Language Arts and Communication

Palo Verde Community College

Program Review 2014-2015

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ART

EXECUTIVE SUMMARY

The division is committed to providing students, including those who may not be pursuing a formal degree program, with college-level instruction in art. Now that the Fine and Performing Arts Center (FPAC) is available for classes, the division should engage in the decision-making process for staffing, equipping, and utilizing the new facility, which will provide student and community artists with long-needed studio and display space.

To ensure academic rigor and consistency in course offerings, division faculty members need to confer regularly with part-time instructors to exchange teaching strategies, create and measure student learning outcomes, and evaluate curricula.

Division faculty members need to strengthen communications with the Office of Instruction and Student Services in order to maintain contact with part-time faculty, and to ensure that performance evaluations of part-time faculty are performed regularly and in accordance with existing evaluation procedures.

Reevaluating the implementation of English writing prerequisites, particularly for courses not used to fulfill IGETC, CSU-GE, or General Education requirements, should be completed by the end of the 2015-2016 academic year.

The college and the division should work together to achieve better program planning, adjunct instructor recruitment, curriculum design, and facilities utilization to ensure a successful art program. In particular, coordinated efforts should be made to schedule FTE- generating classes in the art studios whenever possible.

The College needs to continuously review the art curriculum and ensure that the program is up to date and meets the needs of students. Relying solely upon part-time instructor's present's challenges in faculty evaluation, consistency in instruction, planning, and curricular changes, particularly since no full-time faculty or administrators have a background in art.

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.

I. Support of the College Mission

A. Purpose of the Program

Art courses provide instruction in the history, appreciation, analysis, and creation of visual art. All courses in the program are electives for degree programs as well as for CSU-GE and IGETC patterns.

B. Support of the College Mission

Course offerings in art are particularly well suited to fulfilling the aspects of the

PVC mission addressing lifelong learning, diversity, and creativity. Studying creative expression throughout history and across cultures enables students to experience
diversity firsthand. Art is a fundamental part of the heritage of all people, and as such enhances the quality of life. The creation and appreciation of art brings joy, enrichment, and fulfillment to every human being; it is essential, not only in understanding human culture, but in living fully.

C. Unique Institutional Goal

1. All of the offerings in art are transfer-level and articulate with the University of California, the California State Universities, or both. Students often select courses in art to fulfill their A. A. degree requirements in Arts and Humanities.

2. Additionally, a signification portion of the college's art enrollment has come from community members engaged in the creation of art for personal fulfillment.

II. Accomplishments in Achieving Previous Goals

A. Progress in Achieving Previous Goals

1. Prior to the official opening of the FPAC, the division created the Fine and Performing Arts Advisory Council. The previous program review set goals based upon utilizing the Advisory Council to assist in evaluating program, curricular, and staffing needs in art. Since the Council has disbanded, those goals must be discussed without the input of the Advisory Council.

2. In addition, the division has not met with the VP of Instruction and Student Services to determine a method for obtaining advice for curricular changes in the discipline. Perhaps a tenured art instructor at another California community college could be engaged as a consultant for this purpose. This suggestion will be put forth to the current VP of Instruction and Student Services.

3. The goal of revisiting the need for reading and writing pre-requisites for all ART courses has not been accomplished. The division commits to completing that task by the end of the 2015-2016 academic year.

B. Modifications of Previous Goals: No goals were modified.

III. Populations Served

A. Describe Populations

1. Courses in ART serve three distinct populations:

a. Students completing courses that satisfy the A.A. degree and transfer programs most frequently enroll in ART 101, 110, or 111. These courses are offered to students in Blythe as well as incarcerated and local students taking Distance Education courses.

b. High school students in Blythe who have exhausted the art curricula at Palo Verde High School regularly enroll in courses in art methods and techniques, such as ART 120 and 125.

c. Many adults who desire college-level instruction in art, but are not pursuing a degree, enroll in photography, drawing, painting, and sculpture courses. This population has in the past particularly well- served at the Needles Center.

Unfortunately, the loss of Needles Center instructors has resulted in a complete lack of face-to-face art courses in Needles.

B. Other Populations:

1. The Division will request assistance from the Office of Instruction and the Needles Center Director for assistance in identifying possible adjunct instructors to teach Needles face-to-face and online students.

IV. Curriculum History

A. Courses in the Program:

ART 101 Introduction to Art*
ART 105 Digital Photography
ART 106 Advanced Digital Photography
ART 107 Intermediate Digital Photography
ART 110 Art History and Appreciation I
ART 111 Art History and Appreciation II
ART 120 Basic Painting Design and Color
ART 125 Basic Drawing and Composition
ART 135 Oil Painting*
ART 140 Watercolor*
ART 155 Painting Nature in Various Mediums*
ART 160 Introduction to Sculpture*
ART 161 Sculpture II*
ART 180 Beginning Painting*
ART 181 Composition in Painting II*
ART 199 Beginning Large Scale Wall Painting and Mural Making Methods*
ART 209 Intermediate Large Scale Wall Painting and Mural Making Methods*
ART 219 Advanced Large Scale Wall Painting and Mural Making

* Not successfully offered in the preceding six semesters. The Division faculty recommends placing these courses in "inactive" status.

V. Course Scheduling and Availability

A. How Scheduling Optimizes Class Availability

All of the ART classes are taught by adjunct faculty. Therefore, the Office of Instruction experiences some constraints in scheduling.

B. How Scheduling Optimizes Student Learning

1. The art program, like other PVC programs, offers courses in various modes to accommodate the diverse learning and scheduling needs of its students. Courses are offered using face-to-face and correspondence distance education modes.

2. Face-to-face sections are all offered in the afternoon or evening.

3. It is certainly possible that students are more interested in taking "hands- on" rather than art history or face-to-face rather than correspondence courses. The college should offer at least one studio course, such as drawing, painting, or digital photography each semester to meet students' demand for them,

particularly at the Needles Center.

VI. Student Learning Outcomes

A. Process

1. The program faculty members have incorporated learning outcomes into their course syllabi and courses. The learning outcomes match those in the approved course outline of record.

2. Faculty have assessed student learning in various ways, including the use of grading rubrics for artworks submitted throughout the semester. As learning deficiencies become evident, teaching emphasis may adjust to address those shortcomings.

However, the formal process of SLO evaluation of ART courses during the Fall 2014 semester was not performed as no ART classes were offered during that semester.

B. Improvements

Since all ART instructors are part-time, the division must investigate methods for making program improvements in the evaluation of SLOs. It is imperative that the adjunct faculty be assisted in the assessment and reporting of SLOs.

VII. Program and Course Coverage

A. Course Coverage by Full- and Part-Time Faculty

There are no full-time faculty at the Blythe main campus or the Needles Center. Face-to-face and correspondence art courses are taught in Blythe by local adjunct instructors. The Needles center stopped offering art classes in Fall 2014 as the adjunct instructors did not meet the minimum qualifications and have not been granted equivalency to teach ART courses.

B. Describe ongoing or projected deficiencies in faculty coverage of courses in the program.

The Division will consult with the incoming Needles Center Director to discover possible methods for attracting adjunct art instructors.

C. Plans to Improve Coverage

The college needs to continuously evaluate the art program and the availability of adjunct instructors in Blythe and Needles, particularly in light of the availability of instructional facilities in the FPAC.

VIII. Professional Development

A. Describe specific professional development activities in which faculty members in the program participate, and explain how such activities benefit or enhance the program and support and facilitate student learning outcomes.

All instructors are part-time and are not subject to professional development requirements.

B. Describe areas of unmet professional development needs among faculty, if applicable, and outline plans to address those needs.

All instructors are part-time and are not subject to professional development requirements.

IX. Student Performance and Completion

A. Course Completions

Completions rate = A,B,C,P, or CR divided by A,B,C,D,F,CR,NC,NP, MW, IP, and W

Term	Prefix	Sec	Course Name	Mode	Total	C/P or Better	% C/P or Better
2011FA	ART-105	01	Digital Photo	LAB / LEC	11	9	81.8%
2011FA	ART-106	01	Adv. Digital Photo	LAB / LEC	1	1	100.0%
2011FA	ART-110	01	Art Hist. I	TXLEC	26	20	76.9%
2011FA	ART-110	02	Art Hist. I	TXLEC	13	8	61.5%
2011FA	ART-125	01	Drawing & Comp	TXLAB / TXLEC	17	9	52.9%
2011FA	ART-125	02	Drawing & Comp	LAB / LEC	12	9	75.0%
2012SP	ART-105	01	Digital Photo	LAB / LEC	10	8	80.0%
2012SP	ART-106	01	Adv. Digital Photo	LAB / LEC	6	6	100.0%
2012SP	ART-110	01	Art Hist. I	TXLEC	39	24	61.5%
2012FA	ART-105	01	Digital Photo	LAB / LEC	1	1	100.0%
2012FA	ART-106	01	Adv. Digital Photo	LAB / LEC	1	1	100.0%
2012FA	ART-107	01	Inter. Digital Photography	LAB / LEC	5	5	100.0%
2012FA	ART-110	01	Art Hist. I	TXLEC	34	32	94.1%
2012FA	ART-125	01	Drawing & Comp	LAB / LEC	7	5	71.4%
2012FA	ART-125	02	Drawing & Comp	TXLAB / TXLEC	22	4	18.2%
2013SP	ART-105	01	Digital Photo	LAB / LEC	7	7	100.0%
2013SP	ART-106	01	Adv. Digital Photo	LAB / LEC	4	4	100.0%

2013SP	ART-107	01	Inter. Digital Photography	LAB / LEC	2	2	100.0%
2013SP	ART-110	01	Art Hist. I	TXLEC	32	17	53.1%
2013SP	ART-111	01	Art Hist. II	TXLEC	13	10	76.9%
2013SP	ART-125	02	Drawing & Comp	LAB / TXLEC	18	9	50.0%
2013SP	ART-140	01	Watercolor	LAB / LEC	13	9	69.2%
2013FA	ART-110	01	Art Hist. I	TXLEC	30	22	73.3%
2013FA	ART-125	01	Drawing & Comp	TXLAB / TXLEC	13	6	46.2%
2013FA	ART-125	02	Drawing & Comp	LAB / LEC	9	8	88.9%
2014SP	ART-120	01	Basic Paint Design & Color	LAB / LEC	19	14	73.7%
Average Completion Rate					365	250	68.5%

When compared to the data from the 2009-2010 program review, the completion rate fell significantly. One factor that may have contributed to this change includes smaller enrollment, both in the number of sections offered as well as the number of students enrolled per class. Additionally, uncontrollable variables in the prison population, which is responsible for the majority of our correspondence sections, may have contributed to the overall lower completion rate.

B. Degrees and Certificates

1. PVC does not offer an associate degree with a major, or emphasis, in Art.

2. All ART courses may be taken for college credit and will transfer to either CSU or UC. In addition, six courses are IGETC-certified, CSU-GE- certified, or both.

3. During the years 2011-2014, 97 students have earned AA degrees in Arts and Humanities. Students fulfilling this emphasis may take any offered ART classes.

X. Enrollment and Financial Trend

A. Enrollments

Term	Prefix	Sec	Course Name	Total
2011FA	ART-105	01	Digital Photo	11
2011FA	ART-106	01	Adv. Digital Photo	1
2011FA	ART-110	01	Art Hist. I	26
2011FA	ART-110	02	Art Hist. I	13
2011FA	ART-125	01	Drawing & Comp	17
2011FA	ART-125	02	Drawing & Comp	12
2012SP	ART-105	01	Digital Photo	10
2012SP	ART-106	01	Adv. Digital Photo	6
2012SP	ART-110	01	Art Hist. I	39
2012FA	ART-105	01	Digital Photo	1
2012FA	ART-106	01	Adv. Digital Photo	1
2012FA	ART-107	01	Inter. Digital Photography	5
2012FA	ART-110	01	Art Hist. I	34
2012FA	ART-125	01	Drawing & Comp	7
2012FA	ART-125	02	Drawing & Comp	22
2013SP	ART-105	01	Digital Photo	7
2013SP	ART-106	01	Adv. Digital Photo	4
2013SP	ART-107	01	Inter. Digital Photography	2
2013SP	ART-110	01	Art Hist. I	32
2013SP	ART-111	01	Art Hist. II	13
2013SP	ART-125	02	Drawing & Comp	18
2013SP	ART-140	01	Watercolor	
2013FA	ART-110	01	Art Hist. I	

2013FA	ART 125	01	Drawing & Comp.	
2013FA	ART – 125	02	Drawing & Comp.	
2014SP	ART-120	01	Basic Paint Design & Color	

ART	2011-12		2012-13		2013-14	
	Budget	Actual	Budget	Actual	Budget	Actual
Supplies	$450	0	0	0	0	0
Contracts	0	$1590	0	0	0	0
TOTAL	$450	$1590	0	0	0	0

XI. Facilities and Equipment

A. Adequacy of Facilities

The completion of the Fine and Performing Arts complex in Blythe provides necessary facilities. Not all classrooms are currently available for PVC courses as they are temporarily being utilized by the Desert Learning Center, a private elementary school in Blythe. However, no art courses were offered in Fall 2014 in Blythe, so the classroom spaces were available for the DLC's purposes. It is recommended that the Division and College administration establish coordination to provide FTE-generating art courses in the appropriate facilities.

B. Dedicated Space

The Blythe main campus now has dedicated space for art instruction. Some of those spaces are currently being occupied by the Desert Learning Center. The administration and faculty should meet to discuss the use of such facilities, particularly the ceramics classroom, by FTE-generating college classes.

C. Adequacy of Equipment

Equipment and service are adequate to support effective teaching and learning. It is anticipated that additional and more modern equipment in the new facility will provide improved opportunities for effective instruction and student learning.

D. Plans for Future Changes in Facilities and Equipment

The adjunct faculty shall be canvassed and encouraged to make suggestions for identifying needs and purchasing equipment.

XII. Strengths and Weaknesses

A. Strengths

1. An untapped population of students eager to enroll in Art courses, particularly digital photography classes, exists in the Needles area.

2. The new FPAC facility provides classroom spaces designed for art instruction.

B. Weaknesses

1. Relying solely upon part-time instructors' causes challenges in faculty evaluation, consistency in instruction, planning, and curricular changes, particularly since no

full-time faculty or administrators have a background in art.

2. The addition of reading and writing prerequisites for art methods and techniques classes has produced an unexpected increase in student prerequisite challenges and may be a contributing factor in student enrollment.

XIII. Plans to Remedy Weaknesses

1. The division will reevaluate the necessity of reading and writing prerequisites for courses in which no textbooks are required and in which the student learning outcomes involve the creation of artworks. This evaluation shall be completed by the end of the 2015-2016 school year.

   Division faculty will consult with the VP of Instruction and Student Services to determine a method for obtaining expert advice for curricular changes in the discipline. In addition, the division should work closely with the Director of the Needles Center to discuss methods for attracting adjunct art faculty to the Needles campus.

   Per contractual agreements between CTA and the District, all adjunct faculty will be evaluated during the 2015-2016 academic year.

XIV. Plans to Advance the Program

A. 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.

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

C. 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.

ENGLISH

ENGLISH 099 AND BELOW (BASIC SKILLS)

EXECUTIVE SUMMARY

English courses with course prefix numbers below 100 are Basic Skills courses; these courses are not degree applicable or transferrable to four-year institutions. However, ENG 099 does satisfy the writing requirement of some certificate programs.

As is true nationwide, the completion rates for Basic Skills courses are low. The division must engage in further research to evaluate student success rates.

The division continues to use a writing lab as a source of supplemental instruction for Basic Skills English students. Since Fall 2011, all Basic Skills English courses have a schedule that prioritizes Basic Skills students who need the co-requisite supplemental instruction in the writing lab with the same lecture instructor.

However, the division has abandoned the concept of a campus-wide writing center for the following reasons:

Lack of interest or requirement from other discipline faculty requiring writing assignments in their courses.

Lack of funds to create, support, and maintain a campus-wide writing center, including a full-time or part-time faculty member to provide that service.

Lack of adequate space for a writing center.

I. Support of the College Mission

A. Purpose of the Program

1. Courses in ENG numbered 099 and below provide instruction in Basic Skills level writing. None of the courses in this category apply towards a degree, nor are they transferable to four-year institutions, although ENG099 satisfies the writing requirement of some certificate programs.

2. Since a majority of PVC's incoming students are assessed at below freshman level in writing ability, Basic Skills courses are a significant portion of the ENG curriculum. These courses have the added purpose of enabling students to succeed in their college-level coursework, particularly those in which writing is a requirement.

B. Support of the College Mission

1. In keeping with the College mission, the faculty strives to provide, "an exemplary learning environment with high quality educational programs and services." This goal is achieved by a process of continuous assessment and improvement of curricula, teaching methods, resources and learning outcomes.

C. Unique Institutional Goal

Almost every certificate, and each degree, requires students to attain at least a basic mastery of writing. Therefore, Basic Skills English courses are the foundation for our students' success in whatever course of study they pursue, including those taken for personal growth and career enhancement.

II. Accomplishments in Achieving Previous Goals

A. Progress in Achieving Previous Goals

1. Goal: Improve students' knowledge of Basic Skills English sequence.

Result: All face-to-face Basic Skills writing courses (ENG 080, 081, and 082) now have co-requisite writing lab courses (ENG 089, 087, and 088) in place. Until recently, a flow chart of courses in English (as well as Reading and ESL) was included each semester in the Schedule of Classes. This flow chart graphically presents the necessary course sequence for use by both students and counselors. This information is valuable to Basic Skills students and should be accessible when registration opens for each semester.

2. Goal: Develop efficient schedule for the Writing Lab to meet students' needs.

Result: After having resolved some initial organizational problems in the writing lab, the faculty is now operating the lab effectively as a source of supplemental instruction for Basic Skills students. Better management and tracking of student progress is taking place in the developmental writing courses, particularly through students' participation in the lab. Each Basic Skills English section has the same instructor teaching the lecture and lab classes.

3. Goal: Utilize the Writing Lab to assist other disciplines in writing assignments.

Result: The division has not been successful in enlisting the support of other faculty members in encouraging more students to use the lab for writing assignments. The division has realized the importance of writing for SLO assessment in other courses outside English, and the division encourages other faculty members to include relevant writing assignments for their students in those courses.

4. Goal: Develop a Writing Center program for campus-wide writing assistance.

Result: Particularly since the writing lab has scheduled class sections to meet the needs of Basic Skills students, the goal of making the lab a full-time Writing Center with regular hours has not been achieved. The division recognizes the need for a future campus-wide writing center. However, the needs of Basic Skills students have become a priority for the past five years, and the division must focus its resources on those students' needs. In addition, creating a full-time writing center will require financial support from the college administration and academic and instructional support from faculty outside the division.

B. Modifications of Previous Goals

The division has reinstated ENG 095, the correspondence version of ENG 081. During 2013-2014, the faculty determined that more students had assessed at ENG 095-level in the past three years, according to AccuPlacer records collected by Basic Skills faculty. From that information, more than one hundred incarcerated students tested into the ENG 095 level, but did not succeed in reassessing at ENG 082/096 level. Furthermore, the prerequisite for ENG 082/096 has remained ENG 081/095 in the PVC Catalog for the past three years. Since those incarcerated students did not have access to ENG 095, nor succeed in assessing into ENG 096, the College must provide ENG 095 to meet those students' needs so they can enroll into academic and vocational education programs that require this course as a prerequisite.

III. Populations Served

A. Describe Populations

The program delivers pre-collegiate level English courses to students attending the Blythe main campus and the Needles Center. The program also provides (via correspondence) such courses to eligible inmates incarcerated at two state prison facilities near Blythe, as well as inmates located at eleven other correctional facilities in California.

B. Other Populations

None of the ENG courses are designed for second-language students, nor do the faculty who teach them have credentials in Teaching English as a Second Language (TESL). Since the retirement of PVC's only ESL instructor, the ESL courses have not been offered, and students were enrolled in ENG 080/089 as an alternative. This alternative method was not successful for lack of adequate academic guidance. In Fall 2012, the division offered ESL courses when PVC temporarily hired as ESL instructor. In Fall 2013, the division acquired the ESL instructor permanently.

IV. Curriculum History

Courses in the Program:

ENG 080 Introduction to Writing*
ENG 089 Supplementary Instruction for Introduction to Writing*

ENG 081 Basic Writing I
ENG 087 Supplemental Instruction for Basic Writing I
ENG 082 Basic Writing II
ENG 088 Supplemental Instruction for Basic Writing II
ENG 095 Writing Improvement I (Correspondence Education version of ENG081)*
ENG 096 Writing Improvement II (Correspondence Education version of ENG082)
ENG 099 Basic Composition

*The English faculty are currently discussing the possible elimination of ENG 080 and 089 for lack of enrollment, offerings, and student success. In Spring 2014, the division put ENG 080 and 089 in inactive status.

** ENG 095 has been reinstated and will begin in Fall 2015.

V. Course Scheduling and Availability

A. How Scheduling Optimizes Class Availability

The program is part of a larger College effort to reduce course scheduling conflicts and facilitate the completion of degrees and certificates. Since the Basic Skills students also require remediation in reading and mathematics, scheduling of these courses requires coordination with Math and Reading faculty. Such coordination has resulted in students being able to take courses in all three subject areas each semester. Given that there are only so many students and teachers available, ENG 080, 081, and 082 are currently offered only during the day.

B. How Scheduling Optimizes Student Learning

ENG 080, 081, and 082 classes in Blythe and Needles are only offered face-to-face for community students. Incarcerated students are offered ENG 095 and 096 to meet prerequisites for ENG 099. The division decided not to offer Basic Skills English courses via ITV or online because Basic Skills students generally do not succeed in those modes for lack of attendance, quality or completion of classwork, assistance in tutoring, and technical support and maintenance for ITV or PVC Bridge problems.

VI. Student Learning Outcomes

A. Process

1. Faculty members have participated in multiple Flex Day and other internal/external workshops and discussions concerning Student Learning Outcomes following the start of the College's Accreditation process in 2007.

2. The program faculty members have incorporated learning outcomes into all course syllabi. The learning outcomes match those in the approved course outline of record.

3. Faculty have assessed student learning in various ways, including the use of grading rubrics for essays submitted throughout the semester and evaluated for trends in various rubric components, i.e., thesis statement, grammar and punctuation, unity. As learning deficiencies become evident,

teaching emphasis may adjust to address those deficiencies.

4. In Fall 2012, division faculty conducted SLO assessments on all Basic Skills courses offered within that particular semester. The aim for these assessments were to 1) evaluate student performance and skill on the selected SLOs measured; 2) evaluate teaching methods that supported, or needed improvement, in students achieving those selected SLOs, and 3) provide data to support college-wide SLO evaluations. In Fall 2014, division faculty conducted SLO assessments on all sections of Basic Skills English for the same purposes. Below are the SLOs assessed:

a. ENG 080/089 SLOs

SLO #1: Compose sentences that follow the conventions of Standard Written English, including syntax, grammar, and mechanics
SLO #2: Compose topic sentences that control paragraphs
SLO #3: Develop detail sentences that support topic sentences

b. ENG 081/087 SLOs

SLO #1: Follow the writing process, including planning, drafting, revising, and editing.
SLO #2: Formulate, compose, and maintain the structure of a paragraph, including a topic sentence, supporting details, transitions, and a conclusion.
SLO #3: Formulate and compose a short essay, including a thesis statement, supporting paragraphs, unity, and a conclusion.

c. ENG 082/088 SLOs
SLO #1: Follow the writing process, including planning, drafting, revising, and editing.
SLO #2: Formulate, compose, and maintain the structure of a paragraph, including a topic sentence, supporting details, transitions, and a conclusion.
SLO #3: Formulate and compose a short essay, including a thesis statement, supporting paragraphs, unity, and a conclusion.

d. ENG 096 SLO
SLO #1: Demonstrate, through practice, an understanding of Standard English usage.
SLO #2: Write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose and progression through the stages of the writing process.
SLO #3: Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.

e. ENG 099 SLO
SLO #1: Analyze the principles of descriptive and expository prose.
SLO #2: Formulate and defend a thesis.
SLO #3: Incorporate various critical thinking strategies associated with theme analysis and development in essays.

B. Program Improvements
1. Because the division faculty seeks to identify writing as both a program and institutional learning outcome and to encourage other departments and divisions to incorporate writing more rigorously into their curricula, continuous improvement in teaching methods and

assessment is considered of particular importance.

2. Division faculty continue to improve techniques at the course level for teaching and assessing writing.

3. Division faculty will continue to assess, evaluate, and modify SLOs for the Basic Skills English curriculum on an annual basis. For example, based on previous SLO assessments, the faculty modified previous SLOs to focus on performance skills rather than conceptual knowledge. This practice has been showing improvement in focused, skills-based instruction, practice, and assessment; thus, student success is gaining, too. Recently, in Fall 2014, the faculty evaluated SLO assessments based on students' performance skills. The faculty discussed the results and decided to continue assessing the current SLOs in the curriculum for at least two more years to see gains.

VII. Program and Course Coverage

A. Course Coverage by Full- and Part-Time Faculty

1. At present, there is sufficient full-time faculty at the Blythe main campus to cover developmental writing courses. However, the Basic Skills student population and enrollment are increasing, especially in face-to-face classes. Concurrently, more English faculty are teaching in other divisions and disciplines, leaving only one full-time English teacher to cover Basic Skills English. If these current trends continue, the division will need to hire another full-time English faculty to cover Basic Skills and other English courses.

2. The Needles Center has no full-time faculty members at this time. However, the division offers one section of a pre-collegiate English course, such as ENG 081/087, for each semester.

B. Plans to Improve Coverage

1. Current fiscal conditions have resulted in reliance on part-time/adjunct faculty, particularly at the Needles Center. If enrollment grows at the Needles Center, the College must evaluate the need for additional instructors.

Furthermore, the Blythe campus has seen an increase in Basic Skills students, and the division has relied on a local part-time adjunct faculty for coverage. If this trend continues, the division will need either more part-time adjuncts or another full-time English instructor.

2. The division has begun to move actively towards development of on-line ENG 099 courses. Faculty members have determined that students enrolled in classes below ENG 099 should remain in the classroom environment for improved access to teacher assistance.

VIII. Professional Development

A. Specific Activities

1. Currently, Division members are conserving college resources by participating in professional development activities that do not require travel. Examples are web seminars ("webinars") and on-campus Flex Day and Institute Day events. Most instructors maintain membership in state and national organizations dedicated to the improvement of instruction in language arts.

B. Areas of Unmet Professional Development Needs

The continuing absence of state funds for professional development continues to represent a challenge, with division members being forced to sharply curtail conference attendance and other types of professional development activities.

While there is a lack of state funds, the Basic Skills English faculty will request funding from the Basic Skills Committee to attend future conferences specialized for developmental reading and writing curriculum and research.

IX. Student Performance and Completion

A. Course Completions

The low rate of student completions is of concern. Despite making use of the Early Alert counseling process and attempts at maintaining personal contact with community students several times each week, student attrition and lack of success remains high. Basic Skills students at the prisons face additional difficulties in that they have no personal contact with the instructor and are frequently prevented from communicating with the college for reasons unrelated to their coursework. The division, with assistance from the college Institutional Researcher, will engage in additional research to evaluate the low completion rates of these courses.

Term	Prefix	Sec	Course Name	Mode	C/P or Better	% C/P or Better
2011FA	ENG-080	01	Intro to Writing	LEC	10	58.8%
2011FA	ENG-081	01	Basic Writing I	LEC	12	54.5%
2011FA	ENG-081	02	Basic Writing I	LEC	5	33.3%
2011FA	ENG-081	03	Basic Writing I	LEC	3	60.0%
2011FA	ENG-082	01	Basic Writing II	LEC	12	63.2%
2011FA	ENG-082	02	Basic Writing II	LEC	5	26.3%
2011FA	ENG-082	03	Basic Writing II	LEC	7	63.6%
2011FA	ENG-087	01	Sup Inst. Writ I	LAB	14	63.6%
2011FA	ENG-087	02	Sup Inst. Writ I	LAB	6	40.0%
2011FA	ENG-087	03	Sup Inst. Writ I	LAB	3	60.0%
2011FA	ENG-088	01	Sup Inst. Writ II	LAB	15	78.9%

2011FA	ENG-088	02	Sup Inst. Writ II	LAB	11	57.9%
2011FA	ENG-088	03	Sup Inst. Writ II	LAB	7	63.6%
2011FA	ENG-089	01	Sup Inst. Writ	LAB	10	58.8%
2011FA	ENG-096	01	Write Impr. II	TXLEC	4	16.7%
2011FA	ENG-099	01	Basic Composition	2WVA	21	75.0%
2011FA	ENG-099	02	Basic Composition	LEC	14	63.6%
2011FA	ENG-099	03	Basic Composition	TXLEC	15	60.0%
2011FA	ENG-099	04	Basic Composition	TXLEC	8	36.4%
2012SP	ENG-080	01	Intro to Writing	LEC	0	0.0%
2012SP	ENG-081	01	Basic Writing I	LEC	7	46.7%
2012SP	ENG-081	02	Basic Writing I	LEC	5	50.0%
2012SP	ENG-081	03	Basic Writing I	LEC	2	28.6%
2012SP	ENG-082	01	Basic Writing II	LEC	9	40.9%
2012SP	ENG-082	02	Basic Writing II	LEC	10	55.6%
2012SP	ENG-082	03	Basic Writing II	LEC	1	25.0%
2012SP	ENG-087	01	Sup Inst. Writ I	LAB	10	66.7%
2012SP	ENG-087	02	Sup Inst. Writ I	LAB	5	50.0%
2012SP	ENG-087	03	Sup Inst. Writ I	LAB	2	28.6%
2012SP	ENG-088	01	Sup Inst. Writ II	LAB	12	54.5%
2012SP	ENG-088	02	Sup Inst. Writ II	LAB	13	72.2%
2012SP	ENG-088	03	Sup Inst. Writ II	LAB	1	25.0%
2012SP	ENG-089	01	Sup Inst. Writ	LAB	0	0.0%
2012SP	ENG-096	01	Write Impr. II	TXLEC	8	47.1%
2012SP	ENG-099	01	Basic Composition	2WVA	11	50.0%

2012SP	ENG-099	02	Basic Composition	LEC	10	50.0%
2012SP	ENG-099	03	Basic Composition	TXLEC	14	53.8%
2012SP	ENG-099	04	Basic Composition	TXLEC	5	20.8%
2012FA	ENG-080	01	Intro to Writing	LEC	4	44.4%
2012FA	ENG-081	01	Basic Writing I	2WVA	8	44.4%
2012FA	ENG-081	02	Basic Writing I	LEC	2	14.3%
2012FA	ENG-082	01	Basic Writing II	2WVA	8	36.4%
2012FA	ENG-082	02	Basic Writing II	LEC	14	70.0%
2012FA	ENG-087	03	Sup Inst. Writ I	LAB	11	61.1%
2012FA	ENG-087	04	Sup Inst. Writ I	LAB	2	14.3%
2012FA	ENG-088	05	Sup Inst. Writ II	LAB	15	68.2%
2012FA	ENG-088	06	Sup Inst. Writ II	LAB	14	70.0%
2012FA	ENG-089	03	Sup Instr Writ	LAB	4	44.4%
2012FA	ENG-096	01	Write Impr. II	TXLEC	5	22.7%
2012FA	ENG-096	02	Write Impr. II	TXLEC	4	22.2%
2012FA	ENG-099	01	Basic Composition	2WVA	16	66.7%
2012FA	ENG-099	02	Basic Composition	LEC	11	57.9%
2012FA	ENG-099	03	Basic Composition	TXLEC	6	25.0%
2012FA	ENG-099	04	Basic Composition	TXLEC	1	16.7%
2012FA	ENG-099	05	Basic Composition	TXLEC	1	14.3%
2013SP	ENG-081	01	Basic Writing I	LEC	9	47.4%
2013SP	ENG-081	02	Basic Writing I	LEC	3	17.6%
2013SP	ENG-081	03	Basic Writing I	2WVA	0	0.0%

2013SP	ENG-082	01	Basic Writing II	LEC	15	68.2%
2013SP	ENG-082	02	Basic Writing II	LEC	4	28.6%
2013SP	ENG-087	01	Sup Inst. Writ I	LAB	10	52.6%
2013SP	ENG-087	02	Sup Inst. Writ I	LAB	3	17.6%
2013SP	ENG-087	03	Sup Inst. Writ I	2WVA	1	16.7%
2013SP	ENG-088	01	Sup Ins Writ II	LAB	15	68.2%
2013SP	ENG-088	02	Sup Ins Writ II	LAB	5	35.7%
2013SP	ENG-096	01	Write Imp. II	TXLEC	10	38.5%
2013SP	ENG-099	01	Basic Composition	LEC	12	75.0%
2013SP	ENG-099	02	Basic Composition	LEC	4	50.0%
2013SP	ENG-099	03	Basic Composition	TXLEC	10	43.5%
2013SP	ENG-099	04	Basic Composition	TXLEC	5	35.7%
2013FA	ENG-080	01	Intro to Writing	LEC	3	50.0%
2013FA	ENG-081	01	Basic Writing I	LEC	13	61.9%
2013FA	ENG-081	02	Basic Writing I	LEC	9	47.4%
2013FA	ENG-082	01	Basic Writing II	LEC	12	52.2%
2013FA	ENG-082	02	Basic Writing II	LEC	8	47.1%
2013FA	ENG-087	01	Sup Inst. Writ I	LAB	15	71.4%
2013FA	ENG-087	02	Sup Inst. Writ I	LAB	9	47.4%
2013FA	ENG-088	01	Sup Ins Writ II	LAB	14	60.9%
2013FA	ENG-088	02	Sup Ins Writ II	LAB	8	47.1%
2013FA	ENG-089	01	Sup Instr. Writ	LAB	3	50.0%
2013FA	ENG-096	01	Write Imp. II	TXLEC	12	63.2%
2013FA	ENG-099	01	Basic Composition	LEC	14	63.6%
2013FA	ENG-099	02	Basic Composition	LEC	13	65.0%
2013FA	ENG-099	04	Basic Composition	TXLEC	10	47.6%

2014SP	ENG-081	01	Basic Writing I	LEC	7	50.0%
2014SP	ENG-081	02	Basic Writing I	LEC	5	62.5%
2014SP	ENG-082	01	Basic Writing II	LEC	10	66.7%
2014SP	ENG-082	02	Basic Writing II	LEC	5	35.7%
2014SP	ENG-087	01	Sup Inst. Writ I	LAB	7	50.0%
2014SP	ENG-087	02	Sup Inst. Writ I	LAB	5	62.5%
2014SP	ENG-088	01	Sup Ins Writ II	LAB	10	66.7%
2014SP	ENG-088	02	Sup Ins Writ II	LAB	5	35.7%
2014SP	ENG-096	01	Write Impr. II	TXLEC	17	58.6%
2014SP	ENG-099	01	Basic Composition	LEC	12	75.0%
2014SP	ENG-099	02	Basic Composition	LEC	7	63.6%
2014SP	ENG-099	03	Basic Composition	TXLEC	7	28.0%
2014SP	ENG-099	04	Basic Composition	TXLEC	1	12.5%

B. Degrees and Certificates

Courses below the 100-level are not degree-applicable or transferable. However, ENG 099 is used to satisfy the writing requirement for some certificate programs.

X. Enrollment and Financial Trends

A. Enrollments

Enrollment in ENG 081 and ENG 082 is typically higher in the fall semester than in the spring, and ENG080 is only offered in the fall. As more courses outside of the division have reading and writing prerequisites put in place, additional enrollment in developmental writing courses is likely.

Courses	FA 11	SP 12	FA 12	SP 13	FA 13	SP 14	Total
ENG 080 & 089	17	0	9	0	6	0	32
ENG 081 & 087	42	32	32	42	40	22	210
ENG 082 & 088	49	44	42	36	40	39	250
ENG 096	24	17	40	26	19	29	155
ENG 099	97	92	80	61	63	60	453

Total Enrollment	229	185	203	165	168	150	1100

B. Program Expenditures

All ENG courses, pre-college and college-level:

ALL ENG	2011-2012	2012-2013	2013-2014	TOTAL
Supplies	918	95	207	1220
Contracts	100	0	0	100
TOTAL	1018	95	207	1320

C. Supplies and Contracts

Stable during the past three years.

XI. Facilities and Equipment

A. Adequacy of Facilities

Facilities, including classrooms and offices, are more than adequate to support effective teaching and learning. It should be noted for the writing lab, however, that simply providing a larger room or more computers will not give students more time with the instructor. In fact, less individual assistance from the teacher is one result of larger class sizes.

B. Dedicated Space

Dedicated space is sufficient to handle current requirements. The division requests the writing lab (CL 128) be solely dedicated to Basic Skills English courses. It is the division's goal to offer evening courses in CL 128 to meet Basic Skills students' needs at all levels. For the past few years, Basic Skills math courses, which employ Hawkes Learning, have been granted sole access to CL 129, which is equipped for Hawkes online instruction. Yet, the writing lab has been used for math classes for the same purpose. The division has never been consulted about the lab's use, and evening English courses have been relocated to other classrooms.

C. Adequacy of Equipment

Equipment and service are generally adequate to support effective teaching and learning. Student learning using computer equipment has been enhanced as all classroom computers provide the same version of Microsoft Office.

D. Plans for Future Changes in Facilities and Equipment

Faculty has begun the processes of learning and applying new technologies such as ITV and online course delivery for ENG 099. Faculty believe that students in courses below ENG 099

are better served in face-to-face classrooms.

XII. Strengths and Weaknesses

A. Strengths

1. Highly qualified and dedicated faculty engage in continuous review of teaching, curricula and student performance.

2. Effective division leadership and a vast improvement in consultation and consensus within the division has resulted in better course planning, scheduling, and textbook selection.

3. Faculty exhibits commitment to SLO assessment processes, evidenced by development of a division-approved rubric and SLO assessment via group reading sessions.

4. Faculty is actively learning about and utilizing new technologies, e.g., ITV and online courses at the ENG 099 level.

B. Weaknesses

1. As seen in nationwide data, a majority of incoming college students are assessed at performing below freshman level in math, reading and writing. While the low writing ability of new students is not an inherent weakness in PVC's program, it is the force that drives our offerings, scheduling, and assessment.

2. The number of students succeeding in Basic Skills courses remains low.

3. Inadequate contact with (and evaluation of) adjunct faculty members teaching writing courses via Distance Education and at the Needles Center.

4. As PVC begins to offer new courses in the fine arts and performing disciplines within the division, and as long as PVC continues to use current English faculty to teach disciplines outside the division, the need for another full-time English instructor becomes necessary to cover Basic Skills English and other English courses.

5. Basic Skills English will need a dedicated classroom fully equipped with computers, printers, and multimedia platforms.

C. Plans to Remedy Weaknesses

1. Engage in research to evaluate student completion rates.

2. Encourage or require adjuncts to attend (via ITV from Needles, as needed) a special division meeting each year, perhaps the initial meeting at the beginning of the school year, in connection with Flex Day.

3. Seek approval from Academic Senate, administration, and the Board of Trustees to hire a full-time English instructor to meet increasing Basic Skills English population.

4. Since the passing of Measure P, Palo Verde College's education initiative for supplemental funding for educational programs, the division will request a portion of those Measure P funds to meet its needs for Basic Skills English goals to remedy weaknesses, such as a campus-wide Writing Center and a fully-equipped Writing Lab. Many students who are seeking vocational and career certificates usually fulfill an English requirement, and those students are most likely at the Basic Skills English level.

XIV. Plans to Advance the Program

A. 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.

B. 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.

C. 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.

D. 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 needs these resources to compete in today's economy and workplace.

ENGLISH (ENG) 101 AND ABOVE (TRANSFER-LEVEL)

EXECUTIVE SUMMARY

All English courses in the ENG 101 and above group are transferable to both the University of California and the California State University systems and are applicable to the arts and humanities requirements of Palo Verde College's associate degrees. ENG 101 is a core requirement of several of the College's certificate programs. English faculty implemented several improvements in these courses, including: the selection of new, more suitable textbooks for certain courses; the inclusion of a work of fiction in ENG 101; the implementation of a new AA degree emphasis, in Arts and Humanities; and a sustained, rigorous assessment of student learning outcomes. The faculty is highly qualified with a strong commitment to high academic standards as evidenced in its commitment to SLO assessment and continuous course improvements. Areas needing further work are: working to build enrollments in advanced literature classes and strengthening contacts with Needles Center faculty and other adjuncts. Plans for the future include: implement more online courses; maintain stronger contacts with Needles Center instructors and other adjuncts; incorporate writing as a degree-level SLO; strengthen working relationships with College counselors and advisors; encourage the use of new technologies in face-to-face and online courses; engage in research to evaluate course completion rates.

I. Support of the College Mission

A. Purpose of the Program

1. Courses in English numbered 101 and above provide instruction in college-level writing, textual analysis, and critical thinking. Courses in this category are generally applicable to the associate degrees offered by Palo Verde College.

2. The transfer-level and/or articulated courses have the added purpose of enabling students to succeed after their transfer to a four-year institution.

3. Additionally, the courses in this category retain one of the oldest aims in American education: to prepare a diverse population for success in a complex national and world culture.

B. Support of the College Mission

1. In keeping with the College mission, the faculty strives to provide, "an exemplary learning environment with high quality educational programs and services." This goal is achieved by a process of continuous assessment and improvement of curricula, teaching methods, resources and learning outcomes.

2. The Board of Trustees' calls for lifelong learning, diversity, creativity, and responsibility to the local community are equally well-served. All transfer-level courses in critical thinking in the humanities require going beyond the immediate and practical for students representing a wide range of ages, as well as interests in lifelong learning.

C. Unique Institutional Goal

1. This aspect of the program focuses on the educational needs of students

seeking completion of associate degrees, transfer to four-year institutions, continuing education, or all three.

II. Accomplishments in Achieving Previous Goals

A. Progress in Achieving Previous Goals from the 2009 Program Review report:

1. Develop and implement online courses in key composition and advanced literature and courses as part of an overall College strategy to improve enrollments and bring more students into College degree programs. Progress: ENG 101, 102 and 103 are now offered in all available modes, including online.

2. Maintain closer contact with adjunct instructors with the purpose of ensuring consistency and rigor in curricula: adjunct participation in Flex Days, division meetings, syllabi exchanges, etc. Progress: Adjunct instructors are invited to participate in division meetings and are included in email messages relating to division business. Several adjunct instructors participate actively in division business and have participated in the Jan 20-Jan 22 SLO charting Flex Days.

3. Incorporate writing as a degree-level SLO in cooperation with other divisions and faculty members. Progress: This initiative will be further examined during the January 2015 Flex Days, when all degree-level and program-level SLOs will be discussed. To date, no real consideration of making writing across the curriculum an Institutional Learning Outcome has been discussed.

4. Encourage faculty members to learn and apply new teaching modes and technologies that have recently been given stronger funding and staff support through the Title III Virtual Campus project: ITV, Starboards, and online course delivery. Progress: Learning new instructional technologies is an ongoing process for division faculty. The Title III Virtual Campus project concluded in 2013; however, the IT department continues to maintain equipment and provide training when needed, though technology reliability remains a concern.

5. Engage in research to evaluate completion rates in ENG 101 and above courses. Progress: To date completion rate analysis has been accomplished for the purposes of program review, and to a lesser extent, for accreditation and the Student Success and Student Equity plans. Still to be considered is adapting Success and Equity Plan data and evaluation to include the sharp demographic differences between face-to-face students and correspondence mode incarcerated students.

6. Engage in research to evaluate emerging needs for additional division faculty. Progress: To date no research has been accomplished in this area. However, during the past year, three English instructors were granted minimum qualifications or equivalencies to teach courses in other disciplines, namely, philosophy, drama, and ESL. These changes add to the number of English instructors who, similarly, teach in other disciplines, such as business, reading, and speech. The division will need to review the need for additional English instructors.

B. Modifications of Previous Goals

As noted above in Section II.A.f., several English instructors have expanded their teaching to include work in disciplines other than English. The division will need to evaluate the demand for ENG 101 and above courses vis-à-vis existing teaching staff and consider bringing in additional instructors consistent with established institutional practices that identify and address personnel needs transparently and with data-driven research.

III. Populations Served

A. Describe Populations

The program delivers college-level English courses to qualified students attending the Blythe main campus and the Needles Center, 100 miles north of Blythe. The program also provides (via correspondence) college-level English courses to eligible inmates incarcerated at two state prison facilities near Blythe, and inmates located at several other correctional facilities in California.

Inasmuch as a significant portion of our students are incarcerated males who perform extremely well academically, it would be useful that the college's equity program evaluate incarcerated students and the general college population of community students as separate subgroups. This approach would provide a more realistic picture of the actual performance of each subgroup and enable the college to take action to remedy any identified instances of disproportionate impact. This approach would also provide a more realistic assessment of student learning outcomes.

B. Other Populations

None identified to date.

IV. Curriculum History

Courses in the Program (ENG 101 and above):

ENG 101 Reading and Composition
ENG 102 Composition and Introduction to Literature
ENG 103 Critical Thinking and English Composition
ENG 120 Introduction to Creative Writing*
ENG 122 World Literature*
ENG 125 Introduction to Film*
ENG 132 Survey of American Literature I**
ENG 133 Survey of British Literature: Beowulf to the Restoration**
ENG 135 Great Books**
ENG 139 Introduction to Ethnic Literatures*
ENG 140 Survey of American Literature II*
ENG 141 Survey of British Literature: From the Restoration to Post-Colonialism**
ENG 142 Mini Courses in Literature**
ENG 154 Introduction to Children's Literature**
ENG 201 Survey of Science Fiction**

ENG 202 Survey of the Desert Southwest**

* Not successfully offered in the preceding six semesters (FA 2011, SP 2012, FA 2012, SP 2013, FA 2013, SP 2014). The division faculty recommends keeping these courses in curriculum and evaluating their need. The new AA degree in Arts and Humanities, as well as opportunities to develop online versions, may create increased demand.

**Not successfully offered in the preceding six semesters (FA 2011, SP 2012, FA 2012, SP 2013, FA 2013, SP 2014). The division has placed these courses on inactive status.

V. Course Scheduling and Availability

A. How Scheduling Optimizes Class Availability

1. The ENG program is part of a larger College effort to reduce course scheduling conflicts and facilitate the completion of degrees and certificates.

2. Beginning Fall Semester 2008, the College implemented a new approach to class scheduling, whereby scheduling decisions, rather than being made by faculty, are now being made after division recommendations are reviewed by the Office of Instructional Services. The process has proven effective largely because the Office, with its broader perspective on the entire college schedule, can implement final decisions that reduce the incidence of class conflicts and maximize enrollment.

3. The Office of Instruction and Student Services, together with division faculty, continues to evaluate the effectiveness of this approach.

4. Increasingly, consideration is given to scheduling on a two-year basis.

B. How Scheduling Optimizes Student Learning

1. The program, like other College programs, offers courses in various modes to accommodate the diverse learning and scheduling needs of its students. Courses are offered in face-to-face, correspondence, interactive television, and online (Web) modes. (See table under Section IX below, detailing the instructional modes of each course offered in this program.)

In advance of research, it remains an open question as to whether online sections of these classes are useful instructional modes for PVC students. We recommend continuing research to evaluate the effectiveness of online instruction in terms of student learning outcomes.

2. Courses are also offered at various times and days, and in various scheduling patterns, such as one day or evening a week, and two days or evenings a week. The program continues to develop more course offerings in the online mode.

Division faculty continue to discuss the need for online course offerings. However, because there are technical limitations to availability and support, scheduling online courses is limited (see Section XI).

VI. Student Learning Outcomes

A. Process

1. Faculty members have participated in multiple Flex Day and other workshops and discussions concerning Student Learning Outcomes. At least two division faculty who each ENG 101-and-above courses are part of the College's Student Learning Outcomes Committee, and two were directly involved in recent negotiations concerning incorporating SLOs into faculty evaluation (full-time and part-time alike) for all instructional modes. With those negotiations successfully concluded and approved by all parties, SLOs are now fully integrated into evaluation on a more-regular cycle for all faculty.

2. The program faculty members have incorporated learning outcomes into their course syllabi and courses. The learning outcomes match those in the approved course outline of record, and have been initially mapped onto PLO and ILO-level outcomes.

3. Faculty have assessed student learning in various ways, including the use of grading rubrics for essays submitted throughout the semester and evaluated for trends in various rubric components, i.e., thesis statement, grammar and punctuation, unity. As learning deficiencies become evident, teaching approaches are adjusted to address those deficiencies. Additionally, a lively debate continues over including cognitive and abstract as well as formalist and concrete criteria for the evaluation of student work.

B. Improvements

1. Division faculty will evaluate textbooks in ENG 101 and 103 to ensure alignment with course SLOs.
2. Division faculty will limit course SLOs to three in total to ensure instruction focuses on student success.
3. Division faculty discuss the need for unity in SLO assessment and evaluation.

VII. Program and Course Coverage

A. Course Coverage by Full- and Part-Time Faculty

1. Generally, there are sufficient full-time faculty at the Blythe main campus to cover ENG 101 and above courses in all instructional modes. When the need arises, there are sufficient adjunct instructors to handle teaching requirements. In the upcoming semesters, the division will be evaluating the need for additional instructors (See Sections II.A.f., II.B, and XIII.6).

2. The Needles Center has no full-time faculty members at this time; however, each semester the Center offers ENG 101 and above courses, via ITV, taught by full-time faculty based in Blythe. The Center also employs local adjunct instructors, two of whom are long-term members of the Division and are slated for evaluation under the new guidelines for SLOs.

B. Plans to Improve Coverage

1. The College will need to evaluate the need for full-time faculty hiring. It is anticipated that at least one full-time hire will need to be carried out by the next Program Review. Division faculty note that over the past few years, five instructors have been reclassified into tenure-track positions, including one in this division, as a result of inadvertent extensions of part-time and administrative work exceeding statutory limits. While we welcome the addition of new tenure-track positions, we are concerned that the trend of creating tenure-track positions "by accident" threatens to undermine the importance of research and data-informed decision-making in the hiring process. Recognizing this problem to be institution-wide, we urge all college constituents to resume, and adhere to, established practices to identify and address personnel needs.

2. The division has developed online curriculum for English 101 and 103. However, to date, these courses have encountered considerable difficulties with enrollment, student success, and reliability of technical support. It is the division's opinion that it explore offering these courses to the incarcerated population.

VIII. Professional Development

A. Specific Activities

Currently, Division members maintain membership in a number of national organizations, including the Modern Language Association, the College Composition and Communication Conference, and the National Council of Teachers of English. Furthermore, one instructor has been a member of numerous visiting accreditation teams and has shared with the division members valuable insights about current practices in student learning assessments. Division members have maintained active participation in our state and local Academic Senate as officers, and as a result, attend statewide Academic Senate conferences, RP (Research & Planning) Group conferences, and CTA. One faculty member served as statewide CTA Council and was lead negotiator throughout a period of bargaining regarding evaluation and SLOs.

B. Areas of Unmet Professional Development Needs

Areas of unmet professional development needs would be these: use of classroom and online technologies; better understanding of SLO assessment processes and practices; and better understanding of the analysis and interpretation of data dealing with student success, equity issues, and academic performance.

The continuing absence of State funds for professional development continues

to represent a challenge, with division members being forced to sharply curtail conference and other participation. Nonetheless, faculty have been able to participate in the following professional development activities:

a. Student Success Conference (Fall 2014)
b. Student Equity conference and webinar (Fall 2014)
c. Accreditation Restoration Team, SFCC (Fall 2014)
d. Teaching Online: Creating Effective Cyber Communities
e. Engaging and Active: Best Practices for Active Learning
f. Connecting Through Composition
g. Teaching Composition in the 21st Century

IX. Student Performance and Completion

A. Course Completions

Completion rate = A, B, C, P, CR divided by A, B, C, D, F, P, NP, MW, W, IP

Term	Prefix	Sec	Course Name	Mode	Total	C/P or Better	% C/P or Better
2011FA	ENG-101	01	Reading Comp	LEC	37	21	56.8%
2011FA	ENG-101	02	Reading Comp	LEC	18	11	61.1%
2011FA	ENG-101	03	Reading Comp	LEC	20	11	55.0%
2011FA	ENG-101	04	Reading Comp	TXLEC	25	9	36.0%
2011FA	ENG-101	05	Reading Comp	TXLEC	23	7	30.4%
2011FA	ENG-101	06	Reading Comp	TXLEC	25	10	40.0%
2011FA	ENG-101	07	Reading Comp	TXLEC	15	6	40.0%
2011FA	ENG-103	01	Critical Think	LEC	13	5	38.5%
2011FA	ENG-103	02	Critical Think	TXLEC	27	21	77.8%
2011FA	ENG-103	03	Critical Think	TXLEC	26	8	30.8%
2012SP	ENG-101	01	Reading Comp	2WVA	29	23	79.3%
2012SP	ENG-101	02	Reading Comp	LEC	25	7	28.0%
2012SP	ENG-101	03	Reading Comp	TXLEC	36	21	58.3%
2012SP	ENG-101	04	Reading Comp	TXLEC	23	11	47.8%
2012SP	ENG-101	05	Reading Comp	TXLEC	24	10	41.7%
2012SP	ENG-102	01	Comp/Intro Lit	2WVA	9	7	77.8%
2012SP	ENG-102	02	Comp/Intro Lit	TXLEC	3	0	0.0%
2012SP	ENG-103	01	Critical Think	LEC	11	7	63.6%
2012SP	ENG-103	02	Critical Think	DLEC	27	17	63.0%
2012SP	ENG-103	03	Critical Think	TXLEC	26	19	73.1%
2012FA	ENG-101	01	Reading Comp	2WVA	40	26	65.0%
2012FA	ENG-101	02	Reading Comp	LEC	16	5	31.3%
2012FA	ENG-101	03	Reading Comp	DLEC	18	4	22.2%
2012FA	ENG-101	04	Reading Comp	TXLEC	25	9	36.0%
2012FA	ENG-101	05	Reading Comp	TXLEC	21	7	33.3%
2012FA	ENG-101	06	Reading Comp	TXLEC	17	4	23.5%

2012FA	ENG-103	01	Critical Think	LEC	17	6	35.3%
2012FA	ENG-103	02	Critical Think	DLEC	20	16	80.0%
2012FA	ENG-103	03	Critical Think	TXLEC	22	16	72.7%
2012FA	ENG-103	04	Critical Think	TXLEC	15	7	46.7%

2013SP	ENG-101	01	Reading Comp	LEC	23	15	65.2%
2013SP	ENG-101	02	Reading Comp	LEC	19	14	73.7%
2013SP	ENG-101	03	Reading Comp	LEC	8	7	87.5%
2013SP	ENG-101	04	Reading Comp	LEC	10	6	60.0%
2013SP	ENG-101	05	Reading Comp	DLEC	14	5	35.7%
2013SP	ENG-101	06	Reading Comp	TXLEC	28	14	50.0%
2013SP	ENG-101	08	Reading Comp	TXLEC	12	5	41.7%
2013SP	ENG-103	01	Critical Think	LEC	20	16	80.0%
2013SP	ENG-103	03	Critical Think	TXLEC	32	19	59.4%

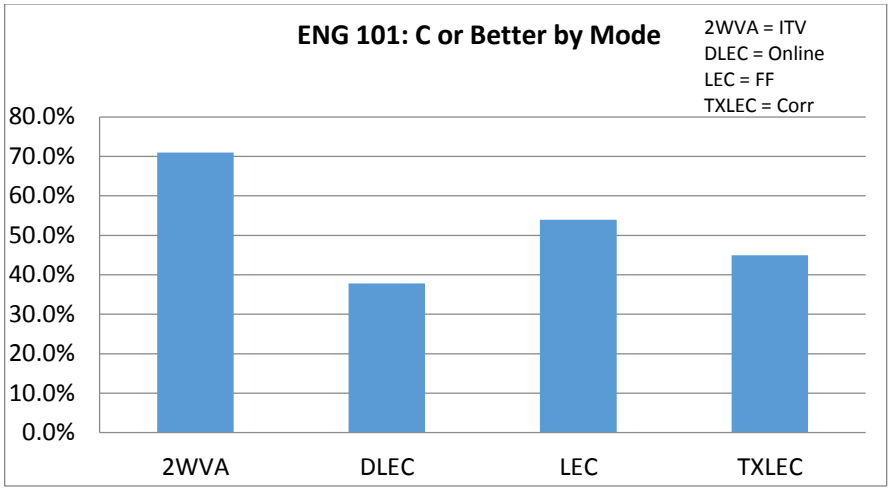
2013FA	ENG-101	01	Reading Comp	TXLEC	26	16	61.5%
2013FA	ENG-101	02	Reading Comp	LEC	20	11	55.0%
2013FA	ENG-101	03	Reading Comp	DLEC	17	9	52.9%
2013FA	ENG-101	04	Reading Comp	TXLEC	22	10	45.5%
2013FA	ENG-103	01	Critical Think	LEC	21	15	71.4%
2013FA	ENG-103	03	Critical Think	TXLEC	26	14	53.8%
2013FA	ENG-103	04	Critical Think	DLEC	11	5	45.5%

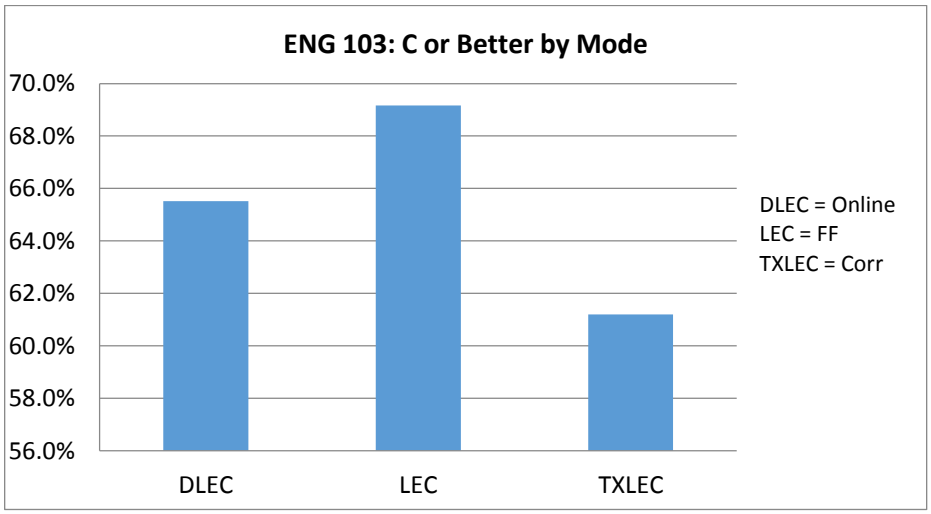
2014SP	ENG-101	02	Reading Comp	LEC	25	13	52.0%
2014SP	ENG-101	03	Reading Comp	LEC	7	2	28.6%
2014SP	ENG-101	05	Reading Comp	DLEC	25	10	40.0%
2014SP	ENG-101	06	Reading Comp	TXLEC	32	20	62.5%
2014SP	ENG-103	01	Critical Think	LEC	25	25	100.0%
2014SP	ENG-103	02	Critical Think	TXLEC	27	19	70.4%

Commentary:

The average student success rate for these courses—ENG 101, 102 and 103—is 54.5%, below the statewide rate for *all courses* of 62.5% but above Palo Verde College's success rate for *all courses* of 43.1%.

Success rates are further clarified by a comparison of the different modes of delivery, as presented in the charts below. The charts show that students in face-to-face classes, at least in the three ENG courses examined here, tend to do better than students enrolled in classes taught in instructional modes other than face-to-face.





B. Degrees and Certificates

1. Currently, there is no associate degree with major, or emphasis, in English.

2. All ENG 101 and above courses are IGETC-certified, CSU GE-certified, or both, and therefore may be applied to associate degrees and for transfer to four-year institutions.

3. The AA degree in Arts and Humanities was implemented in 2007-08. The follow chart show all AA degree conferrals:

		2010	2011	2012	2013	2014	TOTAL
AA Emph. Arts & Humanities	**Associate of Arts**	**15**	**25**	**29**	**23**	**20**	**112**
AA Emph. Business & Technology	Associate of Arts	14	13	10	22	19	78
AA Emph. Math & Science	Associate of Arts	2	9	13	23	20	67
AA Emph. Social & Behav Science	Associate of Arts	22	29	35	31	24	141

The chart above compares the number of awards of the four AA-with-emphasis degrees.

X. Enrollment and Financial Trends

A. Enrollments

See enrollments in charts in Section IX, above.

Average Section Size by Mode	
2WVA	26
DLEC	19
LEC	19
TXLEC	23

Average Section Size by Course	
ENG 101	22
ENG 102	6
ENG 103	22

The charts above show average section sizes, by instructional delivery mode and by course (ENG 101, 102, 103).

C. Program Expenditures
<u>All</u> ENG courses, pre-college and college-level:

	2011-12		2012-13		2013-14	
	Budget	Actual	Budget	Actual	Budget	Actual

Supplies	1650	918	150	95	232	207
Contracts	100					
TOTAL	1750	918	150	95	232	207

C. Supplies and Contracts

Stable during the past three years.

XI. Facilities and Equipment

A. Adequacy of Facilities

1. Facilities, including classrooms and offices, are more than adequate to support effective teaching and learning.

2. However, division members generally agree that support for the simpler aspects of the technology (i.e. guaranteeing that systems work, that division members are informed of new programs/system changes, that wiring remains usable) remains a challenge.

B. Dedicated Space

Dedicated space is sufficient to handle current requirements.

C. Adequacy of Equipment

Equipment and service are adequate to support effective teaching and learning.

D. Plans for Future Changes in Facilities and Equipment

1. Faculty has begun the processes of learning/applying new teaching modes and technologies such as ITV, Starboards, and online course delivery.

2. The frequent unreliability of the current technology and interfaces requires continuous evaluation of online technologies in terms of ease of use, reliability, instructional integrity and other factors, and that the results of these assessments be conveyed to the college information technology staff, along with recommended improvements.

3. We ask that the college maintain ongoing technical support of classroom technology as well.

4. Some division faculty report that technological "improvement," tends to be carried out (and drive instructional changes thereafter) without advance

consultation.

XII. Strengths and Weaknesses

A. Strengths

1. Highly qualified and dedicated faculty engage in continuous review of teaching, curricula and student performance

2. Effective division leadership

3. Faculty commitment to SLO assessment processes, evidenced by development of a division-approved rubric, inclusion of SLOs in course syllabi and commitment to conducting course and program assessments

4. Faculty commitment to learn and utilize new technologies, e.g., ITV and online courses, particularly at ENG 101 level and above

B. Weaknesses

1. Few opportunities to offer advanced literature courses due to insufficient enrollments

2. Standardization of expectations (i.e. knowledge of MLA and other formatting requirements, research methods, intellectual content) for student success.

3. Anecdotal accounts of poor success rates among "community," as opposed to, "incarcerated," students

4. Anecdotal accounts of students choosing, "easier" courses (i.e. courses without pre-requisites, research/term paper/exam requirements) to fulfill transfer requirements

5. Inadequate preparation of students for upper-level courses in terms of reading, writing, and critical thinking skills

6. Inadequate coverage for English courses.

7. Data shows chronically low persistence rate among basic skills students, specifically, those who begin in basic skills courses and eventually take a college level course in the same discipline.

8. Increasing problems of incarcerated students turning in work late, not getting textbooks, and not getting course syllabi.

9. Better training is needed in classroom and online instructional technologies, together with the technical support required to keep these technologies functioning and effective.

XIII. Plans to Remedy Weaknesses

1. Offer more classes that are blends of modes, e.g., face-to-face and correspondence. Arrange online classes for incarcerated students.

2. Develop division standards for research and formatting.

3. Research the veracity of such accounts by research in comparative success rates: community vs. incarcerated.

4. Research the veracity of such accounts, and consider developing campus-wide prerequisites and standards for writing and research for college-level English courses.

5. Discuss feasibility of summer boot camp in English language skills and first-year experience preparation.

6. Examine feasibility of hiring a full-time English instructor.

7. Consider the feasibility of fewer number of required basic skills courses.

8. Consider better logistics and managerial oversight in correspondence and incarcerated students programs.

9. Work closely with the IT department to ensure faculty are trained and that equipment is serviced regularly to ensure effective performance.

XIV. Plans to Advance the Program

1. Research and evaluate the need for an additional English instructor.

2. Engage in better communications with IT staff for classroom and online technology maintenance and improvements.

3. Institute stronger managerial oversight in the correspondence and incarcerated students programs.

4. Review ENG 101 and 103 textbooks.

5. Conduct further research to evaluate the causes of low persistence rates among basic skills (English) students.

6. Deliver online courses to incarcerated students.

ENGLISH AS A SECOND LANGUAGE (ESL)

EXECUTIVE SUMMARY

The English as a Second Language Program at Palo Verde College includes both credit and noncredit classes, reflecting the dual goals of providing instruction for workplace and conversational English (noncredit) and establishing a springboard for college-level courses and degrees (credit). These courses are multi-skill, sequenced, and academically rigorous. For maximum accessibility, the noncredit courses are open entry/open exit, and offered both day and evening. The credit courses are offered as Basic Skills courses; these courses are not degree applicable or transferrable to four-year institutions. The salient strength of the ESL Program has been its flexibility and adaptation to our changing workplace and social environments. The major challenge has been restoring the ESL program after the retirement of the full time faculty in 2011. The ESL program was inactive for two years. In January 2013, a full time faculty was hired and has been successful in increasing the enrollment. Steps are underway to enhance the ESL program by creating non-credit and credit certificates.

I. Support of the College Mission

A. Purpose of the Program

The purpose of the English as a Second Language Program at Palo Verde College is to:

- Provide and facilitate the acquisition of the English language and culture to the non-native speaker;
- Provide access to Palo Verde College's university-level transfer and certificate programs for those students who are pursuing a post-secondary degree;
- Prepare the way for students to acquire the language and educational skills needed for employment;
- Teach the non-native speaker sufficient English for survival purposes or self-sufficiency.

B. Support of the College Mission

"The College promotes student success and lifelong learning for a diverse community of learners." The ESL program achieves this goal by welcoming a diverse population of ESL learners who come to the United States from different countries, and helps them integrate into their communities.

C. Unique Institutional Goals

As an institution, we are morally obligated to help integrate the English learners to our broader mainstream society, and our program strives to achieve this end in offering a fully-progressive academic program of study.

II. Accomplishments in Achieving Goals in the Previous Program Review

A. Progress in Achieving Previous Goals

One of the problems identified in the previous program review was the decline in enrollment. The retirement of the previous full-time faculty had a tremendous effect in the continuation of the program. No replacement was hired right away; therefore, the program remained inactive for two years. In the spring of 2013, a temporary non-tenure track faculty was hired. The faculty had the task of rebuilding the program. Through extensive outreach via the radio advertisements, community bulletins, and attending ELAC meetings, the faculty was able to successfully recruit students and increase enrollment. The faculty was hired full-time tenure-track in the spring of 2014.

Another goal identified in the previous program review was the development of vocational ESL. Presently, no vocational ESL curriculum has been developed. The integrated ESL curriculum has been updated and is being used to meet the different needs of the immigrant population.

The integration of technology in the classroom was another goal in the previous program review. The ESL courses are taught in the Fine and Performing Arts building, which has every classroom equipped with state-of-the-art instructional technology for faculty and student use. For example, every classroom has an interactive SmartBoard for faculty to use during instruction, and there is a fully-supported computer lab.

B. Explain Modifications of Goals Outlined in the Previous Program Review

There were no modifications of goals from the previous program review.

III. Populations Served

A. Describe Population

Many of the students in the ESL Program are first generation, relatively recent immigrants. They are generally younger and aspiring to enter a profession (get a college degree) or obtain a certificate in some field to enter the work force more quickly. These students generally have higher educational levels. Another cohort of students is older and longer-term residents. Many of these individuals are returning to school after they have raised their children, are retired, disabled, unemployed or underemployed. They are learning English to fulfill a postponed desire, or they are pursuing retraining in some field. Their educational levels are lower than the aforementioned younger students. A list of student population includes but is not limited to: Immigrant students who are learning English to better assimilate in the USA; U.S. citizens aspirants; students with career goals; Palo Verde High School ELD students who are concurrently enrolled at PVC; Palo Verde High School graduates who still need English development; International students, even though these types of students are very few. Arizona residents who need English language development; CALWORKS/GAIN students; and migrant students.

B. Other Population

There has been some interest by our Needles Center to have ESL classes there, to serve their

small immigrant population. Chuckawalla State Prison and Ironwood State Prison have a large amount of non-English speakers who would benefit from the ESL courses.

IV. Curriculum History

Non-Credit Courses	Credit Courses
NBE 045 ESL Survival English ABE 090 Entry I ABE 081 Entry II NBE 016 Sup Skills NBE 084 Developmental English	ESL 080 Beginning 1 ESL 081 Beginning 2 ESL 082 Intermediate 1 ESL 083 Intermediate 2 ESL 096 Advanced 1 ESL 097 Advanced 2 ESL 088 Supplemental Skills for ESL

The previous ESL instructor retired in 2011. The current instructor began teaching part-time in the Fall of 2012 and began full-time teaching in the Spring 2013.The offering of courses listed in the table above resumed in the Spring of 2013.

The table above represents all of the approved credit and non-credit courses in the ESL program.

V. Course scheduling and availability

A. How Scheduling Optimizes Class Availability

We have always scheduled courses to meet students' needs first. In the morning classes, we set our course start times to accommodate the mothers' schedules (to begin after they have sent their children to school). We also try to align our semester coursework with the PV School District's schedule to maximize attendance. In the evening, we set course start times to enable the working student to attend class. Due to high demand of evening courses, all of the credit ESL courses are in the evening. Non-credit courses are offered during the day and evening.

The ESL program is comprised of six credit-bearing and two noncredit bearing courses of integrated skills study. Non-credit courses are offered every semester as they are the first courses taken by new students exposed to the English language. The non-credit courses prepare students for the credit courses. ESL 080 and 081 are offered every semester as well to help with the advancement of levels within the program. ESL 082 and ESL 096 are offered only in the spring semester and ESL 083 and ESL 096 are offered only in the fall semester. Courses are only offered face-to-face.

B. How Scheduling Optimizes Student Learning

Students are in level appropriate classes. The classes are not being taught in concurrent with other levels as they were before. Classes are scheduled to meet the students' need. ESL courses are only offered face-to-face to optimize student learning as basic skills students generally do poorly when taking courses via distance education or ITV.

VI. Student Learning Outcomes

A. Process

Student learning outcomes have been updated in all course outline of records and have been incorporated into the course syllabi. Faculty members have participated in many SLOs workshops and training.

Faculty have assessed student learning outcomes in various ways, including the use of grading rubrics for writing and oral presentations, and final exams.

B. Improvements

The assessment of student learning outcomes for ESL courses indicates that students need more short writing assignments and more work in oral drills to improve their writing and speaking skills. I have incorporated these additional activities in my courses for upcoming semesters.

VII. Program and Course Coverage

A. Course Coverage by Full- and Part-Time Faculty

There is only one full-time faculty covering the entire program.

B. Plans to Improve Coverage

As the program continues to grow, it would be beneficial to hire adjunct faculty.

VIII. Professional development

A. Specific Activities

Full-time faculty attended AB86 workgroup conference in Sacramento; CB21 Academic senate meeting in Anaheim and participates in on-campus professional development activities such as Institute Day, Flex Days, webinars and maintain membership in the CATESOL professional development group.

B. Areas of Unmet Professional Development Needs

Instructor would like to have the opportunity to visit other colleges to review their ESL programs. This would provide ideas to help improve the program.

IX. Student Performance and Completion

A. Course Completions
Completion rate = A, B, C, P, CR divided by A, B, C, D, F, P, NP,MW,W, IP

See table under section X.

B. The ESL program currently does not have any certificates or degrees.

X. Enrollment and Financial Trends

A. Enrollment

Spring of 2014 was the first semester that ESL credit courses were offered. From fall 2012 through fall 2013 only non-credit courses were offered. The enrollment in the non-credit courses increased during the first year. When credit courses were introduced the number in enrollment decreased due to the fact that non-credit courses are more popular in the community because they are free. Offering credit courses meant a decrease in the offering of non-credit courses because there is only one full-time faculty available to teach both credit and non-credit.

Fall 2012

Term	Prefix	Sec	Course Name	Mode	NP	P	Total
2012FA	NBE-084	01	Dev English	LEC		23	23
2012FA	NBE-084	02	Dev English	LEC		23	23
2012FA	NBE-084	03	Dev English	LEC	12	4	16
2012FA	NBE-084	04	Dev English	LEC		23	23
2012FA	NBE-084	05	Dev English	LEC	2	19	21

Spring 2013

Term	Prefix	Sec	Course Name	Mode	NP	P	Total
2013SP	ABE-081	01	ESL Entry II	LEC		28	28

2013SP	ABE-090	01	ESL Entry I	LEC	2	29	31
2013SP	NBE-016	01	Sup Skill NC ESL	LAB	4	36	40
2013SP	NBE-084	09	Dev English	LEC	1	13	14
2013SP	NBE-084	10	Dev English	LEC	1	16	17
2013SP	NBE-084	11	Dev English	LEC	1	14	15
							145

Fall 2013

Term	Prefix	Sec	Course Name	Mode	UG	Total
2013FA	ABE-081	01	ESL Entry II	LEC	42	42
2013FA	ABE-090	01	ESL Entry I	LEC	41	41
2013FA	NBE-016	01	Sup Skill NC ESL	LAB	28	28
2013FA	NBE-084	01	Dev English	LEC	18	18
2013FA	NBE-084	02	Dev English	LEC	21	21
2013FA	NBE-084	03	Dev English	LEC	17	17
2013FA	NBE-084	04	Dev English	LEC	19	19
2013FA	NBE-084	05	Dev English	LEC	22	22
2013FA	NBE-084	06	Dev English	LEC	16	16
						224

Spring 2014

Term	Prefix	Sec	Course Name	Mode	NP	P	UG	Total
2014SP	ESL-080	01	Beg Language I	LEC	6	11		17
2014SP	ESL-082	02	Intermediate Lang I	LEC	5	7		12
2014SP	ESL-096	02	Adv. Language I	LEC		5		5
2014SP	ABE-090	01	ESL Entry Level I	LEC			35	35
2014SP	NBE-045	01	ESL for Survival English	LEC			14	14
2014SP	NBE-045	02	ESL for Survival English	LEC			14	14
2014SP	NBE-045	03	ESL for Survival English	LEC			13	13
2014SP	NBE-045	04	ESL for Survival English	LEC			14	14
								124

B. ESL Expenditures:

Besides the salary and benefits, the ESL department had no expenditures.

Salaries						
	2011-12		**2012-13**		**2013-14**	
Department	**Budget**	**Actual**	**Budget**	**Actual**	**Budget**	**Actual**
ESL				24,073	51,779	69,788
Benefits						
	2011-12		**2012-13**		**2013-14**	

Department	Budget	Actual	Budget	Actual	Budget	Actual
ESL	-	965	-	12,030	28,297	29,518
Supplies						
	2011-12		**2012-13**		**2013-14**	
Department	**Budget**	**Actual**	**Budget**	**Actual**	**Budget**	**Actual**
ESL	225	-	-	-	-	-
Other Operating Expenses/Contract Services						
	2011-12		**2012-13**		**2013-14**	
ESL	-	-	-	-	-	-

XI. Facilities and equipment

A. Adequacy of Facilities

ESL courses are being taught in the new Performing Arts Building on the main campus. The facility is more than adequate to support effective teaching and learning. The full-time faculty has an office in the Performing Arts Building close to the classrooms.

B. Dedicated Space

There are two classrooms dedicated for ESL courses, one computer lab with 25 computers and one regular classroom that can accommodate around 35 students. Both classrooms are comfortable and spacious making the learning experience relaxed and enjoyable.

C. Adequacy of Equipment

Adequate equipment is available in the facility to support teaching and learning. Classrooms are equipped with upgraded technology.

D. Plans for Future Changes in Facilities and Equipment

As the time goes by, technology changes and our classrooms get upgraded on a regular basis to meet the demand of the enhanced learning experienced.

XI. Strengths and Weaknesses

A. Strengths

The ESL program offers opportunities for English learners at no cost. It is flexible with non-credit courses that are open exit/open entry to meet the needs of the migrant workers who migrate to other cities following the agricultural seasons.

Highly qualified and dedicated faculty engage in continuous review of teaching, curricula, student performance, and nurtures non-English speaking students to achieve a higher level of learning such as taking college level courses.

ESL program targets the majority of our community population. It is the only resource in our community that provides services to non-English speakers.

B. Weaknesses

Transportation has become an issue for many of the ESL students since the closure of the Spring Street Campus. The main campus is a six-mile drive one way and has become difficult for students to get to class.

No on-campus child care services are offered. Childcare has also become an issue for many students throughout the college. In my observation, the majority of students are stay-at-home parents who do not have access to child care services.

The majority of the ESL students are migrant workers who start a semester very motivated; however, due to the start of the work season they must drop the courses in the middle of the semester delaying their language acquisition.

XII. Plans to Remedy Weaknesses

Work with the local transportation agency on a schedule and lower rates for students who need transportation services.

Work with the VP of Instructional and Student Services to modify one classroom as a daycare lab and have the students taking child development courses do their field experience in the daycare. It would provide free childcare for students wanting to take courses in the evening.

As a recruitment effort, the ESL faculty will work with local farmers to find ways to adjust work schedules to allow workers attend classes.

XIV. Plans to Advance the Program

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

Enhance the non-credit courses by making it 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.

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.

MUSIC (MUS)

EXECUTIVE SUMMARY

PVC music courses at the 100-level and above are transferable either to the University of California, California State University, or both. Several music courses also apply to the arts and humanities requirements of the AA degree in Liberal Arts and the AA degree in Arts and Humanities. MUS 121 and 137 apply to IGETC. MUS 121, 131, 132, 135, 137, 150, 233, and 234 apply to CSU-GE. The music program started to grow with the hiring of a full-time faculty member in the Fall of 2013. Right now, the music department is in the process of introducing new courses and reaching out to the community; these efforts will further develop the program by building enrollments and diversifying course offerings. Curriculum changes for existing courses are currently underway, such as expanding Jazz Ensemble to include vocalists as well as instrumentalists.

I. Support of the College Mission

A. Purpose of the Program

Music courses provide instruction in music theory, performance and history. All courses in the program are transferable to four-year institutions, including California State University and the University of California.

B. Support of the College Mission

Course offerings in music are well-suited to fulfilling the College's mission, namely, by addressing lifelong learning, diversity and creativity.

C. Unique Institutional Goal

1. All of the offerings in music are transferable to California State University, University of California, or both. In this way music courses assist students seeking four-year degrees in music or other fields.

2. The program also provides music instruction to persons, without a particular degree objective, seeking to expand their knowledge and understanding of musical performance, theory and history.

II. Accomplishments in Achieving Previous Goals

A. Progress

1. <u>Goals of the 2009 Program Review:</u>

In the 2009 program review, the goals of the music program were aligned with the goals established by the Fine and Performing Arts Advisory Council[1], consisting of faculty, staff and community volunteers. The goals of the Fine and Performing Arts Advisory Council are attached to this program review report for reference purpose. These goals are not necessarily relevant to present music courses, as, at the moment, the Fine Arts Theater merely provides a venue for public performances. However, new courses can be introduced, such as live sound engineering, where the use of the sound equipment in the theater will be vital.

2. Accomplishment of Goal:

In 2013, a full-time music instructor position was created. As a result, the present program review report has established new goals for this program. The new goals are described at the end of this report, under "Plans to Advance the Program".

B. Modifications of Previous Goals

The previous goals didn't take into consideration a full-time instructor position that has since been created.

III. Populations Served

A. Describe Populations

1. Students seeking associate degrees, transfer, or both

2. Students enrolling in music courses for personal enrichment

B. Other Populations—None

IV. Curriculum History

Courses in the Program

1. MUS 121 Music History and Appreciation—IGETC, CSU-GE, UC (3 units)
2. MUS 131 Classroom Piano I—CSU-GE, UC (1 unit)
3. MUS 132 Classroom Piano II—CSU, UC (1 unit)
4. MUS 135* Basics of Reading Music—CSU; UC (3 units)
5. MUS 137 History of Rock—IGETC, CSU-GE, UC (3 units)
6. MUS 141 Jazz Ensemble I (1 unit)
7. MUS 142 Jazz Ensemble II (1 unit)
8. MUS 150* Music Theory—CSU-GE, UC (3 units)
9. MUS 233 Classroom Piano III—CSU-GE, UC (1 unit)
10. MUS 234 Classroom Piano IV—CSU-GE, UC (1 unit)

[1] see attached document

11. MUS 243 Jazz Ensemble III (1 unit)
12. MUS 280 Selected Topics in Music—CSU

Note: courses denoted with an asterisk (*) have not been successfully offered in the preceding six semesters. These are theoretical courses, and thus less popular, at the moment, than the practical courses like Classroom Piano and Jazz Ensemble.

V. Course Scheduling and Availability

A. How Scheduling Optimizes Class Availability—The "hands-on" courses like Classroom Piano and Jazz Ensemble are offered in the evening, while courses like Music Appreciation and History of Rock, electives for an Associate degree, are offered both during daytime, and by correspondence.

B. How Scheduling Optimizes Student Learning — The music department, in cooperation with the Office of Instruction and Student Services, offers music courses at various times and in various modes of delivery to ensure student access and successful completion of course requirements. The faculty continuously evaluates the effectiveness of its course schedules and makes improvements where needed.

VI. Student Learning Outcomes

A. Process

Student learning outcomes were assessed for the first time in 2014-Fall semester in music courses.

Total number of SLOs addressed:	36
Total number of students that met or exceeded the baseline:	62
Total number of students assessed:	72
Percentage of students that met or exceeded the baseline:	86.11%

The SLOs were assessed by written quizzes and instructor observation.

B. Improvements

In the future, a larger number of successful students can be achieved by introducing more time with reviewing material prior to the test.

VII. Program and Course Coverage

A. Course Coverage by Full- and Part-Time Faculty

The music program has not had a full-time faculty member until Fall 2013. Until then, the program offered courses each semester with the support of qualified adjunct instructors. Since 2013, the full-time instructor has conducted all the courses.

B. Deficiency in faculty coverage of courses

There are no deficiencies in course coverage at this moment.

C. Plans to Improve Coverage

As the music program develops, more courses are offered, and the community shows increased interest, besides the full-time instructor, qualified adjuncts might be called in to cover different courses.

VIII. Professional Development

A. The full-time instructor should show versatility in conducting and performing in any type of music ensemble, instrumental as well as vocal, as well as solid knowledge in all theoretical aspects of music. The instructor should keep current in personal development and involvement with professional organizations, such as the Music Teachers National Association, which holds annual conferences that provide workshops and training in new pedagogical approaches in music.

B. Unmet professional development needs: At present time there are no unmet professional development needs.

IX. Student Performance and Completion

A. Course Completions: Defined as A, B, C, P or CR divided by A, B, C, D, F, CR, NP, NC, W, MW, or IP

2011FA	MUS-121	01	Music History	TXLEC	28	20	71.4%
2011FA	MUS-121	02	Music History	TXLEC	17	8	47.1%
2012SP	MUS-121	01	Music History	TXLEC	41	29	70.7%
2012FA	MUS-121	01	Music History	TXLEC	28	25	89.3%
2012FA	MUS-121	02	Music History	TXLEC	17	10	58.8%
2012FA	MUS-131	01	Classroom Piano	LAB / LEC	10	6	60.0%
2013SP	MUS-121	01	Music History	TXLEC	33	25	75.8%
2013SP	MUS-131	01	Classroom Piano	LAB / LEC	14	5	35.7%
2013SP	MUS-132	01	Class Piano II	LAB / LEC	3	3	100.0%
2013FA	MUS-121	01	Music History	LEC	9	7	77.8%
2013FA	MUS-121	02	Music History	TXLEC	27	14	51.9%
2013FA	MUS-131	01	Classroom Piano	LAB / LEC	6	4	66.7%
2013FA	MUS-132	01	Class Piano II	LAB / LEC	2	2	100.0%
2013FA	MUS-137	01	History of Rock	LEC	9	4	44.4%
2013FA	MUS-280	01	Jazz Ensemble	LAB	8	6	75.0%
2014SP	MUS-121	01	Music History	LEC	17	13	76.5%
2014SP	MUS-121	02	Music History	TXLEC	26	13	50.0%

2014SP	MUS-121	03	Music History	TXLEC	9	3	33.3%
2014SP	MUS-131	01	Classroom Piano	LAB / LEC	8	4	50.0%
2014SP	MUS-132	01	Class Piano II	LAB / LEC	2	2	100.0%
2014SP	MUS-137	01	History of Rock	LEC	7	7	100.0%
2014SP	MUS-233	01	Class Piano III	LAB / LEC	2	2	100.0%
2014SP	MUS-280	01	Improvisation Ensemble	LAB	1	1	100.0%
2014SP	MUS-280	01	Music Ensemble	LAB	7	6	85.7%
Average Completion Rate					331	219.	66.2%

B. Degree Completions

1. Currently, there is no associate degree with major, or emphasis, in music.

2. MUS 121, 135, 137, 150 may be applied to the AA degree in Arts and Humanities

3. MUS 121, 137, 150 may be applied to the AA degree in Liberal Arts

4. MUS 121 and 137 are IGETC-certified. MUS 121, 131, 132, 135, 137, 150, 233, 280 are CSU certified

X. Enrollment and Financial Trends

A. Enrollments

2011FA	MUS-121	01	Music History	28
2011FA	MUS-121	02	Music History	17
2012SP	MUS-121	01	Music History	41
2012FA	MUS-121	01	Music History	28
2012FA	MUS-121	02	Music History	17
2012FA	MUS-131	01	Classroom Piano	10
2013SP	MUS-121	01	Music History	33
2013SP	MUS-131	01	Classroom Piano	14
2013SP	MUS-132	01	Class Piano II	3
2013FA	MUS-121	01	Music History	9
2013FA	MUS-121	02	Music History	27
2013FA	MUS-131	01	Classroom Piano	6
2013FA	MUS-132	01	Class Piano II	2
2013FA	MUS-137	01	History of Rock	9
2013FA	MUS-280	01	Jazz Ensemble	8

2014SP	MUS-121	01	Music History	17
2014SP	MUS-121	02	Music History	26
2014SP	MUS-121	03	Music History	9
2014SP	MUS-131	01	Classroom Piano	8
2014SP	MUS-132	01	Class Piano II	2
2014SP	MUS-137	01	History of Rock	7
2014SP	MUS-233	01	Class Piano III	2
2014SP	MUS-280	01	Improvisation Ensemble	1
2014SP	MUS-280	01	Music Ensemble	7
Average Section Size				14

B. Expenditures

	2011-12		2012-13		2013-14	
Expenditures	Budget	Actual	Budget	Actual	Budget	Actual
Supplies		-	100	-	946	946
Other Expenses/Contract Services	500	500	-	500	100	125
Capital Outlay	-	-	-	-	-	-
Other Outgo	-	-	-	-	-	-
TOTALS	500	500	100	500	1,046	1,071

In 2012, funds were allocated for purchasing of new instruments, 2 grand pianos among others. However, the funds were not able to cover all the present needs of the Music Department. We still need a portable PA system for live performance and a stationary PA system for the piano room

Right now the music budget is around $500 per year, which is not adequate for maintaining the equipment. New budget for 2015-2016 was submitted.

Another big one-time allocation of funds will be needed if new courses will be developed in the area of Music Technology, such as Digital Recording and Sound Engineering courses (see “Plans to Advance the Program”).

XI. Facilities

A. Adequacy of Current Facilities—Facilities are adequate for the current courses offered; the new Fine and Performing Arts building provides classrooms for piano, ensemble, practice rooms and adequate storage for the instruments and equipment.

B. Adequacy of Dedicated Space—Adequate for the present

C. Adequacy of Equipment—With the opening of the Fine and Performing Arts building, combined with the budget allocated for the full-time instructor position, the equipment acquired is answering not only the present needs, but also allows for future development of other courses, such as Vocal Ensemble and Symphonic Ensemble. However, there is still need for a PA system for performances held off-campus.

D. Plans for Future Changes—There are no current plans for future changes in regard to facilities.

XII. Strengths and Weaknesses

A. Strengths—Faculty and community interest in music programs, as evidenced by steady class enrollments in courses offered

B. Weaknesses—enrollment is low, needs to be built

XIII. Plans to Remedy Weaknesses—Enrollment should be built by constant outreach in the community through public concerts, participation in community events, close collaboration with the schools in the area, advertising of the music courses currently offered, as well as conducting periodic surveys that would help identify community needs and interest in terms of courses and programs in music.

XIV. Plans to Advance the Program:

A. Grow and maintain a constant flow of students in the music program.

B. 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.

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

D. Collaborate with other programs such as Theater 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.

E. Explore the possibility of establishing an AA degree in music.

F. 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.

READING (RDG)

EXECUTIVE SUMMARY

The reading program offers developmental reading courses to face-to-face and correspondence students in need of improving academic literacy, learning and study skills necessary for success in college level work. The strength of the program consists in positive learning outcomes as measured by pre- and post-tests throughout the five-year review period. The weakness is manifest in the low completion rate, common in Basic Skills courses statewide. The purpose of the review is to take stock of the various aspects of the program in order to improve and strengthen it.

1. Support of the College Mission

Background:

The reading program has expanded since the completion of the 2010 program review. In fall 2011, it started offering a new course, RDG 082, Basic Reading with Laboratory, to community students ineligible for RDG 084 because of low placement scores. As the target population tends to be rather small, the course is offered in the fall only. Ranging from four levels below transfer to two (levels below transfer), the program now consists of RDG 082, RDG 084, Beginning Reading with Laboratory, and RDG 086, Intermediate Reading with Laboratory; all are face-to-face. The program also offers two correspondence courses – RDG 094, Beginning Reading, and RDG 096, Intermediate Reading -- to inmate students in the California Department of Corrections and Rehabilitation (CDCR) and community students in Blythe and Needles. These courses do not have a laboratory component.

A. Purpose of the Program

The main purpose of the reading program is to prepare students for ENG 099 and transferable gateway courses in English. To this end, the program has incorporated the Reading Apprenticeship framework into its curricula, focusing on developing and supporting students' ability to understand important ideas in writings characteristic of academic texts. None of the courses in the program apply towards a degree, nor are they transferrable to a four-year university, but all are vital in readying students for degree- applicable courses.

B. Support of the College Mission

In support of the college mission, the reading program exposes the student to diverse cultures through print and electronic multimedia (videos, music) and strives to maintain a safe and "exemplary learning environment with high quality educational [course materials]" and is committed to "[promoting] student success and lifelong learning for a diverse community of learners."

C. Unique Institutional Goal

Statewide, 60% of students entering the community colleges are in need of basic skills remediation. This statistic is also true of entering students at Palo Verde College. The program, along with the mathematics and English programs, plays an important role in preparing them for entry into degree- and certificate-applicable courses in that reading

proficiency is the basis upon which all other learnings build. The reading program, in particular, serves the unique purpose of helping students gain insight into their reading processes and develop repertoires of problem-solving strategies to become fluent, independent, and self-sustaining readers.

2. Accomplishments in Achieving Previous Goals

A. Progress in Achieving Previous Goals

Two goals described in the 2010 program review have come to fruition: the creation of RDG 082, Basic Reading with Laboratory, which complements ENG 080, Introduction to Writing. Both courses serve the same demographic--students reading at or below 5th grade level. The addition of RDG 082 brings symmetry to the course sequences in reading and English: for every basic skill writing course, there is now an equivalent reading course. RDG 082 builds and strengthens students' literacy skills as well as facilitates their progression through the pipeline of the basic skills courses.

The other goal was for the reading instructor to become a practitioner of Reading Apprenticeship, pedagogy with a focus on collaboration, conversation, and comprehension in reading and subject area courses. The instructor completed Reading Apprenticeship for Community College Instructors (TED 7126), a 30 hours/3 credit online course offered by California State University East Bay and physically attended the June, 2013 Leadership Community of Practice in Reading Apprenticeship summer institute, and the winter institute in 2014 in Oakland, CA.

B. Modification of Previous Goals

In an effort to increase the completion rate at the course level, the previous program review outlined a plan to link a basic reading course with a basic writing course, for example RDG 084 with ENG 081. This plan fell by the wayside as the division spent considerable amount of energy optimizing the course scheduling of ENG 081, ENG 082 and their respective co-requisites, the end result being each section of the course and its co-requisite are taught by the same instructor. Meanwhile the problem of low completion rate persists. At the program level, the success rate of RDG 082 students persisting through the course sequence and ultimately passing RDG 086 is 25%; the success rate of RDG 084 students going onto RDG 086 and passing is 23%. Since there is no reading course one level below ENG 101 (RDG 086 and RDG 096 are two levels below transfer), measuring the success rate of RDG 086 remains problematic as students who pass the course go on to ENG 099, a discipline different from reading. There, in effect, exists a gap between ENG 101 and RDG 086 & RDG 096. This problem will be taken up in section 13, Plans to Remedy Weaknesses.

3. Population Served

A. Describe Population

The program delivers developmental reading courses in the face-to-face format to students attending the Blythe main campus, and in the correspondence format to students attending

Needles Center and eligible inmates in the CDCR. The average age of the face- to-face population is 20+ years, the majority being Hispanic and female. On the other hand, the majority of the community students in the correspondence course are male, and inmate students almost exclusively male. Extended Opportunity Program and Services) students (EOPS) make up 60% of RDG 086; 50% of RDG 096; 73% of RDG 084; and 58% of RDG 082.

B. Special Population

Disabled Student Programs and Services (DSPS) students account for 25% of students enrolled in RDG 082, higher than those in RDG 084 (12%) and RDG 086 (14%). Most are at risk for failing the course due to the lack of literacy skills, learning skills or study skills. Yet RDG 082, like its counterpart ENG 80, is offered once a year, thus delaying students' progress through the course sequence, and possibly their program of choice. The division is cognizant of this problem, and is in dialogue on workable solutions for this small special population of students.

4. Curriculum History

Courses in the Program:
RDG 082, Basic Reading with laboratory, offered once a year in the fall
RDG 084, Beginning Reading with laboratory, one section is offered every semester, in fall 2014 two sections were offered
RDG 086, Intermediate Reading with laboratory, two sections are offered every semester
RDG 094, Beginning Reading (Correspondence Education version of RDG 084)*
RDG 096, Intermediate Reading (Correspondence Education version of RDG 086), one section is offered every semester, except in fall 2012 and spring 2015 when two sections were offered.

*RDG 094 has not been offered since fall 2008 for the reason as offered by Louise Gallan, the then coordinator of the Learning Skills Center, that adult basic education in English was available to inmate students with low level of literacy. To avoid course duplication and to lower the cost to the college, it was decided that this course offering, along with that of ENG 95, was to be discontinued. Community students who would have been placed into the course were diverted to RDG 084, the face-to-face version of the course. RDG 094 was placed on inactive status until spring 2014 when it came to light that a number of inmates (about 30 from the placement data from January 2013 to April 2014) who were placed into RDG 094 and ENG 095 had no access to adult basic education at their facilities. In fall 2014, the course outline of record for RDG 94 was updated and approved by the curriculum committee and the course will be offered again in fall 2015.

Figure 1 Curriculum History

Term	Prefix	Sect	Course Name	Mode	Instr LN	Instr FN
2011FA	RDG-082	01	Basic Reading W/Lab	LAB / LEC	Brown	Teh-Min
2011FA	RDG-084	01	Begin Reading W /Lab	LAB / LEC	Brown	Teh-Min
2011FA	RDG-084	02	Begin Reading W /Lab	LAB / LEC	Pelletier	Patricia
2011FA	RDG-086	01	Inter Reading W/Lab	LAB / LEC	Brown	Teh-Min
2011FA	RDG-086	02	Inter Reading W/Lab	LAB / LEC	Brown	Teh-Min
2011FA	RDG-086	03	Inter Reading W/Lab	LAB / LEC	Pelletier	Patricia
2011FA	RDG-096	01	Inter Reading	TXLEC	Brown	Teh-Min
2012SP	RDG-084	01	Begin Reading W /Lab	LAB / LEC	Brown	Teh-Min
2012SP	RDG-084	02	Begin Reading W /Lab	LAB / LEC	Pelletier	Patricia
2012SP	RDG-086	01	Inter Reading W/Lab	LAB / LEC	Brown	Teh-Min
2012SP	RDG-086	02	Inter Reading W/Lab	LAB / LEC	Brown	Teh-Min
2012SP	RDG-086	03	Inter Reading W/Lab	LAB / LEC	Pelletier	Patricia
2012SP	RDG-096	01	Inter Reading	TXLEC	Brown	Teh-Min
2012FA	RDG-082	02	Basic Reading W/Lab	LAB / LEC	Brown	Teh-Min
2012FA	RDG-084	02	Begin Reading W /Lab	LAB / LEC	Brown	Teh-Min
2012FA	RDG-086	03	Inter Reading W/Lab	LAB / LEC	Brown	Teh-Min
2012FA	RDG-086	04	Inter Reading W/Lab	LAB / LEC	Brown	Teh-Min
2012FA	RDG-096	03	Inter Reading	TXLEC	Brown	Teh-Min
2012FA	RDG-096	04	Inter Reading	TXLEC	Brown	Teh-Min
2013SP	RDG-084	01	Begin Reading W /Lab	LAB / LEC	Brown	Teh-Min
2013SP	RDG-086	01	Inter Reading W/Lab	LAB / LEC	Brown	Teh-Min

2013SP	RDG-086	02	Inter Reading W/Lab	LAB / LEC	Brown	Teh-Min
2013SP	RDG-096	01	Inter Reading	TXLEC	Brown	Teh-Min
2013FA	RDG-082	01	Basic Reading W/Lab	LAB / LEC	Brown	Teh-Min
2013FA	RDG-084	01	Begin Reading W /Lab	LAB / LEC	Brown	Teh-Min
2013FA	RDG-086	01	Inter Reading W/Lab	LAB / LEC	Brown	Teh-Min
2013FA	RDG-086	02	Inter Reading W/Lab	LAB / LEC	Brown	Teh-Min
2013FA	RDG-096	01	Inter Reading	TXLEC	Brown	Teh-Min
2014SP	RDG-084	01	Begin Reading With Lab	LAB / LEC	Brown	Teh-Min
2014SP	RDG-086	01	Inter Reading With Lab	LAB / LEC	Brown	Teh-Min
2014SP	RDG-096	01	Inter Reading	TXLEC	Brown	Teh-Min

5. Course Scheduling and Availability

A. Class availability for day students, evening students and distance education students.

Since students enrolled in the reading courses also require remediation in English and mathematics, course scheduling requires coordination with mathematics and English faculty. Such coordination has resulted in a schedule that enables the majority of students to take courses in two (math, reading or English) or three subject areas (math, reading and English) in the same semester. RDG 084 and RDG 086 are offered during the day in a Monday/Wednesday or Tuesday/Thursday format each semester, usually one section of RDG 084 and two sections of RDG 086. For the most part, one section of RDG 096, the correspondence course, is offered to accommodate inmate as well as community students in Blythe and Needles.

The fall of 2014 witnessed a significant increase in student enrollment in RDG 084-01 (Monday, Wednesday, 9:30 – 11: 20 A.M.): 23 students were waitlisted. Subsequently a second section was added (Monday, Wednesday, 12:00 – 1: 50 P.M.) with the intention of absorbing the overflow. Ironically none of the waitlisted students were able to take it because of the overlapping schedule with ENG 081 (Monday, Wednesday 1: 30 P.M. – 2: 50 P.M.) Students who did take RDG 084-02 were all late registrants.

B. Optimizes student learning

In hindsight, one solution to the scheduling conflict is better communication and coordination with the Basic Skills faculty to optimize student enrollment and

learning.

6. Student Learning Outcomes

The course learning outcomes (CLO's) for RDG 084 are as follows:

1. Demonstrate literal and critical comprehension of texts.
2. Increase academic vocabulary.

The CLO's for RDG 086 are as follows:

1. Demonstrate accurate recall of selected college-level vocabulary from the textbook.
2. Apply metacognitive strategies for close reading of texts for literal and critical comprehension.

To measure them, the instructor uses Nelson Denny Reading Test, form G (pretest) in the first week of each semester to establish a baseline in vocabulary and comprehension, and form H (post-test) the week before the finals to measure learning outcomes in both areas. The outcome, expressed in grade equivalent, is, by and large, positive from fall 2011 to spring 2014. The average gain during the three-year period is 0.5 (five months) for RDG 084, and 0.9 (9 months) for RDG 086. (Figures 2 and 3). While the gains prove that the course is effective in improving academic literacy, there is still room for improvement.

As can be seen in Figure 2, the number of RDG 084 students completing both tests is small. The small turnout is caused by absenteeism as well as attrition in the last few weeks of the semester.

Figure 2 RDG 84-01 NDRT Pre- and Post-Tests

RDG84-01, F11-S14	Voc Form G		Voc Form H		Voc Gain	Comp Form G		Comp Form H		Comp Gain	Total Form G		Total Form H	Gain
F11, N=7	9.0		8.0		-1	11.0		10.0		-1	10.0		9.0	-1
S12, N =10	6.5		7.3		0.8	6.8		7.5		0.7	6.7		7.1	0.4
F12, N= 5	7.5		8.8		1.3	7.6		9.6		2.0	7.3		8.9	1.6
S13, N = 4	7.8		8.2		0.4	8.0		8.6		0.6	7.7		8.3	0.6
F13, N = 4	8.4		9.1		0.7	7.4		8.8		1.4	7.7		8.8	1.1
S14, N = 8	8.1		8.1		0	6.9		7.1		0.2	7.3		7.5	0.2
Avg. N=38	7.9		8.3		0.4	8.0		8.6		0.6	7.8		8.3	0.5

Figure 3 RDG 086, NDRT, Pre- and Post-Tests

RDG 86, F11 – S14	Voc Form G		Voc Form H	Voc Gain	Comp Form G		Comp Form H	Comp Gain	Total Form G		Total Form H	Gain
F11, 86-01, N=16	9.0		10.0	1.0	9.0		11.0	2.0	9.0		10.0	1.0
F11, 86-02, N=5	8.0		9.0	1.0	9.0		10.0	1.0	8.0		10.0	2.0
S12, 86-01 N=13	10.0		9.8	-0.2	11.8		11.9	0.1	10.8		10.3	-0.5
S12, 86-02 N=7	7.8		8.4	0.6	7.9		9.7	1.8	7.8		9.0	1.2
F12 86-03 N=8	8.6		9.8	1.2	8.1		10.1	2.0	8.1		9.9	1.8
F12 86-04 N=8	7.0		7.0	0	6.3		6.4	0.1	6.4		6.4	0
S13 86-01 N=4	10.3		11.5	1.2	10.4		10.0	-0.4	10.3		10.7	0.4
S13 86-02 N=4	10.7		12.5	1.8	12.2		13.5	1.3	11.5		12.8	1.3
F13 86-01 N=6	10.0		11.0	1.0	9.9		11.1	1.2	9.7		11.1	1.4
F13 86-02 N=10	9.2		9.2	0	9.3		9.4	0.1	8.9		9.1	0.2
S14 86-02 N=10	9.4		10.4	1.0	8.6		9.2	0.6	8.8		9.7	0.9
Avg. N=86	9.1		9.9	0.8	9.3		10.2	0.9	9.0		9.9	0.9

The student learning outcomes for RDG 082 are:

1. Acquire 400 common English words.
2. Read and comprehend English text adapted for a vocabulary of 600 – 1,000 words.

To measure the outcomes, the instructor uses Star Reading as the Nelson Denny Reading

Test does not differentiate the gain when the scale score falls below 156; in other words, if a student's scale score is 125 on the pretest, she would have to increase it to 157 on the post-test in order to see a gain of two months. This seems an unrealistic goal for the entire class, daunting to both the students and the instructor. The Star Reading, on the other hand, measures reading progress K through 12 and uses indicators other than the grade equivalent, such as the instructional reading level and the Lexile measure. Of all the students enrolled in RDG 082 from fall 2011 to fall 2014 (included because the course is offered only in the fall), a total of 13 students took both the pre- and post-tests. The gains made suggest that the course met its learning outcomes. But it also raises, in the instructor's mind, the spector of test bias against adult English language learners. As a demographic group, they tend not to do well on standardized tests such as Star and Nelson Denny Reading Test. This was demonstrated to be the case by the test results of NDRT when they went through the course sequence.

Figure 4 RDG 082, Star Reading Pre- and Post-Tests, Fall 2011 – Fall 2014

	Scale Score	Grade Equivalent	Percentile Rank	Instructional Reading Level	Lexile Measure
Pretest N = 13	387	3.3	16	3.0	345L
Posttest N = 13	406	3.5	14	3.3	420L
Change	+19	+0.2	-2	+0.3	75L

The positive learning outcomes of all the reading courses may be attributed to the routine practice of Reading Apprenticeship in the classroom, the use of Quizlet, an online study tool application, and SkillsTutor (Houghton Mifflin Harcourt), an online tutorial in vocabulary and comprehension, used as lab work. The SkillsTutor modules for the lower level courses–RDG 082 and RDG 084–integrate comprehension with vocabulary; in other words, vocabulary is learned through context. Both RDG 082 and RDG 084 students showed improvement in comprehension (Figures 5 and 6). The module for RDG 086 segregates reading skills into comprehension, vocabulary building, and word knowledge. Students generally performed better on the vocabulary modules than on comprehension (Figures 7 and 8). This is consistent with their test performance in class—the average scores for vocabulary quizzes were generally higher than those for the midterm and final.

Figure 5 SkillsTutor Class Activity for RDG 082, Fall 2011 – Fall 2014

Tutorial module	Average pretest score	Average lesson score	Average post test score	Gain
Reading Comprehension LL (2nd - 4th grade)	47%	53%	69%	22%

Figure 6 SkillsTutor Class Activity for RDG 084, Fall 2011 to Spring 2014

Tutorial module	Average pretest score	Average lesson score	Average post test score	Gains
Reading Comprehension C (7th – 8th grade)	56%	65%	83%	27%

Figure 7 SkillsTutor Class Activity for RDG 086-01, Fall 2011 to Spring 2014

Tutorial modules, 9th grade+	Average pretest score	Average lesson score	Average posttest scores	Gain
Vocabulary Building	64%	78%	78%	14%
Word Knowledge	57%	77%	85%	28%
Comprehension	63%	69%	71%	8%

Figure 8 SkillsTutor Class Activity for RDG 086-02, Fall 2011 to Spring 2014

Tutorial modules, 9th grade+	Average pretest score	Average lesson score	Average post test score	Gain
Vocabulary Building	60%	74%	82%	22%
Word Knowledge	53%	74%	68%	15%
Comprehension	57%	64%	67%	10%

RDG 096, Intermediate Reading, is the correspondence version of RDG 086 without the lab component. To measure the learning outcomes, the instructor uses the finals, and a vocabulary pre- and posttest. The pretest is administered in the first weeks of each semester; the posttest, incorporated into the final verbatim, is given during the finals week. Three observations are made based on the test data: inmate students were far more persistent than the community students, most of whom failed to take the final. In fact, most community students failed the course because they didn't turn in assignments or enough assignments with passing scores. The low pass rate of the community students is

by no means due to “disproportionate impact,” as they have equal access to instructional support and course resources as do inmate students, not to mention the access to the Bridge, which can be used to manage the coursework and to communicate with the instructor. It is not uncommon for a few to fail the course twice for the same reason: not turning in assignments and not taking the tests. Two, a number of inmate students passed the final but not the course. (This could be because they didn’t have the textbook or access to it, therefore didn’t do the assignments.) As a result, a discrepancy exists between the SLO attainment rate and the course completion rate. The discrepancy suggests that the SLO alone is not enough of an indicator of what the student has learned, or not learned.

Figure 9 RDG 096 Course Learning Outcomes*

Semesters	Percentage of students attaining the SLOs	Number of students attaining the SLOs/total number of students who have taken the final	Baseline for attaining the SLOs (minimum score/total possible score)	Completion rate
S14	70%	7/10	88.9/127	31.8%
F13	75%	9/12	91/130	40.9%
S13	33%	3/9	100.8/144	40%
F12	50%	7/14	94.5/135	47.8%
S12	29%	2/7	70/100	35.7%
F11	42%	5/12	70/100	41.7%

*There are two CLOs: 1. Read and comprehend college-level materials.
2. Utilize vocabulary learning strategies and word analysis skills to extend word knowledge to new college-level vocabulary

7. Program and Course Coverage

A. Describe how effectively courses in the program are covered by:
1) Full-time faculty; 2) Part-time (adjunct) faculty

All the reading courses, face-to-face and correspondence, are taught by one full-time instructor, author of this program review report. In fall 2012, RDG 096 experienced an influx of community students because of the retirement of the part-time instructor, Patricia Pelletier, at Needles. Students who would have been enrolled in her classes (RDG 084 and RDG 086) were placed in RDG 096 (RDG 094 had been put on inactive status), the correspondence version of RDG 086. This puts the lower level students at risk of failing as the textbook demanded skills they had not yet developed. Starting in spring, 2015, RDG 084 was offered again in Needles, taught by Tracy Hanline (adjunct).

B. Describe ongoing or projected deficiencies in faculty coverage of courses in the program.

A total of four sections of the reading courses are offered regularly each spring: one section of RDG 084, two of RDG 086, and one of RDG 096. (From time to time, the instructor would take on an added section of ENG 101 to make load.) When RDG 082 is offered in the fall, the number of sections increases to five, all of which are taught by this instructor.

C. Describe plans to improve program and course coverage, if applicable.

In fall 2014, 23 students were waitlisted for RDG 084-01, so a second section was added. In December, one more section of RDG 096 was opened during pre-registration to accommodate an uptick in the enrollment of inmate students. Should this trend continue, the instructor foresees a shortage in faculty coverage of courses, which would be acutely felt in the fall. To wit: there would be one section of RDG 082—if offered— two sections of RDG 084, two sections of RDG 086, and two sections of RDG 096; the total: seven. One solution would be to put RDG 082 on inactive status to relieve the shortage. This is partly because the division is experiencing a dearth of Basic Skills faculty—only two instructors teach these courses. What is more, given the low success rate of RDG 082, from fall 2011 to fall 2014, three of the total number of students enrolled have passed RDG 086 (Figure 18), it is fair to say that the course didn't succeed in meeting the programmatic goal of preparing students for degree or certificate programs. Finally, putting the course on inactive status would also help keep the number of the reading courses at three, as the instructor plans to introduce a one-level-below-transfer reading course to better track student success through the pipeline. If RDG 082 remains active, it would increase the exit points, where students can fall away by not passing or not enrolling in the next level course resulting in even smaller number of students completing the final course in the sequence.

8. Professional Development

A. Describe specific professional development activities in which faculty members in the program participate, and explain how such activities benefit or enhance the program and support and facilitate student learning outcomes.

Effective professional development requires knowledge, focus, observation, record keeping, and semester-to-semester fine-tuning. Since 2011, the instructor has dedicated herself to learning the Reading Apprenticeship (RA) framework and to honing its classroom application through observation and student feedback. Listed below are trainings in RA since spring 2011.

February 4 – 5, 2011, Reading Apprenticeship Winter Institute, San Francisco,

February 2 – 3, 2012, Reading Apprenticeship Winter Institute, Oakland, CA

April 16 – May 25, 2012, Reading Apprenticeship for Community College Instructors (TED 7126), 30 hours/3 credit online course, 3 credits, California State University East Bay

February 6 - 7, 2013 Reading Apprenticeship Winter Institute, Oakland. CA

June 24 - 27, 2013, Leadership Community of Practice in Reading Apprenticeship summer institute. Oakland. CA

2013 – 2014, facilitating faculty inquiry group on Reading Apprenticeship, Palo Verde College. Blythe, CA

February 6 - 7, 2014, Leadership Community of Practice in Reading Apprenticeship summer institute. Oakland. CA

As an RA practitioner, the instructor models for students—or apprentices them to -- metacognitive routines such as think aloud, talking to the text, reading logs, etc., to show that meaning making is a multilayered mental activity involving activating schema, posing questions, forming mental images, inferring word meaning from context, paraphrasing and summarizing, problem solving, and, above all, conversing about the material read. These routines also help to disabuse the notion most emerging readers hold: if one knows most of the big words, then one understands the text. Through routine practice of metacognition and sharing of reading processes, students learn that others too experience barriers to comprehension and that a diversity of viewpoints exists within the four walls of the classroom. The process helps demystify the invisible aspects of reading and turns it into a supported collaborative activity.

Through trial and error the instructor has learned that less is more and limits the number of strategies to three or four per semester and recycles them throughout the course of the semester. Some of the staple strategies are: think aloud, talking to the text, evidence/interpretation note-taker, and curriculum embedded reading assessment. It took three semesters to see a positive uptick in the student's attitude toward reading, as evidenced in the surveys of RDG 086-01 since fall 2013. The positive survey results convinced the

instructor to add the metacognitive practice to the RDG 084 curriculum.

In the future, the instructor plans to attend conferences or take courses in Habits of Mind, if and when funding is available.

Figure 10 RDG 86-01 Survey, Fall 2013, Responses = 8

1. I find the metacognitive routine – Talking to the Text—useful.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	2	2	3	0

Percentage of A & SA: 38%

2. I am now more aware of my reading process than before taking the course

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
0	1	1	2	4

Percentage of A & SA: 75%

Figure 11 RDG 086-01 Survey, Spring 2014, Responses = 10

1. I monitor my attention as I read. I know when I lose focus of the reading and start to think about other things.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
0	1	2	5	2

Percentage of A & SA: 70%

2. When my comprehension is bogged down, I use strategies to solve the problem.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
0	1	0	8	1

Percentage of A & SA: 90%

3. I will continue to use the metacognitive strategies to engage with text and to comprehend it.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
0	0	2	5	3

Percentage of A & SA: 80%

Figure 12 RDG 086-01 Survey, Fall 2014, Responses = 7

1. I monitor my attention as I read. I know when my mind wanders and I lose control of the reading.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
0	0	0	3	4

Percentage of A & SA: 100%

2. When my comprehension is bogged down, I used strategies to solve the problem.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
0	0	0	2	5

Percentage of A & SA: 100%

B. Describe areas of unmet professional development needs among faculty in the program, if applicable, and outline plans to address those needs.

N/A

9. Student Performance and Completion

A. Display and comment on semester-by-semester course completions in the program over the preceding six (6) semesters. (Course completion rate = A, B, C or CR divided by A, B, C, D, F, CR, NC, W, MW, IP)

Compared with the completion rates reported in the previous program review, the current average completion rate of RDG 084 has increased by 7.7 percentage points, and that of RDG 096 has increased by 2.9 percentage points. Factors contributing to the increase in completion rate of RDG 084 are persistence, peer influence, the acquisition of the textbook, and a course reader that appeals to the class. So far young adult fiction wins over other genres. On the other hand, the average completion rate of RDG 086 has dropped by 2.6 percentage points.

In Figure 13, completion rates are arranged by the course from fall 2011 to spring 2014. RDG 082, four levels below transfer, has the lowest completion rate (23.6); RDG 084, three levels below, has an average completion rate of 32.5%; RDG 086 and RDG 096, two levels below transfer, have the highest completion rates (38.3%). There exists a correlation between the course completion rate and the course level -- the higher level, the higher the completion rate. Also presented in Figure 1.13 is each course's completion rate without the number of withdrawals factored in. This, the instructor believes, gives a fairer view of the completion rate as the reasons for the student withdrawal are beyond the instructor's control or effort, for example, work/school schedule conflict, health-related issues, absenteeism, or an inmate's transfer to a different facility.

Figure 13 Course Completion Rate, Fall 2011 to Spring 2014

Term	Course	Completion Rate w/ Withdrawals	Completion Rate sans Withdrawals
2011 FA	RDG 082	33.3%	38.5%
2012 FA	RDG 082	12.5%	42.9%
2013 FA	RDG 082	25%	25%
Average of RDG 082		23.6%	35.5%
2011 FA	RDG 084-01	36%	56.3%
2011 FA	RDG 084-02 (NDLS)	40.0%	64.7%
2012 SP	RDG 084-01	37.5%	47.4%
2012 SP	RDG 084-02 (NDLS)	28.6%	40%
2012 FA	RDG 084-02	35.3%	42.9%
2013 SP	RDG 084-01	16.7%	27.3%
2013 FA	RDG 084-01	29%	35.7%
2014 SP	RDG 084-01	36.8%	46.7%
Average of RDG 084		32.5%	45.1%
2011 FA	RDG 086-01	45.8%	64.7%
2011 FA	RDG 086-02	16.7%	25%
2011 FA	RDG 086-03 (NDLS)	50%	50%
2012 SP	RDG 086-01	26.1%	35.3%
2012 SP	RDG 086-02	20.0%	27.3%
2012 SP	RDG 086-03 (NDLS)	37.5%	50%
2012 FA	RDG 086-03	27.8%	41.7%
2012 FA	RDG 086-04	38.1%	66.7%

2013 SP	RDG 086-01	26.3%	45.5%
2013 SP	RDG 086-02	33.3%	50%
2013 FA	RDG 086-01	35%	58.3%
2013 FA	RDG 086-02	50%	77.8%
2014 SP	RDG 086-01	30%	33%
Average of RDG 086		33.6%	48.1%
2011 FA	RDG 096	41.7%	62.5%
2012 SP	RDG 096	35.7%	50%
2012 FA	RDG 096-03	47.8%	55%
2012 FA	RDG 096-04	62.5%	71.4%
2013 SP	RDG 096	40%	66.7%
2013 FA	RDG 096	40.9%	52.9%
2014 SP	RDG 096	31.8%	50%
Average of RDG 096		42.9%	58.4%

B. Display and comment on annual degree or certificate completions, if applicable, over the preceding three (3) academic years.

N/A

10. Enrollment and Financial Trends

A. Display and comment on semester-by-semester enrollments in program courses over the preceding six (6) semesters.

Figure 14 Student Enrollment, Fall 2011 to Spring 2014

TERM	COURSE	SECTION	ENROLLMENT	Campus
2014 SP	RDG-084	01	19	Blythe
	RDG-086	01	20	Blythe
	RDG-096	01	22	Blythe
2013FA	RDG-082	01	4	Blythe
	RDG-084	01	17	Blythe
	RDG-086	01	20	Blythe
	RDG-086	02	14	Blythe
	RDG-096	01	22	Blythe
2013SP	RDG-084	01	18	Blythe
	RDG-086	01	19	Blythe
	RDG-086	02	12	Blythe
	RDG-096	01	15	Blythe
2012FA	RDG-082	02	8	Blythe
	RDG-084	02	17	Blythe
	RDG-086	03	18	Blythe
	RDG-086	04	21	Blythe
	RDG-096	03	23	Blythe
	RDG-096	04	8	Blythe
2012SP	RDG-084	01	24	Blythe
	RDG-084	02	7	NEEDLES
	RDG-086	01	23	Blythe
	RDG-086	02	15	Blythe

	RDG-086	03	8	NEEDLES

	RDG-096	01	14	Blythe
2011FA	RDG-082	01	15	Blythe
	RDG-084	01	25	Blythe
	RDG-084	02	5	NEEDLES
	RDG-086	01	24	Blythe
	RDG-086	02	18	Blythe
	RDG-086	03	8	NEEDLES
	RDG-096	01	13	Blythe

In spring 2014, only one section of RDG 086 made, contrary to the other spring semesters in which two sections made. As of January 10, 2015, RDG 086-02 made with nine students. The chart also shows a downward trend in the enrollment of RDG 82. But it's worth noting that enrollment went back up to eight in fall 2014.

B. Display and comment on annual program expenditures over the preceding three (3) years, as to: supplies, contracts, capital outlay and other non-salary expenses.

Figure 15 Annual Program Expenditures

Course Resources	2011- 2012	2012 -2013	2013 – 2014
Renaissance Learning Inc. Star Reading Subscription & Annual Renewals (Student Assessment)	$498	$602.00	$724.00

Riverside Publishing (Student Assessment)	$354.20	$739.17	0

Conferences (Professional Development)	0	$138.38	$2616.81
Houghton Mifflin Co. Site license & renewal for SkillsTutor (Reading Lab)	$1.350.00	0	$2384.00
SkillsTutor Modules (Reading Lab)	0	$2,902	0
Total	$2202.20	$4381.55	$5724.81

Basic Skills funds paid for all the expenses on assessment products, laboratory materials, and professional development. Renaissance Learning Inc. is the vendor and provider of hosting service of Star Reading, a computer-adaptive assessment which the reading program renews each year. SkillsTutor, an online tutorial in comprehension and vocabulary skills, is used as the lab material for all face-to-face reading courses.

11. Facilities and Equipment

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

The lecture portion of the reading courses is held in the spacious CL 124. In fall of 2014, the instructor purchased, with BSI funds, a manual VGA/SVGA position switch and cable, which simplifies toggling back and forth between the desktop computer and the document reader for instructional purposes.

B & C. Are available dedicated space and equipment adequate to support the program?

The lab portion of the reading courses is held in CL127. Two problems persist. The 20 computers in the room are out-of-date; they take time to load and require frequent maintenance. The other problem is the lack of space. When the enrollment number brims over 20, crowding becomes a palpable problem. Students end up doing lab work at the up-to-date computers in the mall without adequate supervision or simply leave. The lack of elbowroom is also conducive to chatting during lab and cheating on tests.

D. Describe plans for future changes in support facilities or equipment.

A bigger lab, such as CL129 or CL130, should be made available when the enrollment swells beyond the capacity of CL127. The computers should be replaced. The estimated cost for replacing them would be $26,000 (at $1300 per computer).

12. Strengths and Weaknesses

A. List and comment on the major strengths of the program.

The generally positive learning outcomes as measured by the NDRT, Star reading and criterion-referenced tests show that the reading program delivers what it promises: to equip students with literacy skills required of ENG 099 and disciplinary readings.

B. List and comment on the major weaknesses of the program.

The major weakness of the program is one shared by all the basic skills courses in mathematics and English: relatively low completion rate at the course level (Figure 13). At the program level, the completion rate of RDG 082 is 25% (Figure 18); RDG 084, 23% (Figure 17); RDG 086 and RDG 096, 51% (Figure 16). Of those who completed RDG 084, two did not register in RDG 086, thus lowering the progress rate. One silver lining: RDG 082 has a better semester-to-semester persistence rate than RDG 084. Of the five students that passed, all went on to RDG 084 (Figure 18).

Another weakness is that there is not a one-level-below-transfer reading course; because of this missing link, tracking the student progress through the course sequence is problematic. For example, of the 27 students who passed RDG 086 and RDG 096 (Figure 16), there is no direct way of measuring how many of them eventually went on to ENG 099 or ENG 101. This problem is unique to the reading program and will be addressed in section 13 Plans to Remedy Weaknesses.

Figure 16 RDG 086 & RDG 096 Progress Tracker, Fall 2011 to Spring 2014

RDG 086, two levels below transfer	Students	Attempts	Success
	36	45	17

RDG 096, two levels below transfer	Students	Attempts	Success
	17	20	10

Figure 17 RDG 084 Progress Tracker, Fall 2011 to Spring 2014

RDG 084, three levels below transfer	RDG 086, two levels below

	Students	Attempts	Success	Students	Attempts	Success
	26	33	12	10	14	6

Figure 18 RDG 082 Progress Tracker, Fall 2011 to Fall 2014

RDG 082, four levels below transfer			RDG 084, three levels below transfer			RDG 086, two levels below transfer		
Students	Attempts	Success	Students	Attempts	Success	Students	Attempts	Success
12	13	5	5	5	3	3	3	3

"Students" is the headcount
"Attempts" is the count of enrollments by students.
"Success" is the count of successful enrollments (Grade of A, B, C, or P)

13. Plans to Remedy Weaknesses

Identify specific steps to correct identified weaknesses and provide the timeline by which they are to be corrected.

The instructor recognizes that improvement is needed in the credit basic skills program, especially in motivating students to complete the initial course. The instructor also realizes the importance of reinforcing metacognitive strategies through frequent recursive practices until they become habits of the mind for students. To that end, the instructor has already put the following plans into action starting in spring 2015.

RDG 084: Schedule frequent in-class reviews of academic vocabulary, and text markers and structures of academic texts. And increase communication with students through the Bridge.

RDG 086: Schedule frequent reviews of exposition and argumentation, and raise the baseline for the comprehension part of the midterm and final. And increase communication with students through the Bridge.

RDG 096: Encourage community students to persist by increasing communication with students through the Bridge and by offering extra office hours.

14. Plans to Advance the Program

Describe other plans that will advance the program.

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.

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.

SPANISH (SPA)

EXECUTIVE SUMMARY

The Spanish program continues to serve our diverse learning community by providing quality instruction in Spanish for personal enrichment or for transferring students. All of our active courses in Spanish are transferable to the University of California and California State University. We have not been able to reach all of our objectives stated on the last program review due to financial difficulties. Nonetheless, we have maintained and improved all of our active courses, for example, revised and improve our Course Outline of Record. One important objective that we have achieved is the development of an online Spanish course.

I. Support of the College Mission

A. **State the purpose of the program.**

The main purpose of the program is to assist students in developing communication skills – in Spanish – across ethnic, cultural and ideological boundaries. In addition, the program enables students to increase their awareness and understanding about other cultures and patterns of thought.

B. **Describe how the program supports the overall mission of the College as adopted by the Board of Trustees.**

The program continues to provide students with a unique learning experience; furthermore, the Spanish program promotes student success and lifelong learning. It becomes practical for Spanish Speakers to enhance their communication skills and apply their acquired formal Spanish skills in the community.

C. Describe the unique institutional goal the program achieves.

The Spanish program supports the development of communication skills in Spanish, as well as critical thinking skills. Also, the program enhances the learner's appreciation for the arts, literature and humanities.

II. Accomplishments in Achieving Goals Outlined in the Previous Program Review.

A. Describe progress in achieving goals outlined in the previous program review, providing evidence documenting such achievements.

As it was stated on the previous program review - improve and maintain our Interactive Television (ITV) classes, and develop online classes/hybrid courses - we have been successful in expanding the Spanish program; now we offer classes in three modalities: face to face (in classroom/ITV), correspondence, and online. We were able to reach our program objectives.

B. Explain modifications of goals outlined in the previous program review, providing evidence documenting such modifications.

No alterations or modifications have been made to goals outlined in the previous program review.

III. Populations Served

A. Describe the populations served by the program, including special populations.

The Spanish program continues to serve a large variety of students. These students include those whose ultimate goal is to transfer to a four-year institution to those non-traditional students seeking to learn Spanish for their own personal growth. Also, incarcerated students benefit from the program as well, because they take Spanish classes to advance their education or personal growth.

B. Describe other populations that should be served by the program, and describe plans to serve them in the future.

At this point in time, no other student population has been identified to be served by the Spanish program. It seems that we are doing an excellent job by providing services to our student body.

IV. Curriculum History

List of courses constituting the program.

1). SPA 101 Elementary Spanish I	**5).** SPA 130 Conversational Spanish I*
2). SPA 102 Elementary Spanish II	**6).** SPA 131 Conversational Spanish II*
3). SPA 110 Spanish for Medical Personnel*	**7).** SPA 203 Intermediate Spanish I*
4). SPA 115 Spanish for Spanish Speakers *	**8).** SPA 204 Intermediate Spanish II*

*Courses that have not been successfully offered at least once during the preceding six (6) semesters.

Explain why such courses were not successfully offered. Provide a strategy for improving their success, or explain why they should not be removed from the program.

The above classes should not be removed because we have seen a slight overall increase of

FTEs in (Fall 2014). Therefore, we recommend keeping these classes for another two years to determine if there is any enrollment growth potential. Depending on the data, we would make the decision at that time whether to remove or keep the classes.

V. Course Scheduling and Availability

Describe how effectively the scheduling process of classes in the program:

A. Optimizes class availability for day students, evening students and distance education students.

In order to serve our diverse student population, we continue to offer classes based on a predictable pattern. It seems that our evening classes are the most popular among the students; in other words, evening classes seem to better serve our student population. Evening classes are also more accessible to non-traditional students.

B. Optimizes student learning.

The office of the Vice President of Instruction and Student Services, in combination with the instructor of Spanish, provides a class schedule favorable to our college students. We offer online classes, correspondence classes and afternoon face to face (ITV) classes. The program tries to accommodate our diverse student body as best we can. Also, the Distance Education Office maintains adequate hours for students' consultation, exams and distribution of academic materials.

VI. Student Learning Outcomes

A. Describe the process by which the program identifies, measures and evaluates student learning outcomes at the course, program and degree levels, and provide evidence that this program is being followed.

The program measures and evaluates the student learning outcomes through a series of academic activities ranging from homework, verbal evaluations, and quizzes including written examinations. For example, during Fall 2014 the instructor of Spanish collected data, analyzed it and evaluated the data in order to fulfil the evaluation process of SLOs. During the Spring 2015 Flex Day, the instructor submitted all the required documentation concerning the SLOs on series of forms such as Instructor CLO data Collection Worksheet and other forms provided by the Office of Instruction.

B. Describe the process by which program improvements are made, and provide evidence that this process is being followed.

As a result from computer support from IT, instructor expertise and other curriculum changes such as online classes, the Spanish program has improve. Now, we are able to offer a variety of academic resources for our diverse student population. Most of our students, at least our community students, have access to computerized tutorials,

homework, pre-exams and opportunities for language practice. One clear example is our face to face class; we have computers in the classroom for students to practice vocabulary activities, Spanish immersion games, pre-quizzes including pre-exams. Also, the instructor places handouts and other source of academic information on the Bridge. Other electronic materials pertaining to Spanish have been on reserve at our college library. One of the main objectives for such efforts is to improve our student learning outcomes.

VII. Program and Course Coverage

A. Describe how effectively courses in the program are covered by: 1) Full-time faculty; 2) part-time (adjunct) faculty.

   Since the last program review, the full-time faculty has been able to cover all of the Spanish classes – Spanish 101 and 102. We do not have part-time faculty at this point because they are not needed.

B. Describe ongoing or projected deficiencies in faculty coverage of courses in the program.

   No deficiencies have been reported since the last program review; our classes are well covered. Therefore, deficiencies will be extremely hard to project since our program is working very well at this point in terms of class coverage.

C. Describe plans to improve program and course coverage, if applicable.

   Class coverage has been working very well at this point; therefore, we plan to keep it as it is – no modifications. We can improve the program by appointing tutors at the Needles Center and our Blythe campus, and by taking students on fieldtrips and study abroad programs.

VIII. Professional Development

A. Describe specific professional development activities in which faculty members in the program participate, and explain how such activities benefit or enhance the program and support and facilitate student learning outcomes.

   The instructor of Spanish attended a few professional development conferences. For example, the instructor attended a conference presented by the American Association of Teachers of Spanish and Portuguese, in Redlands CA (2013). By attending such conferences, the instructor gained valuable information to expand and maintain the program. For instance, during the conference instructors of Spanish shared ideas about the development and evaluation of SLOs, as well as other potential electronic/virtual Spanish materials to assist the language program.

B. Describe areas of unmet professional development needs among faculty in the program, if applicable, and outline plans to address those needs.

As it was stated on the last program review, we need to have on our campus specific ongoing training on the development of on-line classes/hybrid courses.

IX. Student Performance and Completion

A. Display and comment on semester-by-semester course completions in the program over the preceding six (6) semesters. (Course completion rate = A, B, C, P, or CR divided by A, B, C, D, F, NP, CR, NC, W, MW, IP).

Term	Prefix	Sec	Course Name	Total	C/P or Better	% C/P or Better
2011FA	**SPA-101**	**01**	**Elem Spanish I**	25	21	84.0%
2011FA	**SPA-101**	**02**	**Elem Spanish I**	25	14	56.0%
2011FA	**SPA-102**	**01**	**Elem Spanish II**	15	12	80.0%
2012SP	**SPA-101**	**01**	**Elem Spanish I**	9	7	77.8%
2012SP	**SPA-101**	**02**	**Elem Spanish I**	26	17	65.4%
2012SP	**SPA-102**	**01**	**Elem Spanish II**	17	14	82.4%
2012FA	**SPA-101**	**01**	**Elem Spanish I**	24	16	66.7%
2012FA	**SPA-101**	**02**	**Elem Spanish I**	28	9	32.1%
2013SP	**SPA-101**	**01**	**Elem Spanish I**	25	21	84.0%
2013SP	**SPA-101**	**02**	**Elem Spanish I**	19	9	47.4%
2013SP	**SPA-102**	**01**	**Elem Spanish II**	22	16	72.7%
2013SP	**SPA-102**	**CX**	**Elem Spanish II**	1	1	100.0%
2013FA	**SPA-101**	**01**	**Elem Spanish I**	23	11	47.8%
2013FA	**SPA-101**	**02**	**Elem Spanish I**	22	12	54.5%
2013FA	**SPA-102**	**01**	**Elem Spanish II**	7	5	71.4%
2014SP	**SPA-101**	**01**	**Elementary Spanish I**	24	11	45.8%
2014SP	**SPA-101**	**02**	**Elementary Spanish I**	24	10	41.7%
2014SP	**SPA-101**	**03**	**Elementary Spanish I**	25	15	60.0%
2014SP	**SPA-101**	**04**	**Elementary Spanish I**	21	10	47.6%
2014SP	**SPA-102**	**01**	**Elem Spanish II**	12	5	41.7%
Average Completion Rate				394	236	60%

Completion rates in Spanish have remained comparatively high, averaging 60 percent.

B. Display and comment on annual degree or certificate completions, if applicable, over the preceding three academic years.

All above-100 level courses in Spanish are transferable or apply to existing associate degrees. There is currently no certificate or degree program in Spanish.

X. Enrollment and Financial Trends

A. Display and comment on semester-by semester enrollments in program courses over the preceding six (6) semesters.

Term	Prefix	Sec	Course Name	Total
2011FA	**SPA-101**	**01**	**Elem Spanish I**	25
2011FA	**SPA-101**	**02**	**Elem Spanish I**	25
2011FA	**SPA-102**	**01**	**Elem Spanish II**	15
2012SP	**SPA-101**	**01**	**Elem Spanish I**	9
2012SP	**SPA-101**	**02**	**Elem Spanish I**	26
2012SP	**SPA-102**	**01**	**Elem Spanish II**	17
2012FA	**SPA-101**	**01**	**Elem Spanish I**	24
2012FA	**SPA-101**	**02**	**Elem Spanish I**	28
2013SP	**SPA-101**	**01**	**Elem Spanish I**	25
2013SP	**SPA-101**	**02**	**Elem Spanish I**	19
2013SP	**SPA-102**	**01**	**Elem Spanish II**	22
2013SP	**SPA-102**	**CX**	**Elem Spanish II**	1
2013FA	**SPA-101**	**01**	**Elem Spanish I**	23
2013FA	**SPA-101**	**02**	**Elem Spanish I**	22
2013FA	**SPA-102**	**01**	**Elem Spanish II**	7
2014SP	**SPA-101**	**01**	**Elementary Spanish I**	24
2014SP	**SPA-101**	**02**	**Elementary Spanish I**	24
2014SP	**SPA-101**	**03**	**Elementary Spanish I**	25
2014SP	**SPA-101**	**04**	**Elementary Spanish I**	21
2014SP	**SPA-102**	**01**	**Elem Spanish II**	12
Average Section Enrollment				20

As the above graphic shows, enrollment has been strong in Spanish courses over the past several semesters. Enrollment has been and continues to be extremely difficult to predict because we need to analyze different factors such as students' completion rate from our local high school, number of students transferring from high school to our college, students' financial stability and, above all, economic trends.

B. Display and comment on annual program expenditures over the preceding three (3) years, as to: supplies, contracts, capital outlay and other non-salary expenses.

Spanish					
Supplies					
2011-12		2012-13		2013-14	
Budget	Actual	Budget	Actual	Budget	Actual
500	115	$0	65	$0	$0

The Spanish Program spends a reasonable amount of money on class related materials. We have closely monitored our expenditures without sacrificing student services.

XI. Facilities and Equipment

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

- Is available dedicated space adequate to support the program?
  Yes.

- Is available equipment adequate to support the program?
  Yes.

- Describe plans for future changes in support facilities or equipment.

  At this point in time, it seems that we have no immediate need to modify the facilities or equipment; classrooms and other facilities such as library and computer mall are well equipped to assist our language program.

XII. Strengths and Weaknesses

A. List and comment on the major strengths of the program.

The Spanish program continues to serve as a bridge between our college and four year institutions. Also, the program serves local students as well as out of town students – El Centro area, San Diego area and Riverside area. The Spanish program continues to bridge the gap between our local high school and higher education by providing a Spanish curriculum that is academically rigorous. Technology has also helped to

strengthen the program.

B. List and comment on the major weaknesses of the program.

One major weakness of the program is the lack of tutors in both campuses, especially in Needles. Also, the program has limited number of fieldtrips; we would like to offer more fieldtrips to our students.

XIII. Plans to Remedy Weaknesses

Identify specific steps to correct identified weakness and provide the timeline by which they are to be corrected.

Appoint a teacher assistant/tutor for Needles campus to improve student's comprehension of the subject matter.

Explore funding resources available for fieldtrips.

XIV. Plans to Advance the Program

Describe other plans that will advance the program.

1. Maintain and improve all of our teaching modalities – face to face (ITV), correspondence, and online.

2. The development of a study abroad program will be part of our future goals to advance the Spanish program.

3. We will try to offer online classes to our incarcerated student population.

4. The instructor will try to finish and publish his own textbook (workbook).

SPEECH (SPE)

EXECUTIVE SUMMARY

All speech courses are transferable to both the University of California and California State Universities. These courses apply to the arts and humanities; Speech 101 is a core requirement for most programs. The curriculum for speech is continuously updated. The full time speech instructor continues to educate herself in current curriculum theory and teaching methodologies. The enrollment and completion rates in Speech 101 are consistently high, but enrollment in Speech 102 and Speech 103 tend to be low. Speech is often offered via the Interactive Television (ITV) mode to accommodate the needs of Needles students, but evening sections of Speech 101 need to be offered more frequently on the main campus. The division should confer with the Child Development and Business department faculty regarding possible speech requirements for certain certificates in those areas. Speech faculty members would also like to capitalize on available technology to develop and improve online Speech 101(via PVC Bridge) and improve the current ITV offerings with motion sensitive cameras. Speech courses should include all technologies to ensure students learn to present material using computers. Division faculty members need to strengthen working relationships with part-time faculty by exchanging teaching approaches and strategies and in evaluating curricula. Division faculty members need to strengthen communications with the Office of Instructional and Student Services to ensure that evaluations of part-time faculty members are performed regularly in accordance with existing evaluation procedures.

I. Support of the College Mission.

A. State the purpose of program.

Speech fosters the study of language and all the artistic and practical ramifications of that study. Students often fear taking such courses due to the public speaking element, but these classes serve to improve student self-confidence and self-esteem which translates to other areas of their lives and other course work. Our faculty work to promote excellence in learning, integrity, diversity, creativity, and civic responsibility through instruction.

B. Describe how the program supports the overall mission of the college as adopted by the Board of Trustees.

The program's goals include, but are not limited to, offering undergraduate education in humanities and communication studies; offering general education and service courses that foster effective reading, writing, speaking, critical thinking and an understanding of communications, while promoting an appreciation of the variety of cultures who contribute to the humanities and fine arts; and contributing to student education through remediation programs and instruction that meets with the PVC mission and its goals.

C. Describe the unique institutional goal the program achieves.

Speech provides an exemplary educational environment with high quality instruction, tutoring, programs, services, and technology based learning. We "promote student success, lifelong learning and community development."

Speech is an integral part of any job whether it is computers, teaching, business, webpage design, construction, nursing, or counseling, and we offer our students the opportunity to learn these skills and be better prepared to meet the needs and standards of their jobs and careers.

II. Accomplishments in Achieving Goals Outlined in the Previous Program Review.

A. Describe progress in achieving goals outlined in the previous program review, providing evidence documenting such achievements.

1. The past Program Review stated that more ITV sections were needed, and more ITV sections are being offered.
2. A smart classroom is available for use and is used for ITV sections of Speech.
3. The past PR also stated that we needed more evening class offerings: Evening classes have been offered and more are on the new schedule of classes for 2015-2016.
4. The previous program review addressed community students' inability to successfully complete Distance Learning sections of Speech 101. Changes have been made in the Course Outline of Record, the adjunct speech instructor and the full time instructor work together to ensure better success for our community students. The DL students are required to record speeches and will perform at least one formal speech in front of the face-to-face section of Speech 101.

III. Populations Served

A. Describe the populations served by the program, including special populations.

Speech serves the broad spectrum of students attending Palo Verde College. Speech 101 is an essential component for most students' educational plans. Without a doubt, communication strategies are an "across the curriculum" gold standard. Thus, speech courses serve nearly every student attending our college. The program delivers college-level speech courses to qualified students attending the Blythe main campus and the Needles Center. The program also provides college-level speech courses to eligible inmates incarcerated at two state prison facilities near Blythe, and (via correspondence) to inmates located at approximately twenty other correctional facilities in California.

Though speech does not lay the foundation for most courses of study, it is a key component in developing critical thinking, researching, organizing, writing, and speaking skills for the everyday world.

B. Describe other populations that should be served by the program, and describe plans to serve them in the future.

1. Students who are working towards a certificate in business or Child Development should be enrolled in at least one oral communication course. Public speaking is a key component in these areas.

2. Our inmate population had not been served well for nearly two years, because we no longer had an adjunct instructor to cover additional sections of speech courses. The COR for SPE 101 has been revised and requires that students in the DL sections must record speeches and send these to the instructor. In order to offer and protect the integrity and transferability of the course, these steps were necessary. We are currently working with several institutions, with the help of the Vice President of Instructional and Student Services, to discover which institutions will allow speeches to be recorded. Some outlying institutions see recording as a violation of their protocols. Others are in need of the necessary equipment to record speeches. We now have an adjunct instructor who has offered Distance Learning sections Fall 2014 and Spring 2015. The adjunct currently travels to our local prisons to evaluate speeches.

IV. CURRICULUM HISTORY:

List those courses constituting the program. Of the courses constituting the program, list those courses that have not been successfully offered at least once during the preceding six (6) semesters. Explain why such courses were not successfully offered. Provide a strategy for improving their success, or explain why they should not be removed from the program.

The following courses are listed in the current college catalog under Speech:

Speech 101: Introduction to Speech;
Speech 102: Public Speaking;
Speech 103: Argument and Debate;
Speech 104: Oral Interpretation;
Speech 105: Intercultural Communication (newly approved)

Speech 101 is the most successful course in oral communications offered at PVC. It is offered every semester with solid enrollment numbers for each section. Speech 102 has not been offered in the past three years due to low enrollment history. We may consider shelving the course or attempt to offer it as a Distance Learning course. Speech 103 continues to be offered no less than once every two years. The enrollment tends to be low (averaging ten students); however, those who do enroll, complete the course successfully. Speech 104 has not yet been offered due to the lack of staff; however, this has been remedied, and we can plan to offer the course. It may also be possible to use this course as a prerequisite for acting courses. Plans are being made to discuss adding Speech 104 to the Child Development program as a requirement. Speech 105 is a newly approved course that does not meet the oral

communications requirements of the state, but it is approved as an elective under humanities.

V. COURSE SCHEDULING AND AVAILABILITY: Describe how effectively the scheduling process of classes in the program:

A. Optimizes class availability for day students, evening students and distance education students.

Over the past three years, SPE 101 has been offered both face-to-face during the daytime and via ITV mode. The number of sections available for evening students has been dependent on adjunct faculty; however, we were without an adjunct from 2012 - 2014. One evening section was offered Spring 2014; it was offered as an ITV course, and was successful. Our division works with Needles to provide at least one Speech 101 via ITV every year, and SPE 103 is offered ITV.

B. Optimizes student learning.

Speech requires competent levels of reading and comprehension, research skills, communication skills, writing skills, and skills of interpretation that require students to be eligible for English 099. Having the pre-requisite in place optimizes a student's learning and ability to succeed. All speech courses have pre-requisites in place to ensure the student has the necessary skill levels to succeed in the course.

Learning is optimized via the use of the "smart classrooms" that allow different media formats to be viewed by both the main campus students and Needles' students. The Bridge assists in allowing class time to be utilized for lecture and activities; rather than taking time away from learning to text students, tests and quizzes are posted to the Bridge and taken outside of class time.

Scheduling day sections and the occasional evening section improves student learning. The course has continually been offered during the noon hour to support working students and high school students working on college credit. Evening sections work with working students as well. ITV offerings allow Needles' students to learn in a "face-to-face" environment rather than the Distance Learning modes which many struggle to complete successfully.

VI. STUDENT LEARNING OUTCOMES

A. Describe the process by which the program identifies, measures and evaluates student learning outcomes at the course, program and degree levels, and provide evidence that this process is being followed.

Learning outcomes are included in all course outlines of record for speech courses. The methods of evaluation are also a part of each course outline of record. Students are evaluated as to their progress in class. SLO's are included on the syllabi for each speech course.

SLO assessments have been completed twice for each of the following courses: Speech 101, Speech 103. Past SLO work showed that students in face –to-face sections of Speech 101 achieve skill improvement from speech to speech. Speech 103 indicates nearly a 100% success rate among enrolled students who complete the semester.

B. Describe the process by which program improvements are made, and provide evidence that this process is being followed.

The current full-time instructor makes yearly reviews of the course outlines, syllabi, and teaching methods used. When needed, changes are made to improve the courses offered under Speech. For example, past SLO work and the graph showing passing rates indicated that an online section of Speech 101 was not successful. One of the ten students enrolled passed. The COR for Speech 101 was amended and the amendment was approved by the division, the curriculum committee, the district, and the change became language in the college catalogue. Students who take a distance learning or online section of Speech courses are now required to record their speeches in front of an audience. The outline for Speech 101has been revised to protect the integrity of the oral communications course. The Office of Instructional and Student Services and the speech instructor are working with institutions that house inmate students in an effort to provide Speech 101 to these students in the very near future.

VII. PROGRAM AND COURSE COVERAGE

A. Describe how effectively courses in the program are covered by 1) full-time faculty; 2) part-time (adjunct) faculty.

1. The current full time Speech instructor is also teaching English courses.
2. Needles has not had an instructor in Speech since the spring of 2008, but the use of ITV and the "smart classroom" helps provide quality instruction to Needles.
3. We now have two adjuncts available to us which may allow us to provide more evening sections and serve our inmate population.
4. Speech 101 and Speech 103 were offered in the evening during the spring 2014 semester.
5. Speech 103 is scheduled to be taught as an evening class again next year.

B. Describe ongoing or projected deficiencies in faculty coverage of courses in the program.

No deficiencies are foreseen at this time.

C. Describe plans to improve program and course coverage, if applicable.

The division will continue to work with Needles to offer ITV courses in order to serve their location and their students. We will utilize adjuncts to offer evening sections and correspondence sections.

VII. PROFESSIONAL DEVELOPMENT

A. Describe specific professional development activities in which faculty members in the program participate, and explain how such activities benefit or enhance the program and support and facilitate student learning outcomes.

The full-time Speech instructor has completed college coursework and attended many webinars (online workshops) to enhance her knowledge of the discipline. This knowledge has been incorporated into the teaching methodology to facilitate student success, learning outcomes, and higher completion rates.

The full time faculty member is working towards improving the speech program and offerings on campus. Research has been ongoing into the viability of online offerings in Speech courses. If we are to offer a fully online degree, we need to be certain that an online speech class (SPE 101 in particular) will be accepted by four year institutions. The COR for SPE 101 has been revised to require recording of speeches in front of an audience and instructors may require DL students to attend one face-to-face section to speak.

The speech faculty has presented at several flex day workshops and participated in Career Days. She also attended the Basic Skills Initiative conference in Palm Springs.

B. Describe areas of unmet professional development needs among faculty in the program, if applicable, and outline plans to address those needs.

1. Faculty have begun to receive training in the technology available on campus such as ITV, Smartboards, Smart Classrooms, and the Bridge online platform. Continued training would be useful as platforms are upgraded.

2. The budget dictates what can and cannot be done for professional development in most areas. We can, however, make use of our own staff and faculty to receive knowledge in areas such as learning disabilities, the use of technology, and structuring effective lectures and classroom activities.

IX. STUDENT PERFORMANCE AND COMPLETION

A. Display and comment on semester-by-semester course completions in the program over the preceding six (6) semesters. (Course completion rate = A, B, C, P, or CR divided by A, B, C, D, F, NP, CR, NC, W, MW, IP)

SPEECH PERFORMANCE AND COMPLETION

Fall 2011	Course/ Section	Title	A	B	C	D	F	I	W	TOTAL	C OR BETTER	%
ITV	SPE 101 01	Intro to speech	8	5	9	4	3	0	1	30	22	73.3
DE	02		14	8	5	0	1	0	0	28	27	96.4

DE	03		17	6	4	0	0	0	2	29	27	93.1
DE	04		8	7	2	0	1	0	9	27	17	63.0
Totals	4		47	26	20	4	5	0	12	116	93	

SPEECH PERFORMANCE AND COMPLETION:

Spring 2012	Course/ Section	Title	A	B	C	D	F	I	W	TOTAL	C OR BETTER	%
ITV	SPE 101 01	Intro To Speech	4	10	7	0	5	0	3	29	21	72.4
DE	02		18	10	5	0	2	0	2	37	33	89.2
OMI	CX	Credit by exam	0	1	0	0	0	0	0	1	1	100
ITV	SPE 103 01	Argue & Debate	2	3	4	0	1	0	4	14	9	64.3
Totals	4		24	24	16	0	8	0	9	81	64	

SPEECH PERFORMANCE AND COMPLETION:

Fall 2012	Course/ Section	Title	A	B	C	D	F	I	W	TOTAL	C OR BETTER	%
Face To Face	SPE 101 01	Intro To Speech	14	5	7	2	2	0	5	36	26	72.2
DE	02		13	10	3	0	2	0	8	36	26	72.2
DE	03		17	11	1	0	1	0	4	24	29	85.3
Totals	3			26	11	2	5	0	17	96	81	

SPEECH PERFORMANCE AND COMPLETION:

Spring 2013	Course/ Section	Title	A	B	C	D	F	I	W	TOTAL	C or Better	%
ITV	SPE 101 01	Intro To Speech	12	10	5	0	1	0	1	29	27	93.1
Online	05		1	0	0	0	4	0	5	10	1	10
ITV	SPE 103 01	Argue & Debate	1	1	0	0	1	0	2	5	2	40
Totals	3		14	11	5	0	6	0	8	44	30	

The offering of SPE 101 (section 05) resulted in one student passing out of ten who were

enrolled. Students must be disciplined and motived in order to complete a course like this online. Having learned many things during the semester of this offering, the instructor(s) are working to improve the likelihood that students will succeed in an online class in speech.

SPEECH PERFORMANCE AND COMPLETION:

Fall 2013	Course/ section	Title	A	B	C	D	F	I	W	TOTAL	C or Better	%
Face To Face	SPE101 01	Intro To Speech	8	3	8	2	4	0	2	27	19	70.4
ITV	02		3	6	1	1	0	0	4	14	10	71.4
Totals	7		11	9	9	3	4	0	6	41	29	

SPEECH PERFORMANCE AND COMPLETION:

Spring 2014	Course/ section	Title	A	B	C	D	F	I	W	TOTAL	C or Better	%
ITV	SPE 101 01	Intro To Speech	6	9	4	1	5	0	4	29	19	65.5
ITV	SPE 103 01	Argue & Debate	4	5	1	0	0	0	1	11	10	90.9
Totals	6		10	14	5	1	5	0	5	30	29	

Display and comment on annual degree or certificate completions, if applicable, over the preceding three (3) academic years.

Currently, there is no degree or certificate program in Speech. However, SPE courses fulfill AA degree requirements and apply to IGETC and CSU-GE patterns.

X. ENROLLMENT AND FINANCIAL TRENDS

A. Display and comment on semester-by-semester enrollments in program courses over the preceding six (6) semesters.

   In speech, enrollment over the past few years has declined. This may due to not having a qualified adjunct to serve our inmate students.

Semester	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014

Speech	116	81	96	44	41	30

Display and comment on annual degree or certificate completions, if applicable, over the preceding three (3) academic years.

Currently, there is no degree or certificate program in Speech. However, SPE courses fulfill AA degree requirements and apply to IGETC and CSU-GE patterns.

B. Display and comment on annual program expenditures over the preceding three (3) years, as to supplies, contracts, capital outlay and other non-salary expenses.

The lack of expenditures is due to the fiscal environment faced by PVC.

2011-2012	Supplies	Contracts	Capital	TOTAL
Speech	$47	0	0	$47

2012-2013	Supplies	Contracts	Capital	TOTAL
Speech	0	0	0	0

2013-1014	Supplies	Contracts	Capital	TOTAL
Speech	0	0	0	0

XI. FACILITIES AND EQUIPMENT

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

In Needles, space is adequate in the new building. Most main campus communications courses are held in CL101. This lecture hall provides the optimal work environment for students and instructors. Learning activities tend to be kinesthetic and the spaciousness of CL101 facilitates such learning. However, this does not hold true for ITV courses. Kinesthetic activities during ITV courses are limited to the viewing area of the Polycom. Technologies are available as well: ITV, computer, and Proxima. When offering the course via ITV, the instructor requests CL202 where a smart classroom is set up and is supportive of all media formats.

B. Is available dedicated space adequate to support the program? Explain.

Now that the FPAC building is open, CL101 is a better teaching environment: the class does not need to be relocated for special events. Cl101 was the site for graduations, job fairs, and career day activities, but now FPAC is available.

CL202 offers great opportunity for Blythe/Needles exchanges for ITV classes.

With the Needles center in the Claypool building, dedicated smart classroom spaces are adequate.

C. Is available equipment adequate to support instruction in the department? Explain.

There is still no white board in CL101. This is needed to provide a daily agenda for students who attend class, and assist those who come into class late. The white board was purchased years ago using the Speech Budget; however, this board has not been placed; it currently sits in storage.

ITV is available in CL101 and the smart classroom located in CL202.

CL101 is slated to become a smart classroom which will improve instruction, especially when teaching in the ITV mode.

In some cases, a microphone would be useful; this is not always available.
Motion sensitive cameras are also on the wish list.

D. Describe plans for future changes in support facilities or equipment.

The speech instructor will discuss needed changes in equipment with the V. P. of Instruction. Items required for effective instruction include a flash player and other media supporting software and a motion sensitive camera system. We would like IT to make CL101 a smart classroom.

Once we have motion sensitive cameras available, a course like Oral Interpretation may become available via ITV.

Subsequent IT problems with equipment in CL101 forced the current section of Speech 101 to move to CL202 despite the size of the class. In the future, equipment needs to be fully functioning to ensure a consistent and more learning friendly environment.

VII. STRENGTHS AND WEAKNESSES

A. List and Comment on the Major Strengths of the Program

1. All SPE course outlines are evaluated and revised on a regular basis. And SLO's have been updated for SPE 101 and SPE 103 twice.
2. The full-time instructor for speech continues to educate herself in areas of communication via webinars and research. Staying abreast of the current curriculum and methodologies for teaching speech classes enhances the learning experience for students and increases the likelihood that students will succeed.
3. Completion rates in Speech classes are consistently above average.
4. A concerted effort is being made to provide Needles with more ITV course offerings in Speech. Utilizing the smart classroom (CL202), ITV equipment and offering this mode of instruction to Needles meets their needs and keeps costs down while allowing the classes to be offered face-to-face on the main campus.

5. We now have two qualified adjunct instructors for Speech.
6. Speech 103 has become a more successful offering.
7. Speech 101 and 103 have been offered as evening classes.
8. Speech 101 has been offered online.

B. List and Comment on the Major Weaknesses of the Program

1. Speech 102 has not been offered. The course is being looked at: should the outline be revised and we offer the course or should we take it out of our catalog?
2. Enrollment in SPE 103 could improve.
3. Speech 101 has not been offered correspondence in over two years.

XIII. Plans to Remedy Weaknesses: Identify specific steps to correct identified weaknesses and provide the timeline by which they are to be corrected.

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.

Revise Speech 102 and begin offering it again.

We are currently working to create an effective correspondence offering of Speech 101 for all inmates.

XIV. Describe other plans that will advance the program.

1. 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.

2. Revise Speech 102 and begin offering it again.

3. 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.

THEATRE ARTS (THA)

EXECUTIVE SUMMARY

All Palo Verde College theatre arts courses are transferable to either to the University of California, California State University, or both. Unfortunately, no theatre arts courses have been offered since at least 2008, largely because of a lack of theatre arts faculty. However, one full-time English Instructor is close to completing an M.A. in Theatre and has been granted equivalency to teach theatre classes. That instructor has begun revising course outlines and creating new curricula, and her current teaching assignment is divided between Theatre Arts and English. Additionally, the division has reviewed and approved a sequence of theatre arts courses scheduled for Spring 2015 through Spring 2016. The sequence includes classes in performance and technical theatre, which will culminate in theatrical productions in the fall of 2015 and spring of 2016. The Communications and Language Arts Division has also approved the development of a two-year Transfer Model Curriculum (TMC) degree in Theatre Arts, which will be submitted to the Curriculum Committee if and when enrollment justifies the creation of such a program. As a new program, the courses comprising the theatre arts offerings must be supported and vigorously promoted until students and community members become aware of the departmental offerings. Once play productions begin, however, it is anticipated that ticket sales, donations, and fundraisers will help offset the costs of play productions.

I. Support of the College Mission

A. State the purpose of program.

Program courses provide instruction in the history, appreciation, and analysis of theater, instruction in acting and technical theatre, as well as the production of live theatrical performances.

B. Describe how the program supports the overall mission of the college as adopted by the Board of Trustees.

As with all of the fine arts, course offerings in theatre are particularly well suited to fulfilling the aspects of the PVC mission addressing creativity, diversity, and lifelong learning. Studying creative expression throughout history and across cultures enables students to experience diversity firsthand. Theatrical performance is a fundamental part of the heritage of all people, and as such enhances the quality of life. The theatre arts program also provides opportunities for students to acquire skill in public performance and thus builds confidence for future careers.

C. Describe the unique institutional goal the program achieves.

Students may select courses in theatre arts to fulfill requirements for the AA and AS degrees at Palo Verde College. In addition, all theatre arts courses are articulated with the University of California, the California State University. Some courses also meet IGETC and CSU-GE requirements.

II. Accomplishments in Achieving Goals Outlined in the Previous Program Review

A. Describe progress in achieving goals outlined in the previous program review, providing evidence documenting such achievements.

1. The 2009-2010 program review recommended that the college continue efforts to recruit instructors in theatre. This goal has been met, as a full-time English instructor was approached by the previous administration and encouraged to pursue a second advanced degree in Theatre. The instructor made application to former President/Superintendent Whittaker, Interim Vice President Jones, and the PVC Faculty and Staff Development Committee for approval of an educational plan. Approval for the English instructor to pursue an M.A. in Theatre was granted in 2013. After completing eight additional theatre arts courses, the instructor was granted equivalency in the area of Theater by the Academic Senate's Equivalency Committee in 2014. The instructor is close to completing the M.A. in Theatre Production and began teaching two theatre arts courses in the Spring 2015 semester.

2. The 2009-2010 program review goal of evaluating the theatre program has been addressed by the division's initial discussion and approval of the plan created by the theatre arts instructor.
3. The theatre arts instructor has modified the course outlines for Selected Topics in Theatre Arts (THA 280), Selected Studies in Theatre Arts (THA 290), and Introduction to Theatre (THA 110). In addition, the instructor created three new courses: Rehearsal and Performance in Production (THA 191), Technical Theatre in Production (THA 192), and Acting I (THA 151). Both THA 110 and THA 151 are being offered in Spring 2015. THA 191 and THA 192 were both recently approved for transfer to both CSU and UC institutions, and THA 151 was approved for both CSU General Education and IGETC certification.

Additionally, the division voted to approve the theatre arts course offerings for the three semesters beginning with Spring 2015 and ending with Spring 2016. Play productions are scheduled for Fall 2015 and Spring 2016.

The division also approved the creation of a Transfer Model Curriculum (TMC) for an A.A. in theatre arts, as well as a two-year sequence of courses leading to such a degree. If an evaluation of student interest and enrollment in theatre courses justifies the creation of an A.A. transfer degree in theatre arts, course outlines for the remaining required classes will be written. Upon approval by the division, those courses and a degree plan will be submitted to the Curriculum Committee and the Academic Senate for discussion and approval.

Finally, budgeting and purchasing efforts have begun. Thus far, stage equipment for both acting and performance classes have been purchased and delivered to the theater. The scripts,

recordings of incidental music, and performance rights for PVC's fall 2015 production, John Cariani's romantic comedy, *Almost, Maine* have been purchased.

B. Explain modifications of goals outlined in the previous program review, providing evidence documenting such modifications.

The 2009-2010 program review recommended that that Introduction to Theatre (THA 110) be offered as a distance education course. Since no theatre courses have been offered since 2008, this recommendation has not been addressed. Once theatre courses are being offered on a regular basis, the division will discuss the feasibility of offering this class as an ITV course to Needles.

III. Populations Served

A. Describe the populations served by the program, including special populations.

Blythe students seeking courses that satisfy the A.A. degree and transfer requirements are the most likely to enroll in Introduction to Theatre. Acting I will primarily attract students wishing to develop acting skills or to prepare for auditions. Since Acting I recently received both CSU-GE and IGETC certification, students seeking to transfer may find it an attractive Arts and Humanities elective.

B. Describe other populations that should be served by the program, and describe plans to serve them in the future.

In addition to students pursuing degrees, new students drawn from Blythe and the surrounding area will become an integral and necessary part of theatre productions. The theatre production classes offer performing and technical theatre opportunities to adults wishing to participate in live theatre but who may not otherwise wish to enroll. Continued outreach to interested adults will occur regularly. It is also certainly possible that younger performers will be recruited, as appropriate, to audition for parts written for child actors.

IV. Curriculum History

List those courses constituting the program. Of the courses constituting the program, list those courses that have not been successfully offered at least once during the preceding six (6) semesters. Explain why such courses were not successfully offered. Provide a strategy for improving their success, or explain why they should not be removed from the program.

Program Courses:

THA 110, Introduction to Theatre
THA 120, Acting Theory and Theatre Performance *
THA 151, Acting I
THA 191, Rehearsal and Performance in Production **
THA 192, Technical Theatre in Production **
THA 280, Selected Topics in Theatre Arts
THA 290, Selected Studies in Theatre Arts

* THA 120 was inactivated in Fall 2014 as it does not meet the C-ID descriptor and does not meet the minimum number of hours to support student rehearsal needs for play productions.

No THA classes have been offered since 2008 due to the lack of theatre arts faculty. With the recent availability of a qualified teacher, THA 110 and THA 151 are being offered in Spring 2015. Proposed courses for academic year 2015-2016 include THA 110, THA 151, THA 191, THA 192, THA 280, and THA 290.

V. Course Scheduling and Availability

Describe how effectively the scheduling process of classes in the program:

A. Optimizes class availability for day students, evening students and distance education students.

Given the significant number of hours required to mount a production, students cannot carry a full-time load if rehearsals are scheduled during the day. Additionally, rehearsals must also fit into the schedules of working adults not seeking degrees and K-12 actors (as appropriate). Evening rehearsals thus broaden the base of potential participants and provide a greater selection of production material. However, since it is unlikely that more than one theatre arts instructor will be available, it is not possible to also offer other courses, such as Acting I and Introduction to Theatre, in the evening. Those classes will instead be offered in the afternoon.

B. Optimizes student learning.

Since no courses have been taught since 2008, no research has been done in this area. However, the theatre instructor has devised a plan that allows a student seeking an A.A. in Theatre Arts to complete the required 18 units in two years. This plan will become part of the AA-T degree proposal that may be considered in the future if student interest and enrollment indicate the need for such a degree.

VI. Student Learning Outcomes

A. Describe the process by which the program identifies, measures and evaluates student learning outcomes at the course, program and degree levels, and provide evidence that this process is being followed.

The theatre arts instructor has created course outlines of record for three new courses and has updated the course outlines for existing theatre arts courses. Appropriate new and/or revised student learning outcomes for THA courses have been incorporated into all course outlines. Since classes in theatre have not been taught since 2008, SLOs will be assessed beginning Spring 2015.

B. Describe the process by which program improvements are made, and provide evidence that this process is being followed.

Beginning in the Spring 2015 semester, the theatre arts instructor will conduct assessments of student learning. Results of the assessments will be evaluated. After evaluation, necessary changes in instruction methods will be implemented if required.

VII. Program and Course Coverage

A. Describe how effectively courses in the program are covered by 1) full-time faculty; 2) part-time (adjunct) faculty.

1. The college has not employed a full-time theatre instructor in at least fifteen years – if ever. In Spring 2015, a full-time English instructor is teaching two courses in theatre arts, thus splitting the instructor's course load between the two disciplines.

2. No adjunct faculty are required at this time.

B. Describe ongoing or projected deficiencies in faculty coverage of courses in the program.

Since the theatre arts instructor is a full-time faculty member and the program is new, no deficiencies in theatre arts course coverage are projected at this time.

C. Describe plans to improve program and course coverage, if applicable.

If student demand for theatre courses grows and an AA-T degree in Theatre Arts is implemented, the theatre arts instructor can easily add more THA classes to her course load, thus saving the college the expense of hiring a new full-time faculty member.

VIII. Professional Development

A. Describe specific professional development activities in which faculty members in the program participate, and explain how such activities benefit or enhance the program and support and facilitate student learning outcomes.

The new theatre faculty member has, at her own expense, completed two years of a three-year M.A. program in Theatre with an emphasis in production. The Master of Arts in Theatre Production at Central Washington University provides instruction in history, theory, criticism, research, acting, directing, technical theatre, and curriculum development. Many of these graduate courses have already proven to be beneficial as the instructor has been able to apply coursework and theory directly to PVC course outlines, course content, program development planning, and SLOs.

B. Describe areas of unmet professional development needs among faculty in the program, if applicable, and outline plans to address those needs.

It is likely the theatre arts instructor will need to attend conferences for higher education theatre professionals and travel to other schools to network and obtain technical assistance and cooperation, such as renting costumes, sets, and props.

IX. Student Performance and Completion

Since no classes have been offered during the current program review cycle, no data is available.

X. Enrollment and Financial Trends

A. Display and comment on semester-by-semester enrollments in program courses over the preceding six (6) semesters.

No theatre arts courses have been taught since 2008. Although the Spring 2015 enrollment in THA 151 was low (8 students), the THA 110 course attracted 12 students. Additionally, enrollment in Acting I (THA 151) may increase now that it has been approved for CSU General Education certification.

B. Display and comment on annual program expenditures over the preceding three (3) years, as to supplies, contracts, capital outlay and other non-salary expenses.

No expenditures have been made during the preceding three years. The 2014-2015 budget (below) has been allocated to provide support for Spring 2015 courses.

Fund	School	Goal	Object	Adopted Budget
12	LOT	1007	4320	750.00
11	THA	1007	4350	100.00
11	THA	1007	4550	100.00
12	IEP	1007	6491	3,150.00

In the fall of 2014, the college made its first purchases directly related to the theatre program. Most of the allocated budget for 2014-2015, in fact, has been spent on rehearsal cubes, which are used in lieu of sets and scenic properties in both acting classes and plays. Additional purchases for the 2014-2015 fiscal year will consist of securing performance rights, scripts, and makeup supplies. Any remaining funds will be spent on gathering instructional supplies for THA 110 and THA 151 as well as beginning to build an inventory of needed materials for upcoming productions.

For the 2015-2016 academic year, the following costs are projected:

Royalties/performance rights:	$1,500.00	
Musicians:	3,750.00	(rehearsal pianist and/or music director)
Choreographer:	900.00	
Sets/Scenery:	1,000.00	
Costumes:	1,000.00	
Make-up Supplies:	100.00	
Publicity:	500.00	
Printing:	250.00	

Lighting Supplies:	250.00
Sound Equipment:	500.00
Copying:	250.00
Travel:	250.00
Total:	$10,250.00

For the 2015-2016 academic year, the following income is projected:

Ticket sales:	$3,570.00	
Royalty Refund:	$400.00	(For the return of rented scripts and scores)
Fundraisers:	500.00	
Total:	$4,470.00	

In addition, the Theatre Arts instructor prepared a funding proposal, which was presented to the PVC Foundation in April 2015. If the proposal is approved as expected, the Theatre Arts program will receive a generous donation of "seed money." The Foundation President has suggested that such donations may be renewed as funds are depleted.

The THA instructor has already requested the Business Office to establish a "club" account for the receipt of all ticket sales and donations. This will ensure that such funds will remain accessible to the program and can be used to partially fund future productions.

In addition, the instructor is investigating the establishment of Theatre Arts scholarships that will help interested students and community members offset the cost of enrolling in a play production class.

XI. Facilities and Equipment

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

Classes and performances will be held in PVC's Fine and Performing Arts Center (FPAC). Acting I (THA 151) is currently held on the main stage. Introduction to Theatre (THA 110) meets in FA-115, the music rehearsal hall, to utilize needed computer, audio, and video equipment. The college's state-of-the-art facility will provide rehearsal and performance space for theatrical production courses (THA 191 and THA 192) in the 394-seat theater. As production classes are offered, beginning in Fall 2015, students will utilize the scene shop, stage manager's office/plan room, lighting booth, catwalks, sound booth, dressing rooms, and other backstage areas of the theater.

B. Is available dedicated space adequate to support the program? Explain.

1. The assistance of the PVC Civic Center/Events Manager has been and will continue to be crucial to the availability of instructional space for the theatre program. Since neither a black

box theater nor a theatre classroom is part of the FPAC design, all rehearsals and performances will take place on the main stage. Careful, coordinated planning is therefore necessary to accommodate both the FTE-generating theatre arts classes and other purposes, such as renting the theater to outside organizations.

2. No storage space is currently available in the scene shop for sets, scenery, props, construction materials, or tools.

3. There are no permanent storage areas for costumes, nor is there a dedicated costume shop. Quilting classes are currently being offered in one of the center's classrooms, so it is possible those constructing and maintaining costumes will use the sewing machines in that room. Sharing space, materials, and equipment with the quilting classes must be negotiated once regular productions begin. The availability of mannequins, cleaning supplies, irons, ironing boards, clothes washers, and dryers has not yet been identified. Portable costume racks are currently stored in the theater's green room. They serve a dual function as clothing racks and room dividers for groups that rent the theater and use the green room as a dressing room.

It is likely that initial costume needs will be met by renting rather than constructing costumes. Though rentals do not provide the benefits of reusing costumes, they are generally less expensive and eliminate the need for costume designers, courses, instructors, materials, equipment, cleaning, and storage.

4. It appears that the two small dressing rooms will likely hold only 2-3 people at a time, which will prove challenging when plays are produced. Recently, the green room has been used as a dressing room for pageants, talent shows, and dance studio performances. Rolling costume racks have been purchased and are used as dividers in the green room. Additionally, portable theatre make-up stations have been acquired and are currently being used in the green room.

The stage manager's office/plan room in the scene shop has also been used as a dressing room when outside groups rent the theater. However, college productions require this office for use by the director, who requires an office to conduct production business, counsel students, and prepare for theatre classes. The office also provides a secure location to store critical props, breakable or valuable materials, production documents, and sensitive student records.

5. There are no separate storage areas or classrooms for makeup, wigs, or accessories. This is not an immediate problem. When storage needs are addressed in the future, the scene shop may be able to handle these storage requirements.

6. There is also no electrical shop or dedicated secure storage area for cables, tools, lighting instruments, or sound equipment. Currently, sound equipment, such as microphones and cables, is being stored in the house manager's office located in the theater lobby.

C. Is available equipment adequate to support instruction in the department? Explain.

Play productions will require creative construction, use, manipulation, and storage of stage properties, as the theater was designed and built without a rigging system, which traditionally accommodates backdrops and flown-in scenery. The construction of sets, props, flats, and other scenery will necessitate either the borrowing of tools from the college's building trades program or (more likely) creating an inventory of basic tools, materials, and supplies needed to equip the theater's scene shop.

Initial plans are underway to produce plays with minimal set and scenery requirements. It is possible that some tools from the Building Trades department may be available for use by the Theatre Arts program. It is also possible the college may rent instead of construct scenery and sets in the short term.

D. Describe plans for future changes in support facilities or equipment.

1. A detailed inventory of lighting instruments and sound equipment must be undertaken in order to ascertain what additional equipment, if any, is needed to mount a theatrical production. For instance, it is possible that additional headsets for the technical crew may be required prior to the opening of the Fall 2015 show. It is also likely that additional Lavalier (wireless) microphones will need to be purchased. Securing such equipment is a priority.

2. The theatre arts faculty, in consultation with the Civic Center/Events Manager, the Chief Business Officer and the Director of Facilities and Operations, should investigate the feasibility of modifying the green room - or another space in the FPAC - to create a black box theater, which could also function as a dedicated theatre arts classroom.

A black box theater brings these benefits to the Theatre Arts program:

a. It makes the main stage available for rental to outside performing organizations, thus bringing audiences and (perhaps) some additional income to our campus.

b. It provides a necessary space for students learning performing techniques that are alternatives to the traditional proscenium configuration. Black box theaters configured for thrust or arena staging are commonly found in college, community, and professional theater

c. It provides opportunities for mounting more than one production per semester.

d. Such spaces are easily maintained, inexpensive to equip and modify, versatile, and easy to change.

e. Students will have the opportunity to create shows that focus far less on technical elements (which can be complicated and costly to implement) and more

on the story, the writing, and the performance.

f. Seating the audience close to the players provides a more intimate focus than a large hall. Many modern plays are better served by such seating arrangements.

It may be possible to create a viable black box space without a great expenditure of money. However, time, manpower, and a commitment to such a project are needed to undertake necessary modifications.

XII. Strengths and Weaknesses

A. List and comment on the major strengths of the program

1. Courses are degree-applicable, transferable, and newly updated. Two courses provide both CSU-GE and IGETC general education credit for transferring students.

2. New courses continue to be created that may eventually lead to a Theatre Arts degree.

3. Play production course offerings will likely become a source of "new" FTEs.

4. Live theatre engages the local community and strengthens relationships with the college. Now that the new courses are being advertised, community members are already indicating an interest in upcoming productions.

B. List and comment on the major weaknesses of the program

1. As with all emerging programs, time is needed to attract and retain interest in new courses.

2. The technology designed and installed in the theater appears to be first-rate, but many structural and storage elements are lacking.

XIII. Plans to Remedy Weaknesses

Identify specific steps to correct identified weaknesses and provide the timeline by which they are to be corrected.

1. Outreach efforts have already begun, including meeting with K-12 drama teachers in Blythe, distributing flyers at a variety of on- and off-campus events and on Facebook, and presenting information on the new program to the community via local media.
Additional support from the PVC "Wild Ideas Club," a college brainstorming committee, will commence in spring 2015. The theatre arts instructor and the committee will identify methods for publicizing courses and productions; selling tickets; fundraising; creating solutions for storage needs; and recruiting a theatre "booster club." Ideally, such efforts will encourage students as well as other members of the local community to take courses, participate in productions, and attend college plays.

Offering an AA transfer degree in Theatre may boost enrollment, especially once additional courses in technical theatre are instituted. Such courses will be submitted once student interest has been gauged based upon 2015-2016 enrollment data.

2. As the instructor and students gain experience working in the college's beautiful new space, they will doubtless discover and invent creative solutions to the missing elements. This will take an undetermined amount of time, but mounting the first two productions in 2015-2016 will help us make plans for solving our classroom and production needs. Once those plays have been successfully staged, the director, cast, and crew will evaluate what worked well - and what did not. These evaluations will then be used to provide PVC's exciting new program with the tools needed to provide high quality theatre arts education and public performances.

XIV. Plans to Advance the Program: Describe other plans that will advance the program.

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.

FINE AND PERFORMING ARTS ADVISORY COUNCIL
Results of Brainstorming Session on Uses for the New Fine Arts Complex, April 15, 2010
ART·DANCE·MUSIC·THEATER

1. All aspects of the Complex—instructional programs (classes in art, dance, music, theater), the performance series and the physical facility—need to be managed by a qualified arts administrator or dean, particularly with knowledge of and experience in managing fine arts instructional and performance programs at an institution of higher learning. The College might consider hiring a qualified consultant temporarily until a permanent director is found.

2. The College needs to develop a Fine and Performing Arts Master Plan addressing instructional programs, facility usage, community involvement and financial support for next 3 to 5 years.

3. The Master Plan should address the need for a highly-qualified, full-time instructional faculty in art, dance, music and theater. The faculty needs to be developed as course enrollment and facility use increase. The facility must have the technical support to manage instructional and performance programs: lighting, sound, props, sets, equipment, etc.

4. The Master Plan should address the importance of a subscription series featuring plays, music and dance performances, film, lectures, and poetry and dramatic readings each year. The goal is to keep the theater and ensemble/performance rooms active throughout the year with quality performance programs.

5. The Master Plan should encourage community participation as part of ongoing instructional and performance programs under the auspices of the College. Such participation might consist of College-sponsored theater productions; talent competitions; children's theater; music ensembles; art shows; dance productions; and oratory contests. The College needs to work with the high school, junior high school and elementary schools to encourage student learning in the arts and performance.

6. The Master Plan should include a budget showing revenue sources and anticipated expenditures and capital purchases. Reliable and consistent sources of funds need to be developed and may include: ticket sales, pledges, fundraisers, sponsorships, contributions and grants. Formation of nonprofit organizational status might be considered to encourage tax-deductible contributions; such nonprofit status might be developed under the auspices of the Palo Verde College Foundation

MEMBERS OF THE
FINE AND PERFORMING ARTS ADVISORY COUNCIL
Palo Verde College
2011

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PALO VERDE COLLEGE'S FINE AND PERFORMING ARTS CENTER[2]:
GETTING READY

This report is the result of the ongoing discussions of the Fine and Performing Arts Advisory Council, meetings with College personnel and observations of my own with regard to the soon-to-be open Fine and Performing Arts Center (FPA). The report addresses the anticipated uses of the facility, a conceptual proposal for a gala event celebrating its opening and a proposed mission statement.

The FPA would be the venue for three principal types of activities: 1) instructional programs; 2) college and community performances, productions and exhibits; and 3) professional performances, productions and exhibits. All activities would be planned, scheduled and produced in agreement with and by authority of the College's designated FPA official, namely, the managing director of the FPA.

1. Instructional programs would consist initially of courses in art and music taught by adjunct instructors currently teaching those courses. An adjunct instructor would need to be recruited and hired to teach theater, ideally by the time the complex is ready. Curriculum is already in place for each of the three disciplines; however, future changes would have to be made in course repetition policy to accommodate persons wishing to participate, semester after semester, in certain courses, particularly those involving college theater productions.

   Apart from the for-credit courses described above, the FPA will also house certain non-credit courses currently taught at the Spring Street center and other locations.

   The curriculum for another fine arts discipline, dance, is in place; however, dance courses have not yet been offered at Palo Verde College. The College will need to evaluate the feasibility of developing a dance program once the FPA is open.

   Interactive television transmission of certain courses to the Needles Center should also be considered.

2. College and community performances, productions and exhibits would consist of various kinds of college and community activities in the arts utilizing the FPA facilities. College activities would be theater productions, music performances and art exhibits by students enrolled in Palo Verde College courses in those disciplines.

   Community activities would be performances sponsored by the high school, junior high school and elementary schools—for example, the Holiday and

[2] I recommend replacing "Complex" with "Center" in the facility's name.

Spring concerts—and performances by community organizations such as the Blythe Handbell Choir and the recently-formed Blythe Community Players. Closed-circuit television transmission of certain performances to the Needles Center should also be considered.

3. Professional performances, productions, and exhibits would be theatrical, music, art and dance performances and exhibits by recognized, professional artists invited to perform at the FPA under contract with the College. Two large metropolitan areas in reasonable proximity to Blythe and with substantial arts activity, namely, Phoenix and the Palm Springs/Palm Desert area, provide promising sources of professional talent. The challenge for the College is to bring quality productions, appropriate for a college audience and the Blythe community, at an affordable cost.

The three principal activities described above, while distinct from one another, can be managed to achieve a synergistic benefit. Here are some examples of that synergy:

An instructional course in theater could be enhanced by asking students to attend a professional theater production at the FPA; students' art projects might be exhibited in the lobby and other public areas of the FPA; students enrolled in music performance classes might provide musical accompaniment to a community theatrical production at the FPA; students enrolled in art courses might assist in set design for a theatrical performance; a school music or theater performance might be combined with a community theater performance.

Gala Opening Conceptual Proposal

The Gala Opening theme would be that the arts are for us all to appreciate and enjoy—as performers, observers, or both. Accordingly, the various performances would feature representation from PVC's instructional programs in the arts, selected community arts organizations, and representation from the schools. The Gala Opening would also feature a headliner performance by a recognized, professional group or individual. The Gala Opening event would strive to achieve a balance of art, music and theater presentations.

Possible theme names: We Are The Arts; The Arts Are Us; The Arts, Our Community; A New StART

The Gala Opening would be held over a period of three days in mid-Fall semester 2011 or shortly after the beginning of the Spring semester 2012, possibly early February.

Friday afternoon and evening: A variety of PVC, schools and community performances (Examples: PVC theater class production; Blythe Handbell Choir;

high school dance band; high school choir; junior high theatrical production; PVC Consort Players; poetry or dramatic reading, etc.)

Saturday evening: Headliner performance by a recognized, professional group or individual, to be announced.

Sunday afternoon: Blythe Community Players' theatrical production
Tours of the facility would be conducted prior to each day's performances.
Art productions by students and local artists would be on exhibit in lobby and public areas.

Portions of the Gala Opening would be transmitted via closed-circuit television to the Needles Center.
Light refreshments—coffee, water, etc.—would be provided during intermissions.

Mission Statement (proposed)

The Fine and Performing Arts Center provides a professionally designed and managed venue for quality programs of instruction and performance in the fine arts for the students of Palo Verde College and for the communities the College serves.