



ACADEMIC ANNUAL PROGRAM REVIEW

(AY23 CYCLE; REVIEW OF AY21-22)

INTRODUCTION/INSTRUCTIONS

The Program Review Committee (PRC) supports and advances the College mission, vision, and values by enhancing the connection between program planning and resource allocation, analyzing student learning and other measurable outcomes appropriate to each program. All programs of the academic disciplines, Student Services, Business Services, and Administrative Services complete annual or multiyear reviews. Program Review **PREPARERS** should provide enough information so that **REVIEWERS** can:

1. understand the work you do and its connection to the College mission and goals, and
2. evaluate your program outcomes and the quality of your planning and program improvement efforts.

For the purposes of Program Review, a “program,” includes academic disciplines, Student Services, Business Services, and Administrative Services.

NOTES on using this form: Right now, under the “File” tab, use “Save As” to rename the template and save it to your program’s folder in Teams. In the file name, use your **program name** and identify whether the review is an **annual or a comprehensive** (multi-year). **Examples:** Sociology_Annual.doc; EAC_Comp.doc; Economics_Multi.doc.

If you are submitting a **Resource Request**, NOTE you will need to scroll to the **END** of the document to access the form.

PROGRAM & PREPARERS

Program Name
Preparer Names

REVIEW TEAM

Review Team Member Names

DEAN APPROVAL

Dean	Date

PROGRAM DESCRIPTION

Describe the purpose of your program.

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Describe alignment with the [College mission, vision, guiding principles](#) and with the goals of the [Educational Master Plan \(EMP\)](#) and/or [Strategic Plan](#).

Describe any significant changes that occurred last year (e.g., retirements, new hires, funding/resource changes, new services/courses/programs).

List your program’s degrees, certificates, gateway courses, and/or services (as applicable).

PROGRAM DESCRIPTION – ACADEMIC ADDENDUM

# full-time faculty	# part-time faculty	# of classified professionals who directly support your program
<input type="text"/>	<input type="text"/>	<input type="text"/>

REVIEWER’S COMMENTS ON PROGRAM DESCRIPTION (TO BE COMPLETED BY REVIEWER)

OUTCOMES – ACADEMIC

COURSE LEVEL STUDENT LEARNING OUTCOMES (CSLOS)

Describe when and how substantive and collegial discussion of your CSLO data took place.

Explain the results of your discussion, including how the discussion informs your program objectives, actions steps, and resource requests.

Copy and paste evidence of your discussions such as department meeting notes and agendas.

PROGRAM LEVEL STUDENT LEARNING OUTCOMES (PSLOS)

Describe when and how substantive and collegial discussion of your PSLO data took place.

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Copy and paste evidence of your discussions such as department meeting notes and agendas.

REVIEWER’S COMMENTS ON OUTCOMES (TO BE COMPLETED BY REVIEWER)

KEY INDICATORS – ACADEMIC

[Click here](#) to review and analyze the data on Enrollment, Productivity, Retention, and Success.

ENROLLMENT

Has your enrollment increased, decreased or remained relatively stable? (For the reviewers' benefit, include reference to the data found in your Tableau dashboards that support your answer)

Do you notice any changes, trends, or patterns related to mode of instruction, ethnicity, age or gender?

What is your assessment of these changes, trends, or patterns?

PRODUCTIVITY

Has your productivity increased, decreased or remained relatively stable? (For the reviewers' benefit, include reference to the data found in your Tableau dashboards that support your answer)

What is your assessment of this trend?

RETENTION

Have your retention rates increased, decreased, or remained relatively stable? (For the reviewers' benefit, include reference to the data found in your Tableau dashboards that support your answer)

Do you notice any changes, trends, or patterns related to mode of instruction, ethnicity, age or gender?

What is your assessment of these changes, trends, or patterns?

Considering the demographic characteristics of your enrolled students (e.g., ethnicity, age, gender), is the retention rate for each demographic category similar to the proportion of students enrolled? (e.g., if 55% of your students are female, do they also make up 55% of the total number of students retained?) Cite the relevant data in the response box below.

SUCCESS

Have your success rates increased, decreased, or remained relatively stable? (For the reviewers' benefit, include reference to the data found in your Tableau dashboards that support your answer)

Do you notice any changes, trends, or patterns related to mode of instruction, ethnicity, age or gender?

What is your assessment of these changes, trends, or patterns?

Considering the demographic characteristics of your enrolled students (e.g., ethnicity, age, gender), is the success rate for each demographic category similar to the proportion of students enrolled? (e.g., if 55% of your students are female, do they also make up 55% of the total number of students who succeeded?) Cite the relevant data in the response box below.

REVIEWER'S COMMENTS ON KEY INDICATORS (TO BE COMPLETED BY REVIEWER)

CONCLUSION

(OPTIONAL) Preparer's additional comments. Provide any additional information you want to highlight.

CONCLUSION – ACADEMIC ADDENDUM *(SECTION TO BE COMPLETED BY REVIEWER)*

Does the program need an improvement plan?

Should the program be reviewed for discontinuance?

REVIEWER'S COMMENTS ON CONCLUSION *(SECTION TO BE COMPLETED BY REVIEWER)*

Report Quality: Does the report provide sufficient detail to form an accurate assessment of the program's strengths, challenges, and plans? Please explain.

Highlights: What is the program doing exceptionally well?

Suggestions: What might need to change to improve the program?

Rating: Please rate the status and performance of this program with one of the following responses: (Exemplary, Good, Fair, Needs Improvement)

RESOURCE REQUEST

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Please NOTE:

- You will need to submit **ONE form for EACH item** you request. Use the link for each request.
- **Your Dean/Manager should give you prior approval for each request you submit.** Do not submit any requests until you have discussed your needs with your manager and they have given you approval to submit a request for each of your items. All managers will review the final list of submitted requests before any requests are forwarded for review and prioritization.

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ACADEMIC MULTI-YEAR PROGRAM REVIEW

(AY23 CYCLE; REVIEW OF AY21-22)

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Program Name
Preparer Names

REVIEW TEAM

Review Team Member Names

DEAN APPROVAL—ACADEMIC PROGRAMS ONLY

Dean	Date

PROGRAM DESCRIPTION

Describe the purpose of your program.

--

Describe alignment with the [College mission, vision, guiding principles](#) and with the goals of the [Educational Master Plan \(EMP\)](#) and/or [Strategic Plan](#).

Describe any significant changes that occurred last year (e.g., retirements, new hires, funding/resource changes, new services/courses/programs).

List your program's degrees, certificates, gateway courses, and/or services (as applicable).

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REVIEWER'S COMMENTS ON PROGRAM DESCRIPTION (TO BE COMPLETED BY REVIEWER)

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REVIEWER'S COMMENTS ON OUTCOMES (TO BE COMPLETED BY REVIEWER)

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Have your success rates increased, decreased, or remained relatively stable? (For the reviewers' benefit, include reference to the data found in your Tableau dashboards that support your answer)

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REVIEWER'S COMMENTS ON KEY INDICATORS (TO BE COMPLETED BY REVIEWER)

DEVELOPMENTS AND TRENDS

Describe your program's strengths and accomplishments since your last comprehensive review.

Describe the challenges and areas needing improvement.

Describe the major trends you expect to impact your program in the next three to five years.

Describe any innovations in delivery, use of technology, cooperative efforts with other departments, etc.

DEVELOPMENTS AND TRENDS – ACADEMIC ADDENDUM

How have you revised or updated curriculum (e.g., new or updated courses, deactivated courses)?

In what ways have your curriculum changes focused on diversity, equity, and inclusion?

Did you make any changes to address equity issues?

REVIEWER'S COMMENTS ON DEVELOPMENTS AND TRENDS (TO BE COMPLETED BY REVIEWER)

PLANS

Describe plans that have been or will be developed to address areas of concern.

Describe plans that have been or will be developed to address major trends.

Describe how your plans align with the [College mission, vision, guiding principles](#), and with the goals of the [Educational Master Plan \(EMP\)](#) and/or [Strategic Plan](#).

Describe how your plans address diversity, equity, and inclusion.

Identify potential collaborators. What programs could help address trends or concerns?

PLANS – ACADEMIC ADDENDUM

How do you plan to revise or update curriculum in the next two to three years?

What changes will you make to address diversity, equity, and inclusion?

REVIEWER'S COMMENTS ON PLANS *(TO BE COMPLETED BY REVIEWER)*

CONCLUSION

(OPTIONAL) Preparer's additional comments. Provide any additional information you want to highlight.

CONCLUSION – ACADEMIC ADDENDUM *(SECTION TO BE COMPLETED BY REVIEWER)*

Does the program need an improvement plan?

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ACADEMIC MULTI-YEAR CYCLE (2021-2022) (History) Latest Version

Multi-Year Program Reviews for Academic Departments/Disciplines:

American Sign Language, Art, Coastal Environmental Studies, Computer Applications Office Technology, Computer Networking/IT, Early Childhood Education, Emergency Medical Technology, Environment Science & Resource Management, Fire Technology (excludes FT R170), History, Political Science, Spanish

AMT 1.0 INSTRUCTIONS

AMT 1.0 Instructions (R3-20210928) : Version by **Gonzalez, Luis** on **11/09/2021 16:53**

Dean Sign Off	Sign Off Date
Luis A. Gonzalez	11/02/21

AMT 2.0 PROGRAM DESCRIPTION AND UPDATE

AMT 2.0.1 Program Description and Update : Version by **Lieser, Joshua** on **11/03/2021 21:50**

2.1 PROGRAM PURPOSE AND DESCRIPTION

Please explain briefly (in 3-4 sentences) the purpose of your program.

In addition to teaching students about the past, the three full-time history faculty (professors Josh Lieser, Jennifer Wilson-Gonzalez, and Kevin Hughes) spend a considerable amount of time providing instruction on reading, writing, and critical thinking. These essential academic skills greatly promote student success (in our classes, at OC, and at the university level), but these skill also helps us achieve key "Institutional Student Learning Outcomes" (ISLOs).

Additionally, all three faculty members take every opportunity available to mentor our students. We encourage students, during and outside of office hours, to use the many Student Services OC offers, to enrich their college experience by attending campus events, and to aspire to achieve their dreams. We want our students to become more well-rounded in their personal lives, as students (at OC and when they transfer), and in their careers.

The History program at Oxnard College provides students with a foundation that will help them become Oxnard College graduates, succeed at the university level, and live fulfilling lives as global citizens. No time in recent memory has demonstrated the value of historical education more so than our current moment.

AMT 2.0.2 Program Description and Update : Version by **Lieser, Joshua** on **11/03/2021 21:49**

# of full-time faculty	# of part-time faculty	# of sections offered	# of full/part-time classified professionals who directly support your program
3	0	18	1

AMT 2.0.3.1 Program Description and Update : Version by **Lieser, Joshua** on **11/03/2021 21:49**

2.3 PROGRAM UPDATE

If significant changes occurred in your program since your last report (e.g., faculty retirements, budget cuts, new grant funding, new faculty hires, reduction or increase in sections offered, new partnerships, etc.), please describe them here.

While no significant changes have occurred within our program, it should be noted that Josh Lieser serves as the chair of the Social Science Department, while Jenn Wilson-Gonzalez serves as the OC Honors Coordinator. Both have partial release time to perform these services for the college.

AMT 2.0.3.2 Program Description and Update : Version by **Scariano Willers, Renee** on **11/30/2021 18:28**

2.4 REVIEWER'S COMMENTS ON SECTIONS 2.1 THRU 2.3

It might be nice to add "research" to the critical thinking, reading, and writing. It might be nice to discuss in the description whether most students take these classes for GE requirements or for a major.

AMT 3.0 EDUCATIONAL MASTER PLAN (EMP) ALIGNMENT

AMT 3.0.1 Educational Master Plan (EMP) Alignment (R2-20210927) : Version by **Lieser, Joshua** on **11/03/2021 21:50**

3.1 OBJECTIVES AND ACTION STEPS FROM PREVIOUS ACADEMIC YEAR

Please list your program's Objectives and Action Steps from the previous program review and provide an update on your progress toward meeting those objectives.

In response to current Covid-19 pandemic, the History Dept. has focused on STRATEGIC GOALS. *Initiative 1: Goal 1.* to actively identify current and future students' educational/ technical needs. In essence, financial and technical support for students did contribute to continued success in retention and completion of courses. Also, designated resources such as laptops and wifi hotspots did enhance following learning modalities:

1. Fully online, asynchronous courses that allow students to work on the courses in Canvas when their schedules permit: **each faculty member continued to improve their online courses to provide the best possible online instruction during the Covid-19 Pandemic. Faculty shared best practices with each other and consulted with Laura Knight, Instructional Technologist when appropriate.**
2. Online "hybrid" offerings that offer a Zoom meeting once a week, with the rest of the class online in Canvas - this model temporarily takes the place of traditional hybrid course offerings. **Online hybrid courses were continuously offered to students with mixed results. For some students these classes were preferred, though enrollments in fully online asynchronous courses were much higher over the past year.**

3. Online Zoom courses that meet together for the "normal" amount of class time - this model takes the place of our traditional on ground courses. **Fully online zoom classes that met together were also offered each semester for several different courses. These classes were smaller, but had very high success rates. It will bear consideration whether the format, class size, or a combination of factors might have contributed to this outcome.**

3.2 OBJECTIVES AND ACTION STEPS FOR THE CURRENT ACADEMIC YEAR

Please list your program's Objectives and Action Steps for the **current** Academic Year.

The History Department's objectives and action steps for the current academic year are as follows:

1. Continue to offer a mix of different types of course modalities including fully online-asynchronous courses, online hybrid offerings, online zoom/normal, on-ground hybrid, and fully on-ground courses. It is our belief that each of these types of course modalities is preferred by certain groups of students that we serve. In our opinion, it would be wise for the college as a whole to really consider what our students want and need as far as flexibility and accessibility moving forward.
2. Offer more on-ground courses as everyone's safety during the Covid-19 Pandemic allows, but not at the expense of student demand or safety.
3. Attend events and continue research to foster faculty education on current scholarship within the History discipline, pedagogy, and students' diverse needs.
4. Promote the department by showcasing "History Student of the Year" as well as creating an "Alumni" section on our website, highlighting where OC History majors have transferred to as well as their career interests (or positions).

3.3 EXPLAIN ALIGNMENT WITH COLLEGE'S EDUCATIONAL MASTER PLAN GOALS

Explain how your objectives align to the College's EMP goals.

The OC History Department is committed to align its goals with those of the Educational Master Plan's in the following ways:

1. ENHANCE STUDENT SUCCESS -

The History Department integrates Guided Pathways framework into advising and instructional program review and planning. Over the last several years, the History Department has enhanced its distance education offerings and, despite the recent pandemic, has seen an increase in the number of AA-T History degrees. We will continue to promote Guided Pathways, the Transfer Center, build our online courses, and promote the department, as a whole, to ensure our students' success.

2. STRENGTHEN ACCESS TO EDUCATIONAL OPPORTUNITY -

The History faculty have continuously worked with local high schools and appropriate OC organizations to expand high-school outreach efforts. Professor Jenn Wilson-Gonzalez teaches a dual enrollment World History class every Fall, consisting of 40-50 high school students each semester. Professor Wilson-Gonzalez also works closely with OC's First Year Experience (FYE), serving as a guest panelist as well as guest lecturer for incoming Freshmen. Dr. Josh Lieser regularly participates in campus-wide events such as OC Live to increase access to the department for the larger campus community.

3. ADVANCE SOCIAL JUSTICE AND EQUITY-MINDED PRACTICES -

All three full-time OC Historians regularly develop and promote equity-focused courses, promote equity-focused syllabus development (including promotion of the Dreamer's Club and the Educational Assistance Center), and attend inclusive-pedagogy professional development opportunities.

The History Department offers a diverse range of courses, including History of Mexicans in the U.S., History of Latin America, History of American Women, History of Mexico, and World History. In all of those courses, faculty ensure that the curriculum is not Eurocentric, providing sources for multiple perspectives and experiences.

History faculty have regularly participated in campus conversations on issues of equity and social justice at OC LIVE events, LIVE Online events, and town hall meetings.

To foster civic engagement, the History faculty promote to their classes such events as voter registration drives, service-learning opportunities, and internships with campaign and public offices.

Additionally, OC History Professor, Jenn Wilson-Gonzalez is a member of the OC Anti-Racism Workgroup.

4. PROMOTE THE COLLEGE'S REPUTATION -

The OC History Department will continue to contribute our community by showcasing our "History Student of the Year" on our website. Additionally, we plan on highlighting our History alumni on our History Department website with the hopes of encouraging others in the community to consider a degree and/or career in History. The History faculty continue to meet with alumni who have transferred and graduated. These alumni have returned to speak to existing students in the past and will now resume those visits pending Covid-related safety.

AMT 3.0.2 Educational Master Plan (EMP) Alignment (R2-20210927) : Version by Scariano Willers, Renee on 11/30/2021 18:28

3.4 REVIEWER'S COMMENTS ON SECTIONS 3.1 THRU 3.3

The department is doing a great job promoting their program by working with local high schools and participating in OC Live and FYE (First Year Experience). It would be nice to know how the department works with local high schools. Is this outreach primarily the dual enrollment classes? Also, it would be nice to know about this year's "History Student of the Year."

AMT 4.0 STUDENT LEARNING OUTCOMES

AMT 4.0.1 Student Learning Outcomes (R3-20210929) : Version by Lieser, Joshua on 11/03/2021 21:50

4.1 COURSE LEVEL ASSESSMENTS (CSLOs)

Click [HERE \(https://tableau.vcccd.edu/#/views/TableofContent_PogramReview/TableofContent/ravina@ad.vcccd.edu/38ff9a76-4f8b-4b1c-bd96-3e1c9b1ac4e1?:showAppBanner=false&origin=viz_share_link&display_count=n&showVizHome=n\)](https://tableau.vcccd.edu/#/views/TableofContent_PogramReview/TableofContent/ravina@ad.vcccd.edu/38ff9a76-4f8b-4b1c-bd96-3e1c9b1ac4e1?:showAppBanner=false&origin=viz_share_link&display_count=n&showVizHome=n) to navigate to and review your CSLOs in Tableau.

4.1.1 Describe CSLO Data Discussions

Describe when and how substantive and collegial discussion of your SLO data took place.

All three full-time faculty within the History Program meet regularly to discuss course level assessments and how students are performing on those assessments in each course. Collegial discussion is continuous, with best-practices for instruction and assessment shared via small-group meetings and regular emails.

The three full-time faculty also would like to see campus-wide CSLO data collection made more faculty friendly, with the data also being more accessible and meaningful for faculty as well. Our internal discussions are very fruitful, but the eLumen CSLO process has been an undue burden without any meaningful benefit for the faculty in our extra large classes as it is currently constructed. A good deal of data entered into eLumen by the department has been somehow lost as well, which is unfortunate. Dr. Josh Lieser has volunteered to serve on the SLO Faculty Innovation Group to help find solutions to the cumbersome CSLO process as it stands currently.

4.1.2 Explain CSLO Discussion Outcomes

Explain how the discussion informs your program objectives, actions steps and resource requests.

The real benefit of our SLO dialogues has been to create a feedback loop in which we share our results and then discuss ways to teach and test more effectively. A lot of the discussions center on the methods of teaching (ex. how much material can students digest). Thus, one successful method that has come out of the discussions is to deliver and test in smaller chunks, which has resulted in students doing better on their assignments and get feedback quicker and more often. Additionally, focus has been given to improving student learning outcomes on hybrid and online courses by discussing and adjusting our methods of course design, content, and regular effective contact (REC). The majority of our students are meeting or exceeding SLO expectations at a greater rate over the past several years.

Each full-time faculty member brings a unique set of skills to the process and strengthens the work of the rest of the program as a result of our internal loop.

4.2 PROGRAM LEVEL ASSESSMENTS (PSLOs)

Click [HERE](https://tableau.vcccd.edu/#/views/TableofContent_PogramReview/TableofContent/ravina@ad.vcccd.edu/38ff9a76-4f8b-4b1c-bd96-3e1c9b1ac4e1?showAppBanner=false&origin=viz_share_link&display_count=n&showVizHome=n) (https://tableau.vcccd.edu/#/views/TableofContent_PogramReview/TableofContent/ravina@ad.vcccd.edu/38ff9a76-4f8b-4b1c-bd96-3e1c9b1ac4e1?showAppBanner=false&origin=viz_share_link&display_count=n&showVizHome=n) to navigate to and review your PSLOs in Tableau.

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4.2.2 Explain PSLO Discussion Outcomes

Explain how the discussion informs your program objectives, actions steps and resource requests.

PSLO data is discussed as a program and in collaboration with other programs on campus. The History Department meets regularly to discuss whether course SLO's match PSLO's and whether course instruction and assignments sufficiently support the achievement of these outcomes. We are continually refining courses to maximize student learning. Where problems are identified, we collaborate to come up with innovative assignments that help foster student learning and meet outcomes. We have also collaborated to ensure that courses in all modalities sufficiently meet CSLO and PSLO standards. In particular, we have utilized SLO and PSLO data to improve our online classes as can be seen in our increased online success and retention rates over the last year.

The members of the History Program put an enormous amount of time and energy into continually adjusting our program, by collaboratively writing and rewriting each schedule and program review, revising our AA-T, offering new classes, and sharing best practices with each other. Our focus is on providing quality instruction for all students, in each of the modalities we offer our courses in.

As unexpected as our move to fully online instruction was in 2020, the three veteran online instructors were up to the task of the quick change. Additionally, the move has given our program real space to improve online instruction and offer online coursework in classes that were previously only offered on the ground in traditional modes. Student enrollments in some of these classes grew significantly as a result of these online and hybrid/zoom offerings.

AMT 4.0.2 Student Learning Outcomes (R2-20210927)

4.3 REVIEWER'S COMMENTS ON SECTIONS 4.1 THRU 4.2

No Value

AMT 5.0 KEY INDICATORS

AMT 5.0.1 Key Indicators (R1-2210929) : Version by Lieser, Joshua on 11/03/2021 21:50

5.1 ENROLLMENT TRENDS

Click [HERE](https://tableau.vcccd.edu/#/views/TableofContent_PogramReview/TableofContent/ravina@ad.vcccd.edu/38ff9a76-4f8b-4b1c-bd96-3e1c9b1ac4e1?showAppBanner=false&origin=viz_share_link&display_count=n&showVizHome=n) (https://tableau.vcccd.edu/#/views/TableofContent_PogramReview/TableofContent/ravina@ad.vcccd.edu/38ff9a76-4f8b-4b1c-bd96-3e1c9b1ac4e1?showAppBanner=false&origin=viz_share_link&display_count=n&showVizHome=n) to navigate to and review your your Key Indicators in Tableau.

5.1.1 Enrollment Indicators

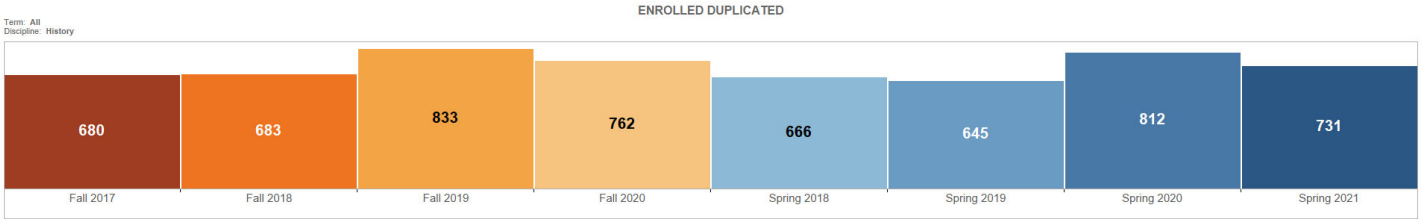
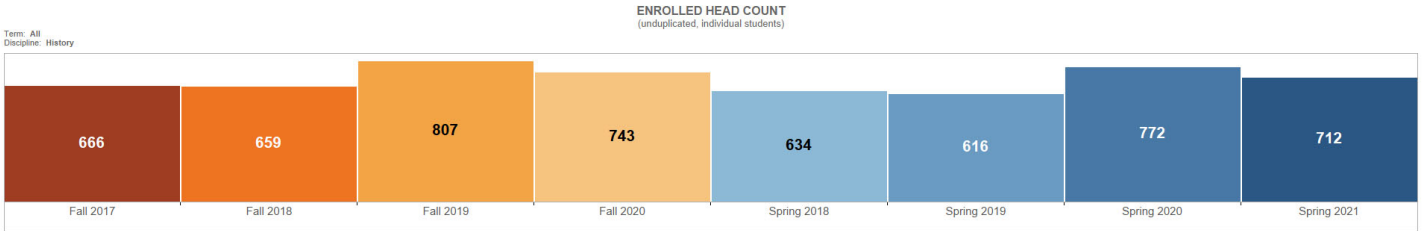
Have your enrollments increased, decreased, or remained relatively stable?



All	Term	History	Department / Discipline	All	Course/Course Title	Combined Departments Single Departments	All	Ethnicity	All	Gender
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4.1 Enrollment Trends

Have your enrollments increased, decreased, or remained relatively stable? What is your assessment of this trend?



Source: ARGOS/Banner July 2021 For: Program Review 2021-2022 Cycle

5.1.2 Enrollment Assessment

What is your assessment of this trend?

Our excellent enrollments in Fall 2019 and Spring 2020 have predictably dropped as the Covid-19 pandemic has continued on. However, we are excited to see that our enrollment levels still continue to be well above our 2017- 2018 levels. We believe this indicates that our gathered momentum prior to the pandemic has not receded and that if we are strategic with course scheduling we can continue to grow once again.

5.2 PRODUCTIVITY

Click HERE (https://tableau.vcccd.edu/#/views/TableofContent_PogramReview/TableofContent/ravina@ad.vcccd.edu/38ff9a76-4f8b-4b1c-bd96-3e1c9b1ac4e1?showAppBanner=false&:origin=viz_share_link&:display_count=n&:showVizHome=n) to navigate to and review your your Key Indicators in Tableau.

5.2.1 Productivity Indicators

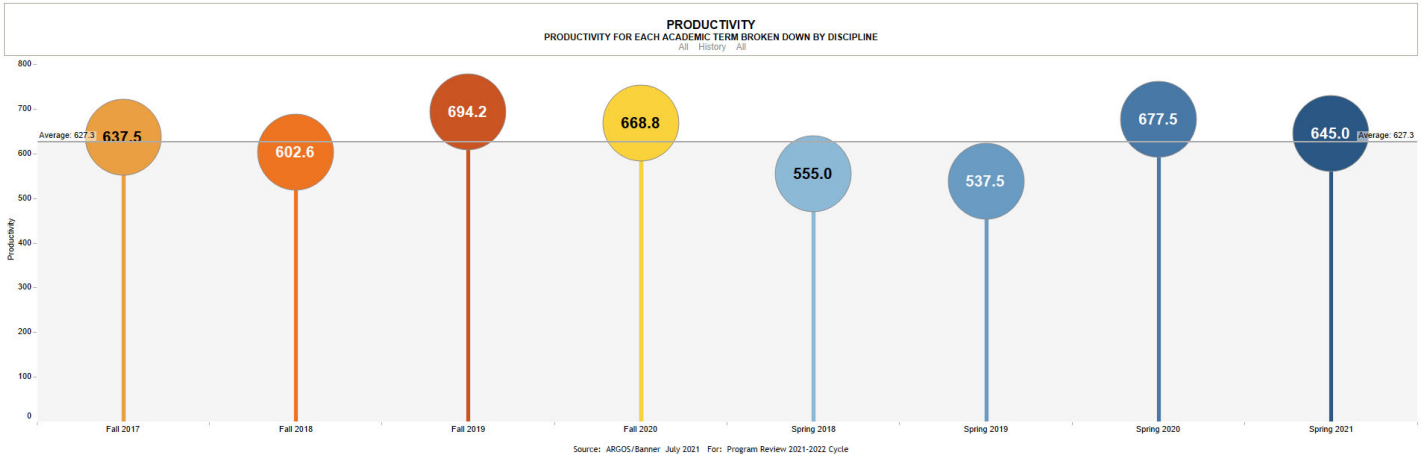
Has your productivity increased, decreased, or remained relatively stable?



All	Term	Crosslist Primary	History	Discipline/Discipline	Course/Course Title	All	Combined Departments
-----	------	-------------------	---------	-----------------------	---------------------	-----	----------------------

4.2 Productivity

Has your productivity increased, decreased, or remained relatively stable? What is your assessment of this trend?



Source: ARGOS/Banner July 2021 For: Program Review 2021-2022 Cycle

5.2.2 Productivity Assessment

What is your assessment of this trend?

Similar to our enrollment trends, our productivity has dipped slightly in the past year. However, we are still well above our 2017- 2018 levels. Additionally, we are well above the average productivity levels campus-wide. Our very popular and large online sections offer extremely productive sections which allow for some of our smaller, on ground offerings so far this year.

5.3 RETENTION AND SUCCESS

Click HERE (https://tableau.vcccd.edu/#/views/TableofContent_PogramReview/TableofContent/ravina@ad.vcccd.edu/38ff9a76-4f8b-4b1c-bd96-3e1c9b1ac4e1?showAppBanner=false&:origin=viz_share_link&:display_count=n&:showVizHome=n) to navigate to and review your your Key Indicators in Tableau.

5.3.1 Retention Indicators

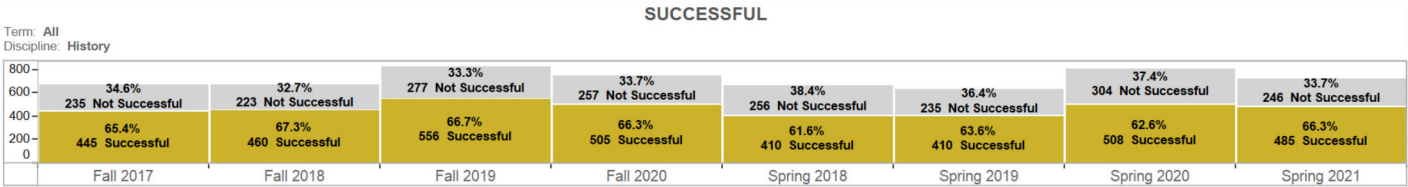
Have your retention rates increased, decreased, or remained relatively stable?

Term All Modality All Departme.. History Course/C.. All Combined.. Single D.. Ethnicity Gender

4.3 Retention and Success

Have your Retention and Success rates increased, decreased, or remained relatively stable? What is your assessment of this trend? Be sure to ide..

Retained Le.. Not Retained
Successful .. Not Successful



Source: ARGOS/Banner July 2021 For: Program Review 2021-2022 Cycle

5.3.2 Retention Assessment

What is your assessment of this trend? Be sure to identify and discuss any disparities in Retention and Success by instructional mode. Your observations can include discussion of impacts from COVID-19.

During the past several years, our department has focused on course retention rates by using Early Alert, Starfish, and Canvas notifications to students to best serve their needs (in accordance to Strategic Initiative II. A and C). History's Spring '20 retention rates increased 6.1% from Spring '19. In the middle of Spring '20, the COVID-19 pandemic abruptly forced on-ground classes to switch fully online. Entering the '20 - '21 school year, amidst the pandemic, we understood that the move to fully online course offerings would likely result in reduced outcomes and numbers campus-wide. History's Fall '20 retention rates only decreased 0.7% in comparison to Fall '19. While History's Fall '20 retention rate was slightly down, it was the same % rate as Fall '18, and higher than Fall '17. Similarly, our Spring '21 retention rates decreased 2.8% from our Spring '20 rates, yet our Spring '21 retention rates were still higher than Spring '19 and '18.

Overall, despite the Covid-19 Pandemic, our retention and success rates have remained relatively even. Retention rates have been at or near 83% for several cycles and have remained steady the past year; while success rates have also remained at or near 66% during the past year. This is at or above our expected levels based on the prior years data. Our students have remained very successful during the Covid-19 Pandemic as a whole.

Increased online course offerings in History have not shown to cause a great deal of student retention loss.

AMT 5.0.2 Key Indicators : Version by Scariano Willers, Renee on 11/30/2021 18:29

5.4 REVIEWER'S COMMENTS ON SECTIONS 5.1 THRU 5.3

5.4.1 Review of Data

Do the preparers' assessment of their program's key indicators demonstrate a thorough and accurate review of the data? Explain.

Yes. Nice use of data in 5.3.2.

5.4.2 Programs Performance in Meeting the Needs of the Students

Based on the enrollment, productivity and success data for this program, what is your assessment of the program's performance in meeting the needs of our students?

Program appears to be meeting student needs. Students are enrolling and remaining in the courses, even in the fully online courses. Success rates remain consistent.

AMT 6.0 CURRICULUM AND PROGRAM SUCCESS

AMT 6.0.1 Curriculum and Program Success (R1-20210929) : Version by Lieser, Joshua on 11/03/2021 21:50

6.1 CURRICULUM REVISION AND DEVELOPMENT

6.1.1 Accomplishments

What did you accomplish during the last academic year in the area of curriculum (e.g., new or updated courses, deactivated courses)?

This academic year, the History Department deactivated our Asian-American History course from all relevant listings. The course had not been offered in several years, and had no significant student demand. The Department also updated all remaining courses and moved them to CourseLeaf.

6.1.2 Plans

What are your curriculum plans for the next two or three academic years?

The History Program has made a lot of changes over the past several years: deletion of old courses, revising and updating of all courses, revising the catalogue program descriptions and career opportunities in history, creating new courses such as American Sports History, repeatedly revising the AA-T, and deleting courses no longer offered.

History faculty will begin writing curriculum for an Honors component to be added to one of the Program's most popular course, History of Mexicans in the U.S. (Hist R107). History has a substantial number of honors courses available for students each year. Additionally, dual enrollment courses in history have been offered consistently with large numbers of students enrolled each term.

Future courses in other topics are being considered for creation, such as an offering in Public History.

6.2 DEGREES AND CERTIFICATES AWARDED

Click [HERE](https://tableau.vcccd.edu/views/TableofContent_PogramReview/TableofContent/ravina@ad.vcccd.edu/38ff9a76-4f8b-4b1c-bd96-3e1c9b1ac4e1?:showAppBanner=false&:origin=viz_share_link&:display_count=n&:showVizHome=n) (https://tableau.vcccd.edu/views/TableofContent_PogramReview/TableofContent/ravina@ad.vcccd.edu/38ff9a76-4f8b-4b1c-bd96-3e1c9b1ac4e1?:showAppBanner=false&:origin=viz_share_link&:display_count=n&:showVizHome=n) to navigate to and review your Degrees and Certificates Awarded in Tableau.

6.2.1 Active Degrees and Certificates

List all your program's active degrees and certificates.

The History program offers an AA-T Degree in History. The old History AA degree has been deleted from the catalog, though a few students are still in progress on the old degree pattern according to the data.

6.2.2 Degrees/Certificates Awarded to Students

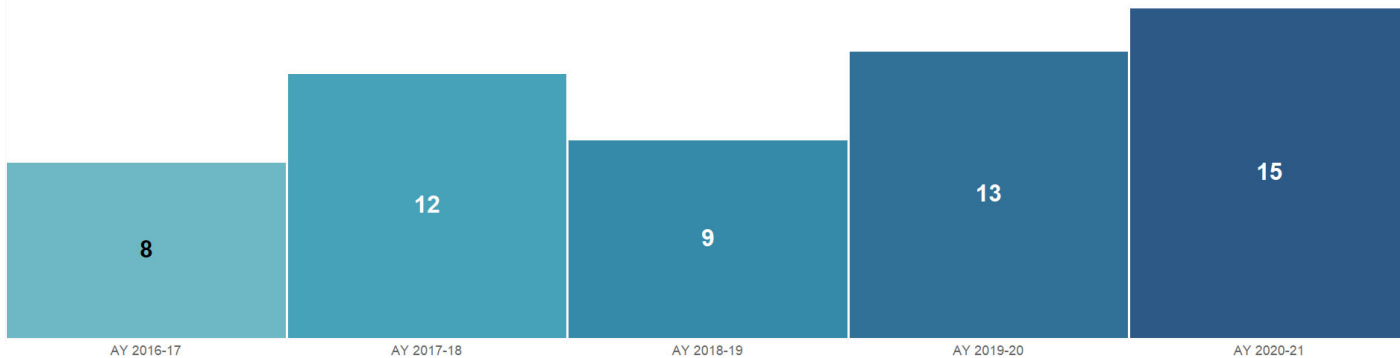
During the previous academic year, how many students earned each of these awards?

Degrees & Certificates Awarded (by Academic Year)

Use **this** Degree Code and Description DROPDOWN FILTER for all Dashboard Tabs. This will save space when viewing the other tabs.

Academi.. All Award All Degree .. Multiple values Award S.. Undergraduate awa.. Gender All Ethnicity.. All

Awards Given by Academic Year HIST-AA - History (NLO) 2-HIST-AA & History AA-T 2-HIST-AAT



6.2.3 Improving Completion Rates

Discuss the steps your program is taking to improve the completion rates for these awards.

We are pleased that the number of students who completed the History AA-T has increased over the past five years from 8 students to 15. We believe this is partly due to the improvements made to our program and to the level of support the college offers our students. More online course offerings has also made our degree pattern easier for students to complete on their own schedules throughout the school year. While helping our History majors achieve their degrees is important to us, the bulk of our students take history to satisfy their General Education and transfer requirements.

AMT 6.0.2 Curriculum and Program Success : Version by Scariano Willers, Renee on 11/30/2021 18:29

6.3 REVIEWER'S COMMENTS ON SECTIONS 6.1 THRU 6.2

No comments on this section.

AMT 7.0 ADDITIONAL COMMENTS (OPTIONAL)

AMT 7.0 Additional Comments (Optional) : Version by Lieser, Joshua on 11/03/2021 21:50

7.1 ADDITIONAL INFORMATION

Is there any additional information that you (the Preparer) would like to add to your program review?

The History Department would like to conclude by stating that its members very conscientiously strive to improve the program through continual assessment of our students' needs, as measured through daily assessments of our in-class pedagogy and college statistics (ex. SLOs, retention, success rates, etc.). We meet weekly, formally and informally, to discuss the outcomes and propose methods of improvement.

We feel very good about the trajectory of [our] program, as we consistently assess it and make improvements that facilitate student learning and transfer. The department emphasizes critical thinking and basic skills development along with fostering an appreciation of diversity.

By emphasizing the way that history impacts students from every walk of life, regardless of their course of study, we provide context and relevance that connect our students to the larger world. We also cultivate skills that students can take with them into any course of study including critical thinking, research and writing, and how to work with people of diverse backgrounds. Students who take history at Oxnard College are better global citizens, having acquired skills that they can take with them into myriad of different avenues. Additionally, students who complete the AA-T are challenged academically and are well prepared for transfer.

AMT 8.0 CAREER EDUCATION ONLY

AMT 8.0.1 Career Education Only

8.1 ADVISORY COMMITTEE MEETING MINUTES

Copy and paste the minutes from your advisory committee meeting(s) from the previous academic year here.

Quantity	Item/Description	Amount Requested (Letter)	Category	Priority	Rationale	Aligned with	Justification	Previously Requested?	Submitted by
1	Full-Time Chicano Studies Instructor	G	Faculty	Critical/Urgent	OC	CSP, EMP, MVP	The college deserves a FT Chicano Studies Instructor, this program has enormous growth potential and will fulfill the transfer requirement for Ethnic Studies courses while meeting the largest demand we have on campus for those classes.	No	Josh Lieser

AMT 11.0 PRIOR RESOURCE REQUESTS CONTRIBUTION

AMT 11.0 Prior Resource Request Contribution : Version by Lieser, Joshua on 11/03/2021 21:50

11.1 PRIOR REQUESTS

If you received resources as a result of a previous program review process, how have those resources contributed to previous objectives?

As a program, we have requested few resources for ourselves over the past few years. Most of our requests have been on behalf of the larger Social Science Department (such as hires in Psychology). Resources requested for items have not been fulfilled for several cycles.



Addictive Disorders Studies (ADS) Program Review Report

Addictive Disorders Studies:

Date: 09-19-2022

- ACADEMIC ANNUAL CYCLE (2021-2022) (Addictive Disorders Studies)

Sorted by: Program

SI Section Templates: AAT 1.0 Instructions (R1-20210915), AAT 2.0.1 Program Description and Update, AAT 2.0.2 Program Description and Update, AAT 2.0.3 Program Description and Update, AAT 3.0 Educational Master Plan (EMP) Alignment, AAT 4.0 Student Learning Outcomes (R1-20210916), AAT 5.0 Key Indicators, AAT 6.0 Reviewer's Summary Comments for Annual Report, AAT 7.0 Resource Request (R1-20210915), AAT 8.0 Prior Resource Request Contribution (R1-20210916)

Addictive Disorders Studies

AAT 1.0 Instructions (R1-20210915)

ACADEMIC ANNUAL CYCLE (2021-2022) (Addictive Disorders Studies)

Dean Sign Off	Sign Off Date
Art Sandford	10/7/2021

AAT 2.0.1 Program Description and Update

ACADEMIC ANNUAL CYCLE (2021-2022) (Addictive Disorders Studies)

2.1 PROGRAM PURPOSE AND DESCRIPTION

Please explain briefly (in 3-4 sentences) the purpose of your program.

The Addictive Disorders Studies (ADS) Program at Oxnard College prepares students to enter the field of alcohol/drug counseling with responsibilities for doing intakes, screening, assessments, motivational interviewing, supportive and group counseling, crisis intervention, referral and case write-ups. Students completing this program will have the necessary education and skills requirements to APPLY for certification through the California Association of Alcohol/Drug Educators (CAADE).

Our program offers four certificates in substance abuse and mental health counseling. Students have opportunities to gain experience by working at different substance abuse and mental health facilities through our internship program and field experience locations.

AAT 2.0.2 Program Description and Update

ACADEMIC ANNUAL CYCLE (2021-2022) (Addictive Disorders Studies)

# of full-time faculty	# of part-time faculty	# of sections offered	# of full/part-time classified professionals who directly support your program
1	5	14	1

AAT 2.0.3 Program Description and Update

ACADEMIC ANNUAL CYCLE (2021-2022) (Addictive Disorders Studies)

2.3 PROGRAM UPDATE

If significant changes occurred in your program since your last report, (e.g., faculty retirements, budget cuts, new grant funding, new faculty hires, reduction or increase in sections offered, new partnerships, etc.), please describe them here.

We received re-accreditation with CAADE for another 3 years in Spring 2021. In order to meet the updated accreditation requirements, there were some major changes to the required courses for the COAs:

ADS COA (the only COA that meets the requirements to take the CATC Licensing Exam):

ADS R105B Group Leadership II & ADS R106 Adult Children of Alcoholics were removed
 ADS R112 Prevention Overview & ADS R118 Culture, Race, & Gender Considerations were added

ADS CJS COA:

Took out duplicate courses from the ADS COA which reduced this COA from 31.5 units to 18 units

ADS Advanced COA:

Changed the name for better clarification
 Moved ADS R105B Group Leadership II & ADS R106 Adult Children of Alcoholics to this COA
 Took ADS R112 Prevention Overview out of this COA since it is not required in ADS COA

Aligned all courses with available state C-IDs.

Adding new "stackable" COA of Community Behavioral Health Worker (CBHW) from advisement of Advisory Board. Waiting for final state approval.

We are currently working on developing a formal internship with Vista Del Mar Psychiatric Hospital.

We added 7 new field experience locations with formal MOUs.

We are offering our first Dual Enrollment ADS 101 Overview of Addiction class at a local high school.

We are in the process of hiring a full-time tenure track faculty to replace the retirement of Dr. Webb in May 2020. Once the new full-time faculty is able to join our ADS program, we will be able to do more outreach for students & community partnerships to meet the increasing demand for Alcohol/Drug Counselors.

2.4 REVIEWER'S COMMENTS ON SECTIONS 2.1 THRU 2.3

Impressive work updating curriculum for clarification, and removing duplicated courses condensing COA requirements, In some cases by almost half of the unit requirements (from 31.5 to 18). During the pandemic they continued to work collaboratively with Advisory Board members like the Community Behavioral Health Worker and in the process, adding 7 new field locations and adding Dual Enrolment courses at one of our Local High Schools. This past year, they have identified the need to put a plan for Outreach with addition of FT staff.

They are in the process of Developing an internships and/or additional field experience with Vista Del Mar Psychiatric. This sounds promising and would be appealing for OC students.

AAT 3.0 Educational Master Plan (EMP) Alignment

ACADEMIC ANNUAL CYCLE (2021-2022) (Addictive Disorders Studies)

3.1 OBJECTIVES AND ACTION STEPS FROM PREVIOUS ACADEMIC YEAR

Please list your program's Objectives and Action Steps from the previous program review and provide an update on your progress toward meeting those objectives.

2020-2021 Objectives and Action Steps:

1. Complete CAADE re-accreditation: **Completed in Spring 2021.**
2. Add new "stackable" COA of Community Behavioral Health Worker (CBHW) from advisement of Advisory Board: **Waiting for final state approval. Anticipate it will be in next year's catalog.**
3. Expand partnerships with community treatment programs for field experience locations: **Added 7 new locations with formal MOUs.**
4. Replace retired full-time instructor: **Interviewing this semester for projected start January 2022.**
5. Align courses with stated C-IDs: **Completed.**

3.2 OBJECTIVES AND ACTION STEPS FOR THE CURRENT ACADEMIC YEAR

Please list your program's Objectives and Action Steps for the current Academic Year.

Current Objectives and Action Steps:

1. Hire replacement full-time instructor.
2. Offer Dual Enrollment ADS 101 Overview of Addiction class at local high schools to develop better pathways for high school students to enter our program and "helping professions fields."
3. Develop more formal training internship locations for students by reaching out to more community locations to develop stronger partnerships.
4. Promote transfer mentality by working more closely with the transfer center and engaging students in those conversations.
5. Develop Non-Credit Preparation for CATC Licensing Exam class.

6. Explore getting our program accredited through California Consortium of Addiction Programs and Professionals (CCAPP) to add to our CAADE accreditation. Initial cost is \$695 (see Resource Request).

3.3 EXPLAIN ALIGNMENT WITH COLLEGE'S EDUCATIONAL MASTER PLAN GOALS

Explain how your objectives align to the College's EMP goals.

Our Objectives & the applicable EMP goals:

1. Hire replacement full-time instructor.
 1. GOAL I. ENHANCE STUDENT SUCCESS
 2. GOAL III. ADVANCE SOCIAL JUSTICE AND EQUITY-MINDED PRACTICES
2. Offer Dual Enrollment ADS 101 Overview of Addiction class at local high schools to develop better pathways for high school students to enter our program and "helping professions fields."
 1. GOAL II. STRENGTHEN ACCESS TO EDUCATIONAL OPPORTUNITY
3. Develop more formal training internship locations for students by reaching out to more community locations to develop stronger partnerships.
 1. GOAL II. STRENGTHEN ACCESS TO EDUCATIONAL OPPORTUNITY
 2. GOAL IV. PROMOTE THE COLLEGE'S REPUTATION
4. Promote transfer mentality by working more closely with the transfer center and engaging students in those conversations.
 1. GOAL I. ENHANCE STUDENT SUCCESS
 2. GOAL II. STRENGTHEN ACCESS TO EDUCATIONAL OPPORTUNITY
5. Develop Non-Credit Preparation for CATC Licensing Exam class
 1. GOAL I. ENHANCE STUDENT SUCCESS
 2. GOAL II. STRENGTHEN ACCESS TO EDUCATIONAL OPPORTUNITY
6. Explore getting our program accredited through California Consortium of Addiction Programs and Professionals (CCAPP) to add to our CAADE accreditation.
 1. GOAL I. ENHANCE STUDENT SUCCESS
 2. GOAL II. STRENGTHEN ACCESS TO EDUCATIONAL OPPORTUNITY

3.4 REVIEWER'S COMMENTS ON SECTIONS 3.1 THRU 3.3

Goals from 2020-21 were impressively despite pandemic. Program goals for this current year appropriately build upon this past years achievements below. Program Expanded community and Transfer Center Collaboration. In relation, their EMP Goals align to advance Social Justice and Equity Minded Practices for OC students. Goals achieved were as followed

1. Completed CAADE re-accreditation: **Completed in Spring 2021.**
2. Add new "stackable" COA of Community Behavioral Health Worker (CBHW) from advisement of Advisory Board: **Waiting for final state approval. Anticipate it will be in next year's catalog.**
3. Expanded partnerships with community treatment programs for field experience locations: **Added 7 new locations with formal MOUs.**
4. Replaced retired full-time instructor: **Interviewing this semester for projected start January 2022.**
5. Aligned courses with stated C-IDs: **Completed.**

AAT 4.0 Student Learning Outcomes (R1-20210916)

ACADEMIC ANNUAL CYCLE (2021-2022) (Addictive Disorders Studies)

4.1 COURSE LEVEL ASSESSMENTS (CSLOs)

Use the link to Tableau at the top of this initiative to navigate to and review your CSLOs.

4.1.1 Describe CSLO Data Discussions

Describe when and how substantive and collegial discussion of your SLO data took place.

I attempted to engage the 2 adjunct professors in Spring 2021 in this discussion, however, they did not respond/engage other than to complete some of their SLO data. The SLOs were reviewed with the course updates to align with state C-IDs.

4.1.2 Explain CSLO Discussion Outcomes

Explain how the discussion informs your program objectives, action steps and resource requests.

With the new full-time ADS faculty starting in January 2022, we will start to have monthly meetings to review, discuss & update the SLOs for each course to ensure they are current, applicable & align with the Addiction Counseling Competencies that are covered on the CATC licensing exam.

4.2 PROGRAM LEVEL ASSESSMENTS (PSLOs)

Use the link to Tableau at the top of this initiative to navigate to and review your PSLOs.

4.2.1 Describe PSLO Data Discussions

Describe when and how substantive and collegial discussion of your SLO data took place.

I attempted to engage the 2 adjunct professors in Spring 2021 in this discussion, however, they did not respond/engage other than to complete some of their SLO data. The PSLOs were reviewed with the updated CAADE accreditation requirements.

4.2.2 Explain PSLO Discussion Outcomes

Explain how the discussion informs your program objectives, actions steps and resource requests.

With the new full-time ADS faculty starting in January 2022, we will start to have monthly meetings to review, discuss & update the PSLOs to ensure they are current, applicable & align with the Addiction Counseling Competencies that are covered on the CATC licensing exam.

4.3 REVIEWER'S COMMENTS ON SECTIONS 4.1 THRU 4.2

It is concerning to hear that Adjunct professors were not accessible to discuss CSLO and PSLO Data and outcomes. Discussion allows opportunity to analyze and discuss instructional course trends collectively. In particular, in response to current Covid- pandemic. What are strengths, areas of improvement needed, how have students been impacted in current climate under current course structure online and so forth. Hoping the addition of the Full-time faculty will lead to continuous opportunity for targeted and analytical dialogue come Spring 2022.

AAT 5.0 Key Indicators

ACADEMIC ANNUAL CYCLE (2021-2022) (Addictive Disorders Studies)

5.1 ENROLLMENT TRENDS

Use the link to Tableau at the top of this initiative to navigate to Key Indicators.

5.1.1 Enrollment Indicators

Have your enrollments increased, decreased, or remained relatively stable?

Our enrollments have been decreasing by about 20 students every Fall since 2018. As expected, our program's enrollment also decreased due to COVID.

5.1.2 Enrollment Assessment

What is your assessment of this trend?

There are a few potential factors affecting the ADS enrollments:

Death of founder of the ADS program, Mr. Bill Shilley;

CAADE losing its accreditation so students had to suddenly transfer to a different credentialing agency with different requirements;

CAADE getting its accreditation status reinstated so students had to choose to switch back or try to get licensing through CCAPP where our program is not credentialed;

Dr. Mike Webb's retirement;

Shifting of program emphasis to more co-occurring disorders (i.e. mental illness & substance use disorders) which reflects the trends in the industry as well as the Advisory Board's recommendations to add a Community Behavioral Health Worker COA;

Shifting of outreach away from 12-Step meetings to people interested in "Human Services" field (i.e. psychology, sociology, nursing, mental health worker, health, physical science, life coaching, community services, etc.).

Raising standards/expectations for student's performance levels in areas where our Advisory Board gave feedback of needing improvement

5.2 PRODUCTIVITY

Use the link to Tableau at the top of this initiative to navigate to Key Indicators.

5.2.1 Productivity Indicators

Has your productivity increased, decreased, or remained relatively stable?

Our productivity was 411.7 in Fall 2017 then dropped when the 2nd full-time instructor was hired in Fall 2018. For the last 3 semesters the productivity score has been above 400 with the last year being 449.2 & 445.8.

5.2.2 Productivity Assessment

What is your assessment of this trend?

Even though overall enrollment numbers have been decreasing, we have become more efficient with the classes we are choosing to offer each semester. With the major course re-writes and changes for re-accreditation, the course rotations were also revised for all 3 COAs to balance them out so some classes for each COA are offered each semester and students

have a better pathway to completion.

5.3 RETENTION AND SUCCESS

Use the link to Tableau at the top of this initiative to navigate to Key Indicators

5.3.1 Retention Indicators

Have your retention rates increased, decreased, or remained relatively stable?

Our retention numbers decreased from 89.1% in Fall 2017 through 2018 then started increasing again once we had 2 full-time faculty. Our retention rates are now 92.2% in Spring 2021 so they have increased above the Fall 2017 percentage.

Our success numbers reflect a similar trend from 83.6% in Fall 2017 down to 75.3% in Fall 2018 then gradually increasing except for Spring 2020 when COVID caused a lot of students to not be able to finish the semester. Our success rates are now 85.0% in Spring 2021 so they have increased above the Fall 2017 percentage.

The majority for every ethnic group are also females compared to males for both retention & success.

5.3.2 Retention Assessment

What is your assessment of this trend? Be sure to identify and discuss any disparities in Retention and Success by instructional mode. Your observations can include discussion of impacts from COVID-19.

Even though our enrollment numbers have been down (partially due to COVID), we are retaining a higher percentage of students & having more successful completions.

The overall numbers could be partially due to our ADS classes now being offered in the Hi-Flex modality so it meets the needs of both the students who want in-person instruction as well as the students who want/need the flexibility/safety of live Zoom lectures. It could also be due to the increased need for alcohol/drug counselors in our communities due to the increased stress people have been feeling from the COVID pandemic.

5.4 REVIEWER'S COMMENTS ON SECTIONS 5.1 THRU 5.3

5.4.1 Review of Data

Do the preparers' assessment of their program's key indicators demonstrate a thorough and accurate review of the data? Explain.

Yes, the success numbers reflect a similar trend from 83.6% in Fall 2017 down to 75.3% in Fall 2018 then gradually increasing except for Spring 2020 when COVID caused a lot of students to not be able to finish the semester. Success rates are now 85.0% in Spring 2021 so they have increased above the Fall 2017 percentage. It appears that enrollment #'s are down, yet retention from Spring 2021 (%85) is higher in comparison to previous terms.

Several factors as stated above may have impacted enrollment and retention rates either positively and/or negatively. The Analyses and outcomes are not clear on how these factors contributed to recent year enrollment and retention numbers.

5.4.2 Program's Performance in Meeting the Needs of the Students

Based on the enrollment, productivity and success data for this program, what is your assessment of the program's performance in meeting the needs of our students?

Even though our enrollment numbers have been going down, we have been improving in productivity, retention and success rates. Our enrollment numbers being down is potentially due to our program moving away from recruiting students from 12-Step meetings & treatment programs to recruiting students from both high schools and longer term/more stable in recovery status people.

Our ADS students often struggle with basic skills and confidence in being able to perform at a college level. It is important for us to set the program standards high enough so they can successfully complete their licensing requirements in order to be able to earn a livable wage as well as support/encourage them through that process. This also builds our reputation and respect in the community as we provide well qualified workers for the field to meet the employers' needs.

We have engaged more with the additional support services on campus such as the Health Center's counseling services, the ASG, the Transfer Center, Tutoring, the Library and the Career Center.

It is critical for us to find a strong full-time faculty member who is committed to supporting the needs of our students inside & outside of the classroom as well as outreaching to our community partners.

AAT 6.0 Reviewer's Summary Comments for Annual Report

ACADEMIC ANNUAL CYCLE (2021-2022) (Addictive Disorders Studies)

6.1 ANNUAL QUALITY AND THOROUGHNESS

Does the quality and thoroughness of the report provide sufficient detail with which to form an accurate assessment of the program's strengths and challenges? Please explain.

It appears that enrollment #'s are down, yet retention from Spring 2021 (%85) is higher in comparison to previous terms.

Several factors as stated above may have impacted enrollment and retention rates either positively and/or negatively. The Analyses and outcomes are not clear on how these factors contributed to recent year enrollment and retention numbers.

6.2 ANNUAL STATUS AND PERFORMANCE

Please rate the status and performance of this program: Exemplary, Good, Fair, Needs Improvement, Consider for Discontinuance and briefly explain your rationale.

Status is Good. As is taken into account, the significant work that has been done to updating curriculum for clarification, and removing duplicated courses condensing COA requirements by almost in half from 31.5 to 18 in some cases. Collaborative work with Community Behavioral Health Worker from Advisory Board members ,while adding 7 new field locations and adding Dual Enrolment courses at Local HS. Plan in place for Outreach with addition of FT staff.

However, a more thorough analyses may help provide clarity on how the recent changes listed

in the Program Review may have impacted enrollment and retention rates either positively and/or negatively. This clarity can lead to programmatic and curricular changes in response to the increased online needs and/or adjustments to in-person instruction.

AAT 7.0 Resource Request (R1-20210915)

ACADEMIC ANNUAL CYCLE (2021-2022) (Addictive Disorders Studies)

Amount Requested (Letter)	Category	Priority	Rationale	Aligned with	Justification	Previously Requested?	Submitted by
A	Miscellaneous	Critical/Urgent	Add CCAPP accreditation	EMP	CCAPP accreditation of our program will make us more attractive to students & help students to be more marketable in the job market	No	Lois Zsarnay

AAT 8.0 Prior Resource Request Contribution (R1-20210916)

ACADEMIC ANNUAL CYCLE (2021-2022) (Addictive Disorders Studies)

8.1 PRIOR REQUESTS

If you received resources as a result of a previous program review process, how have those resources contributed to previous objectives? If this section does not apply, please enter: *NOT APPLICABLE*.

We requested a "Full-Time Instructor to replace Dr. Mike Webb's position since he retired. The data shows a projected 30% growth in ADS program/students during this recession! We need the full-time instructor to be able to help with outreach & building stronger community relationships. One full-timer can not do it all!"

That position has been approved for hiring so we are in the process of posting the job opening & hope to have the new person on-board to teach January 2022.

ACADEMIC ANNUAL CYCLE (2021-2022) (Mathematics) Latest Version

Annual Program Reviews for Academic Departments/Disciplines:

Addictive Disorders Studies, Air Conditioning and Refrigeration, Anthropology, Assistive Computer Technology, Automotive Body Repair & Paint, Automotive Technology, Biological Science, Business & Accounting, Chemistry, Communication Studies, Culinary Arts & Restaurant Management, Dance, Dental Assisting, Dental Hygiene, Economics, Education, Engineering, English, English as a Second Language (ESL), English (Transitional), Film/TV/Electronic Media, Fire Academy (FT R170 Only), Geography, Geology, Global Studies, Health Education, Intercollegiate Athletics, Kinesiology, Math, Music, Paralegal Studies, Personal Growth, Philosophy, Physical Education, Physical Science, Psychology, Social Justice Studies, Sociology, Theatre

AAT 1.0 INSTRUCTIONS

AAT 1.0 Instructions (R1-20210915) : Version by **Inouye, Carolyn** on **10/07/2021 20:06**

Dean Sign Off	Sign Off Date
Carolyn Inouye	10/5/2021

AAT 2.0 PROGRAM DESCRIPTION AND UPDATE

AAT 2.0.1 Program Description and Update : Version by **Hall, Steven** on **10/07/2021 17:37**

2.1 PROGRAM PURPOSE AND DESCRIPTION

Please explain briefly (in 3-4 sentences) the purpose of your program.

The Mathematics program at Oxnard College offers courses to meet the needs of students who want to complete the requirements for an Associate's degree, prepare for transfer to a four-year institution, or refresh their math skills. The standard courses range from degree-applicable Algebra courses through Calculus, Differential Equations, and Linear Algebra. Courses such as Statistics, Business Calculus, MATLAB, and Math for Elementary School Teachers give the student special tools for competing in specific careers or programs.

AAT 2.0.2 Program Description and Update : Version by **Hall, Steven** on **10/07/2021 17:37**

# of full-time faculty	# of part-time faculty	# of sections offered	# of full/part-time classified professionals who directly support your program
12	2 - 6	Fall 2020 - 63 sections, Spring 2021-53 sections	0

AAT 2.0.3 Program Description and Update : Version by **Garcia, Melissa** on **11/04/2021 20:14**

2.3 PROGRAM UPDATE

If significant changes occurred in your program since your last report, (e.g., faculty retirements, budget cuts, new grant funding, new faculty hires, reduction or increase in sections offered, new partnerships, etc.), please describe them here.

The major change experienced was offering all of our classes via distance education. Currently, we are transitioning to offering more classes in-person.

2.4 REVIEWER'S COMMENTS ON SECTIONS 2.1 THRU 2.3

No feedback. Description clear.

AAT 3.0 EDUCATIONAL MASTER PLAN (EMP) ALIGNMENT

AAT 3.0 Educational Master Plan (EMP) Alignment : Version by **Garcia, Melissa** on **11/04/2021 20:14**

3.1 OBJECTIVES AND ACTION STEPS FROM PREVIOUS ACADEMIC YEAR

Please list your program's Objectives and Action Steps from the previous program review and provide an update on your progress toward meeting those objectives.

The Math department completed its goals and objectives as stated in the OC Strategic Plan. A summary in table format is included below:

<p>MATH</p>	<p>Goal "AB 705 requires community college districts to maximize the probability that a student will enter and complete transfer-level coursework in math and English within a one-year timeframe "</p> <p>1. The Math Department will be reviewing and modifying course offerings to enable students to achieve their educational goals per AB 705.</p>	<p>Action Steps</p> <p>a) Department members will attend various workshop/information sessions (College of the Canyons, El Camino College, and Cuyamaca College) to learn more about AB 705 and the California Acceleration Project (CAP).</p> <p>b) Faculty members will propose and discuss new curriculum (Math R005 and Math R015), pathways, and support mechanisms (corequisite courses) for students to accelerate toward completion.</p> <p>c) Develop and submit proposed courses to the Curriculum Committee in spring 2018.</p> <p>d) Implement new curriculum for 2019/2020 academic year.</p>	<p>Report</p> <p>a) Math faculty and the dean attended a number of statewide and regional conferences and workshops to learn more about the California Acceleration Project (CAP) and implementing AB 705. In addition, faculty attended workshops and training sessions to support teaching statistics and using active learning techniques.</p> <p>b) Faculty redesigned the Math curriculum to collapse basic skills levels; design courses appropriate for liberal arts/social science majors, STEM majors, and business majors; and develop support mechanisms such as corequisite courses and embedding tutoring to help students accelerate toward completion.</p> <p>c) New courses were developed and submitted to the Curriculum Committee and approved by the State Chancellor's Office including:</p> <ul style="list-style-type: none"> • Math R005, Beginning and Intermediate Algebra for Statistics and Liberal Arts (6 units) • Math R015, Beginning and Intermediate Algebra (6 units) • Math R055S, Algebra Support for Math R105 (2 units) • Math R065S, Algebra Support for Math R115 (2 units) • Math R066S, Algebra Support for Math R106 (2 units) • Math R117, Pre-Calculus and Trigonometry (6 units) <p>d) The full implementation of AB 705 including offering Math R005 and Math R015, as well as offering corequisite support courses, began in Fall 2019. The monitoring and assessment of the results are ongoing.</p>
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3.2 OBJECTIVES AND ACTION STEPS FOR THE CURRENT ACADEMIC YEAR

Please list your program's Objectives and Action Steps for the current Academic Year.

- 1) Transition back from 100% online instruction to a mixture of online, hybrid, and in-person learning.

ACTION STEPS

- a) In Fall 2021, in accordance with all safety rules, regulations and laws schedule more in-person classes with full-time faculty teaching on campus at least 1 day per week.
b) In Spring 2022, in accordance with all safety rules, regulations, and laws increase the number of in-person classes with all full-time faculty teaching in-person 4 days a week.

- 2) In cooperation with the Institutional Effectiveness Division, continue to monitor and assess student success and outcomes to make data-driven revisions to curriculum and course offerings, if needed.

ACTION STEPS

- a) Hold an initial meeting with the Institutional Effectiveness staff to discuss methods to monitor and assess student performance.
b) Replicate state-wide studies to determine the number of first time students who are completing transfer-level math in their 1st year.
c) Identify any gaps or areas of improvement that can be addressed in Fall 2022.
d) Develop plans to implement changes, if needed, to increase student learning and successful completion of transfer-level math classes in Fall 2022.

3.3 EXPLAIN ALIGNMENT WITH COLLEGE'S EDUCATIONAL MASTER PLAN GOALS

Explain how your objectives align to the College's EMP goals.

The objectives of increasing the number of in-person classes, and assessing student learning and successful completion of transfer-level math classes, align with goal #1 (enhance student success), goal #2 (strengthen access to educational opportunity), and goal #3 (advance social justice and equity-minded practices).

3.4 REVIEWER'S COMMENTS ON SECTIONS 3.1 THRU 3.3

Clear action steps for returning to more in-person classes. Clear table for goals.

AAT 4.0 STUDENT LEARNING OUTCOMES

AAT 4.0 Student Learning Outcomes (R1-20210916) : Version by Garcia, Melissa on 11/04/2021 20:15

4.1 COURSE LEVEL ASSESSMENTS (CSLOs)

Use the link to Tableau at the top of this initiative to navigate to and review your CSLOs.

4.1.1 Describe CSLO Data Discussions

Describe when and how substantive and collegial discussion of your SLO data took place.

The Math Department assesses and analyzes student learning outcomes (SLOs) for each course on a 2-year cycle. In department meetings, the assessment questions are carefully crafted, discussed, and re-crafted. Since there are many faculty, including adjuncts, that will be assessing the same course, the procedure is designed to guarantee consistency in the delivery of each SLO assessment. Following each course student learning outcome (CSLO) assessment, the results are presented to the department for discussion. Item analysis is used to spot areas of concern for each SLO. A Math department discussion identifies possible causes for each deficiency and an improvement plan is formulated to address each cause of deficiency. The improvement plan is then communicated to the department for implementation. CSLO assessments were suspended for the Fall 2020 - Spring 2021 so the department could focus on offering 100% of our schedule online due to covid. The assessments were rescheduled and begin again in Fall 2021 (see below).

OC - Math Department SLO - Updated 8/12/2021

Revised August, 2021

Assessment Cycle,

	Fa 2016	Sp 2017	Fa 2017	Sp 2018	Fa 2018	Sp 2019	Fa 2019	Sp 2020	Fa 2020	Sp 2021	Fa 2021	Sp 2022	Fa 2022	Sp 2023
Math R001	Assess	Analyze & Modify	Assess	Analyze & Modify	Assess	Analyze & Modify	Assess	Analyze & Modify	Not Offered	Not Offered	Not Offered	Not Offered	Not Offered	Not Offered
Math R002	Assess	Analyze & Modify	Assess	Analyze & Modify	Assess	Analyze & Modify	Assess	Analyze & Modify	Not offered	Not offered	Not offered	Not offered	Not offered	Not offered
Math R011	Assess	Analyze & Modify	Assess	Analyze & Modify	Assess	Analyze & Modify	Assess	Analyze & Modify	Not offered	Not offered	Not offered	Not offered	Not offered	Not offered
Math R014	Assess	Analyze & Modify	Assess	Analyze & Modify	Assess	Analyze & Modify	Assess	Analyze & Modify	Not Offered	Not Offered	Not Offered	Not Offered	Not Offered	Not Offered
Math R032	Assess	Analyze & Modify	Assess	Analyze & Modify	Assess	Analyze & Modify	Assess	Analyze & Modify	Not Offered	Not Offered	Not Offered	Not Offered	Not Offered	Not Offered
Math R033	Assess	Analyze & Modify	Assess	Analyze & Modify	Assess	Analyze & Modify	Assess	Analyze & Modify	Not Offered	Not Offered	Not Offered	Not Offered	Not Offered	Not Offered
Math R101	Assess	Analyze & Modify	Assess	Analyze & Modify	Assess	Analyze & Modify	Assess	Analyze & Modify	Not Offered	Not Offered	Not Offered	Not Offered	Not Offered	Not Offered
Math R005										Assess	Analyze & Modify			
Math R015										Assess	Analyze & Modify			

Math R055S				Assess	Analyze & Modify
Math R065S				Assess	Analyze & Modify
Math R101				Assess	Analyze & Modify
Math R102	Assess	Analyze & Modify		Assess	Analyze&Mod
Math R105	Assess	Analyze & Modify	Assess	Analyze & Modify	
Math R106	Assess	Analyze & Modify	Assess	Analyze & Modify	
Math R115	Assess	Analyze & Modify	Assess	Analyze & Modify	
Math R116	Assess	Analyze & Modify		Assess	Analyze & Modify
Math R117				Assess	Analyze & Modify
Math R120	Assess	Analyze & Modify	Assess	Analyze & Modify	
Math R121	Assess	Analyze & Modify	Assess	Analyze & Modify	
Math R122	Assess	Analyze & Modify	Assess	Analyze & Modify	
Math R134	Assess	Analyze & Modify	Not Offered	Assess	Analyze&Mod
Math R143	Assess	Analyze & Modify	Assess	Analyze & Modify	

4.1.2 Explain CSLO Discussion Outcomes

Explain how the discussion informs your program objectives, action steps and resource requests.

As stated in 4.1.1, the CSLO assessments for Fall 2020 - Spring 2021 were rescheduled to begin again in Fall 2021. In previous years, the combination of data reviewed from CSLOs, course completion, and state-wide data were used as the primary reasons to restructure the curriculum as well as the Math department schedule of classes. These data will continue to be monitored and used to recommend targeted interventions to increase student learning and success.

4.2 PROGRAM LEVEL ASSESSMENTS (PSLOs)

Use the link to Tableau at the top of this initiative to navigate to and review your PSLOs.

4.2.1 Describe PSLO Data Discussions

Describe when and how substantive and collegial discussion of your SLO data took place.

PSLO assessments were suspended for the Fall 2020 - Spring 2021 so the department could focus on offering 100% of our schedule online due to covid. The assessments were rescheduled and begin again in Fall 2021 (see attached).

4.2.2 Explain PSLO Discussion Outcomes

Explain how the discussion informs your program objectives, actions steps and resource requests.

PSLO assessments were suspended for the Fall 2020 - Spring 2021 so the department could focus on offering 100% of our schedule online due to covid. The assessments were rescheduled and begin again in Fall 2021 (see attached).

4.3 REVIEWER'S COMMENTS ON SECTIONS 4.1 THRU 4.2

Clear plan for assessing SLOs and CSLOs. This analysis of SLOs, CSLOs, and PSLOs was suspended for Fall 2020 and Spring 2021 because of COVID.

AAT 5.0 KEY INDICATORS

AAT 5.0 Key Indicators : Version by Garcia, Melissa on 11/04/2021 20:15

5.1 ENROLLMENT TRENDS

Use the link to Tableau at the top of this initiative to navigate to Key Indicators.

5.1.1 Enrollment Indicators

Have your enrollments increased, decreased, or remained relatively stable?

Head count dropped in Fall 2019 from 2,014 unduplicated students to 1,638 students in Fall 2020. This represents an approximate 19% decline from year-to-year. Head count dropped in Spring 2020 from 1,623 unduplicated students to 1,274 students in Spring 2021. This represents an approximate 20% decline from year-to-year.

5.1.2 Enrollment Assessment

What is your assessment of this trend?

One of the consequences of AB 705 and subsequent restructuring of the math curriculum was a predictable drop in enrollment due to the phasing out of the lower-level math classes. The decline in enrollment due to AB 705 in combination with the overall 20% decline in enrollment at Oxnard College due to Covid has also contributed to lower math enrollments. We anticipate that this enrollment decline will stabilize and begin to track the enrollment trends of the college.

5.2 PRODUCTIVITY

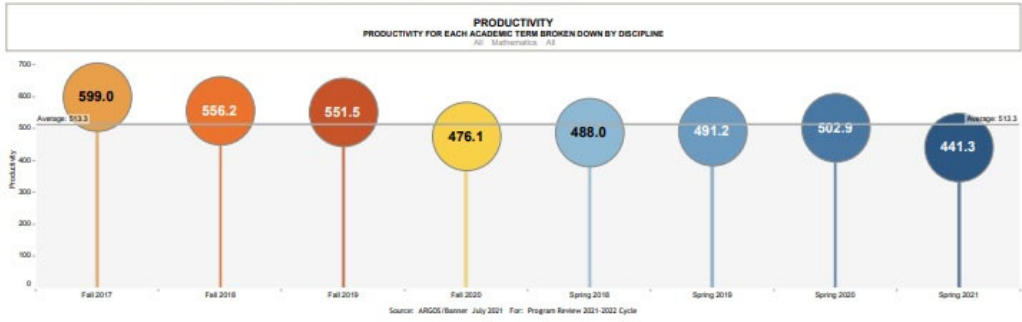
Use the link to Tableau at the top of this initiative to navigate to Key Indicators.

5.2.1 Productivity Indicators

Has your productivity increased, decreased, or remained relatively stable?

Productivity was approximately 484 WSCH/FTEF in Fall 2019 and 478 WSCH/FTEF in Fall 2020. Productivity was approximately 465 WSCH/FTEF in Spring 2020 and 449 WSCH/FTEF in Spring 2021

4.2 Productivity
Has your productivity increased, decreased, or remained relatively stable? What is your assessment of this trend?



5.2.2 Productivity Assessment

What is your assessment of this trend?

Productivity declined slightly over the past year which is in-line with the overall drop in productivity at Oxnard College.

5.3 RETENTION AND SUCCESS

Use the link to Tableau at the top of this initiative to navigate to Key Indicators

5.3.1 Retention Indicators

Have your retention rates increased, decreased, or remained relatively stable?

RETENTION RATES

The retention rate for Fall 2019 was 81.3% and increased to 87.8%

The retention rate for Spring 2020 was 91% and dropped to 88%.

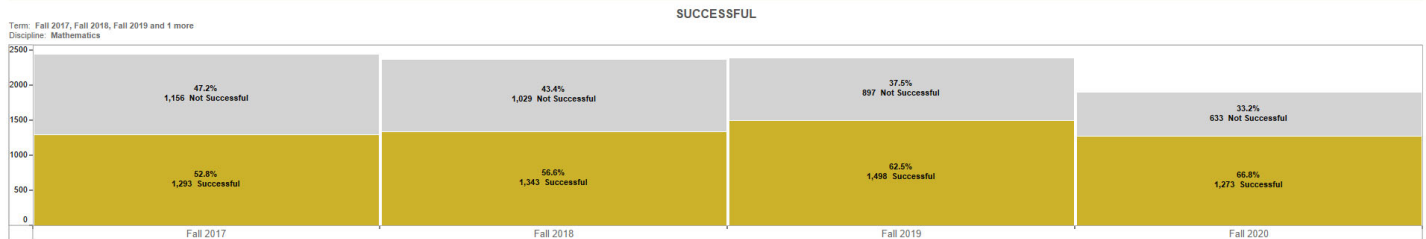
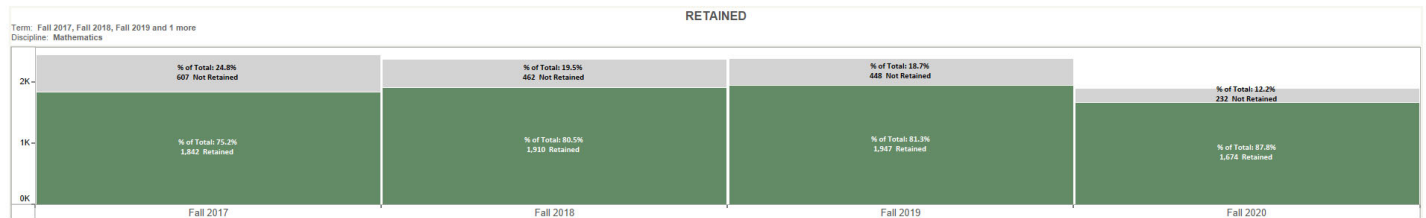
SUCCESS RATES

The success rate for Fall 2019 was 62.5% and increased to 66.8% in Fall 2020.

The success rate for Spring 2020 was 60.8% and increased to 67.5% in Spring 2021.

4.3 Retention and Success
Have your Retention and Success rates increased, decreased, or remained relatively stable? What is your assessment of this trend? Be sure to identify and discuss any disparities in Retention and Success by instructional mode. Your observations can include discussion of impacts from COVID-19.

Lighter portion of bar = NOT RETAINED/NOT SUCCESSFUL



Source: ARGOS/Banner July 2021 For: Program Review 2021-2022 Cycle

5.3.2 Retention Assessment

What is your assessment of this trend? Be sure to identify and discuss any disparities in Retention and Success by instructional mode. Your observations can include discussion of impacts from COVID-19.

The success and retention rates increased from Fall 2019 - Fall 2020 and Spring 2021 - Spring 2021. As stated in previous reports, the Math department completed a major restructuring of its curriculum and class schedule to comply with AB 705 effective Fall 2019. The overall success rate in math classes increased to 66.8% in Fall 2020 from 62.5% in Fall 2019. The Spring 2021 success rate was also 67.5% up from 60.8%. As the Math department continues to implement curriculum changes, we will evaluate whether the curriculum is meeting the needs of the students including measuring and monitoring the "throughput" as recommended by the state chancellor's office.

5.4 REVIEWER'S COMMENTS ON SECTIONS 5.1 THRU 5.3

5.4.1 Review of Data

Do the preparers' assessment of their program's key indicators demonstrate a thorough and accurate review of the data? Explain.
 Enrollment declined. Part of this decline is a result of the restructuring of courses because of AB 705. In addition, the college, itself saw a decline in enrollment because of COVID. The decline in the math courses matches the decline of the college. There is an increase in success rate. The department is working with IE to analyze student success rates in light of AB 705 and restructuring the curriculum. This will be very important.

5.4.2 Program's Performance in Meeting the Needs of the Students

Based on the enrollment, productivity and success data for this program, what is your assessment of the program's performance in meeting the needs of our students?

As stated above in 5.4.1 the program's work in further analyzing the data will be very important to address if students needs are being met by the restructuring of the curriculum.

AAT 6.0 REVIEWER SUMMARY COMMENTS FOR ANNUAL REPORT

AAT 6.0 Reviewer's Summary Comments for Annual Report : Version by **Garcia, Melissa** on **11/04/2021 19:15**

6.1 ANNUAL QUALITY AND THOROUGHNESS

Does the quality and thoroughness of the report provide sufficient detail with which to form an accurate assessment of the program's strengths and challenges? Please explain.
 Report is thorough although there are many questions about the performance and success of students taking math classes that are yet to be addressed by the analysis of data underway.

6.2 ANNUAL STATUS AND PERFORMANCE

Please rate the status and performance of this program: Exemplary, Good, Fair, Needs Improvement, Consider for Discontinuance and briefly explain your rationale.

Good.

AAT 7.0 RESOURCE REQUEST

AAT 7.0 Resource Request (R1-20210915) : Version by **Hall, Steven** on **10/07/2021 17:38**

Amount Requested (Letter)	Category	Priority	Rationale	Aligned with	Justification	Previously Requested?	Submitted by
C	Tutors	Necessary	EG,PI	MVP, EMP, CSP	Embedded tutors - Increase student learning and success.	Yes	Steve Hall on behalf of the math dept.
E	Instructional Equipment	Necessary	EG,PI	MVP, EMP, CSP	Specialized furniture in dedicated classroom space to facilitate building community/engage in math classes.	No	Steve Hall on behalf of the math dept.
F	Technology	Important	EG,PI	MVP, EMP, CSP	Additional computer lab for the scheduling of math classes to further intergrate technology into the classroom.	No	Steve Hall on behalf of the math dept.

AAT 8.0 PRIOR RESOURCE REQUEST CONTRIBUTION

AAT 8.0 Prior Resource Request Contribution (R1-20210916) : Version by **Hall, Steven** on **10/07/2021 17:38**

8.1 PRIOR REQUESTS

If you received resources as a result of a previous program review process, how have those resources contributed to previous objectives? If this section does not apply, please enter: *NOT APPLICABLE*.

N/A



English Program Review Report

English:

Date: 09-20-2022

- ACADEMIC ANNUAL CYCLE (2021-2022) (English)

Sorted by: Program

SI Section Templates: AAT 1.0 Instructions (R1-20210915), AAT 2.0.1 Program Description and Update, AAT 2.0.2 Program Description and Update, AAT 2.0.3 Program Description and Update, AAT 3.0 Educational Master Plan (EMP) Alignment, AAT 4.0 Student Learning Outcomes (R1-20210916), AAT 5.0 Key Indicators, AAT 6.0 Reviewer's Summary Comments for Annual Report, AAT 7.0 Resource Request (R1-20210915), AAT 8.0 Prior Resource Request Contribution (R1-20210916)

English

AAT 1.0 Instructions (R1-20210915)

ACADEMIC ANNUAL CYCLE (2021-2022) (English)

Dean Sign Off	Sign Off Date
Luis A. Gonzalez	09/29/21

AAT 2.0.1 Program Description and Update

ACADEMIC ANNUAL CYCLE (2021-2022) (English)

2.1 PROGRAM PURPOSE AND DESCRIPTION

Please explain briefly (in 3-4 sentences) the purpose of your program.

English classes teach written communication, research, critical thinking, problem solving skills, analysis, academic ethics, and basic skills. These are all essential skills needed for academic success and professional success. English serves each student who attends Oxnard College because every academic program requires English R101 College Composition as part of its AA or AA-T. In order to meet IGETC 1B, courses must have a prerequisite of ENGL R101. English R102 Critical Thinking through Literature fulfills the critical thinking component of IGETC 1B.

AAT 2.0.2 Program Description and Update

ACADEMIC ANNUAL CYCLE (2021-2022) (English)

# of full-time faculty	# of part-time faculty	# of sections offered	# of full/part-time classified professionals who directly support your program
12	6	6 ENGL R097 1 ENGL R097S	1: Connie Campos as division administrative assistant extraordinaire supports us all.
		32 ENGL R101, 2 ENGL R101E, 3 ENGL R101H, 5 ENGL R101S; the Support, ESL Emphasis, and Honors classes are paired with parent classes and are not stand-alone classes. 14 ENGL R102, 6 literature classes. Total: 67 classes.	

AAT 2.0.3 Program Description and Update

ACADEMIC ANNUAL CYCLE (2021-2022) (English)

2.3 PROGRAM UPDATE

If significant changes occurred in your program since your last report, (e.g., faculty retirements, budget cuts, new grant funding, new faculty hires, reduction or increase in sections offered, new partnerships, etc.), please describe them here.

The Letters Department was a multidiscipline department that represented American Sign Language, English, and Spanish. We were a strong department that functioned splendidly, cohesively, and collaboratively. We became a single discipline department due to a campus department realignment and are now the English Department. We are focused on continuing our strengths, our collaboration, and our unity as a department by equitably serving our students to the best of our abilities. We have a retirement pending at the end of the Fall 2021 semester. We have maintained our class offerings with little disruption even due to the pandemic. There was some pandemic-related reduction in our offerings. Many of our adjunct colleagues were laid off during Spring 2021 due to the pandemic. We are optimistic that we can rehire our adjunct colleagues as we recover strongly from the pandemic and seek to serve our students both onsite and online. We are concerned, however, that our retirement will impact adversely our class offerings and thus our ability to serve our students successfully.

2.4 REVIEWER'S COMMENTS ON SECTIONS 2.1 THRU 2.3

Program description and update are complete.

AAT 3.0 Educational Master Plan (EMP) Alignment

ACADEMIC ANNUAL CYCLE (2021-2022) (English)

3.1 OBJECTIVES AND ACTION STEPS FROM PREVIOUS ACADEMIC YEAR

Please list your program's Objectives and Action Steps from the previous program review and provide an update on your progress toward meeting those objectives.

The objectives listed in our Fall 2020 multi-year program review included the following:

- Examine existing OER materials for adoption
- Expand and maintain lending library materials
- Collaborate with others to fund and provide resources

We have made progress in the following ways:

- Examine existing OER materials for adoption
 - Multiple faculty built OER/ZTC classes over the summer to create and expand our OER/ZTC offerings. One faculty member's sabbatical built a universal ENGL R102 OER/ZTC class for all instructors to use. Another faculty member's sabbatical built a series of videos of the writing process to be used. These OER/ZTC materials have been made accessible to all of the English Department.
 - Our attempts to work with the publisher on expired access codes for online access to the textbook were unsuccessful. The department chair, faculty, and the dean all tried to work with and contact the textbook representative who utterly disappeared. The pandemic did not help in our attempts to contact the publisher, who was non-responsive to our multiple requests. We shall resume attempts this term and next term.
- Expand and maintain lending library materials
 - The English Lending Library, which has thus far served over 4,000 students, has been a success. We wish to continue this equitable resource for our students and develop its usage to serve thousands more students. It is a compliment to the digital textbooks that we are incorporating into our classes. We have not been provided with monies to expand or maintain the English Lending Library.
- Collaborate with others to fund and provide resources
 - Faculty applied for and were awarded monies to build OER/ZTC classes. Many of us worked together and shared resources.

3.2 OBJECTIVES AND ACTION STEPS FOR THE CURRENT ACADEMIC YEAR

Please list your program's Objectives and Action Steps for the current Academic Year.

Our current objectives remain as stated above, to continue developing our OER materials, maintain and develop our English Lending Library, and work on funding for students, and we intend to work toward following:

- Hire a retirement replacement for our retiring faculty member
- Work towards adjunct equity and rehiring our colleagues who were laid off during the pandemic
 - Work to support the potential PACE program as proposed by President Sanchez
 - Create an equity statement as part of the English Department's mission statement
 - Encourage transfer by providing students with opportunities to learn about university
 - Increase enrollments with varied and exceptional pedagogical practices and innovative curricula
- Collaborate with other disciplines on campus to foster social justice, equity, and anti-racist practices and policies in our classes, departments, and on our campus

3.3 EXPLAIN ALIGNMENT WITH COLLEGE'S EDUCATIONAL MASTER PLAN GOALS

Explain how your objectives align to the College's EMP goals.

The above stated objectives align with the College's Educational Master Plan in several ways:

1. The English Lending Library has provided "equitable access" (OC Mission Statement) to resources for students, serving over 4,000 students with access to textbooks since 2017. We have modeled equity with this accomplishment by serving our students. With the increase and development of multiple OER/ZTC classes, English continues to provide equitable and accessible resources for our students in multiple and various modalities.

2. English has offered classes in different and varying modalities since before the pandemic with multiple classes onsite, hybrid, and fully online. We offer corequisite support classes for our ENGL R101 College Composition classes both with and without ESL emphasis; the corequisite support classes are transferable as elective credit. Additionally, we have honors sections to support our students who wish to seek honors classes. This supports the Oxnard College vision in that it "will foster the highest level of student success" that will contribute towards achieving "a just and inclusive society" in our endeavors to create an informed and educated community as a "valued community partner."

3. In all department meetings, the chair continually, since becoming chair, has used the phrase, "Let us be informed in our decision-making process by what is in the best interest of our students." This directly aligns with the students-first approach in that "decisions will primarily be guided by what is best for the students we serve," the first guiding principle included on the Program Review EMP excerpts. English data in its decision-making process to serve the students. English regularly reviews the CSLOs and their alignment with the PSLOs and ISLOs.

4. The second guiding principle of social justice and equity is rooted in all that English does in our pedagogy. We have developed multiple literature classes to meet the needs of the students (Chicana/o Literature, Latinx Literature, African American Literature), seek to include class materials that reflect our students lived experiences, include equity statements in our syllabi, and "equitably deliver resources and support to all underserved and marginalized students" who we serve in the classes we teach.

5. English believes in empowering and uplifting "all underserved populations to achieve their full potential." As such, our teaching practices and department is rooted in social justice and equity, which is reflected in our curricula and commitment to our students.

From the EMP Ten-Year Goals and Objectives, English is proud to contribute to the following:

1. English is a part of nearly every Guided Pathway for every AA or AA-T. This is a clear integration of Guided Pathways.

2. We were leaders in distance education before the pandemic and continue to offer innovative distance education classes that are improved and stronger as a result of our time online during the pandemic. We see this as valuable skill-building time to serve our students better in the distance education format. Many of us have commented on how our time online has only improved our classroom instruction as we repopulate the campus. Our hybrid approach is balanced, effective, and creative so that we may meet the varying needs of our students.

3. We have decreased the overall number of units our students need to take by eliminating the writing sequence as a result of AB 705 legislative mandates. Students can directly matriculate into transfer-level English R101 College Composition classes. Even with an additional two units of a corequisite support class, this is a net savings of at least six accumulated units from the previous writing sequence that had at least two pre-transfer classes totaling eight units.

4. English continually advances social justice and equity in our classes via equity

statements in our syllabi, providing instructional materials for our students that reflect their lived experiences, and creating and revising curricula with an equity and social justice lens.

5. We have written Chicana/o Literature, Latinx Literature, and African-American Literature classes thus enhancing our offerings which already include LGBT+ Literature and Women's Literature.

6. We promote transfer culture by embedding it into our lessons in our classes.

7. Our students transfer to top universities thus enhancing the college's reputation.

Five of our contract faculty have or will have doctoral degrees. Three of our adjunct colleagues have doctoral degrees. We regularly publish and present at local, regional, and national conferences. This enhances the reputation of OC as a "leading institution for higher learning" with scholarly instructors who are current in the field of research.

3.4 REVIEWER'S COMMENTS ON SECTIONS 3.1 THRU 3.3

The objectives and actions steps related to the development and implementation are consistent with the Educational Master Plan goals. Furthermore, the development and implementation of OER materials is a time consuming endeavor with benefits to students.

AAT 4.0 Student Learning Outcomes (R1-20210916)

ACADEMIC ANNUAL CYCLE (2021-2022) (English)

4.1 COURSE LEVEL ASSESSMENTS (CSLOs)

Use the link to Tableau at the top of this initiative to navigate to and review your CSLOs.

4.1.1 Describe CSLO Data Discussions

Describe when and how substantive and collegial discussion of your SLO data took place.

CSLO discussions occurred every April in Letters. English intends to continue CSLO review every April. In the multidiscipline department, each discipline would review their CSLOs, discuss results, and revise accordingly and if necessary. The whole department would share results and there was a robust interdisciplinary and collegial review and discussion; it was beneficial to all disciplines in the department as we benefitted from various viewpoints and contributions. English is now a single discipline department, but we intend to follow the same review process. Now, however, we can be more focused in our examination and review of CSLOs. During Spring 2020, there was an interim department chair while the department chair was on sabbatical. The interim chair was planning on reviewing CSLOs during April, but the first pandemic shut-down occurred, so there was no discussion. During Fall 2020, the department discussed resuming CSLO examination but decided to postpone to the following academic year because of the shift to fully online instruction and the adjustments that followed for both instructors and students. The department felt the CSLO data would not be accurate, valid, or representational. As a result, our CSLOs have declined. At our September 2021 department meeting, we discussed CSLOs and will resume their review in April of 2022. We intend to review the existing data from the last few years, review the CSLOs for English R101 to see how we may wish to revise in light of AB 705 mandates, which was our plan for April 2020. After we implemented AB 705 mandates, we wanted to give it two years to see how our existing CSLOs were working in the affected classes. As a result of the pandemic and the ensuing chaos, we have delayed this examination until April 2022.

4.1.2 Explain CSLO Discussion Outcomes

Explain how the discussion informs your program objectives, action steps and resource requests.

CSLO review and discussion informs English in how we approach our classroom instruction, what materials we teach, and how our curriculum is serving the students. For example, if we notice a trend in one of our CSLOs for English R101, we address it, discuss how we are teaching that particular concept that we are measuring in the CSLO, and adjust our teaching if need be or continue with the best practice that is leading to success. We have reviewed our materials as well to determine if they are effective. As we have been using a common textbook for English R101 for the last five years, this is a full conversation because we are aligned in what we are teaching and how we teach from the textbook. This has resulted in sharing of materials and resources related to the book. This discussion informs our regular and continued resource requests for funds to maintain and replenish the English Lending Library. Finally, as we review the classes, we discuss curriculum and how it may need to be revised if it is not serving our students. Our conversations have resulted in the creation of new literature courses, for example, responding to student need and interest, representing and fulfilling Ethnic Studies requirements, and creating an equity focused curriculum. We have written Chicana/o Literature, Latinx Literature, and African American Literature courses. For our core classes, we address any inequities in the curriculum and, if need be, we revise or work with the existing curriculum to assign equitable and representative material in class that fulfills the curriculum and are culturally responsive and responsible for our students' academic needs.

4.2 PROGRAM LEVEL ASSESSMENTS (PSLOs)

Use the link to Tableau at the top of this initiative to navigate to and review your PSLOs.

4.2.1 Describe PSLO Data Discussions

Describe when and how substantive and collegial discussion of your SLO data took place.

As with our CSLO discussions, occurring each April, our PSLO discussions have been on hold since Spring 2020 and will resume in Spring 2022. We revised our PSLOs six years ago when the department chair changed and a new department chair was elected. This was a needed revision. We will re-examine our PSLOs in Spring 2022 and decide if they need updating after we review our CSLOs.

4.2.2 Explain PSLO Discussion Outcomes

Explain how the discussion informs your program objectives, actions steps and resource requests.

PSLO review can determine our program objectives in how we approach class offerings and schedule development. Typically, English R101 has the most sections offered, followed by English R102. Given how we are addressing the PSLOs may influence our approach to enrollment management. If we determine that we are meeting the PSLOs adequately, the class offerings may not be changed too much. The department chair and dean work together to develop the schedule and address this need. This can also impact our resource requests. For example, in Fall 2019, the demand for English classes was astronomical, so we had to hire multiple adjunct instructors to fill the needs of the classes in order to meet the PSLOs. Currently, with an impending retirement to take effect at the end of Fall 2021, there is an inequitable increase in the class distribution in that the retiree's classes are all being taught by adjunct faculty. This places the burden of instruction on non-contract faculty. For Spring 2022, we will have 2.27 FTEF non-contract faculty. Fall 2020 had 3.7 FTEF adjunct colleagues teaching. The pandemic certainly impacted our class offerings, but to be prepared for students in Fall 2022, when conditions will likely be more amenable to onsite instruction, we would be remiss not to prepare now in hiring a retirement replacement for our students as they come back to class. This is important for our PSLOs as we can meet the expectations we set to serve

our students. It will also support the EMP's students-first approach as we will be prioritizing our students in our classrooms instruction as we fulfill the goals we set in our CSLOs and PSLOs, ultimately.

4.3 REVIEWER'S COMMENTS ON SECTIONS 4.1 THRU 4.2

The forced conversion to offering all class online in Fall 2020 - Spring 2021 presented many challenges to collecting valid CSLO data. The English department continued there April review of CSLOs which is appropriate.

AAT 5.0 Key Indicators

ACADEMIC ANNUAL CYCLE (2021-2022) (English)

5.1 ENROLLMENT TRENDS

Use the link to Tableau at the top of this initiative to navigate to Key Indicators.

5.1.1 Enrollment Indicators

Have your enrollments increased, decreased, or remained relatively stable?

As English is one of the most impacted disciplines on campus because every AA or AA-T students must enroll in English classes, our losses are bigger when compared to the campus overall even though enrollments have declined commensurate to the rest of the campus enrollment decline. Our contractual class caps of 27 students also impacts our enrollment trends as did a reduction in overall class offerings over the last three semesters. Spring 2020 saw overall enrollments of 1,368 students with an increase in Fall 2020 to 1,547 students. Spring 2021 decreased to 1,057 students. Duplicated enrollment patterns indicated more students in English classes and follows the same pattern as overall enrollment. Spring 2020 had 1,603 duplicated enrollments, Fall 2020 increased to 1,752 of duplicated enrollments, while Spring 2021 decreased to 1,231 in duplicated enrollments. This mirrors the campus enrollment patterns. Work on enrollment management and class scheduling with the dean and department chair mitigates the catastrophic effects of the pandemic. The intention is to serve the students and have classes available for them at any given time so that they may continue on their academic pathway towards success.

5.1.2 Enrollment Assessment

What is your assessment of this trend?

Enrollment has been effected by the pandemic and the stressors of attending classes during a public health crisis. Students may not have had access to resources, some teachers were learning online instruction for the first time or rapidly converting on ground and hybrid classes to the online format, and students were learning how to learn under tremendous stress resulting from the pandemic. Both students and teachers were living in constant fear and anxiety resulting from the public health crisis, and some still are. Many have had to cope with illness, severe illness, job loss, and grief. Some commendations, however, should also be observed as many students began college in a completely online environment, and both students and teachers should be commended for this effort and success, but the numbers tell the story of general reluctance and uncertainty.

5.2 PRODUCTIVITY

Use the link to Tableau at the top of this initiative to navigate to Key Indicators.

5.2.1 Productivity Indicators

Has your productivity increased, decreased, or remained relatively stable?

Productivity must be examined within the context of the contractual cap of 27 students in composition classes though due to demand, many instructors, both adjunct and full-time, take it upon themselves to over enroll their classes to meet the demand of students who need to take English. The additional students put a strain on human resources, and instructors are not paid extra for extra students. Essentially, they are working gratis to accommodate the needs of the students. This has been an extra strain during the pandemic as both instructors and students worked with new learning modalities dedicating countless, untracked hours that exceeded WSCH. This affects productivity. Students will be served well with a retirement replacement that will keep our productivity consistent or improve it. Campus repopulation efforts will also be a notable in an increase of productivity.

As a result of the pandemic, like many other disciplines, productivity decreased for English. Because of contractual class caps of 27 students, even in a virtual setting, English will likely never meet the goal of a 525 number or anything close to it. However, all students enrolling in transfer courses or in AA/AA-T programs, will need to take English R101 College Composition as it is a baccalaureate degree level class. Productivity for English over the last three semesters, Spring 2020, Fall 2020, and Spring 2021, was consistent and hovered at 385 with a slight decrease in Spring 2021 to 367.

For our core class, English R101 College Composition, our productivity in Spring 2020 was 400, Fall 2020 was 385, and Spring 2021 was 363. This is related to a decrease in headcount and overall enrollment, consistent with the same patterns across the college.

The corequisite support course for English R101, English R101S College Composition Corequisite Support, suffered as a result of the pandemic. This class was designed to work with small, interactive groups of students in the classroom and build upon skills and concepts from the parent class of English R101. In the classroom, instructors facilitate workshops and small group work; this was difficult to translate online. For English R101S, Spring 2020 productivity was 378, for Fall 2020 productivity was 372, and Spring 2021 productivity increased to 386. We are optimistic that being in the classroom currently, with the focus on having the support courses on site, will help to increase student success and retention as well as productivity.

5.2.2 Productivity Assessment

What is your assessment of this trend?

It is related to contractual enrollment caps of 27 students for English R101 College Composition, the backbone of the department, and the class with the highest offerings of sections as most students who enroll in classes at OC will need to take the class. All composition classes and the corequisite support classes (ENGL R097, ENGL R097S, ENGL R100, ENGL R100E, ENGL R101, ENGL R101S, ENGL R101E) are capped at 27 students. The 525 productivity number is not attainable for English. With a decrease in class offerings over the

last three semesters due to the pandemic, our productivity has declined. We have fewer students in fewer class sections to offer. The contractual class caps and the pandemic are a perfect storm of decreasing productivity.

5.3 RETENTION AND SUCCESS

Use the link to Tableau at the top of this initiative to navigate to Key Indicators

5.3.1 Retention Indicators

Have your retention rates increased, decreased, or remained relatively stable?

Retention:

Fall retention remained relatively stable even with the pandemic. Fall 2019 retention was 88.6% and Fall 2020 retention was 85.2%, a minor decrease which could be due to any number of factors, but considering the catastrophe of the pandemic on enrollment, this is a strong number, and would be even in a non-pandemic year. Spring 2020 retention was 90.7%, which is amazing, and Spring 2021 retention fell to 84.45% overall, which is a direct result of the pandemic and fairly consistent with all declines in retention across all disciplines. These retention rates are across all modalities of teaching.

On ground retention for Fall 2019 was 89.2%. There is no data for Fall 2020. The data reveals on ground retention for Spring 2020 at 91%, which is similar to the overall retention for Spring 2020, which is logical since this was the semester in which we converted to fully online instruction midway through the term.

Fall 2020 retention data is at 85% for fully online classes, which is slightly higher than the campus average. Spring 2020 retention is at 88.1% and declined slightly in Spring 2021 to 83.7%, but this retention for English is much higher than the campus average of 70.6% for online classes.

Success:

Success decreased as a result of the pandemic. Spring 2020 success was at 57.6%. Fall 2020 success began to increase to 60.6% and remained stable in Spring 2021 at 60.2%. Students are struggling, and how to help and support them is a constant discussion in our department. At every department meeting, we address our students' needs be it academic, mental health, or financial, and we work towards supporting our students so that they can succeed by creating ready access to resources the campus provides.

5.3.2 Retention Assessment

What is your assessment of this trend? Be sure to identify and discuss any disparities in Retention and Success by instructional mode. Your observations can include discussion of impacts from COVID-19.

Retention for English has fluctuated due to the pandemic but has remained overall relatively stable even with pandemic conditions. Faculty in English go above and beyond to support students and colleagues. This contributes to our strong and stable retention. English is well-suited to be taught in a variety of modalities, and this also contributes to our strong retention. Factors contributing to decline in retention are clearly the pandemic as our retention has maintained stable for years, but as students may not have access to computers or internet or were coping with pandemic related conditions, like every other discipline on campus, our retention declined. It is our hope that as pandemic conditions improve and students return to campus, we can improve and maintain greater retention.

5.4 REVIEWER'S COMMENTS ON SECTIONS 5.1 THRU 5.3

5.4.1 Review of Data

Do the preparers' assessment of their program's key indicators demonstrate a thorough and accurate review of the data? Explain.

This question is difficult for the reviewer to answer if the data is no longer included in the body of the report. The report gives a thorough report of sections 5.1 - 5.3. Enrollment caps of 27 lowers the expectation for WSCH/FTEF for composition classes. Enrollment has declined along with the overall decline in enrollment at Oxnard College.

5.4.2 Program's Performance in Meeting the Needs of the Students

Based on the enrollment, productivity and success data for this program, what is your assessment of the program's performance in meeting the needs of our students?

The program is meeting the needs for students.

AAT 6.0 Reviewer's Summary Comments for Annual Report

ACADEMIC ANNUAL CYCLE (2021-2022) (English)

6.1 ANNUAL QUALITY AND THOROUGHNESS

Does the quality and thoroughness of the report provide sufficient detail with which to form an accurate assessment of the program's strengths and challenges? Please explain.

Yes. All answers were detailed and thorough.

6.2 ANNUAL STATUS AND PERFORMANCE

Please rate the status and performance of this program: Exemplary, Good, Fair, Needs Improvement, Consider for Discontinuance and briefly explain your rationale.

Exemplary.

AAT 7.0 Resource Request (R1-20210915)

ACADEMIC ANNUAL CYCLE (2021-2022) (English)

Amount Requested (Letter)	Category	Priority	Rationale	Aligned with	Justification	Previously Requested?	Submitted by
H	Faculty	1	PI, EG, P	CSP, EMP, MVP	Fall 2019 FTEF saw 7.2% of classes taught by adjunct faculty. This resulted in a	Every semester since 2017 except Fall 2020 when the dean declined the resource	Elissa Caruth

Amount Requested (Letter)	Category	Priority	Rationale	Aligned with	Justification	Previously Requested?	Submitted by
H	Faculty	1	PI, EG, P	CSP, EMP, MVP	<p>new hire starting in Fall 2020, which relieved the burden of classes carried by non-contract faculty. However, this burden remains. Fall 2020 had 60 units taught by non-contract faculty, which is 4 FTEF. Fall 2021 has 48 units taught by non-contract faculty, which is 3.2 FTEF. While the pandemic has certainly impacted our class offerings, and many of our adjunct colleagues were laid off, English still remains inequitably high in its ratio of contract to non-contract teaching. With the impending retirement at the end of Fall 2021, this is concerning as more classes will be taught by our adjunct colleagues or not offered at all.</p>	<p>request because a contract faculty had just been hired; there was still need for a resource request for another contract faculty hire in Fall 2020.</p>	Elissa Caruth
					<p>English R101 College Composition is a required class for every AA or</p>		

Amount Requested (Letter)	Category	Priority	Rationale	Aligned with	Justification	Previously Requested?	Submitted by
					AA-T offered. If we do not have adequate classes for our students at Oxnard College, they will go to a different college, we will lose the opportunity to serve our community, we will lose funding for our students, and other colleges will benefit from our losses.		
					As AB 705 impacted English with the addition of support classes, which have been successful, losing a contract faculty to retirement will impact our offerings of these classes as well non AB 705 impacted classes as the majority of what we offer are English R101 College Composition classes, which all students must take. English R101 is a prerequisite class for many other classes in many other disciplines. The pandemic has affected		

Amount Requested (Letter)	Category	Priority	Rationale	Aligned with	Justification	Previously Requested?	Submitted by
					<p>all our classes as we are not able to offer as many, nor as many of the AB 705 corequisite support classes, and we are not providing educational equity opportunities for our students who need or desire to enroll in these classes. As repopulation of the campus increases in Fall 2022 and the coming semesters, English classes will need to be fully and reliably staffed to meet the needs of the students.</p>		
					<p>AB 705 mandates that students are required to take and complete English R101 in a one-year timeframe. Without adequate staffing, this will not be successful and will impact the students' success in achieving their higher education goals. Furthermore, this will impede the</p>		

Amount Requested (Letter)	Category	Priority	Rationale	Aligned with	Justification	Previously Requested?	Submitted by
					transfer progress of students as it will slow down due to a decrease in class offerings. This translates into lost revenue potential for the college as it will be a lacking element in the budget allocation model.		
					Additionally, President Sanchez's plans for reinstating PACE will impact English as we will need to staff PACE classes. We are not at capacity to do this currently. A retirement replacement hire will position English to serve our students on the main campus as well as be able to maneuver resources to staff any offsite or distance education PACE classes.		
					A retirement replacement hire will serve the students and support the college mission statement, specifically "by offering		

Amount Requested (Letter)	Category	Priority	Rationale	Aligned with	Justification	Previously Requested?	Submitted by
					<p>equitable access to multiple educational and career pathways.” English is needed for most degree-applicable classes the college offers. English is a prerequisite class for many other classes OC offers. Without adequate English classes, the students lose. Other disciplines lose. Students will be behind in their desire to transfer and succeed in their education.</p>		
					<p>Further, a retirement replacement hire will address the first guiding principle to put students first as it is “best for the students we serve” to maintain English for their academic wellbeing and transfer progress. This is an equity issue in that it provides us the opportunity to maintain our class offerings at multiple and</p>		

Amount Requested (Letter)	Category	Priority	Rationale	Aligned with	Justification	Previously Requested?	Submitted by
					<p>various times and modalities and provides the opportunity to “cultivate a welcoming culture that recognizes the advantages diversity brings to our classrooms and offices” while also addressing our status as an HSI “to equitably deliver resources and support to all underserved and marginalized students” thus empowering all our students “to achieve their full potential.”</p>		
					<p>A retirement replacement will not stress finances as it will remain status quo for English and thus we can “be prudent in our management of the college’s fiscal resources in order to maximize their service to students.”</p>		
					<p>Finally, a retirement replacement hire will contribute to fulfilling the EMP’s ten-year goals by</p>		

Amount Requested (Letter)	Category	Priority	Rationale	Aligned with	Justification	Previously Requested?	Submitted by
					<p>welcoming a new faculty member to contribute to enhancing “curriculum and instruction” as the previous new hires who were either growth or retirement replacements themselves have done over the past few years in English. English respectfully requests a retirement replacement hire to begin AY 2022-23. Thank you for your consideration.</p>		
G	Instructional Supply	2	P. EG, PI	CSP, EMP, MVP, DEP	<p>English requests funding to replenish and update the English Lending Library. Since its inception, the English Lending Library has served over 4,000 students. However, over the last five years, books have gone missing, and the original calculus for how many books are needed has changed. AB 705 changed everything. The pandemic changed</p>	<p>Every semester since the establishment of the English Lending Library in 2017.</p>	Elissa Caruth

Amount Requested (Letter)	Category	Priority	Rationale	Aligned with	Justification	Previously Requested?	Submitted by
G	Instructional Supply	2	P. EG, PI	CSP, EMP, MVP, DEP	<p>everything, again. The need for free, accessible books to be used increased as more English R101 classes were offered as a result of AB 705 mandates. As students were moved to remote learning, lost jobs, were ill or caring for ill family and friends, or grieving, the need for free textbooks again increased, yet the books themselves decreased. Having a free book to use during a difficult time is one less burden for students who need help while in school. Books flew off the shelves; there simply were not enough books for students who needed them. If we are not able to serve our students with basic needed supplies such as books, this does not support the college's goals to be equitable.</p>	Every semester since the establishment of the English Lending Library in 2017.	Elissa Caruth
					Since the English		

Amount Requested (Letter)	Category	Priority	Rationale	Aligned with	Justification	Previously Requested?	Submitted by
					<p>Lending Library was established, the common textbook has been revised and there is a newer edition. Students still need books even with many classes incorporating OER materials. Many instructors still prefer to use the books, and students still benefit from a book in their hands rather than a screen. As students continue to enroll in English classes and enrollments increase, the need for books will be commensurate.</p>		
					<p>The original English Lending Library cost approximately \$82,000. This included both hardcopy books and access codes for digital content. The use of actual books was more successful than the digital access codes. It is with this rationale that English</p>		

Amount Requested (Letter)	Category	Priority	Rationale	Aligned with	Justification	Previously Requested?	Submitted by
					requests \$80,000 to replenish the English Lending Library with more hardcopy books for students to use. This will certainly fulfill the EMP's equity-minded practices by providing materials for students to use and definitely strengthen access to educational opportunity. Thank you for your consideration.		

AAT 8.0 Prior Resource Request Contribution (R1-20210916)

ACADEMIC ANNUAL CYCLE (2021-2022) (English)

8.1 PRIOR REQUESTS

If you received resources as a result of a previous program review process, how have those resources contributed to previous objectives? If this section does not apply, please enter: *NOT APPLICABLE*.

As a result of a resource request from Fall 2019, English hired one contract faculty to begin full-time in Fall 2020. This has helped somewhat to alleviate the burden of classes the adjunct faculty carried, which was based on Fall 2018 FTEF of 5.3. English still has 12 classes in Fall 2021 taught by adjunct faculty. This is 3.2 FTEF taught by non-contract faculty. All the classes for Spring 2022 typically taught by the retiree will be taught by non-contract faculty. This is inequitable for non-contract faculty and can negatively impact students. The pandemic certainly impacted our class offerings, yet English classes remained staffed heavily with non-contract faculty. As enrollments and campus repopulation gain strength, we should prepare for students in Fall 2022 by hiring a retirement replacement for the faculty retiring at the end of Fall 2021. Thank you for your consideration.

