrees and certificate easier for students to complete. Finally, the Media Arts department (across all programs) has made an effort to reach out to African American/Black students and Hispanic/Latino students to help with retention. To name a few, these efforts include the Journalism program's publication of The Crown Magazine that focused on issues of race and diversity, and the Media Arts Department's Anti-Racism Film Project.

Validation



Validation Comments

Please enter 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.

- Was the **current** data for the program utilized?
- Has the department addressed the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?
- When appropriate, has the department identified additional data to consider?

Validator Response - Final

Reviewed.

-MJ, 8/29/2022

Saved 8/29/2022 1:39 PM by Matthew Jordan

Validator Response - Final

I am validating this module. In reviewing the data, the department consistently exceeds the campus retention rate. I encourage them to continue the efforts identified in the improvement plan.

Saved 7/15/2022 4:56 PM by Carmen Dominguez

Annual Program Review

Music

LAVC Program Review

2022

State: Completed

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](#)
- [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.](#)

Enrollment (Instructional)



Enrollment Trends (Instructional)

Review the overall discipline enrollment trends for the last 6 years. Summarize the trends, noting any improvements or concerns.

There has been a steady decline in enrollment since 2015. In 2018 and 2019 it appeared that the decline was leveling out, but then there was another drop - probably due to the conversion of all classes to a remote format due to the pandemic. We anticipated a return to the 2018/2019 numbers in Spring, 2022, but there was not a significant improvement. We are hopeful that numbers will improve in Fall 2022. We also anticipate a bump in enrollment once the new VACC building is open.

Along with the decrease in enrollment we have seen an INCREASE in student success. This appears to indicate that smaller class sizes are beneficial for students - they will get more access to the instructor and be in a better position to succeed in their classes.

The department is developing a plan to recruit from local high schools through participation in Arts Day, registration events on campus, and visits to the local feeder schools. There has been great success in recruitment in the vocal program (choirs, voice classes), but very little success in the instrumental program (piano, instrumental ensembles). It is not clear how recruitment would improve enrollments in academic classes.

Saved 6/22/2022 5:34 PM by Christian Nova



Equity -Enrollment (Instructional)

Compare discipline enrollment to the college enrollment demographics.

- How does each discipline compare to the college enrollment based on gender (percentages)?
- How does each discipline compare to the college enrollment based on race/ethnicity (percentages)?
- Is the enrollment in the discipline similar to the overall college enrollment distribution, or are there differences?

The Department has an almost even split between students in all age categories.

The Department of Music continues to have a higher ratio of male/female students than the college. Over the past six years, the Department has served more female students. Male enrollment peaked in 2013 and has dropped off a bit in the last two years. Female enrollment seems to be on an upward trend since 2010.

Also over the past 6 years we have seen an increasingly more diverse population in our classes. African-American students still appear to be under-represented, but the numbers are improving.

The Department of Music has a very closely aligned enrollment based on race/ethnicity as the college as a whole. There are variations of a few percentage points in certain categories, but no large differences in any one category. Success rates for all genders and ethnicities are above the institution standard. Retention rates for all

genders and ethnicities are above the institution standard.

Saved 6/22/2022 5:34 PM by Christian Nova



Enrollment - Improvement Plans

Specify any plans for improvement, as applicable based on the data.

We will continue to encourage instructors to view their course materials, syllabi, and grading policies through an "equity lens." We believe that this will improve success rates for all students and will attract a more diverse population of students to our classes.

Faculty will also be encouraged to participate in professional development activities that specifically explore cultural sensitivity as it relates to teaching strategies, course improvements, and issues of equitable access to teaching materials.

Saved 6/22/2022 5:34 PM by Christian Nova

Retention



Retention - (Instructional)

Analyze trends in the data provided. Compare the discipline level retention data relative to the college's retention data.

- Describe using the current data.
- Is the discipline below the college retention level?
- Are there specific courses with lower retention?
- Is the discipline retention stable, increasing or declining?

The Music Department is currently at an 88% retention rate...above the institution standard of 84%.

Certain classes have lower retention rates: Music 101, Music 111, Music 321

Due to the pandemic and the shift to all online classes, we have seen drops in retention in classes with "lab" components (performance classes, technology classes, performing ensembles). This was to be expected. Most students prefer in-person instruction in performance classes. We did see some increases in retention for lecture-only classes. We believe this tells us that the convenience of having online classes, and the ability to work at their own pace is beneficial for some students. However, this does not necessarily mean that students will be more successful taking mostly online classes, especially asynchronous online sections.

Retention in some introductory classes has swung back and forth over the years. Music Appreciation classes (Music 111), Fundamentals of Music (101), Beginning Piano (Music 321), Beginning Guitar (Music 650) - these classes tend to enroll higher because there is strong interest in these introductory courses - however, the retention rates can fluctuate because students in introductory classes are often unprepared for the level of work required for these classes. On top of that, many students come to our department with NO experience in music whatsoever. Getting them "up to speed" in listening critically to music, reading music, writing music, and performing music is very challenging. As a result, many students start at the introductory levels but do not progress all the way through the major.

As one moves "up the ladder" into more challenging classes, the enrollment numbers tend to drop, but the retention rates increase. Becoming a music major is a very labor intensive, unit intensive major. Students who make the commitment tend to stay enrolled in the classes.

Saved 6/22/2022 5:34 PM by Christian Nova



Equity - Retention (All)

Are there identifiable equity gaps in the retention for the discipline(s), or program/population?

- Compare the retention data for your disciplines/department/program by age.
- Compare the retention data for your disciplines/department/program by gender.
- Compare the retention data for your disciplines/department/program by race/ethnicity.

All age groups and all genders have retention rates ABOVE the college standard.

All ethnic groups, except African-Americans and Hispanics, have retention rates above the college standard. The numbers for African-American and Hispanic students was steadily increasing over the last few years, but we took a hit in 2020. This likely speaks to the unreliability of Internet access to some students at home, since all classes have been entirely remote for the last academic year.

Saved 6/22/2022 5:35 PM by Christian Nova

Institution-Set Standards (ISS)

The institution has established an institution-set standard for course retention (*students who complete the course/ any grade other than a W*) at **84%**.

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



Retention - ISS

Compare the discipline level or department/program retention data to the college's **institution-set standard**. Is the discipline/department/program at, or below the college ISS for retention?

Consider the following:

- Describe using the current data.
- Include relevant course level data. (Instructional areas)
- Include an improvement plan if the discipline is at, or below the standard.

The music department is currently at 88% retention, which is above the ISS of 84%. That does not mean that the department has no work to do! We must continue to be vigilant and explore strategies to more strongly engage students and keep them on the path to completion.

Saved 6/22/2022 5:35 PM by Christian Nova



Strategies for Improvement

Based on your data review above, what strategies can be implemented by the department, college, and/or district to maintain or improve retention?

Although retention rates in the Music Department are higher than the campus average, it can be difficult to retain students in introductory classes (including those taking the class as a general education requirement). Lower level, introductory classes can withstand higher numbers since they are mostly lecture classes. Higher level and performance classes typically show better success and retention rates when the enrollment numbers are not as high. Students need more personalized, individual attention in upper level classes and in instruction dealing with performance. Each student in a performance class needs individual feedback and that becomes much more difficult to achieve in classes with higher

enrollment. There is only so much that can be done as a group in an individual performance class. It is also challenging for us to capture "music majors" who are working toward the AA degree. Entrance into the Applied Music Program (which is the Music AA degree track) is by audition only. We are limited to the number of students that can enter our program based on the money available to pay for private instruction. If we are limited to the number of music majors, those upper level classes required for the major will naturally be lower enrolled.

In the Music department, we feel that the college as a whole could do more to recruit and retain students in a targeted manner, and promote the events that take place in our department (seminars, concerts). If the entire campus (and all departments) were better promoted AS A WHOLE, it would help to improve enrollment/retention/success in all departments. Our individual department does not have the financial resources to engage in a meaningful and ongoing strategic enrollment campaign. It tends to be the case that when enrollment numbers are high (as they were prior to 2015) no thought is given to recruitment. Recruitment tends to be reactionary - departments panic when there is a problem. It would be a more common-sense strategy to work on recruitment all the time, even when numbers are good.

Saved 6/22/2022 5:35 PM by Christian Nova

Validation



Validation Comments

Please enter validation comments.

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- Was the **current** data for the program utilized?
- Has the department addressed the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?
- When appropriate, has the department identified additional data to consider?

Validator Response - Final

Reviewed.

-MJ, 8/29/2022

Saved 8/29/2022 2:09 PM by Matthew Jordan

Validator Response - Final

I have reviewed this information and am validating it.

I agree with this statement:

It would be a more common-sense strategy to work on recruitment all the time, even when numbers are good.

The enrollments for some major-specific classes are critically low. The department must come together to work with intentionality to develop techniques to retain their enrollment.

As discussed with the chair, I encourage the department to identify faculty (and student) liaisons to begin visiting our surrounding schools and share their learning experiences at LAVC and Faculty musical skills.

Saved 7/17/2022 5:00 PM by Carmen Dominguez

Annual Program Review

Philosophy/ Economics/Hebrew/Jewish Studies

LAVC Program Review

2022

State: Completed

??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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- [How to answer questions related to to institution-set standards: success, retention, awards.](#)
- [How to answer questions related to equity.](#)

Enrollment (Instructional)



Enrollment Trends (Instructional)

Review the overall discipline enrollment trends for the last 6 years. Summarize the trends, noting any improvements or concerns.

Enrollment was already trending down, but the COVID pandemic has exacerbated that trend. Enrollment impacts our department insofar as it determines the number of sections we can offer, and correspondingly, the amount of work available to our department.

Enrollment is similarly down for LAUSD, California Community Colleges, LACCD, and LAVC. Because of this, my sense is that the declining enrollment in our department is explained principally by broader issues that extend beyond the department.

One area where our enrollment has increased over the past several years has been Winter Session, while Summer Session has remained relatively stable.

Our major concern is that enrollment is dropping at LAVC, throughout the district, and across the state.

Saved 6/22/2022 12:17 PM by Zachary Knorr



Equity -Enrollment (Instructional)

Compare discipline enrollment to the college enrollment demographics.

- How does each discipline compare to the college enrollment based on gender (percentages)?
- How does each discipline compare to the college enrollment based on race/ethnicity (percentages)?
- Is the enrollment in the discipline similar to the overall college enrollment distribution, or are there differences?

The gender breakdown of our students is exactly 50% male and 50% female.

The race/ethnicity distribution of students in our disciplines follows closely the distribution across campus. Our department has slightly more students identifying as White and slightly fewer students identifying as Hispanic/Latino than the campus averages.

Saved 6/22/2022 12:17 PM by Zachary Knorr



Enrollment - Improvement Plans

Specify any plans for improvement, as applicable based on the data.

While we recognize that our enrollment challenges are the result of things that are primarily out of our control, our department has developed a plan to do what we can to increase our enrollment. Some aspects of this plan include:

More internal advertising to encourage our Intro students to continue taking classes in our department

Reconstituting the Philosophy Club to get more students interested in becoming Philosophy majors

Holding more public events on campus to raise interest amongst our students, as well as the broader community

Additionally, looking at this data, we would recommend additional summer and winter offerings for our classes

Saved 6/22/2022 12:17 PM by Zachary Knorr

Retention



Retention - (Instructional)

Analyze trends in the data provided. Compare the discipline level retention data relative to the college's retention data.

- Describe using the current data.
- Is the discipline below the college retention level?
- Are there specific courses with lower retention?
- Is the discipline retention stable, increasing or declining?

Our retention rates in 2021 were as follows:

Fall: 88%

Spring: 89%

Summer: 88%

Winter: 94%

In all of these semesters our retention rates are slightly higher (1-4%) than the school as a whole.

Some courses have lower retention rates. Econ 1, Phil 6, and Phil 9 have lower retention rates than their discipline average.

Saved 6/22/2022 12:18 PM by Zachary Knorr



Equity - Retention (All)

Are there identifiable equity gaps in the retention for the discipline(s), or program/population?

- Compare the retention data for your disciplines/department/program by age.
- Compare the retention data for your disciplines/department/program by gender.
- Compare the retention data for your disciplines/department/program by race/ethnicity.

In Economics the retention rate is either higher than the average or at the average for all age groups. In Jewish Studies the retention rate is lower than the average, especially in the 20-24 age range. In Philosophy the retention rate is at least 3% higher than the average in all age ranges.

In Economics, the retention rate is roughly the same for men and women and is in line with the campus average. In Jewish Studies the retention rate is below the average for men and women but is 100% for unknown. In Philosophy the retention rate is slightly higher than the average for men and women

but is lower for unknown.

In Economics the breakdown by racial category is as follows:

White 90%

Asian 89%

Native Hawaiian or Pacific Islander 85%

Two or More Races 83%

Hispanic Latino 82%

Black or African American 81%

American Indian or Alaskan Native 25%

These numbers are very similar to the campus averages, except for the American Indian or Alaskan Native Category.

In Jewish Studies the breakdown by racial category is as follows:

White 85%

Asian 50%

Native Hawaiian or Pacific Islander 100%

Two or More Races 100%

Hispanic Latino 86%

Black or African American 50%

American Indian or Alaskan Native no data

The retention rate for students in Jewish Studies is higher in some categories and significantly lower in others (50% for Black and African American students and 50% for Asian students)

In Philosophy the breakdown by racial category is as follows:

White 92%

Asian 89%

Native Hawaiian or Pacific Islander 100%

Two or More Races 87%

Hispanic Latino 86%

Black or African American 87%

American Indian or Alaskan Native 78%

The retention for Philosophy classes is above the campus average in every category except for American Indian or Alaskan Native.

Saved 6/22/2022 12:56 PM by Zachary Knorr

Institution-Set Standards (ISS)

The institution has established an institution-set standard for course retention (*students who complete the course/ any grade other than a W*) at **84%**.

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



Retention - ISS

Compare the discipline level or department/program retention data to the college's **institution-set standard**. Is the discipline/department/program at, or below the college ISS for retention?

Consider the following:

- Describe using the current data.
- Include relevant course level data. (Instructional areas)
- Include an improvement plan if the discipline is at, or below the standard.

Both Philosophy and Economics have retention levels above the ISS.

Jewish Studies, with an 82% retention rate in the Fall, falls below the ISS of 84%.

We would recommend the following improvement plan for Jewish Studies:

Consult with the course instructors to establish possible reasons for lower retention

Improve course syllabi to ensure that students are aware of the expectations for the class

Create a course intro module to help students feel comfortable in the class and make sure that all of their questions are answered

Saved 6/22/2022 12:46 PM by Zachary Knorr



Strategies for Improvement

Based on your data review above, what strategies can be implemented by the department, college, and/or district to maintain or improve retention?

To improve enrollment, our department will adopt the following strategies:

More internal advertising for our classes

The establishment and support of student clubs to encourage more majors in the discipline

More public events to spark interest in each discipline

To improve retention, especially in Jewish Studies, our department will:

Reach out to current faculty to see why students might be dropping classes

Improve syllabi to make sure class expectations, and campus resources, are clearly articulated

Create welcome modules to help students feel comfortable and prepared for our classes

In addition, it would be helpful if the school would adopt the following strategies:

Ensure that our building is clean and welcoming to our students

Improve the online enrollment system and make it easier for students to enroll into our classes

Saved 6/22/2022 12:51 PM by Zachary Knorr

Validation



Validation Comments

Please enter validation comments.

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.

- Was the **current** data for the program utilized?
- Has the department addressed the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?
- When appropriate, has the department identified additional data to consider?

Validator Response - Final

Reviewed. -MJ, 8/31/2022

Saved 8/31/2022 12:36 PM by Matthew Jordan

Validator Response - Final

The department has declining enrollment, which is on trend with the College, District, and State. However, the department has seen an increase in students enrolling in the Winter sessions. The department has created an improvement plan to attract more students to its programs. There may be opportunities to use dual enrollment as a pathway from high school to disciplines within the department since many of our school districts have economics-related pathways. I suggest working with dual enrollment to see if pathways can be built at our partnering high schools. It may be advantageous to look into why students choose the Winter sessions, as it may provide insight that may assist enrollment for other terms.

The Economic and Philosophy disciplines have strong retention rates above the institutional set standard, yet the Jewish Studies retention rate is slightly below. The department has developed an improvement plan for Jewish Studies which will include discussions with faculty to gather insight on this trend and to make appropriate improvements. In addition, they plan to review and make changes to course syllabi and create additional support modules for studies. I would also suggest reviewing student course feedback to see how they are experiencing the classes in Jewish Studies.

-BMH

Saved 7/20/2022 4:35 AM by Brandon Hildreth

Annual Program Review

Psychology

LAVC Program Review

2022

State: Completed

??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](#)
- [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.](#)

Enrollment (Instructional)



Enrollment Trends (Instructional)

Review the overall discipline enrollment trends for the last 6 years. Summarize the trends, noting any improvements or concerns.

Enrollment Trends (2016-2021)

Psychology

Overall, the Psychology classes shows some variation in the enrollment period from 2016-2021. Since this period of enrollment includes the effects of the COVID-19 pandemic on enrollment, the data will be separated into pre-pandemic 2016-2020 and post-pandemic 2021. The enrollment for psychology from 2016-2020 shows 3% growth in fall and 4% growth in Spring. Enrollment was growing after a slight decrease in 2018. In the fall of 2016 Psychology 74 was added for the AA-T Psychology degree and continues to build enrollment.

The trend for psychology does not follow the larger trend of the college where fall enrollments declined by 22% and spring enrollments declined by 14% in the pre-pandemic 2016-2020 period.

The post-pandemic data for psychology (2020-2021) shows a decline in Fall of 27% and a decline in Spring of 12%. Although, the Spring semester is still in decline a substantial recovery from Fall has occurred. Please recall that Fall of 2020 was the first semester of fully on-line instruction.

The trend for psychology does follow the larger trend of the college where fall enrollments declined by 15% and spring enrollments declined by 18% in the post-pandemic 2020-2021 period. The courses that show the greatest enrollment impact from the pandemic disruption are psychology 1, Psychology 2 and psychology 11. Psychology 74 has continued to show an enrollment increase (the course was added for the AA-T Psychology degree in Fall 2016) throughout the pandemic period. The remaining psychology classes have shown slight declines or have remained constant in enrollment. Thus, given that are most highly enrolled classes are Psychology 1 and 2 the decline in enrollment in the Psychology discipline is due mainly to fewer enrollments in these two courses.

Psychology 1, Psychology 2 and Psychology 41 have the greatest average annual enrollments (pre-pandemic 2016-2020), 813, 189, and 242, respectively. Post-pandemic (2021) the enrollments for Psychology 1, Psychology 2 and Psychology 41 were 571, 135, and 234

The trend for psychology follows the larger trend of the college where spring enrollments are consistently lower than fall enrollments

The enrollment trend for Psychology courses are as follows:

Psych 1 Fall pre-pandemic (2016-2020) : shows above average enrollment (greater than 852) for 2016, and 2020. The enrollment for 2017, 2018 and 2019 is below the average enrollment, 841, 760 and 816, respectively.

Psych 1 Fall post-pandemic (2021) : shows enrollment at 594.

Psych 1 Spring pre-pandemic (2016-2020) : shows above average enrollment (greater than 773) for 2016 and 2017. The enrollment for 2018, 2019, 2020 is below the average enrollment, 714, 707, and 749, respectively.

Psych 1 Spring post-pandemic (2021) : shows enrollment at 548.

Psych 2 Fall pre-pandemic (2016-2020) : shows above average enrollment (greater than 193) for 2016, and 2019. The enrollment for 2017, 2018 and 2020 is below the average enrollment, 185, 171, and 185, respectively.

Psych 2 Fall post-pandemic (2021) : shows enrollment at 118.

Psych 2 Spring pre-pandemic (2016-2020) : shows above average enrollment (greater than 177) for 2016, 2018 and 2019. The enrollment for 2017 and 2020 is below the average enrollment, 177 and 159, respectively.

Psych 2 Spring post-pandemic (2021) : shows enrollment at 151.

Psych 3 Fall pre-pandemic (2016-2020) : shows above average enrollment (greater than 41) for 2016, 2018 and 2019. The enrollment for 2017 and 2018, is below the average enrollment, 40 and 31, respectively.

Psych 3 Fall post-pandemic (2021) : shows enrollment at 54.

Psych 3 Spring pre-pandemic (2016-2020) : shows above average enrollment (greater than 41) for 2016, 2019 and 2020. The enrollment for 2017, 2018 is slightly below the average enrollment 37 and 38, respectively.

Psych 3 Spring post-pandemic (2021) : shows enrollment at 35.

Psych 11 Fall pre-pandemic (2016-2020) : shows above average enrollment (greater than 26) for 2019 and 2020. The enrollment for 2016, 2017 and 2018 is below the average enrollment, 23, 17 and 23, respectively.

Psych 11 Fall post-pandemic (2021): shows enrollment at 10

Psych 11 Spring pre-pandemic (2016-2020): shows above average enrollment (greater than 69) for 2020. The enrollment for 2016, 2017, 2018 and 2019 is slightly below the average enrollment, 64, 60, 60 and 59, respectively.

Psych 11 Spring post-pandemic (2021): shows enrollment at 103.

Psych 13 Fall pre-pandemic (2016-2020): shows above average enrollment (greater than 44) for 2016 and 2018. The enrollment for 2017, 2019 and 2020 is below the average enrollment 42, 42 and 43, respectively.

Psych 13 Fall post-pandemic (2021): shows enrollment at 30.

Psych 13 Spring pre-pandemic (2016-2020) shows above average enrollment (greater than 60) for 2016 and 2018. The enrollment for 2017, 2019, and 2020 is slightly below the average enrollment, 42, 42, and 43, respectively.

Psych 13 Spring post-pandemic (2021): shows enrollment at 60.

Psych 14 Fall pre-pandemic (2016-2020): shows above average enrollment (greater than 101) for 2016, 2018, 2019, 2020. The enrollment for 2017, is below the average enrollment, 88.

Psych 14 Fall post-pandemic (2021): shows enrollment at 80.

Psych 14 Spring pre-pandemic (2016-2020): shows above average enrollment (greater than 108) for 2017, 2018, 2019. The enrollment for 2016 and 2020 is below the average enrollment, 101, 107 respectively.

Psych 14 Spring post-pandemic (2021): shows enrollment at 89.

Psych 17 Fall (only) pre-pandemic (2016-2020): shows above average enrollment (greater than 28) for 2016 and 2019. The enrollment for 2018 and 2020 is below the average enrollment, 27 and 13, respectively.

Psych 17 Fall (only) post-pandemic (2021): shows enrollment at 23.

Psych 41 Fall pre-pandemic (2016-2020): shows above average enrollment (greater than 240) for 2016, 2018 and 2020. The enrollment for 2017 and 2019 is below the average enrollment, 236 and 228, respectively.

Psych 41 Fall post-pandemic (2021): shows enrollment at 205.

Psych 41 Spring pre-pandemic (2016-2020): shows above average enrollment (greater than 244) for 2019 and 2020. The enrollment for 2016, 2017, 2018 is slightly below the average enrollment, 202, 242, 241, respectively.

Psych 41 Fall post-pandemic (2021): shows enrollment at 262.

Psych 52 Fall pre-pandemic (2016-2020): shows above average enrollment (greater than 40) for 2020. The enrollment for 2017 thru 2019 is below the average enrollment, 31, 38, 37 and 39, respectively. This class is new and continues to build enrollment.

Psych 52 Fall post-pandemic (2021): shows enrollment at 56.

Psych 52 Spring pre-pandemic (2016-2020): shows above average enrollment (greater than 34) for 2020. The enrollment for 2017 thru 2019 is below the average enrollment, 28, 33 and 33, respectively. This class is new and continues to build enrollment.

Psych 52 Fall post-pandemic (2021): shows enrollment at 65

Psych 60 Fall pre-pandemic (2016-2020): shows above average enrollment (greater than 44) for 2016 and 2017. The enrollment for 2018 thru 2020 is below the average enrollment, 34, 28 and 32, respectively.

Psych 60 Fall post-pandemic (2021): shows enrollment at 56

Psych 60 Spring pre-pandemic (2016-2020): shows above average enrollment (greater than 57) for 2016 thru 2018. The enrollment for 2019 thru 2020 is below the average enrollment, 28, and 29, respectively.

Psych 60 Fall post-pandemic (2021): shows enrollment at 67

Psych 74 Fall pre-pandemic (2016-2020): shows above average enrollment (greater than 75) for 2019 and 2020. The enrollment for 2016 thru 2018 is

below the average enrollment, 42, 42, and 63, respectively. This class was added for the AA-T Psychology degree and continues to build enrollment.

Psych 74 Fall post-pandemic (2021): shows enrollment at 83

Psych 74 Spring pre-pandemic (2016-2020): shows above average enrollment (greater than 112) for 2019 and 2020. The enrollment for 2016 thru 2018 is below the average enrollment, 69, 84, and 97, respectively. This class was added for the AA-T Psychology degree and continues to build enrollment

Psych 74 Spring post-pandemic (2021): shows enrollment at 186.

Psych 75 Spring (only) 2020: New course with an enrollment of 30.

Psych 75 Spring (only) post-pandemic (2021): New course with an enrollment of 25.

Psych 90 Spring (only) 2020: New course with an enrollment of 19.

Statistics

Overall, the passage of AB 705 led to a marked increase in Statistics 101 course enrollment in 2019 and 2020. The enrollment report indicates a significant increase (over 100%) in enrollment for all semesters of Statistics 101 including winter and summer. Statistics 100 is a course that was added to the curriculum to increase the pass rates of Statistics 101 in the first year of college. When the post-pandemic year (2021) is included in the trend analysis there still remains a 50% increase in statistics enrollments.

Fall and Spring average enrollments (pre-pandemic 2016-2020) for Statistics 101 and Statistics 100 were 582 and 154, respectively. Post-pandemic (2021) the enrollments for Statistics 101 and Statistics 100 were 600 and 62, respectively. The statistics decrease in enrollment is from fewer enrollments in statistics 100.

The enrollment trend for Statistics courses are as follows:

Stat 101 Fall pre-pandemic (2016-2020): shows above average enrollment (greater than 609) for 2019-2020, 955 and 846, respectively. The enrollment for 2016-2018 is below the average enrollment, 443, 393 and 407, respectively.

Stat 101 post-pandemic (2021): shows enrollment at 566.

Stat 101 Spring pre-pandemic (2016-2020): shows above average enrollment (greater than 554) for 2019-2020. The enrollment for 2016-2018 is below the average enrollment, 441, 385 and 407, respectively.

Stat 101 post-pandemic (2021): shows enrollment at 635.

Stat 100 Fall pre-pandemic (2017-2020): shows above average enrollment (greater than 167) for 2019. The enrollment for 2017, 2018, 2020 is below the average enrollment, 85, 161 and 109, respectively. The class is new (Fall 2017) and is building enrollment.

Stat 100 post-pandemic (2021): shows enrollment at 52.

Stat 100 Spring pre-pandemic (2018-2020): shows above average enrollment (greater than 141) for 2019. The enrollment for 2018 and 2020 is below the average enrollment, 91 and 133, respectively. The course is new (Fall 2017) and is building enrollment.

Stat 100 post-pandemic (2021): shows enrollment at 71.

Developmental Communications

Overall, the Developmental Communication classes show some drop-off in enrollment from a high point of 1132 in 2016. The subsequent years of Developmental Communication class continue with a reduction in enrollment and then a building back of enrollment to 1056 in 2019. Developmental Communications discipline will be moved to the English as a Second Language department in Fall of 2022.

The enrollment trend for developmental communication courses are as follows:

Developmental communication 22A Fall pre-pandemic (2016-2020): shows above average enrollment (greater than 89) for 2016, 2017 and 2019. The enrollment for 2018 and 2020 is below the average enrollment, 73 and 35, respectively.

Developmental communication 22A Fall post-pandemic (2021): shows enrollment at 9.

Developmental communication 22A Spring pre-pandemic (2016-2020): shows above average enrollment (greater than 86) for 2016, 2017 and 2019. The enrollment for 2018 and 2020 is below the average enrollment, 66 and 70, respectively.

Developmental communication 22A Spring post-pandemic (2021): shows enrollment at 24.

Developmental communication 22B Fall pre-pandemic (2016-2020): shows above average enrollment (greater than 88) for 2016 and 2019. The enrollment for 2017, 2018 and 2020 is below the average enrollment, 86, 77 and 58, respectively.

Developmental communication 22B Fall post-pandemic (2021): shows enrollment at 25.

Developmental communication 22B Spring pre-pandemic (2016-2020): shows above average enrollment (greater than 95) for 2019-2020. The enrollment for 2016-2018 is below the average enrollment at 91, 86, 81, respectively.

Developmental communication 22B Spring post-pandemic (2021): shows enrollment at 46.

Developmental communication 22C Fall pre-pandemic (2016-2020): shows above average enrollment (greater than 64) for 2017 and 2019. The enrollment for 2016, 2018, 2020 is below the average enrollment at 59, 59 and 58, respectively.

Developmental communication 22C Fall post-pandemic (2021): shows enrollment at 27.

Developmental communication 22C Spring pre-pandemic (2016-2020): shows above average enrollment (greater than 81) for 2018 and 2020. The enrollment for 2016, 2017, 2019 is below the average enrollment at 59, 77, 77, respectively.

Developmental communication 22C Spring post-pandemic (2021): shows enrollment at 53.

Developmental communication 22D Fall pre-pandemic (2016-2020): shows above average enrollment (greater than 49) for 2018, 2017 and 2020. The enrollment for 2016, 2020 is below the average enrollment at 37 and 47, respectively.

Developmental communication 22D Fall post-pandemic (2021): shows enrollment at 19.

Developmental communication 22D Spring pre-pandemic (2016-2020) shows above average enrollment (greater than 47) for 2018 and 2020. The enrollment for 2016, 2017 and 2019 is below the average enrollment, 26, 37 and 46, respectively.

Developmental communication 22D Spring post-pandemic (2021): shows enrollment at 33.

Developmental communication 22E Fall pre-pandemic (2016-2020): shows above average enrollment (greater than 48) for 2016, 2017 and 2019. The enrollment for 2018 and 2020 is below the average enrollment, 37 and 27, respectively.

Developmental communication 22E Fall post-pandemic (2021): shows enrollment at 16.

Developmental communication 22E Spring pre-pandemic (2016-2020): shows above average enrollment (greater than 67) for 2020. The enrollment for 2016-2019 are slightly below the average enrollment, 63, 62, 47 and 62, respectively.

Developmental communication 22E Spring post-pandemic (2021): shows enrollment at 32.

Saved 6/15/2022 3:22 PM by Ruby Christian-Brougham



Equity -Enrollment (Instructional)

Compare discipline enrollment to the college enrollment demographics.

- How does each discipline compare to the college enrollment based on gender (percentages)?
- How does each discipline compare to the college enrollment based on race/ethnicity (percentages)?
- Is the enrollment in the discipline similar to the overall college enrollment distribution, or are there differences?

Psychology:

The trend for the last six years (2016-2021) shows higher enrollment of self-identified females (63%) than males (37%) no data was collected for non-binary students. The females outnumber the males which mimics national enrollment trends and the college enrollment trends.

The trend for the last six years (2016-2021) shows higher enrollment of Hispanic/Latino (38%), White (30%) and two or more races (15%) which is in proportion to the trends of the college. Black/African Americans and Asians show lower enrollment which is in proportion to the trends of the college.

Statistics:

The trend for the last six years (2016-2021) shows higher enrollment of self-identified females (64%) than males (36%) no data was collected for non-binary students. The females outnumber the males which mimics national enrollment trends and the college enrollment trends.

The trend for the last six years (2016-2021) shows higher enrollment of Hispanic/Latino (46%), White (23%) and two or more races (16%) which is in proportion to the trends of the college. Black/African Americans and Asians show lower enrollment which is in proportion to the trends of the college.

Developmental Communications:

The trend for the last six years (2016-2021) shows higher enrollment of self-identified females (68%) than males (32%) no data was collected for non-binary students. The enrollment trend of developmental communication courses show a slight difference from the greater college trend for gender. There is a trend for self-identified females to be enrolled in development communications courses at higher rates than males.

The trend for the last six years (2016-2021) begins with higher enrollment of White (38%) and Hispanic/Latino (30%) students and then progressively across the years White students increase enrollment and Hispanic/Latino students decrease enrollment. Thus, by 2020 the proportion of white students becomes the majority (86%) of the students enrolled in developmental communication courses and Hispanic/Latinos student are a small minority (3%) of the enrollment. This result reflects the large Armenian population that enrolls in the developmental communication courses. This trend is different from the greater college trend.



Enrollment - Improvement Plans

Specify any plans for improvement, as applicable based on the data.

The improvement plans for psychology and statistics would include consultation with the counseling department and/or pathway coordinator regarding outreach, coordinated preparation with high-schools and proper placement in courses. Umoja should have a cohort in Fall and Spring.

Since we are Hispanic Serving Institutions, a mechanism for onboarding Hispanic/Latino students should be in place to help with initial enrollment retention (until census). We should also have programs in place that will help us to outreach to students who have left the college during the pandemic- the greatest loss in enrollment is Hispanic/Latino women. We need to investigate why they have not enrolled in college and the type of customized outreach that is needed for this specific group of students. This will help to close this equity gap.

It should also be noted that since the passage of AB 1705 is likely and will result in students having fewer options for math remediation; it will become increasingly important to market and advertise Psych 100 to incoming students.

Developmental Communications discipline will be moved to the English as a Second Language department in Fall of 2022. The current data suggest there should be greater outreach to Hispanic/Latino, Black/African-American and Asian communities.

Retention



Retention - (Instructional)

Analyze trends in the data provided. Compare the discipline level retention data relative to the college's retention data.

- Describe using the current data.
- Is the discipline below the college retention level?
- Are there specific courses with lower retention?
- Is the discipline retention stable, increasing or declining?

In the measured time periods (2016- 2021) retention rates for the department of psychology exceeded the college average. While Dev Com remains significantly higher (including a remarkable retention rate of 95%), Psychology (85%) and Statistics (87%) are in line with college averages.

Over the reporting period there are minor fluctuations in retention rates for Dev Com, Psychology and Statistics.

Perhaps not coincidentally, the multi-year improvements between 2015 to 2021 coincided with the hiring of three new tenure-track instructors



Equity - Retention (All)

Are there identifiable equity gaps in the retention for the discipline(s), or program/population?

- Compare the retention data for your disciplines/department/program by age.
- Compare the retention data for your disciplines/department/program by gender.
- Compare the retention data for your disciplines/department/program by race/ethnicity.

For the entire reporting period (2016-2021), most age and gender groups are at or above the institutional average for retention. Most of the groups are showing small equity gaps less than 4% over a 6 year period.

Psychology

The four groups, that show equity gaps are African -American women 25-39 years of age with 6% below the minimum retention rate and African - American men 20-24 years of age, African American women 20 or under and Asian women 40 or over are 9% below the minimum retention rate. We have worked on several strategies such as working with Umoja, College Promise, and SEAP. We may also needed to add embedded tutors to specific psychology courses such as Psychology 1 and Psychology 2 that have high enrollment and greater variability than other psychology courses.

Statistics

The groups that show the largest equity gaps are Black/African American males in every age category. We have worked on several strategies that appear to be working given the earlier metrics (50% retention in 2017 to 71% in 2019), such as working with Umoja, College Promise, and SEAP. We need to add embedded tutors to all statistics courses.

Developmental Communications

The one group showing an equity gap is Hispanic/Latino males at 11% below the minimum retention rate. The greater concern is that very few non-White student enroll in developmental communications courses (as previously discussed).

Saved 6/15/2022 4:26 PM by Ruby Christian-Brougham

Institution-Set Standards (ISS)

The institution has established an institution-set standard for course retention (*students who complete the course/ any grade other than a W*) at **84%**.

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



Retention - ISS

Compare the discipline level or department/program retention data to the college's **institution-set standard**. Is the discipline/department/program at, or below the college ISS for retention?

Consider the following:

- Describe using the current data.
- Include relevant course level data. (Instructional areas)
- Include an improvement plan if the discipline is at, or below the standard.

All three disciplines, psychology, statistics and developmental communications are at or exceed the institution set standard of 84% for the reporting period of 2016-2021.

Saved 6/15/2022 3:54 PM by Ruby Christian-Brougham



Strategies for Improvement

Based on your data review above, what strategies can be implemented by the department, college, and/or district to maintain or improve retention?

Strategies for improvement in enrollment, retention and success:

The hiring of tenure track instructors would increase commitment and collaboration to improve strategies in psychology

Since we adhere to Carnegie writing standards and many of our students are unprepared for college level writing, better institutional preparation in basic English skills would help drive success and retention.

Specifically, many of our students do not adhere to APA standards, have never used the library, have never conducted research, do not know what a peer-reviewed journal is, and too often have never written the "well-developed research project" as required according to the English 101 course outline. If students learned these skills prior to taking courses in psychology, their pass rates would undoubtedly improve.

In particular, the hiring of tenure track instructors in Statistics is critical to meet the increasing student need for stat 100 and 101 classes that resulted from the passing of AB705 and likely passing of AB 1705. A significant impact of AB705 was to substantially increase the variability of the student population within the Stat 101 courses. Tenure track faculty are best positioned to address this variability, given that it requires continuity, communication, and collaboration among department faculty. Furthermore, to address the SCFF, Umoja and other programs to help Hispanic/Latino students (the largest ethnic group) need to be implemented in both Fall and Spring to provide needed guidance and support for Black/African-American and Hispanic/Latino students to successfully complete English and math in their first year at LAVC.

Embedded tutors should be added to all Statistic courses and Psychology 1 and Psychology 2 this would improve retention rates. Embedded tutors are able to form early connections with the students and there should be a resulting increase in the use of tutoring services that will improve retention and success.

Saved 6/15/2022 4:33 PM by Ruby Christian-Brougham

Validation



Validation Comments

Please enter validation comments.

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.

- Was the **current** data for the program utilized?
- Has the department addressed the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?
- When appropriate, has the department identified additional data to consider?

Validator Response - Final

Reviewed. -MJ, 8/31/2022

Saved 8/31/2022 12:50 PM by Matthew Jordan

Validator Response - Final

The department has had variations in enrollment trends across disciplines over the past six years. The department's enrollment trends among men and women mirror national trends in that women outnumber men. Unfortunately, there is no data available for non-binary students. The psychology and statistics departments' ethnic/racial composition reflects the College's makeup. Conversely, within developmental communication, White students have become the predominant racial-ethnic group, and Latinx students make up a small percentage of the department. The trend in developmental communication does not mirror the College's trend.

The department has a retention rate at the institution-set standard or above. The department feels that the retention rate may improve by hiring tenure-track instructors to help strengthen commitment and promote collaboration within the psychology discipline.

I suggest the department collaborate with Student Services to discuss strategies to improve the outcome for Hispanic/Latinx students, focusing on interventions targeting high school and first-year students.

-BMH

Saved 7/29/2022 11:18 AM by Brandon Hildreth

Annual Program Review

Puente

LAVC Program Review

2022

State: Completed

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](#)
- [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.](#)

Enrollment (Instructional)



Enrollment Trends (Instructional)

Review the overall discipline enrollment trends for the last 6 years. Summarize the trends, noting any improvements or concerns.

Spring - Fall 2021 Headcount = 60 students

Fall 2020: 30 students

Fall 2019: 28 students

Fall 2018: 23 students

Fall 2017: 29 students

Fall 2016: 25 students

Fall 2015: 23 students

The enrollment for the program has been fairly consistent over the last 5 years, except for the Fall 2021 semester (48). The ideal size for a cohort class, especially for English composition, is under 20 students, so the more students in each cohort, the more difficult it is for the whole group to achieve success. 30 students is the maximum number that is appropriate for a cohort.

Saved 6/30/2022 8:25 PM by Holly Batty



Equity -Enrollment (Instructional)

Compare discipline enrollment to the college enrollment demographics.

- How does each discipline compare to the college enrollment based on gender (percentages)?
- How does each discipline compare to the college enrollment based on race/ethnicity (percentages)?
- Is the enrollment in the discipline similar to the overall college enrollment distribution, or are there differences?

2021

Male = 45% (College = 41.1%)

Female = 52% (College = 57.9%)

Latinx = 67% (College = 38.9%)

2+ = 22% (College = 16.1%)

White = 6.3% (College = 29.6%)

Asian = 5% (College = 7.1%)

Black = 3% (College = 5.1%)

The Puente demographics leans heavily toward the Latinx population, compared to the College's overall demographics.

2020

In 2020, 67% of the students in the program identifies as Latinx, and 20% identified as two or more races. At the institution, 40.1% of students identify as Latinx and 14.9% identify as two or more races. In the Fall 2020 semester, 37% of the Puente students were male and 63% were female. At the institution, 40.5% of the students are male and 59.5% are female.

In Fall 2019 60.7% of Puente students are identified as Hispanic, compared to the overall headcount of the institution, which is at 41.8% Hispanic. 71.4% of the Fall 2019 Puente cohort are female, compared to the institutional enrollment of 57.7% female. 28.6% of the Fall 2019 Puente cohort is male, compared to the overall enrollment of 42.3% male.

Saved 6/30/2022 8:27 PM by Holly Batty



Enrollment - Improvement Plans

Specify any plans for improvement, as applicable based on the data.

2021

The program has met its enrollment targets for the last 6 years. The program serves a small number of students each academic year, and we would like to grow the program by expanding the number of Puente English 101 cohorts, within the next two years.

2020

The program has met its enrollment targets for the last 6 years. The program serves a small number of students each academic year, and I would like to grow the program by expanding the number of Puente English 101 cohorts.

Retention



Retention - (Instructional)

Analyze trends in the data provided. Compare the discipline level retention data relative to the college's retention data.

- Describe using the current data.
- Is the discipline below the college retention level?
- Are there specific courses with lower retention?
- Is the discipline retention stable, increasing or declining?

Spring - Fall2021

Puente Retention = 91%

College ISS = 84%

*The retention rate for the Fall 2021 English 101 section was 83%, which was lower than usual.

2020

The retention rate for 2020 is 101%. The program retention rate has been at or near 100% since 2016. The retention rate for the campus in 2020 was 88%.

The retention rate for Puente Fall 2019 is over 100%, which is higher than institutional standard of 84%. The Puente retention rate was also higher than the retention rate for non-Puente Latinx students, which is at 85%.

Saved 6/30/2022 8:27 PM by Holly Batty



Equity - Retention (All)

Are there identifiable equity gaps in the retention for the discipline(s), or program/population?

- Compare the retention data for your disciplines/department/program by age.
- Compare the retention data for your disciplines/department/program by gender.
- Compare the retention data for your disciplines/department/program by race/ethnicity.

Spring - Fall 2021

Male: 92%

Female: 91%

Unknown: 83%

>20 = 91%

20-24 = 88%

25-39 = 97%

40+ = 100%

Asian = 100%

Black = 100%

2+ = 90%

Hispanic Latino = 92%

White = 77%

* White students had to lowest retention rate for this year, but this is also one of the lowest in headcount.

.....

The 2020 retention rates were over 100% for all groups in the program, regardless of age, gender, or ethnicity.

In Fall 2019, the students who are less than 20 years old were retained at 93.9%. Students ages 20-24 were retained at 96.2%. The average retention was higher than the ISS. Male students were retained at 95.2%. Female students were retained at 91.9%. No marked retention equity gaps for this semester. The Puente Program will be implementing more motivational activities and events in the beginning of the Fall semester to help increase retention.

Saved 6/30/2022 8:31 PM by Holly Batty

Institution-Set Standards (ISS)

The institution has established an institution-set standard for course retention (*students who complete the course/ any grade other than a W*) at **84%**.

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



Retention - ISS

Compare the discipline level or department/program retention data to the college's **institution-set standard**. Is the discipline/department/program at, or below the college ISS for retention?

Consider the following:

- Describe using the current data.
- Include relevant course level data. (Instructional areas)

- Include an improvement plan if the discipline is at, or below the standard.

Spring - Fall 2021

Puente Retention = 91%

College ISS = 84%

Saved 6/30/2022 8:32 PM by Holly Batty



Strategies for Improvement

Based on your data review above, what strategies can be implemented by the department, college, and/or district to maintain or improve retention?

2021

The retention rate for students in the program was 91% in Spring - Fall 2021. We took on a record number of students this term (48 in Fall 2021), whereas the average number of students is 25. This may account for the drop in success. 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 terms. 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.

2020

The Puente Program will have the counseling intern review Electronic progress reports for all Puente students to monitor academic performance throughout the semester. In previous years, this has not been reviewed in a timely manner. We will also be utilizing the campus early alert system (AAA), once this system is in place. Furthermore, the Puente students are now required to meet via Zoom with the counselor twice per semester, the English instructor once, and a tutor once. We have also implemented the Puente mentorship program with 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 interventions.

Saved 6/30/2022 8:33 PM by Holly Batty

Validation



Validation Comments

Please enter validation comments.

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.

- Was the **current** data for the program utilized?
- Has the department addressed the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?
- When appropriate, has the department identified additional data to consider?

Validator Response - Final

Complete A.O. 8/29/22

Annual Program Review

Service Learning

LAVC Program Review

2022

State: Completed

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](#)
- [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.](#)

Enrollment (Instructional)



Enrollment Trends (Instructional)

Review the overall discipline enrollment trends for the last 6 years. Summarize the trends, noting any improvements or concerns.

There have been no students participating in Service-Learning since 2018.

Saved 6/29/2022 2:43 PM by Brandon Hildreth



Equity -Enrollment (Instructional)

Compare discipline enrollment to the college enrollment demographics.

- How does each discipline compare to the college enrollment based on gender (percentages)?
- How does each discipline compare to the college enrollment based on race/ethnicity (percentages)?
- Is the enrollment in the discipline similar to the overall college enrollment distribution, or are there differences?

There have been no students participating in Service-Learning since 2018.

Below is the data entered in the last Program Review (2018); however, the source of this data is unclear since Service Learning metrics have not been tracked on OIE dashboards.

Gender: 73.4% of Service Learning students are female compared to 57.6% for the college.

26.6% of SL students are male compared to 42.4% for the college.

Ethnicity: 44.68% of SL students are Hispanic/Latino compared with 40.72% for the college.

28.72% of SL students are White compared with 30.48% for the college.

9.57% of SL students identify as Asian compared with 6.5% for the college.

1.06% SL students identify as Black/African American compared with 4.67% for the college.

.16% SL students identify as Native Hawaiian/Pacific Islander compared with .22% for the college.

Saved 6/29/2022 2:45 PM by Brandon Hildreth



Enrollment - Improvement Plans

Specify any plans for improvement, as applicable based on the data.

There have been no students participating in Service-Learning since 2018. Therefore, there is no improvement plan needed at this time.

Saved 6/29/2022 2:45 PM by Brandon Hildreth

Retention



Retention - (Instructional)

Analyze trends in the data provided. Compare the discipline level retention data relative to the college's retention data.

- Describe using the current data.
- Is the discipline below the college retention level?
- Are there specific courses with lower retention?
- Is the discipline retention stable, increasing or declining?

There have been no students participating in Service-Learning since 2018. Therefore, there is not enough data to identify retention trends.

Below is the data entered in the last Program Review (2018); however, the source of this data is unclear since Service Learning metrics have not been tracked on OIE dashboards.

Fall 2018 data

- 79 students participated in Service Learning.
- The retention rate of Service Learning students was 91.26% as compared to the retention rate of non Service Learning students in the same class which was only 86.41%.

Saved 6/29/2022 2:48 PM by Brandon Hildreth



Equity - Retention (All)

Are there identifiable equity gaps in the retention for the discipline(s), or program/population?

- Compare the retention data for your disciplines/department/program by age.
- Compare the retention data for your disciplines/department/program by gender.
- Compare the retention data for your disciplines/department/program by race/ethnicity.

There have been no students participating in Service-Learning since 2018. Therefore, there is not enough data to identify equity gaps in retention.

Below is the data entered in the last Program Review (2018); however, the source of this data is unclear since Service Learning metrics have not been tracked on OIE dashboards.

Gender: The retention rate for females participating in Service Learning is 92.06% compared to 87.08% for the college. For males, the retention rate in Service Learning is 89.47% compared to 85.46% for the college.

Age: The retention rate for age group 20 and under in SL is 91.73% compare to 87.59% for the college. Age group 20 - 24, SL retention rate in SL is 95.59% compared to 84.60% for the college. Age group 25 - 39, SL retention rate in SL is 86.67% compared to 85.68% for the college. Lastly, age group 40 plus, SL retention rate is 89.58% compared to 90.34% for the college.

There are no identifiable equity gaps between age groups. All age groups participating in Service Learning exceed the institutional standard retention rate of 84%.

Saved 6/29/2022 2:55 PM by Brandon Hildreth

Institution-Set Standards (ISS)

The institution has established an institution-set standard for course retention (*students who complete the course/ any grade other than a W*) at **84%**.

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



Retention - ISS

Compare the discipline level or department/program retention data to the college's **institution-set standard**. Is the discipline/department/program at, or below the college ISS for retention?

Consider the following:

- Describe using the current data.
- Include relevant course level data. (Instructional areas)
- Include an improvement plan if the discipline is at, or below the standard.

There have been no students participating in Service-Learning since 2018. Therefore, there is insufficient data to compare retention rates to the institutional-set standard.

Below is the data entered in the last Program Review (2018); however, the source of this data is unclear since Service Learning metrics have not been tracked on OIE dashboards.

Saved 6/29/2022 2:55 PM by Brandon Hildreth



Strategies for Improvement

Based on your data review above, what strategies can be implemented by the department, college, and/or district to maintain or improve retention?

There have been no students participating in Service-Learning since 2018. Therefore, there is insufficient data to determine an improvement plan.

Saved 6/29/2022 2:56 PM by Brandon Hildreth

Validation



Validation Comments

Please enter 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.

- Was the **current** data for the program utilized?
- Has the department addressed the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?
- When appropriate, has the department identified additional data to consider?

Validator Response - Final

Reviewed. -MJ, 8/31/2022

Saved 8/31/2022 12:57 PM by Matthew Jordan

Annual Program Review

Sociology & Ethnic Studies

LAVC Program Review

2022

State: Completed

??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](#)
- [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.](#)

Enrollment (Instructional)



Enrollment Trends (Instructional)

Review the overall discipline enrollment trends for the last 6 years. Summarize the trends, noting any improvements or concerns.

African American Studies had increasing enrollment numbers through the 2015/2016 academic year. The numbers have declined since then and are consistent with the declining enrollment across the campus. However, summer enrollment is increasing each year. Of course there was an increased number of students enrolled in online courses during the pandemic and this continues to be the case.

Chicano Studies is steadily increasing in terms of enrollment. We had a big drop in enrollment in 2016, but we seem to have rebounded nicely and have very strong numbers currently. We have increase course offerings in this discipline with the addition of two new courses. I believe this is contributing to the steady enrollment in Chicano Studies. Of course there was an increased number of students enrolled in online courses during the pandemic and this continues to be the case.

Sociology has been steadily declining in enrollment over the past six years. Enrollment in online courses has increased. Our summer and winter enrollment remains consistent.

As you all are aware, the pandemic continues to have a huge impact on enrollment. We will address the enrollment concerns within our department while keeping this in mind.

Saved 7/8/2022 3:59 PM by Keidra Morris



Equity -Enrollment (Instructional)

Compare discipline enrollment to the college enrollment demographics.

- How does each discipline compare to the college enrollment based on gender (percentages)?
- How does each discipline compare to the college enrollment based on race/ethnicity (percentages)?
- Is the enrollment in the discipline similar to the overall college enrollment distribution, or are there differences?

African American Studies

Based on gender, the students enrolled in African American Studies courses are comparative to the college average with slight variations. The percentage of women taking these courses is 56.8% for fall 2021 and the percentage of men taking these courses is 43.2% for fall 2021. Considering race, a significantly higher percentage (37.6) of African Americans take these courses than any other racial demographic. Those who identify as two or more races are the second highest group at 20.4%.

Chicano Studies

More women than men have enrolled in these courses: 60.7%(F) to 39.3%(M) in fall 2021. The percentage of women is slightly higher than the college average and the percentage of men is slightly lower. Using race as a variable, a very high percentage (63.2% in fall 2021) of Hispanics/Latinx enroll in these courses and this percentage is significantly higher than that of the college. The enrollment African Americans is low at 1.2%; Whites are the second highest group at 18.3%.

Sociology

There is a much higher percentage of women who enroll in our Sociology courses than men: 66.2% (F) to 33.8% (M) in fall 2021. The racial demographics of those who take these courses is comparable to that of the college with only slight variations. Those who identify as White are slightly lower than average and those who identify as Black are slightly higher than average.

Saved 7/8/2022 3:58 PM by Keidra Morris



Enrollment - Improvement Plans

Specify any plans for improvement, as applicable based on the data.

We have seen significant decline in Sociology and need to discuss how to attract more students to the discipline. Suggestions include - more variety in course offerings; collaborating with other departments to include a social justice component to their degrees/certificates; etc.

We would like to attract more students of different ethnic groups to our Ethnic Studies courses. While African American Studies has a number of different ethnic groups represented, our Chicano Studies courses have lower percentages of those who are not a part of the Latinx community. I will address these concerns with our department and with our Chicano Studies faculty, specifically.

Saved 7/8/2022 3:02 PM by Keidra Morris

Retention



Retention - (Instructional)

Analyze trends in the data provided. Compare the discipline level retention data relative to the college's retention data.

- Describe using the current data.
- Is the discipline below the college retention level?
- Are there specific courses with lower retention?
- Is the discipline retention stable, increasing or declining?

Department

Retention rates in all of our disciplines meet or are well above the college average.

African American Studies: Retention rates in African American Studies remain strong at 86% for Spring 2020 and 88% for Fall 2020. However, African American Studies 2 and African American Studies 4 had low retention rates at 77% and 82% in the Spring of 2020, which is below the college's standard. Additionally, African American Studies 2 fell below the standard in fall as well at 80%

Chicano Studies: Retention rates in Chicano Studies remain steady as well. The rate for Spring 2020 was 91% and the rate for the Fall 2020 year is 92%. No Chicano Studies courses fell below the college's retention standard.

Sociology: Retention rates in Sociology remain strong at 88% for Spring 2020 and 92% for Fall 2020. All of our courses were above the institutional standard in Spring 2020 except for Sociology 84. We believe that the problems with instruction caused by the pandemic greatly contributed to this since this is a course that historically has been done in person and it was forced to an online format. Only one fell below the standard in Fall 2020 - Sociology 19 at 83%.



Equity - Retention (All)

Are there identifiable equity gaps in the retention for the discipline(s), or program/population?

- Compare the retention data for your disciplines/department/program by age.
- Compare the retention data for your disciplines/department/program by gender.
- Compare the retention data for your disciplines/department/program by race/ethnicity.

Measuring Fall 2021 (Spring 2021 was unavailable)

African American Studies

Retention rates are high across all age groups in African American Studies. Retention rates for women are 92% and men are 91%. Rates were also high among all ethnic groups with the exception of Asian Americans who fell below the standard at 78%.

Chicano Studies

Retention rates are high across all age and ethnic groups in Chicano Studies. Retention rates for women are 89% and for men are 90%.

Sociology

Retention rates are high across all age groups in Sociology. The lowest rate is 87% in the ethnic group two or more races (85%) but this group still met the institutional standard. Retention rates are 88% for male students and 92% for female students.

I don't see any gaps by age, gender or ethnicity with the exceptions of Asian Americans in our African American Studies discipline. Our retention rates are good and we will continue to employ strategies to retain our students.

Saved 7/8/2022 4:09 PM by Keidra Morris

Institution-Set Standards (ISS)

The institution has established an institution-set standard for course retention (*students who complete the course/ any grade other than a W*) at **84%**.

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



Retention - ISS

Compare the discipline level or department/program retention data to the college's **institution-set standard**. Is the discipline/department/program at, or below the college ISS for retention?

Consider the following:

- Describe using the current data.
- Include relevant course level data. (Instructional areas)
- Include an improvement plan if the discipline is at, or below the standard.

None of our disciplines are below the institution-set standard. However, there are a few courses that have significant populations that fall below the standard. They tend to be the courses where enrollment is high and there were many sections offered. We'll examine this to see if there are any course-level improvements we could make to improve these outcomes.



Strategies for Improvement

Based on your data review above, what strategies can be implemented by the department, college, and/or district to maintain or improve retention?

Af Am 20, Chicano 7 and Soc 1 seem to be the three courses that need to address. Perhaps revising course curriculum and discussing strategies toward retention with faculty teaching these courses would help. Encouraging tutoring and taking advantage of our embedded tutoring services would also be useful and should be incorporated more fully into the curriculum.

African American Studies, Chicano Studies and Sociology are both meeting the goals established by the college and we will continue our efforts to publicize our offerings in both disciplines as well as provide support services for these courses.

Saved 7/8/2022 4:15 PM by Keidra Morris

Validation



Validation Comments

Please enter validation comments.

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.

- Was the **current** data for the program utilized?
- Has the department addressed the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?
- When appropriate, has the department identified additional data to consider?

Validator Response - Final

Reviewed.

-MJ, 8/29/2022

Saved 8/29/2022 3:44 PM by Matthew Jordan

Validator Response - Final

The department has high retention rates across all disciplines, except for specific courses (i.e., AFRO AM 20, CHICANO 07, and SOCI 001). The department plans to take a deeper look into these classes to see opportunities for improvement.

Overall, more women are enrolled in courses than men across all disciplines, which mirrors the College's trend. African American Studies attract a large number of Black students. The same trend exists in Chicanos Studies. However, these courses have fewer students that do not identify as Latinx. The department plans to investigate ways to diversify the ethnic makeup of classes across disciplines within the department.

-BMH

Saved 7/21/2022 8:36 PM by Brandon Hildreth

Annual Program Review

Transfer Alliance Program (TAP) - Honors

LAVC Program Review

2022

State: Completed

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](#)
- [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.](#)

Enrollment (Instructional)



Enrollment Trends (Instructional)

Review the overall discipline enrollment trends for the last 6 years. Summarize the trends, noting any improvements or concerns.

The Honors program has seen a 29% increase in Spring enrollments between 2017-2020 (this is the most current data available and is in alignment with the growth of the program). However, the Fall enrollments have held steady. The director had concerns regarding this trend and recently implemented a new requirement in Spring 2021 to increase Fall enrollments: students must now complete 9 Honors units for TAP certification (previously 6 units) by the end of the Fall term prior to transfer. Although UC guidelines require at minimum completion of 6 Honors units before being TAP certified for transfer, it created a situation where Honors students were cramming the last 9-12 units in the Spring before exiting the program. This hypothesis is consistent with the data described above. Therefore, increasing the minimum to 9 units for TAP certification has motivated students to plan ahead. Another year of data gathering is required to make an accurate assessment of how the new requirement is affecting fall enrollments.

Saved 6/24/2022 5:10 PM by Yih-Mei Hu



Equity -Enrollment (Instructional)

Compare discipline enrollment to the college enrollment demographics.

- How does each discipline compare to the college enrollment based on gender (percentages)?
- How does each discipline compare to the college enrollment based on race/ethnicity (percentages)?
- Is the enrollment in the discipline similar to the overall college enrollment distribution, or are there differences?

In Fall 2021, the Honors enrollment was 39% male and 61% female, and these percentages are consistent with the College rates.

The race/ethnicity groups are represented as follows:

- 44% White *
- 23% Latino
- 16% Two or More Races
- 3% Unreported or Unknown
- 10% Asian *
- 3% Black or African American

Demographics above the college average are noted with an asterisk. There are 14% more White Honors students and 16% fewer Latino Honors students compared to the college enrollments. The Black or African American enrollments were within 2% of the College rate, showing consistency with the lower numbers of this demographic.

Saved 6/23/2022 2:57 AM by Yih-Mei Hu



Enrollment - Improvement Plans

Specify any plans for improvement, as applicable based on the data.

The program would like to increase the number of Hispanic, Asian, and Black or African American students. The percentage of Asian TAP students doubled over the last academic year. Outreach to incoming high school students could be done by capturing those who have a 3.25 or higher GPA; however, this may or may not result in an increase in these specific demographics. The director plans to message incoming high school students over the summer months so that they are aware of the opportunities and benefits with TAP and can apply to the program before the Fall term. Further recruitment efforts with area high schools is possible with increased reassigned time.

Since the majority of Honors students are continuing students, scheduling mixed-section Puente or Umoja courses could be another area of improvement. However, the time to initiate the set-up and communicate an effective plan has been limited.

Saved 6/24/2022 5:11 PM by Yih-Mei Hu

Retention



Retention - (Instructional)

Analyze trends in the data provided. Compare the discipline level retention data relative to the college's retention data.

- Describe using the current data.
- Is the discipline below the college retention level?
- Are there specific courses with lower retention?
- Is the discipline retention stable, increasing or declining?

The overall retention percentage for the Honors program is 90%. The course retention rates in Fall 2020 range from 81% for Environmental Science and 83% for Biology 007 as the lowest percentages, up to 100% for English, Communication Studies, Sociology, and Library Science. Two examples of increased retention are:

- Stat 101 from 73% in 2019 to 85% in 2020
- English 101 from 73% in 2017 to 96% in 2018 to 100% in 2020

The retention rates for each discipline has remained stable.

Saved 6/24/2022 5:16 PM by Yih-Mei Hu



Equity - Retention (All)

Are there identifiable equity gaps in the retention for the discipline(s), or program/population?

- Compare the retention data for your disciplines/department/program by age.
- Compare the retention data for your disciplines/department/program by gender.
- Compare the retention data for your disciplines/department/program by race/ethnicity.

The Honors program has high rates of retention in all groups, with 93% retention of female students and 89% retention of male students. The lowest retention rate is for the age group "25-39 years old", with 85%. The other age groups show retention rates of 91% to 100%. The retention rates over the last four fall terms by ethnicity are as follows:

American Indian or Alaskan Native - 100%
Native Hawaiian or Pacific Islander - 100%
Unreported or Unknown - 100%
White - 98%
Asian - 96%
Two or more races - 93%
Hispanic, Latino - 93%
Black or African American - 75%

Although there is a clear gap between the Black or African American ethnicity group and the rest of the demographics, there are very few Black or African American students in the program; therefore, the sample size is too small for accurate comparisons.

In the 2022-2023 academic year, the program will seek to improve visibility at the College through presentations scheduled by the President's Office.

Saved 6/24/2022 5:43 PM by Yih-Mei Hu

Institution-Set Standards (ISS)

The institution has established an institution-set standard for course retention (*students who complete the course/ any grade other than a W*) at **84%**.

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



Retention - ISS

Compare the discipline level or department/program retention data to the college's **institution-set standard**. Is the discipline/department/program at, or below the college ISS for retention?

Consider the following:

- Describe using the current data.
- Include relevant course level data. (Instructional areas)
- Include an improvement plan if the discipline is at, or below the standard.

The TAP retention rate holds steady at 90%, with slightly higher rates in fall than spring. There are no disciplines below the ISS.

Saved 6/24/2022 5:38 PM by Yih-Mei Hu



Strategies for Improvement

Based on your data review above, what strategies can be implemented by the department, college, and/or district to maintain or improve retention?

Building a stronger Honors culture among faculty who teach dedicated or mixed-Honors sections and faculty who agree to contracts would enhance the strategies and best practices for success and retention. The issue is that with three different options for Honors courses and not enough re-assigned hours, the director doesn't have the ability to mentor or communicate with all Honors faculty. This has resulted in some confusion, mostly about contract requirements for faculty members who are not familiar with the TAP addendum. Other campuses either do away with contracts or require meetings and professional development for faculty who elect to teach Honors classes.

Saved 6/23/2022 3:07 AM by Yih-Mei Hu



Validation Comments

Please enter validation comments.

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.

- Was the **current** data for the program utilized?
- Has the department addressed the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?
- When appropriate, has the department identified additional data to consider?

Validator Response - Final

Reviewed. -MJ, 8/27/2022

Saved 8/27/2022 3:40 PM by Matthew Jordan

Annual Program Review

Applied Technology

LAVC Program Review

2022

State: Completed

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](#)
- [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.](#)

Enrollment (Instructional)



Enrollment Trends (Instructional)

Review the overall discipline enrollment trends for the last 6 years. Summarize the trends, noting any improvements or concerns.

All of the disciplines in the department have seen a downward enrollment trend since 2014. Enrollments were relatively stable between 2016 and 2019 with a sharp drop for 2020. Fall 2021 continued this trend, while Spring 2021 showed an increase for all disciplines except Num Con and T&M.

The overall downward trend is similar to the college as a whole.

Saved 5/24/2022 8:57 AM by Rebecca Stein



Equity -Enrollment (Instructional)

Compare discipline enrollment to the college enrollment demographics.

- How does each discipline compare to the college enrollment based on gender (percentages)?
- How does each discipline compare to the college enrollment based on race/ethnicity (percentages)?
- Is the enrollment in the discipline similar to the overall college enrollment distribution, or are there differences?

The department is markedly different from the college in terms of gender with only 17% of the enrollment being female. Students in the department also tend to be older than the college average. The department enrolls more Hispanic students than the college as a whole, but less white and Black students.

Demographics

	Department	College
Female	17%	58%
Male	83%	42%
Under 20	20%	32%
20-24	22%	26%
25-39	41%	30%
40 or over	16%	13%
Hispanic	46%	39%
White	26%	30%

Two or More	17%	16%
Asian	7%	7%
Black or African American	2%	5%

Saved 5/24/2022 9:03 AM by Rebecca Stein



Enrollment - Improvement Plans

Specify any plans for improvement, as applicable based on the data.

One of the department goals is to grow enrollment and the data shows two areas to target - women and younger adults, both of which are underrepresented in the department. Recruitment and outreach efforts should be targeted to these two groups.

Saved 5/24/2022 8:36 AM by Rebecca Stein

Retention



Retention - (Instructional)

Analyze trends in the data provided. Compare the discipline level retention data relative to the college's retention data.

- Describe using the current data.
- Is the discipline below the college retention level?
- Are there specific courses with lower retention?
- Is the discipline retention stable, increasing or declining?

The department's retention rate has been above the institutional set standard and college average up until 2020 when it dropped to 84% (the ISS). In 2021, it dropped even lower to 78%.

Courses with low retention:

- Arc 172 (45%)
- EGT 100 (68%)
- EGT 103 (75%)
- Electrn 2 (72%)
- MSCNC 114 (67%)

Saved 5/24/2022 8:50 AM by Rebecca Stein



Equity - Retention (All)

Are there identifiable equity gaps in the retention for the discipline(s), or program/population?

- Compare the retention data for your disciplines/department/program by age.
- Compare the retention data for your disciplines/department/program by gender.
- Compare the retention data for your disciplines/department/program by race/ethnicity.

Both genders have the same retention rate overall (85%), which dropped to 79% in Fall 2021.

Equity gaps for Fall 2021 - the following groups are below the ISS:

- Age - all groups except for 60 or over
- Ethnicity - all groups except white students

Saved 5/24/2022 10:52 AM by Rebecca Stein

Institution-Set Standards (ISS)

The institution has established an institution-set standard for course retention (*students who complete the course/ any grade other than a W*) at **84%**.

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



Retention - ISS

Compare the discipline level or department/program retention data to the college's **institution-set standard**. Is the discipline/department/program at, or below the college ISS for retention?

Consider the following:

- Describe using the current data.
- Include relevant course level data. (Instructional areas)
- Include an improvement plan if the discipline is at, or below the standard.

The department average as a whole has been at or above the minimum standard for the last five years, but fell below the standard to 78% for 2020-2021.

Courses below the ISS for retention:

- Arc 172 (45%)
- EGT 100 (68%)
- EGT 103 (75%)
- Electrn 2 (72%)
- MSCNC 114 (67%)

Saved 5/24/2022 8:40 AM by Rebecca Stein



Strategies for Improvement

Based on your data review above, what strategies can be implemented by the department, college, and/or district to maintain or improve retention?

The department usually benefits from classes that are based on applied and active learning experiences. This was diminished during the pandemic. Data should be reexamined as we move back in-person to see if the issue is rectified and if not. The strategies to increase course success and decrease equity gaps should also help with retention.

Saved 5/24/2022 8:46 AM by Rebecca Stein

Validation



Validation Comments

Please enter validation comments.

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.

- Was the **current** data for the program utilized?
- Has the department addressed the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?
- When appropriate, has the department identified additional data to consider?

Validator Response - Final

Reviewed.

-MJ, 8/24/2022

Saved 8/24/2022 2:54 PM by Matthew Jordan

Validator Response - Final

I have reviewed the module and am validating it. I encourage the department to develop outreach strategies to enroll more women in these technical areas. I suggest working with the Career Specialist to develop some panels and a Women in Stem day.

LN, July 11, 2022

Saved 7/11/2022 4:22 PM by Laurie Nalepa

Annual Program Review

Theater

LAVC Program Review

2022

State: Completed

??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](#)
- [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.](#)

Enrollment (Instructional)



Enrollment Trends (Instructional)

Review the overall discipline enrollment trends for the last 6 years. Summarize the trends, noting any improvements or concerns.

Overall, the enrollment trend for theatre over the last 6 years is not great for either semester. Since Fall 2015, we have seen a 61% decline in enrollment and since Spring of 2015, a decline of 50%. Certainly the past 2020 year really affected those numbers with the pandemic, but even pre-pandemic we have been on a decline. There are so many potential causes for this decline - lack of breadth of courses, lack of diversity among faculty, lack of technology, lack of facilities, lack of student interest, the transition to CAPs or counseling pushing various GE courses; you could make a case for each of these. The VACC will help renew interest in theatre, both the spaces it avails us, but also the potential to grow the program by reinstating diverse classes that had to be shed as the department grew smaller.



Equity -Enrollment (Instructional)

Compare discipline enrollment to the college enrollment demographics.

- How does each discipline compare to the college enrollment based on gender (percentages)?
- How does each discipline compare to the college enrollment based on race/ethnicity (percentages)?
- Is the enrollment in the discipline similar to the overall college enrollment distribution, or are there differences?

The Theatre Department is one discipline.

The college enrollment for the past 6 years averages around 40,621.5 per year - both fall and spring combined. The college has seen a 20% decline over the past 6 years, much less than theatre's combined average of 55%.

Looking at gender breakdown for the college, Spring 2020 was 58.5% female, and 41.5% male. Fall 2020 was 59.5% female and 40.5% male. During the same time period in the theatre department, for the spring our breakdown was 52.9% female, 47.1% male and fall was 58.2% female and 41.8% male, closely mirroring the college.

A comparison between the college and the theatre department based on race/ethnicity for Spring 2020 shows that theatre has slightly higher percentages of Multi-racial and Black students than the college, but slightly lower percentages of Latinx, White, Asian and unidentified students. Fall 2020 shows that theatre has slightly higher percentages of Multi-racial, White and Black students than the college, but slightly lower percentages of Latinx, Asian and unidentified students.

Overall, the differences are so nominal, I would say that the Theatre Department is a good representation of the college in terms of racial diversity.



Enrollment - Improvement Plans

Specify any plans for improvement, as applicable based on the data.

As mentioned before, theatre needs to work on increasing or rebuilding their overall enrollment numbers. The VACC and campus/department recruitment should help with that as well broadening the diversity of our classes.

Retention



Retention - (Instructional)

Analyze trends in the data provided. Compare the discipline level retention data relative to the college's retention data.

- Describe using the current data.
- Is the discipline below the college retention level?
- Are there specific courses with lower retention?
- Is the discipline retention stable, increasing or declining?

Looking at the last six years retention rate average, for spring, theatre's average is 89%, 5% above the ISS. For fall, theatre's average for the same time period is 88%. Overall for Spring 2020 and fall 2020, the college retention rate was 85% and 88%, respectively. The pandemic hit the Theatre Department hard, our retention rate for spring 2020 dipping below the ISS to 83%. For fall we did better, seeing a retention rate of 89%, above the ISS.

Of the courses below the minimum standard, for spring, 100 (79%), 270 (79%), 274 (80%), 317 (71%) and 450 (68%), and for fall, 100 (76%), 112 (75%), 279 (83%), and 411 (71%). Again, I think the pandemic hit us hard, theatre is not a spectator sport, but one that thrives on collaboration and participation. 100% remote learning made getting to know the students much harder than traditionally found in theatre classes, which means that was much easier for them to withdraw than to come up to the instructor at the end of class.

For the most part though, the students taking theatre courses stay in the courses they had selected and continue with their educational goals - our retention rates stay fairly consistent.



Equity - Retention (All)

Are there identifiable equity gaps in the retention for the discipline(s), or program/population?

- Compare the retention data for your disciplines/department/program by age.
- Compare the retention data for your disciplines/department/program by gender.
- Compare the retention data for your disciplines/department/program by race/ethnicity.

College retention data for combined spring and fall 2020 are as follows:

Age: 20 and under: 88%; 20-24: 84.5%; 25-39: 85.5%; over 40: 87.5%

Gender: male: 85.5%; female: 87%; unknown: 85%

Race/Ethnicity: NHPI: 93%; AIAN: 89%; White: 87%; Asian: 93%; 2+ Races: 82%; Latinx: 91%; Black: 65%; Unknown: 86%

When we compare the school numbers to the theatre department, we find: (note: there is no data for fall 2020 for theatre arts, so numbers are based on spring percentages only.)

Age: We keep our 20-24 population better than the school - 89%, the other groups are all below 84%.

Gender: Theatre's retention rate for women is the same as the schools, but our male retention rate is below at 79%.

Race/Ethnicity: AIAN retention is better than the schools at 100%, Latinx, Asian, 2+ Races and White are slight below the school percentages (between 1-3% below) and our retention of Black students is 5% below the school.

Overall, theatre is below the ISS for retention for males, the 25 and over age groups, and our Black and 2+ Race students.

As with everything, we have to support our under served populations, finding a way to give them voice and equality in the classroom.

Institution-Set Standards (ISS)

The institution has established an institution-set standard for course retention (*students who complete the course/ any grade other than a W*) at **84%**.

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



Retention - ISS

Compare the discipline level or department/program retention data to the college's **institution-set standard**. Is the discipline/department/program at, or below the college ISS for retention?

Consider the following:

- Describe using the current data.
- Include relevant course level data. (Instructional areas)
- Include an improvement plan if the discipline is at, or below the standard.



Strategies for Improvement

Based on your data review above, what strategies can be implemented by the department, college, and/or district to maintain or improve retention?

The past three years have seen a decrease in our overall enrollment numbers, though our retention percentage continues to be strong. Many of the students who take theatre classes are either interested in theatre, taking a class to complete a GE, are trying to meet the minimum units to qualify for financial aid, thus hoping to crash the course they want at the beginning of the semester, or are taking a class they have no idea what it entails. Breaking that down - two things: 1) the pandemic hit us hard; 2) theatre majors, or those interested in theatre at Valley, generally want to act, this is our largest pool and retention for performance classes is high. Many of the actors take on other areas, such as technical theatre, which doesn't come as easy to them or is of great interest to them, so they are unprepared for the amount of work it takes to design, construct or detail the production side of things. While this is an important lesson for them to learn, the department needs to work on making the technical side of theatre more accessible to them while retaining professional standards. Those taking a course for GE purposes often stay in the class while those enrolling to enroll either for financial aid or curiosity often drop when they either get into the class they want or get scared away. This is not a new issue, but part of education. **The biggest thing we can all do is make our programs accessible and equitable for all.** This is especially true of our GE courses, 100, 110, and 112. We need to move away from the classic western tradition (white) of theatre and embrace the multicultural-ness of the world today.

Saved 7/18/2022 1:30 PM by Carmen Dominguez

Validation



Validation Comments

Please enter validation comments.

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.

- Was the **current** data for the program utilized?

- Has the department addressed the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?
- When appropriate, has the department identified additional data to consider?

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. As mentioned, courses in these areas are very hands on. Per my earlier comments in the data achievement module, 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.

N.B. The chair is to be commended for her dedication in representing the department at Enrollment Fairs. I hope the exhortation she penned to her colleagues, will inspire them to show up at future enrollment/recruitment activities.

Saved 7/18/2022 1:34 PM by Carmen Dominguez

Annual Program Review

Virtual Valley

LAVC Program Review

2022

State: Completed

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](#)
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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.](#)

Enrollment (Instructional)



Enrollment Trends (Instructional)

Review the overall discipline enrollment trends for the last 6 years. Summarize the trends, noting any improvements or concerns.

n/a

Saved 6/22/2022 9:17 AM by Magda Walsh



Equity -Enrollment (Instructional)

Compare discipline enrollment to the college enrollment demographics.

- How does each discipline compare to the college enrollment based on gender (percentages)?
- How does each discipline compare to the college enrollment based on race/ethnicity (percentages)?
- Is the enrollment in the discipline similar to the overall college enrollment distribution, or are there differences?

While statistics are given below, it's important to bear in mind that the pandemic created an artificial situation due to the non-existence of face-to-face classes. The number of face-to-face classes increased in the spring 2022; however, we don't have this data yet. In looking at the overall perspective on the macro level, here is a comparison for synchronous and asynchronous courses in terms of demographics:

Asynchronous Courses Gender: Female Enrollment: 60.2%	Gender: Male Enrollment: 39.8%
Headcount: 5,305	Headcount: 3,514
Enrollment: 8,880	Enrollment: 5,823
Hispanic: 37.43%	Hispanic:36.57%
White: 32.40%	White: 34.30%
Two or More Races: 15.49&	Two or More Races: 15.35%
Asian: 5.35%	Asian: 5.98%
Black or African American: 5.44%	Black or African American: 5.30%
Unknown: 3.12%	Unknown: 3.01%

Fall 2021 Student Asynchronous Courses: Headcount: 8,886 Enrollment: 14,803

Asynchronous Courses: Groups At or Below the Retention Rate

Gender	Age Group	Ethnic Group, Race	Retention Rate	Number of Students
Female	40 and over	Black or African American	84%	58
Unknown	40 and over	White	83%	*
Female	20-24	Hispanic, Latino	83%	631
Male	40 and over	Asian	83%	19
Male	25-39	Unknown	82%	21
Male	40 and over	Two or more races	82%	43
Male	25-39	White	81%	312
Male	20-24	Black or African American	81%	59
Male	25-39	Black or African American	80%	68
Unknown	Under 20	White	77%	*
Male	40 and over	Black or African American	76%	37
Unknown	under 20	Two or More Races	69%	*
Unknown	25-39	Two or More Races	67%	*
Unknown	20-24	White	67%	*
Female	25-39	American Indian or Alaskan Native	50%	*

* Denotes headcount fewer than 10

Fall 2021 Student Synchronous Courses: Headcount: 4,288 Enrollment: 5,370

Synchronous Courses: Groups At or Below the Retention Rate

Gender	Age Group	Ethnic Group, Race	Retention Rate	Number of Students
Male	Under 20	Hispanic, Latino	84%	414
Male	20-24	Hispanic, Latino	84%	224
Female	40 and over	Unknown	83%	*
Unknown	under 20	White	83%	*
Male	25-39	Asian	82%	35
Male	20-24	Unknown	82%	22
Male	40 and over	Black, African American	82%	*
Male	25-29	Hispanic, Latino	80%	182
Male	under 20	Unknown	80%	24
Male	20-24	White	80%	119
Female	40 and over	Asian	79%	17
Female	20-24	Hispanic, Latino	79%	26
Male	40 and over	Hispanic, Latino	79%	26
Male	40 and over	Unknown	78%	*
Female	25-39	Black or African American	77%	31
Female	25-39	Hispanic, Latino	77%	227
Female	40 and over	Black or African American	76%	18

Male	25-39	Black or African American	76%	23
Female	20-24	Two or More Races	76%	89
Male	25-39	Two or More Races	74%	54
Female	20-24	Unknown	71%	12
Male	20-24	Two or More Races	69%	80
Male	20-24	Black or African American	68%	29
Unknown	40 and over	White	33%	*
Male	25-39	Native Hawaiian or Pacific Islander	0%	*

*Denotes headcount fewer than 10

Saved 6/29/2022 6:57 AM by Magda Walsh



Enrollment - Improvement Plans

Specify any plans for improvement, as applicable based on the data.

n/a

Saved 6/22/2022 9:17 AM by Magda Walsh

Retention



Retention - (Instructional)

Analyze trends in the data provided. Compare the discipline level retention data relative to the college's retention data.

- Describe using the current data.
- Is the discipline below the college retention level?
- Are there specific courses with lower retention?
- Is the discipline retention stable, increasing or declining?

For the past two years in response to the Covid-19 Pandemic, all classes have been delivered in some sort of online format: Asynchronous, Synchronous, and Other. On the macro level we came to the following conclusions:

We noticed that the retention for asynchronous and synchronous courses have been stable since 2017. We should point out that the retention rate for asynchronous courses during the fall 2021 decreased from 90 % to 88% (-2.0%). There was a substantial enrollment increase for asynchronous

courses from 12,275 to 14,803. On the other hand, the retention rate for synchronous courses increased from 86% to 88% (+1%). However, we noticed that the enrollment and headcount for synchronous courses decreased significantly in the fall 2021.

Meanwhile, the retention rate for other courses decreased from 95% to 81% (-6%). We noted that the enrollment and headcount for courses that were not identified as synchronous or asynchronous have increased in fall 2021. The number of face-to-face data for this period is very minimal.

The pandemic brought huge challenges to students that affected retention (i.e., lack of jobs, lack of resources, lack of child care, etc.) Retention challenges were reflected throughout the state and the district, not only LAVC. According to Best Colleges.com, Covid 19 caused unprecedented drops in college enrollment numbers. Furthermore, low income students and students of color were more impacted than others. In fact, the loss of stability caused a massive enrollment drop.

The chart below provides a yearly comparison.

Institution Standards	Retention Rate: 84%				
	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
ONLINE				ASYNCHRONOUS	ASYNCHRONOUS
Headcount	4,639	5,738	6,540	8,626	8,886
Enrolled	6,482	8,197	9,338	12,275	14,803
Retention	86%	85%	86%	90%	88% (-2%)
HYBRID				SYNCHRONOUS	SYNCHRONOUS
Headcount	1,986	2,450	2,860	7,253	4,288
Enrolled	2,089	2,560	3,037	10,889	5,370
RETENTION	81%	86%	82%	86%	87% (+1%)
FACE-TO-FACE				Other (not identified as synchronous or asynchronous)	Other (not identified as synchronous or asynchronous course)
Headcount	14,018	13,315	12,048	1,103	1,633
Enrolled	31,231	28,179	25,284	1,253	1,758
RETENTION	87%	87%	88%	95%	81%

Saved 6/28/2022 8:54 PM by Magda Walsh



Equity - Retention (All)

Are there identifiable equity gaps in the retention for the discipline(s), or program/population?

- Compare the retention data for your disciplines/department/program by age.
- Compare the retention data for your disciplines/department/program by gender.
- Compare the retention data for your disciplines/department/program by race/ethnicity.

In reviewing the overall retention rate for asynchronous and synchronous courses, we notice that the retention rate for courses delivered in the fall 2021 have increased dramatically for most of these groups in comparison to previous years.

If we look deeper into each course teaching modality, we notice that a few ethnic groups are still **below the 84%** institution standard for retention rate for the fall 2021.

2021 Asynchronous Courses - Student Groups at or Below Retention Rate

Gender	Age Group	Race or Ethnicity	Retention Rate	Headcount
Female	40 or over	Black or African American	84%	58
Unknown	40 or over	White	83%	*
Female	20-24	Hispanic, Latino	87%	632
Male	40 or over	Asian	83%	19
Male	40 or over	Two or More Races	82%	43
Male	25-39	White	81%	312
Male	20-24	Black, African American	81%	59
Male	25-39	Black, African-American	80%	68
Unknown	20 or under	White	77%	*
Male	40 or over	Black, African American	76%	*
Unknown	20 or under	Two or More Races	69%	*
Unknown	25-39	Two or More Races	67%	*
Unknown	20-24	White	67%	*
Female	25-39	American Indian or Alaska Native	50%	*

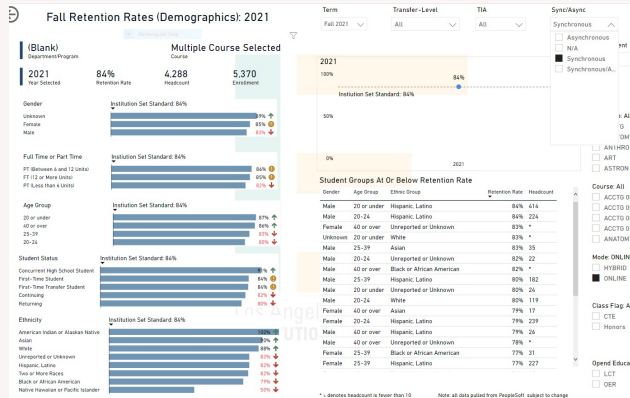
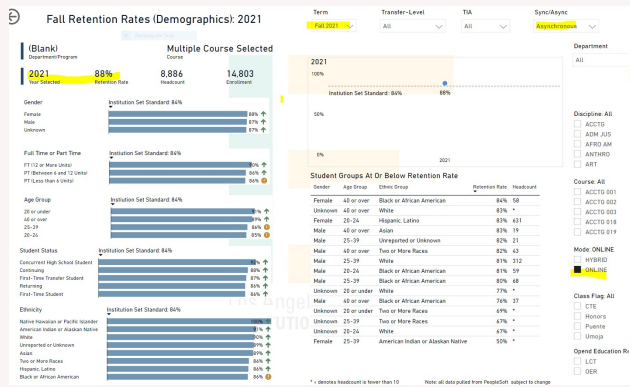
* denotes headcount is fewer than 10

2021 Synchronous Courses - Student Groups at or Below Retention Rate

Gender	Age Group	Ethnic Group	Retention Rate	Headcount
Male	20 or under	Hispanic, Latino	84%	414
Male	20-24	Hispanic, Latino	84%	225
Female	40 or over	Unknown	83%	*
Unknown	20 or under	White	83%	*
Male	25-39	Asian	83%	*
Male	20-24	Unknown	82%	22
Male	40 or over	Black or African American	82%	*
Male	25-39	Hispanic, Latino	80%	182
Male	20 or under	Unknown	80%	24
Male	20-24	White	80%	119
Female	20-24	Hispanic, Latino	79%	241
Female	40 or over	Asian	79%	17
Male	40 or over	Hispanic, Latino	79%	26
Female	40 or over	Black or African American	78%	16
Male	40 or over	Unknown	78%	*
Female	20-24	Black or African American	77%	19
Female	25-39	Hispanic, Latino	76%	228
Male	25-39	Black or African American	76%	23
Female	20-24	Two or More Races	76%	89
Male	25-39	Two or More Races	74%	54
Female	20-24	Unknown	74%	12

Male	20-24	Two or More Races	68%	80
Male	20-24	Black or African American	68%	29
Unknown	40 or over	White	33%	*
Male	25-39	Native Hawaiian or Pacific Islander	0%	*

* denotes headcount is fewer than 10



Saved 6/29/2022 7:09 AM by Magda Walsh

Institution-Set Standards (ISS)

The institution has established an institution-set standard for course retention (*students who complete the course/ any grade other than a W*) at **84%**.

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



Retention - ISS

Compare the discipline level or department/program retention data to the college's **institution-set standard**. Is the discipline/department/program at, or below the college ISS for retention?

Consider the following:

- Describe using the current data.
- Include relevant course level data. (Instructional areas)
- Include an improvement plan if the discipline is at, or below the standard.

not applicable

Saved 6/29/2022 7:30 AM by Magda Walsh



Strategies for Improvement

Based on your data review above, what strategies can be implemented by the department, college, and/or district to maintain or improve retention?

Direct strategies:

- Adapt all current online training sessions in order to promote greater awareness of online teaching courses dealing with Equity and Culturally Responsive Teaching and increase the number of instructors taking the courses.
- Integrate elements of the Peralta Equity course design rubric to the CVC-OEI Online Course Design Rubric for Peer Online Course Review (POCR)
- Launch a new training course this summer for STEM professors: Humanizing Online STEM Academy
- Improve awareness of the Virtual Valley Help desk for all ethnic, gender, and age groups.

Funded by the AB705 grant, the CVC-OEI launched a series of virtual webinars for all CCC faculty designed to support equitable online learning experiences for all CCC students. The spring 2022 webinars focused on adjusting our traditional instructional practices to center and celebrate the diversity of our students in order to make progress towards equity. While these webinars were sent to all LAVC faculty, we don't know how many professors attended them. The DE Coordinator attended the entire webinar series and will be integrating them to our DE training sessions in the fall 2022 and spring 2022. Our training sessions will discuss and focus on:

- Student belonging, especially among Black, Hispanic, Native American, and Pacific Islander students,
- Increasing faculty self-efficacy with teaching online,
- Improving faculty perceptions of the role instructors play in improving student achievement and on closing equity gaps,
- Heightening awareness of students' individual experiences,
- Increasing flexibility and approachability,
- Increasing instructor-student and student-student interaction

Last fall, the LAVC DE team started offering an additional 4-week training session and extended it to all LACCD faculty. This course was offered in fall 2021 and spring 2022:

- **LACCD | Digital Assessments Four-Week Course - facilitated by LAVC DE Specialists**

Assessment is not just for testing anymore! This course explores the concept of assessment as a design tool that allows you to build a course centered around student learning. In this course, we'll explore a design process called the assessment loop, looking at the ways clear learning outcomes, thoughtfully designed assessment, and analysis of assessment results can help you engage your students and build a better course. The course covers writing clear unit-level learning goals, aligning assessments to learning goals, developing authentic summative assessments, and developing formative assessments that provide rich and meaningful feedback for students. In addition, participants will explore various assignment options in Canvas, and develop an overarching plan for using assessments in digital learning environments.

In the fall 2021 and spring 2022, the LACCD DE coordinators have continued collaborating and providing a plethora of training sessions that have been facilitated by professors from all LACCD 9 colleges. These are the learning objectives for the following training sessions related to improving student retention:

- **LACCD | Advanced Equity in Online Teaching Four-Week Course - facilitated by Susana Marcelo, LAVC Instructor**

This course will allow faculty to analyze the historical links between education, social justice, and equity through various theoretical frameworks. They will learn how to question and deconstruct teaching models and classroom policies through an equitable lens. By the end of the course, they will design teaching practices that are culturally responsive and empower students as life-long learners.

- **LACCD | Equity & Culturally Responsive Online Teaching Four-Week Course - facilitated by Susana Marcelo, LAVC professor**

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 your online course. In a collaborative peer-to-peer learning environment, they 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 Webinar | Equity in Online Teaching and Learning - facilitated by LACCD facilitator**

This workshop covers strategies for making online teaching more equitable.

- **LACCD Humanizing your Online Course - Four-Week Course - facilitated by Laura Scott, LAVC professor**

The goal of this training is to inspire faculty to become present, aware, and empathetic online instructors and dabble in tools that enable them to cultivate their presence in their own course. Within the course, they experience the social and emotional impact of human presence, and apply research-based practices to their own course. The training section goals are to identify factors that contribute to equity gaps in online classes and to incorporate basic humanizing techniques in the online courses they teach.

- **LACCD | Authentic Online Assessments - facilitated by LACCD facilitators**

This workshop covers how to create assessments that are authentically assessing student knowledge.

Validation



Validation Comments

Please enter 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.

- Was the **current** data for the program utilized?
- Has the department addressed the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?
- When appropriate, has the department identified additional data to consider?

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. I encourage the DE team to implement the recommendations identified in the improvement plan.

LN, Dean, July 22, 2022

Saved 7/28/2022 4:37 PM by Laurie Nalepa

Annual Program Review

Phi Theta Kappa

LAVC Program Review

2022

State: Completed

Annual Program Review

English as Second Language (ESL)

LAVC Program Review

2022

State: Completed

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](#)
- [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.](#)

Enrollment (Instructional)



Enrollment Trends (Instructional)

Review the overall discipline enrollment trends for the last 6 years. Summarize the trends, noting any improvements or concerns.

We've seen a 20% decrease in Average Enrollment since last year, which has caused us great concern. Part of the decrease is still caused by the way AB-705 was implemented by the State and the College, which gave English Language Learners (ELLs) the impression that all students could enroll in ENGL 101 without having to take ESL courses. Not only did ESL have a reduction in enrollment but also English had a reduction in success and retention rates. Of course, the continuing Pandemic also had a big impact on enrollment in that students who were just learning English now had to master the technical aspects of studying online, and there have been numerous people leaving California because of the job crisis and the high cost of living. However, moving forward with a plan to return to campus, we plan to offer both in-person and online sections to enable students with all learning preferences to take our courses.

Saved 6/28/2022 11:47 PM by Edgar Perez



Equity -Enrollment (Instructional)

Compare discipline enrollment to the college enrollment demographics.

- How does each discipline compare to the college enrollment based on gender (percentages)?
- How does each discipline compare to the college enrollment based on race/ethnicity (percentages)?
- Is the enrollment in the discipline similar to the overall college enrollment distribution, or are there differences?

How does the discipline compare to the college enrollment based on gender (percentages)?

Females: 76.9% ESL vs. 57.9% for the College as a whole

Males: 23.1% ESL vs. 42.1% for the College as a whole

How does the discipline compare to the college enrollment based on race/ethnicity (percentages)?

Ethnicity	ESL	College
White*	76.9*	29.6
Asian	5.1	7.1
Unreported	4.6	3.1

Two or more	3.0	16.1
Hispanic	9.5	38.9
Black	0.7	5.1

*Students who identified themselves as "white" are mainly from Eastern Europe, Russia, Near East, north Africa, or western Asia, so this demographic isn't comparable to the U.S. definition of "white" because people from Near East and western Asia are Asians.

Current enrollments don't show typical ESL enrollment patterns, which would have much higher percentages of Asians and Hispanics.

We have taken steps to broaden our enrollment by reaching out to students from under-represented language group via Dual Enrollment, improved website, and Facebook and Instagram accounts. However, we have not seen an increase in enrollment because of the negative impact of AB-705, the Pandemic, and the political / economic situation.

Saved 6/10/2022 10:00 AM by Reginald Hubbard



Enrollment - Improvement Plans

Specify any plans for improvement, as applicable based on the data.

We must continue to improve our programs (i.e., course content, easily accessible resources, tutoring, and faculty availability) and cultivate our reputation for student success. We will reach out to Counseling to inform them about our new E.S.L. 110 course, and contact existing students about it.

We must continue equitable access and placement for students via the Guided Self-Placement. Ensuring students are properly placed will assist in increasing enrollment. The GSP would be more effective if it were automated and consistent with SIS.

Saved 6/14/2022 1:47 PM by Reginald Hubbard

Retention



Retention - (Instructional)

Analyze trends in the data provided. Compare the discipline level retention data relative to the college's retention data.

- Describe using the current data.
- Is the discipline below the college retention level?
- Are there specific courses with lower retention?
- Is the discipline retention stable, increasing or declining?

Our discipline is significantly above the minimum retention rate: 93% ESL vs. 84% College. Last year, our retention was 94%; it's fantastic that we were able to maintain such a high retention rate considering the Pandemic.

Saved 6/10/2022 10:01 AM by Reginald Hubbard



Equity - Retention (All)

Are there identifiable equity gaps in the retention for the discipline(s), or program/population?

- Compare the retention data for your disciplines/department/program by age.
- Compare the retention data for your disciplines/department/program by gender.
- Compare the retention data for your disciplines/department/program by race/ethnicity.

The fact that we have significantly more females than males in the E.S.L. discipline is due to cultural conditions facing new immigrants, in which males are expected to provide a financial and economic foundation for families to secure themselves in the new country; consequently, they have to devote most of their time to earning an income rather than studying.

Saved 6/10/2022 10:01 AM by Reginald Hubbard

Institution-Set Standards (ISS)

The institution has established an institution-set standard for course retention (*students who complete the course/ any grade other than a W*) at **84%**.

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



Retention - ISS

Compare the discipline level or department/program retention data to the college's **institution-set standard**. Is the discipline/department/program at, or below the college ISS for retention?

Consider the following:

- Describe using the current data.
- Include relevant course level data. (Instructional areas)
- Include an improvement plan if the discipline is at, or below the standard.

SEE ABOVE

Saved 6/10/2022 10:01 AM by Reginald Hubbard



Strategies for Improvement

Based on your data review above, what strategies can be implemented by the department, college, and/or district to maintain or improve retention?

In that we have had consistently high retention rates for many years, we plan to continue the existing processes.

Saved 6/10/2022 10:01 AM by Reginald Hubbard

Validation



Validation Comments

Please enter validation comments.

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- Has the department addressed the **institution-set standards**?
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- When appropriate, has the department identified additional data to consider?

Validator Response - Final

The changing legislation has impacted enrollment combined with the legislation (AB705) has negatively impacted the enrollment. Analyzing modality offerings needs to continue.

Dd

6/27/22

Saved 6/27/2022 10:26 AM by Deborah diCesare

Validator Response - Final

Reviewed.

-MJ, 8/28/2022

Saved 8/28/2022 11:06 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

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](#)
- [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.](#)

Enrollment (Instructional)

? Enrollment Trends (Instructional)

Review the overall discipline enrollment trends for the last 6 years. Summarize the trends, noting any improvements or concerns.

Not applicable.

Saved 6/1/2022 2:55 PM by Monica Flores

? Equity -Enrollment (Instructional)

Compare discipline enrollment to the college enrollment demographics.

- How does each discipline compare to the college enrollment based on gender (percentages)?
- How does each discipline compare to the college enrollment based on race/ethnicity (percentages)?
- Is the enrollment in the discipline similar to the overall college enrollment distribution, or are there differences?

Not applicable.

Saved 6/1/2022 2:55 PM by Monica Flores

? Enrollment - Improvement Plans

Specify any plans for improvement, as applicable based on the data.

Not applicable.

Saved 6/1/2022 2:55 PM by Monica Flores



Retention - (Instructional)

Analyze trends in the data provided. Compare the discipline level retention data relative to the college's retention data.

- Describe using the current data.
- Is the discipline below the college retention level?
- Are there specific courses with lower retention?
- Is the discipline retention stable, increasing or declining?

Not applicable.

Saved 6/1/2022 2:55 PM by Monica Flores



Equity - Retention (All)

Are there identifiable equity gaps in the retention for the discipline(s), or program/population?

- Compare the retention data for your disciplines/department/program by age.
- Compare the retention data for your disciplines/department/program by gender.
- Compare the retention data for your disciplines/department/program by race/ethnicity.

Retention rate for ASU students is not available, rosters were not submitted.

Saved 6/2/2022 12:37 PM by Monica Flores

Institution-Set Standards (ISS)

The institution has established an institution-set standard for course retention (*students who complete the course/ any grade other than a W*) at **84%**.

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



Retention - ISS

Compare the discipline level or department/program retention data to the college's **institution-set standard**. Is the discipline/department/program at, or below the college ISS for retention?

Consider the following:

- Describe using the current data.
- Include relevant course level data. (Instructional areas)
- Include an improvement plan if the discipline is at, or below the standard.

Retention data not available, rosters were not submitted.

Saved 6/7/2022 4:01 PM by Monica Flores



Strategies for Improvement

Based on your data review above, what strategies can be implemented by the department, college, and/or district to maintain or improve retention?

Based on our data report from last year (2021), our program will need to continue to increase student contacts with students to ensure they have all the support they need. Guidance is an important component that every student can benefit from. In addition, we need to continue reaching out to students and having consistent classroom presentations to inform students of our program and services. This will help to increase the number of students who are part of ASU and clubs, as well as to increase student participation in our events. We will have our ASU officers table during their office hours to promote the ASU and upcoming events to students.

Saved 6/7/2022 2:17 PM by Monica Flores

Validation



Validation Comments

Please enter validation comments.

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- Was the **current** data for the program utilized?
- Has the department addressed the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?
- When appropriate, has the department identified additional data to consider?

Validator Response - Final

8/25/2022

FM

Saved 8/25/2022 10:58 AM by Florentino Manzano

Validator Response - Final

Unfortunately, the data is not available for the ASU this year. The Counselor/Coordinator has a 0.5 FTE assignment which makes it difficult to grow the program.

L. Negrete- 07/20/2022

Saved 7/20/2022 8:53 AM by Elizabeth Negrete

Annual Program Review

Child Development Center

LAVC Program Review

2022

State: Completed

Annual Program Review

EOPS/ CARE/Next Up/Guardian Scholars

LAVC Program Review

2022

State: Completed

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](#)
- [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 to institution-set standards: success, retention, awards.](#)
- [How to answer questions related to equity.](#)

Enrollment (Instructional)

?

Enrollment Trends (Instructional)

Review the overall discipline enrollment trends for the last 6 years. Summarize the trends, noting any improvements or concerns.

Not applicable.

?

Equity -Enrollment (Instructional)

Compare discipline enrollment to the college enrollment demographics.

- How does each discipline compare to the college enrollment based on gender (percentages)?
- How does each discipline compare to the college enrollment based on race/ethnicity (percentages)?
- Is the enrollment in the discipline similar to the overall college enrollment distribution, or are there differences?

Not applicable.

?

Enrollment - Improvement Plans

Specify any plans for improvement, as applicable based on the data.

Not applicable.



Retention - (Instructional)

Analyze trends in the data provided. Compare the discipline level retention data relative to the college's retention data.

- Describe using the current data.
- Is the discipline below the college retention level?
- Are there specific courses with lower retention?
- Is the discipline retention stable, increasing or declining?

Not applicable.



Equity - Retention (All)

Are there identifiable equity gaps in the retention for the discipline(s), or program/population?

- Compare the retention data for your disciplines/department/program by age.
- Compare the retention data for your disciplines/department/program by gender.
- Compare the retention data for your disciplines/department/program by race/ethnicity.

With regards to retention, EOPS students are above the campus standard at 91%. With regards to age, all groups are above the campus standard. With regards to gender, all groups are above the campus standard. With regards to race/ethnicity, only Black/African American students are below the campus standard at 78%.

For CARE, the retention rate remained steady at 92%. With regards to age, gender and race, there were not any significant differences.

For the foster youth programs -- NextUp and Guardian Scholars -- the pandemic negatively impacted the retention rate for foster youth. Previously, the retention rates were above the campus standard. The retention rate for NextUp students remained steady at 80%. With regards to age, gender and race, retention rates were lower for less than 20 (68%), 25-39 age (75%) females (77%) and for African Americans (50%) and two or more races (79%). For Guardian Scholars, the retention rate increase from 77% 88%. With regards to age, gender and race, the retention rates were lower for males (80%), 25-39 year old (79%) and African American (60%).

Saved 6/28/2022 9:55 AM by Sherri Rodriguez

Institution-Set Standards (ISS)

The institution has established an institution-set standard for course retention (*students who complete the course/ any grade other than a W*) at **84%**.

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



Retention - ISS

Compare the discipline level or department/program retention data to the college's **institution-set standard**. Is the discipline/department/program at, or below the college ISS for retention?

Consider the following:

- Describe using the current data.
- Include relevant course level data. (Instructional areas)
- Include an improvement plan if the discipline is at, or below the standard.

See information above.

Saved 6/28/2022 9:55 AM by Sherri Rodriguez



Strategies for Improvement

Based on your data review above, what strategies can be implemented by the department, college, and/or district to maintain or improve retention?

To improve retention, EOPS reminds students about priority registration and counseling contacts. The program will continue to provide communication by email, text message and phone. In addition, the program will provide additional outreach to Black/African American students.

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 9:58 AM by Sherri Rodriguez

Validation



Validation Comments

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Validator Response - Final

8/25/2022

FM

Annual Program Review

Mosaic Center

LAVC Program Review

2022

State: Completed

Annual Program Review

Services for Students with Disabilities (SSD)

LAVC Program Review

2022

State: Completed

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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- [How to answer questions related to equity.](#)

Enrollment (Instructional)



Enrollment Trends (Instructional)

Review the overall discipline enrollment trends for the last 6 years. Summarize the trends, noting any improvements or concerns.

SSD is not a discipline. Our courses in Kinesiology should be covered under the Kinesiology Department's module. However, of the past six years, we had five strong years of enrollment mildly declining in the later years, until a devastating enrollment drop-off due likely to turning Adapted PE into online courses due to the pandemic. We hope to be able to rebuild now that we can resume (mostly) normal operations in the Adapted PE Center and the pool. Currently, we have four in person classes and one online.

Learning Skills 40 is our only Learning Skills course at the moment, and we began teaching it again in the second half of Fall 2021 and only at half its capacity. Furthermore, this is a Learning Disability Assessment course, not a true discipline course.

Saved 5/31/2022 9:15 AM by Araksya Arutyunyan



Equity -Enrollment (Instructional)

Compare discipline enrollment to the college enrollment demographics.

- How does each discipline compare to the college enrollment based on gender (percentages)?
- How does each discipline compare to the college enrollment based on race/ethnicity (percentages)?
- Is the enrollment in the discipline similar to the overall college enrollment distribution, or are there differences?

According to the data presented from Fall 2021, SSD students are 49% male and 48% female and 3% are unknown. The campus total percentages are 42.1% male and 57.9% female. We do not know if the 7% difference for males and 10% for females is statistically significant.

SSD vs. LAVC Ethnicity plotting (SSD percentages are listed first):

White: 29% vs. 29.6%, Unreported: 4% vs. 3.1%, Multi-Racial: 19% vs. 16.1%, Latin/Hispanic: 35% vs. 38.9%, Black: 7% vs. 5.1%, American Indian or Alaskan Native: 0% vs. 0%. Asian 4% vs 7.1%

It is difficult to determine statistical significance among the differences. Though, there doesn't seem to be any statistical differences present.

SSD is not a discipline.

Disability in and of itself is a diversity category.

Saved 6/7/2022 11:23 AM by David Green



Enrollment - Improvement Plans

Specify any plans for improvement, as applicable based on the data.

We believe offering Learning Skills 40 again is improving our enrollment data and increasing it to its full capacity in the future, when we can do so safely will address the decrease.

We expect enrollment in Adapted PE to increase as more restrictions are lifted by the district. We will analyze the necessary modifications and our enrollment in the 2022-23 academic year.

Saved 5/31/2022 9:50 AM by Araksya Arutyunyan

Retention



Retention - (Instructional)

Analyze trends in the data provided. Compare the discipline level retention data relative to the college's retention data.

- Describe using the current data.
- Is the discipline below the college retention level?
- Are there specific courses with lower retention?
- Is the discipline retention stable, increasing or declining?

Based on the Fall 2021 data, SSD retention rate was 86%, above the institutional set standard, and the same as the college's retention rate.

Learning Skills 40 had a 100% retention rate for Fall 2021.

Adapted PE courses show average retention rates above the college average (94.25% based on the average retention rate for four Kinesiology classes). All courses offered by SSD are above the college target retention rate.

Saved 5/31/2022 10:00 AM by Araksya Arutyunyan



Equity - Retention (All)

Are there identifiable equity gaps in the retention for the discipline(s), or program/population?

- Compare the retention data for your disciplines/department/program by age.
- Compare the retention data for your disciplines/department/program by gender.
- Compare the retention data for your disciplines/department/program by race/ethnicity.

Male SSD students have a retention rate of 83%

Female SSD students had a retention rate of 88%.

Students who did not disclose their gender (Unknown), had a retention rate of 100%.

These retention rates are very high, and significantly higher than the campus average.

By age, SSD students had a retention breakdown as follows:

Students under the age of 20: 85%

Students aged 20-24: 87%

Students aged 25-39: 84%

Students over the age of 40: 89%.

These retention rates are very high and well above the campus average.

Saved 6/27/2022 11:56 AM by Araksya Arutyunyan

Institution-Set Standards (ISS)

The institution has established an institution-set standard for course retention (*students who complete the course/ any grade other than a W*) at **84%**.

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



Retention - ISS

Compare the discipline level or department/program retention data to the college's **institution-set standard**. Is the discipline/department/program at, or below the college ISS for retention?

Consider the following:

- Describe using the current data.
- Include relevant course level data. (Instructional areas)
- Include an improvement plan if the discipline is at, or below the standard.

For SSD program overall, the retention rate was at 86%, which was 2% more than the set goal.

All SSD offered courses for Fall 2021 were above the institution-set standard for course retention.

For Adapted PE Courses (Kinesiology), the average combined rate of retention was 94%. Breaking them down by individual course yielded retention rates between 85% and 100%.

For Learning Skills 40, the retention rate in Fall 2021 was 100%.

Saved 6/27/2022 12:02 PM by Araksya Arutyunyan



Strategies for Improvement

Based on your data review above, what strategies can be implemented by the department, college, and/or district to maintain or improve retention?

A discussion will be planned between the Associate Dean of SSD and the Adpated PE instructors in order to examine the differences in retention rates between Adapted PE courses and how retention in certain courses might be improved.

A discussion will also be planned between the Associate Dean of SSD and the LS 40 instructor in order to examine ways to return to normal enrollment and improve LS 40 retention rates as plans of return to campus full time continue.

Saved 6/7/2022 11:25 AM by David Green



Validation Comments

Please enter validation comments.

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- Was the **current** data for the program utilized?
- Has the department addressed the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?
- When appropriate, has the department identified additional data to consider?

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 2:52 PM by Florentino Manzano

Validator Response - Final

I am validating this module.

LN, Dean, July 29, 2022

Saved 7/29/2022 3:36 PM by Laurie Nalepa

Validator Response - Final

For this module, the department used current data, addressed the institution set standards and identified an improvement plan. SR 7/25/2022

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

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

Annual Program Review

Admissions & Records

LAVC Program Review

2022

State: Completed

Annual Program Review

Counseling Department

LAVC Program Review

2022

State: Completed

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](#)
- [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.](#)

Enrollment (Instructional)



Enrollment Trends (Instructional)

Review the overall discipline enrollment trends for the last 6 years. Summarize the trends, noting any improvements or concerns.

The counseling courses have had a dip in enrollment in Counseling 001 from after 2019 (90%) to 65% in 2020. However, this is consistent with other disciplines in which the courses were only available in person. Between 2020 and 2022, in-person courses have had extremely low enrollment, as students are enrolling primarily in online courses. During this same period Counseling 020 showed an increase from 90% to 94%. Online modality for students in regards to academics and student services has been steadily increasing in demand since the start of the pandemic. The department will evaluate these enrollment trends and strategize to meet students' demands. The department may consider offering more online counseling courses.

Credit Enrollment Retention Demographic 2012-2020

Counseling
Department/Program

Intro To College
Course

2012-2020
Year Selected

278
Headcount

8.0
Average Unit Load

91%
Retention Rate

278
Enrollment

22.8
Average Age

Institution Set Standard: 84%

Gender

Female	88%	↑
Male	81%	↑

Full Time or Part Time

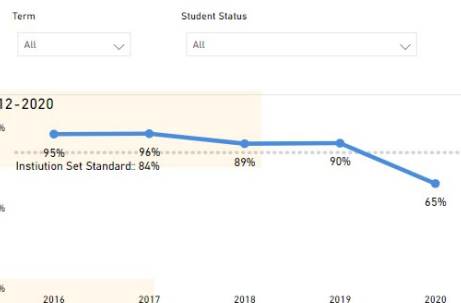
PT (Less than 6 Units)	93%	↑
FT (12 or More Units)	81%	↑
PT (Between 6 and 12 Units)	89%	↑

Age Group

25-39	92%	↑
20 or under	81%	↑
40 or over	89%	↑
20-24	89%	↑

Ethnicity

Two or More Races	94%	↑
Black or African American	81%	↑
Hispanic/Latino	81%	↑
Unreported or Unknown	81%	↑
White	88%	↑
Asian	87%	↑



Student Groups At Or Below Retention Rate

Gender	Age Group	Ethnic Group	Retention Rate	Headcount
Female	25-39	White	83%	*
Male	20-24	Hispanic/Latino	80%	15
Male	20 or under	Asian	75%	*
Female	20 or under	White	75%	*
Male	20 or under	Black or African American	67%	*
Male	20-24	Two or More Races	60%	*
Female	40 or over	Unreported or Unknown	0%	*
Male	25-39	Unreported or Unknown	0%	*

NOTE: ALL DATA PULLED FROM PEOPLESOFT AND SUBJECT TO CHANGE

* - denotes headcount is fewer than 10

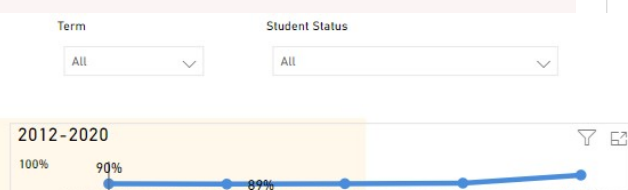
Credit Enrollment Retention Demographic 2012-2020

Counseling
Department/Program

Post Secn Ed Scp Cr
Course

2012-2020
Year Selected

91%
Retention Rate

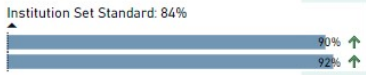


Year Selected
470
 Headcount
11.1
 Average Unit Load

Retention Rate
470
 Enrollment
22.1
 Average Age

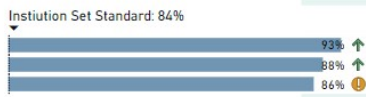
Gender

Female
 Male



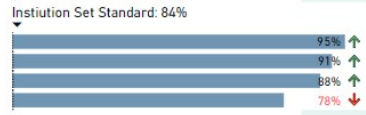
Full Time or Part Time

FT (12 or More Units)
 PT (Between 6 and 12 Units)
 PT (Less than 6 Units)



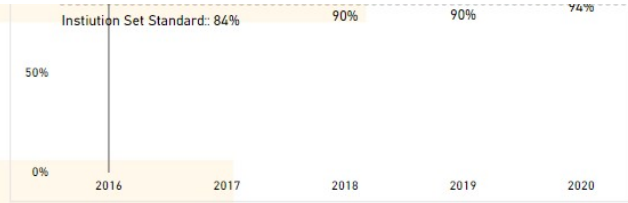
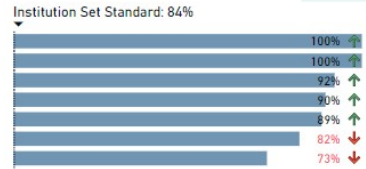
Age Group

25-39
 20 or under
 20-24
 40 or over



Ethnicity

Asian
 Native Hawaiian or Pacific Islander
 Hispanic, Latino
 Two or More Races
 White
 Black or African American
 Unreported or Unknown



Student Groups At Or Below Retention Rate

Gender	Age Group	Ethnic Group	Retention Rate	Headcount
Female	40 or over	White	83%	*
Female	20-24	Hispanic, Latino	81%	21
Female	25-39	Black or African American	80%	*
Female	20 or under	Unreported or Unknown	80%	*
Male	20-24	Two or More Races	78%	*
Male	20 or under	Unreported or Unknown	71%	*
Female	40 or over	Hispanic, Latino	67%	*
Female	20-24	White	60%	*
Male	20 or under	Black or African American	33%	*
Male	40 or over	Unreported or Unknown	33%	*
Female	20-24	Unreported or Unknown	0%	*

NOTE: ALL DATA PULLED FROM PEOPLESOFT AND SUBJECT TO CHANGE

* - denotes headcount is fewer than 10

Saved 6/30/2022 7:02 PM by Clive Gordon



Equity -Enrollment (Instructional)

Compare discipline enrollment to the college enrollment demographics.

- How does each discipline compare to the college enrollment based on gender (percentages)?
- How does each discipline compare to the college enrollment based on race/ethnicity (percentages)?
- Is the enrollment in the discipline similar to the overall college enrollment distribution, or are there differences?

Enrollment Based on Gender for Fall 2021		
	Counseling Courses	College
Female	53%	56.32%
Male	46%	44 %

Enrollment Based on Gender for Spring 2020		
	Counseling Courses	College
Female	58.5%	56%
Male	41%	44%

The data shows that enrollment in Counseling courses based on gender increased for male students by 5% from Spring 2020 to Fall 21. Female enrollment dropped slightly. Some first-time students have been directed to take College 101 which could explain the slight decline in Counseling courses.

Enrollment Based on Race/Ethnicity for Spring 2020		
	Counseling Courses	College
Hispanic/Latino	40.1%	40.08%
Black/African American	4.9%	5.42%
Asian 7.4	7.4%	7.4%
White	30.4%	31.27%
Multi-ethnic	14.2%	10.92%
Unreported	3.2%	4.53%

The data shows that enrollment in Counseling courses based on race/ethnicity is significantly higher for Hispanic/Latino and White students and lower

for all other ethnicities. Again, this slight drop in enrollment could indicate a need for additional course modality, as more and more students prefer online instruction.

Saved 6/22/2022 5:36 PM by Clive Gordon



Enrollment - Improvement Plans

Specify any plans for improvement, as applicable based on the data.

It is evident, based on the data that, the department needs to improve outreach and promotion of courses especially while our male enrollment shows signs of positive increases over the past few semesters. Because of this, we will continue to adopt targeted outreach strategies to increase our male student enrollment. It is also apparent that the general decreasing enrollment of counsel 001 coincides with the creating and offering of College 101 as well as the low enrollment experienced since the start of the pandemic. This may have impacted enrollment for our Counseling 001 courses as both courses have similar course content. The department plans to work closely with academic faculty as well as all onboarding entities, to highlight the value of the counseling courses as well as their transferability. As mentioned in this module, instructional counseling faculty are being encouraged through various professional development activities to be innovative in their course content and delivery. For example, the Counseling 001 course for Puente and UMOJA injects cultural and race implications in regards to navigating the world of higher education. While still meeting the course's SLO's, the courses can offer a perspective that could often be omitted or ignored in other versions of the course. These kind of teaching innovations, could contribute in closing the equity gap in student success, retention and persistence. The department has also created a canvas course to provide training and resources to all of its current and new instructors. Also, the department has created individual/group trainings on classroom expectations, student engagement, syllabus creation/submission, SLO's and managing of rosters. All instructors are expected to take advantage of these training and resources.

Saved 6/30/2022 6:47 PM by Clive Gordon

Retention



Retention - (Instructional)

Analyze trends in the data provided. Compare the discipline level retention data relative to the college's retention data.

- Describe using the current data.
- Is the discipline below the college retention level?
- Are there specific courses with lower retention?
- Is the discipline retention stable, increasing or declining?

** The provided data from OIE does not contain data from beyond Spring 21. The Counseling Department reviewed and analyzed data trends provided by the Office of Research and Planning for Counseling courses and the college from Fall 2012 - to Fall 2020.

Fall 2020

Counseling classes had a higher retention rate (88%) compared to the Institution Set Standard of 84%.

COUNSEL 1- 88%

COUNSEL 20- 87%

- **Gender:** The retention rate of females was 86% and 84.4% for males.
- **Age:** The retention rate of individuals less than 20 years old was 86.6%, 83.3% for individuals who are 20-24 years old, 84.9% for individuals who are 25-39 years old, and 88.9% for individuals who are 40 or more years old.
- **Ethnicity:** The retention rate of Hispanic/Latino students was 83.8%, 80.8% for Black/African American students, 87% for

Asian students, 89.5% for Native Hawaiian students, and 88.1% for White students.

Spring 2020

Counseling classes had a significantly higher retention rate of 89.8% compared to the Institution Set Standard of 84%.

COUNSEL 1- 89.8%

COUNSEL 20- 89.9

- **Gender:** The retention rate of females was 91% and 89.5% for males.
- **Age:** The retention rate of individuals less than 20 years old was 91.2%, 87.2% for individuals who are 20-24 year old, 86.4% for individuals who are 25-39 years old, and 86.8% for individuals who are 40 or more years old.
- **Ethnicity:** The retention rate of Hispanic/Latino students was 91.1%, 80.5% for Black/African American students, 93.5% for Asian students, 83.3% for Native Hawaiian students, and 91.6% for White students.

Data shows the counseling discipline is above the college average in almost all areas, including class size, success rate, and retention rate.

Fall 2020

Counseling classes had a significantly higher retention rate (95%) compared to the Institution Set Standard of 84%

COUNSEL 1- 95%

COUNSEL 20 - 95%

FALL 2021 and Spring 2021 data not currently available

Saved 5/17/2022 9:52 AM by Clive Gordon



Equity - Retention (All)

Are there identifiable equity gaps in the retention for the discipline(s), or program/population?

- Compare the retention data for your disciplines/department/program by age.
- Compare the retention data for your disciplines/department/program by gender.
- Compare the retention data for your disciplines/department/program by race/ethnicity.

Based on the data below, there is no identifiable equity gaps based on gender. There is a slight equity gap between the retention rates of individuals less than 20 years old - 91.2%, compared to all the other age groups. Individuals less than 20 years old are more likely to take Counseling 001 and 020 during fall because of the incoming freshman class entering from high school.

Spring 2020

Gender: The retention rate of females was 84% and 82.3% for males.

- **Age:** The retention rate of individuals less than 20 years old was 83%, 81.3% for individuals who are 20-24 years old, 84% for individuals who are 25-39 years old, and 87% for individuals who are 40 or more years old.

Fall 2020

Gender: The retention rate of females was 92% and 91% for males.

- **Age:** The retention rate of individuals less than 20 years old was 92%, 89% for individuals who are 20-24 year old, 89% for individuals who are 25-39 years old, and 91% for individuals who are 40 or more years old.

Spring 2020

Gender: The retention rate of females was 92% and 90% for males

Age: The retention rate of individuals less than 20 years old was 92%; for individuals who are 20-24 year old it was 90.2%; 93 %for individuals who are

25-39 years old, and 81% for individuals who are 40 or more years old.

The retention rate for all age groups and for both genders are well above the institutional standard and most are above 80%. The retention rate for all populations also reflect an increase of at least 3 percent from last cycle.

Saved 6/22/2022 5:54 PM by Clive Gordon

Institution-Set Standards (ISS)

The institution has established an institution-set standard for course retention (*students who complete the course/ any grade other than a W*) at **84%**.

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



Retention - ISS

Compare the discipline level or department/program retention data to the college's **institution-set standard**. Is the discipline/department/program at, or below the college ISS for retention?

Consider the following:

- Describe using the current data.
- Include relevant course level data. (Instructional areas)
- Include an improvement plan if the discipline is at, or below the standard.

With the exception of Counsel 001 in the Spring 2020 semester, all counseling courses are above the institutional standard. With counsel 001 being a course targeted to new students, the Spring 2020 offerings are the only ones with numbers below the institution standard. This coincides with the start of the pandemic and the shift of in-person instruction to online. We believe, as with many other disciplines, the significant retention drop is due to the initial shift of instruction format during the pandemic.

Saved 6/22/2022 5:56 PM by Clive Gordon



Strategies for Improvement

Based on your data review above, what strategies can be implemented by the department, college, and/or district to maintain or improve retention?

We recommend all College Promise students should be required to take a Counseling 001, 004, or 020 course in their first semester of enrollment. Taking a COUN 1 or COUN 20 course will assist these students in their transition from high school to college, inform them of various topics correlated with being college-ready, and provide them with early exposure to career/major information as outlined in the Guided Pathways Initiative and the Student Success and Support Program (SSSP) mandate of declaring a major within their first 15 units and developing a student educational plan (SEP). In addition, requiring a COUN 1 or COUN 20 course will increase enrollment in counseling courses and provide support to add additional counseling sections for future consideration.

Promise Summer activities should continue to include COUN 1 as a requirement. Students who take a counseling course their first semester in college will be better prepared to succeed in their classes, persist onto the next semester, and meet their educational goal(s) in a more informed and timely manner. Additionally, it is recommended that special programs; such as, EOPS, TRiO, Guardian Scholars, Black Scholars, Dreamers, TAP, and SSD continue to encourage students to enroll in counseling courses. We recommend that special sections of cohort-based counseling classes become available to assist in building community for these special programs.

Traditionally, it has been a challenge getting students enrolled in classes even after completing an in-person or online orientation due to lack of resources and support services geared toward onboarding. It would be advantageous for the college to consider providing a space to physically enroll students in courses as well as complete all steps required for incoming students. The counseling department

recommends a dedicated space with a computer lab and support staff to ensure access and opportunity for all students on a year-round basis.

Finally, providing more synchronous online course offerings to increase student success along with complementing student's technological, awareness is an area that will be explored further. This is based on the fact that providing remote online course offerings during the Covid-19 crisis has allowed the Department to explore new technological platforms to deliver courses to more students using technology that they are familiar with or easily learned. In order to make this a success though, course materials and resources such like career assessments/inventories will also have to be user friendly in an online environment.

Saved 6/22/2022 5:58 PM by Clive Gordon

Validation



Validation Comments

Please enter validation comments.

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.

- Was the **current** data for the program utilized?
- Has the department addressed the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?
- When appropriate, has the department identified additional data to consider?

Validator Response - Final

Enrollment is on trend with the campus data. Balancing online modality both asyc and sync, needs to be balanced with measures for success and retention.

Dd

7/17/22

Saved 7/17/2022 5:31 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 11:44 AM by Florentino Manzano

Validator Response - Final

Validated S. Hernandez

Saved 8/22/2022 10:29 AM by Sorangel Hernandez

Annual Program Review

Financial Aid

LAVC Program Review

2022

State: Completed

Annual Program Review

International Students

LAVC Program Review

2022

State: Completed

??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](#)
- [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.](#)

Enrollment (Instructional)



Enrollment Trends (Instructional)

Review the overall discipline enrollment trends for the last 6 years. Summarize the trends, noting any improvements or concerns.



Equity -Enrollment (Instructional)

Compare discipline enrollment to the college enrollment demographics.

- How does each discipline compare to the college enrollment based on gender (percentages)?
- How does each discipline compare to the college enrollment based on race/ethnicity (percentages)?
- Is the enrollment in the discipline similar to the overall college enrollment distribution, or are there differences?



Enrollment - Improvement Plans

Specify any plans for improvement, as applicable based on the data.

Retention



Retention - (Instructional)

Analyze trends in the data provided. Compare the discipline level retention data relative to the college's retention data.

- Describe using the current data.
- Is the discipline below the college retention level?
- Are there specific courses with lower retention?
- Is the discipline retention stable, increasing or declining?



Equity - Retention (All)

Are there identifiable equity gaps in the retention for the discipline(s), or program/population?

- Compare the retention data for your disciplines/department/program by age.
- Compare the retention data for your disciplines/department/program by gender.
- Compare the retention data for your disciplines/department/program by race/ethnicity.

Institution-Set Standards (ISS)

The institution has established an institution-set standard for course retention (*students who complete the course/ any grade other than a W*) at **84%**.

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



Retention - ISS

Compare the discipline level or department/program retention data to the college's **institution-set standard**. Is the discipline/department/program at, or below the college ISS for retention?

Consider the following:

- Describe using the current data.
- Include relevant course level data. (Instructional areas)
- Include an improvement plan if the discipline is at, or below the standard.



Strategies for Improvement

Based on your data review above, what strategies can be implemented by the department, college, and/or district to maintain or improve retention?

Validation



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- Was the **current** data for the program utilized?
- Has the department addressed the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?
- When appropriate, has the department identified additional data to consider?

Validator Response - Final

8/29/2022

FM

Saved 8/29/2022 2:17 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

Annual Program Review

Veterans Student Services

LAVC Program Review

2022

State: Completed

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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- [Special Populations/Programs - Enrollment, Success & Retention](#)
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- [How to answer questions related to equity.](#)

Enrollment (Instructional)



Enrollment Trends (Instructional)

Review the overall discipline enrollment trends for the last 6 years. Summarize the trends, noting any improvements or concerns.

N/A

Saved 6/23/2022 12:29 PM by Krixa Lim



Equity -Enrollment (Instructional)

Compare discipline enrollment to the college enrollment demographics.

- How does each discipline compare to the college enrollment based on gender (percentages)?
- How does each discipline compare to the college enrollment based on race/ethnicity (percentages)?
- Is the enrollment in the discipline similar to the overall college enrollment distribution, or are there differences?

Gender:

- The percentage of veteran males is higher than the general campus population (79% veteran males; 42% general population males)
- The percentage of veteran females is much lower than the general population (20% veteran females; 57% general population females)

Veterans Ethnicity:

- Two or more races: veterans 26% - LAVC 16%
- Black or African American: veterans 16% - LAVC 5%
- Hispanic, Latino: veterans 28% - LAVC 39%
- Asian: veterans 12% - LAVC 7%
- White: veterans 16% - LAVC 30%
- Unreported or Unknown: veterans 1% - LAVC 3%
- American Indian or Alaskan Native: veterans 1% - LAVC: 0%

Saved 6/23/2022 1:05 PM by Krixa Lim



Enrollment - Improvement Plans

Specify any plans for improvement, as applicable based on the data.

In general, enrollment has been down within veterans services since spring/summer 2020 due to the pandemic. As we shift back to offering in-person classes/services and into a post-pandemic world, we anticipate additional outreach activities that LAVC's VRC can participate in to help increase enrollment. This includes:

- attending community events at local veterans services offices and military affiliated organizations
- working with the VA VetSuccess On Campus (VSOC) program to collaborate and offer in-person services from the VA's educational program within the VRC
- working with community organizations to provide in-house support services for mental health and life skills as veterans transition from service to school

Saved 6/27/2022 11:11 AM by Krixa Lim

Retention



Retention - (Instructional)

Analyze trends in the data provided. Compare the discipline level retention data relative to the college's retention data.

- Describe using the current data.
- Is the discipline below the college retention level?
- Are there specific courses with lower retention?
- Is the discipline retention stable, increasing or declining?

Retention Data for Fall 2021:

Retention: 88% for veteran students compared to 86% for non-veteran students

Veterans is above the college retention level by 2%.

The retention for veterans declined slightly by 2% compared to fall 2020.

Saved 6/23/2022 12:48 PM by Krixa Lim



Equity - Retention (All)

Are there identifiable equity gaps in the retention for the discipline(s), or program/population?

- Compare the retention data for your disciplines/department/program by age.
- Compare the retention data for your disciplines/department/program by gender.
- Compare the retention data for your disciplines/department/program by race/ethnicity.

Gender:

The equity gap between male and female veterans is 7%. The average equity gap between male/female veterans and unknown students is about 5%.

Race/Ethnicity:

The equity gap is 14-25% between the Asian/American Indian or Alaskan Native retention rate (100%) and Black or African American/Two or More Races (83%) and Hispanic, Latino (86%), and Unreported or Unknown (75%). The retention rates of Black or African American, Two or More Races and Unreported or Unknown falls below the institutional standard of 86%.

Age:

The equity gap is 12-15% between the age range of 25-39 years old (90%) and 40 or more years old (88%) and 20-24 years old (75%).

Saved 6/23/2022 1:17 PM by Krixa Lim

Institution-Set Standards (ISS)

The institution has established an institution-set standard for course retention (*students who complete the course/ any grade other than a W*) at **84%**.

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



Retention - ISS

Compare the discipline level or department/program retention data to the college's **institution-set standard**. Is the discipline/department/program at, or below the college ISS for retention?

Consider the following:

- Describe using the current data.
- Include relevant course level data. (Instructional areas)
- Include an improvement plan if the discipline is at, or below the standard.

The fall 2021 retention rate for veterans is 88% and is 4% above the institution set-standard of 84%.

Saved 6/27/2022 11:19 AM by Krixa Lim



Strategies for Improvement

Based on your data review above, what strategies can be implemented by the department, college, and/or district to maintain or improve retention?

- Re-charter the veterans club in order promote additional involvement in area such as workshop attendance and other campus programs and services
- Continue to offer Student Success workshops (Financial Aid, Undecided Major, Transfer, Library, Resources, Student Health Services, Psychological Services)
- Continue to provide New Student Veteran Orientation
- Work with community organizations to provide in-house support services for mental health, GI Bill® information, and additional transitional services for veterans from service to school
- Continue to offer tutoring in all levels of English and math in the VRC
- Created a mentor program for new veterans students
- Plan to integrate Veterans Services into the Career and Academic Pathways Model
- Enhance veterans counselor position to full-time tenure track and continue to embed counseling services in the Veterans Services Office
- Maintain one UPI in the VRC to assist with follow up/early alert, and refer students to students services programs and faculty for career advice

Saved 6/27/2022 11:19 AM by Krixa Lim



Validation Comments

Please enter validation comments.

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- Has the department addressed the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?
- When appropriate, has the department identified additional data to consider?

Validator Response - Final

8/26/2022

FM

Saved 8/26/2022 2:32 PM by Florentino Manzano

Validator Response - Final

Complete A.O. 8/30/22

Saved 8/30/2022 5:43 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

??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](#)
- [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.](#)

Enrollment (Instructional)



Enrollment Trends (Instructional)

Review the overall discipline enrollment trends for the last 6 years. Summarize the trends, noting any improvements or concerns.

We've increased dual enrollment course sections from 98 in 2019 to 133 in 2020 and to 166 in 2021; below, you'll find the enrollment numbers for dual enrollment from 2016 to 2021.

Enrollment Numbers:

- 2016--804
- 2017--797
- 2018--946
- 2019 — 1,158
- 2020 — 1,634
- 2021 — 1,995

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Equity -Enrollment (Instructional)

Compare discipline enrollment to the college enrollment demographics.

- How does each discipline compare to the college enrollment based on gender (percentages)?
- How does each discipline compare to the college enrollment based on race/ethnicity (percentages)?
- Is the enrollment in the discipline similar to the overall college enrollment distribution, or are there differences?

Overall Los Angeles Valley College enrollment sees a larger number of female students than male students. Most dual enrollment disciplines (70%) have a greater number of female students than male students as well. One discipline in particular, Humanities, has a noticeably large gender difference with female students making up 88.5% of the discipline, and male students making up 11.5% of the discipline. Four disciplines -- Child Development, Communications, Counseling, and Spanish -- have more male students enrolled than female students. One discipline, Health, has an equal number of female and male students.

There is more fluctuation when comparing enrollment based on race/ethnicity. However, throughout each dual enrollment discipline, we have zero enrollment of Native Hawaiian/Pacific Islander students and American Indian/Alaskan Native students. The college also has low enrollment numbers of these two groups at just 0.1% each. In most disciplines (70%), Hispanic and Latinx students constitute the majority of students enrolled. Black or African American student enrollment is generally lower than overall college enrollment.

Below, gender and race/ethnicity enrollment information is broken down for each discipline:

Anthropology:

GENDER

- Dual Enrollment: Female – 60.2%, Male – 39.8%
- College Enrollment: Female – 57.9%, Male – 42.1%

RACE/ETHNICITY

- Hispanic, Latino—58.3%, compared to 39.07% for the college as a whole
- White—19.4%, compared to 30.2% for the college as a whole
- Two or more races—10.2%, compared to 16.42% for the college as a whole
- Asian—6.5%, compared to 6.53% for the college as a whole
- Black or African American—3.7%, compared to 5.06% for the college as a whole
- Unreported or unknown—1.7%, compared to 2.75% for the college as a whole
- Native Hawaiian or Pacific Islander- 0%, compared to 0.1% for the college as a whole
- American Indian or Alaskan Native-- 0%, compared to 0.1% for the college as a whole

Art:

GENDER

- Dual Enrollment: Female – 52.9%, Male – 47.1%
- College Enrollment: Female – 57.9%, Male – 42.1%

RACE/ETHNICITY

- Hispanic, Latino—31.7%, compared to 39.07% for the college as a whole
- White—40%, compared to 30.2% for the college as a whole
- Two or more races—10.6%, compared to 16.42% for the college as a whole
- Asian—12.5%, compared to 6.53% for the college as a whole
- Black or African American—1%, compared to 5.06% for the college as a whole
- Unreported or unknown—3.8%, compared to 2.75% for the college as a whole
- Native Hawaiian or Pacific Islander- 0%, compared to 0.1% for the college as a whole
- American Indian or Alaskan Native-- 0%, compared to 0.1% for the college as a whole

Child Development:

GENDER

- Dual Enrollment: Female – 42.9%, Male – 57.1%
- College Enrollment: Female – 57.9%, Male – 42.1%

RACE/ETHNICITY

- Hispanic, Latino—0%, compared to 39.07% for the college as a whole
- White—100%, compared to 30.2% for the college as a whole
- Two or more races—0%, compared to 16.42% for the college as a whole
- Asian—0%, compared to 6.53% for the college as a whole
- Black or African American—0%, compared to 5.06% for the college as a whole
- Unreported or unknown—0%, compared to 2.75% for the college as a whole
- Native Hawaiian or Pacific Islander- 0%, compared to 0.1% for the college as a whole
- American Indian or Alaskan Native—0%, compared to 0.1% for the college as a whole

Cinema:

GENDER

- Dual Enrollment: Female – 60.2%, Male – 39.8%
- College Enrollment: Female – 57.9%, Male – 42.1%

RACE/ETHNICITY

- Hispanic, Latino—46.5%, compared to 39.07% for the college as a whole
- White—7%, compared to 30.2% for the college as a whole
- Two or more races—30.2%, compared to 16.42% for the college as a whole
- Asian—3.5%, compared to 6.53% for the college as a whole
- Black or African American—8.1%, compared to 5.06% for the college as a whole
- Unreported or unknown—4.7%, compared to 2.75% for the college as a whole
- Native Hawaiian or Pacific Islander- 0%, compared to 0.1% for the college as a whole
- American Indian or Alaskan Native—0%, compared to 0.1% for the college as a whole

Communications:

GENDER

- Dual Enrollment: Female – 47.3%, Male – 52.7%
- College Enrollment: Female – 57.9%, Male – 42.1%

RACE/ETHNICITY

- Hispanic, Latino—14.1%, compared to 39.07% for the college as a whole
- White—57.6%, compared to 30.2% for the college as a whole
- Two or more races—13%, compared to 16.42% for the college as a whole
- Asian—9.8%, compared to 6.53% for the college as a whole
- Black or African American—2.2%, compared to 5.06% for the college as a whole
- Unreported or unknown—3.3%, compared to 2.75% for the college as a whole
- Native Hawaiian or Pacific Islander- 0%, compared to 0.1% for the college as a whole
- American Indian or Alaskan Native—0%, compared to 0.1% for the college as a whole

Counseling:

GENDER:

- Dual Enrollment: Female – 47.1%, Male – 52.9%
- College Enrollment: Female – 57.9%, Male – 42.1%

RACE/ETHNICITY

- Hispanic, Latino—46.7%, compared to 39.07% for the college as a whole
- White—28%, compared to 30.2% for the college as a whole
- Two or more races—14.3%, compared to 16.42% for the college as a whole
- Asian—3.3%, compared to 6.53% for the college as a whole
- Black or African American—3.3%, compared to 5.06% for the college as a whole
- Unreported or unknown—4.5%, compared to 2.75% for the college as a whole
- Native Hawaiian or Pacific Islander- 0%, compared to 0.1% for the college as a whole
- American Indian or Alaskan Native—0%, compared to 0.1% for the college as a whole

Computer Science

GENDER:

- Dual Enrollment: Female – 55.6%, Male – 44.4%
- College Enrollment: Female – 57.9%, Male – 42.1%

RACE/ETHNICITY

- Hispanic, Latino—72.2%, compared to 39.07% for the college as a whole
- White—5.6%, compared to 30.2% for the college as a whole
- Two or more races—8.3%, compared to 16.42% for the college as a whole
- Asian—8.3%, compared to 6.53% for the college as a whole
- Black or African American—3.3%, compared to 5.06% for the college as a whole
- Unreported or unknown—5.6%, compared to 2.75% for the college as a whole
- Native Hawaiian or Pacific Islander- 0%, compared to 0.1% for the college as a whole
- American Indian or Alaskan Native—0%, compared to 0.1% for the college as a whole

English:

GENDER

- Dual Enrollment: Female – 58.8%, Male – 41.2%
- College Enrollment: Female – 57.9%, Male – 42.1%

RACE/ETHNICITY

- Hispanic, Latino—61.8%, compared to 39.07% for the college as a whole
- White—7.3%, compared to 30.2% for the college as a whole
- Two or more races—12.7%, compared to 16.42% for the college as a whole
- Asian—10.3%, compared to 6.53% for the college as a whole
- Black or African American—2.4%, compared to 5.06% for the college as a whole
- Unreported or unknown—5.5%, compared to 2.75% for the college as a whole
- Native Hawaiian or Pacific Islander- 0%, compared to 0.1% for the college as a whole
- American Indian or Alaskan Native—0%, compared to 0.1% for the college as a whole

Finance:

GENDER

- Dual Enrollment: Female – 55%, Male – 45%
- College Enrollment: Female – 57.9%, Male – 42.1%

RACE/ETHNICITY

- Hispanic, Latino—30%, compared to 39.07% for the college as a whole
- White—20%, compared to 30.2% for the college as a whole
- Two or more races—10%, compared to 16.42% for the college as a whole
- Asian—5%, compared to 6.53% for the college as a whole
- Black or African American—15%, compared to 5.06% for the college as a whole
- Unreported or unknown—20%, compared to 2.75% for the college as a whole
- Native Hawaiian or Pacific Islander- 0%, compared to 0.1% for the college as a whole
- American Indian or Alaskan Native—0%, compared to 0.1% for the college as a whole

Health:**GENDER**

- Dual Enrollment: Female –50%, Male – 50%
- College Enrollment: Female – 57.9%, Male – 42.1%

RACE/ETHNICITY

- Hispanic, Latino—33%, compared to 39.07% for the college as a whole
- White—30.9%, compared to 30.2% for the college as a whole
- Two or more races—14.4%, compared to 16.42% for the college as a whole
- Asian—15.5%, compared to 6.53% for the college as a whole
- Black or African American—2.1%, compared to 5.06% for the college as a whole
- Unreported or unknown—4.1%, compared to 2.75% for the college as a whole
- Native Hawaiian or Pacific Islander- 0%, compared to 0.1% for the college as a whole
- American Indian or Alaskan Native—0%, compared to 0.1% for the college as a whole

History:**GENDER**

- Dual Enrollment: Female –53.3%, Male –46.7%
- College Enrollment: Female – 57.9%, Male – 42.1%

RACE/ETHNICITY

- Hispanic, Latino—64.2%, compared to 39.07% for the college as a whole
- White—5.8%, compared to 30.2% for the college as a whole
- Two or more races—10%, compared to 16.42% for the college as a whole
- Asian—15%, compared to 6.53% for the college as a whole
- Black or African American—3.3%, compared to 5.06% for the college as a whole
- Unreported or unknown—1.7%, compared to 2.75% for the college as a whole
- Native Hawaiian or Pacific Islander- 0%, compared to 0.1% for the college as a whole
- American Indian or Alaskan Native—0%, compared to 0.1% for the college as a whole

Humanities:**GENDER**

- Dual Enrollment: Female – 88.5%, Male – 11.5%
- College Enrollment: Female – 57.9%, Male – 42.1%

RACE/ETHNICITY

- Hispanic, Latino—22.2%, compared to 39.07% for the college as a whole
- White—37%, compared to 30.2% for the college as a whole
- Two or more races—33%, compared to 16.42% for the college as a whole
- Asian—3.7%, compared to 6.53% for the college as a whole
- Black or African American—0%, compared to 5.06% for the college as a whole
- Unreported or unknown—3.7%, compared to 2.75% for the college as a whole
- Native Hawaiian or Pacific Islander- 0%, compared to 0.1% for the college as a whole
- American Indian or Alaskan Native—0%, compared to 0.1% for the college as a whole

Media Arts:**GENDER**

- Dual Enrollment: Female – 52.9%, Male – 47.1%
- College Enrollment: Female – 57.9%, Male – 42.1%

RACE/ETHNICITY

- Hispanic, Latino—42%, compared to 39.07% for the college as a whole
- White—23.2%, compared to 30.2% for the college as a whole
- Two or more races—15.9%, compared to 16.42% for the college as a whole
- Asian—7.2%, compared to 6.53% for the college as a whole
- Black or African American—10.1%, compared to 5.06% for the college as a whole
- Unreported or unknown—1.4%, compared to 2.75% for the college as a whole
- Native Hawaiian or Pacific Islander- 0%, compared to 0.1% for the college as a whole
- American Indian or Alaskan Native—0%, compared to 0.1% for the college as a whole

Political Science:**GENDER**

- Dual Enrollment: Female – 51.5%, Male – 48.5%
- College Enrollment: Female – 57.9%, Male – 42.1%

RACE/ETHNICITY

- Hispanic, Latino—47.4%, compared to 39.07% for the college as a whole

- White—5.2%, compared to 30.2% for the college as a whole
- Two or more races—20.6%, compared to 16.42% for the college as a whole
- Asian—21.6%, compared to 6.53% for the college as a whole
- Black or African American—2.1%, compared to 5.06% for the college as a whole
- Unreported or unknown—3.1%, compared to 2.75% for the college as a whole
- Native Hawaiian or Pacific Islander- 0%, compared to 0.1% for the college as a whole
- American Indian or Alaskan Native—0%, compared to 0.1% for the college as a whole

Psychology:

GENDER

- Dual Enrollment: Female – 60.2%, Male – 39.8%
- College Enrollment: Female – 57.9%, Male – 42.1%

RACE/ETHNICITY

- Hispanic, Latino—52.8%, compared to 39.07% for the college as a whole
- White—4.5%, compared to 30.2% for the college as a whole
- Two or more races—19.1%, compared to 16.42% for the college as a whole
- Asian—20.2%, compared to 6.53% for the college as a whole
- Black or African American—2.2%, compared to 5.06% for the college as a whole
- Unreported or unknown—1.1%, compared to 2.75% for the college as a whole
- Native Hawaiian or Pacific Islander- 0%, compared to 0.1% for the college as a whole
- American Indian or Alaskan Native—0%, compared to 0.1% for the college as a whole

Sociology:

GENDER

- Dual Enrollment: Female – 62.8%, Male – 37.2%
- College Enrollment: Female – 57.9%, Male – 42.1%

RACE/ETHNICITY

- Hispanic, Latino—40.8%, compared to 39.07% for the college as a whole
- White—5.2%, compared to 31.2% for the college as a whole
- Two or more races—15.9%, compared to 16.42% for the college as a whole
- Asian—7.6%, compared to 6.53% for the college as a whole
- Black or African American—2.5%, compared to 5.06% for the college as a whole
- Unreported or unknown—1.9%, compared to 2.75% for the college as a whole
- Native Hawaiian or Pacific Islander- 0%, compared to 0.1% for the college as a whole
- American Indian or Alaskan Native—0%, compared to 0.1% for the college as a whole

Spanish:

GENDER

- Dual Enrollment: Female –33.3%, Male – 66.7%
- College Enrollment: Female – 57.9%, Male – 42.1%

RACE/ETHNICITY

- Hispanic, Latino—5.2%, compared to 39.07% for the college as a whole
- White—39%, compared to 30.2% for the college as a whole
- Two or more races—10.4%, compared to 16.42% for the college as a whole
- Asian—33.8%, compared to 6.53% for the college as a whole
- Black or African American—2.6%, compared to 5.06% for the college as a whole
- Unreported or unknown—9.1%, compared to 2.75% for the college as a whole
- Native Hawaiian or Pacific Islander- 0%, compared to 0.1% for the college as a whole
- American Indian or Alaskan Native—0%, compared to 0.1% for the college as a whole

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Enrollment - Improvement Plans

Specify any plans for improvement, as applicable based on the data.

The Dual Enrollment program is working to increase its dual enrollment agreements (College and Career Access Pathways, or CCAP) with service area high schools. To date, LAVC completed two CCAP agreements (fully signed/approved); we are exploring CCAP partnerships with other high schools. The program is on track to complete four CCAP agreements in 2022. Through the CCAP agreements, we inserted general education pathway plans to

encourage high schools to offer additional courses each semester. In each pathway, we've included ethnic studies courses. Additionally, LAVC is committed to identifying additional resources to minimize textbook costs for high schools, which would encourage schools to request additional dual enrollment courses. Finally, various marketing tools are being developed to promote the program, including a dual enrollment animated video.

As the dual enrollment team expands with the addition of a new team member, we aim to streamline registration and set up processes of self-enrollment to make registration easier for high schools and more accessible for students. A larger dual enrollment team will also allow us to increase capacity for outreach to high schools through orientations, well-developed marketing strategies, and in-person meetings. Doing so will also empower high schools to better support students with registration. Furthermore, we will work with high schools to develop processes and career pathways that meet the needs of schools and their students.

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Retention



Retention - (Instructional)

Analyze trends in the data provided. Compare the discipline level retention data relative to the college's retention data.

- Describe using the current data.
- Is the discipline below the college retention level?
- Are there specific courses with lower retention?
- Is the discipline retention stable, increasing or declining?

Dual Enrollment Program retention rates are higher than the Institution Set Standard. Below, you'll find the given year and comparison to the college level data:

- 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)

During Fall 2021, four courses had a retention rate lower than the college retention level:

COMM 101 - 83%
COMP SCI 101 - 75%
HISTORY 007 - 60%
POL SCI 007 - 83%

Of the 17 disciplines offered in the Fall of 2021, 12 maintained retention rates above 90%. Only one discipline, Computer Science, had a retention rate below the college's rate of 84% with a 78% retention rate. Child Development and Counseling experienced the largest drops in retention from Fall 2020 to Fall 2021 (100% to 86% and 99% to 91%, respectively). The remaining disciplines have experienced some fluctuation in retention over the course of the last 4-6 years, but otherwise remain relatively consistent. 40% of dual enrollment disciplines offered annually saw an increase in retention compared to the year prior. On average, dual enrollment had a 93% retention rate, 7 points higher than the average retention rate of the college in the Fall of 2021, 86%. It should be noted that the Dual Enrollment program has increased the total number sections significantly since 2016 (more than double). Therefore, although retention rates might seem to be slightly declining, the total number of students served by the program has increased.

Retention rates per discipline are included below:

Anthropology:
2016--95%
2017-- data doesn't exist on dashboard
2018-- data doesn't exist on dashboard
2019--100%
2020--93%
2021 - 97%

Art:

2016--100%
2017--88%
2018-- 86%
2019 -- data doesn't exist on dashboard
2020 -- 97%
2021 -- 98%

Child Development:

2016--87%
2017--98%
2018-- 100%
2019--100%
2020--100%
2021 -- 86%

Cinema:

2016-- 97%
2017-- 97%
2018-- 88%
2019-- 99%
2020-- 89%
2021 -- 95%

Communications:

2016-- 98%
2017-- 92%
2018-- 92%
2019-- 97%
2020-- 90%
2021 -- 89%

Computer Science:

2021 -- 78%

Counseling:

2017-- 100%
2018-- 90%
2019-- 100%
2020-- 99%
2021 -- 91%

English:

2016-- 98%
2017-- 97%
2018-- 100%
2019-- 97%
2020-- 95%
2021 -- 92%

Finance:

2021 -- 95%

Health:

2016-- 81%
2017-- 100%
2018-- 99%
2019-- 100%
2020-- 94%
2021 -- 97%

History:

2018-- 100%
2019-- 100%
2020-- 90%
2021 -- 93%

Humanities:

2021 -- 85%

Media Arts:

2016-- 98%
2017-- 100%
2018-- 97%
2019-- 100%
2020-- 92%
2021 -- 97%

Political Science:

2016-- 97%
2017-- 100%
2018-- 98%
2019-- 98%
2020-- 97%
2021 -- 92%

Psychology:

2016-- 70%
2017-- 79%
2018-- 94%
2019-- data doesn't exist on dashboard
2020-- 100%
2021 -- 89%

Sociology:

2016-- 100%
2017-- 95%
2018-- 97%
2019-- 98%
2020-- 98%
2021 -- 95%

Spanish:

2018-- 100%
2019-- 100%
2020-- 100%
2021 -- 95%

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Equity - Retention (All)

Are there identifiable equity gaps in the retention for the discipline(s), or program/population?

- Compare the retention data for your disciplines/department/program by age.
- Compare the retention data for your disciplines/department/program by gender.
- Compare the retention data for your disciplines/department/program by race/ethnicity.

Based on the retention data, no obvious gaps are discernible.

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Institution-Set Standards (ISS)

The institution has established an institution-set standard for course retention (*students who complete the course/ any grade other than a W*) at **84%**.

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



Retention - ISS

Compare the discipline level or department/program retention data to the college's **institution-set standard**. Is the discipline/department/program at, or below the college ISS for retention?

Consider the following:

- Describe using the current data.
- Include relevant course level data. (Instructional areas)
- Include an improvement plan if the discipline is at, or below the standard.

Only one discipline, Computer Science, had a retention rate below the standard of 84% with a 78% retention rate. Dual enrollment's overall retention rate is 93%, 9 points above the institution set standard. To improve the retention rate of future Computer Science sections, the Dual Enrollment team will increase communication with the high school partners to discuss factors related to supporting student engagement and success. Ideally this type of communication would take place before the start date of each section. Moreover, increased communication between the Computer Science instructor(s) and the high school contacts will create opportunities for identifying challenges that students may be facing and address them as early as possible in the term.

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Strategies for Improvement

Based on your data review above, what strategies can be implemented by the department, college, and/or district to maintain or improve retention?

The following strategies can be implemented by the Dual Enrollment Program to improve retention and ensure specific courses and disciplines do not drop below the college threshold of 84%:

- Admissions and Records staff communicate and explain the specifics of drop/withdrawal deadlines and policies with college faculty and high school partners
- Dual enrollment faculty communicate with authorized high school support staff to provide assistance to academically struggling students or those lacking in engagement with the course
- Student Services staff, dual enrollment faculty, and high school partners help connect students with academic support programs offered by the college
- Multiple Study Jam events per term to increase student engagement and success/retention

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Validation



Validation Comments

Please enter validation comments.

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.

- Was the **current** data for the program utilized?
- Has the department addressed the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?
- When appropriate, has the department identified additional data to consider?

Validator Response - Final

Reviewed. -MJ, 8/27/2022

Validator Response - Final

The program has continuously grown over the past five years as enrollment and course offerings increase yearly. Also, the program has a relatively high retention rate above the ISS. The department has an improvement plan to improve processes and procedures that will increase enrollment and improve retention.

There is value in comparing high school data to College averages and other data sets; however, I encourage the department to use the school district data dashboards to look for equity gaps among gender and racial/ethnic. Research suggests that students of color and those from economically disadvantaged backgrounds are less likely to be recommended for dual enrollment classes. Therefore, there is a need to closely monitor high school enrollment trends to ensure that it reflects their school districts/high schools demographics.

-BMH

Annual Program Review

Umoja/Black Scholars

LAVC Program Review

2022

State: Completed

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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- [How to answer questions related to equity.](#)

Enrollment (Instructional)



Enrollment Trends (Instructional)

Review the overall discipline enrollment trends for the last 6 years. Summarize the trends, noting any improvements or concerns.

Not applicable



Equity -Enrollment (Instructional)

Compare discipline enrollment to the college enrollment demographics.

- How does each discipline compare to the college enrollment based on gender (percentages)?
- How does each discipline compare to the college enrollment based on race/ethnicity (percentages)?
- Is the enrollment in the discipline similar to the overall college enrollment distribution, or are there differences?

Not applicable



Enrollment - Improvement Plans

Specify any plans for improvement, as applicable based on the data.

Not applicable



Retention - (Instructional)

Analyze trends in the data provided. Compare the discipline level retention data relative to the college's retention data.

- Describe using the current data.
- Is the discipline below the college retention level?
- Are there specific courses with lower retention?
- Is the discipline retention stable, increasing or declining?

Not applicable



Equity - Retention (All)

Are there identifiable equity gaps in the retention for the discipline(s), or program/population?

- Compare the retention data for your disciplines/department/program by age.
- Compare the retention data for your disciplines/department/program by gender.
- Compare the retention data for your disciplines/department/program by race/ethnicity.

Umoja Black Scholars (UBS): Overall, the retention of UBS has remained above the institutional standard with a 3% regression last year from 90% in 2019 to 87% in 2020. This year we are at par with 84% retention overall for our cohort. The pandemic has forced many students to work to meet their life obligations and some may have temporarily opted out due to the continued difficulties with balancing work and school over this period.

Looking across the various enrollment categories of age, gender and enrollment status, the retention is as follows:

- Male: rate improved 3% from 84% to 87% between the 2020 and 2021 data.
- Female: rate dropped 7% from 90% to 83% between the 2020 and 2021 data.
- Less than 20yrs old: improved 10% from 84% to 94% between the 2020 and 2021 data.
- 20 - 24 yrs old: dropped 6% from 86% to 80% between the 2020 and 2021 data.
- 25 - 39 yrs old: dropped 17% from 94% to 77% between the 2020 and 2021 data.
- 40 or more yrs old: dropped 8% from 89% to 81% between the 2020 and 2021 data.
- First-time: rate improved 4% from 87% to 91% between the 2020 and 2021 data.
- Continuing: rate dropped 4% from 86% to 82% between the 2020 and 2021 data.
- First-Time Transfer: rate dropped 16% from 100% to 84% between the 2020 and 2021 data.
- Dual-Enrollment: rate improved 20% from 80% to 100% between the 2020 and 2021 data.
- Full-Time 12 or more Units: rate improved 2% from 85% to 87% between the 2020 and 2021 data.
- Part-Time 6 or more Units: rate dropped 10% from 91% to 81% between the 2020 and 2021 data.
- Part-Time Less than 6 Units: rate dropped 30% from 100% to 70% between the 2020 and 2021 data.

Based on the UBS retention data, there are some gaps in persistence and retention for our student scholars this year. The bigger regressions were from our older student segments which I suspect were due to family strain resulting from the pandemic. Many of our program student-parents minimized their course loads or dropped out altogether to support their family or children. 5 segments improved their retention, however, we have 8 segments that regressed in their retention rate. We focused greatly on marketing and outreach to improve our program membership. As a result, I think the increase of students in the pandemic that may not have been able to get their same level of access to support and connectivity with course work or the strain of pull-factors resulting from the pandemic with daycare and family priorities, they temporarily or permanently left the college. Based on our program assessment, many students were struggling with mental health and other insecurity factors. We have a large population that is also working 40 hours a week + with a full-time load. These may explain the disparity across these groups for our older segments coupled with remote modality for some of our older students where the larger gaps in retention were.

Saved 6/30/2022 7:51 AM by Elliott Coney

The institution has established an institution-set standard for course retention (*students who complete the course/ any grade other than a W*) at **84%**.

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



Retention - ISS

Compare the discipline level or department/program retention data to the college's **institution-set standard**. Is the discipline/department/program at, or below the college ISS for retention?

Consider the following:

- Describe using the current data.
- Include relevant course level data. (Instructional areas)
- Include an improvement plan if the discipline is at, or below the standard.

Not applicable

Saved 6/30/2022 7:51 AM by Elliott Coney



Strategies for Improvement

Based on your data review above, what strategies can be implemented by the department, college, and/or district to maintain or improve retention?

Similar to the improvement plan for our overall program success, infrastructure is critical to keep contact, communication, and engagement high for our program scholars to ensure that their needs for support are being met so they can successfully matriculate through our program and LAVC. Increasing our tutor support and getting our student club to create various opportunities to connect and build community are key to our retention. We also need more intentionality for Black students from other areas on our campus that work with some of these segments. I think working more closely with FRC will help as well and Cal works for student referrals for some of their expressed challenges. Finding a way to obtain resources for a Black mental health therapist is something our students have been asking for based on the program assessment attached in the below module. I also think getting back into our village space and getting more in-person contact will be key as our program is most effective in this modality as our community feeds off the in-person connections and support from each other. I am hoping to find more jobs for students utilizing strategies with existing campus resources, work on scholarship database to support students while here and build greater bridges with community networks and services that can support students' out-of-class needs.

Saved 6/30/2022 7:56 AM by Elliott Coney

Validation



Validation Comments

Please enter validation comments.

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.

- Was the **current** data for the program utilized?
- Has the department addressed the **institution-set standards**?
- Has the department identified appropriate improvement plans where necessary?
- When appropriate, has the department identified additional data to consider?

Validator Response - Final

8/26/2022

FM

Saved 8/26/2022 2:18 PM by Florentino Manzano

Validator Response - Final

Validation Complete A.O. 8/30/22

Saved 8/30/2022 5:27 PM by Alex Ojeda

Annual Program Review

Dream Resource Center

LAVC Program Review

2022

State: Completed

Annual Program Review

Promise/First Year Experience (FYE)

LAVC Program Review

2022

State: Completed

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](#)
- [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.](#)

Enrollment (Instructional)

?

Enrollment Trends (Instructional)

Review the overall discipline enrollment trends for the last 6 years. Summarize the trends, noting any improvements or concerns.

Not applicable

Saved 6/29/2022 2:02 PM by Cynthia Lopez

?

Equity -Enrollment (Instructional)

Compare discipline enrollment to the college enrollment demographics.

- How does each discipline compare to the college enrollment based on gender (percentages)?
- How does each discipline compare to the college enrollment based on race/ethnicity (percentages)?
- Is the enrollment in the discipline similar to the overall college enrollment distribution, or are there differences?

Not applicable

Saved 6/29/2022 2:03 PM by Cynthia Lopez

?

Enrollment - Improvement Plans

Specify any plans for improvement, as applicable based on the data.

Not applicable

Saved 6/29/2022 2:03 PM by Cynthia Lopez



Retention - (Instructional)

Analyze trends in the data provided. Compare the discipline level retention data relative to the college's retention data.

- Describe using the current data.
- Is the discipline below the college retention level?
- Are there specific courses with lower retention?
- Is the discipline retention stable, increasing or declining?

Not Applicable



Equity - Retention (All)

Are there identifiable equity gaps in the retention for the discipline(s), or program/population?

- Compare the retention data for your disciplines/department/program by age.
- Compare the retention data for your disciplines/department/program by gender.
- Compare the retention data for your disciplines/department/program by race/ethnicity.

ENROLLMENT DATA

- From LAVC's entire Fall 2019 new student population (N=2510), only 829 (33.0%) applied to the Promise program and completed the LACP requirements. From LAVC's entire Fall 2020 new student population (N=1939), only 706 (36.4%) applied to the Promise program and completed the LACP requirements. The table below presents the percentages of new students by LACP group and term.

Cohort	LAVC			District-Wide		
	New Students	LACP	% Diff	New Students	LACP	% Diff
Fall 2017	2526	477	18.8%	19877	4065	20.4%
Fall 2018	2625	517	19.6%	19371	5325	27.4%
Fall 2019	2510	829	33.0%	18161	5747	31.6%
Fall 2020	1939	706	36.4%	12408	4447	35.8%

Source: LACCD's Characteristics of First-Time LACCD Student Dashboard.

RETENTION DATA

- For Fall 2020, the Promise Hispanic/Latinx students' retention rates were significantly higher than the campus-wide group's (93 % vs. 86%). The Promise Hispanic/Latinx students have made progress closing the retention rate gap when compared to their White campus-wide peers (Fall 2020, 93% vs. 91%), but lag a bit behind their Promise White counterparts (93% vs. 97%). See table below for the retention rates by ethnicity and term.

Table 1. Retention rates by ethnicity by group.

Cohort	Hispanic/Latinx		White	
	LAVC Promise	Campus-Wide	LAVC Promise	Campus-Wide
Fall 2017	90%	85%	93%	90%
Fall 2018	87%	84%	94%	90%
Fall 2019	89%	85%	92%	90%
Fall 2020	93%	86%	97%	91%

Source: LAVC OIE's dashboards.

Institution-Set Standards (ISS)

The institution has established an institution-set standard for course retention (*students who complete the course/ any grade other than a W*) at **84%**.

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



Retention - ISS

Compare the discipline level or department/program retention data to the college's **institution-set standard**. Is the discipline/department/program at, or below the college ISS for retention?

Consider the following:

- Describe using the current data.
- Include relevant course level data. (Instructional areas)
- Include an improvement plan if the discipline is at, or below the standard.

For Fall 2020, the first-year Promise students' retention rates were higher than the campus-wide group's (93% vs.83%). The program first-year participants' retention rates are higher than the college's institution-set standard. See Table 2 below for the retention rates by group and term.

Table 1. Retention rates by group.

Cohort	LAVC Promise	Campus-Wide
Fall 2017	89%	87%
Fall 2018	89%	86%
Fall 2019	90%	87%
Fall 2020	93%	88%

Source: LAVC OIE's Special Programs dashboard.

For Fall 2020, the second-year Promise students' retention rates were higher than the campus-wide group's (91% vs. 88%). See Table 2 below for the retention rates by group and term.

Table 2. Retention rates by group.

Cohort	LAVC Promise	Campus-Wide
Fall 2019	95%	87%
Fall 2020	91%	88%

Source: LAVC OIE's Special Programs dashboard.

Saved 6/30/2022 10:34 PM by Cynthia Lopez



Strategies for Improvement

Based on your data review above, what strategies can be implemented by the department, college, and/or district to maintain or improve retention?

The FYE program needs to help Hispanic/Latinx students identify possible barriers to their success early in the fall semester to maintain participants' retention rates. It needs to connect them to their Career and Academic Pathway counselors and coaches, the Academic Resource Center services, and campus basic needs

resources. The program also needs to dedicate more time and effort to supporting and connecting students to academic and support programs before midterm to ensure they do not withdraw from their courses and persist to the winter or spring term.

Saved 6/30/2022 10:35 PM by Cynthia Lopez

Validation



Validation Comments

Please enter validation comments.

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Validator Response - Final

8/29/2022

FM

Saved 8/29/2022 2:47 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

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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- [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 to institution-set standards: success, retention, awards.](#)
- [How to answer questions related to equity.](#)

Enrollment (Instructional)



Enrollment Trends (Instructional)

Review the overall discipline enrollment trends for the last 6 years. Summarize the trends, noting any improvements or concerns.

We've seen a 30% decrease in Average Enrollment since last year, which causes great concern. The pandemic and change of leadership may have had an effect on the outreach done to ensure enrollment was stable over the past year.

Saved 8/24/2022 1:27 PM by Matthew Jordan



Equity -Enrollment (Instructional)

Compare discipline enrollment to the college enrollment demographics.

- How does each discipline compare to the college enrollment based on gender (percentages)?
- How does each discipline compare to the college enrollment based on race/ethnicity (percentages)?
- Is the enrollment in the discipline similar to the overall college enrollment distribution, or are there differences?

The Workforce enrollment desegregated data is not available to compare to the campus data.

Saved 6/30/2022 4:26 PM by Edgar Perez



Enrollment - Improvement Plans

Specify any plans for improvement, as applicable based on the data.

Due to the pandemic, several of our on campus classes were affected. We expect to start to bring back some sections of in person classes that will help us gain back some of the lost enrollments due to the pandemic. In addition, the new courses that were created in the Spring 2022 semester should also help gain back and grow enrollments in the next academic year.

Retention



Retention - (Instructional)

Analyze trends in the data provided. Compare the discipline level retention data relative to the college's retention data.

- Describe using the current data.
- Is the discipline below the college retention level?
- Are there specific courses with lower retention?
- Is the discipline retention stable, increasing or declining?

The Workforce retention data is not available to compare to the campus data.

Saved 6/30/2022 4:28 PM by Edgar Perez



Equity - Retention (All)

Are there identifiable equity gaps in the retention for the discipline(s), or program/population?

- Compare the retention data for your disciplines/department/program by age.
- Compare the retention data for your disciplines/department/program by gender.
- Compare the retention data for your disciplines/department/program by race/ethnicity.

The Workforce retention data is not available to compare to the campus data.

Saved 6/30/2022 4:28 PM by Edgar Perez

Institution-Set Standards (ISS)

The institution has established an institution-set standard for course retention (*students who complete the course/ any grade other than a W*) at **84%**.

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



Retention - ISS

Compare the discipline level or department/program retention data to the college's **institution-set standard**. Is the discipline/department/program at, or below the college ISS for retention?

Consider the following:

- Describe using the current data.
- Include relevant course level data. (Instructional areas)
- Include an improvement plan if the discipline is at, or below the standard.

The Workforce course retention data is not available to compare to the institution-set standard for course retention of 84%.

Saved 6/30/2022 4:30 PM by Edgar Perez



Strategies for Improvement

Based on your data review above, what strategies can be implemented by the department, college, and/or district to maintain or improve retention?

Unfortunately, due to the lack of data available, we are unable to determine where we are in retention. We will however continue to work with our student population to ensure certificate obtainment which will let us know if the students are completing their goals. We will also work with the Office of Institutional Effectiveness in the next academic year to start gathering this information so that we can begin using the data and create better plans for our area.

Saved 6/30/2022 4:33 PM by Edgar Perez

Validation



Validation Comments

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- When appropriate, has the department identified additional data to consider?

Validator Response - Final

Reviewed. Dean should work with OIE to ensure data is available in the next cycle.

-MJ, 8/24/2022

Saved 8/24/2022 1:28 PM by Matthew Jordan

Validator Response - Final

The department and the academic deans have a meeting scheduled with OIE in August (2022) to discuss ways to make data on adult education/noncredit courses and programs more accessible and accurate.

-BMH

Saved 7/25/2022 10:51 AM by Brandon Hildreth

