Full Review
PALO VERDE COLLEGE

Language Arts and Communications Division

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

FALL 2014 TO SPRING 2017

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1. PURPOSE OF THE PROGRAM

"Palo Verde College provides opportunities for personal and professional growth to a diverse community of learners in an academic environment committed to student success and equity by supporting student achievement of basic skills, certificate, degree, university transfer, and career goals." PVC Mission Statement 01/2016

a. *Describe the purpose of program and its mission.*

The AA with Emphasis in Arts and Humanities provides students with a broad liberal arts background, and prepares them for transfer to four-year institutions where they might pursue any one of many majors.

The program requires general education preparation in either CSU-GE or IGETC, thus qualifying graduates for admission to either the California State University system or the University of California.

The Language Arts and Communication division, which sponsors the AA with Emphasis in Arts and Humanities, also offers two new certificate programs: The Non-Credit English as a Second Language Certificate of Completion, providing English language development training, and the American Sign Language Certificate in Career Preparation. The latter certificate offers college-level courses in American Sign Language that satisfy the general education foreign-language requirement, while training students who may wish to pursue a promising and exciting career as a sign-language interpreter.

b. *How does the program support the College Mission?*

The AA with Emphasis in Arts and Humanities supports the College Mission by preparing students for transfer to four-year institutions, leading to professional and career growth. Students may also enroll in various noncredit courses offered by Language Arts and Communication division faculty, such as English as a Second Language, citizenship and music, to enhance personal and professional growth. For students needing pre-college education in reading, English language development and writing, the division offers basic skills courses that address those needs.

2. POPULATIONS SERVED

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

The AA with Emphasis in Arts and Humanities and the various noncredit and basic skills courses and certificates offered by the division of Language Arts and Communication

provide educational opportunities to a diverse student population, which includes but is not limited to students seeking transfer to four-year institutions, students needing basic skills development before enrolling in college-level courses and students seeking personal and professional growth.

Additional population segments served by the program include community and incarcerated students, as well as students enrolled in the Needles Center. Courses are delivered primarily face-to-face and correspondence, with a few delivered online.

During the past year division faculty, Dr. Robert Robertson and Dr. Juliette Singler, have begun teaching face-to-face courses—philosophy and music, respectively—at Chuckawalla Valley State Prison, one of the local prisons served by Palo Verde College's educational programs. Rene Roedel, PVC adjunct instructor in American Sign Language, also teaches classes at CVSP. Additionally, many division faculty are incorporating into their regular face-to-face class sections interactive television instruction of students at the Needles Center.

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

Division faculty believe the programs—the AA degree and certificates, noncredit courses and basic skills courses—serve a diverse population of students within the scope of the College Mission.

3. ACCOMPLISHMENTS IN ACHIEVING GOALS

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

ART

Previous Goals with 2017 Updates:

A. **Previous Goal:** The division believes that better program planning, instructor recruitment, curriculum design and facilities utilization are required to ensure a successful art program. The new complex is now able to provide student and community artists with long-needed studio and display space. The division emphasizes that these spaces alone, however, will not improve instruction, curricula, or enrollment.

2017 Update: ART courses, which still consist principally of ART 110 and 125, are now being held in classrooms in the Fine and Performing Arts Center building.

B. **Previous Goal:** The division shall maintain closer contact with adjunct instructors for the purpose of planning and ensuring consistency and rigor in curricula.

2017 Update: The division chair and other faculty have increased contact with all adjunct instructors, through regular updates as to division meetings, Flex Day events, curriculum changes and program review.

C. **Previous Goal:** With the opening of the new Fine and Performing Arts Center, the college should investigate offering new courses, such as ceramics, as the FPAC has the classroom facilities designed for such a course.

2017 Update: No new ART courses have been introduced since the most recent program review.

<div align="center">American Sign Language (ASL)</div>

Previous Goals with 2017 Updates:

Previous Goal: There are previous goals in ASL to report. American Sign Language (ASL) was not part of the Communication Language Arts division during the time of the previous Language Arts and Communications Division program review, nor was ASL discussed in any other program review report.

2017 Update: Through the efforts of adjunct instructor Rene Roedel, the division introduced the American Sign Language Certificate in Career Preparation. The certificate offers college-level courses in American Sign Language that satisfy the general education foreign-language requirement, while training students who may wish to pursue a promising and exciting career as a sign-language interpreter.

<div align="center">ENG 099 and Below</div>

Previous Goals with 2017 Updates:

A. **Previous Goal:** The faculty will investigate including a writing sample to be used in assessing all entering students. Such a writing assessment may enhance the accuracy of placement in ENG courses. The faculty will also develop an efficient writing rubric to evaluate these assessments.

2017 Update: Faculty have not yet developed a writing sample or rubric as part of the placement process. As of now, until the Chancellor adopts a statewide placement system, the division continues to use AccuPlacer—and an established challenge system, when needed—to place students accurately in reading and English courses. The division, in cooperation with the College Librarian, is in the process this year of validating the current placement system.

Note: with the advent of AB 705 and its impact on placement policies and procedures, the division will implement changes, where needed, in its placement procedures and curriculum to accommodate new statewide rules and campus policies.

B. **Previous Goal:** Some instructors are actively discussing methods for reinforcing concepts and skills learned in reading and writing classes to 1) improve students' understanding that reading and writing are correlative, 2) improve students' reading comprehension and written expression in different writing situations, and 3) improve the learning outcomes.

2017 Update: Reading and writing: The Basic Skills English and Reading faculty are continuing discussion about this matter.

C. **Previous Goal:** The division is discussing enrolling ENG 099 students in a writing lab for supplemental instruction. Some students in ENG 099 need the supplemental instruction because 1) they have deficiencies in grammar, 2) they may not have taken an ENG course in several years, 3) they possess basic skills and techniques of writing but need additional one-on-one instruction and 4) the recent PVC Academic Senate resolution regarding course prerequisites would be reinforced by additional tutorial time.

2017 Update: Supplemental instruction for ENG 099: There has been no progress with this matter. The Division has not discussed this matter. However, the instructors (Castillo and Blansett) who teach the course face-to-face, are having informal discussions about the need for a supplemental lab (1 hour per week).

D. **Previous Goal:** The Basic Skills English program will need a dedicated, fully-equipped Writing Lab with computers, printers, instructional software, and a variety of multimedia platforms. It is this faculty's firm belief that Basic Skills English students at Palo Verde College need these resources to compete in today's economy and workplace.

2017 Update: Dedicated writing lab: The Basic Skills English Program has semi-dedicated classroom computer labs with printers, digital projectors, and digital media. The Basic Skills English faculty will continue to review instructional software that might be potential tools for student learning and success.

ENG 101 and Above

Previous Goals with 2017 Updates:

A. **Previous Goal:** Research and evaluate the need for an additional English instructor.

2017 Update: Instructors are continuously evaluating the need for an additional English instructor. To date, the number of full-time and adjunct English instructors, at both the Blythe main campus and the Needles Center, has been sufficient to cover class sections, though several faculty members carry significant overload.

B. **Previous Goal:** Engage in better communications with IT staff for classroom and online technology maintenance and improvements.

2017 Update: Division faculty report that IT staff, in Blythe and in Needles, has become much more responsive to addressing faculty technology needs in the classroom, as well as in faculty offices.

C. **Previous Goal:** Institute stronger managerial oversight in the correspondence and incarcerated students programs.

2017 Update: Division faculty urge administration to proceed expeditiously in recruiting and hiring a coordinator for distance learning and correspondence instructional programs, with emphasis in serving as liaison between the college and the correctional institutions.

D. **Previous Goal:** Review ENG 101 and 103 textbooks.

2017 Update: English instructors are evaluating a replacement textbook for ENG 101 and may need to replace the textbook for ENG 103 inasmuch a new edition of the text will be coming out in 2018. Textbook review is an ongoing process for textbooks in all disciplines within the division.

E. **Previous Goal:** Conduct further research to evaluate the causes of low persistence rates among basic skills (English) students.

2017 Update: At present, division faculty are aware of current campus research efforts in student equity and success and is ready to implement measures to help improve student success, especially in course completion and retention, and conferral of awards.

F. **Previous Goal:** Deliver online courses to incarcerated students.

2017 Update: The division faculty have not been involved in the college's efforts to deliver online courses to inmates. However, there are promising efforts by division members—an adjunct instructor and two full-time faculty members—to teach face-to-face courses at the prison sites. Beginning the 2017-18 school year, an employee of Ironwood State Prison has begun teaching, as an adjunct instructor with Palo Verde College, face-to-face English courses at the prison site. Moreover, two division faculty members are teaching courses—in philosophy and music, respectively—at Chuckawalla Valley State Prison.

ESL

Previous Goals with 2017 Updates:

A. **Previous Goal:** Explore various incentives for students to enroll in and complete ESL courses. Such incentives include developing non-credit and credit certificate programs.

2017 Update: A certificate program was created by the ESL instructor and subsequently approved by the Chancellor's office in Spring 2016. The certificate includes three non-credit ESL courses. Free transportation is provided to students enrolled in non-credit ESL courses.

B. **Previous Goal:** Enhance the non-credit courses by creating a Chancellor's Office-approved non-credit certificate of completion. By enhancing the non-credit courses the college would get funded at credit rate instead of the non-credit rate per FTE.

2017 Update: A certificate program was created and approved by the Chancellor's office in Spring 2016.

C. **Previous Goal:** To support students' language acquisition, field trips would be beneficial to the program. Field trips provide live experiences that enhance classroom learning. Students will gain valuable knowledge from the opportunity to physically explore a location that demonstrates what they've been learning in class.

2017 Update: ESL students have had the opportunity to attend two field trips: A Broadway musical and the Getty Museum. The field trips helped students' motivation, retention and language acquisition.

MUS

Previous Goals with 2017 Updates:

A. **Previous Goal:** Grow and maintain a constant flow of students in the music program.

2017 Update: The program has experienced increases in number of students enrolled. Details follow below:

MUS 121, Music Appreciation – As this course seems to maintain steady enrollment as correspondence course, the choice was made to offer it only as a correspondence course in order to increase enrollment in MUS 137, History of Rock and Roll in a face to face course. MUS 121 continues to populate 1-2 sections per semester and MUS 137 is now populating every semester. An opportunity arose to teach MUS 137 face to face at Chuckawalla Valley State Prison (CVSP) and a section of that course also populated in fall semester of 2017.

MUS 131, 132, NBE 073 Classroom Piano – This family of courses has had a strong enrollment since 2015. Since all levels are taught at the same time, the challenge has been to give each student enough attention. The course seems to work best for recreational and beginning level piano students.

MUS 141, Jazz Ensemble – This course was offered in fall of 2015, but did not populate. An adjunct instructor was added to teach the course in Spring of 2017 and the course populated and gave a very fine concert including some original arrangements. That instructor was unable to continue teaching for personal reasons so the course has been put on hold for the time being.

MUS 161, 162, 263, 264 and NBE 076 Choir and Vocal Ensemble – These courses (combined credit and noncredit and combined skill levels in a single class) have populated every semester and experience an increase in enrollment. Between 2015 and 2017, 21 students enrolled in fall of 2017, then levelled off to about 18 students enrolled each semester since then. A section of MUS 161 was also successfully taught at CVSP in Fall of 2017 with an enrollment of 22. This course has attracted new students to the program by high profile collaborations with other musical groups and artists, giving world premiere performances, and participating in educational events out of town. There is a strong faction of returning students in the family of courses which helps it to maintain artistic integrity. Fall semester of 2017 will see the highest enrollment of "typical" college students, with 6 students in the 16-25 year old range. Most of the participants are community members who are enrolled in the NBE 076 section.

B. **Previous Goal:** Augment the courses offered, with other ones that might prove popular, such as a Vocal Ensemble and a Symphonic Ensemble. Other courses that might be of interest include Sound Engineering, Digital Audio Recording Technology, and Sound for Live Performances.

2017 Update: The Vocal Ensemble and choir courses began being offered in Fall of 2015 and have experienced steady growth (see above). The Jazz Ensemble course offered Spring of 2017 was a success and new curriculum was written to introduce a wind ensemble course that would be broader in scope as well as a non-credit section for that course, to include community members. More specialized courses are still possible in the future, depending on a larger face to face student population.

C. **Previous Goal:** Evaluate current MUS curriculum and make changes to build enrollments, such as expanding Jazz Ensemble to include vocalists and well as instrumentalists.

2017 Update: The music curriculum has been extensively overhauled in the last 2 years including but not limited to:
- Updating of curriculum for all courses currently being offered
- Creation of a family of choral music courses
- Creation of a Wind Ensemble Course

D. **Previous Goal:** Collaborate with other programs such as Theatre and Dance, to produce high quality shows and musicals, in order to attract and establish a cultural movement at the college and in the community.

2017 Update: Collaboration has been strong for this program. I will list collaborations undertaken in the years 2015-2017:
- Dave Brubeck *Fiesta de la Posada* with PVHS Band – Fall 2015
- Palo Verde *Triptych* with PVHS Band – Fall 2016
- Ballet Folklorico MECHA de PVC – Spring 2016 and 2017
- Palm Springs Pipe Band – Spring 2016
- *A Year with Frog and Toad*—Spring 2016
- Guest Artists from Mexico and U.S. – every semester
- World Premiere commissioned performances – Fall 2016 and Spring 2017
- Outreach performances to local schools, the fair, the Miss Blythe Pageant, The Bluegrass Festival –every semester

E. **Previous Goal:** Explore the possibility of establishing an AA degree in music.

2017 Update: The likelihood of establishing an AA degree in Music at the college will rely on an increase in student population and an expansion in music education at the elementary and high school levels. The high school offers wind ensemble courses, but no regular music teacher has been in the elementary schools until fall of 2017.

F. **Previous Goal:** Continue outreach efforts in the community, such as putting on musical performances for such organizations as the Chamber of Commerce (mixers), Desert Learning Center and local schools.

2017 Update: Members of the College Choir have performed in many college and community events, including winter and spring concerts, graduation ceremonies in Blythe and Needles, Christmas observances on campus, PVC theatre events, collaboration with the Imperial Valley College choir, Blue Grass Festival and the 70th Anniversary celebrations, to name a few.

RDG

Previous Goals with 2017 Updates:

A. **Previous Goal:** As mentioned in Section 12 Strengths and Weaknesses, the reading program lacks a one- level-below-transfer reading course, which makes it cumbersome to track the student progress to ENG 099 and gatekeeper courses in English. To fill that gap and, at the same time, to advance the program, the instructor plans to write a course outline for a reading course to be taken concurrently with ENG 099. The projected date for the course offering is fall 2017.

2017 Update The statewide trend of streamlining basic skill courses in reading (writing and math) has persuaded the instructor not to create a below-transfer level reading course. For doing so would add another barrier on the student's pathway to transfer level courses. The instructor has also cut RDG 082, Basic Reading with laboratory, from the sequence of the reading courses and worked with Richard Castillo, a writing faculty member, to make the lower level reading course (RDG 084 or RDG 094) prerequisite for the writing course (ENG 082 or ENG 096) and vice versa. The cross-discipline prerequisite prompts basic skills students to take the reading and writing courses concurrently, thus reducing the time it would take for them to enter ENG 099.

B. **Previous Goal:** Where the lab material is concerned, the instructor is already in the process of reviewing online reading programs. When the subscription of SkillsTutor expires in 2016, the instructor will replace it with one that integrates vocabulary learning with comprehension.

2017 Update: The reading instructor has achieved the goal of replacing, in spring 2017, SkillsTutor with Aplia, an online learning program published by Cengage Learning.

SPA

Previous Goals with 2017 Updates:

A. **Previous Goal:** Maintain and improve all of our teaching modalities – face to face (ITV), correspondence, and online.

2017 Update: Our classes (modalities) have been well-maintained with no serious modifications at this point.

B. **Previous Goal:** The development of a study abroad program will be part of our future goals to advance the Spanish program.

2017 Update: Developing a study abroad program has been very difficult due to the many factors involved in the process such as financial issues, president involvement, etc., nonetheless, we have been in contact with Universidad Internacional de Cuernavaca Mexico. Universidad Internacional has been providing us with valuable information, but we are still trying to digest such information in order to make an effective decision. Also, the instructor has visited Universidad Internacional to evaluate the effectiveness/quality of their programs (See picture below)

C. **Previous Goal:** We will try to offer online classes to our incarcerated student population.

2017 Update: The instructor of Spanish had a conversation with Dr. Sean Hancock about offering an online class to our incarcerated students. Dr. Hancock advised the instructor to keep only the Correspondence classes because they provide high levels of effectiveness among students.

D. **Previous Goal:** The instructor will try to finish and publish his own textbook (workbook).

2017 Update: The instructor is still working on the Workbook for Spanish 101; he will try to finish and publish the book by 2018.

<div align="center">SPE</div>

Previous Goals with 2017 Updates:

A. **Previous Goal:** Currently the certificates in BUS and CHD do not require any oral communication coursework. Speech is an important skill in these fields. Adding courses to these areas could improve the enrollments in SPE 102 and SPE 104 and provide students with the necessary communication skills to be successful in their careers as teachers and members of the business community.

2017 Update: No progress has been made. The division of Business and the division of History and Social Sciences don't seem to feel there is a need for Speech courses in their degrees and certificates.

B. **Previous Goal:** Revise Speech 102 and begin offering it again.

2017 Update: Speech 102 is being revised.

C. **Previous Goal:** Creating an effective Distance Learning communications course for inmates will improve our enrollment and create a transfer guarantee for communications that are not offered to particular populations face-to-face.

2017 Update: The hiring of adjunct and having instructors who work on site in the prisons has improved our ability to offer speech without losing the key elements necessary to ensure course integrity.

<div align="center">THA</div>

Previous Goal with 2017 Update:

Previous Goal: Division faculty will continue to evaluate the program, curricula, performances, community involvement, faculty and support staff, equipment and facility needs. The results of such evaluations will be discussed with the division, Program Review Committee, and College administration.

2017 Update: Since 2015, the college theatre department, under the direction of theatre and English instructor Sioux Stoeckle, has performed several shows, including: *Almost, Maine*; *Short Circuit*; *A Year with Frog and Toad* (the college's first musical); *Radio Daze;* and *Uh-Oh, Here Comes Christmas*. The performances average 6-8 actors each, selected by audition, plus a technical crew, with participation from PVC students (including PVHS students), PVC employees and residents from Blythe and surrounding communities. Opportunities for students to acquire skill in the technical aspects of theatre include lighting, sound, scenery design and construction, costumes, and stage management. Many participating actors in the college's productions are new to theatrical performance, and have had the opportunity to learn about performance, dramatic expression and technique. More experienced actors have the opportunity to develop their skills and to assume more demanding roles. In addition to performance, the program offers courses in technical theatre, acting and theatre history. Future plans include a Spring 2018 performance of noted Hispanic playwrights, in tandem with Cinco de Mayo and PVC's multicultural observances.

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

No modifications of goals are reported, except for MUS and THA:

<div align="center">MUS</div>

Faculty teaching music and theatre courses will explore opportunities to collaborate on future projects that bring together students from theatre and music courses into combined performances.

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

Explore the feasibility of modifying certain MUS courses to a minimum of two units to qualify for eligibility for CSU-GE.

<u>THA</u>

Faculty teaching music and theatre courses will explore opportunities to collaborate on future projects that bring together students from theatre and music courses into combined performances.

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

4. **STRENGTHS, WEAKNESSES & NEW GOALS**

a. *List and comment on the major strengths of the program.*

   i.   The AA with Emphasis in Arts and Humanities continues to be among the most popular degrees at the college, based on the number of degree awards over the years.

   ii.   Many division faculty teach in more than one subject area, both within and outside the division. Examples include: reading and English; English and philosophy; English and theatre; English and business; Spanish and sociology; English and speech.

   iii.   Two full-time, division faculty, Dr. Robert Robertson and Dr. Juliette Singler, teach face-to-face courses—philosophy and music, respectively—at one of the local prisons, Chuckawalla Valley State Prison. Adjunct American Sign Language instructor Rene Roedel, likewise, teaches classes at CVSP.

   iv.   Two new certificates were developed and introduced by division faculty: Noncredit English as a Second Language Certificate of Completion by ESL instructor Maria Gamez; and American Sign Language Certificate in Career Preparation by adjunct American Sign Language instructor Rene Roedel.

   v.   Faculty members in music and theatre have developed successful college performance programs, with participation by PVC students, members of the community and college staff. The theatre program also offers students the

opportunity to learn about technical aspects of theatre production, including lighting, sound, prop design and construction, costumes and stage management.

vi. The division completed the first evaluations of adjunct instructors, in addition to full-time instructors, during the past year.

vii. The Reading discipline uses the motto of changing often and testing more for the face-to-face courses. It changes textbooks every two years and the reader every semester, for the most part, in order to find a better fit between students and the learning material. It tests regularly throughout the semester to gauge the mastery of the learning outcomes and to adjust the teaching focus and emphases when the result shows a lack. From fall 2014 to fall 2016, RDG 084 has shown an upward tick in meeting the learning outcome of comprehending informational texts (SLO #1): from 71 percent to 88 percent. In the same time period, RDG 086 has attained an average of 89 percent for the learning outcome of extending academic vocabulary (SLO #2). This is because the instructor routinely reviewed vocabulary and quizzed students on new words six times per semester. The mastery of developing sustained silent reading routine (SLO #3) is consistent in both the face-to-face and correspondence courses (the average is 81 percent for RDG 086 and 82 percent for RDG 096). What is more, the reading gain as measured by Star Reading, a standardized reading test, for RDG 086 is 1.07 grade equivalent. Lastly, retention has been on the rise since spring 2015, thanks to the monitoring of student attendance by the Basic Skills Initiative staff.

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

i. In the Reading discipline, the motto of changing often and testing more is applied to the face-to-face courses only, not to the correspondence ones because the prisons are slow or resistant to change. One consequence of recycling the same text is that students (40 percent) who do not have the expected skills or knowledge at the start of the semester tend not to meet the learning outcome of comprehending texts of various genres (SLO #1). This pattern persists every semester. The instructor attempted to fix this problem in fall 2017 by switching to a new textbook; the result of which will be reported in the next program review. Both RDG 084 and RDG 094 have performed below average on vocabulary development (RDG 084, 66 percent; RDG 094, 60 percent) and the development of a sustained silent reading routine (RDG 084, 40 percent; RDG 094, 60 percent). In RDG 086, while the attainment of vocabulary improvement (SLO #2) is consistent and stable (average: 89 percent), the attainment of reading comprehension (SLO #1), ebbs and flows (average: 70 percent). This supports the theory that having a strong vocabulary does not necessarily improve comprehension at the remedial level.

ii. The program has made progress in improving communication with adjunct instructors, offering assistance in syllabus development and SLO assessment, inviting adjuncts to all division meetings and to Flex Day training, and conducting

performance evaluations. The division will continue strengthening communications with adjunct instructors.

iii. We have observed that adjunct and new instructors, while they are highly qualified in their fields, are often unfamiliar with the college's procedures and protocols. To address this deficiency, the division recommends that the college implement training and orientation for adjunct and new instructors.

iv. The division seeks better direction on the implementation of eLumen, principally for SLO assessment, curriculum development and program review, to help division faculty perform more effectively in those areas.

v. Performing arts disciplines continue to struggle with a lack of technical support in the use of the theatre. There is no one on staff in charge of the implementation, maintenance, upgrade, and repair of the technology in the theatre. Consequently, during performances, technical support is provided by volunteers who are incapable of operating the technology to its maximum potential and assessing maintenance and repair needs. Fine arts faculty and staff members are called upon to train this ever-changing staff of volunteers in addition to their teaching load and regular assignments. Furthermore, existing faculty and staff can provide only a very basic training to students and volunteers, but not at a level that would enable them to utilize fully the sophisticated equipment in place and to operate it effectively, with minimal supervision, in live performances. In addition, a wide variety of community groups use the facility, also staffing technical support with volunteers. In those instances there is no guarantee of supervision over the complex technical systems of the performing arts facility by either staff or faculty. The result is often that lighting and sound system settings become jumbled and are not returned to a status quo that would allow for a smooth transition from one performance to the next.

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

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

ii. (Continuing Goal) Continue face-to-face instruction at the prison sites and evaluate the results.

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

iv. (Addresses Weakness 4.b.iv above.) Implement eLumen, specifically for SLO assessment and analysis, curriculum and program review, with guidance from the Instruction Office.

v.   (Continuing Goal and addresses Weakness 4.b.v above) Promote the expansion of the fine and performing arts with these specific objectives: 1) develop certificate programs; 2) improve existing theatre facilities (as enumerated in Section 14—Facilities and Equipment); 3) hire personnel to provide technical support and maintenance of the theatre facilities and assets; 4) continue outreach efforts to attract community as well as PVC students to participate in college fine arts performances; and 5) use actual contact hours, instead of headcount, to calculate enrollment.

Certificate programs. Explore the creation of certificate programs in technical theatre, music business, and performing arts management.

Improve existing theatre facilities. See detail in Section 14—Facilities and Equipment.

Hire theatre technical support personnel. Support personnel would take charge of the technical aspects of the Ted Arneson Fine and Performing Arts Center, fulfilling a significant need for the fine arts program. Technical personnel would ensure that our substantial investment in the performing arts complex is being maintained and utilized at the highest possible level by trained professionals and reduce the risk of misuse by volunteers. If certificate programs are developed in the performing arts division, personnel in these positions could also assist in training technicians. Such support requires personnel with advanced knowledge of the theater's ETC theatrical lighting systems and the Yamaha and Meyer sound systems and related sound and lighting peripheral equipment. It is extremely difficult for division faculty to provide those necessary elements during rehearsals and performances at the same time they are instructing student performers. Additionally, neither faculty member, in music and theatre, has the advanced skills needed to make more than a minimal use of the complex equipment installed in the FPAC.

Use actual contact hours, instead of headcount, to calculate enrollment. Work with the administration to acknowledge the unlikely outcome of successfully producing plays with a minimum of 10 enrolled student cast members. The theatre arts faculty instead proposes that contact hours be used to determine minimum class size instead of headcount, as the college receives apportionment based upon contact hours.

vi.   (Addresses Weakness 4.b.i above) Advocate for academic literacy—the ability to read college texts—at all levels and across disciplines. Division instructors strongly encourage other faculty to maintain ongoing programs of critical reading in their courses. PVC reading instructor TM Brown makes the following observations: "One common lament from the writing faculty is that students don't know how to read, or, at least, read critically and with full comprehension. I agree; I teach ENG 101, as well as reading. But this problem cannot be fixed from the bottom up (basic skills courses) only, for each disciplinary textbook creates a unique set of literacy challenges, which are perhaps best handled within the course. Expecting literacy problems to be solved at the basic skills level is misguided at best and perpetuates them at worst. I plan to take the course, 'Campus Coach: Supporting the Campus Conversation,' in 2018."

vii.   (New Goal) Faculty teaching music and theatre courses will continue to explore opportunities to collaborate on future projects that bring together students from theatre and music courses into combined performances. Additionally, music and theatre faculty, in collaboration with faculty in other disciplines in the division, will explore opportunities to develop curricular supplements in

such disciplines as English, Spanish, Reading, and Speech that would be concurrently expressed in musical and dramatic performances.

viii.   (Continuing Goal and addresses Weaknesses 4.b.ii-iii, above) Strengthen communications with adjunct instructors, and advocate for required orientation for adjuncts and new full-time instructors.

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

AA with Emphasis in Arts and Humanities Goals	PVC Strategic Plan 2017-20
i. Evaluate the impact of AB 705 on basic skills courses offered through the division, namely, English and reading, and implement placement procedures and curriculum, where needed, to accommodate new statewide and college policies in this area.	GOAL 1: Provide exemplary services and instructional programs in recognized and emerging fields that lead to successful attainment of degrees, certificates, employment, and transfer. Task 3.2.3.1 Review assessment policies and practices in order to develop and implement a process which places students in appropriate math and English course levels through the use of multiple measures and implement by fall 2018. Task 3.2.5.2 Map out programs and build course schedules to facilitate completion of degrees within two years during 2017-2018 academic year.
ii. Continue face-to-face instruction at the prison sites and evaluate the results.	Strategy 1.2 Design and/or augment programs provided to incarcerated students that lead to gainful employment or transfer to four-year colleges or universities. Objective 1.2.1 Offer transfer degree programs to incarcerated students.
iii. Urge administration to proceed expeditiously in recruiting and hiring a coordinator of distance learning and correspondence programs, emphasizing liaison between the college and prisons.	GOAL 5: Maximize existing resources and improve processes to ensure short and long range fiscal stability and to maintain instructional, student support, and operational integrity. Strategy 5.1 Maximize existing resources and improve processes.
iv. Implement eLumen now, specifically for SLO assessment and analysis.	GOAL 7: Maximize state-of-the-art technology to ensure instructional, student support, and operational effectiveness and to provide for data informed decision-making across the institution.
v. Promote the expansion of the fine and performing arts with these specific objectives: 1) develop certificate programs; 2) improve existing theatre facilities (as enumerated in Section 14 Facilities); 3) hire personnel to provide technical support and maintenance of the theatre facilities; 4) continue outreach efforts to attract community as well as PVC students to participate in college fine arts performances; and 5) use actual contact hours, instead of headcount, to calculate enrollment.	GOAL 1: Provide exemplary services and instructional programs in recognized and emerging fields that lead to successful attainment of degrees, certificates, employment, and transfer. GOAL 5: Maximize existing resources and improve processes to ensure short and long range fiscal stability and to maintain instructional, student support, and operational integrity. Strategy 5.1 Maximize existing resources and improve processes. Strategy 2.2 Explore and implement events, activities, and programs to advance diversity and equity across the district.

vi. Advocate for academic literacy—the ability to read college texts—at all levels and across disciplines.	GOAL 1: Provide exemplary services and instructional programs in recognized and emerging fields that lead to successful attainment of degrees, certificates, employment, and transfer. Task 3.2.2.1 Identify opportunities to align curriculum and/or offering with industry needs during fall 2017.
vii Music and theatre faculty will continue to collaborate on performance projects, and will explore opportunities to develop curricular supplements in such disciplines as English, Spanish, Reading, and Speech that would be concurrently expressed in musical and dramatic performances.	Strategy 2.2 Explore and implement events, activities, and programs to advance diversity and equity across the district.
viii Strengthen communications with adjunct instructors, and advocate for required orientation for adjuncts and new full-time instructors.	Strategy 5.1 Maximize existing resources and improve processes.

5. CURRICULUM HISTORY

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

Note that PHI 100, HIS 110, and HIS 120, courses, while they fall under the rubric of the History and Social Sciences division, appear on the following table because they are electives for the AA degree with Emphasis in Arts and Humanities. Coincidentally, one of the Language Arts and Communication Studies division faculty members teaches PHI 100 as part of his regular teaching assignment.

AA with Emphasis in Arts and Humanities	x = Not offered in previous 8 semesters		AA with Emphasis Arts and Humanities	x = Not offered in previous 8 semesters
ART 105	x		MUS 137	
ART 110			MUS 141	
ART 111	x		MUS 142	
ART 120	x		MUS 150	x
ART 125			MUS 161	
ART 135	x		MUS 161	
ASL 131			MUS 233	
ASL 132			MUS 234	
ASL 134			MUS 243	x
ASL 135			MUS 261	x
ENG 101			MUS 262	x
ENG 102			PHI 100	

ENG 103			SPA 101	
ENG 120	x		SPA 102	
ENG 122	x		SPA 115	
ENG 125				
ENG 140	x		SPE 101	
FRE 101			SPE 102	x
FRE 102	x		SPE 103	
HIS 110			SPE 105	x
HIS 120			THA 110	
MUS 121			THA 151	
MUS 131			THA 191	
MUS 132			THA 192	
MUS 135	x		THA 280	

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

Not offered in previous 8 semesters	Explanation and Strategy for Improvement
ART 105	Confer with adjuncts, Instruction Office and Needles Ctr. whether to inactivate course
ART 111	Confer with adjuncts, Instruction Office and Needles Ctr. whether to inactivate course
ART 120	Confer with adjuncts, Instruction Office and Needles Ctr. whether to inactivate course
ART 135	Confer with adjuncts, Instruction Office and Needles Ctr. whether to inactivate course
ENG 120	To be offered Fall 2018
ENG 122	To be offered Fall 2018 face-to-face at CVSP
ENG 140	Course to be offered face-to-face at prison site by adjunct or FT faculty
FRE 102	Inactivated by division and Curriculum Committee
MUS 135	Fundamentals course that will be offered in the future
MUS 150	Music theory course that will be offered in the future
MUS 243	Jazz ensemble course that will be offered in the future
MUS 261	New course; will be offered in the next 2-3 semesters
MUS 262	New course; will be offered in the next 2-3 semesters
SPE 102	Course outline is currently being revised
SPE 105	Course is scheduled being offered in Spring 2018

6. COURSE SCHEDULING & AVAILABILITY

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

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

7. STUDENT LEARNING OUTCOMES (SLOs)

SLO QUANTITATIVE DATA

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

The "% Successful Students," presented in the following tables, was figured by adding together the total number of students who met the baseline for all courses relevant to the appropriate PLO, and dividing it by the total number of students assessed for all courses relevant to the PLO. Since many of the courses have only a handful of students while others had a very large number, it doesn't make sense to consider the percentage of a low-enrollment course equal to the percentage of a high-enrollment course. SLO data supporting these calculations is found in Appendix II of this report.

Average Percentage Program Learning Outcome #1 AA with Emphasis in Arts and Humanities				
Acquired fundamental grounding in communication, critical thinking, scientific inquiry, and quantitative reasoning, the arts, literature and humanities, social, political and economic institutions, and self-development.				
Course IDs within the Program that map to PLO #1	% Successful Students ACADEMIC YR 1 2014-2015	% Successful Students ACADEMIC YR 2 2015-16	% Successful Students ACADEMIC YR 3	% Successful Students ACADEMIC YR 4
ART 110	90%	Not assessed		
ART 125	100%	Not assessed		
ASL 131	ASL not in the division this year	81%		
ASL 132	ASL not in the division this year	Not assessed		
ENG 101	77%	82%		
ENG 102	100%	Not offered		
ENG 103	92%	81%		
ENG 125	Not offered	100%		
FRE 101	Not assessed	Not offered		
MUS 121	61%	90%		
MUS 131	100%	33%		
MUS 137	90%	83%		
MUS 141	100%	Not offered		
MUS 234	100%	*0%		
SPA 101	85%	95%		
SPA 102	100%	96%		
SPA 115	Not offered	100%		
SPE 101	92%	83%		
SPE 103	Not offered	97%		
THA 110	92%	100%		
THA 151	83%	Not offered		
Average % of Successful Students Year	86.4%	87.2%		

*MUS 234 is one of several classroom piano courses—at varying proficiency levels, credit and noncredit—offered simultaneously in one classroom. The assessment results reported here are based on the performance of two enrolled students.

Average Percentage Program Learning Outcome #2				
AA with Emphasis in Arts and Humanities				
Acquired a broad understanding and appreciation of the arts and humanities.				
Course IDs within the Program that map to PLO #2	% Successful Students ACADEMIC YR 1 2014-15	% Successful Students ACADEMIC YR 2 2015-16	% Successful Students ACADEMIC YR 3	% Successful Students ACADEMIC YR 4
ART 110	90%	Not assessed		
ART 125	100%	Not assessed		
ASL 131	ASL not in the division this year	81%		
ASL 132	ASL not in the division this year	Not assessed		
ENG 102	100%	Not offered		
ENG 125	Not offered	100%		
FRE 101	Not assessed	Not offered		
MUS 121	61%	90%		
MUS 131	100%	33%		
MUS 132	Not offered	50%		
MUS 137	90%	83%		
MUS 141	100%	Not offered		
MUS 233	Not assessed	Not offered		
MUS 234	100%	*0%		
SPA 101	85%	95%		
SPA 102	100%	96%		
SPA 115	Not offered	100%		
SPE 101	92%	83%		
SPE 103	Not offered	97%		
THA 110	92%	100%		
THA 151	83%	Not offered		
THA 191	Not offered	100%		
THA 192	Not offered	100%		
Average % of Successful Students by Year	89.2%	89.2%		

* MUS 234 is one of several classroom piano courses—at varying proficiency levels, credit and noncredit—offered simultaneously in one classroom. The assessment results reported here are based on the performance of two enrolled students.

From the each of the tables above enter the "AVERAGE % of Successful Students by Year" in the appropriate boxes below.

Average Percentage for all Program Learning Outcomes AA with Emphasis in Arts and Humanities				
PROGRAM LEARNING OUTCOME	% Successful Students ACADEMIC YR 1 2014-15	% Successful Students ACADEMIC YR 2 2015-16	% Successful Students ACADEMIC YR 3	% Successful Students ACADEMIC YR 4
PLO #1	86.4%	87.2%		
PLO #2	89.2%	89.2%		
Average % of Successful Students by Year	87.8%	88.2%		

Average Percentage Program Learning Outcome #1 American Sign Language Certificate of Career Preparation				
[Student will have] acquired fundamental understanding of the principles and practices of American Sign Language.				
Course IDs within the Program that map to PLO#1	% Successful Students ACADEMIC YR 1 2014-15	% Successful Students ACADEMIC YR 2 2015-16	% Successful Students ACADEMIC YR 3	% Successful Students ACADEMIC YR 4
ASL 131	ASL not in the division this year	81%		
ASL 132	ASL not in the division this year	Not assessed		
ASL 134	ASL not in the division this year	Not offered		
ASL 135	ASL not in the division this year	Not offered		
*SOC 101	Certificate not in placer	97%		
*SPE 101	Certificate not in place	83%		
*THA 151	Certificate not in place	Not offered		
Average % of Successful Students by Year	Not applicable	87%		

*SOC 101, SPE 101 and THA 151 are electives for the certificate.

Average Percentage Program Learning Outcome #2 American Sign Language Certificate of Career Preparation [Student will have] acquired fundamental knowledge of the Code of Professional Conduct per the National Association of the Deaf (NAD) and the Registry of Interpreters for the Deaf, Inc. (RID), which will assist students in their participation in an Interpreters Training Program.				
Course IDs within the Program that map to PLO#1	**% Successful Students ACADEMIC YR 1 2014-15**	**% Successful Students ACADEMIC YR 2 2015-16**	**% Successful Students ACADEMIC YR 3**	**% Successful Students ACADEMIC YR 4**
ASL 131	ASL not in the division this year	81%		
ASL 132	ASL not in the division this year	Not assessed		
ASL 134	ASL not in the division this year	Not offered		
ASL 135	ASL not in the division this year	Not offered		
*SOC 101	Certificate not in place	97%		
*SPE 101	Certificate not in place	83%		
*THA 151	Certificate not in place	Not offered		
Average % of Successful Students by Year	Not applicable	87%		

*SOC 101, SPE 101 and THA 151 are electives for the certificate

Average Percentage Program Learning Outcome #1 Noncredit English as A Second Language Certificate of Completion [Student will be] equipped with listening, speaking, reading and writing skills needed for employment or for successful completion of credit ESL courses.				
Course IDs within the Program that map to PLO#1	**% Successful Students ACADEMIC YR 1 2014-15**	**% Successful Students ACADEMIC YR 2 2015-16**	**% Successful Students ACADEMIC YR 3**	**% Successful Students ACADEMIC YR 4**
ABE 090	100%	91.5%		
ABE 081	Not assessed	94%		
NBE 016	100%	100%		

Average % of Successful Students by Year	100%	95.2%		

Observations regarding the "Average % of Successful Students by Year" results from the preceding tables:

AA with Emphasis in Arts and Humanities

The division is satisfied with the results of the assessments that were completed, and takes note that there was a slight increase, from 87.8% to 88.2%, in the combined PLOs, from the 2014-15 to 2015-16 periods. In the future, the division seeks to increase the number of course level assessments in order to achieve a more accurate measure of learning, and to improve learning results with appropriate interventions, as noted elsewhere in this report. See Appendix II, Calculations for AA with Emphasis in Arts and Humanities, PLO #1 and #2. See also Appendix III, Courses Selected for PLO #1 *vs.* PLO #2 for the AA in Arts and Humanities.

American Sign Language Certificate in Career Preparation

Since ASL courses are taught exclusively by adjuncts, the division will encourage greater participation on the part of adjuncts in the SLO assessment process to achieve more accurate measures of learning.

Noncredit English as a Second Language Certificate of Completion

The division is satisfied that course level assessments are being completed for this new certificate, and that the results indicate learning is occurring, and at acceptable levels.

Notes on Basic Skills English Courses

While they are not formally part of the AA with Emphasis in Arts and Humanities degree program, basic skills courses are a significant part of the instructional effort of the division: the majority of students at PVC must take at least one basic skills English course to acquire the skill needed to be successful in college-level English. The following is a review of the recent history of basic skills English courses. Commentary on SLO assessment results, and their implications for the basic skills effort, follow this discussion.

For the past four years, the Basic Skills English curriculum and its delivery have evolved to improve student success and retention. In Fall Semester 2014, the faculty for Basic Skills English followed a four-day instructional week ENG 080/089, 081/087, and 082/088. The reason behind this schedule was to increase student attendance, participation, and success by developing a consistent instructional pattern that maximizes achievement for the courses' student learning outcomes. As a result, student attendance improved because there was a daily check on their progress. Students participated in weekly writing conferences with the instructors as well as using open lab time to complete coursework, such as revisions of their essays. In the end, the four-day instructional week was success as it was evident in the student learning outcomes assessments for the past two years. In the two years (2014-2015 and 2015-16) assessed, the passing rates for all Basic Skills English courses were at least 70% or higher in a majority of the SLO assessments (see attached charts). These results were indicative that Basic Skills English students needed a consistent, progressive, and measured pattern of instruction so they could succeed.

In Spring Semester 2016, the Basic Skill English curriculum changed again. This time, the co-requisite writing labs were eliminated, but incorporated into the lecture courses (i.e., ENG 087 was eliminated and incorporated into ENG 081 as a required lab component). The changed happened because scheduling conflicts became apparent when Basic Skills Math courses began to push for a compressed semester. Instead of Basic Skills English students attending six hours per week on instruction, they attended four hours per week (e.g., three hours for lecture, one hour for lab per week). This allowed not just flexibility in overall scheduling, but it also allowed flexibility for Basic Skills English faculty to focus instruction on specific concepts and skills that were pertinent to student learning outcomes and student success. Because the courses were flexible in instructional time, the Basic Skills English faculty began in Fall Semester 2016 to offer two- and three-day sections in addition to the four-day instructional week. Since this change, high student achievement in learning outcomes has remained consistent as well as student retention.

In Fall Semester 2017, the English faculty considered the idea of "compressing" ENG 081 and 082 into nine-week "mini-semesters." The faculty firmly objects to the concept, stating that there is no conclusive evidence that our student population would benefit from this instructional approach. The faculty believes that the failing rates would increase dramatically, in turn, losing ground on the success that Basic Skills English has now.

The Basic Skills English SLO assessments included in this program review demonstrates that our students need a consistent, flexible, and measured instructional approach rather than a "rush-to-the-finish-line" schedule. In light of AB 705, which was recently approved and will take effect in January 2018, the Basic Skills English faculty will take a "wait-and-see" approach to how this new law will affect Basic Skills English courses at Palo Verde College. It is this faculty's professional opinion and recommendation, based upon recent SLO assessments, that Basic Skills English remains status quo with its curriculum and delivery to maintain its recently elevated student success and retention.

SLO ACTION PLANS

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

Program Name	Associated PLO #	Course IDs Affected	Identified Gap	Action Plan(s)	Resources Used to Implement Plan	Outcome	Academic Year(s) this was addressed
AA	1, 2	ASL 131	Students not timely in turning in work	Get assignments to students well in advance, especially correspondence	Syllabus revision	Outcomes to be reviewed at next assessment FA 2018	Identified as a gap FA 2015
AA	1,2	ENG 101	Work not coming in on time from incarcerated students	Get assignments to students well in advance, especially correspondence	Syllabus revision	Outcomes to be reviewed at next assessment FA 2020	Identified as a gap FA 2015
AA	1,2	ENG 101 and ENG 103	Reading and performance levels of texts need to be evaluated	Differing levels of reading in 101 and 103; at times 101 seems higher than 103	Division faculty	English faculty to evaluate texts Flex Day 2018	Identified as a gap FA 2015
AA	1,2	THA 191	Students need help with character analysis and program bio assignments	Provide models and guidance for character analysis and program bio	Theatre instructor	Outcomes to be reviewed at next assessment FA 2019	Identified as a gap FA 2015
AA	1,2	SPE 101	Need for in-person SLO evaluations for correspondence	Hire instructor to teach at prison sites	Speech instructor	Adjunct has been hired to teach at prison site	Identified as a gap SP 2016
AA	1,2	MUS 131, 132, 161, 162, 233, 234, 261, 262, NBE 073, 076	Variances in choir and piano music knowledge and performance skills among students in the same class	Create cohort groups within choir and piano sequence courses, enabling instructor to address individual needs of students	Music instructor	Outcomes to be reviewed at next assessment SP 2019 and 2020. Instructor observes improvement in music understanding	Identified as a gap SP 2016

Program Name	Associated PLO #	Course IDs Affected	Identified Gap	Action Plan(s)	Resources Used to Implement Plan	Outcome	Academic Year(s) this was addressed
				at different levels more effectively		and performance skills resulting from individualized instruction.	
AA--Basic Skills	1	ENG 081, 082	Need for more emphasis on grammar and mechanics (SLO #4)	Devote more attention in class time to grammar and mechanics	English instructors	Outcomes to be reviewed at next assessment FA 2021	Identified as a gap SP 2016
AA-- Reading	1	RDG 084, 086, 094, 096	In face-to-face sections, when students achieve in SLO #1, they underachieve in SLO #2—and vice versa. In correspondence sections, outcomes tend to be borderline, between achieving and underachieving.	Change text and reader frequently. Test frequently.	Reading instructor	Outcomes to be reviewed at next assessment FA 2019. See write-up in Section 4: Strengths, Weaknesses & New Goals	Identified as a gap FA 2014 and FA 2016

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

All program courses have been assessed at least once during the period SLO assessments were conducted, namely, 2014-15 and 2015-2016, with this exception of ASL 132. The division will encourage adjunct instructors who teach ASL to complete assessments of all courses in the ASL program.

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

Faculty have reviewed CLOs or PLOs in 2014-15 and determined there was no need for changes.

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

To date, changes have taken place principally in the Basic Skills areas:

   i.   Cut RDG 082 and make RDG 084 or 094 pre-requisites for ENG 082 or 096.

   ii.   Combine the lecture and lab sections of ENG 081/087 and ENG 082/088 into single class sections. This improvement produced two results: 1) it enables students to have the same instructor for both

the lab and lecture sections; and 2) it enables lecture and lab sections to be scheduled within the same time blocks, making scheduling more convenient for students.

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

    i.   Recognizing the need to increase access to music and theatre programs and thereby to enhance the learning experiences of a larger number of students, the division created noncredit courses in MUS and THA.

    ii.   Added SPE 101 and THA 151 to the American Sign Language Certificate in Career Preparation, recognizing that the poise and self-confidence needed in conducting signing would be derived from experience in a speech or theatre performance class.

    iii.   Created courses in technical theatre and theatre performance to expand opportunities for learning skills in these areas.

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

The following table shows CLO assessment results in the four modes of delivery. The table lists only courses that are part of the AA or certificate programs, and that were assessed in more than one mode. The noncredit courses that are part of the ESL certificate are all delivered face-to-face and, therefore, are not shown in the table.

Division faculty note that face-to-face (FF) sections of ENG 101 tend to be consistently lower in SLO assessments than correspondence (COR) sections, though the opposite is true of ENG 103, which students normally take right after they finish ENG 101: FF sections of ENG 103 tend to demonstrate consistently higher assessment results than correspondence sections. One area of concern is ASL 131 which shows a decidedly higher assessment result in FF compared to COR. However, since only one section of ASL was assessed in this period—FA 2015—it is difficult to draw any meaningful conclusion until more sections are assessed in the future.

The sum totals of SLO assessment across the four modes, as shown in the bottom line of the table, show the results are over 80% and are very close to one another: FF = 85%; COR = 85%; DE = 83%; and ITV = 81%.

		FF Met	FF Assessed	COR Met	COR Assessed	DE Met	DE Assessed	ITV Met	ITV Assessed	% FF	% COR	% DE	% ITV
2014 Fall	ENG 101	59	73	82	92			16	32	0.81	0.89		0.50
2014 Fall	ENG 103			27	30			25	26		0.90		0.96
2014 Fall	SPA 101			67	82	26	35				0.82	0.74	
2015 Sprin	ENG 101	43	65	75	94	8	12	14	24	0.66	0.80	0.67	0.58
2015 Sprin	ENG 103	65	68	28	32					0.96	0.88		
2015 Sprin	SPA 101	16	18	64	68	12	14			0.89	0.94	0.86	
2015 Sprin	SPE 101			96	104			65	70		0.92		0.93
2015 Fall	ASL 131	105	105	36	69					1.00	0.52		
2015 Fall	ENG 101	68	90	82	99			51	60	0.76	0.83		0.85
2015 Fall	ENG 103	12	14	103	129					0.86	0.80		
2015 Fall	MUS 121	6	15	72	72					0.40	1.00		
2015 Fall	SPA 101	40	42	57	59	22	26			0.95	0.97	0.85	
2016 Sprin	ENG 101	39	48	107	126					0.81	0.85		
2016 Sprin	ENG 103	34	42	36	45			15	17	0.81	0.80		0.88
2016 Sprin	SPA 101	40	42	30	32	22	22			0.95	0.94	1.00	
Totals		527	622	962	1133	90	109	186	229	0.85	0.85	0.83	0.81

The following table shows CLO assessment results, from FA 2015 to SP 2016 (four semesters) for ENG 099, a basic skills English course. The table distinguishes face-to-face results (LEC) from correspondence (TXLEC), and further displays assessment results for each of the three CLOs. The results do not suggest any appreciable assessment difference between face-to-face and correspondence, nor is there much difference among the various CLOs. What is apparent is that the results for both face-to-face and correspondence are slightly below, or in one case—SLO #3, SP 2016, correspondence—slightly above, 70%.

							Met SLO 1	Met SLO 2	Met SLO 3		Asses s SLO 1	Asses s SLO 2	Asess SLO 3		% SLO #1	% SLO #2	% SLO# 3
1	2014FA	ENG-099	01	Day	Basic Com	LEC	17	17			24	24			0.71	0.71	
1	2014FA	ENG-099	02	Evening	Basic Com	LEC	5	5	5		9	9	9		0.56	0.56	0.56
2	2015SP	ENG-099	01	Day	Basic Com	LEC	4	4	4		9	9	9		0.44	0.44	0.44
2	2015SP	ENG-099	02	Day	Basic Com	LEC	4		4		10		10		0.40		0.40
3	2015FA	ENG-099	01	Day	Basic Com	LEC	13	10	13		14	14	14		0.93	0.71	0.93
3	2015FA	ENG-099	02	Evening	Basic Com	LEC	8	7	7		11	11	11		0.73	0.64	0.64
4	2016SP	ENG-099	01	Day	Basic Com	LEC	10	10	10		12	12	12		0.83	0.83	0.83
4	2016SP	ENG-099	02	Evening	Basic Com	LEC	8	8	8		12	12	12		0.67	0.67	0.67
							69	61	51		101	91	77		0.68	0.67	0.66
1	2014FA	ENG-099	04	Day	Basic Com	TXLEC	8	8	8		11	11	11		0.73	0.73	0.73
1	2014FA	ENG-099	05	Day	Basic Com	TXLEC	7	7	7		7	7	7		1.00	1.00	1.00
2	2015SP	ENG-099	04	Day	Basic Com	TXLEC	12	13			17	17			0.71	0.76	
2	2015SP	ENG-099	05	Day	Basic Com	TXLEC	17		17		21		21		0.81		0.81
3	2015FA	ENG-099	04	Day	Basic Com	TXLEC	9	8	10		16	16	16		0.56	0.50	0.63
3	2015FA	ENG-099	05	Day	Basic Com	TXLEC	12	11	14		15	15	15		0.80	0.73	0.93
3	2015FA	ENG-099	06	Day	Basic Com	TXLEC	3	3	3		3	3	3		1.00	1.00	1.00
4	2016SP	ENG-099	03	Day	Basic Com	TXLEC	11	13	12		26	26	26		0.42	0.50	0.46
4	2016SP	ENG-099	04	Day	Basic Com	TXLEC	9	9	10		14	14	14		0.64	0.64	0.71
4	2016SP	ENG-099	05	Day	Basic Com	TXLEC	5	7	4		7	7	7		0.71	1.00	0.57
							93	79	85		137	116	120		0.68	0.68	0.71

8. COURSE CURRENCY

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

	Year Approved By Curriculum Committee			Year Approved By Curriculum Committee
ART 105	2017		MUS 137	2015
ART 110	2015		MUS 141	2013
ART 111	2015		MUS 142	2013
ART 120	Confer with Instr Office, adjuncts and Needles before deactivating		MUS 150	COR in revision
ART 125	2015		MUS 161	2017
ART 135	Confer with Instr Office, adjuncts and Needles before deactivating		MUS 162	2017
ASL 131	2014		MUS 233	2017
ASL 132	2014		MUS 234	2017
ASL 134	2014		MUS 243	2013
ASL 135	2016		MUS 261	2017
ENG 101	2014		MUS 262	2017
ENG 102	2014		PHI 100	2014
ENG 103	2014		SPA 101	2013
ENG 120	2016		SPA 102	2014
ENG 122	2014		SPA 115	2013
ENG 125	2017			
ENG 140	2014		SPE 101	2014
FRE 101	2014		SPE 102	COR in revision
FRE 102	Inactivated		SPE 103	2014
HIS 110	2015		SPE 105	2013
HIS 120	2015		THA 110	2014
MUS 121	2015		THA 151	2014
MUS 131	2017		THA 191	2014
MUS 132	2017		THA 192	2014
MUS 135	2015			

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

The courses listed above that were most recently updated in 2013 will be revised this academic year. They include: MUS 141 and 142; SPA 101 and 115; and SPE 105.

9. PROGRAM AND COURSE COVERAGE

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

	Full-Time Only	Adjunct Only	Full-Time and Adjunct			Full-Time Only	Adjunct Only	Full-Time and Adjunct
ART 105					MUS 137	x		
ART 110		x			MUS 141	x		
ART 111					MUS 142	x		
ART 120		x			MUS 150			
ART 125		x			MUS 161	x		
ART 135					MUS 162	x		
ASL 131		x			MUS 233	x		
ASL 132		x			MUS 234	x		
ASL 134		x			MUS 243			
ASL 135		x			MUS 261			
ENG 101			x		MUS 262			
ENG 102	x				PHI 100	x		
ENG 103	x				SPA 101	x		
ENG 120					SPA 102	x		
ENG 122					SPA 115	x		
ENG 125	x							
ENG 140					SPE 101			x
FRE 101	x				SPE 102			
FRE 102					SPE 103			x
HIS 110	x				SPE 105			
HIS 120	x				THA 110	x		
MUS 121	x				THA 151	x		
MUS 131	x				THA 191	x		
MUS 132	x				THA 192	x		
MUS 135	x				THA 280	x		

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

Courses are adequately covered by full-time and adjunct instructors, although several full-time faculty carry significant overload.

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

Faculty have not observed any deficiencies in course coverage.

10. PROFESSIONAL DEVELOPMENT

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

<u>Teh-Min Brown, Reading and English</u>

In spring 2015, the instructor facilitated Introduction to Reading Apprenticeship: Making the Invisible Visible to Our Students, a one-day workshop held on January 20, given by Dr. Monika Hogan, Coordinator of Reading Apprenticeship Project. Faculty was introduced to support strategies that could be used to help bridge the gap in the student comprehension of the disciplinary textbooks.

Since fall 2016, the instructor has resumed teaching ENG 101 after a long hiatus. The benefit of teaching the hierarchy of courses from the basic skills to transfer level is twofold. It enabled her to learn to meet the challenge of balancing the teaching of literacy skills with that of rhetorical strategies. More importantly, it helps the instructor keep in sight the long-term goal of teaching, in the developmental reading courses, the same kinds of reading, thinking and writing that a good college level course requires.

In fall of 2017, the instructor completed Learning How to Learn: Powerful mental tools to help you master tough subjects, an online course at Coursera. She took it in order to share with students the tools that would help them manage literacy courses and math. It is her conviction that what contributes to student success is not just learning the course material but also learning how to learn.

<u>Richard Castillo, English and Reading</u>

Richard, who teaches English composition, film, and creative writing, has for the past two academic years taught Basic Skills Reading as well, to help meet student demand for such courses.

Maria Gamez, English As A Second Language

In addition to other conferences and ESL-related activities, Maria attended the non-credit summit in Sacramento on May 3-5, 2017. She also developed and implemented the Non-credit English As a Second Language Certificate of Completion for Palo Verde College in 2016.

Dennese Lilley-Edgerton, English and Speech

Dennese accepted a position as a columnist with the Palo Verde Valley Times. This boosts her credibility as a writing instructor and reminds her the difficulties faced by students when faced with writing assignments. She has attended many Webinars and completed hours of research on the subject of fake news and information literacy. This has developed into a two class period presentation and may become a one-unit class in the future.

Carlos Medina, Spanish and Sociology

Carlos attended a Professional Development Conference hosted by the Online Education Initiative in Orange Coast College CA. He learned vital information such as Course design and development, Managing course communication, Canvas assessments and Creative commons access. He organized a presentation and disseminated the learned information among his colleagues during a Flex Day. Such presentation was highly important because the college was trying to make the transition from the old information system to Canvas. His training and contribution helped not only teaching faculty members but also the entire college as well.

Robert Robertson, English and Philosophy

I have primarily focused on development in two areas: the classroom, and shared governance. Generally speaking, this has meant: a) continuing to teach in English and philosophy, improving syllabi, beginning to employ new technologies, and extending my teaching responsibilities through face-to-face classes at CVSP; b) continuing my previous work as a Senate committee chair and on two scholarship committees as well as the Faculty Association's negotiations team, and taking on new work for both the REEP organization and the Association. Additionally, I am currently actively participating in the Program Review process in my main division, Communication and Language Arts.

To be specific:

Teaching Responsibilities:

--12 CTLCs/semester in English 99, 101, 103, face-to-face and correspondence modes
--8-12 CTLCs/semester in Philosophy 100, face and correspondence modes
--first face-to-face course in Philosophy at CVSP; projected to repeat for Spring, 2018
--projected to offer English 103 at ISP for Spring, 2018
--annual rewrites of syllabi for all English and philosophy courses
--regular evaluation of SLOs for all English and philosophy courses
--course outline revisions for English 101, 103, 122
--course outline revision for Philosophy 100 in process

Shared Governance Duties:

--Chair, Senate Equivalency Committee, including ongoing revision of policies
--Member, Senate Scholarship committee
--regular participation, Academic Senate
--newly-elected member, REEP governing board, as of Spring, 2017
--continuing member, REEP Insurance Advisory Committee, since Fall, 2003

Association Work:

--continuing member, PVCC faculty association bargaining team, since Fall, 2015
--continuing as chief grievance officer, faculty association, since Fall, 2012
--newly elected Executive Board member, Spring, 2017
--continuing researcher, Contract and health insurances

Juliette Singler, Music

In academic year 2016-2017, Dr. Singler has been involved with a wide array of activities which support music in the Blythe community and beyond. Most notably, she is serving her second year as Vice President of the Music Association of California Community Colleges (MACCC), attending conferences and board meetings in both San Diego and San Francisco.

In 2016, Dr. Singler brought a group of 10 select choral scholars from Palo Verde College to the MACCC Conference in San Diego, through a generous grant given by the PVC Foundation. In summer of 2016 and 2017, Dr. Singler continued her work with high school choral students in a week long music camp sponsored by the Choral Conductor's Guild of San Diego.

In the summer of 2017, she started a week long youth music camp here in Blythe, Ca. which was offered through our local Parks and Recreation Department. In addition to these activities the PVC Choir, under the direction of Dr. Singler, has collaborated with a number of local musical organizations with outstanding results, bringing a wide variety of musical programming to the area.

The highlight of these activities was a collaboration with the Palo Verde High School Band which resulted in the performance, in fall semester 2017, of the world premiere of a composition for choir and band of *Palo Verde Triptych* by Blythe resident Derek Dobbs for the Blythe Centennial. Additionally, the PVC Choir offered a world premiere performance of Dobb's choral work *Beginnings*, in May 2017, based on the writings of inmates of Chuckawalla prison, enrolled in Dr. Singler's choir class.

Sioux Stoeckle, English and Theatre

In 2013, at the request of President Denise Whittaker and Vice President of Instruction Sheri Jones, English Instructor Sioux Stoeckle initiated a course of graduate studies in theatre arts, with the goal of providing the college with a fully qualified instructor of theatre arts. Aside from four online courses, Ms. Stoeckle's full-time studies at Central Washington University took place in

Ellensburg, WA, during summer breaks. Ms. Stoeckle completed the coursework, a creative project and thesis, and an oral thesis defense, culminating in a Master of Arts in Theatre Production in August 2016.

<u>Brian Thiebaux, English and Business</u>

Brian has served on over a dozen visiting accreditation teams to California Community Colleges over the past several years, for which he receives extensive training. He has assisted the college in writing the Student Success Plan and Student Equity Plan and in developing institutional-set standards as part of accreditation. He also provides assistance in curriculum development to the college's Fire Science program, and is active in the college's music and theatre programs. His training and contributions help support the division's programs in attaining goals in accreditation, SLO assessment, student success, curriculum development and the fine and performing arts.

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

    i.   Faculty need extensive training in using eLumen for SLO assessment, curriculum development and program review. We recommend the Academic Senate and Instruction Office take the lead and implement training now.

    ii.   The division—and the college—needs to devote more time and resources to training and professional development activities for adjunct and new instructors. Such activity might include mandatory—with compensation—attendance at an annual orientation and training session specifically for adjuncts and new instructors. We recommend the Academic Senate and Instruction Office to take the lead and implement training now.

11. **STUDENT SUCCESSFUL COMPLETION & RETENTION**

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

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

The Current Institutional Set Standard is**: 70.6%,** based on the Successful Course Completion goal for 2016-17, Institutional Effectiveness Indicator Rates, June, 2016, submitted to the California Community College Chancellor's Office. The link to the report:

> http://www.paloverde.edu/about-
> us/docs/Institutional%20Effectiveness%20Indicator%20Rates%206.2016.pdf

The following table summarizes the detailed data described in the subsequent Completion Rate tables. The summaries were derived by averaging the percentages reported in the detailed tables. The summary table shows that face-to-face sections tend to exceed the institutional standard of 70.6%, while correspondence sections tend to fall short of the standard.   There are only a few online sections offered from semester to semester, so the data is not sufficient to draw conclusions.

COMPLETION	2013-14	2014-15	2015-16	2016-17
Fall Semester	63.6%	69.5%	69.7%	71.5%
Spring Semester	71.8%	59.9%	69.2%	76.1%
Face to Face	78.5%	67.3%	73.4%	77.3%
Correspondence	57.4%	63.9%	65.4%	65.3%
Online	45.7%	43.0%	79.0%	51.0%

Year	2013

Completion Rate			
	2013FA		**2014SP**
ART-105			
ART-110	73%		
ART-111			
ART-120			75%
ART-125	64%		
ART-135			
ASL-131			
ASL-132			
ASL-134			
ASL-135			

Year	2013

Completion Rate			
	Correspondence	Face to Face	Online
ART-105			
ART-110	73%		
ART-111			
ART-120		75%	
ART-125	46%	89%	
ART-135			
ASL-131			
ASL-132			
ASL-134			
ASL-135			

ENG-101	54%	51%	ENG-101	58%	50%	45%
ENG-102			ENG-102			
ENG-103	59%	85%	ENG-103	62%	87%	45%
ENG-120			ENG-120			
ENG-122			ENG-122			
ENG-125			ENG-125			
ENG-140			ENG-140			
FRE-101			FRE-101			
FRE-102			FRE-102			
HIS-110	60%		HIS-110	60%		
HIS-120		68%	HIS-120	68%		
MUS-121	58%	56%	MUS-121	48%	77%	
MUS-131	67%	50%	MUS-131		57%	
MUS-132	100%	100%	MUS-132		100%	
MUS-135			MUS-135			
MUS-137	44%	100%	MUS-137		69%	
MUS-141			MUS-141			
MUS-142			MUS-142			
MUS-150			MUS-150			
MUS-161			MUS-161			
MUS-162			MUS-162			
MUS-233		100%	MUS-233		100%	
MUS-234			MUS-234			
MUS-243			MUS-243			
MUS-261			MUS-261			
MUS-262			MUS-262			
PHI-100	55%		PHI-100	55%		
SPA-101	51%	49%	SPA-101	51%		47%
SPA-102	71%	42%	SPA-102	53%		
SPA-115			SPA-115			
SPE-101	71%	66%	SPE-101		69%	
SPE-102			SPE-102			
SPE-103		91%	SPE-103		91%	
SPE-105			SPE-105			
THA-110			THA-110			
THA-151			THA-151			
THA-191			THA-191			

Year	2014

Completion Rate			
	2014FA		**2015SP**
ART-105			
ART-110			92%
ART-111			
ART-120			
ART-125			47%
ART-135			
ASL-131			
ASL-132			
ASL-134			
ASL-135			
ENG-101	52%		58%
ENG-102			89%
ENG-103	74%		78%
ENG-120			
ENG-122			
ENG-125			
ENG-140			
FRE-101	61%		
FRE-102			
HIS-110	74%		63%
HIS-120			
MUS-121	56%		54%
MUS-131	50%		13%
MUS-132			
MUS-135			
MUS-137	71%		
MUS-141	57%		
MUS-142			
MUS-150			
MUS-161			
MUS-162			
MUS-233	100%		
MUS-234	100%		
MUS-243			
MUS-261			
MUS-262			
PHI-100	37%		31%
SPA-101	49%		50%
SPA-102	87%		71%
SPA-115			
SPE-101	88%		76%
SPE-102			
SPE-103	86%		
SPE-105			

Year	2014

Completion Rate			
	Correspondence	**Face to Face**	**Online**
ART-105			
ART-110	92%		
ART-111			
ART-120			
ART-125	36%	73%	
ART-135			
ASL-131			
ASL-132			
ASL-134			
ASL-135			
ENG-101	54%	59%	33%
ENG-102	89%		
ENG-103	68%	84%	
ENG-120			
ENG-122			
ENG-125			
ENG-140			
FRE-101	47%	82%	
FRE-102			
HIS-110	69%		
HIS-120			
MUS-121	54%	58%	
MUS-131		29%	
MUS-132			
MUS-135			
MUS-137		71%	
MUS-141		57%	
MUS-142			
MUS-150			
MUS-161			
MUS-162			
MUS-233		100%	
MUS-234		100%	
MUS-243			
MUS-261			
MUS-262			
PHI-100	28%	61%	
SPA-101	50%	40%	53%
SPA-102	78%		
SPA-115			
SPE-101	80%	78%	
SPE-102			
SPE-103	86%		
SPE-105			

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THA-110		50%
THA-151		67%
THA-191		

THA-110		50%
THA-151		67%
THA-191		

Year	2015

Year	2015

Completion Rate	2015FA	2016SP
ART-105	-	-
ART-110	82%	62%
ART-111	-	-
ART-120	-	-
ART-125	39%	39%
ART-135	-	-
ASL-131	65%	72%
ASL-132	86%	91%
ASL-134	-	-
ASL-135	-	-
ENG-101	64%	59%
ENG-102	-	-
ENG-103	68%	67%
ENG-120	-	-
ENG-122	-	-
ENG-125	-	100%
ENG-140	-	-
FRE-101	-	-
FRE-102	-	-
HIS-110	64%	-
HIS-120	-	75%
MUS-121	57%	71%
MUS-131	60%	33%
MUS-132	-	50%
MUS-135	-	-
MUS-137	71%	-
MUS-141	-	-
MUS-142	-	-
MUS-150	-	-
MUS-161	-	-
MUS-162	-	-
MUS-233	-	-
MUS-234	-	-
MUS-243	-	-
MUS-261	-	-
MUS-262	-	-
PHI-100	33%	45%

Completion Rate	Correspondence	Face to Face	Online
ART-105	-	-	-
ART-110	71%	-	-
ART-111	-	-	-
ART-120	-	-	-
ART-125	33%	67%	-
ART-135	-	-	-
ASL-131	67%	74%	-
ASL-132	88%	100%	-
ASL-134	-	-	-
ASL-135	-	-	-
ENG-101	59%	68%	-
ENG-102	-	-	-
ENG-103	63%	77%	-
ENG-120	-	-	-
ENG-122	-	-	-
ENG-125	-	100%	-
ENG-140	-	-	-
FRE-101	-	-	-
FRE-102	-	-	-
HIS-110	64%	-	-
HIS-120	75%	-	-
MUS-121	69%	47%	-
MUS-131	-	45%	-
MUS-132	-	50%	-
MUS-135	-	-	-
MUS-137	-	71%	-
MUS-141	-	-	-
MUS-142	-	-	-
MUS-150	-	-	-
MUS-161	-	-	-
MUS-162	-	-	-
MUS-233	-	-	-
MUS-234	-	-	-
MUS-243	-	-	-
MUS-261	-	-	-
MUS-262	-	-	-
PHI-100	33%	59%	-

SPA-101	75%	73%	SPA-101	65%	80%	79%
SPA-102	83%	73%	SPA-102	79%	-	-
SPA-115	-	79%	SPA-115	79%	79%	-
SPE-101	68%	71%	SPE-101	71%	67%	-
SPE-102	-	-	SPE-102	-	-	-
SPE-103	-	86%	SPE-103	-	86%	-
SPE-105	-	-	SPE-105	-	-	-
THA-110	-	80%	THA-110	-	80%	-
THA-151	-	-	THA-151	-	-	-
THA-191	100%	83%	THA-191	-	91%	-
THA-192	100%	75%	THA-192	-	80%	-

Year	2016

Year	2016

Completion Rate	2016FA	2017SP	Completion Rate	Correspondence	Face to Face	Online
ART-105	-	-	ART-105	-	-	-
ART-110	68%	66%	ART-110	67%	71%	-
ART-111	-	-	ART-111	-	-	-
ART-120	-	-	ART-120	-	-	-
ART-125	80%	23%	ART-125	23%	80%	-
ART-135	-	-	ART-135	-	-	-
ASL-131	80%	80%	ASL-131	81%	71%	-
ASL-132	85%	80%	ASL-132	90%	60%	-
ASL-134	81%	-	ASL-134	-	81%	-
ASL-135	-	81%	ASL-135	-	81%	-
ENG-101	48%	70%	ENG-101	61%	64%	33%
ENG-102	-	-	ENG-102	-	-	-
ENG-103	76%	73%	ENG-103	66%	91%	-
ENG-120	-	-	ENG-120	-	-	-
ENG-122	-	-	ENG-122	-	-	-
ENG-125	-	-	ENG-125	-	-	-
ENG-140	-	-	ENG-140	-	-	-
FRE-101	36%	-	FRE-101	36%	-	-
FRE-102	-	-	FRE-102	-	-	-
HIS-110	75%	-	HIS-110	75%	-	-
HIS-120	-	75%	HIS-120	75%	-	-
MUS-121	64%	67%	MUS-121	66%	-	-
MUS-131	33%	71%	MUS-131	-	60%	-
MUS-132	100%	-	MUS-132	-	50%	-
MUS-135	-	-	MUS-135	-	-	-
MUS-137	73%	67%	MUS-137	-	70%	-
MUS-141	-	100%	MUS-141	-	100%	-
MUS-142	-	100%	MUS-142	-	100%	-

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Course			Course			
MUS-150	-	-	MUS-150	-	-	-
MUS-161	79%	100%	MUS-161	-	81%	-
MUS-162	-	100%	MUS-162	-	100%	-
MUS-233	-	-	MUS-233	-	-	-
MUS-234	-	-	MUS-234	-	-	-
MUS-243	-	-	MUS-243	-	-	-
MUS-261	-	-	MUS-261	-	-	-
MUS-262	-	-	MUS-262	-	-	-
PHI-100	44%	52%	PHI-100	40%	64%	-
SPA-101	69%	69%	SPA-101	68%	73%	69%
SPA-102	90%	81%	SPA-102	84%	90%	-
SPA-115	-	-	SPA-115	-	-	-
SPE-101	87%	83%	SPE-101	82%	89%	-
SPE-102	-	-	SPE-102	-	-	-
SPE-103	-	-	SPE-103	-	-	-
SPE-105	-	-	SPE-105	-	-	-
THA-110	70%	-	THA-110	-	70%	-
THA-151	-	70%	THA-151	-	70%	-
THA-191	92%	100%	THA-191	-	94%	-
THA-192	-	67%	THA-192	-	67%	-

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

The following table summarizes the detailed data described in the subsequent Retention Rate tables. The summaries were derived by averaging the percentages reported in the detailed tables. Unlike Completion Rates, Retention Rates are not evaluated against institutional-set standards. Compared to completion rates, retention rates tend to be higher because students who finish a course, even with a D or F, are counted as having been "retained". Only students who receive a grade of W (Withdraw) are considered not having been retained. Students enrolled in face-to-face sections tend to have higher retention rates than those in correspondence sections, reflecting a pattern seen as well in completion rates, as noted above in the analysis of completion rates. There are only a few online sections offered from semester to semester, so the data is not sufficient to draw conclusions.

RETENTION	2013-14	2014-15	2015-16	2016-17
Fall Semester	80%	84%	91%	88%
Spring Semester	84%	81%	87%	89%
Face to Face	89%	86%	89%	89%
Correspondence	75%	81%	82%	84%
Online	79%	72%	90%	81%

Year	2013	

Retention Rate		
	2013FA	**2014SP**
ART-105		
ART-110	100%	
ART-111		
ART-120		100%
ART-125	77%	
ART-135		
ASL-131		
ASL-132		
ASL-134		
ASL-135		
ENG-101	71%	69%
ENG-102		
ENG-103	76%	90%
ENG-120		
ENG-122		
ENG-125		
ENG-140		
FRE-101		
FRE-102		
HIS-110	75%	
HIS-120		77%
MUS-121	69%	81%
MUS-131	83%	75%
MUS-132	100%	100%
MUS-135		
MUS-137	67%	100%
MUS-141		
MUS-142		
MUS-150		
MUS-161		
MUS-162		
MUS-233		100%
MUS-234		
MUS-243		
MUS-261		
MUS-262		
PHI-100	68%	
SPA-101	87%	79%
SPA-102	86%	50%
SPA-115		
SPE-101	85%	86%

Year	2013		

Retention Rate			
	Correspondence	**Face to Face**	**Online**
ART-105			
ART-110	100%		
ART-111			
ART-120		100%	
ART-125	69%	89%	
ART-135			
ASL-131			
ASL-132			
ASL-134			
ASL-135			
ENG-101	73%	67%	67%
ENG-102			
ENG-103	75%	91%	82%
ENG-120			
ENG-122			
ENG-125			
ENG-140			
FRE-101			
FRE-102			
HIS-110	75%		
HIS-120	77%		
MUS-121	68%	96%	
MUS-131		79%	
MUS-132		100%	
MUS-135			
MUS-137		81%	
MUS-141			
MUS-142			
MUS-150			
MUS-161			
MUS-162			
MUS-233		100%	
MUS-234			
MUS-243			
MUS-261			
MUS-262			
PHI-100	68%		
SPA-101	77%		89%
SPA-102	63%		
SPA-115			
SPE-101		86%	

SPE-102		
SPE-103		91%
SPE-105		
THA-110		
THA-151		
THA-191		

SPE-102			
SPE-103		91%	
SPE-105			
THA-110			
THA-151			
THA-191			

Year	2014

Retention Rate	2014FA	2015SP
ART-105		
ART-110		92%
ART-111		
ART-120		
ART-125		69%
ART-135		
ASL-131		
ASL-132		
ASL-134		
ASL-135		
ENG-101	72%	74%
ENG-102		89%
ENG-103	84%	84%
ENG-120		
ENG-122		
ENG-125		
ENG-140		
FRE-101	79%	
FRE-102		
HIS-110	81%	78%
HIS-120		92%
MUS-121	81%	86%
MUS-131	83%	50%
MUS-132		
MUS-135		
MUS-137	86%	
MUS-141	86%	
MUS-142		
MUS-150		
MUS-161		
MUS-162		
MUS-233	100%	100%
MUS-234	100%	100%
MUS-243		

Year	2014

Retention Rate	Correspondence	Face to Face	Online
ART-105			
ART-110	92%		
ART-111			
ART-120			
ART-125	64%	82%	
ART-135			
ASL-131			
ASL-132			
ASL-134			
ASL-135			
ENG-101	94%	88%	58%
ENG-102	89%		
ENG-103	80%	89%	
ENG-120			
ENG-122			
ENG-125			
ENG-140			
FRE-101	65%	100%	
FRE-102			
HIS-110	79%		
HIS-120	92%		
MUS-121	82%	85%	
MUS-131		64%	
MUS-132			
MUS-135			
MUS-137		86%	
MUS-141		86%	
MUS-142			
MUS-150			
MUS-161			
MUS-162			
MUS-233		100%	
MUS-234		100%	
MUS-243			

MUS-261				MUS-261			
MUS-262				MUS-262			
PHI-100	64%	66%		PHI-100	61%	82%	
SPA-101	79%	79%		SPA-101	76%	85%	86%
SPA-102	93%	76%		SPA-102	84%		
SPA-115				SPA-115			
SPE-101	89%	89%		SPE-101	85%	93%	
SPE-102				SPE-102			
SPE-103	86%			SPE-103	86%		
SPE-105				SPE-105			
THA-110		67%		THA-110		67%	
THA-151		89%		THA-151		89%	
THA-191				THA-191			

Year	2015

Year	2015

Retention Rate				Retention Rate			
	2015FA	2016SP			Correspondence	Face to Face	Online
ART-105	-	-		ART-105	-	-	-
ART-110	97%	86%		ART-110	91%	-	-
ART-111	-	-		ART-111	-	-	-
ART-120	-	-		ART-120	-	-	-
ART-125	64%	61%		ART-125	60%	78%	-
ART-135	-	-		ART-135	-	-	-
ASL-131	85%	86%		ASL-131	83%	96%	-
ASL-132	95%	94%		ASL-132	94%	100%	-
ASL-134	-	-		ASL-134	-	-	-
ASL-135	-	-		ASL-135	-	-	-
ENG-101	83%	76%		ENG-101	75%	89%	-
ENG-102	-	-		ENG-102	-	-	-
ENG-103	79%	78%		ENG-103	72%	90%	-
ENG-120	-	-		ENG-120	-	-	-
ENG-122	-	-		ENG-122	-	-	-
ENG-125	-	100%		ENG-125	-	100%	-
ENG-140	-	-		ENG-140	-	-	-
FRE-101	-	-		FRE-101	-	-	-
FRE-102	-	-		FRE-102	-	-	-
HIS-110	80%	-		HIS-110	80%	-	-
HIS-120	-	92%		HIS-120	92%	-	-
MUS-121	70%	90%		MUS-121	85%	65%	-
MUS-131	80%	100%		MUS-131	-	91%	-
MUS-132	-	100%		MUS-132	-	100%	-
MUS-135	-	-		MUS-135	-	-	-
MUS-137	86%	-		MUS-137	-	86%	-
MUS-141	-	-		MUS-141	-	-	-

	2016FA	2017SP		Correspondence	Face to Face	Online
MUS-142	-	-	MUS-142	-	-	-
MUS-150	-	-	MUS-150	-	-	-
MUS-161	-	-	MUS-161	-	-	-
MUS-162	-	-	MUS-162	-	-	-
MUS-233	-	-	MUS-233	-	-	-
MUS-234	100%	-	MUS-234	-	100%	-
MUS-243	-	-	MUS-243	-	-	-
MUS-261	-	-	MUS-261	-	-	-
MUS-262	-	-	MUS-262	-	-	-
PHI-100	68%	72%	PHI-100	69%	74%	-
SPA-101	86%	87%	SPA-101	80%	90%	90%
SPA-102	89%	93%	SPA-102	91%	-	-
SPA-115	-	93%	SPA-115	93%	93%	-
SPE-101	86%	86%	SPE-101	83%	90%	-
SPE-102	-	-	SPE-102	-	-	-
SPE-103	-	86%	SPE-103	-	86%	-
SPE-105	-	-	SPE-105	-	-	-
THA-110	-	100%	THA-110	-	100%	-
THA-151	-	-	THA-151	-	-	-
THA-191	100%	83%	THA-191	-	91%	-
THA-192	100%	75%	THA-192	-	80%	-

Year	2016		Year	2016		
Retention Rate			**Retention Rate**			
	2016FA	**2017SP**		**Correspondence**	**Face to Face**	**Online**
ART-105	-	-	ART-105	-	-	-
ART-110	93%	94%	ART-110	94%	86%	-
ART-111	-	-	ART-111	-	-	-
ART-120	-	-	ART-120	-	-	-
ART-125	100%	68%	ART-125	68%	100%	-
ART-135	-	-	ART-135	-	-	-
ASL-131	92%	94%	ASL-131	94%	89%	-
ASL-132	89%	93%	ASL-132	96%	77%	-
ASL-134	92%	-	ASL-134	-	92%	-
ASL-135	-	94%	ASL-135	-	94%	-
ENG-101	75%	84%	ENG-101	78%	84%	72%
ENG-102	-	-	ENG-102	-	-	-
ENG-103	88%	84%	ENG-103	84%	93%	-
ENG-120	-	-	ENG-120	-	-	-
ENG-122	-	-	ENG-122	-	-	-
ENG-125	-	-	ENG-125	-	-	-
ENG-140	-	-	ENG-140	-	-	-
FRE-101	60%	-	FRE-101	60%	-	-
FRE-102	-	-	FRE-102	-	-	-

Course			Course			
HIS-110	92%	-	HIS-110	92%	-	-
HIS-120	-	80%	HIS-120	80%	-	-
MUS-121	88%	83%	MUS-121	85%	-	-
MUS-131	67%	71%	MUS-131	-	70%	-
MUS-132	100%	-	MUS-132	-	50%	-
MUS-135	-	-	MUS-135	-	-	-
MUS-137	100%	92%	MUS-137	-	96%	-
MUS-141	-	100%	MUS-141	-	100%	-
MUS-142	-	100%	MUS-142	-	100%	-
MUS-150	-	-	MUS-150	-	-	-
MUS-161	97%	100%	MUS-161	-	97%	-
MUS-162	-	100%	MUS-162	-	100%	-
MUS-233	-	-	MUS-233	-	-	-
MUS-234	-	-	MUS-234	-	-	-
MUS-243	-	-	MUS-243	-	-	-
MUS-261	-	-	MUS-261	-	-	-
MUS-262	-	-	MUS-262	-	-	-
PHI-100	71%	76%	PHI-100	67%	86%	-
SPA-101	86%	89%	SPA-101	85%	89%	89%
SPA-102	90%	100%	SPA-102	97%	90%	-
SPA-115	-	-	SPA-115	-	-	-
SPE-101	95%	95%	SPE-101	91%	100%	-
SPE-102	-	-	SPE-102	-	-	-
SPE-103	-	-	SPE-103	-	-	-
SPE-105	-	-	SPE-105	-	-	-
THA-110	90%	-	THA-110	-	90%	-
THA-151	-	90%	THA-151	-	90%	-
THA-191	100%	100%	THA-191	-	100%	-
THA-192	-	67%	THA-192	-	67%	-

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

Awards of the AA degree have remained fairly consistent over the past four years, with a high of 30 awards in 2015-16. The AA with Emphasis in Arts and Humanities ranks among the most popular associate degrees, evidenced by total awards over the past several years. There were nine American Sign Language certificate awards in 2016-17, following the implementation of the certificate the previous year. To date, no ESL certificates have been awarded; the ESL instructor believes many students have earned the certificate through their course work, but have not yet requested the award formally.

Name of Award	2013-2014	2014-15	2015-16	2016-17
AA, Liberal Arts, emphasis in Arts & Humanities	20	26	30	20
American Sign Language Certificate in Career Preparation	Certificate not yet in place.	Certificate not yet in place.	-0-	9

Non-Credit English as a Second Language Certificate of Completion	Certificate not yet in place.	Certificate not yet in place.	-0-	-0-

12. ENROLLMENT TRENDS

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

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

The following table and graphs summarize the enrollment data trends captured in the subsequent detailed enrollment tables.

Overall, the data shows a steady growth in duplicated enrollment over the past three years, with a slight decline in SP 2017 from the preceding semester. The number of students enrolled in correspondence sections is consistently higher than the number of students enrolled in face-to-face and online sections, reflecting the significant portion of enrollments of incarcerated students. It is noteworthy that online enrollments more than doubled—from 48 to 111—over the three-year period.

The enrollment jump in 2015-16 is attributable mostly to the addition of ASL (American Sign Language) course sections in the division; over 80% of ASL enrollments are in correspondence sections. While most disciplines continued to gain in enrollments in 2016-17, a noteworthy enrollment gain was in music courses, whose enrollments grew from 100 to 166 between 2015-16 and 2016-17.

ENROLLMENT	2014-15	2015-16	2016-17
Fall Semester	588	827	942
Spring Semester	658	829	883
Face to Face	372	433	555
Correspondence	826	1143	1159
Online	48	80	111

Enrollment Trends by Semester

Enrollment Trends by Modality and by Year
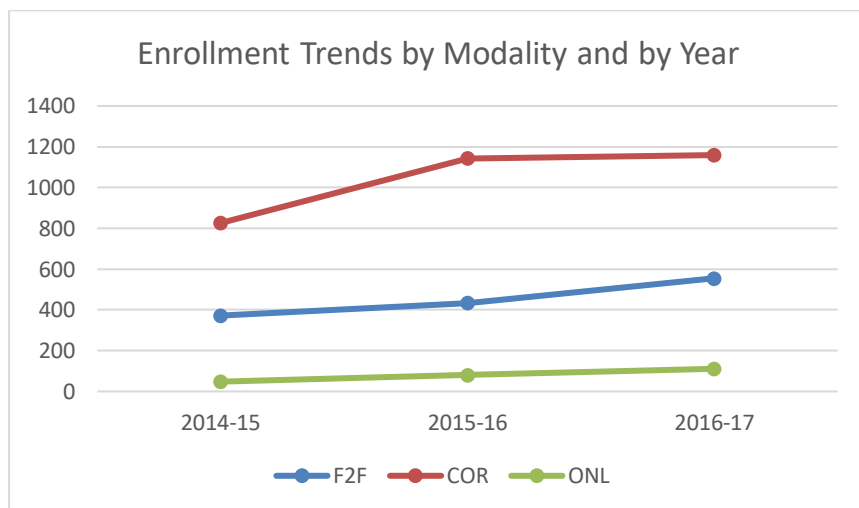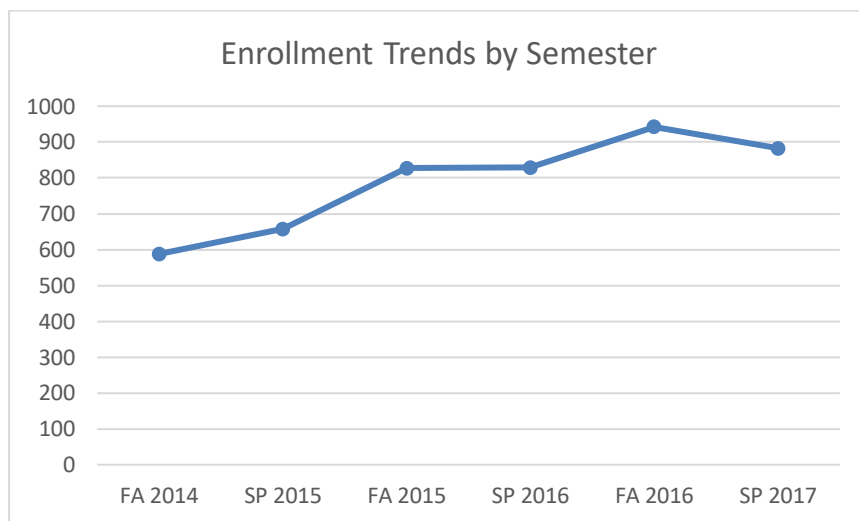
Year	2014	

Enrollment		
	2014FA	**2015SP**
ART-105	-	-
ART-110	-	36
ART-111	-	-
ART-120	-	-
ART-125	-	36
ART-135	-	-
ASL-131	-	-
ASL-132	-	-
ASL-134	-	-
ASL-135	-	-
ENG-101	130	142
ENG-102	-	9
ENG-103	38	50
ENG-120	-	-
ENG-122	-	-
ENG-125	-	-
ENG-140	-	-
FRE-101	28	-
FRE-102	-	-
HIS-110	31	27
HIS-120	-	12
MUS-121	57	37
MUS-131	6	8
MUS-132	-	-
MUS-135	-	-
MUS-137	7	-
MUS-141	7	-
MUS-142	-	-
MUS-150	-	-
MUS-161	-	-
MUS-162	-	-
MUS-233	2	1
MUS-234	1	1
MUS-243	-	-
MUS-261	-	-
MUS-262	-	-
PHI-100	70	67
SPA-101	108	86
SPA-102	15	17
SPA-115	-	-
SPE-101	38	108
SPE-102	-	-
SPE-103	50	-

Year	2014		

Enrollment			
	Correspondence	**Face to Face**	**Online**
ART-105	-	-	-
ART-110	36	-	-
ART-111	-	-	-
ART-120	-	-	-
ART-125	25	11	-
ART-135	-	-	-
ASL-131	-	-	-
ASL-132	-	-	-
ASL-134	-	-	-
ASL-135	-	-	-
ENG-101	154	106	12
ENG-102	9	-	-
ENG-103	44	44	-
ENG-120	-	-	-
ENG-122	-	-	-
ENG-125	-	-	-
ENG-140	-	-	-
FRE-101	17	11	-
FRE-102	-	-	-
HIS-110	58	-	-
HIS-120	12	-	-
MUS-121	68	26	-
MUS-131	-	14	-
MUS-132	-	-	-
MUS-135	-	-	-
MUS-137	-	7	-
MUS-141	-	7	-
MUS-142	-	-	-
MUS-150	-	-	-
MUS-161	-	-	-
MUS-162	-	-	-
MUS-233	-	3	-
MUS-234	-	2	-
MUS-243	-	-	-
MUS-261	-	-	-
MUS-262	-	-	-
PHI-100	109	28	-
SPA-101	138	20	36
SPA-102	32	-	-
SPA-115	-	-	-
SPE-101	74	72	-
SPE-102	-	-	-
SPE-103	50	-	-

SPE-105	-	-
THA-110	-	12
THA-151	-	9
THA-191	-	-
THA-192	-	-

SPE-105	-	-	-
THA-110	-	12	-
THA-151	-	9	-
THA-191	-	-	-
THA-192	-	-	-

Year	2015

Year	2015

Enrollment	2015FA	2016SP
ART-105	-	-
ART-110	34	42
ART-111	-	-
ART-120	-	-
ART-125	28	23
ART-135	-	-
ASL-131	172	153
ASL-132	58	70
ASL-134	-	-
ASL-135	-	-
ENG-101	125	122
ENG-102	-	-
ENG-103	57	54
ENG-120	-	-
ENG-122	-	-
ENG-125	-	9
ENG-140	-	-
FRE-101	-	-
FRE-102	-	-
HIS-110	25	-
HIS-120	-	24
MUS-121	37	41
MUS-131	5	6
MUS-132	-	2
MUS-135	-	-
MUS-137	7	-
MUS-141	-	-
MUS-142	-	-
MUS-150	-	-
MUS-161	-	-
MUS-162	-	-
MUS-233	-	-

Enrollment	Correspondence	Face to Face	Online
ART-105	-	-	-
ART-110	76	-	-
ART-111	-	-	-
ART-120	-	-	-
ART-125	42	9	-
ART-135	-	-	-
ASL-131	268	57	-
ASL-132	112	16	-
ASL-134	-	-	-
ASL-135	-	-	-
ENG-101	167	80	-
ENG-102	-	-	-
ENG-103	72	39	-
ENG-120	-	-	-
ENG-122	-	-	-
ENG-125	-	9	-
ENG-140	-	-	-
FRE-101	-	-	-
FRE-102	-	-	-
HIS-110	25	-	-
HIS-120	24	-	-
MUS-121	61	17	-
MUS-131	-	11	-
MUS-132	-	2	-
MUS-135	-	-	-
MUS-137	-	7	-
MUS-141	-	-	-
MUS-142	-	-	-
MUS-150	-	-	-
MUS-161	-	-	-
MUS-162	-	-	-
MUS-233	-	-	-

MUS-234	2	-	MUS-234	-	2	-
MUS-243	-	-	MUS-243	-	-	-
MUS-261	-	-	MUS-261	-	-	-
MUS-262	-	-	MUS-262	-	-	-
PHI-100	60	53	PHI-100	86	27	-
SPA-101	106	93	SPA-101	69	50	80
SPA-102	18	15	SPA-102	33	-	-
SPA-115	-	28	SPA-115	14	14	-
SPE-101	87	79	SPE-101	94	72	-
SPE-102	-	-	SPE-102	-	-	-
SPE-103	-	-	SPE-103	-	-	-
SPE-105	-	-	SPE-105	-	-	-
THA-110	-	5	THA-110	-	5	-
THA-151	-	-	THA-151	-	-	-
THA-191	5	6	THA-191	-	11	-
THA-192	1	4	THA-192	-	5	-

Year	2016

Year	2016

Enrollment			Enrollment	Correspondence	Face to Face	Online
	2016FA	2017SP				
ART-105	-	-	ART-105	-	-	-
ART-110	60	64	ART-110	117	7	-
ART-111	-	-	ART-111	-	-	-
ART-120	-	-	ART-120	-	-	-
ART-125	10	22	ART-125	22	10	-
ART-135	-	-	ART-135	-	-	-
ASL-131	127	138	ASL-131	220	45	-
ASL-132	62	60	ASL-132	92	30	-
ASL-134	26	-	ASL-134	-	26	-
ASL-135	-	16	ASL-135	-	16	-
ENG-101	124	153	ENG-101	170	89	18
ENG-102	-	-	ENG-102	-	-	-
ENG-103	86	51	ENG-103	91	46	-
ENG-120	-	-	ENG-120	-	-	-
ENG-122	-	-	ENG-122	-	-	-
ENG-125	-	-	ENG-125	-	-	-
ENG-140	-	-	ENG-140	-	-	-
FRE-101	25	-	FRE-101	25	-	-
FRE-102	-	-	FRE-102	-	-	-
HIS-110	24	-	HIS-110	24	-	-
HIS-120	-	20	HIS-120	20	-	-
MUS-121	42	46	MUS-121	88	-	-
MUS-131	3	7	MUS-131	-	10	-
MUS-132	1	1	MUS-132	-	2	-
MUS-135	-	-	MUS-135	-	-	-
MUS-137	11	12	MUS-137	-	23	-
MUS-141	-	6	MUS-141	-	6	-

MUS-142	-	2	MUS-142	-	2	-
MUS-150	-	-	MUS-150	-	-	-
MUS-161	29	3	MUS-161	-	32	-
MUS-162	-	3	MUS-162	-	3	-
MUS-233	-	-	MUS-233	-	-	-
MUS-234	-	-	MUS-234	-	-	-
MUS-243	-	-	MUS-243	-	-	-
MUS-261	-	-	MUS-261	-	-	-
MUS-262	-	-	MUS-262	-	-	-
PHI-100	41	29	PHI-100	48	22	-
SPA-101	130	118	SPA-101	100	55	93
SPA-102	20	21	SPA-102	31	10	-
SPA-115	-	-	SPA-115	-	-	-
SPE-101	99	92	SPE-101	111	80	-
SPE-102	-	-	SPE-102	-	-	-
SPE-103	-	-	SPE-103	-	-	-
SPE-105	-	-	SPE-105	-	-	-
THA-110	10	-	THA-110	-	10	-
THA-151	-	10	THA-151	-	10	-
THA-191	12	6	THA-191	-	18	-
THA-192	-	3	THA-192	-	3	-

13. FINANCIAL TRENDS

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

Summary Comments:

The following comments summarize the detailed commentary on financial data that appears in subsequent tables:

1. Overload salaries and benefits. A significant amount of overload has been paid out in each of the preceding five years in these disciplines: ENG, ESL and SPA. In each year, with the exception of 2015-16, no dollar amount was budgeted at all for overload salaries and benefits in those disciplines.

   Suggested Action: Consult with division faculty, Instruction Office, Budget and Planning Committee and the Business Office to determine why overload was paid out, while, in most cases, it was not in the budget. Evaluate the need for additional instructors in these areas, full-time or adjunct.

2. Unclear budgeting practices.   Art is taught by adjunct instructors, and the budget data shows that expenditures were made in each of the preceding five years. However, in two of those years, 2013-14 and 2014-15, no dollar amounts were budgeted, though expenditures were made. Also, ESL is taught by a full-time faculty member, yet the year-to-year budget practices are radically inconsistent: benefits budgeted but no salaries (2012-13); no salaries or benefits budgeted (2014-15 and 2016-17); no salaries or benefits budgeted, but a whopping $400,000 was budgeted for overload, of which less than 20% was actually spent (2014-15).

   Suggested Action: These inconsistencies and peculiarities need to be addressed by the division, Budget and Planning Committee and the Business Office.

3. <u>ASL (American Sign Language) was left out of the financial reports</u>. ASL became a discipline taught by the division in 2015 and should be part of its financial reports. Also of note, there is no budget information for music (MUS) in 2015-16.

   <u>Suggested Action:</u> Consult with the Budget and Planning Committee and the Business Office to determine the budget for the ASL discipline and determine why it was omitted from the data supplied to the division. Determine if financial data is available for MUS in 2015-16.

4. <u>Money left on the table.</u> In more than a few instances, money was not spent in areas faculty actually have some control over, namely, Supplies, Contracts, and—significantly—Professional Growth (a mere $100 was spent out of $2500 available, in this area, in 2016-17.)

   <u>Suggested Action:</u> Faculty need to have better understanding of their own budgets, and take full advent
   age of opportunities, such as Professional Growth.

Year	2012-2013

Row Labels	Budgeted	Expended	Difference	Variation	Division Comments
ART					
Salaries	$28,249.20	$33,117.00	-$4,867.80	17.23%	Art is taught only by adjuncts; budgets are estimates of salary expense for the year.
Benefits	$3,467.64	$3,872.00	-$404.36	11.66%	
Revenue	$0.00	-$234.00	$234.00	100.00%	
ENG					
Salaries	$328,561.00	$348,695.92	-$20,134.92	6.13%	Some supplies money was left on the table.
Benefits	$115,694.97	$117,886.01	-$2,191.04	1.89%	
Overload Salaries	$0.00	$13,563.00	-$13,563.00	100.00%	
Overload Benefits	$0.00	$1,665.72	-$1,665.72	100.00%	
Supplies	$150.00	$94.81	$55.19	-36.79%	
ESL					
Salaries	$0.00	$11,951.31	-$11,951.31	100.00%	It's not clear why salaries aren't budgeted, but benefits are. There is one FT ESL instructor.
Benefits	$1,346.00	$2,522.20	-$1,176.20	87.38%	
Overload Salaries	$0.00	$7,627.50	-$7,627.50	100.00%	
Overload Benefits	$0.00	$916.15	-$916.15	100.00%	
FRE					
	-	-	-	-	
MUS					
Salaries	$0.00	$15,739.72	-$15,739.72	100.00%	This year, there was one adjunct instructor teaching music.
Benefits	$0.00	$1,927.16	-$1,927.16	100.00%	
Books/Magazines	$100.00	$0.00	$100.00	-100.00%	
PHI					One FT division instructor teaches PHI in another division, in addition to teaching English.
Salaries	$0.00	$17,358.75	-$17,358.75	100.00%	
Benefits	$2,224.00	$1,900.00	$324.00	-14.57%	
SPA					
Salaries	$63,527.00	$33,669.30	$29,857.70	-47.00%	One FT Spanish instructor also teaches sociology in another division; this could explain why salaries were underspent. Overload was not event budgeted.
Benefits	$21,883.00	$17,842.51	$4,040.49	-18.46%	
Overload Salaries	$0.00	$3,582.00	-$3,582.00	100.00%	
Overload Benefits	$0.00	$439.99	-$439.99	100.00%	
Supplies	$0.00	$65.37	-$65.37	100.00%	
SPE					
Salaries	$14,669.00	$18,592.40	-$3,923.40	26.75%	Speech instructor also teaches English. The difference might have resulted from an underestimate of time teaching speech vs. English.
Benefits	$4,628.00	$4,725.42	-$97.42	2.11%	
Overload Salaries	$0.00	$1,512.00	-$1,512.00	100.00%	
Overload Benefits	$0.00	$185.71	-$185.71	100.00%	
Supplies	$25.00	$0.00	$25.00	-100.00%	
THA					
Salaries	$0.00	$638.40	-$638.40	100.00%	Some of the expenditures may be associated with the grand opening of the Fine and Performing Arts Center. Otherwise, there was no formal theatre program at the time.
Benefits	$0.00	$78.42	-$78.42	100.00%	
Books/Magazines	$100.00	$0.00	$100.00	-100.00%	
Postage	$100.00	$45.78	$54.22	-54.22%	
Supplies	$100.00	$0.00	$100.00	-100.00%	

Year	2013-2014

Row Labels	Budgeted	Expended	Difference	Variation	Division Comments
ART					
Salaries	$0.00	$17,183.60	-$17,183.60	100.00%	Unlike the preceding year, there was no budget this year for adjuncts in art.
Benefits	$0.00	$1,944.18	-$1,944.18	100.00%	
ENG					

Row Labels	Budgeted	Expended	Difference	Variation	Comments
Salaries	$346,927.00	$341,181.80	$5,745.20	-1.66%	Notable is the unbudgeted expenditure for overload.
Benefits	$114,712.00	$108,821.85	$5,890.15	-5.13%	
Overload Salaries	$0.00	$17,370.00	-$17,370.00	100.00%	
Overload Benefits	$0.00	$1,965.07	-$1,965.07	100.00%	
Supplies	$231.64	$206.69	$24.95	-10.77%	
ESL					
Salaries	$53,262.00	$11,562.98	$41,699.02	-78.29%	Salaries were budgeted, but not fully utilized. Notable is the unbudgeted, yet significant expenditure in overload. There is one FT ESL instructor.
Benefits	$12,001.00	$1,318.03	$10,682.97	-89.02%	
Overload Salaries	$0.00	$35,392.50	-$35,392.50	100.00%	
Overload Benefits	$0.00	$3,660.09	-$3,660.09	100.00%	
Supplies	$1,500.00	$555.04	$944.96	-63.00%	
FRE					
	-	-	-	-	
MUS					
Salaries	$54,985.00	$51,653.00	$3,332.00	-6.06%	We do not know what "Constants" are.
Benefits	$20,787.00	$19,850.48	$936.52	-4.51%	
Constants	$100.00	$125.00	-$25.00	25.00%	
PHI					
Salaries	$0.00	$19,328.20	-$19,328.20	100.00%	1 FT English instructor in the division teaches PHI under another division.
Benefits	$0.00	$3,853.05	-$3,853.05	100.00%	
SPA					
Salaries	$34,679.00	$39,259.20	-$4,580.20	13.21%	What stands out here is the unbudgeted, yet significant amount of overload paid out.
Benefits	$13,460.00	$14,567.25	-$1,107.25	8.23%	
Overload Salaries	$0.00	$11,070.00	-$11,070.00	100.00%	
Overload Benefits	$0.00	$1,252.47	-$1,252.47	100.00%	
SPE					
Salaries	$12,743.00	$29,984.00	-$17,241.00	135.30%	Since the speech instructor also teaches English, the split in the actual teaching time between those disciplines may have been off a bit. Some supplies money left on the table.
Benefits	$4,517.00	$8,464.12	-$3,947.12	87.38%	
Overload Salaries	$0.00	$360.00	-$360.00	100.00%	
Overload Benefits	$0.00	$40.74	-$40.74	100.00%	
Supplies	$25.00	$0.00	$25.00	-100.00%	
THA					
Books/Magazines	$100.00	$0.00	$100.00	-100.00%	Some money left on the table; at the time, the theatre program had not yet started up.
Postage	$100.00	$0.00	$100.00	-100.00%	
Supplies	$100.00	$0.00	$100.00	-100.00%	

Year	2014-2015

Row Labels	Budgeted	Expended	Difference	Variation	Division Comments
ART					
Salaries	$0.00	$13,566.00	-$13,566.00	100.00%	As noted earlier, art courses are taught by adjuncts only.
Benefits	$0.00	$1,650.32	-$1,650.32	100.00%	
Supplies	$137.15	$137.15	$0.00	0.00%	
ENG					
Salaries	$344,202.00	$284,594.07	$59,607.93	-17.32%	Of note are the large expenditures in overload salaries and benefits.
Benefits	$101,623.00	$94,273.11	$7,349.89	-7.23%	
Overload Salaries	$0.00	$42,723.46	-$42,723.46	100.00%	
Overload Benefits	$0.00	$5,171.28	-$5,171.28	100.00%	
Supplies	$115.00	$64.79	$50.21	-43.66%	

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ESL					
Salaries	$0.00	$9,683.44	-$9,683.44	100.00%	As noted, it isn't clear why no salaries or benefits were budgeted, but a substantial amount was budgeted for overload, of which only a small portion was actually used.
Benefits	$0.00	$1,016.98	-$1,016.98	100.00%	
Overload Salaries	$400,000.00	$73,119.60	$326,880.40	-81.72%	
Overload Benefits	$51,000.00	$8,578.92	$42,421.08	-83.18%	
Supplies	$4,915.85	$3,447.44	$1,468.41	-29.87%	
FRE					
Salaries	$0.00	$9,465.70	-$9,465.70	100.00%	Likely, French was not budget since it is hardly ever offered and is taught by an instructor from another division.
Benefits	$0.00	$1,311.25	-$1,311.25	100.00%	
MUS					
Salaries	$56,442.00	$56,442.00	$0.00	0.00%	Benefits expenditures seem out of proportion to actual salaries paid.
Benefits	$6,385.00	$19,494.60	-$13,109.60	205.32%	
PHI					
Salaries	$15,145.00	$37,528.50	-$22,383.50	147.79%	The larger-than-budgeted items might have resulted from sections added to the schedule.
Benefits	$4,235.00	$9,739.30	-$5,504.30	129.97%	
SPA					
Salaries	$41,006.00	$56,506.85	-$15,500.85	37.80%	Of note is the amount of overload expenditures.
Benefits	$13,773.00	$20,635.67	-$6,862.67	49.83%	
Overload Salaries	$0.00	$32,337.00	-$32,337.00	100.00%	
Overload Benefits	$0.00	$3,933.61	-$3,933.61	100.00%	
SPE					
Salaries	$31,318.00	$28,615.85	$2,702.15	-8.63%	
Benefits	$9,658.00	$7,420.41	$2,237.59	-23.17%	
Overload Salaries	$0.00	$1,765.70	-$1,765.70	100.00%	
Overload Benefits	$0.00	$212.63	-$212.63	100.00%	
Supplies	$100.00	$0.00	$100.00	-100.00%	
THA					
Salaries	$0.00	$16,058.20	-$16,058.20	100.00%	The theatre program was just getting started in this year.
Benefits	$0.00	$3,769.64	-$3,769.64	100.00%	
Contracts	$561.00	$404.65	$156.35	-27.87%	
Equipment	$39.00	$39.00	$0.00	0.00%	

Year	2015-2016

Row Labels	Budgeted	Expended	Difference	Variation	Division Comments
ART					
Salaries	$10,500.00	$28,329.00	-$17,829.00	169.80%	Art is taught by adjuncts, and the budgeted amount are estimates of what is to be spent.
Benefits	$1,471.00	$3,985.08	-$2,514.08	170.91%	
ENG					
Salaries	$294,413.00	$301,762.70	-$7,349.70	2.50%	
Benefits	$97,195.00	$105,513.09	-$8,318.09	8.56%	
Overload Salaries	$29,000.00	$31,860.00	-$2,860.00	9.86%	Overload expenditures are noteworthy.
Overload Benefits	$4,066.00	$4,480.76	-$414.76	10.20%	
Copying/Printing	$0.00	$20.16	-$20.16	100.00%	

Supplies	$665.00	$394.33	$270.67	-40.70%	
ESL					
Salaries	$9,000.00	$35,401.55	-$26,401.55	293.35%	ESL budgeting process needs to be clarified, especially since there is one FT ESL instructor on staff.
Benefits	$1,263.00	$4,594.56	-$3,331.56	263.78%	
Overload Salaries	$39,225.00	$101,853.90	-$62,628.90	159.67%	
Overload Benefits	$5,497.00	$13,153.54	-$7,656.54	139.29%	
Copying/Printing	$0.00	$14.08	-$14.08	100.00%	
Supplies	$8,500.00	$6,188.45	$2,311.55	-27.19%	
FRE					
	-	-	-	-	
MUS					
Salaries	$178,332.00	$68,783.45	$109,548.55	-61.43%	New music instructor started this year; the budgeted amounts overestimated what the actual would be.
Benefits	$32,733.00	$27,145.93	$5,587.07	-17.07%	
Advertising	$50.00	$0.00	$50.00	-100.00%	
Contracts	$300.00	$300.00	$0.00	0.00%	
Equipment	$0.00	$500.00	-$500.00	100.00%	Equipment and services budgets likely were established before the new instructor started.
Services	$100.00	$0.00	$100.00	-100.00%	
PHI					
Salaries	$40,703.00	$43,834.50	-$3,131.50	7.69%	
Benefits	$12,546.00	$13,007.99	-$461.99	3.68%	
SPA					
Salaries	$56,725.00	$55,699.55	$1,025.45	-1.81%	
Benefits	$21,926.00	$24,028.21	-$2,102.21	9.59%	
Overload Salaries	$32,000.00	$21,384.00	$10,616.00	-33.18%	Overload expenditures are noteworthy.
Overload Benefits	$4,485.00	$3,008.12	$1,476.88	-32.93%	
Copying/Printing	$0.00	$2.13	-$2.13	100.00%	
Equipment	$0.00	$900.00	-$900.00	100.00%	
Supplies	$266.20	$121.20	$145.00	-54.47%	
SPE					
Salaries	$28,659.00	$40,040.70	-$11,381.70	39.71%	
Benefits	$7,413.00	$12,169.24	-$4,756.24	64.16%	
Overload Salaries	$1,000.00	$4,050.00	-$3,050.00	305.00%	
Overload Benefits	$141.00	$569.73	-$428.73	304.06%	
Supplies	$250.00	$191.60	$58.40	-23.36%	
THA					
Salaries	$32,823.00	$24,839.10	$7,983.90	-24.32%	Theatre program is now in place, taught by a FT instructor in English, who had to make schedule adjustments between the two disciplines.
Benefits	$10,882.00	$10,036.56	$845.44	-7.77%	
Advertising	$0.00	$45.00	-$45.00	100.00%	
Conferences	$263.40	$263.40	$0.00	0.00%	
Contracts	$2,404.80	$336.60	$2,068.20	-86.00%	Money left on the table.

Postage	$0.00	$22.41	-$22.41	100.00%	
Supplies	$2,931.80	$0.00	$2,931.80	-100.00%	Money left on the table.

Year	2016-2017

Row Labels	Budgeted	Expended	Difference	Variation	Division Comments
ART					
Salaries	$31,250.93	$31,250.93	$0.00	0.00%	Budgeted amount appears to have been created to match the expenditure.
Benefits	$4,737.69	$4,737.69	$0.00	0.00%	
Division					
Professional Growth	$2,500.00	$100.00	$2,400.00	-96.00%	A substantial amount of money left on the table, for an important item.
Supplies	$250.00	$0.00	$250.00	-100.00%	
ENG					
Salaries	$308,570.00	$331,609.23	-$23,039.23	7.47%	
Benefits	$114,676.00	$115,794.74	-$1,118.74	0.98%	
Overload Salaries	$0.00	$20,079.50	-$20,079.50	100.00%	Overload is noteworthy.
Overload Benefits	$0.00	$3,174.23	-$3,174.23	100.00%	
Copying/Printing	$0.00	$77.99	-$77.99	100.00%	
ESL					
Salaries	$0.00	$38,240.50	-$38,240.50	100.00%	
Benefits	$0.00	$5,119.02	-$5,119.02	100.00%	
Overload Salaries	$0.00	$99,860.46	-$99,860.46	100.00%	Overload is noteworthy.
Overload Benefits	$0.00	$15,032.03	-$15,032.03	100.00%	
Copying/Printing	$0.00	$124.25	-$124.25	100.00%	
FRE					
Salaries	$12,359.55	$12,359.55	$0.00	0.00%	Budgeted amount appears to have been created to match the expenditure.
Benefits	$4,351.44	$4,351.44	$0.00	0.00%	
MUS					A FT music instructor was in place this year; it isn't clear why there is no budget for this item.
	-	-	-	-	
PHI					
Salaries	$31,928.75	$31,928.75	$0.00	0.00%	Budgeted amount appears to have been created to match the expenditure.
Benefits	$10,518.27	$10,518.27	$0.00	0.00%	
SPA					
Salaries	$65,272.00	$76,133.14	-$10,861.14	16.64%	
Benefits	$28,045.00	$31,528.60	-$3,483.60	12.42%	
Overload Salaries	$0.00	$19,620.00	-$19,620.00	100.00%	Overload is noteworthy.
Overload Benefits	$0.00	$3,102.43	-$3,102.43	100.00%	
Copying/Printing	$0.00	$32.16	-$32.16	100.00%	
Equipment	$0.00	-$900.00	$900.00	100.00%	
SPE					
Salaries	$30,226.77	$30,226.77	$0.00	0.00%	
Benefits	$9,214.23	$9,214.23	$0.00	0.00%	

Overload Salaries	$0.00	$706.32	-$706.32	100.00%	
Overload Benefits	$0.00	$111.69	-$111.69	100.00%	
THA					
Salaries	$15,231.00	$51,387.83	-$36,156.83	237.39%	Theatre program is now in place, taught by a FT instructor in English, who had to make schedule adjustments between the two disciplines.
Benefits	$5,622.00	$17,290.80	-$11,668.80	207.56%	
Supplies	$2,932.00	$0.00	$2,932.00	-100.00%	

14. FACILITIES AND EQUIPMENT

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

Facilities, including classrooms, offices and equipment, are adequate to support the degree and certificate programs, with these exceptions:

i.   There is an urgent need to implement eLumen especially for SLO assessment, but also for curriculum and program review.

ii. Work with the administration to resolve storage needs in the theater scene shop, namely, removing the non-performing arts items stored, such as classroom desks which take up approximately one-third of the available space in the loft, new office chairs not yet placed in offices, and surplus items such as old Xerox machines. This will free up space not only for the technical theatre classes but for performances featuring PVC students as well as non-college performers using our facility.

iii. Work with the administration to design and implement work and storage spaces in the scene shop in order to make use of previously-purchased equipment that has never been used and is currently stored in the vocational technology building. Such equipment includes various types of power tools, including miter saws. Permanent or semi-permanent worktables and secure storage spaces are needed for paints, hazardous materials, lumber, props, and costumes.

iv. Work with the administration to install a sink in the scene shop, to be used for cleaning paint brushes and other materials used in creating sets, scenery, and props. Various groups of people, including PVC classes, have been using the mop sink, which is ineffective and certainly non-ADA compliant for students with mobility difficulties. The only counter and cupboards in the scene shop have plumbing installed in the wall that should make such installation more economical than starting from scratch.

v.   Work with the administration to begin using the "green room" for the purpose for which it was originally designed, which is clearly a drama classroom and/or small black box theater. The installation of separate, portable, and less-expensive lighting and sound systems would provide capabilities for students to learn to operate such systems. It is very difficult for technical theatre students to learn even basic sound and lighting techniques when the equipment is being used by outside organizations. Fitting out the "green room" as a black box theater would also provide a more appropriate space for intimate productions as well as more frequently freeing up the main stage for outside groups.

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

Implement facilities improvements enumerated above in Section 14 Facilities and Equipment, items a.i-v.

APPENDIX I
Aggregated SLO Assessment Data
(Seq column: 1=FA 2014; 2=SP 2015; 3=FA 2015; 4=SP 2016)

Seq			PLO #1 (GE)	PLO #2 (AA)	% Met SLO #1	% Met SLO #2	% Met SLO #3	% Met SLO #4	Total Met SLO #1	Total Met SLO #2	Total Met SLO #3	Total Met SLO #4	Total Assessed SLO #1	Total Assessed SLO #2	Total Assessed SLO #3	Total Assesed SLO #4	Total # Met	Total # Assessed	% Met / Assessed
1	2014 Fall	ABE 090			1.00	1.00	#DIV/0!	#DIV/0!	25	25			25	25			50	50	1.00
1	2014 Fall	ENG 080			0.60	1.00	0.70	#DIV/0!	6	10	7		10	10	10		23	30	0.77
1	2014 Fall	ENG 081			1.00	0.95	0.95	#DIV/0!	19	18	18		19	19	19		55	57	0.96
1	2014 Fall	ENG 082			0.64	0.64	0.85	#DIV/0!	18	18	11		28	28	13		47	69	0.68
1	2014 Fall	ENG 087			0.75	0.70	0.70	#DIV/0!	15	14	14		20	20	20		43	60	0.72
1	2014 Fall	ENG 088			0.84	1.00	1.00	#DIV/0!	31	22	22		37	22	22		75	81	0.93
1	2014 Fall	ENG 089			0.60	1.00	0.70	#DIV/0!	6	10	7		10	10	10		23	30	0.77
1	2014 Fall	ENG 096			0.92	0.54	#DIV/0!	#DIV/0!	12	7			13	13			19	26	0.73
1	2014 Fall	ENG 099			0.73	0.73	0.78	#DIV/0!	37	37	20		51	51	27		94	129	0.73
1	2014 Fall	ENG 101	1		0.75	0.80	0.78	#DIV/0!	62	66	128		83	82	165		256	330	0.78
1	2014 Fall	ENG 103	1		0.93	0.93	0.93	#DIV/0!	26	26	52		28	28	56		104	112	0.93
1	2014 Fall	ESL 080			1.00	1.00	1.00	#DIV/0!	8	8	8		8	8	8		24	24	1.00
1	2014 Fall	ESL 081			1.00	1.00	1.00	#DIV/0!	12	12	12		12	12	12		36	36	1.00
1	2014 Fall	ESL 083			1.00	1.00	#DIV/0!	#DIV/0!	5	5			5	5			10	10	1.00
1	2014 Fall	ESL 097			1.00	1.00	1.00	#DIV/0!	5	5	5		5	5	5		15	15	1.00
1	2014 Fall	FRE 101	1	1				#DIV/0!									0	0	#DIV/0!
1	2014 Fall	MUS 121	1	1	0.56	0.67	0.61	#DIV/0!	5	6	11		9	9	18		22	36	0.61
1	2014 Fall	MUS 131		1	1.00	1.00	1.00	#DIV/0!	3	3	6		3	3	6		12	12	1.00
1	2014 Fall	MUS 137	1	1	1.00	0.80	0.90	#DIV/0!	5	4	9		5	5	10		18	20	0.90
1	2014 Fall	MUS 141	1	1	1.00	1.00	1.00	#DIV/0!	4	4	8		4	4	8		16	16	1.00
1	2014 Fall	MUS 233		1				#DIV/0!									0	0	#DIV/0!
1	2014 Fall	MUS 234	1	1	1.00	1.00	1.00	#DIV/0!	1	1	2		1	1	2		4	4	1.00
1	2014 Fall	NBE 070						#DIV/0!									0	0	#DIV/0!
1	2014 Fall	NBE 080						#DIV/0!									0	0	#DIV/0!
1	2014 Fall	RDG 082			0.71	0.29	#DIV/0!	#DIV/0!	5	2			7	7			7	14	0.50
1	2014 Fall	RDG 084			0.67	0.90	#DIV/0!	#DIV/0!	6	9			9	10			15	19	0.79
1	2014 Fall	RDG 086			0.75	1.00	#DIV/0!	#DIV/0!	12	16			16	16			28	32	0.88
1	2014 Fall	RDG 096			0.64	0.64	#DIV/0!	#DIV/0!	7	7			11	11			14	22	0.64
1	2014 Fall	SPA 101	1	1	0.79	0.80	0.79	#DIV/0!	46	47	93		58	59	117		186	234	0.79
1	2014 Fall	SPA 102	1	1				#DIV/0!									0	0	#DIV/0!
1	2014 Fall	SPE 101	1	1	0.91	0.88	0.90	#DIV/0!	31	30	61		34	34	68		122	136	0.90
1	2014 Fall	SPE 103	1	1				#DIV/0!									0	0	#DIV/0!

Seq	Term	Course	PLO #1 (GE)	PLO #2 (AA)	% Met SLO #1	% Met SLO #2	% Met SLO #3	% Met SLO #4	Total Met SLO #1	Total Met SLO #2	Total Met SLO #3	Total Met SLO #4	Total Assessed SLO #1	Total Assessed SLO #2	Total Assessed SLO #3	Total Assesed SLO #4	Total # Met	Total # Assessed	% Met / Assessed
2	2015 Spr	ABE 081			0.94	0.94	#DIV/0!	#DIV/0!	30	30			32	32			60	64	0.94
2	2015 Spr	ABE 090			1.00	1.00	#DIV/0!	#DIV/0!	12	12			12	12			24	24	1.00
2	2015 Spr	ART 110	1	1	0.90	0.90	0.90	#DIV/0!	27	27	54		30	30	60		108	120	0.90
2	2015 Spr	ART 125	1	1	1.00	#DIV/0!	1.00	#DIV/0!	9		9		9		9		18	18	1.00
2	2015 Spr	ENG 081			0.82	0.83	0.71	#DIV/0!	18	19	10		22	23	14		47	59	0.80
2	2015 Spr	ENG 082			0.81	0.81	0.76	#DIV/0!	21	21	13		26	26	17		55	69	0.80
2	2015 Spr	ENG 087			0.82	0.83	0.71	#DIV/0!	18	19	10		22	23	14		47	59	0.80
2	2015 Spr	ENG 088			0.81	0.81	0.76	#DIV/0!	21	21	13		26	26	17		55	69	0.80
2	2015 Spr	ENG 096			0.93	0.93	0.93	#DIV/0!	13	13	13		14	14	14		39	42	0.93
2	2015 Spr	ENG 099			0.65	0.65	0.63	#DIV/0!	37	17	25		57	26	40		79	123	0.64
2	2015 Spr	ENG 101	1		0.80	0.75	0.77	#DIV/0!	47	44	91		59	59	118		182	236	0.77
2	2015 Spr	ENG 102	1	1	1.00	1.00	1.00	#DIV/0!	8	8	16		8	8	16		32	32	1.00
2	2015 Spr	ENG 103	1		0.93	0.90	0.92	#DIV/0!	39	38	77		42	42	84		154	168	0.92
2	2015 Spr	ESL 080			1.00	1.00	1.00	#DIV/0!	2	2	2		2	2	2		6	6	1.00
2	2015 Spr	ESL 081			1.00	1.00	1.00	#DIV/0!	7	7	7		7	7	7		21	21	1.00
2	2015 Spr	ESL 082			1.00	1.00	1.00	#DIV/0!	8	8	8		8	8	8		24	24	1.00
2	2015 Spr	MUS 121	1	1	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!									0	0	#DIV/0!
2	2015 Spr	MUS 131	1	1	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!									0	0	#DIV/0!
2	2015 Spr	MUS 233		1	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!									0	0	#DIV/0!
2	2015 Spr	MUS 234	1	1	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!									0	0	#DIV/0!
2	2015 Spr	MUS 280			#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!									0	0	#DIV/0!
2	2015 Spr	NBE 028			#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!									0	0	#DIV/0!
2	2015 Spr	NBE 070			0.89	0.89	0.89	#DIV/0!	49	49	49		55	55	55		147	165	0.89
2	2015 Spr	RDG 096			0.57	0.70	0.68	#DIV/0!	17	21	19		30	30	28		57	88	0.65
2	2015 Spr	RDG 084			0.57	0.57	0.57	#DIV/0!	4	4	4		7	7	7		12	21	0.57
2	2015 Spr	RDG 086			0.43	0.71	0.71	#DIV/0!	6	10	10		14	14	14		26	42	0.62
2	2015 Spr	SPA 101	1	1	0.92	0.92	0.92	#DIV/0!	46	46	92		50	50	100		184	200	0.92
2	2015 Spr	SPA 102	1	1	1.00	1.00	1.00	#DIV/0!	11	11	22		11	11	22		44	44	1.00
2	2015 Spr	SPE 1O1	1	1	0.98	0.87	0.93	#DIV/0!	85	76	161		87	87	174		322	348	0.93
2	2015 Spr	THA 110	1	1	1.00	0.86	0.92	#DIV/0!	5	6	11		5	7	12		22	24	0.92
2	2015 Spr	THA 151	1	1	1.00	0.67	0.83	#DIV/0!	6	4	10		6	6	12		20	24	0.83

Seq	Term	Course	PLO #1 (GE)	PLO #2 (AA)	% Met SLO #1	% Met SLO #2	% Met SLO #3	% Met SLO #4	Total Met SLO #1	Total Met SLO #2	Total Met SLO #3	Total Met SLO #4	Total Assessed SLO #1	Total Assessed SLO #2	Total Assessed SLO #3	Total Assesed SLO #4	Total # Met	Total # Assessed	% Met / Assessed
3	2015 Fall	ABE 081			1.00	1.00	#DIV/0!	#DIV/0!	10	10			10	10			20	20	1.00
3	2015 Fall	ABE 090			1.00	1.00	#DIV/0!	#DIV/0!	16	16			16	16			32	32	1.00
3	2015 Fall	ART 125	1	1	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!									0	0	#DIV/0!
3	2015 Fall	ASL 131	1	1	0.81	0.81	0.81	#DIV/0!	47	47	47		58	58	58		141	174	0.81
3	2015 Fall	ASL 132	1	1	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!									0	0	#DIV/0!
3	2015 Fall	ENG 081			0.84	0.92	0.56	#DIV/0!	21	23	14		25	25	25		58	75	0.77
3	2015 Fall	ENG 082			0.76	0.76	0.72	0.09	19	19	18	1	25	25	25	11	57	86	0.66
3	2015 Fall	ENG 087			0.84	0.56	0.93	#DIV/0!	21	14	14		25	25	15		49	65	0.75
3	2015 Fall	ENG 088			0.76	0.48	0.79	#DIV/0!	19	12	11		25	25	14		42	64	0.66
3	2015 Fall	ENG 095			0.40	0.40	0.40	#DIV/0!	4	4	4		10	10	10		12	30	0.40
3	2015 Fall	ENG 096			0.66	0.55	0.74	0.73	21	16	23	11	32	29	31	15	71	107	0.66
3	2015 Fall	ENG 099			0.76	0.66	0.80	#DIV/0!	45	39	47		59	59	59		131	177	0.74
3	2015 Fall	ENG 101			0.75	0.92	0.76	#DIV/0!	62	76	63		83	83	83		201	249	0.81
3	2015 Fall	ENG 103			0.86	0.86	0.67	#DIV/0!	42	44	29		49	51	43		115	143	0.80
3	2015 Fall	ESL 080			1.00	1.00	1.00	#DIV/0!	8	8	8		8	8	8		24	24	1.00
3	2015 Fall	ESL 082			1.00	1.00	1.00	#DIV/0!	7	7	7		7	7	7		21	21	1.00
3	2015 Fall	ESL 083			1.00	1.00	#DIV/0!	#DIV/0!	8	8			8	8			16	16	1.00
3	2015 Fall	ESL 088			1.00	1.00	#DIV/0!	#DIV/0!	18	18			18	18			36	36	1.00
3	2015 Fall	MUS 121	1	1	0.90	0.90	0.90	#DIV/0!	26	26	26		29	29	29		78	87	0.90
3	2015 Fall	MUS 131		1	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!									0	0	#DIV/0!
3	2015 Fall	MUS 137	1	1	0.83	0.83	#DIV/0!	#DIV/0!	5	5			6	6			10	12	0.83
3	2015 Fall	MUS 234	1	1	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!									0	0	#DIV/0!
3	2015 Fall	MUS 280			1.00	1.00	1.00	#DIV/0!	8	8	8		8	8	8		24	24	1.00
3	2015 Fall	NBE 016			1.00	1.00	#DIV/0!	#DIV/0!	13	13			13	13			26	26	1.00
3	2015 Fall	NBE 028			#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!									0	0	#DIV/0!
3	2015 Fall	NBE 070			1.00	1.00	1.00	#DIV/0!	38	38	38		38	38	38		114	114	1.00
3	2015 Fall	NBE 076			0.67	0.67	0.67	#DIV/0!	4	4	4		6	6	6		12	18	0.67
3	2015 Fall	RDG 084			0.62	0.69	0.08	#DIV/0!	8	9	1		13	13	13		18	39	0.46
3	2015 Fall	RDG 086			0.80	0.80	0.80	#DIV/0!	12	12	12		15	15	15		36	45	0.80
3	2015 Fall	RDG 094			1.00	0.50	0.75	#DIV/0!	4	2	3		4	4	4		9	12	0.75
3	2015 Fall	RDG 096			0.50	0.67	0.76	#DIV/0!	9	12	13		18	18	17		34	53	0.64
3	2015 Fall	SPA 101	1	1	0.92	0.95	#DIV/0!	#DIV/0!	59	60			64	63			119	127	0.94
3	2015 Fall	SPA 102	1	1	0.92	0.92	0.92	#DIV/0!	12	12	12		13	13	13		36	39	0.92
3	2015 Fall	SPE 101	1	1	0.80	0.80	#DIV/0!	#DIV/0!	12	12			15	15			24	30	0.80
3	2015 Fall	THA 191		1	1.00	1.00	1.00	#DIV/0!	5	5	5		5	5	5		15	15	1.00
3	2015 Fall	THA 192		1	1.00	1.00	1.00	#DIV/0!	1	1	1		1	1	1		3	3	1.00

	Term	Course																	
4	2016 Spri	ABE 081			0.88	0.88	#DIV/0!	#DIV/0!	15	15			17	17			30	34	0.88
4	2016 Spri	ABE 090			0.83	0.83	#DIV/0!	#DIV/0!	25	25			30	30			50	60	0.83
4	2016 Spri	ART 110	1	1	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!									0	0	#DIV/0!
4	2016 Spri	ART 125	1	1	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!									0	0	#DIV/0!
4	2016 Spri	ASL 131	1	1	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!									0	0	#DIV/0!
4	2016 Spri	ASL 132	1	1	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!									0	0	#DIV/0!
4	2016 Spri	ENG 081			#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!									0	0	#DIV/0!
4	2016 Spri	ENG 082			#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!									0	0	#DIV/0!
4	2016 Spri	ENG 087			#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!									0	0	#DIV/0!
4	2016 Spri	ENG 088			#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!									0	0	#DIV/0!
4	2016 Spri	ENG 095			#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!									0	0	#DIV/0!
4	2016 Spri	ENG 096			0.44	0.47	0.44	0.20	15	16	15	4	34	34	34	20	50	122	0.41
4	2016 Spri	ENG 099			0.61	0.66	0.62	#DIV/0!	43	47	44		71	71	71		134	213	0.63
4	2016 Spri	ENG 101	1		0.79	0.90	0.83	#DIV/0!	46	52	48		58	58	58		146	174	0.84
4	2016 Spri	ENG 103	1		0.89	0.74	0.83	#DIV/0!	33	28	24		37	38	29		85	104	0.82
4	2016 Spri	ENG 125	1	1	1.00	1.00	1.00	#DIV/0!	9	9	9		9	9	9		27	27	1.00
4	2016 Spri	ESL 080			1.00	1.00	1.00	#DIV/0!	10	10	10		10	10	10		30	30	1.00
4	2016 Spri	ESL 081			1.00	1.00	1.00	#DIV/0!	7	7	7		7	7	7		21	21	1.00
4	2016 Spri	ESL 083			1.00	1.00	#DIV/0!	#DIV/0!	7	7			7	7			14	14	1.00
4	2016 Spri	ESL 088			1.00	1.00	#DIV/0!	#DIV/0!	5	5			5	5			10	10	1.00
4	2016 Spri	ESL 096			0.71	0.71	0.71	#DIV/0!	5	5	5		7	7	7		15	21	0.71
4	2016 Spri	MUS 121	1	1	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!									0	0	#DIV/0!
4	2016 Spri	MUS 131		1	0.33	0.33	0.33	#DIV/0!	2	2	2		6	6	6		6	18	0.33
4	2016 Spri	MUS 132		1	0.50	0.50	0.50	#DIV/0!	1	1	1		2	2	2		3	6	0.50
4	2016 Spri	MUS 137	1	1	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!									0	0	#DIV/0!
4	2016 Spri	MUS 234	1	1	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!									0	0	#DIV/0!
4	2016 Spri	MUS 280			#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!									0	0	#DIV/0!
4	2016 Spri	NBE 016			1.00	1.00	#DIV/0!	#DIV/0!	7	7			7	7			14	14	1.00
4	2016 Spri	NBE 017			#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!									0	0	#DIV/0!
4	2016 Spri	NBE 028			#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!									0	0	#DIV/0!
4	2016 Spri	NBE 070			1.00	1.00	1.00	#DIV/0!	46	46	46		46	46	46		138	138	1.00
4	2016 Spri	NBE 073			1.00	1.00	1.00	#DIV/0!	3	3	3		3	3	3		9	9	1.00
4	2016 Spri	NBE 076			#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!									0	0	#DIV/0!
4	2016 Spri	NBE 097			#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!									0	0	#DIV/0!
4	2016 Spri	RDG 084			0.88	0.50	0.63	#DIV/0!	7	4	5		8	8	8		16	24	0.67
4	2016 Spri	RDG 086			0.47	0.94	0.86	#DIV/0!	8	16	12		17	17	14		36	48	0.75
4	2016 Spri	RDG 094			0.69	0.62	0.58	#DIV/0!	9	8	7		13	13	12		24	38	0.63
4	2016 Spri	RDG 096			0.65	0.57	1.00	#DIV/0!	15	13	13		23	23	13		41	59	0.69
4	2016 Spri	SPA 101	1	1	0.96	0.96	#DIV/0!	#DIV/0!	46	46			48	48			92	96	0.96
4	2016 Spri	SPA 102	1	1	1.00	1.00	1.00	#DIV/0!	11	11	11		11	11	11		33	33	1.00
4	2016 Spri	SPA 115	1	1	1.00	1.00	#DIV/0!	#DIV/0!	11	11			11	11			22	22	1.00
4	2016 Spri	SPE 101	1	1	0.86	0.82	#DIV/0!	#DIV/0!	24	23			28	28			47	56	0.84
4	2016 Spri	SPE 103	1	1	0.92	1.00	1.00	#DIV/0!	11	12	12		12	12	12		35	36	0.97
4	2016 Spri	THA 110	1	1	1.00	1.00	#DIV/0!	#DIV/0!	4	4			4	4			8	8	1.00
4	2016 Spri	THA 191		1	1.00	1.00	1.00	#DIV/0!	5	5	5		5	5	5		15	15	1.00
4	2016 Spri	THA 192		1	1.00	1.00	1.00	#DIV/0!	3	3	3		3	3	3		9	9	1.00

[Appendix II](#)

Calculations for AA with Emphasis in Arts and Humanities, PLO #1 and #2

App. II
Calcs for AA/PLO#1 +#2
page 1

PLO#	#1 m/A	#2 m/A	#3 m/A	#4 m/A
ART 110		108/120		
ART 125		24/24		
ASL 131			141/174	
132				
ENG 101	256/330	182/236	201/249	146/174
102		32/32		
103	104/112	154/168	115/143	85/104
125				24/27
FRE 101				
MUS 121	22/36		48/87	
131	12/12			6/18
137	18/20		10/12	
141	16/16			
234	4/4			
SPA 101	186/234	184/200	119/127	92/96
102		44/44	36/39	33/33
115				22/22
SPE 101	122/136	322/348	24/30	47/570
103				35/36
THA 110		82/24		8/8
151		20/24		
	740/900	1092/1200	724/931	528/574

$\frac{1534}{2120} = 60.4\%$

$\frac{1252}{1435} = 87.2\%$

App. II Calyster
AA/PLO# #1+#2   (THA 191 +192
page 2   Add: {MUS 132, MUS 233
PLO #2   Remove: {ENG 101, 103

		#1 m/A	#2 m/A	#3 m/A	#4 m/A
ART	110		108/120		
	125		24/24		
ASL	131			141/174	
	132				
ENG	102		32/32		
	125				27/27
FRE	101				
MUS	121	22/36		78/87	
	131	12/12			6/18
	132 ⊛				
	137	18/20		10/12	
	141	16/16			
	233 ⊛				
	234	4/4			
SPA	101	186/234	184/200	119/127	92/96
	102		44/44	36/39	33/33
	115				22/22
SPE	101	122/136	322/348	24/30	47/56
	103				35/36
THA	110		22/24		8/8
	151		20/24		
	191 ⊛			15/15	15/15
	192 ⊛			3/3	9/9
		1136/1274 89.2%	380/458	756/816	426/487	294/320

$\frac{720}{801} = 89.2\%$

[Appendix III](#)

Courses Selected for PLO #1 *vs.* PLO #2 for the AA with Emphasis in Arts and Humanities

As defined in the Program/Division Worksheet for the AA in Arts and Humanities, PLO #1 is as follows:

Acquired fundamental grounding in communication, critical thinking, scientific inquiry, and quantitative reasoning, the arts, literature and humanities, social, political and economic institutions, and self-development.

PLO #2 is defined as follows:

Acquired a broad understanding and appreciation of the arts and humanities.

As with all associate degrees at Palo Verde College, PLO #1 is determined on the basis of assessments from courses—required and elective—that constitute the *general education* component of the degree, while PLO #2 is determined by courses—required and elective—that that constitute the *discipline-specific* component of the degree.

To determine which courses should be classified under PLO #1 and which under PLO #2, division faculty reviewed the 2016-17 PVC College Catalog, pages 106-107 and page 109, where all the required and elective courses for general education—CSU-GE (Option B) and IGETC (Option C) and the AA with Emphasis in Arts and Humanities—are listed (see Appendix III).

The results of the review are that the courses under PLO #1 and #2 are the same with these exceptions:

PLO #2 (discipline-specific) includes MUS 132, MUS 133, THA 191 and THA 192. These courses do not appear in the general education course lists in the College Catalog, but do appear in the AA with Emphasis in Arts and Humanities list. The assessments of these courses are tallied in with the other courses in PLO #2.

PLO #2 does not include ENG 101 and ENG 103. These courses do not appear in the AA with Emphasis in Arts and Humanities list in the College Catalog, but they do appear in the general education course lists. The assessments of these courses are tallied in with the other courses under PLO #1.

The following courses appear as electives for the AA with Emphasis in Arts and Humanities, but were not assessed as part of the Language Arts and Communications division report, since those courses are assessed by faculty in the History and Social Sciences division: HIS 110, HIS 120 and PHI 100.

PALO VERDE COLLEGE
WHERE KNOWLEDGE TAKES ROOT AND OPPORTUNITY GROWS

PROGRAMS OF STUDY
ASSOCIATE OF ARTS DEGREES IN LIBERAL ARTS

Counselors are available to assist students with program selections and planning. It is recommended that students utilize ASSIST online (www.assist.org) to access course equivalencies with many UC and CSU campuses. ASSIST is the recognized source of statewide articulation data.

ASSOCIATE OF ARTS DEGREE IN LIBERAL ARTS

(With General Education Requirements Option B or C)

PROGRAM DESCRIPTION

The Associate Degree in Liberal Arts is designed for students who wish to have a broad knowledge of liberal arts and sciences plus additional coursework in an "Area of Emphasis." This area of emphasis would be an ideal choice for students who plan on transferring to the California State University (CSU) or University of California (UC) as students can satisfy general education requirement, plus focus on transferable coursework that relates to majors at these institutions. Please consult with a counselor for information regarding your intended major at the specific college or university of your choice.

Choose either **Option B:** CSU General Education Breadth or **Option C:** IGETC (Intersegmental General Education Transfer Curriculum) for the General Education pattern which relates to your educational goal.

Complete 18 units in one **"Area of Emphasis"** from those outlined. (Note: where appropriate, courses in the "Area of Emphasis" may also apply towards General Education areas on the General Education pattern).

For **ALL DEGREE OPTIONS:** Complete necessary Palo Verde College Graduation requirements (See REQUIRE-MENTS FOR GRADUATION WITH AN ASSOCIATE DEGREE) All classes listed below transfer to the CSU system and courses in BOLD also transfer to the UC system. Refer to www.assist.org for articulation agreements and transfer details for each course.

General Education CSU-GE Breadth or IGETC: 34-39 units
(Units necessary to meet CSU-GE Breadth or IGETC Certification requirements only).

Areas of Emphasis: **18 units**
A minimum of 18 units is required in one Area of Empha-sis listed below. For depth of study, 2 or more courses in one discipline is required. Courses selected may also be used to fulfill GE areas, refer to each transfer institution policy.

Electives: **3-8 units**
Electives may be necessary to total 60 overall units required for the Associate Degree. These units must be transferable to the CSU and/or UC for appropriate credit.
      Total 60 units

OPTION B - GENERAL EDUCATION CSU-GE BREADTH

DEGREE REQUIREMENTS
GENERAL EDUCATION CSU-GE BREADTH

The California State University system has established a requirement of 48 semester units in general education as part of a baccalaureate degree. At least nine of the 48 semester units must be upper division courses. A student attending Palo Verde College may complete 39 of the 48 semester units prior to transfer. See Course Descriptions for information regarding CSU transferability.

AREA A - COMMUNICATION IN THE ENGLISH LANGUAGE AND CRITICAL THINKING:
9 semester units required with at least one course each from A1, A2, A3

A1 Oral Communication SPE ◊101, ◊102*, ◊103*

A2 Written Communication ENG ◊101

A3 Critical Thinking ENG ◊103, SPE ◊102*, SPE ◊103*

AREA B - SCIENTIFIC INQUIRY AND QUANTITATIVE REASONING:
9 semester units required with at least one course each from Physical Science, Life Science (*at least one to contain a laboratory component identified in* RED) and Mathematics/Quantitative Reasoning.

B1 Physical Science
AST **101,** 105, 110
CHE ◊101
GEO 101
GEL 101, 103, 105, 110
PHY ◊101

B2 Life Science
BIO **100,** ◊110, ◊111, ◊140, ◊141, ◊210, ◊211

B3 Laboratory Activity
This requirement is satisfied by the completion of any lab course in B1 or B2
BIO 101

B4 Mathematics/Quantitative Reasoning
MAT ◊106, ◊110, ◊ 210, ◊220
PSY ◊155

PALO VERDE COLLEGE
WHERE KNOWLEDGE TAKES ROOT AND OPPORTUNITY GROWS

PROGRAMS OF STUDY
ASSOCIATE OF ARTS DEGREES IN LIBERAL ARTS

AREA C - ARTS, LITERATURE, PHILOSOPHY AND FOREIGN LANGUAGE:

9 semester units required with at least one course each in

Arts and Humanities

C1 Arts (Art, Dance, Music, Theater)
ART ◊**101**, ◊**110**, ◊**111**, **120**, ◊**125**, ◊**135**
ENG ◊**125**
MUS ◊**121**, ◊**137**, **150**, ◊**234**
THA ◊**110**, **151**

C2 Humanities (Literature, Philosophy, Foreign Language)
ASL **131**, ◊**132**, ◊**134** ENG
◊**102**, ◊**120**, ◊**122**, ◊**140** FRE
◊**101**, ◊**102**
HIS ◊ **110***, ◊**120***
PHI **100**
SPA **101**, ◊**102**, ◊**115**

AREA D- SOCIAL, POLITICAL AND ECONOMIC INSTITUIONS AND BEHAVIOR, HISTORICAL BACKGROUND:

9 semester units required with courses in at least 2 Disciplines.
D1: ANT **101**
D2: ECO ◊**105**, ◊**106**
D5: GEO **103**, **104**
D6: HIS ◊**110***, **115**, ◊**120**, **125**, ◊**130**, ◊**140**
D7: SOC ◊**111**, SPE**105**, CHD**102**
D8: CRJ ◊**103**, POS◊**145**
D9: CHD **101**, CRJ **220**, PSY ◊**101**, ◊**110***, ◊**115**,
◊**145**, ◊**150**, ◊**201**, ◊**205**, ◊**210**, ◊**215**, ◊**220**
D0: SOC ◊**101**

AREA E - LIFE LONG UNDERSTANDING & SELF DEVELOPMENT

Minimum 3 units, not all in physical activity
ADS ◊**101**, ◊**102**
CHD **101**
GES **115**
NSC **128**
HEA **140**
PHE (see counseling)
PSY ◊**110***
SOC ◊**111***

CSU US History, Constitution, and American Ideals Courses

Students satisfy this CSU graduation requirement through coursework in three areas:
US-1: Historical development of American institutions and ideals
US-2: U.S. Constitution and government
US-3: California State and local government
    HIS ◊**130** or ◊**140**
    [AND]
    POS ◊**145**

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of the AA, CSU General Education Breadth (Option B) Program students will have:
1. Acquired fundamental grounding in communication, critical thinking, scientific inquiry, and quantitative reasoning, the arts, literature and humanities, social, political and economic institutions, and self-development.

OPTION C - INTERSEGMENTAL GENERAL EDUCATION TRANSFER CURRICULUM (IGETC)

AREA 1 English Communication
CSU–3 courses required, one each from Group A, B & C
UC – 2 courses required, one each from Group A & B

Group A: English Composition, 1 course, 3 semester, 4-5 quarter units.
ENG ◊**101**

Group B: Critical Thinking – English Comp., 1 course, 3 semester, 4-5 quarter units
ENG ◊**103**

Group C: Oral Communication (CSU requirement only) 1 course, 3 semester units, 4-5 quarter units.
SPE ◊**101**, ◊**102**, ◊**103**

AREA 2 Mathematical Concepts and Quantitative Reasoning
1 course, 3 semester, 4-5 quarter units.
MAT◊**106+**, ◊**110+**, ◊**210+**, ◊**220**
PSY ◊**155**

AREA 3 Arts and Humanities
At least 3 courses, with at least one course from the Arts and one course from the Humanities. 9 semester, 12-15 quarter units.
Arts:
ART◊**101**, ◊**110**, ◊**111**
ENG ◊**125***
MUS ◊**121**, ◊**137**
THA◊**110**, **151**

PALO VERDE COLLEGE
WHERE KNOWLEDGE TAKES ROOT AND OPPORTUNITY GROWS

PROGRAMS OF STUDY
ASSOCIATE OF ARTS DEGREES IN LIBERAL STUDIES - AREAS OF EMPHASIS
(WITH GENERAL EDUCATION REQUIREMENTS - OPTION B OR OPTION C)

ARTS AND HUMANITIES

ART 105, 110, 111, 120, 125, 135
ASL 131, 132, 134, 135
ENG 102, 120, 122, 125, 140
FRE 101, 102
HIS 110, 120
MUS 121, 131, 132, 135, 137, 141, 142, 150, 161, 162, 233, 234, 243, 261, 262
PHI 100
SPA 101, 102, 115
SPE 101, 102, 103, 105
THA 110, 151, 191, 192

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of the AA, Liberal Arts, Arts and Humanities program students will have:

1. Acquired fundamental grounding in communication, critical thinking, scientific inquiry, and quantitative reasoning, the arts, literature and humanities, social, political and economic institutions, and self-development.

2. Acquired a broad understanding and appreciation of the arts and humanities.

BUSINESS & TECHNOLOGY

ACC 100, 101, 102
ART 120, 125
BIO 100, 101, 110
BUS 101, 103, 105, 115, 135, 201, 202, 206, 210, 221
CIS 101, 102, 123, 124, 130, 131, 132, 133, 150, 155, 170, 175, 248, 260, 265
ECO 105, 106
MAN 105, 106, 107, 145, 205
MAT 106, 110, 210, 220

Students must complete at least two courses in ACC, BUS or MAN and at least two courses in CIS. At least one business course is required for this emphasis. For depth of study, two or more courses in one discipline is required.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of the AA, Liberal Arts, Business and Technology program students will have:

1. Acquire fundamental grounding in communication, critical thinking, scientific inquiry, and quantitative reasoning, the arts, literature and humanities, social, political and economic institutions, and self-development.

2. Acquired fundamental knowledge of the operations and technical support requirements of a business organization.

MATHEMATICS & SCIENCE

AGR 120, 140, 170
AST 101, 105, 110
BIO 100, 101, 110, 111, 140, 141, 210, 211
CHE 101
GEO 101, 103, 104
GEL 101, 103, 105, 110
MAT 106, 110, 210, 220
PSY 155
PHY 101

Students following the CSU GE or IGETC must complete two science courses with at least one lab AND at least one transferable math to get certified. If a student is transferring in a science and/or math major, more math and science courses must be completed.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of the AA, Liberal Arts Mathematics and Science program students will have:

1. Acquired fundamental grounding in communication, critical thinking, scientific inquiry, and quantitative reasoning, the arts, literature and humanities, social, political and economic institutions, and self-development.

2. An understanding of the process of photosynthesis leading to formation of oxygen and carbohydrates.

SOCIAL & BEHAVIOR SCIENCES

ADS 101, 102, 103, 104, 105, 107, 108, 109, 150, 151
ANT 101
CHD 101, 102, 103, 104, 105, 106, 107, 108, 120, 130, 131, 135, 145, 205, 215, 216, 220, 221, 227, 250, 251
CRJ 103, 104, 115, 120, 125, 130, 132, 135, 155, 164, 206, 220
ECO 105, 106
GEO 103, 104
HIS 110, 115, 120, 125, 130, 140
POS 145
PSY 101, 110, 115, 145, 150, 201, 205, 210, 215, 220
SOC 101, 111

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of the AA, Liberal Arts, Social and Behavioral Sciences program students will have:

1. Acquired fundamental grounding in communication, critical thinking, scientific inquiry, and quantitative reasoning, the arts, literature and humanities, social, political and economic institutions, and self-development.

2. Acquired fundamental knowledge and skills in various disciplines constituting the social sciences.

Appendix IV
SLOs for Selected Courses

The following courses and their associated SLOs were selected and listed here because they were assessed as to SLOs during the 2014-15 and 2015-16 time periods, and the assessment results appear in this program review report.

<u>Student Learning Outcomes for Assessed Courses:</u>

ABE 081 (COR Board approval 1/19/16)

1. Demonstrate understanding of cultural aspects of language (gestures, eye contact, body language) and cross-cultural communication (awareness of differences, respect, tolerance) through effective and appropriate interaction.
2. Demonstrate the appropriate use of various verb tenses.

ABE 090 (COR Board approval 1/19/16)

1. Demonstrate understanding of basic nonverbal social customs such as shaking hands and waving, by performing them in appropriate contexts.
2. Demonstrate ability to use English appropriately to identify, demonstrate, greet, show gratitude, express state of being and express caution.

ART 110 (COR Board approval 11/10/15)

1. Compare and contrast periods and styles in art making and history.
2. Assess methods used by art historians in determining the original context of artworks.
3. Differentiate between various cultural, political, geographical, and historical environments of art forms.

ART 125 (COR Board approval 11/10/15)

1. Draw volumetric objects in space through the use of various drawing media.
2. Demonstrate fundamental knowledge of what makes art effective and successful.
3. Students will be able to explain their choices of using certain techniques and art media for producing a visual image.

ASL 131 (COR Board approval 1/20/15)

1. Demonstrate basic structure and basic conversational skill utilizing ASL
2. Demonstrate and recognize ABCs (finger spelling), numbers 1-100 and the importance of facial expressions, body, and hand positions, while signing and the use of Total Communication.
3. Evaluate elements of Deaf Culture with regards to attention getting, terminology taboos in reference to deaf/ hard-of-hearing people, eye contact, and cross-cultural functionality.

ASL 132 (COR Board approval 1/20/15)

1. Demonstrate the structure and conversation skills utilizing ASL.
2. Create conceptual accuracy in their use of ASL.
3. Differentiate proper usage of signing space and spatial relationships.
4. Demonstrate awareness and ability to integrate etiquette of Deaf culture in to expressive and receptive skill.

ASL 134 (COR Board approval 1/20/15)

1. Demonstrate an understanding of the Code of Ethics
2. Demonstrate an in-depth knowledge of the culture of the deaf.
3. Demonstrate the ability to communicate with the deaf, both receptively and expressively.

ASL 135 (COR Board approval 5/10/16)

1. Demonstrate comprehensive mastery of target, content-specific, commands, questions, and statements in ASL.
2. Demonstrate mastery in classifiers in order to show complex location relationships, complex movement, and changes in perspective.
3. Assess regional variations in lexicon within the United States and Canada.

ENG 081 (COR Board approval 1/19/16)

1. Demonstrate independent practice of the writing process, including planning, drafting, revising, and editing.
2. Formulate, compose, and maintain the structure of a paragraph, including a topic sentence, supporting details, transitions, and a conclusion.
3. Formulate and compose a short essay (three to five paragraphs), including a thesis statement, supporting paragraphs, unity, and a conclusion
4. Use correct Standard English grammar, including spelling, capitalization, punctuation, sentence structure, word choice, and mechanics.

ENG 082 (COR Board approval 5/10/16)

1. Demonstrate independent practice of the writing process, including planning, drafting, revising, and editing.
2. Formulate, compose, and maintain the structure of a paragraph, including a topic sentence, supporting details, transitions, and a conclusion.
3. Formulate and compose a full-length essay (five or more paragraphs), including a thesis statement, supporting paragraphs, unity, and a conclusion
4. Use correct Standard English grammar, including spelling, capitalization, punctuation, sentence structure, word choice, and mechanics.

ENG 087 (Board terminated ENG 087 and incorporated its contents as a lab component into ENG 081 on 1/19/16)

1. Demonstrate independent practice of the writing process, including planning, drafting, revising, and editing.
2. Formulate, compose, and maintain the structure of a paragraph, including a topic sentence, supporting details, transitions, and a conclusion.
3. Formulate and compose a short essay (three to five paragraphs), including a thesis statement, supporting paragraphs, unity, and a conclusion
4. Use correct Standard English grammar, including spelling, capitalization, punctuation, sentence structure, word choice, and mechanics.

ENG 088 (Board terminated ENG 088 and incorporated its contents as a lab component into ENG 082 on 5/10/16)

1. Demonstrate independent practice of the writing process, including planning, drafting, revising, and editing.
2. Formulate, compose, and maintain the structure of a paragraph, including a topic sentence, supporting details, transitions, and a conclusion.
3. Formulate and compose a full-length essay (five or more paragraphs), including a thesis statement, supporting paragraphs, unity, and a conclusion
4. Use correct Standard English grammar, including spelling, capitalization, punctuation, sentence structure, word choice, and mechanics.

ENG 095 (COR Board approval 11/10/15)

1. Demonstrate independent practice of the writing process, including planning, drafting, revising, and editing.
2. Formulate, compose, and maintain the structure of a paragraph, including a topic sentence, supporting details, transitions, and a conclusion.
3. Formulate and compose a short essay (three paragraphs), including a thesis statement, supporting paragraphs, unity, and a conclusion
4. Use correct Standard English grammar, including spelling, capitalization, punctuation, sentence structure, word choice, and mechanics.

ENG 096 (COR Board approval (5/10/16)

1. Demonstrate independent practice of the writing process, including planning, drafting, revising, and editing.
2. Formulate, compose, and maintain the structure of a paragraph, including a topic sentence, supporting details, transitions, and a conclusion.
3. Formulate and compose a full-length essay (five paragraphs), including a thesis statement, supporting paragraphs, unity, and a conclusion

4. Use correct Standard English grammar, including spelling, capitalization, punctuation, sentence structure, word choice, and mechanics.

ENG 099 (COR Board approval 1/19/16)

1. Formulate and defend a thesis.
2. Employ basic rhetorical strategies in student essays.
3. Incorporate various critical thinking strategies associated with theme analysis and development in written essays.

ENG 101 (COR Board approval 1/20/15)

1. Demonstrate the use of the proper methods for conceptualizing, researching, drafting and finishing a college-level essay.
2. Demonstrate proficiency in the wide range of writing methods encountered by the college student.
3. Demonstrate a college-level mastery of sentence mechanics, grammatical structures, and essay organization.

ENG 102 (COR Board approval 1/20/15)

1. Identify and discuss knowledgeably fundamental issues in literature, its criticism, its culture, and its history.
2. Connect analyses of literature as art, as an intellectual artifact, as a cultural and historical phenomenon, to the understanding of other texts, interpretations and arguments in the humanities at large.
3. Distinguish basic issues defining literary production and the place of literature in modern culture.

ENG 103 (COR Board approval 1/20/15)

1. Identify and illustrate the thesis, main idea, or unifying theme in a given example of college-level discourse.
2. Identify, summarize and critique primary fallacies, rhetorical modes, and research errors in a given text.
3. Invent, develop, research, draft, rewrite and successfully finish a college-level research paper of no less than ten pages in length.

ESL 080 (COR Board approval 11/18/14)

1. Demonstrate the ability to classify the following parts of speech: nouns, verbs, pronouns, adjectives, adverbs of frequency, and prepositions.

2. Demonstrate skill in spoken English in expressing short sentences using nouns, verbs, adjectives and adverbs in the correct word order.

3. Demonstrate competency in creating affirmative and negative statements, yes/no questions, and "wh-questions" with the verb "be" and other verbs in the simple present, present progressive, and future (be going to), and the ability to do the same in the simple past; demonstrate competency in using the affirmative and negative imperative forms.

ESL 081 (COR Board approval 11/18/14)

1. Demonstrate the ability to orally express statements and questions using a variety of nouns, verbs, adjectives and adverbs, with a vocabulary of 25 words.

2. Write sentences demonstrating competency in nouns, verbs and verb tenses, adjectives, adverbs, prepositions, and conjunctions, with correct capitalization and ending punctuation (period, question mark, and exclamation point).

3. Demonstrate competency in using, recognizing, and producing 5 verb + gerund combinations, 5 verb+ infinitive combinations and with 5 +infinitive or gerund combinations.

ESL 082 (COR Board approval 11/18/14)

1. Demonstrate the ability to orally express statements and questions of some complexity using a variety of nouns, verbs and verb tenses, adjectives and adverbs, with a vocabulary of 50 words.

2. Demonstrate competency writing paragraphs of 3-5 sentences in lengths.

3. Demonstrate competency in using the verb Be in present tense: Affirmative Statement, Yes/No Questions, and "Wh-Questions."

4. Demonstrate competency in using the past of Be verb: Affirmative statements, yes/no questions, and "Wh-Questions."

ESL 083 (COR Board approval 11/18/14)

1. Demonstrate the ability to orally express statements and questions of some complexity using a variety of nouns, verbs and verb tenses, adjectives and adverbs, with a vocabulary of 75 words.

2. Demonstrate the ability to write paragraphs of 5-7 sentences in length, using nouns, verbs and various verb tenses, adjectives, adverbs, conjunctions and prepositions.

ESL 088 (COR Board approval 5/10/16)

1. Demonstrate knowledge of selective concepts which may include but is not limited to: Listening, speaking, reading and writing skills.
2. Demonstrate and develop expanded vocabulary by completing the modules appropriate to his/her level.

ESL 096 (COR 11/19/14)

1. Demonstrate mastery in spoken English using singular and plural nouns including correct spelling and appropriate possessive forms, and with expressions of quantity for count and non-count nouns with corresponding articles.

 2. Demonstrate mastery in written English in classifying the following parts of speech: nouns, verbs, pronouns, adjectives, adverbs of frequency, and prepositions.

3. Demonstrate the ability to write sentences and a 6-10 sentence paragraph in one or more of the above-mentioned grammatical areas with correct capitalization, commas, and ending punctuation (period, question mark, and exclamation point).

ESL 097 (COR Board approval 11/18/14)

1. Demonstrate the ability to write sentences and a 7-12 sentence paragraph in a variety of modes, including: narration in the past, description, instruction, and simple argumentation with correct capitalization, comma use, and ending punctuation.

2. Demonstrate the ability to use, produce, and recognize level appropriate vocabulary in a variety of oral, aural, and written exercises [with specific focus on vocabulary used in academic content areas (life science, earth science, health, art, business, psychology, history, etc.)].

3. Demonstrate the ability to communicate orally and in writing using proper English.

MUS 121 (COR Board approval 11/10/15

1. Articulate the influence of non musical influences (e.g. society, politics, historical events) on music
2. Infer the genre and composer of a well known musical work by listening to it
3. Analyze a musical work based on lyrical content, emotional expression and its basic elements (i.e. rhythm, melody, harmony, and timbre)

MUS 131 (COR Board approval 5/9/17

1. Learn basics of music notation and theory through reading and playing short passages and exercises

2. Improve technical skill through playing the scales; lower, medium, and upper in bass and treble.

3. Learn and perform simple to intermediate, one and two hand keyboard pieces accurately and with appropriate interpretation.

MUS 132 (COR Board approval 5/9/17)

1. Demonstrate knowledge and skill in the basics of music notation and theory through reading and playing short passages and exercises

2. Demonstrate improved technical skill through playing the scales; lower, medium, and upper in bass and treble.

3. Demonstrate an ability to learn and perform simple to intermediate, one and two hand keyboard pieces accurately and with appropriate interpretation.

MUS 137 (COR Board approval 11/10/15)

1. Describe the impact of modern non-musical influences (e.g. society, politics, historical events) on rock and roll music

2. Infer the genre of a rock and roll song by listening to it

3. Analyze a rock and roll song based on some or all of its components (i.e. poetry, rhythm, melody, harmony, and timbre)

MUS 141 (COR Board approval 12/10/13)

1. Perform selected jazz repertoire with correct notes and rhythms.
2. Perform selected jazz repertoire, adjusting pitch and dynamics, as directed by the instructor, to produce good blend.
3. Create an improvised solo over a simple modal chord progression.

MUS 233 (COR Board approval 5/9/17)

1. Demonstrate continuing progress on music notation and theory through reading and playing longer passages and exercises

2. Demonstrate improved technical skill through playing more advanced scales; lower, medium, and upper in bass and treble.

3. Demonstrate an ability to learn and perform high intermediate, one and two hand keyboard pieces accurately and with appropriate interpretation.

MUS 234 (COR Board approval 5/9/17)

1. Demonstrate continuing progress on music notation and theory through reading and playing longer and more advanced passages and exercises

2. Demonstrate improved technical skill through playing longer and more advanced scales; lower, medium, and upper in bass and treble.

3. Demonstrate an ability to learn and perform advanced, two hand keyboard pieces accurately and with appropriate interpretation.

NBE 016 (COR Board approval 1/19/16)

1. Demonstrate knowledge of selective issues and concepts in English which may include but is not limited: listening skills, speaking skills, reading skills and writing skills.
2. Use specific instructional media and material related to the parent course.

NBE 070 COR Board approval 6/9/15)

1. Demonstrate necessary knowledge for a successful citizenship interview.
2. Successful completion of USCIS form N400.
3. Demonstrate understanding of the history and government of the United States.

NBE 073 (COR Board approval 1/19/16)

1. Demonstrate skill in music notation and theory through reading and playing short passages and exercises.

2. Demonstrate technical skill through playing scales: lower, medium, and upper in bass and treble.

3. Perform simple to intermediate, one- and two-hand keyboard pieces accurately and with appropriate interpretation.

NBE 076 (COR Board approval 1/19/16)

1. Demonstrate understanding of basics of music notation and theory through reading and singing short passages and exercises.

2. Demonstrate improvement of technical skill through observing good vocal health patterns and learning increasingly challenging exercises.

3. Perform simple to intermediate choral music accurately and with appropriate interpretation.

NBE 097
COR is not found on the Curriculum Committee site.

RDG 084 (COR Board approval 12/9/14)

1. Demonstrate comprehension of informational texts.
2. Demonstrate an increase of academic vocabulary.
3. Demonstrate the development of a sustained silent reading routine.

RDG 086 (COR Board approval 5/10/16)

1. Demonstrate comprehension of texts of various genres.
2. Demonstrate the use of word analysis skills to extend general and academic vocabulary.
3. Establish a sustained silent reading routine.

RDG 094 (COR 12/9/14)

1. Demonstrate comprehension of informational texts.
2. Demonstrate an increase of academic vocabulary.
3. Demonstrate the development of a sustained silent reading routine.

RDG 096 (COR Board approval 5/10/16)

1. Demonstrate comprehension of texts of various genres.
2. Demonstrate the use of word analysis skills to extend general and academic vocabulary.
3. Establish a sustained silent reading routine.

SPA 101 (COR Board approval 4/16/13)

1. Identify sound and meaning in Spanish by answering questions at an introductory level orally and in writing.
2. Demonstrate auditory comprehension in Spanish by taking dictation and completing exercises in the Workbook/Lab Manual.

SPA 102 (COR Board approval 1/20/15)

1. Demonstrate sound and meaning in Spanish at a novice-high level, building on already acquired skills of the 101 level by answering questions either orally or in writing and in recognition exercises.
2. Express immediate needs, ask questions or make statements using slightly longer learned sentences either orally or in writing in Spanish.
3. Using the vocabulary and structures learned, students will be able to perform elementary everyday communicative functions in Spanish either orally or in writing.

SPA 115 (COR Board approval 1/10/13)

1. Demonstrate a critical understanding of content and socio-historical context for representative textual production of Spanish.
2. Examine and produce coherent analyses of literary/cultural topics through research and critical thinking, demonstrating relevant use of textual evidence and documents.

SPE 101 (COR Board approval 12/9/14)

1. Evaluate the purposes, content, and manner of constructive criticism of presentations.
2. Analyze, select, and apply the appropriate communication skills to effectively present a variety of speeches with and without visual aids.

SPE 103 (12/9/14)

1. Demonstrate an understanding of how persuasion and argumentation affect our daily lives and influence both private and public decision-making processes.
2. Identify persuasive appeals, systems of arguments and modes of supporting evidence.
3. Analyze arguments for logical conclusions based upon sound reasoning and evidence.

THA 110 (11/18/14)

1. Students will demonstrate their acquisition of course skills by critically evaluating a live theatrical production's acting, direction, design, and technical aspects.

2. Students will prepare and present a creative project that includes both oral and written components and focuses on one of the following production elements: acting, directing, or one design component (make-up, costume, lighting, sound, scenery, properties, or sets).

THA 151 (COR Board approval 5/13/14)

1. The student will perform a 3-5 minute partner scene or monologue from a full-length play, fully demonstrating principles and techniques of performance and character analysis developed in class to the level of a beginning acting student.
2. The student will complete a script analysis demonstrating an understanding of given circumstances and dramatic structure.

THA 191 (COR Board approval 11/18/14)

1. Create a character in a specific genre of theatrical production (musical, classical, modern, contemporary, children's, or experimental theatre) from script to performance.
2. Demonstrate the skills required in a theatre production from the audition through rehearsal process, culminating in performances of a theatrical production before a paying audience.
3. Demonstrate an understanding of collaborative responsibilities by cooperating with and supporting the work of the production ensemble.

THA 192 (COR Board approval 12/9/14)

1. Apply discipline-specific technical theatre skills to backstage production practices throughout the preparation and process of public performance.
2. Implement safe running crew and technical theatre practices while correctly following protocol within the theatre hierarchy.
3. Demonstrate an understanding of collaborative responsibilities by cooperating with and supporting the work of the production ensemble.