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LANGUAGE ARTS AND COMMUNICATION STUDIES DIVISION

PROGRAM REVIEW 2009-10

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ART

EXECUTIVE SUMMARY

Art instruction at PVC is provided to a relatively small but growing number of students. In fact, enrollment has almost doubled since the 2004-05 program review. Students desiring theory, analysis, history, and appreciation of art enroll in Distance Education courses. Students wishing hands-on college level art instruction have the opportunity to learn from qualified and enthusiastic part-time instructors in both Blythe and Needles. These valuable instructors also provide a conduit between the college and the local communities.

To ensure academic rigor and consistency in course offerings, division faculty members need to work together and with part-time instructors in exchanging teaching approaches and strategies and in evaluating curricula.

Division faculty members need to strengthen communications with the Office of Instructional 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 or General Education requirements, will be completed by the end of the 2010-2011 academic year by division faculty.

The division is committed to providing college-level instruction in the arts to the community, including those who may not be pursuing a formal degree program. As the new Fine and Performing Arts complex moves toward completion, the division is looking forward to participating 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.

The division chair initiated the idea of creating a Fine and Performing Arts Council, and the President/Superintendent has moved forward with the creation of that body, which will include several full and part time division faculty members. The division will investigate creating additional and modified course offerings in art to take advantage of the new facility. The division will also, in concert with the advisory council, evaluate emerging needs for additional division faculty and staff for the Fine and Performing Arts Complex.

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. Courses in this category are generally applicable to the associate degrees offered by Palo Verde College.

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 significant portion of the college's ART enrollment comes from community members engaged in the creation of art for personal fulfillment.

II. Accomplishments in Achieving Previous Goals

A. Progress in Achieving Previous Goals

The art gallery was initiated in 2004-2005 by the Language Arts and Communication Studies Division, but the responsibility for the selection and display of visual art has been taken over and maintained by the PVC Librarian.

B. Modifications of Previous Goals

None

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 is particularly well-served at the Needles Center.

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 200 Life Drawing I*
ART 201 Life Drawing II*
ART 209 Intermediate Large Scale Wall Painting and Mural Making Methods
ART 219 Advanced Large Scale Wall Painting and Mural Making Methods*

* Not successfully offered in the preceding six semesters. The division faculty recommends keeping these courses in curriculum and evaluating their need. In addition, a large number of courses have been moved to inactive status in the college catalog. The new Fine and Performing Arts complex, as well as the recently created AA degree in Arts and Humanities, will likely increase demand for these - and additional - courses.

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 in Blythe, and the Dean at the Needles Center experience 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. However, the largest number of students desiring hands-on instruction are Blythe high school students and adults taking only art classes in Needles. Both of these populations are well accommodated by afternoon and evening offerings, since these students are either taking high school classes or are working during the day.

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.

B. Improvements

Since all ART instructors are part-time, the division must investigate methods for making program improvements in the evaluation 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. However, each semester ART courses are scheduled at Palo Verde High School and the Needles Center employing local adjunct instructors. The college also employs an adjunct instructor who teaches ART courses via Distance Education.

B. Plans to Improve Coverage

The advent of the art studio and gallery space in the new Fine and Performing Arts Complex will eventually result in increased course offerings in art. As the offerings expand, the college will need to evaluate requirements for full-time faculty or additional adjunct instructors.

VIII. Professional Development

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

	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009
All ART courses	81.20%	86.50%	76.20%	66.90%	76.20%	79.40%

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. The AA degree in Arts and Humanities was implemented in 2007-08, too recently to permit meaningful evaluation of degree conferrals.

X. Enrollment and Financial Trends

A. Enrollments

	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009
All ART courses	69	111	130	142	130	131

B. Program Expenditures

	2006-07	2007-08	2008-09
Supplies	\$193	\$274	\$645
Contracts	\$0	\$0	\$0
TOTAL	\$193	\$274	\$645

XI. Facilities and Equipment

A. Adequacy of Facilities

1. There are currently no facilities, including classrooms and offices, dedicated to art instruction on the main campus in Blythe. The construction of the new complex will provide these needed spaces.

2. Blythe classes are currently taught at PVHS, and Needles classes are offered at the Needles Center.

B. Dedicated Space

There are no dedicated spaces at the main campus. Again, this should be remedied with the opening of the Fine and Performing Arts Complex.

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

As the new complex moves closer to completion, the President's Fine and Performing Arts Advisory Council is expected to make a number of suggestions for identifying needs and purchasing equipment.

XII. Strengths and Weaknesses

A. Strengths

Qualified and enthusiastic part-time instructors from Blythe and Needles provide art instruction and recruit students from those communities.

B. Weaknesses

1. Area high schools are not the optimum setting for college classes. Although the facilities are superior to those of the college campuses, some students and parents

consider the classes merely evening high school classes. Moving the Blythe courses to the mesa campus will likely resolve this issue.

2. Relying solely upon part-time instructors presents challenges in faculty evaluation, consistency in instruction, and curricular changes, particularly since no full-time faculty or administrators have a background in art.

3. The addition of reading and writing prerequisites for ART methods and techniques classes has produced an unexpected increase in student prerequisite challenges. This may be affecting enrollment in the courses not typically used to satisfy the General Education requirements or transfer.

C. 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 the student learning outcomes involve the creation of artworks. This evaluation shall be completed by the end of the 2010-2011 academic year.

2. The division leadership will consult with the V. P. of Instruction to obtain assistance with evaluating part-time faculty and their syllabi.

3. The division leadership will consult with the V. P. of Instruction to determine a method for obtaining expert advice for curricular changes in the discipline. The division leadership will make inquiries among the newly-constituted Fine and Performing Arts Advisory Council for suggestions from qualified members.

XIV. Plans to Advance the Program

A. The division chair initiated the idea of creating a Fine and Performing Arts Council, and several full and part time instructors have volunteered to serve on this body. It is hoped that suggestions for the staffing, equipping, and utilization of the new facility will arise, in part, from this group. The division also hopes that new and modified course offerings in art will be implemented as a result of the opening of our new facility. The new complex will provide student and community artists with long-needed studio and display space. The division emphasizes that these spaces alone, however, will not magically improve instruction, curricula, or enrollment.

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

C. The division will, in concert with the advisory council, evaluate emerging needs for additional division faculty and staff for the Fine and Performing Arts Complex.

AMERICAN SIGN LANGUAGE (ASL)

EXECUTIVE SUMMARY

American Sign Language is a vibrant and living language distinct from English; it is used in deaf communities primarily in the United States and Canada. Because the language is visual and not written, students learning the language require proximity to the instructor. This makes acquiring even the fundamentals of the language difficult using the correspondence method of PVC's Distance Education. The college is fortunate that qualified adjunct instructors have been located for both the Blythe and Needles areas. The division recommends that the use of Interactive Television (ITV) and online courses using streaming video be investigated for the instruction of community students. Further, the division will seek approval from the Curriculum Committee to change the course prefix from EDU to ASL to better reflect the subject matter and simplify data collection.

I. Support of the College Mission

A. Purpose of the Program

Courses in American Sign Language and above provide instruction in college-level foreign language. These courses are applicable to the college's Associate Degrees, and three of the four EDU courses are transferable to the California State University system, the University of California, or both.

B. Support of the Overall College Mission

In addition to meeting upper-division requirements in a language other than English, the study of ASL offers a unique pathway to exploring and understanding the diverse culture of the American deaf community. Students continuing to develop proficiency in ASL may decide to pursue careers in translation services.

C. Unique Institutional Goal

This 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. The ASL courses have recently been made part of the Language Arts and Communication Studies Division. The division has so far been unable to locate information on any earlier program review that addresses ASL.

B. There have been no modifications of previous goals.

III. Populations Served

A. Describe Populations

The program delivers college-level ASL 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 ASL courses to eligible inmates incarcerated at two state prison facilities near Blythe, and inmates located

at eleven other correctional facilities in California.

B. Other Populations

None identified.

IV. Curriculum History

Courses in the Program (ENG 101 and above):

EDU 131 American Sign Language I

EDU 132 American Sign Language II

EDU 133 American Sign Language Review (repeatable)*

EDU 134 American Sign Language III*

* Not successfully offered in the preceding six semesters. 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 ITV and online versions, may create increased demand.

V. Course Scheduling and Availability

A. How Scheduling Optimizes Class Availability

All ASL classes have been taught by adjunct instructors, one at Needles and one in Blythe. Often they have been offered via Distance Education (correspondence).

B. How Scheduling Optimizes Student Learning

When ASL courses are offered face-to-face, student learning is enhanced. The nature of the language makes learning via correspondence difficult at best and tedious to most students. Unfortunately, a large number of students enrolling in ASL are incarcerated, and thus will have no access to advanced technology or face-to-face instruction. However, the division will investigate the possibility of offering ASL classes using ITV between the main campus and the Needles Center.

VI. Student Learning Outcomes

A. All course outlines have learning outcomes included. Faculty members continue to evaluate and modify instructional methods based upon student outcomes at the course level.

B. No research has been conducted by the division.

VII. Program and Course Coverage

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

All instructors are part-time teachers.

B. The need for a full-time instructor has not been established, and likely will not occur in the foreseeable future.

C. Offering ITV courses and online courses with streaming video should be investigated.

VIII. Professional Development

A. Specific Activities

No professional development activities have been disclosed to the division leadership.

IX. Student Performance and Completion

A. Course Completions

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

	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009
ASL 131, 132	77.4%	70.1%	87.0%	57.1%	87.2%	84.7%

B. Degrees and Certificates

1. Currently, there is no associate degree with major, or emphasis, in any language, including ASL. The AA degree in Arts and Humanities was implemented in 2007-08, too recently to permit meaningful evaluation of degree conferrals.

2. All ASL courses are applicable to the A. S. degree. EDU 131, 132, and 134 may be used to satisfy requirements for the A. A. degree. These three courses also articulate with the UC and CSU systems as meeting the foreign language requirement.

X. Enrollment and Financial Trends

A. Enrollments

	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009
ASL 131, 132	31	67	46	35	47	59

B. Program Expenditures

Data for EDU courses is not broken down for individual courses.

XI. Facilities and Equipment

A. Adequacy of Facilities

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

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

Faculty will investigate making use of available new technologies such as ITV, Starboards, and online course delivery.

XII. Strengths and Weaknesses

A. Strengths

1. Qualified and enthusiastic instructors engage in continuous review of teaching, curricula and student performance.

2. Enrollment indicates a high level of student interest in the subject.

B. Weaknesses

1. According to Needles Center employees, community students are extremely dissatisfied with the correspondence method of delivery for ASL Distance Education courses. Exams, in particular, are mentioned as posing difficulty; students must apply what knowledge they have gleaned from course materials to exam questions showing drawings of human hands.

2. The availability of ASL is not as visible to the college and community as it might be. Students should become more aware that it counts toward the foreign language requirement for transfer to four-year colleges.

C. Plans to Remedy Weaknesses

1. Development of online/ITV courses to improve student learning.

2. The division plans to modify the course outlines and request changing the course prefixes from EDU to ASL.

XIV. Plans to Advance the Program

A. 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.

B. 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.

DANCE (DAN)

EXECUTIVE SUMMARY

Dance instruction for college credit has not been offered at Palo Verde College. However, the division has created three new dance courses which were approved by the curriculum committee and accepted for articulation with the University of California, the California State University system (or both). DAN 101, 102, and 103 have been placed in the college catalog and included in the new A.A. degree emphasis in Arts and Humanities in anticipation of the opening of the new Fine and Performing Arts complex. The division is looking forward to developing new and modified courses in dance as a result of the availability of the new facility. The division will also, in concert with the Fine and Performing Arts Advisory Council, evaluate emerging needs for additional equipment, facilities, and division faculty.

ENGLISH (ENG) 099 AND BELOW (BASIC SKILLS)

EXECUTIVE SUMMARY

English classes with course prefix numbers below 100 are offered as Basic Skills courses; these courses are not degree applicable or transferrable to four-year institutions. However, ENG 099 is used to 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. To better coordinate information about student abilities and course expectations, a faculty member has volunteered to act as a liaison between the English Departments at Palo Verde Valley High School and the College. If this activity produces positive outcomes, the division will establish a similar volunteer position for Needles High School.

The division is now operating the Writing 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. Although the Lab is open to all PVC students needing tutoring or assistance with writing assignments, few students other than those taking Writing Lab courses make use of this valuable resource. The division has not been successful in enlisting the support of other faculty members in encouraging more students to use the Lab. Since the Writing Lab is only open for scheduled lab sections, 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 full-time, campus-wide Writing Center. However, the needs of Basic Skills students have become a priority since the implementation of the statewide Basic Skills Initiative in 2006, 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 administration and the backing of faculty outside the division.

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 or are 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, these ENG 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. All face-to-face Basic Skills writing courses (ENG080, 081, and 082) now have corequisite Writing Lab courses (ENG089, 087, and 088) in place. A flow chart of courses in English (as well as Reading and ESL) is now published each semester in the Schedule of Classes. This flow chart graphically presents the necessary course sequence for use by both students and counselors.

2. 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.

3. Although the Lab is open to all PVC students needing tutoring or assistance with writing assignments, few students other than those taking Writing Lab courses make use of this valuable resource. The division has not been successful in enlisting the support of other faculty members in encouraging more students to use the Lab.

4. Particularly since the Writing Lab is only open during scheduled class sections, 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 full-time, campus-wide Writing Center. However, the needs of Basic Skills students have become a priority over the past three 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 administration and the backing of faculty outside the division.

5. The division has adopted new textbooks, including a reader that is used for more than one level of English.

6. The division has established a holistic evaluation method for prerequisite challenges to its basic writing courses.

B. Modifications of Previous Goals

The division has discontinued offering ENG095, the Distance Education version of ENG081. Faculty determined that students assessed as having writing skills three levels below ENG 101 should receive face-to-face instruction as they generally have great difficulty in completing such courses on their own via correspondence. Incarcerated students pursuing certificates or degrees must place at ENG 082/096 or higher in order to enroll in such programs.

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 PVC ENG courses are designed for second-language students, nor are they taught by instructors with credentials in Teaching English as a Second Language (TESL). However, second language students are often enrolled in ENG 080 or ENG 081 simply because no advanced ESL courses are offered. This population has needs unique to students acquiring English as a foreign language, and those needs are currently not being met by enrolling them in ENG Basic Skills courses.

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 (Distance Education version of ENG081)*
- ENG 096 Writing Improvement II (Distance Education version of ENG082)
- ENG 099 Basic Composition

* ENG 095 is not currently offered.

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, as well as assistance from the Learning Skills Center Director. 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. However, the Writing Lab is open at least one evening per week to accommodate students who have other daytime obligations.

B. How Scheduling Optimizes Student Learning

1. The Basic Skills students generally do poorly when taking courses via correspondence or ITV. For this reason, the ENG 080, 081, and 082 classes in Blythe and Needles are only offered face-to-face. The Distance Education version of ENG 081 (ENG 095) has been discontinued, and community students are discouraged from enrolling in ENG 096, the DE version of ENG 082.

2. By carefully planning the schedule of reading, writing, lab, and math courses, the college is able to group Basic Skills students into cohorts. Such groupings are labeled learning communities, which may optimize student learning. However, the college cannot force students to take all of the listed courses in a learning community, and it does not possess the resources nor enrollment to provide both learning community sections and non-learning community sections of these classes. At a minimum, the cooperatively created schedule of Basic Skills courses does result in closer attention to and tracking of student progress by faculty in the different disciplines.

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. Division faculty conducted, in 2007 and 2008, two group readings of sample student essays per semester, and evaluated results as per division-adopted grading rubric. The essays represented work done early in the selected semester and work done late in the same semester. Assessment aimed at improvements in various aspects, such as thesis, grammar, unity, in student writing. First readings examined samples from developmental as well as college-level courses. In this case, the wide range of writing ability appeared too great to permit meaningful assessment. Second readings focused exclusively on samples from ENG 101 and above.

B. Program Improvements

1. Because the division faculty seeks to identify writing as a degree-level 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 routinely collect writing samples for all course levels for use in evaluating student learning outcomes.

VII. Program and Course Coverage

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

1. There are sufficient full-time faculty at the Blythe main campus to cover developmental writing courses.
2. The Needles Center has no full-time faculty members at this time; however, each semester the Center offers at least one pre-collegiate level writing course taught by local adjunct instructors. ENG099 has been successfully offered via ITV, taught by full-time faculty based in Blythe.

A. 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.
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.

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.

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

	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009
ENG 080 through ENG096	53.0%	52.90%	39.40%	40.40%	39.40%	32.10%
ENG 099	55.3%	56.50%	63.50%	65.10%	63.50%	27.50%

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.

	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009
ENG 080 through ENG096	217	121	208	141	208	137
ENG 099	94	115	96	86	96	80
TOTAL	311	236	304	227	304	217

B. Program Expenditures

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

ALL ENG	2006-07	2007-08	2008-09

Supplies	\$2475	\$2545	\$2296
Contracts	65	\$0	279
TOTAL	\$2540	\$2545	\$2575

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. However, the Writing Lab sections are cross-posted, meaning that students from more than one section are using the Lab at the same time. Thus, over-enrolling of Writing Lab sections continues to create problems for students in sections without enough computers and workspace for everyone. It should be noted, 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, but only when registration of students in the Writing Lab falls at or below the capacity of the Lab classroom.

C. Adequacy of Equipment

Equipment and service are generally adequate to support effective teaching and learning. Student learning using computer equipment will be enhanced when all classroom computers are upgraded to 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.

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. To better coordinate information about student abilities and course expectations, a faculty member has volunteered to act as a liaison between the English departments at Palo Verde Valley High School and the College.

XIV. Plans to Advance the Program

A. Continue to encourage faculty in other divisions to require writing from their students and to refer students to the Writing Lab for assistance with writing assignments.

B. Expand the hours of operation of the Writing Lab so that students not taking Basic Writing will have access to quality individual instruction from Language Arts and Communication Studies Division faculty.

C. 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.

D. 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.

E. 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.

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's 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

1. Textbooks for ENG 101 and 103 have been re-evaluated and the division has selected more suitable texts for these courses.

The division incorporated a work of fiction into the ENG 101 curriculum in 2007; a new work is selected by the division each year.

The possibility of implementing an associate degree with a major, or emphasis, in English has been addressed by the division and the College by the creation, in 2008-09, of an AA degree with an emphasis in Arts and Humanities.

Well-qualified faculty design, deliver and review first-rate classes to students at the freshman (ENG 101), sophomore (ENG 102, 103), and advanced (ENG 122, 125) levels.

B. Modifications of Previous Goals

1. The division has not implemented a common work in the sciences, history, law or medicine as part of the formal curriculum for ENG 103. The proposal was discussed among division faculty, and the consensus was that any individual faculty member could supplement his or her course with reading and studies in these, or other, areas. A minority continues to believe that this would support efforts to improve reading/writing/critical thinking skills across the curriculum.
2. ENG 154 Introduction to Children's Literature has not yet been offered as an alternative to CHD 135 Children's Literature as a result of ENG faculty priorities in other course areas.
3. Developments since the 2004 Program review have brought new responsibilities:
 - a. developing college-level reading, writing and critical thinking skills in students subject to the new State demands for English 101 as a graduation requirement;
 - b. supporting State writing requirements in Nursing;

- c. responding to demands for Distance Education courses delivered via Interactive Television (ITV) and on-line technologies;
- d. addressing the growing campus-wide interest in improving student reading, writing, and critical thinking skills across the disciplines.

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 twenty other correctional facilities in California.

B. Other Populations

None identified to date.

IV. Curriculum History

A. 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. 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.

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 Instructional Services, together with division faculty, continues to evaluate the effectiveness of this approach.

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, distance education (correspondence) and interactive television modes.
2. Courses are also offered at various times and days, and in various scheduling patterns, such one day a week and two days a week. The program will be working up online courses in the near future, in cooperation with the Title III Virtual Campus project.
3. The division encourages ongoing research on the impact of various instructional modes on student learning, particularly on distance education and face-to face modes.

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 their course syllabi and courses. 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. Division faculty conducted, in 2007 and 2008, two group readings of sample student essays per semester, and evaluated results as per division-adopted grading rubric. The essays represented work done early in the selected semester and work done late in the same semester. Assessment aimed at

improvements in various aspects, such as thesis, grammar, unity, in student writing. First readings examined samples from developmental as well as college-level courses. In this case, the wide range of writing ability appeared too great to permit meaningful assessment. Second readings focused exclusively on samples from ENG 101 and above.

B. Improvements

1. Because the division faculty seeks to identify writing as a degree-level 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. Faculty have begun the process of extending these improvements to other divisions, starting with Flex day workshops.

VII. Program and Course Coverage

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

1. There are sufficient full-time faculty at the Blythe main campus to cover ENG 101 and above courses.
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.

B. Plans to Improve Coverage

1. Current fiscal conditions have resulted in some reliance on part-time faculty, particularly at the Needles Center.
2. 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.
3. The division has begun to move actively towards development of on-line courses, beginning with English 99 and 101.

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. Another faculty member attended a three-day workshop in retaining Latino/a students. Division members have maintained active participation in our state and local Academic Senate and CTA as officers, and as a result attend statewide Academic Senate conferences, RP Group conferences, and other meetings.

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 and other participation.

IX. Student Performance and Completion

A. Course Completions

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

	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009
ENG 101 and above	57.5%	57.8%	55.8%	42.6%	50.0%	51.0%

B. Degrees and Certificates

1. Currently, 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, too recently to permit meaningful evaluation of degree conferrals.

X. Enrollment and Financial Trends

A. Enrollments

	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009
ENG 101 and above	153	161	147	136	200	198

B. Program Expenditures

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

	2006-07	2007-08	2008-09
Supplies	\$2475	\$2545	\$2296
Contracts	65		279
TOTAL	\$2540	\$2545	\$2575

- 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

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

Some division faculty report, “the tail wagging the dog,” i.e. 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 and SLO assessment via group reading sessions.

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. Inadequate contact with (and evaluation of) adjunct faculty members teaching upper-level courses at main campus and Needles Center.
3. Standardization of expectations (i.e. knowledge of MLA and other formatting requirements, research methods, intellectual content) for student success.
4. Anecdotal accounts of poor success rates among “community,” as opposed to, “incarcerated,” students.
5. Anecdotal accounts of students choosing, “easier” courses (i.e. courses without pre-requisites, research/term paper/exam requirements) to fulfill transfer requirements.
6. Inadequate preparation of students for upper-level courses in terms of reading, writing, and critical thinking skills.

C. Plans to Remedy Weaknesses

1. Development of online/ITV courses to expand upper-division enrollments.
2. 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. Development of division-standard expectations for formatting, research, etc., in courses before, at, and following the ENG 101 level.
4. Research on advisement/placement re: accuracy/success rates, community vs. incarcerated populations.
5. Development of campus-wide prerequisites and standards for writing and research at the college/transfer level.

XIV. Plans to Advance the Program

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.

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.

Incorporate writing as a degree-level SLO in cooperation with other divisions and faculty members.

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.

Engage in research to evaluate completion rates in ENG 101 and above courses.

Engage in research to evaluate emerging needs for additional division faculty.

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 (noncredit) providing instruction for workplace or survival English and (credit) establishing a springboard for college-level courses and degrees. These courses are multi-skill, sequenced, academically rigorous, and centrally coordinated to insure seamless articulation. For maximum accessibility, the courses are open entry/exit, located at the PVC Spring St. Campus, and offered both morning and evening. The salient strength of the ESL Program has been its flexibility and adaptation to our changing reality. The major challenge has been the decline in student enrollment, which has caused chinks in the chain of sequenced instruction. The course content and articulation between courses needs to be better defined. We have invested energy and financial resources to uncover solutions to this challenge. We have eased difficulties somewhat by selectively offering each semester only those courses where a greater concentration of enrollments may be evident, knowing that we can expand the offerings if the need arises. The great challenge for the future will be to increase enrollment and provide quality instruction while meeting student needs. We will explore the development of technical or vocational courses and programs to help our enrollment, and expand our technology-based instruction. One of the ways to do this is to move the program to the main campus in order to help the students feel more a part of the main campus culture.

I. Support of the College Mission

The mission 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 nonnative speaker. Our goals are varied. One goal is to provide access to Palo Verde College's university-level transfer and certificate programs for those students who are pursuing a post secondary degree. For other students, we prepare the way for them to acquire the language and educational skills needed for employment. Another goal is to teach the nonnative speaker sufficient English for survival purposes or self-sufficiency. It has been seen that, for those students who are parents, their educational accomplishments directly impact the performance of their children. These goals are grounded in a fully articulated academic program of study. As an institution, we are morally obligated to help integrate the immigrant population to our broader mainstream society, and our program strives to achieve this end.

II. Accomplishments in Achieving Goals in the Previous Program Review

One of the problems identified in the previous program review was the recruitment and publicity for ESL classes. Fortunately, the College revised the ABE Community Outreach Representative description in the S 06-07 semester to include recruitment for all ESL classes. The recruiter visited target sites all over the Palo Verde valley and Ehrenberg and attended ELD meetings in the local school district to recruit parents. In spite of cable and newspaper ads, radio spots and the aforementioned outreach efforts, the ESL enrollment continued to decline.

Another area of concern was the placing of ESL or 1.5 ESL students into credit English classes and “the serious question about the provision of transitional courses designed to bridge students into English courses.” Because of declining enrollments, we have not had an advanced ESL course taught since F 07-08. Consequently, we have not had the need to transition advanced students.

The previous Program Review stated that “the Division should strongly support the development and implementation of a vocational ESL program.” The College hired an Occupational Education Manager in 2008. Faculty visited schools with technical education programs to see what is being done elsewhere. As an institution, we are committed to developing this component for the ESL population, and to this end, we will seek out federal or state funding. At present, those ESL students with sufficient English language ability have been able to take advantage of the existing vocational programs, but we are cognizant of the fact that the emerging language learner cannot yet avail himself of these programs.

III. Populations served

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.

List of the populations served

Immigrant students who are learning English to better assimilate, become U.S. citizens, or pursue a career. They can be recent immigrants or long-time residents.

Palo Verde High School LEP 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

Undocumented students who are a shadow population. We have no way to track them because we do no background checks. They enroll in noncredit classes.

Arizona residents who need English language development

CALWORKS/GAIN students

Other populations that should be served by this program

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

IV. Curriculum History

ESL Enrollments:

FALL 2006

SEM	Course	TITLE	CR	NC	I	W	TOTAL
1	ABE 081 1	Workplace English	6	0	0	0	6
1	ABE 081 2	Workplace English	15	0	0	0	15
1	ABE 081 3	Workplace English	4	0	0	0	4
1	ABE 081 4	Workplace English	5	5	0	0	10
1	ABE 090 1	Readiness for English	2	1	0	0	3
1	ABE 090 2	Readiness for English	9	0	0	0	9
1	ABE 090 3	Readiness for English	3	0	0	0	3
1	ABE 090 4	Readiness for English	8	0	0	0	8
1	ABE 090 5	Readiness for English	3	0	0	0	3
1	ABE 090 6	Readiness for English	2	3	0	0	5
1	ABE 090 7	Readiness for English	3	0	0	0	3
1	ABE 090 8	Readiness for English	2	0	0	0	2
1	ESL 052 1	Beginning ESL 3	6	0	0	0	6
1	ESL 052 2	Beginning ESL 3	2	0	0	1	3
1	ESL 052 3	Beginning ESL 3	1	0	0	0	1
1	ESL 053 1	Beginning ESL 4	0	0	0	0	0
1	ESL 053 2	Beginning ESL 4	0	1	0	0	1
1	ESL 053 3	Beginning ESL 4	2	2	0	1	5
SEM	Course	TITLE	CR	NC	I	W	TOTAL
1	ESL 053 4	Beginning ESL 4	1	1	0	0	2
1	ESL 054 1	Intermediate ESL 1	1	1	0	0	2
1	ESL 054 2	Intermediate ESL 1	5	0	0	0	5
1	ESL 054 3	Intermediate ESL 1	0	0	0	0	0
1	ESL 054 4	Intermediate ESL 1	0	0	0	1	1
1	ESL 055 3	Intermediate ESL 2	1	0	0	0	1
1	ESL 055 4	Intermediate ESL 2	1	3	0	0	4
1	ESL 056 1	Intermediate ESL 3	3	0	0	0	3
1	ESL 057 1	Intermediate ESL 4	3	0	0	0	3
1	ESL 057 3	Intermediate ESL 4	3	0	0	0	3
1	ESL 058 2	Advanced ESL 1	1	0	0	0	1
1	ESL 058 3	Advanced ESL 1	2	1	0	0	3
1	ESL 059 1	Advanced ESL 2	0	0	0	0	0
1	ESL 059 2	Advanced ESL 2	1	0	0	0	1
1	ESL 059 4	Advanced ESL 2	0	1	0	0	1
1	ESL 060 2	Advanced ESL 3	2	0	0	0	2
1	ESL 060 3	Advanced ESL 3	0	0	0	0	0
1	ESL 061 1	Advanced ESL 4	1	0	0	0	1
1	ESL 061 4	Advanced ESL 4	1	1	0	0	2
1	ESL 088 1	Suppl. Skills for ESL	1	0	0	0	1
1	ESL 088 2	Suppl. Skills for ESL	2	0	0	0	2
			102	20	0	3	125
	ESL	CR	102	81.6%			
		All Grades	125				

SPRING 2007

SEM	Course	TITLE	CR	NC	I	W	TOTAL
2	ABE 081 1	ESL Entry Level II	9	2	0	0	11
2	ABE 081 2	ESL Entry Level II	7	5	0	0	12
2	ABE 081 3	ESL Entry Level II	8	4	0	0	12
2	ABE 081 4	ESL Entry Level II	4	7	0	0	11
2	ABE 090 1	ESL Entry Level I	0	2	0	0	2
2	ABE 090 2	ESL Entry Level I	1	9	0	0	10
2	ABE 090 3	ESL Entry Level I	0	1	0	0	1
2	ABE 090 4	ESL Entry Level I	8	0	0	0	8
2	ESL 052 1	Beginning ESL 3	2	1	0	0	3
2	ESL 052 2	Beginning ESL 3	1	0	0	0	1
2	ESL 053 1	Beginning ESL 4	1	1	0	0	2
2	ESL 053 2	Beginning ESL 4	1	1	0	0	2
2	ESL 053 3	Beginning ESL 4	2	1	0	0	3
2	ESL 053 4	Beginning ESL 4	0	0	0	0	0
2	ESL 054 1	Intermediate ESL 1	0	1	0	0	1
2	ESL 054 2	Intermediate ESL 1	4	1	0	0	5
2	ESL 054 3	Intermediate ESL 1	1	2	0	0	3
2	ESL 054 4	Intermediate ESL 1	0	1	0	0	1
2	ESL 055 3	Intermediate ESL 2	0	0	0	0	0
2	ESL 055 4	Intermediate ESL 2	3	0	0	0	3
2	ESL 056 1	Intermediate ESL 3	1	1	0	0	2
2	ESL 056 2	Intermediate ESL 3	0	1	0	0	1
2	ESL 056 3	Intermediate ESL 3	0	0	0	1	1
2	ESL 057 3	Intermediate ESL 4	2	0	0	0	2
SEM	Course	TITLE	CR	NC	I	W	TOTAL
2	ESL 057 4	Intermediate ESL 4	0	0	0	0	0
2	ESL 058 1	Advanced ESL 1	1	1	0	0	2
2	ESL 059 1	Advanced ESL 2	3	1	0	0	4
2	ESL 059 3	Advanced ESL 2	1	1	0	0	2
2	ESL 059 4	Advanced ESL 2	0	0	0	0	0
2	ESL 060 1	Advanced ESL 3	0	1	0	0	1
2	ESL 060 3	Advanced ESL 3	4	0	0	0	4
2	ESL 061 2	Advanced ESL 4	0	1	0	0	1
2	ESL 061 3	Advanced ESL 4	0	1	0	0	1
2	ESL 061 4	Advanced ESL 4	1	0	0	0	1
2	ESL 088 1	Suppl. Skills for ESL	0	0	0	0	0
2	ESL 088 2	Suppl. Skills for ESL	0	2	0	0	2
2	ESL 088 4	Suppl. Skills for ESL	3	1	0	0	4
			68	50	0	1	119
		CR	68	57.1%			
		All grades	119				

Because of the serious decline in ESL enrollment, and with intent to draw more students in, the first restructuring of the ESL Program occurred in the F 07-08 semester. The beginning credit classes (ESL 50, 51, 52, 53) were replaced by noncredit classes (ABE 090, ABE 081 and NBE 045). It was thought at the time that if the beginning level were tuition free, more students would

be drawn in. This change, nevertheless, kept the nine week course delivery format which had been the instructional framework up to that time. The remaining intermediate and advanced classes (credit classes-ESL 54-61) continued unchanged and were taught as small classes, or concurrently with other levels, or were canceled.

A problem that was evident in the program structure was the confusion regarding class sections. Because of the nine week format utilized from Fall 2006 to Fall 2007, each course was offered morning and night: Sections 1 (am) and 2 (pm) and at the tenth week: Sections 3 (am) and 4 (pm). This framework was fluid and flexible and ideal in allowing a new student to matriculate into his level. However, because of the declining enrollment, multi-level classes had to be conducted. In one class period, two distinct ESL levels were being taught, with the help of an instructional aide. This arrangement, done to preserve some semblance of sequenced instruction, was nevertheless extremely unsatisfactory to both the instructor and the students. In spite of these stratagems, employed to provide students with leveled instruction and meet minimum class size requirements, advanced classes were canceled, semester after semester. The few “advanced level” ESL students, who could not incorporate themselves into a group, had no alternative but to undertake the lowest levels of English classes.

FALL 2007

SEM	Course	TITLE	CR	NC	I	W	TOTAL
3	ABE 081 1	ESL Entry Level II	3	3	0	0	6
3	ABE 081 3	ESL Entry Level II	3	1	0	0	4
3	ABE 090 1	ESL Entry Level I	3	3	0	0	6
3	ABE 090 3	ESL Entry Level I	2	1	0	0	3
3	ESL 054 1	Intermediate ESL 1	6	0	0	0	6
3	ESL 054 2	Intermediate ESL 1	1	0	0	0	1
3	ESL 054 4	Intermediate ESL 1	0	1	0	0	1
3	ESL 055 3	Intermediate ESL 2	3	1	0	0	4
3	ESL 055 4	Intermediate ESL 2	1	1	0	0	2
3	ESL 056 2	Intermediate ESL 3	1	1	0	0	2
3	ESL 056 3	Intermediate ESL 3	0	1	0	0	1
3	ESL 056 4	Intermediate ESL 3	0	2	0	0	2
SEM	Course	TITLE	CR	NC	I	W	TOTAL
3	ESL 057 3	Intermediate ESL 4	0	1	0	0	1
3	ESL 057 4	Intermediate ESL 4	1	0	0	0	1
3	ESL 058 1	Advanced ESL 1	2	1	0	0	3
3	ESL 058 2	Advanced ESL 1	1	0	0	0	1
3	ESL 058 3	Advanced ESL 1	0	1	0	0	1
3	ESL 058 4	Advanced ESL 1	0	0	0	0	0
3	ESL 059 2	Advanced ESL 2	0	1	0	0	1
3	ESL 059 3	Advanced ESL 2	2	0	0	0	2
3	ESL 059 4	Advanced ESL 2	1	0	0	0	1
3	ESL 060 1	Advanced ESL 3	1	0	0	0	1
3	ESL 060 4	Advanced ESL 3	0	0	0	0	0
3	ESL 061 1	Advanced ESL 4	3	0	0	0	3
3	ESL 061 2	Advanced ESL 4	1	0	0	0	1
3	ESL 061 3	Advanced ESL 4	1	0	0	0	1
3	ESL 088 1	Suppl. Skills for ESL	0	0	0	0	0

3	ESL 088 2	Suppl. Skills for ESL	4	0	0	0	4
3	ESL 088 4	Suppl. Skills for ESL	2	1	0	0	3
3	NBE 045 1	ESL Beginning Level I	4	2	0	0	6
3	NBE 045 2	ESL Beginning Level I	5	5	0	0	10
3	NBE 045 3	ESL Beginning Level I	3	0	0	0	3
3	NBE 045 4	ESL Beginning Level I	7	4	0	0	11
3	NBE 016 1	Suppl. Skills for NC ESL	15	3	0	0	18
3	NBE 016 3	Suppl. Skills for NC ESL	10	0	0	0	10
3	NBE 016 4	Suppl. Skills for NC ESL	9	0	0	0	9
3	NBE 016 5	Suppl. Skills for NC ESL	9	0	0	0	9
			104	34	0	0	138
		CR	104	75.4%			
		All grades	138				

See page 11 for a discussion about another major change in the ESL courses under: B. Noncredit or credit courses, second paragraph.

It should be noted that the high rates of NC are predominantly due to extremely poor attendance. This subsequently affects the students' grade point average and leads to failure (NC).

SPRING 2008

SEM	Course	TITLE	CR	NC	I	W	TOTAL
4	ABE 090 2	ESL Entry Level I	11	19	0	0	30
4	ESL 083 1	Intermediate Language	4	1	0	0	5
4	ESL 088 1	Suppl. Skills for ESL	0	0	0	0	0
4	ESL 088 4	Suppl. Skills for ESL	1	0	0	0	1
4	NBE 045 1	ESL Beginning Level I	6	5	0	0	11
4	NBE 045 2	ESL Beginning Level I	0	9	0	0	9
4	NBE 016 1	Suppl. Skills for NC ESL	13	0	0	0	13
4	NBE 016 2	Suppl. Skills for NC ESL	17	15	0	0	32
4	NBE 016 3	Suppl. Skills for NC ESL	10	16	0	0	26
			62	65	0	0	127
		CR	62	48.8%			
		All grades	127				

FALL 2008

SEM	Course	TITLE	CR	NC	I	W	TOTAL
5	ABE 081 1	ESL Entry Level II	3	12	0	0	15
5	ABE 081 2	ESL Entry Level II	8	9	0	0	17
5	ESL 082 1	Intermediate Language I	0	0	0	0	0
5	ESL 082 2	Intermediate Language I	3	2	0	1	6
5	NBE 045 1	ESL Beginning Level I	8	4	1	0	13
5	NBE 045 2	ESL Beginning Level I	5	7	0	0	12
5	NBE 016 1	Suppl. Skills for NC ESL	15	3	0	0	18
5	NBE 016 3	Suppl. Skills for NC ESL	10	0	0	0	10
5	NBE 016 4	Suppl. Skills for NC ESL	9	0	0	0	9

5	NBE 016 5	Suppl. Skills for NC ESL	9	0	0	0	9
			70	37	1	1	109
		CR	70	64.2%			
		All grades	109				

In the Spring 2009 semester, a misunderstanding regarding the required hours of attendance by an adjunct instructor led to the 22 NC scores for NBE 016 2. This is an error which should be corrected.

SPRING 2009

SEM	Course	TITLE	CR	NC	I	W	TOTAL
6	ABE 081 1	ESL Entry Level II	3	12	1	0	16
6	ABE 081 2	ESL Entry Level II	6	20	0	0	26
6	ESL 088 4	Supp. Skills for ESL	0	0	0	0	0
6	NBE 045 1	ESL Beginning Level I	7	9	0	0	16
6	NBE 045 2	ESL Beginning Level I	6	10	0	0	16
6	NBE 016 1	Suppl. Skills for NC ESL	13	13	0	0	26
6	NBE 016 2	Suppl. Skills for NC ESL	0	22	1	0	23
			35	86	2	0	123
		CR	35	28.5%			
		All grades	123				

TOTAL ENROLLMENTS

Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009
125	119	138	127	109	123

V. Course scheduling and availability

The ESL program is comprised of six credit-bearing and two noncredit bearing courses of integrated skills study. Students are placed into their appropriate courses with an assessment test. The first course (ABE 090) is a noncredit entry-level course for the nonliterate student. Most students start their language learning with the second entry level course (ABE 081) which is also noncredit. Our credit courses begin with the beginning courses (ESL 080 and ESL 081) and continue with two intermediate level courses (ESL 082 and ESL 083) and the advanced level (ESL 096 and ESL 097). Each course represents 54 hours of instruction which is imparted over the course of one semester.

The scheduling of these courses per calendar year is as follows:

Fall Semester
 ABE 090 Entry I
 ABE 081 Entry II

Spring Semester
 ABE 090 Entry I
 ABE 081 Entry II

ESL 080 Beginning 1
ESL 082 Intermediate 1
ESL 096 Advanced 1

ESL 081 Beginning 2
ESL 083 Intermediate 2
ESL 097 Advanced 2

Two sections of each course are typically offered (day and evening).

Are courses scheduled at times and locations that allow appropriate instructional methodology?

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. Since F 03-04, ESL classes have been offered almost exclusively at the Spring Street Campus. This was done to accommodate the students with limited or no transportation who found this location more convenient. We have also offered ESL classes at the Ripley Migrant Center, but have not met minimum class size there since S 08-09. As the entry level students move up the chain of sequenced courses, we will, hopefully, once again be able to offer the full range of courses from entry to advanced.

Are courses adequately sequenced for both day and evening students?

As the Curriculum History shows, we have always offered a gamut of courses in both morning and evening. We consistently offer most of our courses every semester and then cancel those with very little to no enrollment. As is to be expected, the courses most in demand are the entry-level courses, and those have always been offered both day and evening.

A problem that has persisted (although minimally) is that of demonstrably ESL students opting out of ESL classes and enrolling in English 80 or the lower Reading classes. This situation has exacerbated the already low enrollments in the advanced ESL classes, and for the last four semesters we have had to cancel those classes due to a paucity of students. The end result is that we have self-placed or "nowhere else to go" ESL students enrolled in the lower division English and Reading courses.

VI. Student Learning Outcomes

The ESL Program at PVC is based on the California Model Standards for Adult Basic Education. The ESL Program course outlines follow the student learning outcomes expected for each of the seven levels of instruction.

New students are placed into their appropriate courses by the use of a publisher-issued assessment instrument correlated to the textbook series we are using, or by the state-approved CELSA test. These are paper and pencil tests. Empirical evidence has shown that both of these assessment tests are fairly accurate. Thereafter, students are tested regularly on the material covered. The tests can be pencil and paper, oral dictation or skill demonstration. The criteria for "passing" a test or demonstration of language acquisition is 70% accuracy of content. To

promote to a higher level, students must attain a cumulative grade point average of 70% (60% tests, 30% work products, 10% language laboratory). In addition, there is a year-end assessment test given, which parallels the initial placement exam. This second assessment will reveal longitudinal growth in language knowledge (over the course of a year-- two semesters). The initial assessment provides a backdrop upon which all subsequent longitudinal assessments can be measured. Records for this second assessment have been kept since the 06-07 school year. We have not processed this data yet, but we hope to do so when our student population stabilizes.

What is troubling is catapulting students from one level to the next (beginning to intermediate to advanced). The student receives three hours per week of classroom instruction, and approximately two hours per week of computer-based learning. This problem is especially acute at the intermediate and advanced levels. To fully cover the development of the four basic language skills of listening, speaking, reading and writing at the intermediate level in 108 hours of instruction is not feasible. The issue is that we have two courses each at the intermediate and advanced levels (two semesters). If a student is successful in a course, he moves up in the course sequence, ready or not, into the next level, if that may be the case. Thus, we have students who are being asked to perform at a higher level than for which they are perhaps ready.

VII. Program and Course Coverage

Is available faculty adequate to support the program?

Yes, at present one full time faculty is teaching all of the ESL courses. In the past, when enrollments warranted, we were also able to employ an adjunct faculty to teach an entry level evening section. Also, in the past, the full time faculty taught multi-level classes in order to avoid class cancellations due to low enrollments. However, this arrangement was not found to be very satisfactory so it was discontinued in S 07-08. Also, in F 08-09 and S 08-09, the beginning classes were offered as noncredit. A problem for the full time faculty has been the work load calculation since noncredit classes have less CTLC value than credit classes. The end result is that the ESL faculty has to put in more contact hours than if the workload were entirely credit bearing classes. At this time, if enrollments continue to decline or if current levels persist, one full time faculty is sufficient to cover the needs of the program. However, if enrollments increase slightly, adjunct(s) will be needed.

Adjunct bilingual counselors have been assigned to work with the ESL students at the Spring Street campus. This has been very satisfactory both for the students and for the Spring Street support staff.

On the whole, our ESL population is not highly educated nor have well-developed academic skills. It is difficult to address the needs of individual students when class size hovers at or more than 20 students. In order to maximize learning, and especially when multi-level group learning has been conducted, student tutors have been invaluable in the classroom. The Supplemental Instruction program provided by the Learning Skills Center in the past was extremely helpful to this end.

Is available support staff adequate to support the program?

Because of budget cuts, we have reduced staff at the Spring St. campus to do secretarial tasks, recruit and disseminate information. We will do our best to continue to be effective educational providers.

VIII. Professional development

Do faculty members in this program routinely participate in professional development activities? In what in-service opportunities have staff in this program participated?

Full time ESL faculty visited Cerritos College Adult Education in Norwalk, CA in March, 2005 and the Metropolitan Adult Education Program in San Jose, CA in April, 2006, to visit vocational training sites.

38th Annual State Conference (CATESOL-Calif. Teachers of English to Students of Other Languages)
 San Diego, CA
 April 13-15, 2007

39th Annual State Conference (CATESOL)
 Sacramento, CA
 April 10-13, 2008

The full time faculty member is an active member of the Basic Skills Committee and participated in a Basic Skills Conference at College of the Desert, Sept. 14, 2007.

The full time faculty took a power point class to enhance her teaching in the Fall of 2007.

Are there areas of unmet professional development needs among faculty in this program? If so, list those areas of need and the individual faculty members concerned.

As students become more technologically sophisticated (the younger ones are), it would behoove the ESL program staff to explore the possibility of online or hybrid ESL classes for the intermediate and advanced levels of ESL. A teleconference-type class might work for the potential Needles students. For this to happen, the faculty have to be trained and become comfortable with this new technology.

IX. Student Performance and Completion

ESL Completion Rates:

Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009
81.6%	51.1%	75.4%	48.8%	64.2%	28.5%

X. Enrollment and Financial Trends

Our ESL student population has been diminishing over the last few years. As the farmers have fallowed their fields, agricultural and agricultural-related jobs have been lost. We no longer see the stream of migrant laborers who used to come to this valley. We used to offer ESL classes at the Ripley Migrant Center, but we haven't had the enrollments to do so since Spring 2008-09. We have had palpably less undocumented immigrants. There is no hard data on them, but their absence can be felt in the overall picture.

In general, the ESL students appear to be younger now than they were 10 years ago. They express a desire to pursue a professional degree, a shorter term certificate program, or they need more English to advance in their current occupation. They are conscious of the fact that knowing English is vital to their future employment. The College should not let cost-effectiveness ratios be the only or overriding consideration with regards to the viability of this program. For our immigrant population, the accessibility to these courses paves the way to their future success as productive workers and potential citizens of this country.

ESL Expenditures:

	2006-07	2007-08	2008-09
Supplies	\$856	\$509	\$155
Contracts	\$898	\$212	\$0
Total	\$1,754	\$721	\$155

These figures do not reflect what the Noncredit Department, the Learning Skills Center, and Title V have absorbed for the ESL program. All ESL classes and the ESL lab are located at the Spring Street Campus. Noncredit expenditures include secretarial support, copies, paper, toner cartridges, telephone, advertising, and outreach. The Learning Skills Center budget has covered the software and instructors for the ESL lab, student aides, and Title V funds have been utilized for counseling services and making up the difference in low enrollment ESL courses.

XI. Facilities and equipment

At present, there is dedicated space at the Spring St. campus of the College for the ESL classes. There is one classroom that is in use wholly for ESL instruction. There is also another classroom which has been turned into the ESL language lab. It has 12 computer stations and there is an adjunct non-teaching faculty in charge. The one classroom devoted exclusively for ESL instruction has a computer on a cart. Historically, some ESL classes have also been held at the Ripley Migrant Center. The classroom and lab space is currently adequate to meet the needs of the ESL program.

The one instructor teaching ESL at present has office space at the Spring St. campus. She shares this office space with two other PVC personnel, one of whom is the part-time counselor who works with the ESL students. The office space, while not ideal, is adequate at present. It is equipped with a computer, printer, and telephone.

XII. Strengths and Weaknesses

While brainstorming this section on strengths and weaknesses, it became apparent that many issues here are not one or the other but inherently have elements of both. So, instead of separate “lists,” there will be a discussion of issues including both positive and negative elements. The following is some background information to consider before delving into the strengths and weaknesses.

In total, a student receives 108 hours of classroom instruction per level (3 hours per week = 54 hours per semester x 2 semesters), over the course of a year. A level is defined as beginning, intermediate or advanced proficiency. The coursework we offer is supplemented by the ESL Lab which offers language learning software. Nevertheless, the amount of time for effective language acquisition to take place and to progress from one level to the next (i.e., beginning to intermediate) has been estimated to be about 1000 hours. We are offering our students a substantially reduced program of contact hours, but put in perspective, this is what we can do with our reduced budgets and low student enrollments. Another point to consider is that the noncredit classes are eternally repeatable (as of this writing). Typically, the student takes the noncredit course (s) twice (even if she was successful in the first attempt) before moving on to the credit courses, to gain more time.

In the Fall 2009-10 semester, the noncredit NBE 045 was replaced by the credit ESL 080 and ESL 081 courses. This change was due to various factors, principally that the tuition-free courses had not brought in the anticipated avalanche of students and the prevailing attitude that “what is effortless is valued-less.” In other words, empirical evidence has shown that those students who either had to pay for their classes or find financing seemed to value their educational experience more than those who took for granted their “free classes.” The results are awaiting evaluation, but the preliminary impression is that those students who enroll in the credit courses are more persistent and more successful.

A. Scope and Sequence. Previous to this reporting period, there had not been much coordination between the credit and noncredit ESL “departments.” In fact, the beginning ESL credit courses and the noncredit ESL courses were in direct competition, and the credit courses were in disadvantage since these courses cost the students money. Eventually, the noncredit and credit ESL courses were brought under a “shared responsibility” umbrella and these courses essentially have been integrated seamlessly into one program. This has been a distinct *strength* since we can now deliver a cohesive and coherent program to the language learner.

As stated previously, the ESL program is comprised of six credit and two noncredit courses, a *strength*. The courses are open entry/open exit. The levels comprise instruction from entry (low beginning) to high advanced. The coursework, noncredit and credit, is academic, rigorous, and mindful of achieving the Student Learning Outcomes as specified in the course outlines. Now, the problem is that we do not have sufficient student enrollment to schedule and actually teach the full range of courses (seven of them) every semester, morning and evening, a *weakness*. We schedule the courses in the semester’s catalog and cancel those classes with little or no enrollment. The few students who might have been enrolled in those canceled courses are redirected to the nearest comparable course to their level. At present, we have one noncredit low beginning course, morning and evening, no high beginning course at all (the next course in the

sequence), and a low intermediate, taught morning and evening. In spite of these irregularities in following the full sequence of courses in a progressive manner, all new students are initially assessed and placed where they most “fit.” In offering an array of courses to see which “make,” we are maximizing our options and we are being realistic. Being flexible has been a survival technique in these difficult times, a *strength*.

Since we are a small program with only one full-time faculty teaching ESL, and with low enrollment, we are between a rock and a hard place in trying to be all things to all people. On the one hand, we have highly educated individuals with up to a Master’s degree in their native country trying to learn English alongside another person with little or no formal schooling trying to learn enough English to survive. They are both in the same beginning classroom. We try to even out the disparities with the language lab, where students proceed in a self-paced format through an excellent software program that takes them to the advanced level, a *strength*. The ESL language laboratory is an integral part of their learning experience. It is here that they can practice language structures that they have been exposed to in class, but that they need more time to acquire.

The open entry/open exit feature is a positive with regards to maximizing access to courses, a *strength*. Since our students are very much affected by their job requirements, this is how we can adapt to their needs. However, it poses a strain on the instructional aspect since there is forever a flow of students coming in, a *weakness*. It is incumbent on the instructor to help the new student “catch up.” This situation, of course, is not ideal, but it is an adaptation to an unfortunate situation.

B. Noncredit or Credit Courses. As might be apparent from the preceding discussion, the low literacy student could not be expected to be college ready in six semesters. Nor, possibly the more highly educated student, given the state of course cancellations, a *weakness*. However, the more capable student has more coping mechanisms and resources that permit him to acquire English more readily, both in and outside of the classroom. The lower level student, who needs much more assistance in all aspects of the learning process, has the advantage of being able to repeat the noncredit courses many times until mastery is achieved. This is a distinct advantage and feature of our noncredit courses, a *strength*. It is not the case with the credit courses, however. There, repeated failure brings consequences, especially if the student is receiving financial aid.

For the S 07-08 semester, the ESL program was reorganized because the numbering system we had been using was no longer valid according to our catalog and the course sequence and sections we had was considered too unwieldy. Prior to that spring, the courses had been nine week courses, two each semester—so, in a school year, each level had four courses. The beginning, intermediate and advanced levels, then, totaled 12 nine-week courses. Each course represented approximately 54 hours of instruction, so a student received 108 hours in one semester. In the S 07-08 semester makeover, the credit beginning courses (ESL 051, 052, 053, 054) were subsumed into the noncredit ABE 090, ABE 081 and NBE 054, each 54 hours. In other words, the students would now receive a total of 108 hours of instruction in one year, not in one semester as they had previously. The credit to noncredit change was done in an attempt to attract more students since the decline in enrollments was even then becoming evident, a

strength. The concomitant change in contact hours has been very unfortunate both for the student and the instructor. With only three contact hours per week, it is very hard to sustain the illusion that a student will be college ready in three years, a **weakness.** The discussion regarding the effects of this compression of class hours on language acquisition per level is treated Under Section VI Student Learning Outcomes, page 7, third paragraph.

The noncredit ESL courses pose another challenge in that the instructors cannot demand that the student purchase his own copy of the textbook. This requires endless copying of material (time consuming) and much expense. There are a limited number of classroom copies, but they are not loaned out. This “no textbook buying required” is an inherent **weakness** of noncredit. The instructor does strongly encourage students to buy their own textbooks and directs them to websites where inexpensive new or used books can be purchased.

C. Location of Classes –Spring St. Campus. ESL has been taught at this facility since F 03-04. This change was done to acquiesce to the wishes of the ESL students who found it very hard to travel to the main campus. So, the ESL students are happy with this arrangement (a **strength**). The **weakness** lies in the fact that this de facto segregates the ESL students who, then, do not see themselves as part of the college community. They are also missing the stimulation and vision of what can lie ahead for them by being in a remote location with no library, media or student center.

D. Student enrollment and recruitment

Inasmuch as we did hire a community outreach person, a **strength**, the enrollment in the ESL has continued to decline. In part, this may be due to the ways or media in which the ESL classes have been advertised, a **weakness.** Very few of the non-native speakers read the local newspaper and that has been one of the main avenues of publicity. The local Spanish language radio station is a more effective media for advertisement, but because of budgetary constraints, the ads have been limited. The recruiter distributed flyers around town, but the efficacy of this effort is unknown. Empirical evidence has shown that word-of-mouth is also a very effective publicity tool.

A major **weakness** of the ESL program has been its failure to offer job skills training along with literacy and language acquisition to those students who speak little or no English and have little or no formal education in their native language. While the needs of this population must be met, we cannot forget that the ESL program at PVC must continue to provide a pathway for those individuals who intend to pursue an academic degree. Nevertheless, the traditional, sequenced plan of instruction at present is too time consuming and broad for those low-skilled students who desire entry into the workforce and better earning capacity.

XIII. Plans to Remedy Weaknesses

1. At present, integrated skills instruction is how content is presented. Since we have few courses, we might offer disparate skills courses, instead. For example, listening and speaking 1, 2, 3 or reading and writing 1, 2, 3. The problem with this approach is that you are not addressing the needs of some of the students all of the time. For example, there can be a student with highly

developed reading and grammar skills but is lacking listening comprehension or fluency skills. On the other hand, another student can be verbally fluent but cannot write a single coherent sentence. Offering multi-skill courses, however, remains the optimal mode of delivery for our small program. Nevertheless, the course content and articulation between courses needs to be better defined. The catapulting of students between levels, mentioned earlier, is not educationally sound. The ESL, Language Arts and Communication (LA & C) and Vocational faculty will collaborate to address this issue, especially as we move into occupational ESL and incorporate new curricula. New course outlines will have to be created as the need arises.

In an attempt to increase the students' contact hours with the English language, we might organize online classes that utilize existing, free, and internet-based educational content for language learning. The problem here is that almost none of the beginning students own a computer or have one with Internet access. However, we might explore ways to have them access the Internet (Public Libraries, Internet Cafes).

2. Restricting access to the ESL classes might be counterproductive (changing open entry). It could be restricted to the advanced level only. The appropriate administrators will be consulted.
3. A materials fee for copying might be charged to the noncredit students since buying their books is optional or not required. The classroom copies of the textbook currently in use are from 2003. At some point we need to replace these textbooks. Appropriate administrators will be consulted.
4. Intermediate and advanced ESL classes could be moved up to the main campus to foster more identification with Palo Verde College. Surveys of the students and consultation with appropriate faculty and deans will determine if this move is desirable.
5. Advertising for ESL classes done on a continuous basis on the local Spanish language radio station and local TV channel is recommended. The appropriate administrators will be consulted on the economic feasibility of this action.

XIV. Plans to Advance the Program

Vocational ESL, as of this writing, is limited to those few students who know enough English (high intermediate and above) to attempt the established vocational courses and programs that we currently have at PVC. Students with limited English skills are unable to avail themselves of these programs at this time. We need to develop integrated courses of study to enable these students to acquire specific job skills immediately while they also acquire English, basic math and develop their literacy skills. These programs should be short-term (students need to enter the labor market quickly), can be bilingual, offer some job placement services, and are of high interest to the student or correlate to the local job market.

A while ago, the ESL students were polled and they responded to a "Wish List for Vocations and Trades." They expressed a desire for training in bus driving, cosmetology, small appliance repair, baking (baker), upholstery, cabinet making, landscaping, culinary arts, etc. The feasibility of developing any of these trades has to be examined. The ESL faculty will work more closely

with the Associate Dean of Career, Tech., and Continuing Education and the Vice President of Instruction to explore the development of better educational opportunities for our students.

It would be desirable to form an advisory committee for ESL so that decisions and problems are seen from a broader perspective than at present. Appropriate administrators and stakeholders will be consulted.

We must find ways to integrate more technology into our program. We have a language laboratory with state-of-the-art software, but we could integrate online courses based on free Internet content, such as: www.usalearns.org. The younger students are more technologically savvy, so using discussion boards, face book, etc., as learning tools could be explored. The Needles students' needs could be addressed via ITV courses, and this will be explored, especially if a Smart-Board could be installed at the Spring Street campus.

It has been disquieting for the ESL faculty to see the value of the respective workload "demoted" because it is now noncredit. This is reflected in how the noncredit classes, albeit these are academic in nature and part of a progressive sequence articulating into credit courses, are viewed vis-à-vis the CTLC mechanism. They are counted .75 CTLC less than a comparable credit course. This issue affects few faculty at present, but it is a challenge to consider in the future.

FRENCH (FRE)

EXECUTIVE SUMMARY

FRE 101 and 102 are the two courses in the French language available to Palo Verde College students. Each is transferable to both the University of California and the California State University systems and applicable to the arts and humanities requirements of Palo Verde College's AA in Liberal Arts and AA in Arts and Humanities. Both courses are applicable to the CSU-GE program; FRE 102 is applicable to IGETC. During the past three years, course offerings have been infrequent: FRE 101 was offered successfully in Fall 2006; FRE 102 was offered successfully in Spring 2007. On a more encouraging note, however, during the current semester (Spring 2010), FRE 101 is being offered at the Needles Center and will be offered again in the Fall 2010. The division recommends that enrollment for courses in French be expanded by using ITV between the Blythe Main Campus and the Needles Center

I. Support of the College Mission

A. Purpose of the Program

1. FRE 101 and 102 offer instruction in college-level French, with emphasis in grammar, pronunciation, vocabulary, culture and history.
2. Both courses are applicable to the associate degrees offered by Palo Verde College and to the CSU-GE program. FRE 102 is applicable to IGETC.
3. The courses 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’ call for lifelong learning, diversity, creativity, and responsibility to the local community are equally well-served. Humanities courses such as FRE 101 and 102 in the humanities go beyond the immediate and practical for students representing a wide range of ages, as well as interests in lifelong learning.

C. Unique Institutional Goal

FRE 101 and 102 focus 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

No goals for French were addressed in the 2004-05 Communications Division report.

B. Modifications of Previous Goals

Not applicable

III. Populations Served

A. Describe Populations

The program delivers college-level French language courses to qualified students attending the Blythe main campus and the Needles Center, 100 miles north of Blythe. The course was offered once in distance education.

Other Populations

None.

IV. Curriculum History

A. Courses in the Program

FRE 101 Elementary French I

FRE 102 Elementary French II

V. Course Scheduling and Availability

A. How Scheduling Optimizes Class Availability

Data for these courses is insufficient to address this item.

B. How Scheduling Optimizes Student Learning

Data for these courses is insufficient to address this item.

VI. Student Learning Outcomes

C. Process

The course outlines of record for FRE 101 and 103 were last updated in 2007. The course outlines incorporate student learning outcomes. There is no evidence that student learning outcomes have been assessed to date in these courses.

D. Improvements

There is no evidence of assessment of student learning outcomes at this time.

VII. Program and Course Coverage

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

In previous semesters FRE 101 and 102 were taught by a full-time faculty member from another academic division. At present, the FRE 101 course offered at the Needles Center is being taught by an adjunct instructor from the Needles area.

D. Plans to Improve Coverage

The division is not prepared to recommend hiring of additional faculty to teach French, unless demand increases. The classes that are offered are adequately covered by adjunct faculty. The most effective way to improve coverage is to offer courses via ITV.

VIII. Professional Development

E. Specific Activities

None at this time

F. Areas of Unmet Professional Development Needs

None at this time

IX. Student Performance and Completion

A. Course Completions

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

	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009
FRE 101, 102	33.3	71.4	NA	NA	NA	NA

B. Degrees and Certificates

1. Currently, there is no associate degree with major, or emphasis, in French.
2. FRE 101 and 102 apply to the AA degree in Arts and Humanities.
3. FRE 101 and 102 CSU GE-certified; FRE 102 is IGETC-certified. Both courses may be applied to associate degrees and for transfer to four-year institutions.

X. Enrollment and Financial Trends

A. Enrollment

	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009
FRE 101, 102	21	7	NA	NA	NA	NA

B. Program Expenditures

FRE 101, 102	2006-07	2007-08	2008-09
Supplies	25	0	24
Contracts	0	0	0
Total	25	0	24

XI. Facilities and Equipment

Adequacy of Facilities

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

Dedicated Space

Dedicated space is sufficient to handle current requirements.

Adequacy of Equipment

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

Plans for Future Changes in Facilities and Equipment

We encourage the teaching of French using ITV for the Needles Center and Main Campus.

XII. Strengths and Weaknesses

A. Strengths

1. Current course outlines of record in FRE 101 and 102
2. Continued institutional and divisional interest in offering courses in French

3. Both French courses apply to existing degrees and transfer programs.

B. Weaknesses

1. Lack of student demand for French courses
2. Difficulty in finding a qualified instructor

XIII. Plans to Remedy Weaknesses

- A. Develop ITV courses to expand enrollments.
- B. Continue efforts to locate and hire qualified adjunct instructors in French.

XIV. Plans to Advance the Program

Monitor student interest resulting from the current FRE 101 course offering at the Needles Center.

Expand French course offering into ITV.

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, 137, 150, 233, and 234 apply to CSU-GE. The music program is expected to expand considerably with the completion and opening of the Fine and Performing Arts Complex, anticipated in 2011. At present, the program depends on one or two adjunct instructors to teach a small number of courses each semester. Planning is now underway to expand existing arts program, including music, for the new campus facility and in anticipation of a resurgence of interest and participation in arts programs. The Fine and Performing Arts Advisory Council is composed of community volunteers and faculty, including two faculty members from the Division, one of whom chairs the Council.

I. Support of the College Mission

A. Purpose of the Program

1. 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

1. 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 to pursue 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. 2004-05 Goal: At present there is insufficient FTE production to justify the hiring of a full-time music professor. However, [the Division faculty members] feel the music program should be increased in the area of performance, and community volunteers should be encouraged to participate.
2. Accomplishment of Goal: In 2007, two faculty members of the division co-founded the Palo Verde College Consort, which consists of four musicians—two are community volunteers—who provide public performances at college and community events. To date, the Consort has given nearly 50 performances, including the College's graduation ceremonies, bookstore recitals, holiday concerts, and flex days, as well as performances at Methodist Church Hand Bell Choir concerts, Palo Verde High School, Margaret White School, Chamber of Commerce mixers, Sheltering Wings and the Blythe Nursing Care Center.
3. Accomplishment of Goal: The division also has volunteered to assist in assembling an advisory committee and in developing programs and curricula for the Fine and Performing Arts Complex, expected to be completed by 2011.
4. Accomplishment of Goal: Two division faculty members, together with other faculty and community representatives are working in cooperation with the College's Superintendent President as part of the newly-formed Fine and Performing Arts Advisory Council, which is scheduled to meet for the first time in the Spring 2010 semester.

B. Modifications of Previous Goals

1. There have been no modifications of the previous goal.

IV. Populations Served

A. Describe Populations

1. Students seeking associate degrees, transfer, or both
2. Students enrolling in music courses for personal enrichment

C. Other Populations—None

IV. Curriculum History

A. Courses in the Program

1. MUS 073* Guitar
2. MUS 121 Music History and Appreciation—IGETC, CSU-GE, UC (3 units)
3. MUS 126* Music Workshop—CSU (1 unit)
4. MUS 131 Classroom Piano I—CSU-GE, UC (1 unit)
5. MUS 132 Classroom Piano II—CSU, UC (1 unit)
6. MUS 135* Basics of Reading Music—CSU; UC (3 units)
7. MUS 137* History of Rock—IGETC, CSU-GE, UC (3 units)
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)
11. MUS 280 Selected Topics in Music—CSU

B. Courses denoted with an asterisk (*) have not been successfully offered in the preceding six semesters. Division faculty members attribute the lack of course offerings to the unavailability of a full-time music instructor. The faculty will maintain all the courses on active status, particularly with of the construction of the Fine and Performing Art Complex and the anticipated expansion of the music program.

V. Course Scheduling and Availability

A. How Scheduling Optimizes Class Availability—During the past two years, course scheduling has necessarily been either distance education or evening to accommodate the work schedule of the current adjunct instructor.

B. How Scheduling Optimizes Student Learning—To date no research has been done in this area.

VI. Student Learning Outcomes

A. Process

1. The course outlines of record for all music courses have been regularly updated by Division faculty members. Course outlines incorporate student learning outcomes. There is no evidence that student learning outcomes have been assessed to date in music courses.

B. Improvements

1. Learning assessments and teaching improvements have not yet been accomplished.

VII. Program and Course Coverage

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

1. The music program has not had a full-time faculty member at least in the past ten years. Nonetheless, the program has managed to offer courses each semester with the support of qualified adjunct instructors.

B. Plans to Improve Coverage

1. Division faculty members are focusing intently on the need to expand coverage of music courses with full-time faculty members, or at least with more adjunct instructors. The anticipated completion of the Fine and Performing Arts Complex makes this goal an imperative.

VIII. Professional Development

A. The adjunct instructor teaching the College's music courses is a full-time music teacher at Palo Verde High School and maintains current in best practices of teaching music history, theory and performance.

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

	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009
MUS	83.5%	67.6%	60.6%	53.3%	68.4%	56.9%

B. Degree Completions

1. Currently, there is no associate degree with major, or emphasis, in music.
2. MUS 121, 131,132, 137, 150, 233, and 234 may be applied to the AA degree in Arts and Humanities.
3. MUS 121 and 137 are IGETC-certified. MUS 131, 137, 150, 233 and 234 are CSU-GE certified.

X. Enrollment and Financial Trends

A. Enrollments

	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009
MUS	85	68	71	60	38	51

B. Expenditures

	2006-07	2007-08	2008-09
Supplies	\$94	0	0
Contracts	0	0	0
Total	\$94	0	0

XI. Facilities

- A. Adequacy of Current Facilities—Facilities are adequate for the current courses offered; however, expansion of the program will occur with the construction of the Fine and Performing Arts Complex
- B. Adequacy of Dedicated Space—Adequate for the present
- C. Adequacy of Equipment—Adequate for the present; however, expansion of the program will occur simultaneously with the opening of the Fine and Performing Arts Complex
- D. Plans for Future Changes—Future changes will occur with the opening of the Fine and Performing Arts Complex

XII. Strengths and Weaknesses

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

B. Weaknesses—Lack of full-time music faculty members, or multiple adjuncts qualified to teach music.

XIII. Plans to Remedy Weaknesses—Plans on addressing weaknesses of the music program will be part of the Fine and Performing Arts Advisory Council’s agenda. The Council will hold its first meeting in April 2010.

XIV. Plans to Advance the Program—Plans to advance the program will be part of the Fine and Performing Arts Advisory Council agenda.

READING (RDG)

EXECUTIVE SUMMARY

The reading program has evolved from a goal stated in the program review of the Division of Language Arts and Communications Studies, 2004/2005. The program offers below transfer level, for-credit, not degree-applicable courses—RDG 084 and RDG 094, Beginning Reading; RDG 086 and RDG 096, Intermediate Reading—to Basic Skills students, inmate students and others. The strengths of the program consist of positive learning outcomes in the form of reading gains measured by standardized reading tests, pre and post, since fall 2006 in Intermediate Reading; and a shift in pedagogy toward meta-cognitive engagement with text and self-agency in learning to read and reading to learn. Weaknesses are evident in the high attrition rate, low completion rate, and lackluster learning outcomes in Beginning Reading. A five-year plan to solve these problems at the grassroots level will include implementing a reading course below RDG 84/94 or 4 levels below transfer; and aligning the exit level of the lower reading course with the entry level of the higher reading course. The instructor also plans to collaborate with the English faculty to enhance learning outcomes of the learning communities, and to become a certified Reading Apprenticeship practitioner.

I. Support of the College Mission

A. The reading program consists of a sequence of reading courses -- RDG 084, Beginning Reading with Lab, RDG 086, Intermediate Reading with Lab, and their distance education counterparts: RDG 094 and RDG 096, which have no lab. The program, being part and parcel of the learning communities, serves predominantly basic skill students; its purpose is to enable them to acquire reading strategies and gain competency necessary for success in ENG 099 and college-level courses.

B. The reading program offers an integrated approach to raise the student’s reading level: oral reading, sustained silent reading, writing and discussing. To this end, the program adheres to the English division’s focus on the communication arts. The program also exposes the student to diverse cultures through multimedia (books, films, videos, music) and strives to provide a safe learning environment conducive to engagement with the learning material.

C. The reading program carries out the college mission in three ways: It instills in the student the importance of reading, cultural literacy, and academic integrity. The program offers quality instruction which emphasizes deep learning through repeated practice, review and positive learning outcomes.

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

The need for a reading program was articulated in the English Division Program Review of 2005. The division recommended that a reading instructor be hired to teach students reading at below-college level. In fall of ‘05, a reading instructor was hired; subsequently the reading curriculum was shored up, and a lab added to the face-to-face sections of the reading courses. The reading program, serving the population of students enrolled in other basic skill courses in English and math, forms an integral part of the learning communities.

III. Population the Reading Program Serves

A. The population the reading program serves is heterogeneous: recent high school graduates, adult students from the workforce, immigrant students, first generation college students, particular ethnic minority groups, students with learning disabilities or physical disabilities, students scoring at a basic skills level on placements, students enrolled in basic skills English and math courses, and English language learners. The majority of the population is characterized as basic skills students in that they need “foundation skills in reading, writing, mathematics, and English as a Second Language, as well as learning skills and study skills, ... necessary for [them] to succeed in college-level work” (04/05 Program Review). The tables below show the average grade equivalency of entering RDG 084 and RDG 086 students. Inmate students entering RDG 094/96 tend to test at a higher grade level than their face-to-face counterparts.

Table 1: Average Grade Equivalency of Entering RDG 084 Students

Semesters	F06	F07	S08	F08	S09
Grade Equivalency	5.9	4.9	7.8	8.7	6.9

Table 2: Average Grade Equivalency of Entering RDG 086 Students

Semesters	F06	F07	S08	F08	S09
Grade Equivalency	9.9	9.1	7.4	8.9	9.7

Table 3: Average Grade Equivalency of Entering RDG 094 Students

Semesters	S07	F07	S08
Grade Equivalency	12.1	10.1	10.8

Table 4: Average Grade Equivalency of Entering RDG 096 Students

Semesters	S07	F07	S08	F08	S09
Grade Equivalency	12.8	13.8	14.2	13.2 (96-01) 11.7 (96-02)	12.5

B. In the 2004-2005 program review, the English division made the observation of a particular segment of student population which was characterized as “verbally fluent” but which exhibited “serious language deficiencies” in writing (4). This description seems to fit the definition of generation 1.5 students. (Broadly speaking, generation 1.5 students are orally fluent in the English language and culturally literate because most immigrated to the U.S. at an early age and have attended schools in the U.S. But because they live in linguistic enclaves which use a foreign language – in most cases Spanish-- and which do not necessarily stress the importance of academic literacy in the English language, and because they are “ear learners,” rather than “eye learners,” their writing show fossilized mistakes which are natural to them.) The reading program also serves and continues to serve this sliver of the student population.

IV. Curriculum History

The following presents the reading courses offered from fall 2006 to spring '09. In fall '07, the distance education counterparts of RDG 084 and of RDG 086 were instituted; RDG 094 became Beginning Reading in distance education, RDG 096 Intermediate Reading in distance education. Of all the reading courses, only RDG 086 distance education section was offered in the summer of '06, but had insufficient enrollment.

Course Prefix and Number	RDG 084	Name	Beginning Reading
Fall semester		Spring semester	

Academic year	Day	Evening	DE*	Contract Sections	Total Sections	Day	Evening	DE	Contract sections	Total sections
08-09	1	0	0	0	1	1	0	0	0	1
07-08	1	0	0	0	1	1	0	0	0	1
06-07	1	0	1	0	2	1	0	1	0	2
Totals	3	0	1	0	4	3	0	1	0	4

*DE: distance education

Course Prefix and Number				RDG 086		Name			Intermediate Reading	
Fall semester						Spring semester				
Academic year	Day	Evening	DE	Contract Sections	Total Sections	Day	Evening	DE	Contract sections	Total sections
08-09	1	0	0	0	1	1	0	0	0	1
07-08	1	0	0	0	1	1	0	0	0	1
06-07	1	0	2	0	3	1	1	1	0	3
Totals	3	0	2	0	5	3	1	1	0	5

Course prefix and number	RDG 086	Name	Intermediate Reading		
Summer session					
Academic Year	Day	Evening	Distance	Contract sections	Total sections
08-09	0	0	0	0	0
07-08	0	0	0	0	0
06-07	0	0	0	0	0
Totals	0	0	1	0	1

Course Prefix and Number				RDG 94		Name			Beginning Reading	
Fall semester						Spring semester				
Academic year	Day	Evening	DE	Contract Sections	Total Sections	Day	Evening	DE	Contract sections	Total sections

08-09	0	0	0	0	0	0	0	0	0	0
07-08	0	0	2	0	2	0	0	1	0	1
Totals	0	0	2	0	2	0	0	1	0	1

Course Prefix and Number				RDG 096		Name			Intermediate Reading	
Fall semester						Spring semester				
Academic year	Day	Evening	DE	Contract Sections	Total Sections	Day	Evening	DE	Contract sections	Total sections
08-09	0	0	2	0	2	0	0	2	0	2
07-08	0	0	2	0	2	0	0	1	0	1
Totals	0	0	4	0	4	0	0	3	0	3

V. Course Scheduling and Availability

A. The face to face sections of RDG 084 and RDG 086 are offered every semester, nested in with other basic skills courses (English, GES and Math) to form learning communities. Typically RDG 084 and RDG 086 are offered in the morning or midday in a Monday/Wednesday or Tuesday/Thursday format. In spring '06 an evening section of RDG 086 was offered but was cancelled due to low enrollment. The students enrolled were diverted to the distance education section. In spring '07, both face to face sections of RDG 084 and RDG 086 were cancelled because of low enrollment. In fall '08 the opposite happened -- the enrollment rose in both courses (Table 18), which could be attributed to the increase in the number of underprepared local high school graduates attending the hometown college. The same school year also saw an increase in the number of students completing the courses consecutively as intended.

The distance education course underwent a sea change. In fall '08, RDG 094 was discontinued based on the high placement of the inmate students (Table 3). Community students who would have been placed into RDG 094 were enrolled in the face-to-face section. Two sections of RDG 096 were offered in fall '08 and spring '09 and made as more prisons join the college's distance education program.

B. A class laboratory of 30 minutes was added to the face-to-face section of each reading course beginning in fall '07. The lab work, web based and interactive, offers students practice in core reading skills (vocabulary, main idea, supporting details, inference, tone and purpose, patterns of organization) with passages on common topics or excerpts from college textbooks.

In spring '08, RDG 084 was offered in the ITV format to Needles students. As it turned out, the format didn't allow for engaged interaction between the students there and the instructor on the main campus, nor between the two class-sites despite the reliable help from the IT technician. The limited interaction and the time lag in sending and receiving tests and assignments made it difficult to coordinate lessons.

It is commonly observed that basic skills students are plagued by lack of confidence and are not given to raising questions in class lest they appear stupid; this psychological barrier was further exacerbated by the audio system as sounds were delayed and distorted. Perhaps for these reasons, RDG 084 in the ITV format was not offered again. (In fall '09, Needles offers one section of RDG 086 on site taught by another reading instructor to meet the miscellaneous instructional demands of the students there.)

VI. Student Learning Outcomes

The Nelson Denny Reading Test is used to validate assessment at the beginning of each semester and to measure reading gains at the end. This practice was begun in spring '06 first with the face to face students and, a year later, with the distance education students.

A standardized reading test, the NDRT determines the student's ability in vocabulary, comprehension (and reading rate). It has two parts: vocabulary (80 items); comprehension (38 items), timed separately. The raw score (the number of correct answers) for each as well as the total raw score (vocabulary + comprehension) is converted into a grade level equivalent. For instance, a total raw score of 53 translates into 5.9 grade equivalent, which means the student is reading at a level comparable to that of a typical fifth grader at the 9th month of the school year. The test comes in two forms: G and H. Form G is administered in the first weeks of the semester to validate and ensure proper placement and to establish a baseline reading level; form H, the week before the finals. The gain or loss is calculated by subtracting the grade equivalent for form G (pretest) from that of form H (posttest) and is expressed in grade and months. The following tables present the average gains from Fall 2006 to Spring 2009 for RDG 084/094, RDG 086/096.

Table 5: Gain or Loss of RDG 084 and RDG 094

Courses	RDG 084 (FTF)*	RDG 084 (DE) S07	RDG 084 (FTF) F07	RDG 094 (DE) F07	RDG 084 S08	RDG 094 S08	RDG 084 F08	RDG84 S09
Average Gains (Losses)	-0.2	-1.0	-0.1	+1.0	+0.8	+1.2	+1.7	-0.3

*FTF: face to face

Table 6: Gain or Loss of RDG 086 and RDG 096

Courses	RDG 086 (FTF)	RDG 086 (DE)	RDG 086	RDG 096	RDG 086	RDG 096, 01	RDG 096, 02	RDG 086	RDG 096
Semesters	F06	S07	S08	S08	F08	F08	F08	S09	S09

Average Gains (Losses)	+1.3	-0.7	+3.5	-1.6	+0.7	-0.2	+1.1	+0.2	+0.8
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As can be inferred from the tables, RDG 086 students show positive learning outcomes *more frequently* than do RDG 084 students. This could be attributed to the generally higher entry level of the RDG 086 students who are better prepared for the course thus more likely to persist than are RDG084 students. Furthermore, the students who took RDG 084 and RDG 086 consecutively and completed them showed gains (Table 7). Although all have achieved reading gains and have passed both courses, they still fall short of the college reading level (12⁺).

Table 7: Gains of students who completed RDG 084 and RDG 086 consecutively

Students	RDG 084 , fall '08 NDRT, form G Grade equivalent	RDG 086, spring '09 NDRT, form H Grade equivalent	Gains
YA	8.9	11.1	2.2
ME	6.3	9.3	3.0
TM	11.1	12.9	1.8
BS	9.1	10.8	1.7
EG	6.8	9.5	2.7

Because the NDRT does not assess gains at or below grade level 4.1, the reading instructor added the STAR Reading Test -- web based and dynamically adjusted -- as an extra measure in Spring 2008. The Star reading scaled scores and norm referenced scores (percentile rank and grade equivalent scores) provide indices of reading achievement for grades 2 – 12+. Presented below are summaries of growth of RDG 084 and RDG 086 since Spring 2008. (The test is not administered to distance education students.) The gains in grade equivalent are not always consistent with those of the NDRT.

Table 8: Summary Growth Report of RDG 084 Spring 2008

N = 10	Scaled score	Grade Equivalent	Percentile rank	Instructional Reading Level
Pretest Mean	668	6.2	29	5.6
Posttest Mean	634	6.0	40	5.2
Change	-34	-0.2	+11	-0.4

Table 9: Summary Growth Report of RDG 084 Fall 2008

N = 14	Scaled score	Grade equivalent	Percentile rank	Instructional Reading Level
Pretest Mean	765	6.8	36	6.2
Post test Mean	813	7.3	37	6.4
Change	+48	+0.5	+1	+0.2

Table 10: Summary Growth Report of RDG 084 Spring 2009

N=3	Scaled score	Grade equivalent	Percentile rank	Instructional reading level
Pretest Mean	576	5.4	47	4.7
Posttest Mean	591	5.5	39	4.8
Change	+15	+0.1	-8	+0.1

Table 11: Summary Growth Report of RDG 086 Spring 2008

N=3	Scaled score	Grade equivalent	Percentile rank	Instructional reading level
Pretest Mean	796	7.2	74	6.3
Post test Mean	872	7.8	60	6.7
Change	+76	+0.6	-14	+04

Table 12: Summary Growth Report of RDG 086 Fall 2008

N=18	Scaled score	Grade equivalent	Percentile rank	Instructional reading level
Pretest mean	882	8.0	53	6.7
Posttest mean	874	7.8	48	6.7
Change	-8	-0.2	-5	0.0

Table 13: Summary Growth Report of RDG 086 Spring 2009

N=8	Scaled score	Grade equivalent	Percentile rank	Instructional reading level
Pretest mean	851	7.6	47	6.6
Posttest mean	881	8.0	52	6.7
Change	+30	+0.4	+5	+0.1

VII. Program and Course Coverage

The reading course on the main campus is taught by one instructor. On average, student to teacher ratio is 15 to 1 for RDG 084, 12 to 1 for RDG 086. The program has not experienced any shortage in coverage.

VIII. Professional Development

The reading instructor has attended professional development conferences regularly since 2006. With each conference, the instructor gradually shifted away from the conventional sage-on-the-stage model to a Reading Apprenticeship model. The RA framework embodies four dimensions: personal, social, cognitive, and knowledge building. The personal dimension capitalizes on skills the student already possesses; the social dimension fosters collaborative learning among students; the cognitive dimension focuses on building the student's awareness of what goes on in her mind when engaged with a text and on developing the ability to monitor and plan learning; the knowledge building dimension deals with schema student acquires as she develops a deeper understanding of the structure, vocabulary, genre, language, and contents of the course material.

August 2006: Attended a presentation of Fast Track, a conventional reading program published by McGraw Hill, at Felix J. Appleby Elementary School in Blythe, CA.

October 2006: Attended two online phone presentations on developmental reading and writing, given by Eric Schwartz at Houghton Mifflin.

February 2007: Attended Teaching Institute (at Sofitel, San Francisco Bay).

September 2007: Attended Basic Skills Regional Meeting at College of the Desert, CA.

January 2008: Attended @One Winter Institute at Evergreen Valley College, CA.

June 2008: Attended Basic Skills Regional Meeting in San Diego, CA.

August 2008: Attended a webinar on reading fluency hosted by HEC Reading Horizons

October 2008: Attended Basic Skills and Beyond in Anaheim, CA.

August 2009: Attended Reading Apprenticeship Summer Institute at Santa Ana community College, Santa Ana, CA

IX. Student Performance and Completion

The completion rates of RDG 084/094 and of RDG 086/RDG 096 are presented in tables below. By and large, a correlation exists between the entry reading level of the students and the completion rate-- the higher the placement level, the higher the completion rate. Compared with RDG 084/094, RDG 086/096 tend to have a higher completion rate (by 11 percentage points) and a lower withdrawal rate (by 8 percentage points). The placement level of RDG 086 is, on average, four grades below college (12+ grade), and RDG 096 one grade below. The placement level for RDG 084, however, can be as low as seven grades below college. It seems that grade

level 8 is the threshold for success; students reading at this level tend to complete the course because they have the wherewithal to comprehend and complete the work. This seems to be the case with RDG 086/96 students. In fall '09, the completion rate for RDG 086 reached 50%, no mean feat for a basic skills course.

In the previous program review, it was stated that “the large number of developmental level enrollments in English—about one-third of Division enrollments are attributed to developmental (ENG 099 and below) English—may be a contributing cause of the comparatively lower completion rate and higher withdrawal rates in the Division” (81). This is also true of the reading program. Another reason that deflates the completion rate is that students who stop coming to class fail to withdraw from it by the 13th week of the semester. They end up earning a failing grade through absenteeism. This problem will be addressed in proposal to remedy weaknesses.

Table 14: Completion Rate of RDG 084 and RDG 094

Semesters	Courses	P	NP	W	Total	Completion Rates
F 06	RDG 08401	5	8	6	19	26%
F 06	RDG 08402	9	10	5	24	38%
S 07	RDG 08402	5	6	4	15	33%
F 07	RDG 08401	3	6	7	16	19%
S 08	RDG 09401	7	8	6	21	33%
F 08	RDG 08401	8	7	5	20	19%
S 09	RDG 08401	2	7	5	14	14%

Table 15: Completion Rate of RDG 086/096

Semesters	Courses	A	B	C	D	F	P	NP	I	W	Total	Completion Rates
F06	RDG 086 01	--	--	--	--	--	5	8	0	3	16	31%
F06	RDG 086 02	--	--	--	--	--	12	10	0	6	28	43%
F07	RDG 086 01	0	1	1	3	3	0	0	0	2	10	20%

F07	RDG 096 01	1	3	1	1	2	3	2	0	4	17	47%
S08	RDG 086 01	0	0	1	1	2	1	0	0	0	5	40%
S08	RDG 096 01	1	6	3	1	5	0	0	0	8	24	42%
F08	RDG 086 01	1	2	4	4	6	0	0	0	4	21	33%
F08	RDG 096 01	1	1	3	1	7	6	2	1	6	28	39%
F08	RDG 096 02	0	3	3	2	3	2	0	0	9	22	36%
S09	RDG 086 01	3	1	3	1	2	0	2	0	2	14	50%
S09	RDG 096 01	1	2	5	3	3	1	2	0	8	25	36%

*In Fall 2007, the letter grades were instituted and the grade of Pass or No Pass became an option.

Table 16: Composite Completion Rates

	F06	S07	F07	S08	F08	S09
Completion Rates	35.7	34.8	32.8	37.7	37.4	34.0

X. Enrollment and Financial Trends

Enrollment trends ebb and flow from semester to semester, going from 115 in Fall 2006 to 53 in Spring 2009. Assessment shows that there are more students tested into RDG 084 and RDG 086/096 than are enrolled in them. For example, in 2007-08, 333 students took the assessment test, and 205 (62%) tested to be reading at the basic skills level. Yet only 61 (30%) were enrolled in the reading courses (Palo Verde Community College District Educational and Facilities Master Plan September, 2009). One observation is that despite the placement, students are not signing up for the courses because they do not perceive themselves as developmental readers, therefore, do not need the course. Remedy to this problem will be addressed under plans to remedy weaknesses.

Table 16: Enrollment Trend for RDG 084/094

RDG 084/94	F06	S07	F07	S08	F08	S09	
completions	14	5	10	12	8	2	51 total completions
starts	43	15	34	40	20	14	166 total starts
%compl/starts	33%	33%	29%	30%	40%	14%	31% av%compl/starts
Withdrawals	11	4	12	8	5	5	45 Total withdrawals
% wd/starts	26%	27%	35%	20%	25%	36%	27% av%withdrawal/starts

Table 17: Enrollment Trend for RDG 086/096

RDG 086/96	F06	S07	F07	S08	F08	S09		
completions	27	11	10	14	26	16	104	total completions
starts	72	31	27	29	71	39	269	total starts
%compl/starts	38%	35%	37%	48%	37%	41%	39%	av% compl/starts
withdrawals	15	5	6	8	19	10	63	total withdrawals
% WD/starts	21%	16%	22%	28%	27%	26%	23%	av% withdrawal/starts

Table 18: Combined Semester by Semester Enrollments

F06	S07	F07	S08	F08	S09
115	46	61	69	91	53

The expenditures of the reading program are presented below. The program is spending within its means.

Table 19: Reading Program Expenses:

	2006-2007	2007-2008	2008-2009
SUPPLIES	-	-	\$381.36
CONTRACTS	-	-	-
TOTAL	-	-	\$381.36

XI. Facilities and Equipment

The reading lab (CL129) has 28 computers, some of which still have Microsoft Word version 2003. Most are slow to load, taking as long as three minutes; no less than three are out of order in any given semester. The reading instructor has kept the IT department up to date on the need for more streamlined computers and programs.

XII. Strengths and Weaknesses

That the student is able to finish a feature length book and understand it by means of the reading workshop is a strength of the program. To develop the habit of sustained reading, students read a book of the instructor's choice and keep formal journals -- 3 or 4 depending on the length or chapter division of the book. To increase the student's reading vocabulary, the instructor tests them on words selected from the book (about 75) four or five times in the course of the semester. In spring '09, the instructor introduced another book -- of the student's choice -- to the reading curriculum. Students workshop the book in the form of informal reading journals, a book talk or book letter. This new feature has been an eye opener for the instructor. The titles the student picked voluntarily range from the popular: *Twilight*, *A Child Called It*, *Harry Potter and the Order of the Phoenix*, *The Rainmaker* to the serious: *Of Mice and Men*, and *Revolutionary Road*.

The generally positive learning outcomes as measured by the NDRT and STAR reading (Tables 5 -13) show that the reading program delivers what it promises: to prepare students for ENG 099. In fact, some of these former reading students are taking ENG 099 this fall.

As there are strengths so there are weaknesses. One weakness is the discrepancy between students who test to be reading at below college level and students who are actually enrolled in the reading courses. Another weakness of the program can be seen in the low completion rate of RDG 084: 29%, which can be attributed to the low placement (-5 grade equivalent). More often than not the course texts are written at a range of levels higher than 5th grade; the lack of a proper fit between the texts and the “comfort” reading zone can be a disincentive for the student to persist or persevere. Ironically properly placed students also fail mostly because of protracted absenteeism.

Finally, there exists a gap of two grades between the exit level of RDG 084 and the entry level of RDG 086. The average exit grade equivalent of RDG 084 is 6.4; the average entry grade equivalent for RDG 086 is 8.8. This gap of 2.4 grades makes the transition rough for a small number of students who take the courses consecutively.

XIII. Proposal to Remedy Weaknesses

As a result of the adjustment in the cut off scores for assessment in Spring 2009, students enrolled in ENG 081 and ENG 082 were also enrolled in RDG 084 and RDG 086 respectively. This boosted the enrollment in the reading courses but created an unforeseen problem — not enough sections of RDG 084 to absorb the overflow (in Fall 2009). This problem and its solution will be addressed in the next program review.

One measure to increase the completion rate of RDG 084 without the risk of watering down the curriculum would be to create a lower level reading course, which, if passed, will be offered once a year, in the fall, in tandem with ENG 080. Thus each of the Basic English courses would be paired with a reading course. To date, there is no corresponding reading course for ENG 080 (as there is for ENG 081 and ENG 082). According to the Fall 2009 assessment, 15 students were placed into ENG 080; only one student was enrolled in RDG 084. Unfortunately this student was not prepared for RDG 084 and would have benefited from a lower level reading course. So there does seem to be a need for a lower level reading course. The said course would also absorb the seriously underprepared students placed into RDG 084 thus leveling out the playing field.

For students who are properly placed into the reading courses but fail due to absenteeism, the instructor will begin an early intervention measure by phone or email.

The last program review reported that there were students concurrently enrolled in the Basic English courses and a college level course such as Sociology 101. The latent expectation seems to be that with a reading instructor on board, the problem would be mitigated. And it would be, given time, sound pedagogy and professional collaboration. The reading curriculum does include the teaching of a study system which can be adapted to college textbooks in the humanities. But transfer of skills, as researchers say, is difficult to measure, test and prove. One

way of addressing the mismatch would be for the reading instructor to offer workshops on the Reading Apprenticeship framework in the future. The reading instructor plans to become a certified trainer in Reading Apprenticeship in order to work with faculty teaching specific content areas.

XIV. Plans to Advance the Program

A lower level reading course should be proposed as the need for such a course exists. If passed, it would be offered to students placed into ENG 080 and to students misplaced into RDG 084 or RDG 086/096.

In concert with the development of the learning communities, the reading instructor will work toward linking a reading course with a basic skills course in English. For example, as a pilot, RDG 086 can be linked with ENG 082. If this should prove to be efficacious – increasing the reading gains or completion rates or both -- RDG 084 can be linked with ENG 081 in a similar fashion.

SPANISH (SPA)

EXECUTIVE SUMMARY

The Spanish program includes Spanish 101 – 204, which provide Spanish instruction to non – Spanish speakers as well as native speakers of Spanish. The program bridges the gap between our local high school and higher education by providing a Spanish curriculum that is not redundant, but continuous and more in-depth. All the 100 level and above courses in Spanish are transferable to both the University of California and to the California State University system and are applicable to existing Palo Verde College associate degrees. Although the program is running smoothly, there are a few areas that need to be improved, including enhanced communication with Needles Center and technical assistance for the late afternoon classes. Our future plans are: improve and maintain our Interactive Television (ITV) classes, develop future on-line classes/hybrid courses, continue taking students on educational field trips, and bring guest speakers to our classes and community to promote cultural awareness.

I. Support of the College Mission

A. State the purpose of the program.

Our program includes Spanish 101 – 204, which provide Spanish instruction to non – Spanish speakers as well as native speakers of Spanish. The aim of the program is to

assist students in developing communication skills – in Spanish – across ethnic, cultural and ideological boundaries. In addition, the program facilitates 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 Spanish program intends to provide students with a unique learning experience, and motivate students to flourish in their academics as well as in their personal lives. In addition, the Spanish program is closely allied with the cultural enrichment commitment of the college.

C. Describe the unique institutional goal the program achieves.

This program supports the transfer goals of the Palo Verde College in that a foreign language is required for a Baccalaureate degree. Most of our Spanish courses are degree transferable.

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.

One of the main objectives achieved since last program review has been hiring a successful full time Spanish instructor. Also, the program has been expanded to a wider audience by adding Interactive Television (ITV) classes.

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

No alterations/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 program serves a wide variety of students ranging from transfer students to non-traditional students looking to expand their careers by learning a foreign language, in this case Spanish. Native speakers of Spanish as well as ESL students benefit immensely from the program. Native speakers of Spanish have a unique opportunity to improve their native language – learn to speak and write formal Spanish – and increase their vocabulary. ESL students on the other hand, build certain important connections between the two languages on how to develop their writing skills. Also, inmate students are being served by the program.

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

Other immediate populations the program should serve are students from the medical field. Elementary Spanish is classified as general Spanish; its purpose is to entitle the learner to communicate effectively in a non-specific setting. The primary focus of SPA 110 Spanish for Medical Personnel is to give medical professionals the opportunity to perform daily activities and tasks such as collecting a medical history, assessing health

risks etc. with Spanish speaking patients in a health care setting.

Our current nursing program provides most of the students for SPA 110 – Spanish for Medical Personnel. Our students need all the essential tools to be successful in their future careers, and this course plays a vital role for the academic development of the nursing students. Accordingly, SPA 110 could be one of their career electives/degree requirements. Our future goal is to serve the already mentioned population by trying to make SPA 110 an elective/degree requirement and make it available for the nursing students. California Baptist University has a successful nursing program – similar to ours except that they have both RN and LVN – and they have the above class as a degree requirement.

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.

One element that might affect the flourishing of these classes is our low enrollment. Also, Conversational Spanish I is being offered as a non-credit class on the Spring Street Campus. The best strategy will be to start offering such classes on our main campus. Thus we can start by analyzing the above recommendation for SPA 110, and make it available to the nursing students. The division believes the courses should not be deleted since the program is expected to grow as illustrated in the Educational Master Plan, page 75.

- 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.

B. Optimizes student learning.

For a few years the program has offered classes in the late afternoon; this approach allows non-traditional students as well as working adults to take full advantage of the program. Consequently the body of the class is formed by this distinctive mixture of students. Such dynamic body in combination with classroom's technology (ITV, video/

CD and DVD) generates an ideal academic atmosphere which optimizes the student's learning process. In terms of distance education students, the Distance Education Office offers all the necessary classroom materials (videos / CD, DVD) that the students need to successfully complete their classes. Furthermore, the Distance Education Office maintains adequate hours – Monday through Friday – for student's consultation.

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 objectives through a series of academic activities ranging from verbal evaluations through written examinations.

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

Our technological expansion has improved the program; students have more access to computerize tutorials, pre-exams, and language practice in general. Also, as it is mentioned in question two, the program has been expanded to a wider audience by adding Interactive Television classes which in one way or another have reinforced the program.

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.

The majority of the classes offered by the Spanish program are well-covered by our full-time faculty. And, for a few semesters, our ESL/Spanish instructor has been functioning as our part-time Spanish instructor. Both instructors make use of technological resources to enhance the student's learning process.

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

At this point our classes are well covered by our two faculty members. The ESL instructor has been teaching Spanish for the last twenty years; our classes are well covered by our two Spanish instructors.

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

Take advantage of our state-of-the-art technology and make it completely available to our students. In order to achieve this purpose, we are going to need technical support which has been difficult to find. Developing on-line classes will be another future objective which in turn will strengthen our program.

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.

On September 2007 our full-time Spanish instructor attended a workshop on Basic Skills Initiative at College of the Desert, Palm Desert CA. On March 2008 he attended a conference in San Diego on Expanding Language Teaching and Learning Capacity through Technology. It is clear that attending professional development events not only expand our own teaching perspectives but give us more intellectual volume and ideas to further support and enrich our program. The ITV classes evidently illustrate the use of classroom technology which enhance the program and facilitates language development. Because of these professional development activities and other local events, we have a more profound concept about the distinctive learning patterns among our students which in term assist us in accomplishing our substantial learning objectives.

B. Describe areas of unmet professional development needs among faculty in the program, if applicable, and outline plans to address those needs.
 We need to have on our campus specific 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).

	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009
SPA	77.4%	56.8%	63.9%	64.6%	62.4%	60.0%

Completion rates in Spanish have remained comparatively high, averaging in the mid-60 percent range.

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.

	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009
SPA	84	74	61	96	93	110

As the above graphic shows, enrollment has been strong in Spanish courses over the past several years.

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	Contracts	Capital
2006-07	\$475.42	\$ -	\$ -
2007-08	\$406.73	\$641.22	\$ -
2008-09	\$277.58	\$ -	\$ -

The Spanish Program spends a reasonable amount of money on class related materials.

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.

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

Classrooms and other facilities such as the computer lab, skills learning center, and our main library are well equipped to assist the language program. For both, face to face students and distance education students, our technological resources assists, facilitates and nurtures the student's intellectual development.

One of our future objectives in our technological expansions should be r-smart boards which provide superior teaching quality than our present ITV equipment. R-smart boards are by far more student-oriented; their visual clarity and note taking are a few of their advanced features. Another ambitious project is the development of on-line classes.

XII. Strengths and Weaknesses

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

Since most of our classes are transferable, the program serves as a bridge between our college and local universities. In other words, the program serves a wide variety of students ranging from transfer students to non-traditional students. As it is illustrated before, native speakers of Spanish as well as ESL students and inmate students benefit immensely from the program. The program contains technological resources to benefit our students. We are dedicated to giving everyone of our students a positive, effective, and intellectual learning experience. The Spanish program bridges the gap between our

local high school and higher education by providing a Spanish curriculum that is not redundant, but continuous and more in-depth.

B. List and comment on the major weaknesses of the program.
We need a Teaching Assistant in Needles for ITV.

XIII. Plans to Remedy Weaknesses

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

Install smart boards in both of our campuses (Blythe and Needles). Appoint a teacher assistant for Needles campus. Try to offer more classes, including non-credit classes on the main campus.

XIV. Plans to Advance the Program

Describe other plans that will advance the program.

Improve and maintain our Interactive Television classes (ITV), offer more classes in our main campus such as SPA 110 Spanish for Medical Personnel. Develop future on-line classes/hybrid courses, and continue taking students to educational field trips. The faculty plan to bring guest speakers to our classes/community to promote cultural awareness.

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 Childhood Development, Office Administration, and Business department faculty regarding possible speech requirements for certain certificates in those areas. Speech faculty members would also like to capitalize on the Title III program to develop an online Speech 102, and to 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 Services to ensure that evaluations of part-time faculty members are performed regularly and 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.

Our 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.

Communications 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.”

Communications are 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. No goals specific to the Speech program were delineated in the previous program review.

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. Our core courses are essential components of most students’ educational plans. Without a doubt, communication strategies are an “across the curriculum” gold standard. Thus, our courses serve almost 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.

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

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.

Of these four courses, SPE 104 has not been offered during the preceding six (6) semesters. With our speech instructor splitting her teaching load between English and Speech, it is difficult to offer a specialized course like this. The speech instructor recommends that Oral Interpretation become a requirement under the Child Development's teacher and associate teacher certificates. Nearly all teaching programs require a number of speech courses and at least one oral interpretation course.

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

- E.** 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 Distance Education. The number of sections available for evening students has been dependent on adjunct faculty. Only one evening section has been offered over the past three

years; it was offered as an ITV course, yet the enrollment was low. Our division works with Needles to provide at least one Speech 101 via ITV every year; SPE 102 was offered via ITV once over the past three academic years, and SPE 103 is being offered ITV in the Spring of 2010.

F. 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. All speech courses have pre-requisites in place to ensure the student has the necessary skill levels to succeed in the course.

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 of our course outlines of record. The methods of evaluation are also a part of each course outline of record. Students are evaluated as to their progress in class.

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. If improvements need to be made on course outlines, the ideas go to the division for discussion and approval and then on to the Curriculum Committee.

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 helps provide quality instruction to Needles.

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

The division needs to evaluate the need for additional instructors in Speech.

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.

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 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 speech instructor on campus is currently holding the Senate presidency. This position requires speaking skills, professional development activities, and learning what the institution needs. This has given her a clear picture of what needs to be done to ensure student success and facilitate student learning outcomes. She is actively working towards improving her program and other programs on campus.

The speech faculty has presented at several flex day workshops and participated in Career Days and the Women's Conference. 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 members should receive basic information about learning disabilities. Quite often students have never been diagnosed, and if instructors know what to look for, we know when to recommend they visit DSP&S.
2. Faculty have begun to receive training in the technology available on campus such as ITV, Smartboards, and the Bridge online platform.
3. 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 the development in areas such as learning disabilities and the use of technology.

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 RATE OF COMPLETION: 77%

Fall 2006	Course/ Section	Title	A	B	C	D	F	I	W	TOTAL	GRADE AVGS
Face To Face	SPE 101 -1	Intro To Speech	12	4	5	3	3	0	3	30	2.7
DE	-2		10	14	0	0	1	0	6	31	3.28
DE	-4		12	16	0	0	1	0	0	29	3.31
DE	-5		1	13	0	0	1	0	0	29	2.87
DE	-6		4	12	1	0	9	0	4	30	2.08
Totals	5		39	59	6	3	15	0	13	135	2.85

SPEECH RATE OF COMPLETION: 83.3%

Spring 2007	Course/ Section	Title	A	B	C	D	F	I	W	TOTAL	GRADE AVGS
Face To Face	SPE 101-1	Intro To Speech	5	0	6	3	3	1	0	18	2.06
DE	-2		2	12	3	0	2	0	0	19	2.63
DE	-3		8	11	1	0	0	0	7	27	3.35
DE	-4		10	15	5	0	0	0	1	31	3.17
DE	-5		5	17	5	0	0	0	2	29	3
DE	-6		5	5	4	1	1	0	2	18	2.75
Face To Face	SPE 102 01	Public Speaking	3	3	0	1	0	0	1	8	3.14
Totals	7		38	63	24	5	6	1	13	150	2.87

SPEECH RATE OF COMPLETION: 70.5%

Fall 2007	Course/ Section	Title	A	B	C	D	F	I	W	TOTAL	GRADE AVGS
Face To Face	SPE 101 01	Intro To Speech	8	6	3	2	2	0	0	21	2.76
DE	-2		3	3	1	1	2	0	1	11	2.4
DE	-3		1	0	4	0	6	0	3	14	1.09
DE	-4		7	16	1	0	2	0	3	29	3
DE	-5		6	15	0	0	3	0	2	26	2.88
DE	-6		2	15	0	0	7	0	4	28	2.21
Totals	6		27	55	9	3	22	0	13	129	2.39

SPEECH RATE OF COMPLETION: 77.2%

Spring 2008	Course/ Section	Title	A	B	C	D	F	I	W	TOTAL	GRADE AVGS
Face To Face	SPE 101 01	Intro To Speech	2	6	3	1	5	0	1	18	1.94
DE	-2		3	2	0	0	0	0	2	7	3.6
DE	-3		16	8	0	0	4	0	2	30	3.14
DE	-4		3	2	2	1	0	0	4	12	2.88
DE	-5		13	13	0	0	2	0	2	30	3.25
DE	-6		14	11	0	0	4	0	1	30	3.07
Totals	6		51	42	5	2	15	0	12	127	2.98

SPEECH RATE OF COMPLETION: 78.4%

Fall 2008	Course/ section	Title	A	B	C	D	F	I	W	TOTAL	GRADE AVGS
Face To Face	SPE101 01	Intro To Speech	8	6	3	2	2	0	0	21	2.76
DE	-2		3	3	1	1	2	0	1	11	2.4
DE	-3		1	0	4	1	5	0	3	14	1.18
DE	-4		7	16	1	0	2	0	3	29	3.0
DE	-5		7	14	0	0	3	0	2	26	2.92
DE	-6		2	15	0	0	7	0	4	28	2.21
Face To Face	SPE 103 01	Argue. And Debate	1	2	4	0	1	0	9	16	2.25
Totals	7		29	56	13	4	22	0	22	145	2.38

SPEECH RATE OF COMPLETION: 78.2%

Spring 2009	Course/ section	Title	A	B	C	D	F	I	W	TOTAL	GRADE AVGS
Face To Face	SPE 101 01	Intro To Speech	6	5	8	1	1	0	3	24	2.67
DE	-2		12	17	1	0	0	0	2	32	3.37
DE	-3		10	11	1	0	2	0	5	29	3.31
DE	-4		10	12	2	0	2	0	6	32	3.08
Face To Face	SPE 102 01	Public Speaking	2	2	4	0	2	0	0	10	2.2
DE	-2		0	0	1	0	0	0	5	6	2.0
Totals	6		40	47	17	1	8	0	21	133	2.26

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 increased as PVC has expanded its distance education program.

Semester	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009
Speech	135	150	129	127	140	133

- 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.

2006-2007	Supplies	Contracts	Capital	TOTAL
Speech	449.23	-----	-----	449.23

2007-2008	Supplies	Contracts	Capital	TOTAL
Speech	203.95	-----	-----	203.95

2008-2009	Supplies	Contracts	Capital	TOTAL
Speech	155.55	-----	-----	155.55

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. Technologies are available as well: ITV, computer and Proxima, and Smartboard.

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

Having CL101 dedicated to communications has created an adequate space to support the discipline. The concerns at this time arise from special events held on campus that require an instructor to move into another classroom space on occasion. Once the Fine Arts building is complete, this will likely no longer occur.

Now that the Needles Center has moved into the Claypool building, dedicated spaces are adequate.

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

Despite the availability of equipment in CL101, some is in need of repair. The Proxima is no longer available because it cannot be replaced at this time.

The current white boards are insufficient for instruction. However, a Smart board and ITV equipment is available in CL101.

Needles has overhead projectors and will have Smart boards and some ITV equipped classrooms. They do not have needed equipment such as video recorders or microphones.

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 state-of-the-art computer, a Proxima device, and a motion sensitive camera system. The TVs and other portable equipment needs to be updated and the numbers of available portable proximas need to be increased to cover rooms without working video player/recorders.

VII. STRENGTHS AND WEAKNESSES

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

1. Course offerings have increased from 3 to 4.
2. All SPE course outlines are evaluated and revised on a regular basis.
3. 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.
4. Completion rates in Speech classes are consistently high.
5. A concerted effort is being made to provide Needles with more ITV course offerings in Speech. Utilizing the 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.

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

1. Enrollment in courses like Speech 102 and Speech 103 tend to be low and often result in the class being withdrawn from the semester's offerings.
2. Adjunct faculty teaching speech are not teaching consistent with the approved course outline of record.

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 OFA, 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.

When possible, schedule evening or late afternoon Speech courses.

Work on offering more sections of courses using ITV.

Adjunct instructors should be regularly evaluated. This process will assist them in becoming aware of the standards as listed on the course outlines of record and educated in the creation of complete and informative syllabi.

Capitalize on the Title III program to develop online and hybrid courses, and improve the ITV courses.

Equipment should be repaired or replaced to allow students and instructors to utilize current software and technology, as follows: Replace or repair the Proxima and computer in room CL101; purchase remote computer mouses to allow instructors and students freedom to move about while making presentations; purchase a dedicated video recorder for speech classes to be used for student self-evaluation, a key component in learning and improving speaking skills.

Continue to monitor the completion and performance data in all sections of Speech 101. Current trends in performance indicate possible problems with academic standards.

Conduct research on completion rates among community students vs. inmate students. This will assist us in making recommendations for improved student success.

THEATER (THA)

EXECUTIVE SUMMARY

All PVC Theater courses are transferable either to the University of California, California State University, or both. All theater courses, with the exception of THA 120, also apply to the arts and humanities requirements of the A.A. Degree in Liberal Arts and the A.A. Degree in Arts and Humanities. Theater courses have been offered during the past three years, principally with the help of part-time instructors; however, largely because of the lack of a sufficient teaching faculty, part-time and full-time, the frequency of course offerings and their enrollments has been modest. Nonetheless, the program managed to produce several successful dinner-theater plays during the past three years. The Theater program is expected to expand considerably with the completion and opening of the Fine and Performing Arts Complex, anticipated in 2011 and in anticipation of a resurgence of student and community interest in arts programs. Planning is underway to expand existing arts programs, including Art, Theatre, Dance and Music, for the new campus facility. A planning and advisory council has been formed, composed of community volunteers, faculty and students. The Fine and Performing Arts Advisory Council includes two faculty members from the Division, one of whom chairs the Council.

I. Support of the College Mission

A. State the purpose of program.

Theater courses provide instruction in the history, appreciation, analysis, and 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 theater 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. Theatrical performance is a fundamental part of the heritage of all people, and as such enhances the quality of life. The Theater program also provides opportunities to students to acquire skill in public performance and thus build confidence for future careers.

C. Describe the unique institutional goal the program achieves.

1. All of the offerings in Theater are transfer-level and articulate with the University of California, the California State Universities, or both. Students may select courses in theater to fulfill requirements for the AA degree in Liberal Arts and in Arts 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.

1. The 2004-05 program review recommended that that the Theater program be expanded to include regular performances, with emphasis on encouraging volunteers from the community to participate. The College produced a few plays during the past few years; however, it has been unable to sustain a consistent effort due to the lack of part-time or full-time instructors qualified to teach Theater.
2. Explain modifications of goals outlined in the previous program review, providing evidence documenting such modifications. There have been no modifications of this goal; however, Division faculty assisted in the formation of the Fine and Performing Arts Advisory Council to provide guidance and direction for new arts programs—Art, Dance, Music and Theater—for the Fine and Performing Arts Complex, scheduled for completion in 2011.

III. Populations Served

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

Courses in Theater serve two distinct populations:

1. Students completing courses that satisfy the AA degree and transfer requirements most frequently enroll in THA 110, Introduction to Theater. This course is offered to students in Blythe as well as incarcerated and local students taking Distance Education courses.

2. Many high school students in Blythe have enrolled in THA 120, acting Theory and Theatre Performance, as they have made up the majority of the performers in plays produced on the main campus in Blythe during the past few years. Although these students have made such productions possible, children enrolled in college-level Theater pieces are not generally the intended population for such classes.

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

1. Many adults who desire college-level instruction in theater, but are not pursuing a degree, may wish to enroll in courses such as THA 115 (Acting for the Camera) and THA 120 (Acting Theory and Theatre Performance). Once the new Performing Arts facility is completed, this population will likely look to the college for such course offerings.

2. The Division will consider offering THA 110 to Needles Center students via ITV.

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 115 Acting for the Camera
THA 120, Acting Theory and Performance
THA 280, Selected Topics in Theatre Arts
THA 290, Selected Topics in Theatre Arts

Theater 115 has not been offered during the past six (6) semesters. The Division believes the course should remain on the active list of courses in anticipation of incorporating into the revised fine arts program. THA 110 and 120 have not been offered since Fall 2008 due to the lack of a qualified part-time or full-time Theater instructor.

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. The THA 110 was recently revised to be offered as a distance education section; the Division also will consider offering the course to Needles via ITV. Through Fall

2008, course scheduling has necessarily been arranged to accommodate the availability of adjunct instructors.

B. Optimizes student learning. To date no research has been done in this area.

VI. STUDENT LEARNING OUTCOMES

A. Process

Course outlines of record for all Theater courses have been regularly updated by Division faculty members. Course outlines incorporate student learning outcomes. There is no evidence that student learning outcomes have been assessed to date in Theater courses.

B. Improvements

Assessments of student learning are conducted by course instructors.

VII. PROGRAM AND COURSE COVERAGE

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

The Theater program has not had a full-time faculty member in at least ten years. The program has managed to offer courses through Fall 2007 with the help of adjunct faculty members.

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

Planning for fine arts programs, including Art, Dance, Music and Theater, is scheduled to begin in Spring 2010, with participation of faculty, community volunteers and students in the Fine and Performing Arts Advisory Council.

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

The Division will work with the Office of Instruction and Needles Center to offer certain Theater courses for the Needles Center via ITV.

VIII. PROFESSIONAL DEVELOPMENT

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.

As there are currently no part-time or full-time instructors at this time, the Division has no information as to professional development activity.

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

As there are currently no part-time or full-time instructors at this time, the Division has no means to assess unmet professional development needs.

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, CR, NP, NC, W, MW, IP)

COMPLETION RATE: 71%

Fall 2006	Course/Section	Title	A	B	C	D	F	I	W	TOTALS
Face To Face	THA 110 01	Intro To Theater	9	1	3	0	2	0	1	16
	THA 120 01	Acting Theory/Performance	5	0	2	0	4	0	1	12
	THA 280 01	Lighting Design	2	0	0	0	1	0	0	3
Totals	3		16	1	5	0	7	0	2	31

COMPLETION RATE: 82.4%

Spring 2007	Course/Section	Title	A	B	C	D	F	I	W	TOTALS
Face To Face	THA 110 01	Intro To Theater	4	0	1	0	0	0	1	7
	THA 120 01	Acting Theory/Performance	3	2	0	0	0	0	1	6
	THA 280 01	Lighting Design	2	2	0	0	0	0	0	4
Totals	3		9	4	1	0	0	0	2	17

COMPLETION RATE: 64.7%

Fall 2007	Course/Section	Title	A	B	C	D	F	I	W	TOTALS
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Face To Face	THA 110 01	Intro To Theater	3	1	0	1	1	0	3	9
	THA 120 01	Acting Theory/ Performance	7	0	0	1	0	0	0	8
Totals	2		10	1	0	2	1	0	3	17

COMPLETION RATE: 67%

Fall 2008	Course/Section	Title	A	B	C	D	F	I	W	TOTALS
	110	Introduction to Theater	3	1		1	1		3	9
	120	Acting Theory	7			1				8
	280	Lighting Design	1							1
Totals			11	1		2	1		3	18

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

While there is currently no associate degree with a major, or emphasis, in Theater, program courses are transferable to University of California and the California State University. Moreover, THA 110 is IGETC-certified and CSU-GE-certified. THA 110 satisfies the arts and humanities requirement for the AA degree in Liberal Arts. THA 110, 115 and 120 apply to the AA degree in Arts and Humanities.

X. ENROLLMENT AND FINANCIAL TRENDS

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

	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009
All Theater Courses	31	17	17		18	

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

2006-2007*	Supplies	Contracts	Capital	TOTAL
	\$4497.39	\$396.30		4, 893.69

*The outlay for supplies and contracts was higher during this academic year due to the purchase of a portable lighting system for theater. This equipment will be moved to the new facility. The \$396.30 paid under contracts was for rental fees for a control box to run the lighting equipment, an expenditure we may need to consider in the future.

2007-2008	Supplies	Contracts	Capital	TOTAL
	\$1, 392.83			\$1, 392.83

2008-2009	Supplies	Contracts	Capital	TOTAL
	\$348.48			\$348.48

XI. FACILITIES AND EQUIPMENT

Most classes and some performances are held in the classroom building CL101. This lecture hall provides the optimal work environment for students and instructors for the present. The last two performances were held in CS123 in order to provide a dinner-theater production.

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

Blythe Main Campus: Space is adequate for teaching and for the faculty.

Needles Center: Space is adequate in the new building.

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

Dedicated space is adequate for the time being. The Division looks forward to the opportunities for program expansion once the Fine and Performing Arts Complex is completed and open.

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

At this time, the Division is looking forward to in the Fine and Performing Arts Complex opening and will assist in advising the College as to the proper equipping of the facility, sufficient to support instruction and performance.

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

Planning is underway.

XII. STRENGTHS AND WEAKNESSES

List and comment on the major strengths of the program

Courses are degree-applicable and transferable
Theater curriculum is kept current

List and comment on the major weaknesses of the program

Lack of sufficient part-time or full time faculty qualified to teach in the discipline

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

Offering THA 110 as a distance education course will expand course availability
Continue efforts to recruit instructor talent in Theater

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

Evaluate the Theater program, along with programs in Art, Dance and Music, in light of the Fine and Performing Arts Complex, expected to open in 2011. Evaluation would take into account programs and curricula, performance, community involvement, faculty and support staff, and equipment.