Division: Language Arts Communication   Date of Report: October 6, 2020

	Course Completion Rate	2015-16		2016-17		2017-18		2018-19		2019-20	
Student Characteristics	Female	64.5%	642/996	66.7%	563/844	60.6%	384/634	57.0%	327/574	61.6%	358/581
	Male	60.3%	1073/1780	66.1%	1262/1909	72.3%	1515/2094	72.3%	1877/2596	70.2%	1496/2132
	Asian/Pac Island	66.7%	80/120	72.8%	118/162	67.9%	93/137	69.7%	106/152	71.0%	103/145
	African-Am	50.8%	240/472	57.1%	221/387	65.7%	241/367	59.4%	293/493	55.7%	231/415
	Hawaiian/Nat Am	56.3%	36/64	55.6%	30/54	79.4%	50/63	75.6%	65/86	78.3%	54/69
	Hispanic	62.6%	897/1434	64.9%	902/1390	67.6%	959/1419	71.2%	1147/1611	70.2%	1005/1431
	White	67.4%	420/623	73.6%	515/700	75.7%	505/667	72.8%	567/779	72.3%	427/591
	Inmate	59.1%	841/1424	65.3%	986/1510	73.8%	1265/1713	73.1%	1695/2319	71.6%	1387/1938
	Disabled	68.2%	335/491	72.4%	438/605	77.7%	596/767	81.2%	1008/1241	78.0%	861/1104
	Foster	33.3%	2/6	100.0%	5/5	23.8%	5/21	60.0%	12/20	71.4%	5/7
	Veteran	66.7%	14/21	46.2%	12/26	74.3%	26/35	77.1%	27/35	41.4%	12/29

Significant Findings: The disparity between Male and Female completion rates lessened in 2019-20 compared to 2018-19, with a difference of 8.6 percentage points in 2019-20 (with Males still exceeding Females) compared to a difference of 15.3 percentage points in the preceding year. Completions among African-American students, at 55.7% in 2019-20, continue to perform below most other student groupings, except for Veterans, which showed a steep decline to 41.4%. Other student groupings show little change over the past three years.

Conclusions and Next Steps: The Male vs. Female completion disparity is evident in other PVC divisions' Snapshots, except for Professional Technologies and Nursing where Females tend to complete at a higher rate. Statewide completions (as measured by persistence and degree completions in Chancellor Scorecard reports) show the opposite trend, however, with Females tending to outpace Males. African-American completion rates tend to be reflective of both PVC institutionally and Statewide trends. Better coordination with the Student Success and Equity Committee and its projects, including the recently completed Student Equity Plan, seems to be reasonable first steps to addressing the noted completion disparities.

			2020-21	2021-22	2022-23	2023-24
Future Program Needs	**Human Resources**		Assess needs for instructors in ASL, theater	Assess needs for instructors in ASL, theater	Assess needs for instructors in ASL, theater	Assess needs for instructors in ASL, theater
	Fiscal Resources		Better planning to use budgeted funds, esp. for prof. dev and supplies	Better planning to use budgeted funds, esp. for prof. dev and supplies	Better planning to use budgeted funds, esp. for prof. dev and supplies	Better planning to use budgeted funds, esp. for prof. dev and supplies
	Physical Resources		Evaluate theater, music facilities needs, and Success Lab effectiveness	Evaluate theater, music facilities needs, and Success Lab effectiveness	Evaluate theater, music facilities needs, and Success Lab effectiveness	Evaluate theater, music facilities needs, and Success Lab effectiveness
	Technology Resources		Utilize training for eLumen SLO analysis and for online certification	Utilize training for eLumen SLO analysis and for online certification	Utilize training for eLumen SLO analysis and for online certification	Utilize training for eLumen SLO analysis and for online certification

Improvements Based on Prior Years SLO Assessments	The following are excerpts from SLO/PLO assessments some of which discuss successes, some define lingering problems and some offer improvement strategies. All are from SP 2016 unless otherwise indicated: **English**--"assessments do not indicate any appreciable differences in SLO results for face-to-face and correspondence modes." **English as a Second Language**--"ESL courses are basic skills courses that need to be taught only in face to face, ensuring success." **Music**--"the division is satisfied that numbers are increasing for piano class as a whole, but would like to see more dedication from students at the lowest level." **Theater**--"the reading and writing assignments are problematic for students with poor reading and writing skills who have not yet completed the basic skills curricula." **Spanish**--"students are being exposed to different cultures and experiencing education from an international perspective." **Speech**--"we need to have in-person evaluation of SLOs in correspondence sections of speech." **English (SP 2017)**--"I am searching for innovative ways to teach grammar, spelling, punctuation and mechanics so students can be successful." **English (SP 2019)**--"I need to review syllabus to find areas to improve instruction and clarify expectations."

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