



Fall 2022 Program Review Report

<b>Division/Area Name:</b> SBS / Business & Computer Studies / ACCOUNTING	<b>For Planning Years:</b> 2023-2024
<b>Name of person leading this review:</b> Stacey Adams	
<b>Names of all participants in this review:</b> Stacey Adams, Rich Fleishman, Kent Moser	
<b>Part 1. Program Overview: <i>Briefly describe how the program contributes to the district mission</i></b>	
<p>The ACCT program specifically contributes to the district mission by supporting: 1) students seeking career technical education to enter the workforce (Professional Bookkeeping Degree &amp; Certificate) and 2) students seeking to transfer under the Business Administration Transfer Degree, by providing the required ACCT coursework.</p> <p>The faculty and staff of the Business &amp; Computer Studies Department are dedicated to providing students with hands-on training required for skill certification, continuing education classes, professional development, and the opportunity to learn the fundamentals necessary to be well-educated in a particular discipline. Courses are provided for students who wish to complete a two-year degree or certificate, transfer to a four-year university, enter the business workforce, or simply upgrade their skills.</p>	
<b>Part 2A: Analyze the <a href="#">program review data (retrieval instructions)</a> focusing on equity and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, &amp; job placement) to identify the program Strengths, Opportunities, &amp; Aspirations:</b>	
<b>Strengths and Accomplishments:</b> (Guiding Question: What does your program/area do well, including capabilities and greatest accomplishments?)	
<p>Strengths and Accomplishment:</p> <ul style="list-style-type: none"> <li>• Improved success and retention rates</li> <li>• Offering courses scheduled to meet the demands of students</li> <li>• Increase in Professional Bookkeeping degrees &amp; certs, as well as Business Admin for Transfer degrees</li> </ul> <p>The success and retention rates in ACCT have been improving over the past four years. In 2018-2019 the retention rate in ACCT courses was 78.9% and increased to 82.9% in 2021-2022. In 2018-2019 the success rate in ACCT courses was 62.5% and increased to 70.3% in 2021-2022. The rates are still slightly below the AVC average, but progress is being made.</p> <p>Over these four years, the modality of our course offerings has shifted significantly to online courses, with roughly half of the enrollment in 2021-2022 being online. This shift was partially due to covid-19, but has remained as the student demand for online courses continues to be strong. The success and retention rates in our online ACCT courses are notably higher than traditional courses.</p> <p>In 2021-2022, 23 Professional Bookkeeping degrees and certificates were awarded, up from 17 in the prior academic year. In 2021-2022, 150 Business Administration for Transfer degrees were awarded, up from 122 in the prior academic year. Much of the ACCT courses and sections offered are to support Business Administration for Transfer. We are proudly supporting more and more students in their achievement of graduating and/or transferring.</p>	
<b>Opportunities and Challenges:</b> (Guiding Question: What does your program/area need to do better to support/improve student success?)	
<p>Opportunities and Challenges:</p> <ul style="list-style-type: none"> <li>• Success and retention rates still below AVC average</li> <li>• Lack of access to technology</li> </ul> <p>We need to continue to improve success and retention rates to meet or exceed the AVC rates. Consistent tutoring in the Learning Center for ACCT courses from the beginning of the semester may facilitate improvement in these rates. Lack of access to technology, including computers and Internet, could put some students at a disadvantage. Students need to take advantage of resources including laptops and Internet access, offered by the college.</p>	

**Aspirations:** (Guiding Questions: What does your program/area want to be known for? What is a desired future?)

Aspirations:

- Students who successfully complete the Professional Bookkeeping program are highly sought after and employable in quality job positions in the Antelope Valley and throughout the region.
- Students who transfer to a university to pursue a bachelor's degree in Accounting find themselves extremely well-prepared for upper division accounting coursework.

**Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data**

**Summary of General Comments from Oct 2022 ACCT Advisory Committee:**

- Students transferring from AVC to university accounting programs seem to be well-prepared and driven for success.
- General computer skills, higher level Excel skills, computerized accounting skills, and communication skills are all critical factors in the workforce and employability.

**Recommendations from Oct 2022 ACCT Advisory Committee:**

- Continue to incorporate the use of Excel, QuickBooks, and the Internet into coursework.
- Provide students access to computers in the classroom as much as possible.
- Promote work experience to help students gain necessary hard and soft skills for the job environment.
- Try to develop Work Experience / internship opportunities
- Continue holding ACCT Transfer & Career night each fall at AVC. Feedback is excellent and changing the career path and outlook of our students.
- Need increased marketing of our program to incoming AVC students and high school students.
- Consider adding CA 121 to Bus Admin-T degree, maybe as a suggested elective for aspiring Accounting & Finance majors

According to the CA EDD Labor Market Info, the Occupational Projections for TOP Code 05200 Accounting shows 7.7% growth and 176,400 job openings in California for 2018 – 2028.

**Part 2C: Review and comment on progress toward past SLO/PLO/OO Analysis (fka Action Plans):**

- 1) Students need to have regular access to computers in the classroom to be successful. Homework, curriculum and the skills demanded by the job market are increasingly computer-based, but holding all ACCT courses in computer labs is not possible due to scheduling limitations, and not practical due to enrollment caps. The ACCT program needs computers available for regular use in lecture classrooms.
  - *SOME PROGRESS: received 10 new laptops (to replace 40 outdated laptops) to be used for ACCT courses on 2<sup>nd</sup> floor of MH, still need funding and support from ITS for more computers in the classrooms.*
- 2) Students need consistent access to tutoring at the Learning Center.
  - *SOME PROGRESS: need tutors for ACCT 201 & 205 from the beginning of the semester. Currently tutoring is available for ACCT 111 on a limited schedule. Students are utilizing this tutor to help learn the basic fundamentals of debits, credits, journal entries etc. Students are also using NetTutor.*
- 3) Increase awareness of program and job opportunities in the accounting field among prospective and incoming students.
  - *NO PROGRESS: ACCT along with the other CTE disciplines, provided information to be used by an outside contractor who was hired to provide us with updated brochures, webpages, and marketing material. We have yet to see any of these new materials and continue to have no marketing or web presence in the meantime.*
- 4) Students would benefit from additional engagement and practical application of skills learned, through work experience opportunities or programs such as VITA.
  - *ABANDONED: VITA did not receive the administrative support needed to make the program viable despite faculty efforts.*

**Part 2D: Review and comment on progress towards past program review goals:**

- 1) Technology in the Classroom: To provide students with access to computers and software in the classroom so they are better prepared to utilize the technology used in industry and are therefore more employable.
  - *SOME PROGRESS: received 10 new laptops (to replace 40 outdated laptops) to be used for ACCT courses on 2<sup>nd</sup> floor of MH, still need funding and support from ITS for more computers in the classrooms.*
- 2) Work Experience: To help students gain job skills and prepare them for industry employment by better utilizing ACCT work experience.
  - *SOME PROGRESS: Working on building relationships with employers in the Antelope Valley to create work experience opportunities.*
- 3) Marketing & Outreach: To increase awareness among prospective and incoming students of the ACCT program and job opportunities in the accounting field. Promote the program as a viable pathway to employment.
  - *NO PROGRESS: ACCT along with the other CTE disciplines, provided information to be used by an outside contractor who was hired to provide us with updated brochures, webpages, and marketing material. We have yet to see any of these new materials and continue to have no marketing or web presence in the meantime.*
- 4) Improve Success & Retention: To improve student success and retention in ACCT courses.
  - *SOME PROGRESS: need tutors for ACCT 201 & 205 from the beginning of the semester. Currently tutoring is available for ACCT 111 on a limited schedule. Students are utilizing this tutor to help learn the basic fundamentals of debits, credits, journal entries etc. Students are also using NetTutor. ACCT faculty need to meet and collaborate, sharing best practices and ideas for each course.*

**Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:**

Program /Area Goal #	Goal Supports which:				EMP Goal Primarily Supported:	Description of Goal	Steps to be taken to achieve goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 4. Career and Specialized Knowledge	ACCT PLO #4			Goal 5: Align instructional programs to the skills identified by the labor market	To better prepare students for jobs in accounting by providing them with more access to computers and industry software in the classroom.	<ol style="list-style-type: none"> <li>1. Work with ITS to find short-term and long-term solution for computers in lecture classrooms.</li> <li>2. Explore grant-funding possibilities.</li> <li>3. Collaborate with faculty to most effectively incorporate industry software into classroom lessons.</li> </ol>	-Acquisition of computers for lecture classrooms -Successful incorporation of course-appropriate industry software in all ACCT sections -Feedback from students regarding job readiness based on post-graduation survey
#2	ILO 4. Career and Specialized Knowledge	ACCT PLO #4			Goal 5: Align instructional programs to the skills identified by the labor market	To help students gain job skills and prepare them for industry employment by better utilizing ACCT work experience.	<ol style="list-style-type: none"> <li>1. Market the work experience program to students and potential employers.</li> <li>2. Build more relationships with local accounting firms and other employers.</li> <li>3. Provide administrative support to help the work</li> </ol>	-Increase in enrollment in ACCT 199 -Feedback from students regarding job readiness based on post-graduation survey

						experience program run smoothly.		
#3	ILO 4. Career and Specialized Knowledge	ACCT PLO #4			Goal 5: Align instructional programs to the skills identified by the labor market	To increase awareness among prospective and incoming students of the ACCT program and job opportunities in the accounting field, promoting the program as a viable pathway to employment.	<ol style="list-style-type: none"> <li>1. Provide administrative support to create printed materials (pamphlets, fliers, info sheets) and update webpages.</li> <li>2. Utilize outreach opportunities to connect with students considering AVC and potentially Business / Accounting</li> </ol>	<ul style="list-style-type: none"> <li>-Increase in enrollment in ACCT courses</li> <li>-Increase in completion of Professional Bookkeeping Degree and Certificate</li> </ul>
#4	ILO 4. Career and Specialized Knowledge	ACCT PLOs #1, 2, 3			Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills	To improve student success and retention in ACCT courses.	<ol style="list-style-type: none"> <li>1. Collaborate with ACCT faculty regarding most effective teaching methods for particular courses and concepts.</li> <li>2. Work with Learning Center to ensure tutoring is available.</li> </ol>	<ul style="list-style-type: none"> <li>-Increase in success &amp; retention in ACCT courses</li> </ul>

**Part 4: Resource Requests that Support Program Needs (based on above analysis)**

Fill out your resource request via Survey Monkey: [https://www.surveymonkey.com/r/AVC\\_ProgramReviewFall2022](https://www.surveymonkey.com/r/AVC_ProgramReviewFall2022)

**Submitted 3 resource requests:**

1. Computers in the classrooms (Goal #1)
2. Marketing & Outreach (Goals #2 & #3)
3. Tutoring (Goal #4)

**Part 5: Insert your Program Review Data here, as well as any other supporting data. (See Part 2A above).**

Please Select **Subject** area (twice) and **Program Major(s)** to get your data -->

Select Subject  
ACCT

Select Subject again  
ACCT

Select Program Major(s)  
Multiple values

Academic Year  
Multiple values



Retention, Success, Number of Sections, & Enrollment in ACCT (Total AVC rates are shown as | hover over to see data)



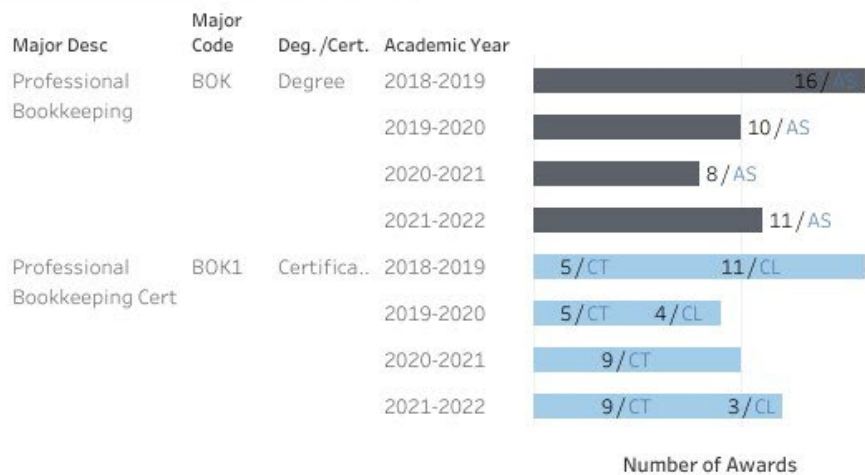
Enrollment and Number of Sections by **Modality** in ACCT

	Instr. Method (group)	2018-2019	2019-2020	2020-2021	2021-2022
Number of Sections	Online	2	4	3	7
	Traditional	32	31	29	25
Enrollment	Online	41	79	61	353
	Traditional	725	700	718	344

Enrollment and Number of Sections by **Location** in ACCT

	Location	2018-2019	2019-2020	2020-2021	2021-2022
Number of Sections	Lancaster	31	31	29	19
	Palmdale	3	4	3	13
Enrollment	Lancaster	693	694	705	224
	Palmdale	73	85	74	473

Number of Degrees/Certificates Awarded in **Professional Bookkeeping (BOK) & Professional Bookkeeping Cert (BOK1)**



FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in ACCT

	Fall 2018	Fall 2019	Fall 2020	Fall 2021
PT (Adjunct) FTEF	1.6	1.6	1.3	1.1
FT (Regular) FTEF	1.6	1.3	1.3	1.3
FT (Overload) FTEF	0.3	0.5	1.0	1.0
TOTAL FTEF	3.5	3.5	3.6	3.4
PT/FT FTEF Ratio	1.0	1.2	1.0	0.8
FTES	42.7	43.4	43.7	34.3
FTES/FTEF Ratio	12.2	12.4	12.1	10.1
WSCH/FTEF Ratio	365.6	371.8	364.3	302.2

Click [here](#) to see AVC's Program awards dashboard

Last Update: 6/23/2022 .Data Sources: AVC's Banner, ARGOS reports



Fall 2022 Program Review Report

<b>Division/Area Name: SBS / Anthropology</b>	<b>For Planning Years: 2023-2024</b>
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**Name of person leading this review: Dr. Darcy L. Wiewall**

**Names of all participants in this review: Dr. Darcy L. Wiewall**

**Part 1. Program Overview: *Briefly describe how the program contributes to the district mission***

The mission of the Anthropology program at Antelope Valley College is to provide our students with excellent instruction via highly qualified instructors who utilize innovative programs, maintain high educational standards, and are committed to serving our diverse community of learners. We value lifelong learning skills required for employment, basic skills, and transfer education. All the courses in the Anthropology program fulfill transfer/general education degree requirements to four-year institutions. The Anthropology Associate degree program for transfer (ADT) provide students with the “ability to think and to communicate clearly and effectively both orally and in writing; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding.” Courses in Anthropology are those which provide students with an understanding of the study of human origin, development, and contemporary variations of all humans who have existed anywhere on earth. Students learn to view the world using the holistic perspective—understanding humankind in terms of the dynamic interrelationships of all aspects of human existence. This holistic, global cross-cultural perspective draws knowledge from the social and biological sciences, as well as the humanities and physical sciences to understand the full sweep and complexity of cultures across all human history. A main goal is to stimulate student interest in the issue of human origin and diversity and to promote cross-cultural understanding.

**Part 2A: Analyze the [program review data \(retrieval instructions\)](#) focusing on equity and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities, & Aspirations:**

**Strengths and Accomplishments:** (Guiding Question: What does your program/area do well, including capabilities and greatest accomplishments?)

The number of students declaring anthropology as a major has steadily increased and so has the number of graduates. There has been an overall consistent increase in retention and success rates over the past four years maintaining an average 76.4% success rate. The Anthropology Department 2021-2022 retention rate (92.1%) and success rate (78.3%) is higher than the Total AVC Annual retention and success rates. The department received UC Transferability approval for ANTH 101H.

**SEX:** The average retention and success rate for female and male Anthropology students has continued to increase. Female students (62%) comprise most of the student population compared to male (36%) and unknown (2%). There has been a dramatic decrease in “unknown” retention rates and success rates since last review. This is of concern and will be closely monitored.

**ETHNICITY:** The overall retention and success rates for all ethnic groups in Anthropology courses continues to increase. The department continues to meet the AVC Institutional Standard success benchmark of 69.1% established in 2018-2019. Of note is the 8.4% increase in the success rate for African American/Black students (73.2%) and a 11.6% increase in the success rate for students who are lumped into the “Other” category (87.9%) from the previous Program Review. These rates are higher than the AVC subgroup success rate for each (60.5% and 79.9%) respectively. The success rates for students identifying as Hispanic/Latinx and White, Non-Hispanic are greater than AVC Annual benchmarks.

#### Anthropology Alumni Students Survey:

Students stated that the Anthropology Program prepared them exceptionally well to attend four-year institutions. The level of writing and critical thinking skills required for the program allowed them to transition with ease into a four-year institution. Furthermore, they believe that the opportunity to participate in undergraduate research (UR); specifically first-hand experience managing cultural collections and independent scientific research projects, as well as attendance and presentation of their research at Professional Anthropology meetings, placed them at a more competitive level than other junior level students at four-year institutions.

#### End of Semester Student Surveys:

- Attendance at the annual Anthropology Open House was beneficial to their understanding of what to expect at four-year institutions and the wide variety of employment opportunities available to someone with a degree in Anthropology.
- ANTH 101L: Students requested that there be more skeletal casts available during the lab sessions. Identifying traits and characteristics with photos and line drawings is very difficult.
- ANTH 101, ANTH 101L, ANTH 102, ANTH 110, ANTH 112, and ANTH 140 courses: Students enjoy the assignments that require them to participate in on-campus and off-campus anthropological events. They feel this provides them with real world experiences in Anthropology.
- ANTH 140 and ANTH 199: Students stated that participating in inquiry-based research and first-hand experience managing cultural collections was more interesting and fulfilling than a pure lecture-based course. The opportunity to attend professional Anthropology meetings also allowed them to see “real world” application of the materials covered in the course.

#### **Opportunities and Challenges:** (Guiding Question: What does your program/area need to do better to support/improve student success?)

##### **Opportunities:**

- We anticipate approval of the revised ANTH 112 Native North Americans course for CSU Area F Ethnic Studies and for UC Transfer approval as an Honors course this upcoming year.
- We are revising ANTH 110 Latin American & Caribbean Cultures to be approved as a local Area F - Diversity Studies course.
- In the past few years there have been a number of students participating in undergraduate research (UR) that has resulted in them presenting at scientific conferences and publishing in peer review journals. Thanks to the STEM grant, we have joined the Counsel of Undergraduate Research (CUR) which allows us to explore resources in order to further develop UR in the Anthropology program. The goal is to develop CURE courses where research is embedded in our courses. In addition, we are exploring opportunities to develop summer micro-internship research opportunities.
- Guided Pathways can provide the opportunity to increase enrollment in Anthropology courses. All the Anthropology courses are holistically based and provide a solid, broad foundation to assist students in the development of their academic and career choices. Furthermore, all of the Anthropology courses fulfill General Education requirements; Area A - Natural Sciences (ANTH 101 and ANTH 101L) and Area B - Social & Behavioral Sciences (ANTH 102, 103, 110, 112, 140) and are transferable to CSU and UC.

##### **Challenges:**

- Being able to address the diverse ways in which our students identify themselves is at the core of the discipline of Anthropology. The ethnicity categories of American Indian or Asian are no longer unique fields of data and appear to have been lumped into the “other” ethnicity category. The lack of access to this data does not permit discussion of diversity of the student body in our courses, which is a bedrock of Anthropology. The Department of Anthropology finds this to be very troubling and requests that this data be made available. Furthermore, Sex and Gender are not the same thing. Sex (female/male) does not equal Gender (woman/man). The categories should reflect biological and socially appropriate categories that students can self-identify. The “unknown” category is discriminatory.

- Data to compare the 2020-2021 retention & success rates by individual Anthropology classes is not available on the Program Review Data Page which makes addressing how best to on how best to revise courses and curriculum a challenge.
- A major challenge is hiring a replacement for the adjunct who retired at the end of Spring 2021. He taught a maximum load of three classes, all of which have had to be pulled from the course offerings. As all of the other adjuncts are maxed. There have been very few applicants, and most have not met minimum qualifications. Furthermore, there have been ongoing difficulties in getting Human Resources to (1) repost the job, (2) respond to email inquiries on the status of applications, and (3) lack of notification of received applicants for faculty and Dean review.

**Aspirations:** (Guiding Questions: What does your program/area want to be known for? What is a desired future?)

The department wants students to learn to view the world using the holistic perspective—understanding humankind in terms of the dynamic interrelationships of all aspects of human existence. A main goal is to stimulate student interest in the issue of human origin and contemporary biological and cultural diversity and to promote cross-cultural understanding. We believe that through development of undergraduate research (UR) and more hands-on, inquiry-based labs and activities the department can be recognized as a leader in equipping students to think critically, understand and appreciate diversity, and understand many dimensions of humanity.

**Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data**

**Not Applicable**

Insert Labor Market Data here <https://www.labormarketinfo.edd.ca.gov/commcolleges/>

**Part 2C: Review and comment on progress toward past SLO/PLO/OO Analysis (fka Action Plans):**

To date, faculty are making progress to increase student’s success via the ongoing review and assessment of SLO/PLO Action Plans. We can see this reflected in the retention and success rates which are higher than the Total AVC Annual rates. Furthermore, an average of a 10% increase in the success rate for African American/Black students (73.2%) and students who identify as “Other” (87.9%) from the previous Program Review is indicative that review and assessment can result in increased success for students. The faculty are confident that the current assessment methods across the anthropology courses are valid assessment tools. Overall, all of our courses (ANTH 101, 101L, 102, 103, 110, 112 and 140) meet the majority of SLOs. However, the push is to continue to increase our success and develop hands-on labs and activities. We are continuing to monitor the established assessments. The current assessments will be re-evaluated at the end of the 2022-2023 academic year.

**Part 2D: Review and comment on progress towards past program review goals:**

**#1 Goal:** Increase the number of Anthropology transfers to CSU’s via AA-T/ADT in Anthropology and via IGETC to UC’s.

**Objective:** To have 25 AA-T in Anthropology graduates by spring 2023.

**Status:** Objective Met —To date, 30 students have received the AA-T in Anthropology and six other students completed the requirements for the AA-T, but for various reasons did not receive the requested AA-T in Anthropology. Furthermore, the department took the lead on developing the Inaugural Majors Fair this past October. It was highly successful with over 30 areas and departments represented. We were able to serve over 180 students at the event.

**#2 Goal:** Increase the ethnic diversity of students enrolled in Anthropology courses and Anthropology transfer students to CSU’s via the AA-T in Anthropology and via IGETC to UC’s.

**Objectives:** Increase Hispanic, Native American, African American, and Asian student success to meet the AVC Institutional Standard benchmark of 69.1% by spring 2023.

**Status:** Objective Partially Met— The overall success rate (78.3%) is above the benchmark.



**#3 Goal:** Increase the success rate of students enrolled in the Introduction to Biological Anthropology (ANTH 101) and Introduction to Biological Anthropology Lab (ANTH101L) courses.

**Objective 1:** Increase student success to meet the AVC Institutional Standard benchmark of 69.1% by spring 2023.

**Status:** Objective Partially Met— The overall success rate (78.3%) is above the benchmark. Unfortunately, data to compare the retention & success rates by individual classes was not available on the Program Review Data Page.

**Objective 2:** Increase the number of laboratory sections offered each semester to five.

**Status:** In Progress — This objective was met (a section of ANTH 101L was added to the Fall 2020), but with the loss of an adjunct faculty member Fall 2021, the number of lab classes offered has been decreased to three.

**#4 Goal:** Obtain appropriate curation supplies, equipment, and storage facilities for the Antelope Valley College Archaeological Repository (AVCAR) archaeology collection.

**Objective:** Student’s success can be increased by continuing to develop undergraduate research opportunities specifically by obtaining funding to purchase equipment and supplies to maintain the archaeology collections and to prevent further environmental degradation to the collection.

**Status:** In Progress — A Color Photo, Image, Film, and Negative Scanner and archival boxes were purchased. A portion of the archaeological collection housed in the container located in the North Athletic Field was transported to Uhazy Hall.

**#5 Goal:** Complete the Native American Graves and Repatriation Act (NAGPRA) Inventory of the Antelope Valley College Archaeological Repository (AVCAR) archaeology collection, including the newly returned cultural items and initiate repatriation.

**Objective 1:** Complete the NAGPRA inventory and initiate inter-tribal consultation and repatriation with local Native American Tribes by Fall 2021.

**Status:** Objective Partially Met— Inter-tribal consultation and repatriation with local Native American Tribes has begun. NAGPRA Inventory in progress.

**Objective 2:** Develop undergraduate research opportunities.

**Status:** Objective Met — to date six students have been able to gain undergraduate research experience working on the NAGPRA Inventory.

**#6 Goal:** Increase enrollment in Anthropology courses by having courses listed in other discipline areas as recommended courses to fulfill Program Plans of Study and Guided Pathways.

**Objective:** To have Academic Programs add/recommend Anthropology courses as viable options for students to fulfill their Program Plans of Study.

**Status:** In Progress — The department has provided guest talks to HD101 classes, First Year Experience, Student Success, other campus programs to promote Anthropology courses.

**#7 Goal:** Close the Gap for African American/Black students in Anthropology Courses.

**Objective:** Increase African American/Black student retention and success to meet the AVC Institutional Standard benchmarks by spring 2023 and to increase the number of successful course completers to 14.

**Status:** Objective Met — an 8.4% increase in the success rate for African American/Black students (73.2%) in 2021-2022 and no disproportionate impact.

**#8 Goal:** Investigate the development of a full scale simulated archaeological excavation at the AVC campus/Barrel Springs location.

**Objective:** To increase student success in ANTH 140 and ANTH 103 archaeology courses.

**Status:** On Hold— this goal has been placed on hold until the completion of the NAGPRA Inventory and repatriation process.

**Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:**

	Goal Supports which:		Description of Goal		Measure of Success
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Program /Area Goal #	ILO	PLO	SLO	OO	EMP Goal Primarily Supported:		Steps to be taken to achieve goal?	(How would you know you've achieved your goal?)
#1	ILO 2. Creative, Critical, and Analytical Thinking  ILO 3. Community /Global Consciousness	#1-4			Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills	Complete the Native American Graves and Repatriation Act (NAGPRA) Inventory of the Antelope Valley College Archaeological Repository (AVCAR) archaeology collection.	<p>Complete the NAGPRA inventory by Fall 2023.</p> <p>Continue inter-tribal consultation and repatriation with local Native American Tribes.</p> <p>Continue to develop undergraduate research opportunities.</p> <p>Obtain appropriate curation supplies, equipment, and storage facilities for the Antelope Valley College Archaeological Repository (AVCAR) archaeology collection.</p> <p>Complete the stabilizing and movement of the archaeological collection currently housed in the container located in the North Athletic Field to Uhazy Hall to provide a safe and appropriate space for student learning and/or work environment.</p>	When the tribal groups have taken possession of the repatriated collections. Anticipated completion date 2025.
#2	ILO 2. Creative, Critical, and Analytical Thinking	#1-4			Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills	Increase the success rate of students enrolled in the Introduction to Biological Anthropology (ANTH 101) and Introduction to Biological Anthropology Lab (ANTH101L) courses.	<p>Hire new full-time anthropology faculty.</p> <p>Increase the number of laboratory sections offered each semester to five.</p> <p>Obtain funding to purchase primate, hominin and forensic skeletal casts.</p> <p>Request an embedded tutor for ANTH 101L.</p>	Maintain an 80% student success rate.

						<p>Revise instructional methodology to include inquiry-based learning.</p> <p>Research available OER textbooks for lecture.</p>		
#3	ILO 2. Creative, Critical, and Analytical Thinking	#1-4			<p>Goal 4: Advance more students to college-level coursework- Develop and implement effective placement tools</p>	<p>Increase the ethnic diversity of students enrolled in Anthropology courses and Anthropology transfer students to CSUs via the AA-T in Anthropology and via IGETC to UCs.</p>	<p>Hire new full-time anthropology faculty.</p> <p>Develop new relevant anthropology curriculum that represents and honors our diverse student body.</p> <p>Faculty will review current curriculum to identify areas that can be revised, and new content added to better reflect equitable presentations of the Native American, Asian, Hispanic/Latinx, and African American/Black communities.</p> <p>Work with Puente and UMOJA to develop curriculum that empowers students, promotes unity, and builds community and equity. Specifically, ANTH 103 and ANTH 110 curriculum.</p> <p>Provide guest talks to UMOJA students to promote awareness of Anthropology as a discipline and potential major that embraces diversity, promotes human justice and equity for all human beings.</p> <p>Student Survey and Student Focus Group: Put together a student survey and student focus group to discuss what topics would be of</p>	<p>Increase Native American, Hispanic/Latinx, African American/Black, and Asian student success to 80% by spring 2024.</p>

						most interest to students. Students participate in topics/courses that relate to their own ethnic	
#4	ILO 2. Creative, Critical, and Analytical Thinking				Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills	<p>Increase the number of Anthropology transfers to CSU's via AA-T/ADT in Anthropology and via IGETC to UC's.</p> <p>Continue to develop a program to promote student interest in all aspects of and courses supporting the AA-T/ADT in Anthropology.</p> <p>Continue to promote Anthropology as a Major.</p> <p>Meet with Marketing, First/Second Year Experience, Student Success, STEM, Puente, UMOJA &amp; various other campus programs to develop a strategy to promote the discipline via guest talks on campus and in the community, including local elementary, middle &amp; high schools. A major focus of such promotional activities will be to expand and encourage participation of underrepresented ethnic groups.</p> <p>Participate in the 2<sup>nd</sup> Annual Majors Fair for students.</p> <p>Continue and further develop undergraduate research opportunities.</p> <p>Continue and further develop community partnerships (e.g., AVIM, MOAH, Gibbon Conservation Center, Lancaster and Palmdale School Districts; Lancaster and Palmdale Parks and Recreation Departments).</p>	To have 40 AA-T in Anthropology graduates by spring 2025.

						Continued development of the Annual Anthropology Open House, Anthropology Symposium, student Anthropology Club, and Faculty Professional Development presentations emphasizing developments in Anthropology.  Continued participation with Student Equity & First Year Experience; Student Success Kickoff and AVC school tours for local elementary, middle and high school students.	
#5	ILO 2. Creative, Critical, and Analytical Thinking  ILO 3. Community /Global Consciousness	#1-4				Develop an Anthropology undergraduate research (UR) program.  Continue and further develop UR projects for students to perform in majors' courses.  Faculty are collaborating with the newly initiated UR program at AVC.  Develop the culture of UR on campus.  Obtain funding for students to implement UR.  Organize an Inaugural UR Symposium at AVC.	To have students presenting their research findings at scholarly conferences.  To have students complete work experience and independent study opportunities.

**Part 4: Resource Requests that Support Program Needs (based on above analysis)**

Fill out your resource request via Survey Monkey: [https://www.surveymonkey.com/r/AVC\\_ProgramReviewFall2022](https://www.surveymonkey.com/r/AVC_ProgramReviewFall2022)

**Part 5: Insert your Program Review Data here, as well as any other supporting data. (See Part 2A above).**

Please Select **Subject** area (twice) and **Program Major(s)** to get your data -->

Select Subject  
ANTH

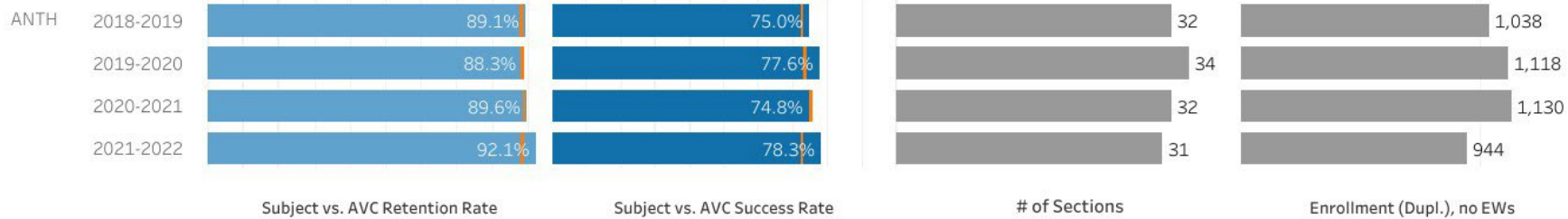
Select Subject **again**  
ANTH

Select Program Major(s)  
AA-T Anthropology (ANTT)

Academic Year  
Multiple values



Retention, Success, Number of Sections, & Enrollment in ANTH (Total AVC rates are shown as | hover over to see data)



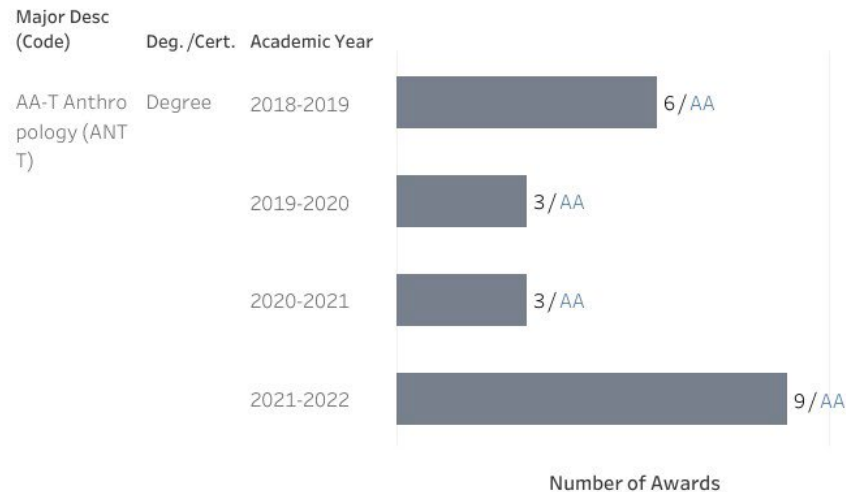
Enrollment and Number of Sections by **Modality** in ANTH

	Instr. Method	2018-2019	2019-2020	2020-2021	2021-2022
Number of Sections	Online	3	3	4	7
	Traditional	26	28	27	23
	Work Experience	3	3	1	1
Enrollment	Online	138	136	184	447
	Traditional	891	1,027	946	497
	Work Experience	9	8	2	1

Enrollment and Number of Sections by **Location** in ANTH

	Location	2018-2019	2019-2020	2020-2021	2021-2022
Number of Sections	Lancaster	27	29	26	21
	Palmdale	5	5	6	10
Enrollment	Lancaster	830	958	870	384
	Palmdale	208	213	262	561

Number of Program Awards in **AA-T Anthropology (ANTT)**



FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in **ANTH**

	Fall 2018	Fall 2019	Fall 2020	Fall 2021
PT (Adjunct) FTEF	2.0	2.4	2.2	2.2
FT (Regular) FTEF	0.7	0.7	1.1	0.9
TOTAL FTEF	2.7	3.1	3.3	3.1
PT/FT FTEF Ratio	2.7	3.2	2.0	2.3
FTES	46.6	52.3	54.5	44.2
FTES/FTEF Ratio	17.1	16.9	16.5	14.3
WSCH/FTEF Ratio	511.8	505.8	495.1	427.8

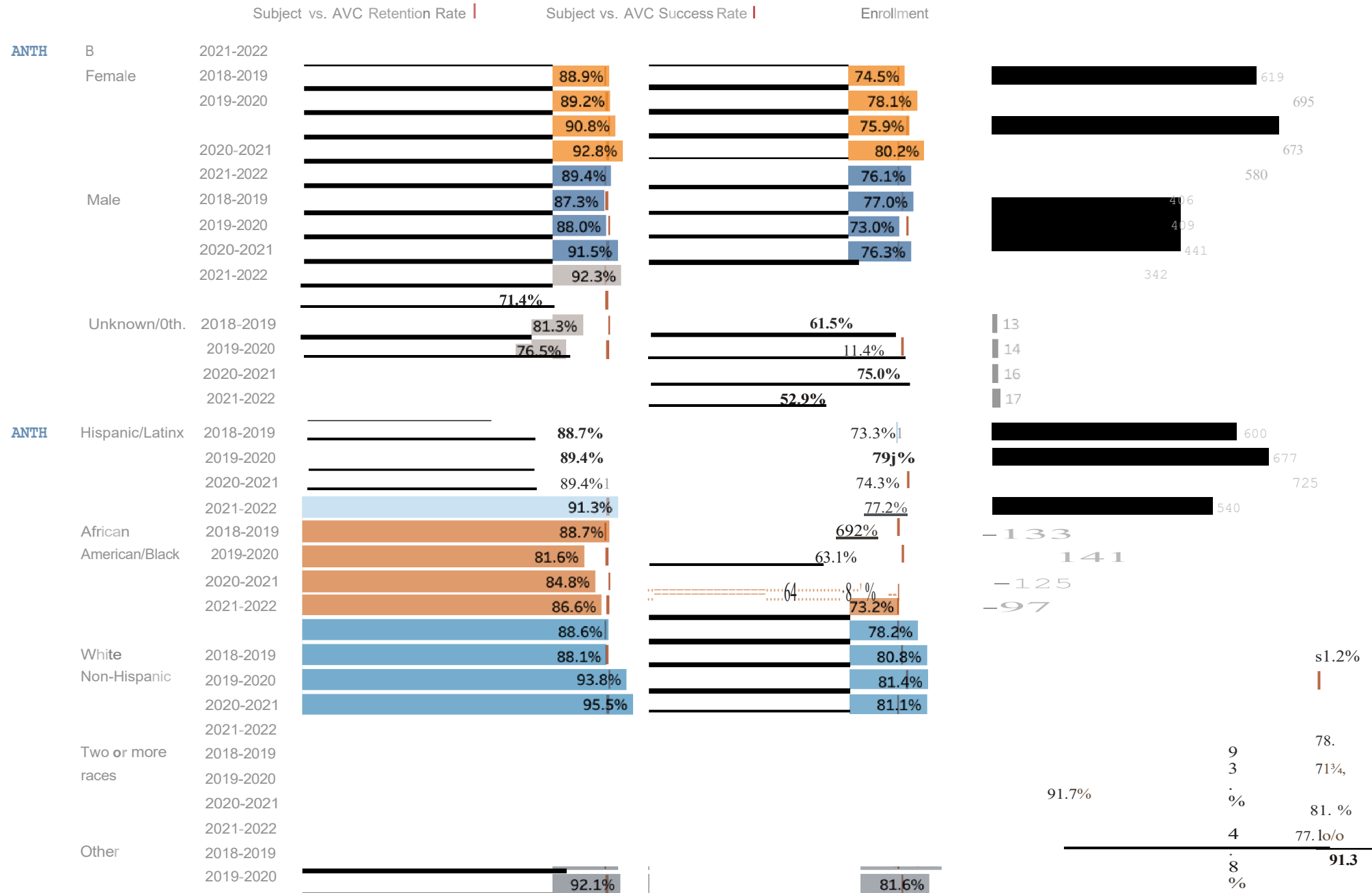
Click [here](#) to see AVC's Program awards dashboard

Last Update: 09/30/2022 .Data Sources: AVC's Banner, ARGOS reports

Subject-Level Retention Rate (RR), Success Rate (SR), and Enrollment by Sex & Race/Ethnicity as Compared to **AVC's Rates (II)**

If subject bars are below the vertical lines |, it indicates that equity gaps exist in SR or RR for those subgroups as compared to overall SS or RR. Some questions to ask when looking at the data:

- What are the potential reasons for equity gaps?
- What can my program implement to mitigate these gaps?
- What resources/training are available/needed to support efforts?



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8  
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177  
201



-66

.47

48

48

46

-76

55

58







Division/Area Name: Administration of Justice	For Planning Years: 2023-2024
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Name of person leading this review: Carlos Pinho
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Names of all participants in this review: Carlos Pinho, Argel Cardoniga, Henry Price, Brian Shreves, Tim Lynskey
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Fall 2022 Program Review Report

**Part 1. Program Overview: Briefly describe how the program contributes to the district [mission](#)**

The Administration of Justice (AJ) Program provides an education that affords our students an advantage above their competition when applying for jobs in the AJ field, promoting or moving laterally to other agencies. With fourteen different classes and two degrees, the program offers a varied and valued experience to the student and a service to the community. This program draws a very diverse group of students and delivers educated and trained prospective employees to the growing Criminal Justice field. Courses prepare students for a career option as Attorneys, Investigators, Law Enforcement Officers, Correctional Officers, Probation and Parole Officers, Department of Public Safety Officers and in private security.

**Part 2A: Analyze the [program review data \(retrieval instructions\)](#) focusing on equity and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities, & Aspirations:**

**Strengths and Accomplishments:** (Guiding Question: What does your program/area do well, including capabilities and greatest accomplishments?)

In 2021-20220, the college awarded **91** AA and **86** AST degrees for a record total of **177** AJ degrees of the 2176 AA/AST degrees awarded by the college. This represents the highest number of degrees ever issued breaking the last threshold of 170 degrees awarded in 2019-2020. Administration of Justice is #6 in the Top Ten Declared Majors at AVC. Although enrollment decreased due to the COVID pandemic from 1533 students in 2020-2021 to 1233 students in 2021-2022, the exceptionally high student success increased over the previous year. The Success Rate increased to **81.2%** 2021-2022 which was **2.3%** up over the previous year success rate of **78.9%**. The Retention Rate of **93.2%** set in 2020-2021 decreased slightly to **91.6%** in 2021-2022 potentially due a shift towards more online offerings.

We continue our AVC to CSU Program with continual graduates coming from that program. We also continue our close connection with the Antelope Valley Unified School District through membership on the Advisory Committee for Public Safety and attending local outreach events at area high schools. In addition, we strive to build partnerships with the Los Angeles County Sheriff's Department by assisting in community events. This past year additional partnerships were made with the City of Lancaster Department of Public Safety to address quality of life issues in the Antelope Valley such as the homeless crisis, mental health issues, the opiate crisis and a rise in overall crime.

The City of Lancaster is looking to create employment and internship opportunities for students. The Administration of Justice program has become a liaison to the community and collaborates with the Lancaster Sheriff's Community Advisory Committee. The committee works alongside the Dept. of Justice and the AV Monitoring Team addressing issues of social justice, community policing and police reform. The AJ program offers a variety of civic engagement opportunities for students. The AJ program also helps promote on-campus employment for students by the recruitment of Campus Safety Cadets which work alongside the Los Angeles County Sheriffs Department to ensure safety on campus.

**Opportunities and Challenges:** (Guiding Question: What does your program/area need to do better to support/improve student success?)

The AJ Program is proud to have an extremely high success rate of **81.2%** which is far above (**8.8%**) then the AVC average success rate of **72.4%**. The rationale for the high success rate is that the AJ program was one of the first programs to make the transition to Distance Learning and gain AP & P approval. The AJ program was one of the first programs to have most of its faculty be Online Certified by going through the OTT Online Teaching Training at AVC. With continued training and oversight AJ will continue with the program goal of offering a full range of AJ classes on the CCC Exchange.

**Aspirations:** (Guiding Questions: What does your program/area want to be known for? What is a desired future?)

The AVC Program wants to be known as a leader in the state of California for its AJ program. Amongst the top local community colleges AVC graduated **177** AA/AST degrees as compared to College of the Canyons graduating **101** AA /AST degrees, Victor Valley College **91** total degrees, Coastline College **25 total** degrees, and Pasadena Community College graduating 77 total AJ degrees.

The future of law enforcement and reforms within the Criminal Justice System are evident. Recent bills in the State of California - AB 89: "PEACE" Peace Officers Education and Age Conditions for Employment Act will have direct impact on the need to expand the existing program. Studies have shown that better educated officers perform better in the academy, receive higher supervisor evaluations, have fewer disciplinary problems and accidents, are assaulted less often, and miss fewer days of work than their counterparts. By June 1, 2023, the office of the Chancellor of the California Community Colleges shall submit a report on recommendations to the Legislature outlining a plan to implement this program. The options range from AA degree to a "modern policing degree" program. The State Chancellor's office is still currently working to develop that curriculum. Currently applicants to a law enforcement agency must have attained either a high school diploma or GED. This is the standard for most agencies like LASD, LAPD and CDCR which we partner with at AVC.

Change to the current standard is coming in 2023-2025 and to be prepared the AJ staff must be poised to seize the opportunity to shape the future of law enforcement. Current class offerings purposefully appear on the schedule with online options for the majority of program courses. The AJ program intends to maximize its potential and offer current courses on the CCC exchange. AVC AJ staff will attempt to partner with the office of the Chancellor of the California Community Colleges to help proactively refine curriculum to the needs of the new "modern policing" degree targeted for implementation in 2025.

**Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data**

The AJ department advisory committee proposed to enhance our AJ program at AVC by training additional AJ instructors to be OTT / Online certified. This would allow them to teach a full complement of Distance Education Online classes. The proposed goal was to offer a "fully online major" option so that working students and working professionals could complete their educational goals. Offering Online AJ courses on the CCC exchange is also a recommendation. The AJ department is considering adding a new curriculum consisting of a Physical Fitness Preparatory Program for first responders, Public Safety Interview Prep Seminars as well as adding AJ 199 offerings within the LASD Custody Division for in-service Deputies.

This past Spring CDCR (California Department of Corrections and Rehabilitation) agency was in need of hiring 2000 correctional officers by the end of 2023. With the help of VPAA Davis, facilities, marketing and accounting, AVC and CDCR recruiters from Sacramento we were able to pioneer a new community college testing model and host the first Jump Start Testing Event at any community college here at AVC on June 4, 2022. Candidates were able to take the written exam, P-Fit physical agility test, Live Scan and receive their background packet and embark on the path to a career. The AJ staff is dedicated to prepare, encourage and guide students toward real world jobs and careers.

The AJ Program is in line with the industry trends regarding equity issues and diversity in law enforcement. At AVC the demographics of AJ students show that **64.5%** of students are female and **61.3%** are Hispanic as compared to the AVC demographics of **57.8%** female and **58.4%** Hispanics. The demographics of the AJ program is on target to meet the industry goal of **30%** female recruits in law enforcement by 2030. The 30x30 Initiative is a coalition of police leaders, researchers, and professional organizations who have joined together to advance the representation and experiences of women in policing agencies across the United States. <https://30x30initiative.org/>

<https://www.labormarketinfo.edd.ca.gov/commcolleges/>

## Projections of Employment by Occupation, 2018 - 2028

Selections:

**TOP Code(s):**

- 210500 Administration of Justice

**Geography: California**

Includes: All California Counties

**Annual Job Openings by Occupation**

SOC Code	Occupation Title (Linked to "Occupation Profile")	2018 Employment	Annual Job Openings (1)
251111	<a href="#">Criminal Justice and Law Enforcement Teachers, Postsecondary</a>	1,300	1,240
333021	<a href="#">Detectives and Criminal Investigators</a>	12,400	8,490
333051	<a href="#">Police and Sheriff's Patrol Officers</a>	72,700	54,640
339021	<a href="#">Private Detectives and Investigators</a>	3,700	3,670
<b>Total</b>		<b>90,100</b>	<b>68,040</b>

(1) Total Job Openings are the sum of new jobs from growth plus net replacements. Annual job openings are total job openings divided by the number of years in the projection period.

(2) This occupation has been suppressed due to confidentiality.

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## Projections of Employment by Occupation, 2018 - 2028

Selections:

**TOP Code(s):**

- 210510 Corrections

**Geography: California**

Includes: All California Counties

**Annual Job Openings by Occupation**

SOC Code	Occupation Title (Linked to "Occupation Profile")	2018 Employment	Annual Job Openings (1)
333012	<a href="#">Correctional Officers and Jailers</a>	36,600	27,670
251111	<a href="#">Criminal Justice and Law Enforcement Teachers, Postsecondary</a>	1,300	1,240
331011	<a href="#">First-Line Supervisors/Managers of Correctional Officers</a>	4,900	2,780
331012	<a href="#">First-Line Supervisors/Managers of Police and Detectives</a>	5,100	3,400
<b>Total</b>		<b>47,900</b>	<b>35,090</b>

(1) Total Job Openings are the sum of new jobs from growth plus net replacements. Annual job openings are total job openings divided by the number of years in the projection period.

(2) This occupation has been suppressed due to confidentiality.

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## Projections of Employment by Occupation, 2018 - 2028

Selections:

TOP Code(s):

- 210540 Forensics, Evidence, and Investigation

Geography: California

Includes: All California Counties

### Annual Job Openings by Occupation

SOC Code	Occupation Title (Linked to "Occupation Profile")	2018 Employment	Annual Job Openings (1)
251111	<a href="#">Criminal Justice and Law Enforcement Teachers, Postsecondary</a>	1,300	1,240
194092	<a href="#">Forensic Science Technicians</a>	2,200	3,040
	<b>Total</b>	3,500	4,280

(1) Total Job Openings are the sum of new jobs from growth plus net replacements. Annual job openings are total job openings divided by the number of years in the projection period.

(2) This occupation has been suppressed due to confidentiality.

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## Projections of Employment by Occupation, 2018 - 2028

Selections:

TOP Code(s):

- 210530 Industrial and Transportation Security

Geography: California

Includes: All California Counties

### Annual Job Openings by Occupation

SOC Code	Occupation Title (Linked to "Occupation Profile")	2018 Employment	Annual Job Openings (1)
251111	<a href="#">Criminal Justice and Law Enforcement Teachers, Postsecondary</a>	1,300	1,240
331012	<a href="#">First-Line Supervisors/Managers of Police and Detectives</a>	5,100	3,400
119199	<a href="#">Managers, All Other</a>	160,400	147,200
339032	<a href="#">Security Guards</a>	166,900	232,870
	<b>Total</b>	333,700	384,710

(1) Total Job Openings are the sum of new jobs from growth plus net replacements. Annual job openings are total job openings divided by the number of years in the projection period.

(2) This occupation has been suppressed due to confidentiality.

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### Part 2C: Review and comment on progress toward past SLO/PLO/OO Analysis (aka Action Plans):

The action plans reviewed suggest maintaining the current efforts, and conducting additional off-site planning meetings with AJ instructors, LASD, LAPD, CDCR, local agency recruiters along with graduate and current students who are actively employed in an AJ related career. The planning committee would conduct a review and assessment of the SLO's and PLO's. Results would be shared at the department AJ Advisory meetings.

The AJ Success rates increased another **2.3 %** from previous years making it a record setting year at **81.2 %**. SLOs exceed expectations in all areas. The action plans reflect the efforts of instructors to engage with students and the dedication and professionalism of each instructor. AJ 199 work experience provides on campus employment for Campus Safety Cadets and is a stepping stone for future career employment with the Criminal Justice system. Suggestions made by students, faculty and industry professionals consist of continued expanding Distance Education Online Classes which offer flexibility for students especially returning students with full time employment.

The AVC Administration of Justice Program excels over the local colleges of comparable size and enrollment in California offering both an AA and AST degree due to the proactive actions at AVC to expand Distance Education during COVID. Data compared programs @ AVC, Barstow, Canyons, Coastline, Pasadena, Glendale, and Victor Valley College. The AJ program at AVC continues to excel in SLO's, PLO's and degree awarded as supported by data.

#### **Part 2D: Review and comment on progress towards past program review goals:**

Community Outreach and Civic Engagement Activities have been greatly enhanced through the collaborative partnership with the Los Angeles County Sheriff's Department as well as the Department of Public Safety for the City of Lancaster. Pre-Law Club and Law Scholars Committee activities have significantly expanded by guest speakers coming back on campus to give LIVE presentations which are also streamed using Hyflex technology from previous semesters. Student participation has flourished with the use of technology and better COVID testing protocol.

Hiring an additional 2 full-time instructors was a goal from the previous year which was not met. The Administration of Justice program has lost two additional adjunct faculty from the last year due to health concerns and personal reasons. The recent employment of one replacement Adjunct Faculty still leaves the department understaffed. There was a substantial reduction of class offerings due to the COVID crisis and staffing shortages are being restored by expanding Distance Education. The goal of getting a budget increase did not happen, nor was any Grant applied for.

The justification for hiring a replacement Full Time Faculty and adding an additional FTEF for the Administration of Justice Program is to increase student success and to comply with Title 5. The California Community College Chancellors' Office. California Code of Regulations - Title 5, Education Code, j Section 87482.6[a] states that "...at least 75 percent of the hours of credit instruction in the California Community Colleges, as a system, should be taught by full-time [FTEF] instructors." The current Administration of Justice Department's PT/FT FTEF ratio continues to move in the wrong direction from 2.3 in 2019 to 4.8 in 2021-2022 which is far below state minimum standards. The Antelope Valley College Administration of Justice Program is staffed by one full-time faculty and 10 adjunct faculty. Up until the 2019-2020 academic year, the Administration of Justice program had been routinely staffed with a minimum of two full-time faculty and 14 adjunct faculty. The lack of a replacement of a full-time faculty position in 2021-2022 has created a void despite the overwhelming need which is limiting the ability of the program to operate efficiently and reach its full potential.

The current FTEF are responsible for the following duties:

- Assigned to Classroom and Online instruction.
- Student Learning Outcome development and assessment for all 14 courses and AJ Honors classes.
- Evaluation of all adjunct faculty in the program

- CTE 2-year course review for all courses to ensure compliance with local standards.
- Course Identification (C-ID) standards and Title 5 regulations.
- Program review and assessment
- Advisor to the student Pre-Law Club
- Law Scholar Program liaison
- The criminal justice subject matter changes on a regular basis driven by court decisions, regulatory changes. Ballot initiatives often require a curriculum revision several times a year in addition to the two-year review.

The current FTEF also serve on the following campus committees:

- Law Scholars Committee
- Division Curriculum Committee
- Program Advisory Committee
- Ad-hoc hiring committees
- Online Teacher Trainer for OTT Certification Courses
- S & BS Co Chair over Anthropology and Administration of Justice

To remain current in industry standards, the full-time faculty also participate in the following organizations/activities:

- Lancaster Sheriff's Community Advisory Committee.
- AVC liaison with City of Lancaster Department of Public Safety
- California Peace Officers' Association
- Distance education professional development conferences
- Curriculum development and assessment

There was overwhelming justification for hiring two additional full-time faculty members for the Administration of Justice Program and there was no progress towards that goal this past year.

**Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:**

Program /Area Goal #	Goal Supports which:				EMP Goal Primarily Supported:	Description of Goal	Steps to be taken to achieve goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 3. Community/ Global Consciousness	Meeting diverse student demands in classes and advisory positions requires			Goal 5: Align instructional programs to the skills identified by the labor market	The program needs to continue the former levels of staffing and professionalism to continue with the exemplary level of education to the students	Provide a hiring committee and hire a minimum of two more full-time staff members by the end of the 2022-2023 school year.	Increased success rate and class offerings. Additional participation in civic engagement opportunities and increased membership and involvement with the

		mandatory staffing			and service to the community. Hiring 2 full time faculty to serve in Law Scholars, Pre-Law Club, Civic Engagement, Outreach, and to teach additional classes is required to rebuild the program to past standards prior to recent retirement of full-time faculty.		Pathway to law school program, prelaw club. There would be additional AJ majors and more students in the labor market taking work experience as an elective to their AJ major.
#2	ILO 2. Creative, Critical, and Analytical Thinking	Promote greater enrollment			<p><b>Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services</b></p> <p>The goal of boosting enrollment by active recruitment in person via community partnerships and media. The option of a fully online program would boost enrollment and success rates due to the appeal to working students, residual COVID issues, high gas prices and high inflation. The AVC AST degree is also a good option for students looking to expedite the educational process. The enrollment in AJ is projected to increase due to the introduction of Online Distance Education class offerings. Continued expansion of online education/ distance learning classes and transfer options is targeted to include the current full online major option but</p>	<p>The first step in boosting enrollment is to have the staffing to physically accomplish the goal. The hiring of an additional full-time staff would allow for greater consistency and increased interaction amongst all the area high schools as well as local partners consisting of the Department of Justice Advisory Committee, CA State Prisons, Los Angeles Sheriff's Department, local community members and civilian activist groups. Assigning an additional full-time instructor to inhouse outreach programs like the Law Scholars Committee, Pre-Law Club, AVC to CSU program and SOAR is a required step in achieving the goal. An additional step forward in achieving the goal is to provide the online training needed to proficiently expand the Distance Learning Program</p>	<p>Increased overall enrollment due to the expansion of AJ courses offered locally in person, online and across the state on the CCC exchange. Potential new course offering at area High School Public Safety Academies and SOAR. Potential course offerings at the local prison. New curriculum and course offerings due to upcoming AB 89: "PEACE" Peace Officers Education and Age Conditions for Employment bill requiring advanced education for new applicants and the development of a "modern policing degree".</p>

					also to be offered on the CCC Exchange.	to the CCC Exchange. compensated for Certification.	
#3	ILO 1. Communication	Provide greater stability in the program for the students in the AJ program.			<p><b>Goal 1: Commitment to strengthening institutional effectiveness measures and practices</b></p> <p>The AVC students are at AVC for a short period of time, 2 – 3 years. Faculty mentor students which require longevity and familiarity with both the program and the students. The goal of consistency in both staff and classrooms is needed. A centralized geographical area or main building in which most AJ classes are held should be considered especially with the new buildings and classrooms under construction. Instructors, that have back-to-back classes, should be scheduled in the same room to increase contact time with students. Technology within the classrooms should also be consistent and adequate to accommodate all learning modalities The goal of program stability would also include the expansion of online / distance learning to include students throughout the state.</p>	<p>1. Identify and provide an area and classrooms on campus that students will recognize as the “AJ area”. Equip those classrooms with the necessary technology to teach in the required modality.</p> <p>2. Expanding online / distance learning options by offering them on future class schedules.</p> <p>3. Provide a budget for the AJ 208 Classes, Forensics, and the AJ205 Criminal Investigations class for equipment and supplies needed for in class crime scene investigations and analysis. VR headsets could enhance educational experiences and allow for virtual crime scene investigations.</p> <p>4. Provide a budget for stipends for online instructors to successful enhance their class to be put on the exchange beyond the June 2023 deadline for funding.</p> <p>5. Provide a budget to hire and send faculty to Sacramento to assist in curriculum related to changes in hiring requirements being put forth by the State Chancellor's office.</p>	<p>AVC would have courses on the CCC exchange.</p> <p>Student retention and success numbers would stay or exceed current levels of excellence.</p> <p>Students taking classes on campus would have a sense of unity.</p> <p>Work and study spaces specifically could be established. Specific area could be used for crime scenes staged for AJ 205 Criminal Evidence, 103 Criminal Evidence, and AJ 208 Forensics course to collaborate on assignments.</p> <p>Practically a sense of unity is hard to quantify however the results are priceless when it comes to building learning communities within the discipline.</p>

**Part 4: Resource Requests that Support Program Needs (based on above analysis)**

Fill out your resource request via Survey Monkey: [https://www.surveymonkey.com/r/AVC\\_ProgramReviewFall2022](https://www.surveymonkey.com/r/AVC_ProgramReviewFall2022)



**Part 5: Insert your Program Review Data here, as well as any other supporting data. (See Part 2A above).**

Please Select **Subject** area (twice) and **Program Major(s)** to get your data -->

Select Subject  
AJ

Select Subject **again**  
AJ

Select Program Major(s)  
Multiple values

Academic Year  
Multiple values



Retention, Success, Number of Sections, & Enrollment in AJ (Total AVC rates are shown as | hover over to see data)



Enrollment and Number of Sections by **Modality** in AJ

	Instr. Method	2018-2019	2019-2020	2020-2021	2021-2022
<b>Number of Sections</b>	Online	4	4	4	13
	Other Indep Study		3		
	Traditional	61	66	53	36
	Work Experience	2	2		2
<b>Enrollment</b>	Online	134	155	146	712
	Other Indep Study		3		
	Traditional	1,732	1,909	1,388	518
	Work Experience	11	7		4

Enrollment and Number of Sections by **Location** in AJ

	Location	2018-2019	2019-2020	2020-2021	2021-2022
<b>Number of Sections</b>	Lancaster	51	58	39	31
	Palmdale	16	17	18	20
<b>Enrollment</b>	Lancaster	1,420	1,581	1,051	439
	Palmdale	457	493	483	795

Number of Program Awards in Administration of Justice (ADMJ) & AS-T Administration of Justice (ADJT)

Major Desc (Code)	Deg. /Cert.	Academic Year	Number of Awards
Administration of Justice (ADMJ)	Degree	2018-2019	70 / AA
		2019-2020	81 / AA
		2020-2021	73 / AA
		2021-2022	86 / AA
AS-T Administration of Justice (ADJT)	Degree	2018-2019	82 / AS
		2019-2020	89 / AS
		2020-2021	77 / AS
		2021-2022	91 / AS

FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in AJ

	Fall 2018	Fall 2019	Fall 2020	Fall 2021
PT (Adjunct) FTEF	4.6	4.6	4.8	4.8
FT (Regular) FTEF	1.6	2.0	1.0	1.0
FT (Overload) FTEF	0.2	0.2	0.2	0.2
<b>TOTAL FTEF</b>	<b>6.4</b>	<b>6.8</b>	<b>6.0</b>	<b>6.0</b>
PT/FT FTEF Ratio	2.9	2.3	4.8	4.8
FTES	95.6	111.1	88.5	61.9
FTES/FTEF Ratio	14.9	16.3	14.8	10.3
WSCH/FTEF Ratio	447.9	490.0	442.6	309.7

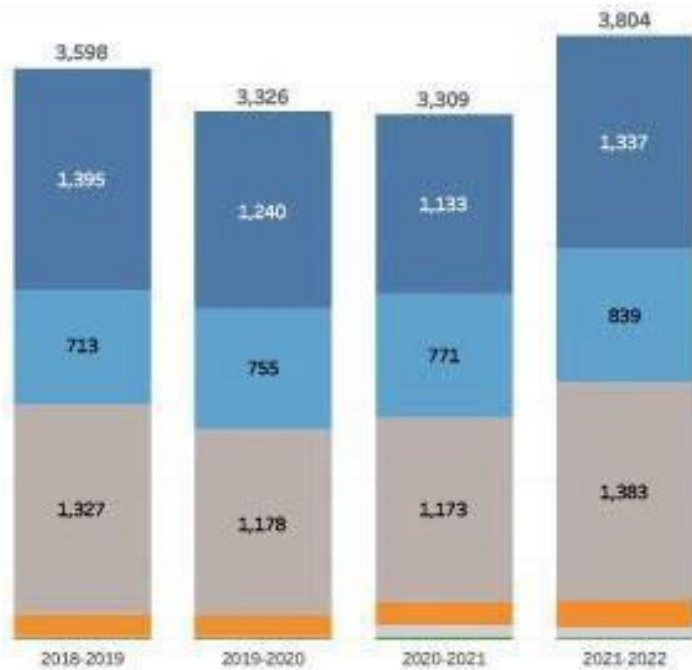
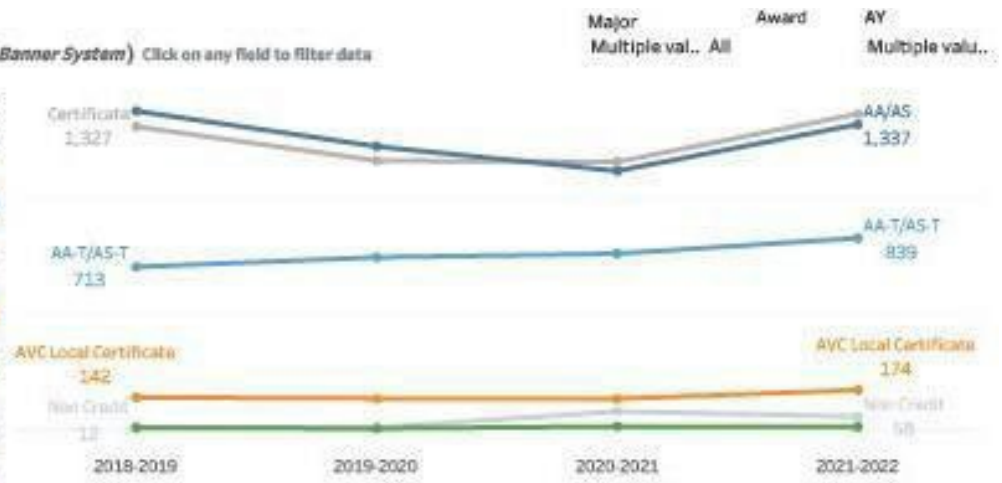
Click [here](#) to see AVC's Program awards dashboard

Last Update: 09/30/2022. Data Sources: AVC's Banner, ARGOS reports



**Program Awards** (Last update: 9/20/22; Data Source: AVC Banner System) Click on any field to filter data

	2018-2019	2019-2020	2020-2021	2021-2022
AA/AS	1,395	1,240	1,133	1,337
AA-T/AS-T	713	755	771	839
Certificate	1,327	1,178	1,173	1,383
AVC Local Certificate	142	137	136	174
Bachelor's	9	6	15	13
Non Credit	12	10	81	58
<b>Total</b>	<b>3,598</b>	<b>3,326</b>	<b>3,309</b>	<b>3,804</b>

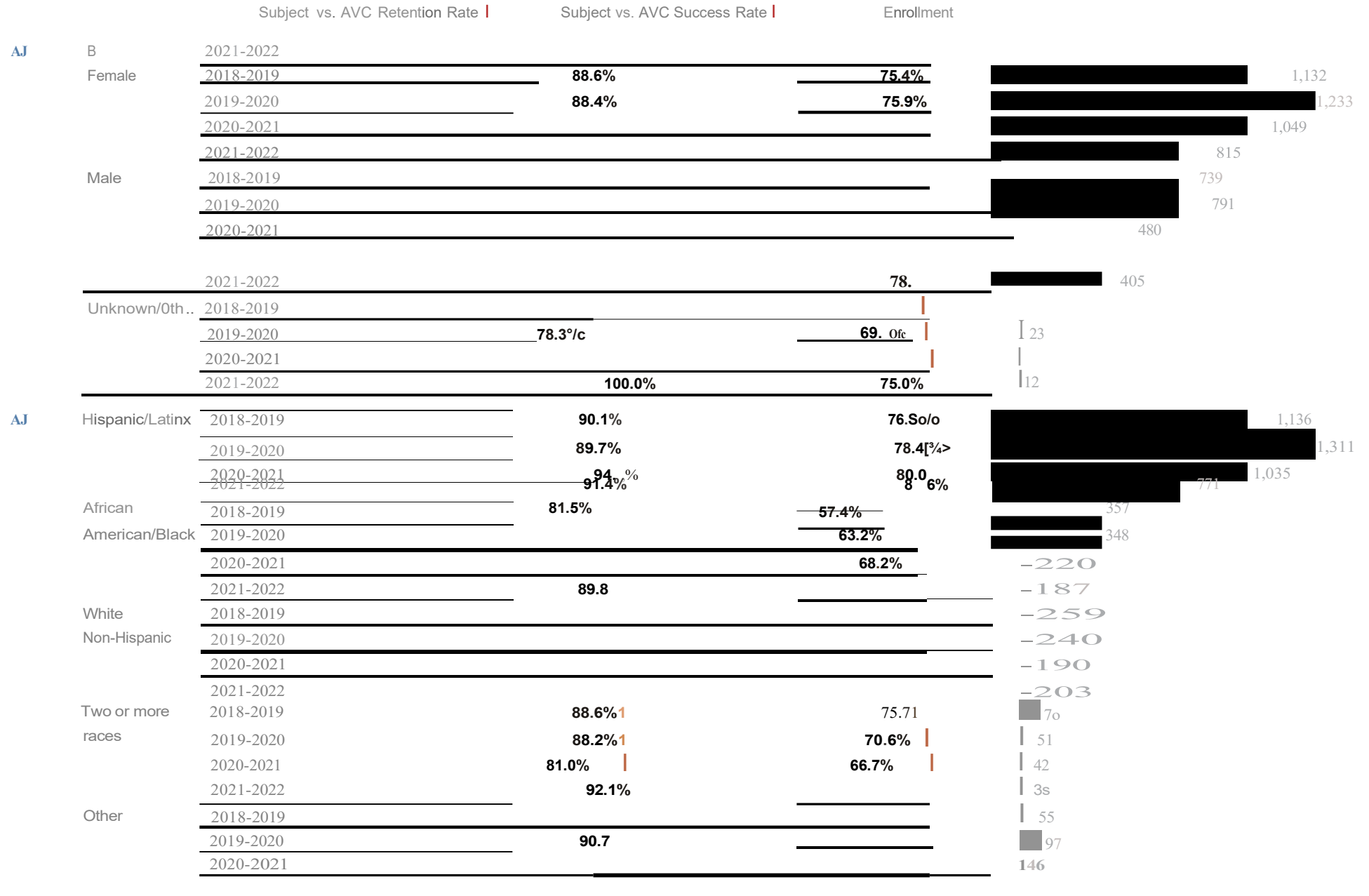


Major	Degree or Certif.	2018-2019	2019-2020	2020-2021	2021-2022
AS-T Administration of Justice   ...	AA-T/AS-T	82	89	72	91
Administration of Justice   ADMJ	AA/AS	70	81	68	86

Subject-Level Retention Rate (RR), Success Rate (SR), and Enrollment by Sex & Race/Ethnicity as Compared to **AVC's Rates** (I)

If subject bars are below the vertical lines I, it indicates that equity gaps exist in SR or RR for those subgroups as compared to overall 55 or RR. Some questions to ask when looking at the data:

- What are the potential reasons for equity gaps?
- What can my program implement to mitigate these gaps?
- What resources/training are available/needed to support efforts?







### MAJORS AMONG ENROLLED STUDENTS BY TERM

Term  
Multiple values

Major  
All

Hover over the numbers of majors to see trends

To see details for a report, click on the [Major](#) in the table below ↴

\* Census Day Snapshot

		Spring 2019*	Fall 2019*	Spring 2020*	Fall 2020*	Spring 2021*	Fall 2021	Spring 2022*
<a href="#">RN</a>	Registered Nursing	1,880	1,977	1,869	1,871	1,594	1,510	1,350
<a href="#">PSYT</a>	AA-T Psychology	638	735	677	649	566	572	517
<a href="#">BUST</a>	AS-T Business Administration	676	777	756	701	624	532	393
<a href="#">LAAH</a>	LAS: Arts and Humanities	452	535	523	535	494	512	464
<a href="#">0</a>	Undeclared	538	547	456	455	337	436	358
<a href="#">BIOT</a>	AS-T Biology	288	379	365	367	353	364	339
<a href="#">CFE</a>	Child & Family Education	327	344	331	296	242	285	240
<a href="#">AFAB</a>	Aircraft Fabrication&Assembly	288	340	375	322	305	281	268
<a href="#">COMT</a>	AA-T Communication Studies	142	205	118	213	192	270	209
<a href="#">BUS</a>	General Business	288	317	257	267	230	264	206
<a href="#">ECET</a>	AS-T Early Childhood Education	250	277	296	264	265	246	248
<a href="#">ENRM</a>	Mechanical Engineering	125	229	211	232	215	245	197
<a href="#">BIOL</a>	Biological Sciences	441	372	315	312	255	243	202
<a href="#">ADMJ</a>	Administration of Justice	366	377	313	279	216	243	193
<a href="#">SOCT</a>	AA-T Sociology	329	336	326	292	265	236	203
<a href="#">ADJT</a>	AS-T Administration of Justice	374	424	409	329	287	235	213
<a href="#">RADT</a>	Radiologic Technology	235	260	222	212	197	226	211
<a href="#">KINT</a>	AA-T Kinesiology	258	295	275	245	213	213	205
<a href="#">LASB</a>	LAS: Social/Behavioral Science	376	329	357	259	223	209	212
<a href="#">AFA1</a>	Aircraft Fab & Assem Cert	156	212	205	176	193	192	136
<a href="#">CSD</a>	Computer Software Developer	229	240	210	188	133	129	126
<a href="#">ASAT</a>	AA-T Studio Arts	122	153	151	131	114	128	123
<a href="#">ENRE</a>	Electrical Engineering	76	148	140	145	119	120	97
<a href="#">ET</a>	AA-T English	87	106	123	87	92	118	128
<a href="#">COSC</a>	AS-T Computer Science				29	73	108	107
<a href="#">GD</a>	Graphic Design	128	121	116	113	105	107	103
<a href="#">MATT</a>	AS-T Mathematics	158	152	147	113	102	106	120
<a href="#">LVN</a>	Vocational Nursing Cert	134	146	120	107	109	106	104
<a href="#">MA</a>	Medical Assistant	101	108	94	110	77	97	86
<a href="#">FTVT</a>	AS-T Film, TV, Electronic	68	118	122	104	90	97	86
<a href="#">RSPT</a>	Respiratory Care/Therapy	83	92	95	85	81	93	95
<a href="#">LAMS</a>	LAS: Math and Sciences	184	153	152	113	99	86	92
<a href="#">BUS2</a>	AS-T Business Admin 2.0						82	174
<a href="#">COEN</a>	Computer Engineering		29	58	89	74	81	67
<a href="#">AAA</a>	A&A Aircraft Airframe	71	60	64	73	84	80	82
<a href="#">CFE1</a>	Child & Family Education Cert	81	92	97	80	74	75	67
<a href="#">RE</a>	Real Estate	50	57	57	49	60	74	57
<a href="#">POST</a>	AA-T Political Science	76	86	77	72	58	72	71
<a href="#">MUST</a>	AA-T Music	95	104	96	80	64	70	66
<a href="#">FT</a>	Fire Technology	110	108	108	96	67	69	72

AJ AA 193 + AJ AST 213 = 406



**MISSION** Antelope Valley College, a public institution of higher education, provides a quality, comprehensive education to a diverse population of learners. We are committed to student success, offering value and opportunity, in service to our community.

**VALUES**

**Community** - We create and foster relationships through inclusivity at AVC and among students, faculty, staff, administrators, alumni, and the community at large.

**Academic Excellence** - We embrace the potential of all students, and we strive to uphold a transformative standard of academic excellence. We provide a variety of programs, including transfer and dual enrollment, as well as ongoing professional development for all employees.

**Integrity** - We create a vibrant environment of trust, candor, empathy, and professionalism and expect ethical behavior from all.

**Respect** - We cultivate a diverse, nurturing, and empowering environment for all individuals, regardless of race, ethnicity, ability, gender, age, sexual orientation, class status, or religious belief.

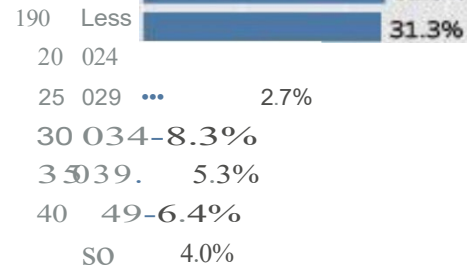
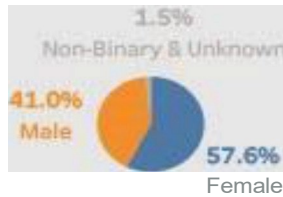
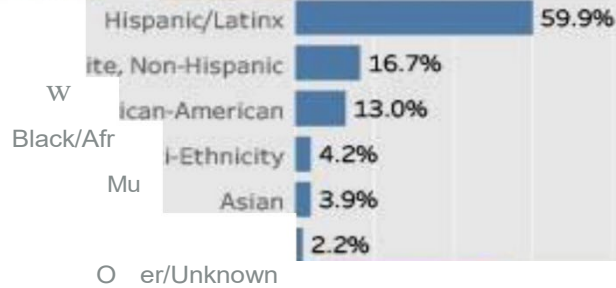
**VISION:** To provide quality education that transforms lives

**OFFERINGS**

- Bachelor's Degree Program in Aircraft Manufacturing Technology (awarded in 2020; in 2021; in 2022)
- Associate Degree Program
- Certificate Programs
- General Education Courses
- Dual Enrollment
- Student Support Services
- Workforce Preparation
- Open Educational Resource Courses
- Credit Courses
- Honors Program



**2021-2022 STUDENT DEMOGRAPHICS (15,006 STUDENTS)**



**TOP 10 DECLARED MAJORS, Fall 2021.**  
1. Registered Nursing

**QUICK FACTS**

Year Founded: 1949  
 District Size: 1,945 sq. miles  
 Program offering:  
 Associate Degree (AA/AS): 55  
 AS for Transfer: 27  
 Certificate: 6  
 Bachelor Degree: 1

1. Biology & Biological Sciences
2. Psychology
3. Business Administration
4. LAS: Arts & Humanities
5. Administration of Justice
6. Child & Family Education
7. Aircraft Fabrication & Assembly
8. Communication Studies
9. Early Childhood Education



92% of Students would recommend AVC to Family and Friends (RISC 2012)

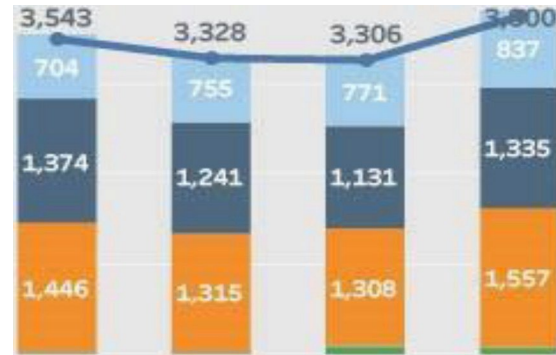
**AWARDS**

T/  
IAA/ASI

2018-2019 2019-2020 2020-  
2021 2021-2022 2022-  
2023

13 |

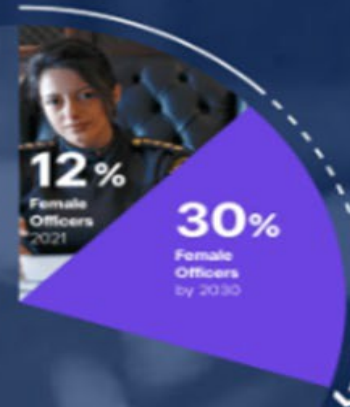
Page



# The under-representation of **women in policing** undermines public safety.

Currently, women make up only 12% of sworn officers and 3% of police leadership in the U.S.

About 30x30



## Research suggests that **women officers**



Use less force and less excessive force



Are named in fewer complaints and lawsuits



Are perceived by communities as being more honest and compassionate



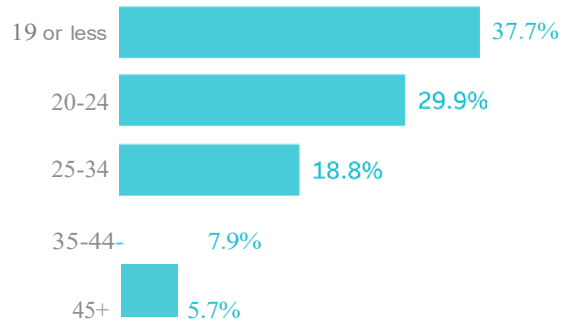
See better outcomes for crime victims, especially in sexual assault cases



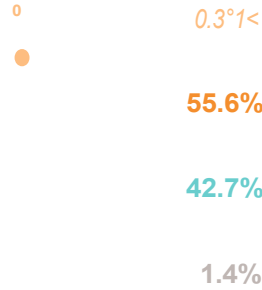
Make fewer discretionary arrests, especially of non-white residents



Age Groups



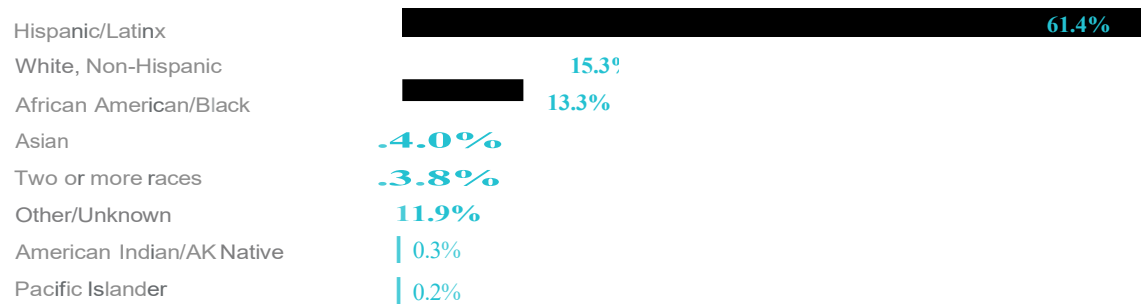
Gender/Sex



Metrics

Avg.# of Terms	3.4
Avg. GPA	2.76
Avg. AVC Earned Hours	36.9
Completion Rate	77.5%
Avg. Transfer Earned Hours	26.3
Transfer Completion Rate	92.1%
Avg. Enrolled Units	8.5
Number of Students	12,339

Race/Ethnicity



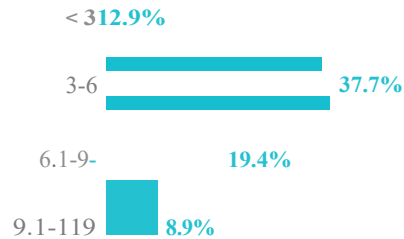
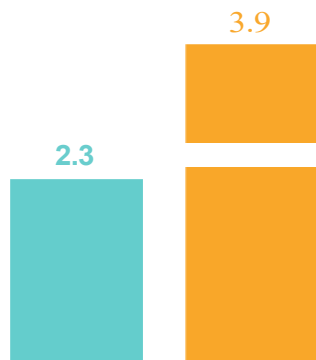
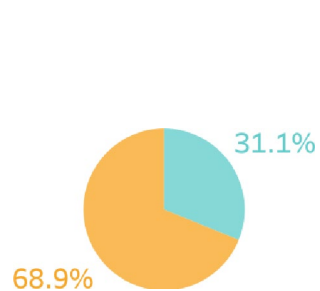
Top Majors (if more than 10)

1 Registered Nursing	12.1%
2 AS-T Business Admin 2.0, AS-T Business Administrat..	5.0%
3 AA-T Psychology	5.0%
4 AS-T Biology & Biological Sciences	4.9%
5 LAS: Arts and Humanities	4.7%
6 Administration of Justice & AS-T Administration of J..	3.7%
7 Undeclared	3.6%
8 Aircraft Fabrication&Assembly	2.9%
9 General Business	2.5%
10 Radiologic Technology	2.4%
11 AS-T Early Childhood Education	2.3%
12 Mechanical Engineering	2.3%
13 AA-T Kinesiology	2.0%
14 Child & Family Education	2.0%
15 Aircraft Fab & Assem Cert	2.0%
16 LAS: Social/Behavioral Science	1.9%
17 AS-T Computer Science	1.7%
18 AA-T Sociology	1.6%

Part-Time | Full-Time

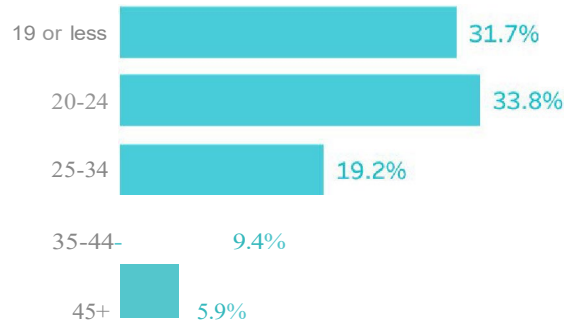
AVG.#ofTerms

Enrolled Units

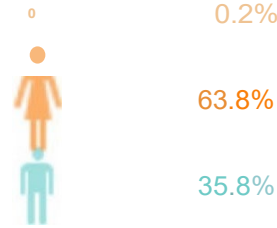


		12-15-	<b>26.2%</b>		
		15+	<b>14.9%</b>	19 AA-T English, English - Non Transfer& Transfer	1.5%
Full-time	Part-time			20 AA-T Communication Studies	1.3%

Age Groups



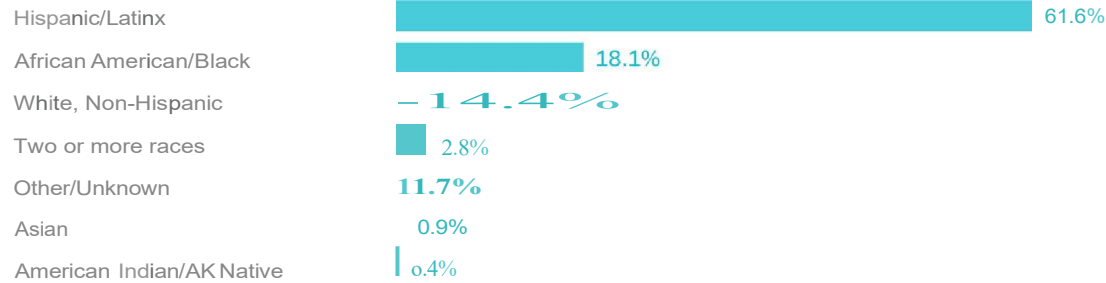
Gender/Sex



Metrics

Avg.# of Terms	3.6
Avg. GPA	2.63
Avg. AVC Earned Hours	38.4
Completion Rate	73.4%
Avg. Transfer Earned Hours	27.0
Transfer Completion Rate	87.9%
Avg. Enrolled Units	9.5
Number of Students	458

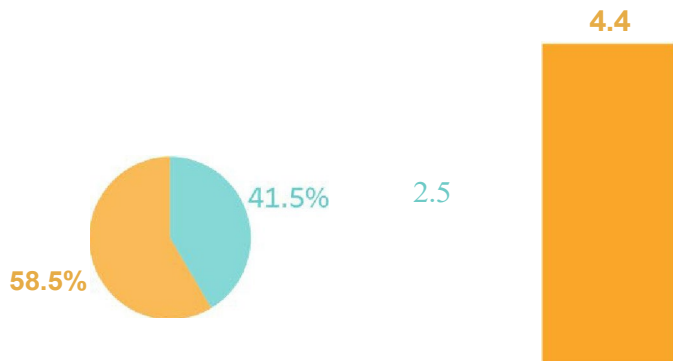
Race/Ethnicity



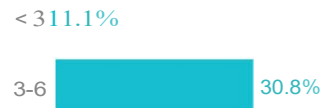
Top Majors (if more than 10)

1	Registered Nursing	12
2	AS-T Business Admin 2.0, AS-T Business Administrat..	
3	AA-T Psychology	
4	AS-T Biology & Biological Sciences	4
5	LAS: Arts and Humanities	
6	Administration of Justice & AS-T Administration of J..	3.7%
7	Undeclared	
8	Aircraft Fabrication&Assembly	t.
9	General Business	t.
10	Radiologic Technology	
11	AS-T Early Childhood Education	
12	Mechanical Engineering	
13	AA-T Kinesiology	t.
14	Child & Family Education	

Part-Time | Full-Time



Enrolled Units





Full-time

Part-time

6.1-9-

22.5%

9.1-  
11.9  
14.1  
%

12-15

15+

16  
.3  
%

35.2%



- 15 Aircraft Fab & Assem Cert
- 16 LAS: Social/Behavioral Science 1
- 17 AS-T Computer Science 1
- 18 AA-T Sociology 1
- 19 AA-T English, English - Non Transfer& Transfer 1.
- 20 AA-T Communication Studies 1 0



**Program Awards Summary Report - Parameter Selection Area**

Select State-District-College:  | Select District-College:  | Select Academic Year:  | Select Award Type:

Select Program Type:  |  | **Program Awards Summary for Special Population/Group, please click here.**

Please note: The Chancellor's Office provides access to the DataMart primarily to assist colleges for state and system accountability purposes. Statewide results for the most recent term should not be considered complete until all districts have submitted data.

Export To ->

Excel  CSV  Text

Records Per Page:

Simple Layout  Advanced Layout

**Program Awards Summary Report - Data & Format Area**

Report Area

Program Awards Summary

	Annual 2021-2022 Award Count
<input checked="" type="checkbox"/> Antelope Valley Total	177
Associate in Science for Transfer (A.S.-T) Degree	91
Associate of Arts (A.A.) degree	86
<input checked="" type="checkbox"/> Barstow Total	39
Associate in Science for Transfer (A.S.-T) Degree	26
Associate of Science (A.S.) degree	9
Certificate requiring 16 to fewer than 30 semester units	4
<input checked="" type="checkbox"/> Canyons Total	101
Associate in Science for Transfer (A.S.-T) Degree	66
Associate of Science (A.S.) degree	22
Certificate requiring 16 to fewer than 30 semester units	13
<input checked="" type="checkbox"/> Coastline Total	25
Associate of Arts (A.A.) degree	21
Certificate requiring 16 to fewer than 30 semester units	4
<input checked="" type="checkbox"/> Glendale Total	42
Associate in Science for Transfer (A.S.-T) Degree	34
Associate of Science (A.S.) degree	3
Certificate requiring 30 to < 60 semester units	5
<input checked="" type="checkbox"/> Pasadena Total	77
Associate in Science for Transfer (A.S.-T) Degree	74
Associate of Science (A.S.) degree	1
Certificate requiring 30 to < 60 semester units	2
<input checked="" type="checkbox"/> Victor Valley Total	91
Associate in Science for Transfer (A.S.-T) Degree	40
Associate of Science (A.S.) degree	46
Certificate requiring 16 to fewer than 30 semester units	1
Certificate requiring 8 to fewer than 16 semester units	4

Report Format Selection Area - Drag field to change the format of the report



## Fall 2022 Program Review Report

<b>Division/Area Name: SBS/BCS BIP and OT</b>	<b>For Planning Years: 2023-2024</b>
<b>Name of person leading this review: Gabrielle Poorman – Kent Moser</b>	
<b>Names of all participants in this review: Gabrielle Poorman, Kent Moser, Megan Owens, Kathy Osburn</b>	
<b>Part 1. Program Overview: <i>Briefly describe how the program contributes to the district <a href="#">mission</a></i></b>	
<p>The faculty and staff of the business &amp; computer studies department provide students with hands-on training required for skill, certification, continuing education classes, professional development, and the opportunity to learn the fundamentals necessary to be well educated in a particular discipline. Courses are provided for students who wish to complete a two-year degree or certificate, transfer to a four-year university, enter the business workforce, or upgrade their skills. The business information professional contributes to the district mission by supporting students seeking technical education to enter the workforce.</p>	
<b>Part 2A: Analyze the <a href="#">program review data (retrieval instructions)</a> focusing on equity and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, &amp; job placement) to identify the program Strengths, Opportunities, &amp; Aspirations:</b>	
<b>Strengths and Accomplishments:</b> (Guiding Question: What does your program/area do well, including capabilities and greatest accomplishments?)	
<p>The office technology discipline is transitioning to the business information professional discipline. The business information professional program serves students by providing stackable certificates that lead to a degree. Stackable, low unit certificates allow students to immediately obtain a certificate and increase their success in obtaining an entry-level employment position. From past advisory meetings, offering stackable certificates that build on a student's understanding of industry standard software and skills that pertains to the office are essential components of our program. Based on our recent advisory meeting, local business experts emphasized the need for students to obtain skills in telecommunications and soft skills. Offering additional certificates where students can specialize in a particular field of study may provide students with greater opportunities for employment. Based on input from our advisory committee, developing certificates in legal office assistant and human resources technician should be explored.</p> <p>Based on program review data, the BIP discipline had a significant increase in enrollment, increasing from when the program was first offered in 2020 with 48 students enrolled to 223 currently enrolled in this program. The office technology program does have a decrease in enrollment; however, this discipline is being absorbed into the business information professional program. The business information professional classes have also shown a 1% increase in retention from the 2020-2021 to 2021-2022 time period. The demographics of our students in this program show that 78.6% of our students in this program are in the 25-29 age group and 66.9% are Hispanic or Latinx.</p> <p>Our African American/Black students have improved significantly in both success and retention rates. African American/Black students increased retention rates by 14.1% and increased success rates by 23.4%.</p>	
<b>Opportunities and Challenges:</b> (Guiding Question: What does your program/area need to do better to support/improve student success?)	

The business information professional program would be more successful and would better serve students by providing more outreach and marketing so that students are aware of the programs in this discipline. Increased marketing and outreach to local businesses to encourage internship agreements so that students receive hands-on workplace experience will be of great benefit to our students and local employers.

Textbook costs may be difficult for some students to afford. Encouraging faculty to utilize lower cost textbooks and software may help bridge equity gaps.

Creating another certificate(s) where students can specialize in a field such as legal or human resources may help with employability.

**Aspirations:** (Guiding Questions: What does your program/area want to be known for? What is a desired future?)

With BIP's current 22 courses, 3 certificates and 1 A.S Degree – we want to be known to the community for sending their employees to our program -- and the employees can be certificated at different levels documenting their skills and abilities to companies making them more efficient and effective and thus contributing to the increased value of the company.

**Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data**

Based on the October 24, 2022, advisory committee meeting for business, marketing, management, office technology and business information professional, there are several suggestions for skills and programs that Antelope Valley College should consider. The committee discussed the need for employees to have skills in telecommunication platforms, Microsoft Office Applications, and skills in customer service, hospitality, business etiquette and business ethics.

According to the employment development department of the state of California, there are 501,940 annual job openings for the county of Los Angeles between 2018-2028 for people pursuing jobs in office technology, office computer applications, and office management.

**Part 2C: Review and comment on progress toward past SLO/PLO/OO Analysis (fka Action Plans):**

1. Full time hire to help with the OT/BIP program.  
**Accomplished:** We had two full time hires: one for the CA discipline and one full time hire for the BIP, OT and Business discipline.
2. Access to more computer labs.  
**Unsuccessful:** we still do not have increased the number of labs for students.
3. More marketing of the Business Information Professional discipline is still a necessity to best serve our students and community.  
**In-Progress:** The AVC marketing department did conduct marketing tactics (billboard and social media), but because the BIP program is still new, marketing and outreach needs to continue and increase.

**Part 2D: Review and comment on progress towards past program review goals:**

Goal # 1: Increase student success and job readiness by updating curriculum and offering a consistent, quality education utilizing professionals that are dedicated to the institution.

We have been continuously updating our curriculum. We also have been conducting advisory meetings to gain information regarding the changing needs of the workplace and skills that students will need.

Goal # 2: Increase awareness of the BIP certificates and degree.

We have had marketing efforts from the marketing department at AVC. However, we need to continuously outreach and advertise the business information professional programs because it is still a new discipline.

**Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:**

Program /Area Goal #	Goal Supports which:				EMP Goal Primarily Supported:	Description of Goal	Steps to be taken to achieve goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1 Marketing and outreach	ILO 4. Career and Specialized Knowledge				Goal 2: Increase efficient and effective use of resources: Technology; Facilities. Human Resources; Business Services	Increase enrollment by increasing awareness of the programs that are offered under the BIP discipline.	Increase marketing and outreach to the community:  1. Offer a stipend to incentivize faculty and increase faculty involvement in outreach.  2. Faculty visiting local high schools or facilitating workshops that provide the opportunity to connect with potential and current students and communicate the benefits of what we offer in the BIP program.	Based on AVC's tableau data, there would be an increase in enrollment and completers.
#2 Internship Agreements	ILO 4. Career and Specialized Knowledge				Goal 2: Increase efficient and effective use of resources: Technology; Facilities. Human Resources; Business Services	Establishing internship programs will provide students with skills vital to obtaining employment.	1. Contact local industry leaders to discuss and propose an internship program.  2. Offer a stipend to incentivize faculty to become involved in the internship program.  3. Meet with local employers and establish a working relationship.  4. Work with local industry to create an internship agreement.	Based on AVC's tableau data, there would be an increase in enrollment and completers.  Tracking internship program contracts.



#3 Tutors	ILO 4. Career and Specialized Knowledge				Goal 4: Advance more students to college level coursework Develop and implement effective placement tools	Increase success and retention rates by providing tutors that have diverse experience and skills in the subjects required for the BIP discipline.	Encourage faculty to ask their outstanding performing students to be tutors and connect those students with learning center representatives.	Based on AVC's tableau data, there would be an increase in enrollment and completers.
--------------	--	--	--	--	--	---	--	---

**Part 4: Resource Requests that Support Program Needs (based on above analysis)**

Fill out your resource request via Survey Monkey: [https://www.surveymonkey.com/r/AVC\\_ProgramReviewFall2022](https://www.surveymonkey.com/r/AVC_ProgramReviewFall2022)

**Part 5: Insert your Program Review Data here, as well as any other supporting data. (See Part 2A above).**

Please Select **Subject area (twice)** and **Program Major(s)** to get your data -->

Select Subject  
OT

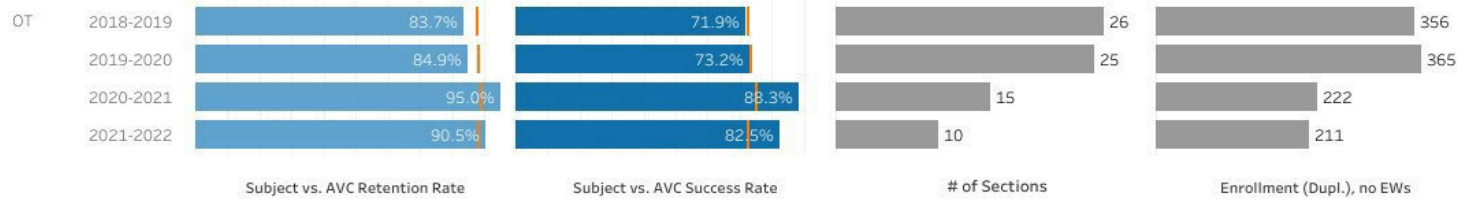
Select Subject **again**  
OT

Select Program Major(s)  
Multiple values

Academic Year  
Multiple values



Retention, Success, Number of Sections, & Enrollment in OT (Total AVC rates are shown as | hover over to see data)



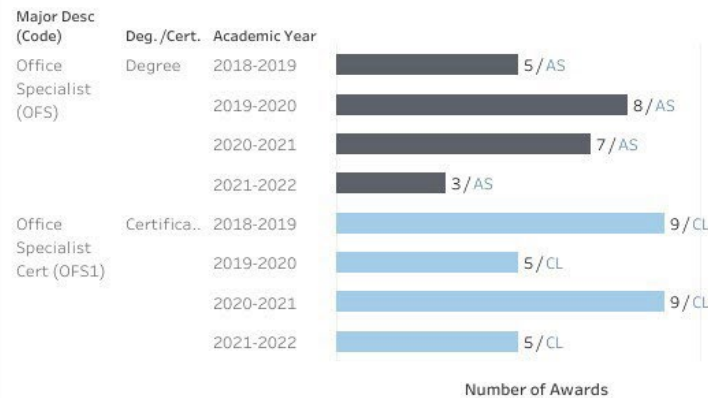
Enrollment and Number of Sections by **Modality** in OT

	Instr. Method	2018-2019	2019-2020	2020-2021	2021-2022
Number of Sections	Online	6	7	8	8
	Other Indep Study	2	3	5	2
	Traditional	16	14	2	
	Work Experience	2	1		
Enrollment	Online	113	128	157	203
	Other Indep Study	3	9	18	8
	Traditional	238	235	47	
	Work Experience	2	1		

Enrollment and Number of Sections by **Location** in OT

	Location	2018-2019	2019-2020	2020-2021	2021-2022
Number of Sections	Lancaster	26	24	15	4
	Palmdale		1		6
Enrollment	Lancaster	356	354	222	44
	Palmdale		19		167

Number of Program Awards in **Office Specialist (OFS) & Office Specialist Cert (OFS1)**



FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in OT

	Fall 2018	Fall 2019	Fall 2020	Fall 2021
PT (Adjunct) FTEF	2.0	1.8	1.3	0.5
FT (Regular) FTEF				0.6
TOTAL FTEF	2.0	1.8	1.3	1.1
PT/FT FTEF Ratio				0.9
FTES	18.5	18.3	11.5	12.1
FTES/FTEF Ratio	9.4	10.3	8.9	10.6
WSCH/FTEF Ratio	282.6	308.3	266.3	319.5

Click [here](#) to see AVC's Program awards dashboard

Last Update: 09/30/2022. Data Sources: AVC's Banner, ARGOS reports

Please Select **Subject** area (twice) and **Program Major(s)** to get your data -->

Select Subject  
BIP

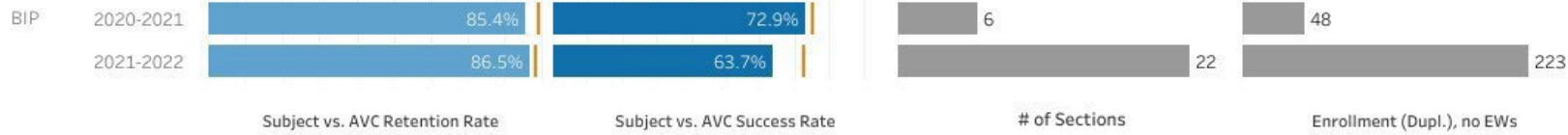
Select Subject **again**  
BIP

Select Program Major(s)  
None

Academic Year  
Multiple values



Retention, Success, Number of Sections, & Enrollment in BIP (Total AVC rates are shown as | *hover over to see data*)



Enrollment and Number of Sections by **Modality** in BIP

	Instr. Method	2020-2021	2021-2022
Number of Sections	Online	5	22
	Traditional	1	
Enrollment	Online	38	224
	Traditional	10	

Enrollment and Number of Sections by **Location** in BIP

	Location	2020-2021	2021-2022
Number of Sections	Lancaster	6	
	Palmdale		22
Enrollment	Lancaster	48	
	Palmdale		224

Number of Program Awards in None

FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in BIP

	Fall 2020	Fall 2021
PT (Adjunct) FTEF		0.70
FT (Regular) FTEF		0.17
FT (Overload) FTEF		0.08
TOTAL FTEF	0.00	0.95
PT/FT FTEF Ratio		4.24
FTES		2.59
FTES/FTEF Ratio		2.73
WSCH/FTEF Ratio		81.85

[Click here](#)  
to see AVC's Program  
awards dashboard

Last Update: 09/30/2022 .Data Sources: AVC's  
Banner, ARGOS reports

# BIP – OT Combined Data

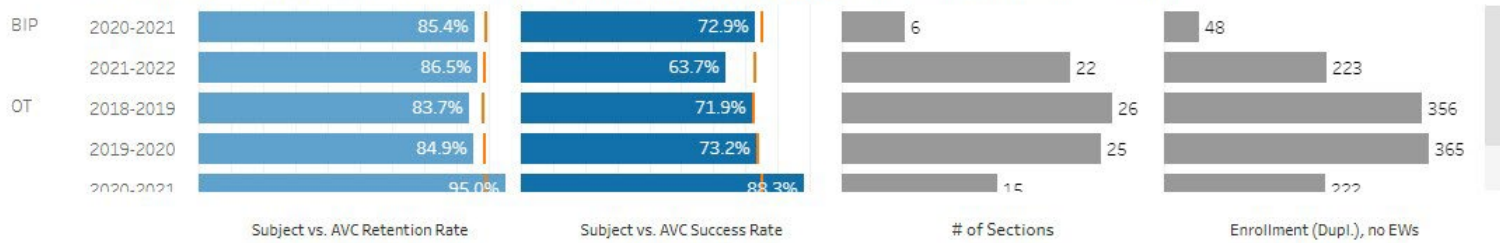
Program Review Data | S&R by Demographic Groups | Equity | With EW | Grade Distribution | PT/FT, FTES/FTEF | \*\*FTEF | Annual FTEF\* | Access | Success & Retention >

Please Select Subject area (twice) and Program Major(s) to get your data -->

Select Subject (Multiple values) | Select Subject again (Multiple values) | Select Program Major(s) (Multiple values) | Academic Year (Multiple values)



Retention, Success, Number of Sections, & Enrollment in All (Total AVC rates are shown as | hover over to see data)



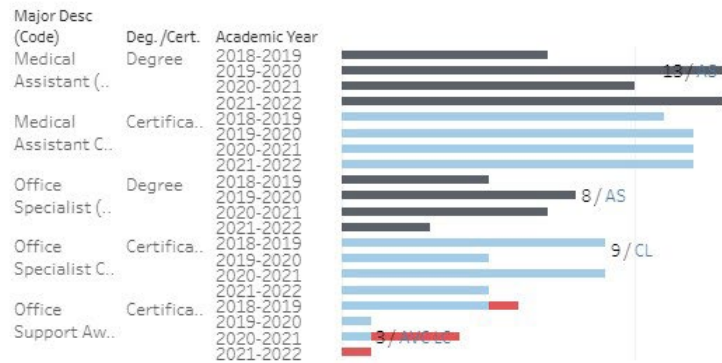
Enrollment and Number of Sections by Modality in All

Instr. Method	2018-2021	2019-2021	2020-2021	2021-2022
Number of Sections				
Online	6	7	5	8
Other Indep Study	2	3	5	2
Traditional	16	14	1	2
Work Experience	2	1		
Enrollment				
Online	113	128	38	157
Other Indep Study	3	9	18	8
Traditional	238	235	10	47
Work Experience	2	1		

Enrollment and Number of Sections by Location in All

Location	2018-2021	2019-2021	2020-2021	2021-2022
Number of Sections				
Lancaster	26	24	6	15
Palmdale		1		22
Enrollment				
Lancaster	356	354	48	222
Palmdale		19		224

Number of Program Awards in Medical Assistant (MA), Medical Assistant Cert (MA1), Office Specialist (OFS) and 2 more



FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in BIP & OT

	Fall 20..	Fall 20..	Fall 20..	Fall 20..	Fall 20..	Fall 20..
PT (Adjunct) FTEF		0.7	2.0	1.8	1.3	0.5
FT (Regular) FTEF		0.2				0.6
FT (Overload) FTEF		0.1				
TOTAL FTEF	0.0	0.9	2.0	1.8	1.3	1.1
PT/FT FTEF Ratio		4.2				0.9
FTES	2.6	18.5	18.3	11.5	12.1	
FTES/FTEF Ratio	2.7	9.4	10.3	8.9	10.6	
WSCH/FTEF Ratio		81.8	282.6	308.3	266.3	319.5

[Click here](#)



Fall 2022 Program Review Report

<b>Division/Area Name: Social &amp; Behavioral Sciences/Business &amp; Computer Studies/Business</b>	<b>For Planning Years: 2023-2024</b>
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**Name of person leading this review: David Adams**

**Names of all participants in this review: David Adams, Gabby Poorman, Kathy Osburn, Kent Moser**

**Part 1. Program Overview: Briefly describe how the program contributes to the district mission**

The faculty and staff of the Business & Computer Studies Department are dedicated to providing students with hands-on training required for skill certification, continuing education classes, professional development, and the opportunity to learn the fundamentals necessary to be well educated in a particular discipline. Courses are provided for students who wish to complete a two-year degree or certificate, transfer to a four-year university, enter the business workforce, or simply upgrade their skills. The BUS program specifically contributes to the district mission by supporting students seeking technical education to enter the workforce (Business Degree & Certificate).

**Part 2A: Analyze the program review data (retrieval instructions) focusing on equity and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities, & Aspirations:**

**Strengths and Accomplishments: (Guiding Question: What does your program/area do well, including capabilities and greatest accomplishments?)**

The Business Program does a good job at preparing students for transfer to four-year institutions as well as preparing students for job in the local workplace. The Business Program recently brought on a new hire who is doing amazing implementing course revisions.

The retention rates of our Hispanic/LatinX students remained in the high 80s as they have since 2019. The retention rates of our female students also remained in the high 80s as it has for the past several years.

**Opportunities and Challenges: (Guiding Question: What does your program/area need to do better to support/improve student success?)**

The COVID-19 Pandemic, combined with a recent robust economy has caused a decrease in both sections as well as number of students enrolled in the Business Program. Sections in the Business Program have decreased from 77 sections in 2018-2019 to 67 in 2021-2022. Enrollment in the Business Program has also dipped from 1,791 students in 2018-2019 to 1,520 students in 2021-2022.

The success rates for Hispanic/LatinX and African American/Black students declined and remain significantly below the AVC average success rates. Our White/Non-Hispanic success rates remain higher than the AVC average. Equity gaps remain an issue for our discipline and one that must be addressed. Our department needs more training and real-world strategies to address this vital issue. An equity officer would be of great benefit to our department and our students.

**Aspirations: (Guiding Questions: What does your program/area want to be known for? What is a desired future?)**

The Business Program is known for providing a high number of degrees and certificates. It is hopeful that our Program will continue to grow given the current tough economic situation whereby students displaced in the workforce will return to school to obtain a degree and/or certificate.

To address equity issues, our department will develop ZTC BUS courses. To address enrollment our department will develop OEI approved courses.

**Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data**

The Advisory Committee Meeting for Business, Marketing, Management, Office Technology and Business Information Professional was held on October 24<sup>th</sup>, 2022, via Zoom. At the meeting, the invited guests provided several suggestions for skills and/or programs that Antelope Valle College, including the following:

- Legal Assistant Program
- Telecommunication Skills
- Microsoft Office Skills
- Credit Collections
- Entrepreneurship

Insert Labor Market Data here <https://www.labormarketinfo.edd.ca.gov/commcolleges/>  
 According to the California Employment Development Department, there should be 198,070 annual job openings in Los Angeles County from 2018-2018.

**Part 2C: Review and comment on progress toward past SLO/PLO/OO Analysis (fka Action Plans):**

Goal #1—Provide more technology to students

We have not provided any meaningful additions in technology to our students.

Goal #2—Increase Enrollment

As noted, enrollment has decreased.

Goal #3—Increase Outreach

No meaningful outreach has occurred.

**Part 2D: Review and comment on progress towards past program review goals:**

Goal #1—Provide more technology to students.

No additional technology has been provided to the Business Program in the last year.

Goal #2—Increase Enrollments

Enrollment continued to decrease in the Business Program in the past Year. The Program had 1,671 students in 2020-2021, but only 1,520 students in 2021-2022.

Goal #3—Increase Outreach

Due to the on-going COVID-19 Pandemic, no additional outreach to the community has been provided the members of the Business Program in the past year.

**Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:**

Program /Area Goal #	Goal Supports which:				EMP Goal Primarily Supported:	Description of Goal	Steps to be taken to achieve goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				

Goal #1— Increase Completion Rates	ILO 2. Creative, Critical, and Analytical Thinking				Goal 4: Advance more students to college-level coursework- Develop and implement effective placement tools	Increase completion rates in business courses	Collaborate with counseling to create the optimum course sequencing for students to graduate in a timely manner.  Collaborate with the Learning Center to ensure tutoring is available.	When AVC Tableau Data indicates an increase in degree/certification rates.
Goal #2— Increase Enrollment	ILO 2. Creative, Critical, and Analytical Thinking				Goal 4: Advance more students to college-level coursework- Develop and implement effective placement tools	To increase enrollment, increase student awareness of our programs and the applicability of business courses to myriad majors	Partner with faculty in other Departments/Divisions to educate faculty and students on how business classes can enhance their current program of study and future careers.  Collaborate with the AVC marketing department to promote our programs.	When AVC Tableau Data indicates an increase in enrollment.
Goal #3— Provide More Technology to Students	ILO 4. Career and Specialized Knowledge				Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services	To better prepare students for jobs in the business field by providing them with greater access to computers and industry software in the classroom.	Work with ITS to obtain funding and purchase computers for the classrooms on the second floor of MH.	When the second-floor classrooms of Mesquite Hall are equipped with computers.

**Part 4: Resource Requests that Support Program Needs (based on above analysis)**

Fill out your resource request via Survey Monkey: [https://www.surveymonkey.com/r/AVC\\_ProgramReviewFall2022](https://www.surveymonkey.com/r/AVC_ProgramReviewFall2022)

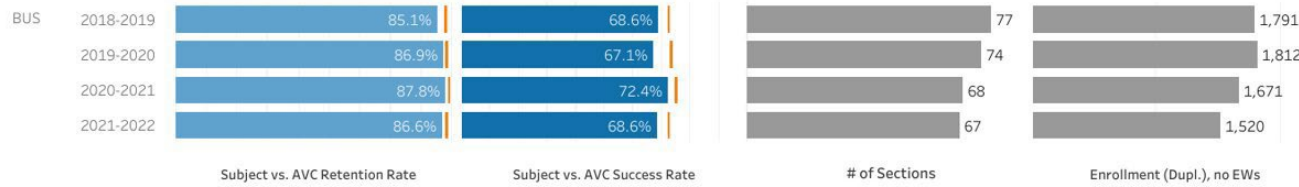
**Part 5: Insert your Program Review Data here, as well as any other supporting data. (See Part 2A above).**

Please Select **Subject area (twice)** and **Program Major(s)** to get your data -->

Select Subject BUS    Select Subject **again** BUS    Select Program Major(s) Multiple values    Academic Year Multiple values



Retention, Success, Number of Sections, & Enrollment in BUS (Total AVC rates are shown as | hover over to see data )



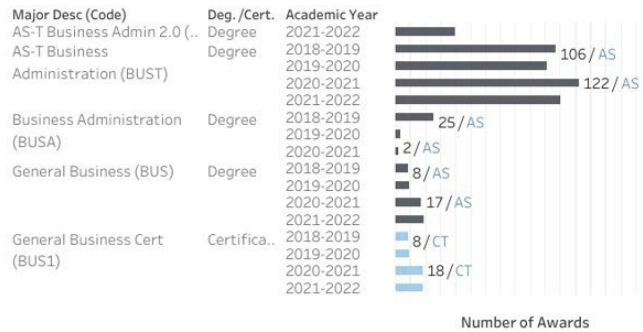
Enrollment and Number of Sections by *Modality* in BUS

Instr. Method	2018-2019	2019-2020	2020-2021	2021-2022
<b>Number of Sections</b>				
Online	15	19	19	27
Other Indep Study	1		1	
Traditional	60	55	48	40
Work Experience	1			
<b>Enrollment</b>				
Online	329	423	484	913
Other Indep Study	1		1	
Traditional	1,460	1,416	1,187	610
Work Experience	1			

Enrollment and Number of Sections by *Location* in BUS

Location	2018-2019	2019-2020	2020-2021	2021-2022
<b>Number of Sections</b>				
Lancaster	63	58	54	38
Palmdale	14	16	14	29
<b>Enrollment</b>				
Lancaster	1,477	1,470	1,292	544
Palmdale	314	369	380	979

Number of Program Awards in [AS-T Business Admin 2.0 \(BUS2\)](#), [AS-T Business Administration \(BUST\)](#), [Business Administration \(BUSA\)](#) and 2 more



FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in BUS

	Fall 2018	Fall 2019	Fall 2020	Fall 2021
PT (Adjunct) FTEF	3.4	4.2	3.7	3.0
FT (Regular) FTEF	2.6	1.6	1.4	1.8
FT (Overload) FTEF	0.8	0.8	1.2	1.0
<b>TOTAL FTEF</b>	<b>6.8</b>	<b>6.6</b>	<b>6.3</b>	<b>5.8</b>
PT/FT FTEF Ratio	1.3	2.6	2.6	1.6
<b>FTES</b>	<b>87.8</b>	<b>87.6</b>	<b>76.3</b>	<b>55.0</b>
FTES/FTEF Ratio	12.9	13.3	12.1	9.5
<b>WSCH/FTEF Ratio</b>	<b>387.2</b>	<b>398.0</b>	<b>363.3</b>	<b>286.2</b>

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Last Update: 09/30/2022 .Data Sources: AVC's Banner, ARGOS reports





Fall 2022 Program Review Report

Division/Area Name: SBS/BCS CA	For Planning Years: 2023-2024
Name of person leading this review: Jimmie Bowen	
Names of all participants in this review: Jimmie Bowen, Steve Corbin, Gabrielle Poorman, Kathy Osburn, Kent Moser	
<b>Part 1. Program Overview: Briefly describe how the program contributes to the district mission</b>	
<p>The faculty and staff of the Business &amp; Computer Studies Department are dedicated to providing students with hands-on training required for skill certification, continuing education classes, professional development, and the opportunity to learn the fundamentals necessary to be well educated in a particular discipline. Courses are provided for students who wish to complete a two-year degree or certificate, transfer to a four-year university, enter the workforce, or simply upgrade their skills.</p>	
<b>Part 2A: Analyze the program review data (retrieval instructions) focusing on equity and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, &amp; job placement) to identify the program Strengths, Opportunities, &amp; Aspirations:</b>	
<b>Strengths and Accomplishments:</b> (Guiding Question: What does your program/area do well, including capabilities and greatest accomplishments?)	
<p>The computer applications discipline has four certificates and three degrees to serve students and the community. Based on program review data, the CA discipline has had a 1.8% increase in retention and a 1.4% increase in success rate from the 2020-2021 to 2021-2022 time period. Computer application certificates and degrees have increased in completers from 2020-2021 to 2021-2022. The success and retention rates for females increased in the 2021/2022 academic year. Hispanic/LatinX retention rates increased as did students identified as two or more races. Enrollment has decreased by 2.6% from 2020-2021 to 2021-2022. Based on past advisory meetings, organizations want more hands-on lab experience, virtualization, simulations, or real hands-on time. Also, based on communication with local employers, applicants need to gain skills in interviewing and communication. Also, organizations want industry certifications for students who finish our programs before they apply for a position.</p>	
<b>Opportunities and Challenges:</b> (Guiding Question: What does your program/area need to do better to support/improve student success?)	
<p>Enrollment has slightly decreased due to a need for more recognition from the community, employers, and other schools. However, this could be an opportunity to explore outreach and marketing tactics, pathways with high school and adult schools, and investigate partnerships with Microsoft, Google, AWS, and other industry partners. To keep up with the demand for skills necessary for the current and future work in this field, we need to update the curriculum to match the demand from employers and the industry when needed.</p>	
<b>Aspirations:</b> (Guiding Questions: What does your program/area want to be known for? What is a desired future?)	
<p>The CA discipline has increased completers, retention, and success rates. To maintain or improve the current trend, the goals for this discipline would be to have labs for the CA discipline, specifically cybersecurity and networking, and to have a teaching aid or certified lab technician for these labs. Creating pathways to local Cal State colleges like CSUN and CSUB is the desired goal because it would increase student transfer to these colleges and help with articulation.</p>	
<b>Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations &amp; Labor Market Data</b>	
<p>Based on past advisory meetings, organizations want more hands-on lab experience, virtualization, simulations, or real hands-on time. Also, based on communication with local employers, applicants lack skills in interviewing and communication. Also, organizations want industry certifications for students who finish our programs before they apply for a position.</p>	
<p>Insert Labor Market Data here <a href="https://www.labormarketinfo.edd.ca.gov/commcolleges/">https://www.labormarketinfo.edd.ca.gov/commcolleges/</a></p>	
<p>Based on the data from the Employment Development Department of the State of California, students pursuing a position in the CA field would expect an annual job opening of 59,900 position opportunities from 2018-2028.</p>	

**Part 2C: Review and comment on progress toward past SLO/PLO/OO Analysis (fka Action Plans):**

**1. Hire a full-time faculty member to teach cybersecurity and offer additional sections for cybersecurity**

Successful: We hired a full-time faculty member to teach cybersecurity and we have offered additional cybersecurity courses and different modalities.

**Part 2D: Review and comment on progress towards past program review goals:**

Goal # 1: To increase enrollment and student employability, we must review and update program offerings to align with industry.

We have been continuously monitoring industry needs and upgrading courses to match needs and directives from the chancellor's office.

Goal # 2: To increase enrollment, course offerings and student success, purchase computers for the BE building on the second floor. The CA discipline courses need to have more hands-on labs to meet the needs of students and employers.

This is an ongoing goal that we hope to achieve by receiving funding and input from industry.

**Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:**

Program /Area Goal #	Goal Supports which:				EMP Goal Primarily Supported:	Description of Goal	Steps to be taken to achieve goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1 Increasing Marketing and Outreach	ILO 4. Career and Specialized Knowledge				Goal 1: Commitment to strengthening institutional effectiveness measures and practices	Increase enrollment by increasing awareness of the programs that are offered under the Ca discipline	1). Get approval from leadership about developing a stipend to incentivized faculty to conduct outreach and marketing. Work with marketing to develop flyers. 2). Map out schools and organizations to conduct marketing and outreach.	Based on AVC's tableau data, there would be an increase in enrollment and completers. Also, communicating with faculty and the community about the successful of the outreach and marketing efforts.
#2 Partnerships with Organizations	ILO 4. Career and Specialized Knowledge				Goal 5: Align instructional programs to the skills identified by the labor market	To better prepare students for the workforce, partnerships with industry leaders is necessary	1). Develop partnerships and apply for industry grants to work with Microsoft, Google, AWS, and other industry partners to better prepare students for employment. 2). Continue paying membership feeds to Cisco academy. 3). Updating the skills of present teachers. 4). Using on demand training from the various	Based on AVC's tableau data, there would be an increase in enrollment and completers. Also, keeping communication lines up with organizations that we are partnering with.

							organizations that we want to partner with and vice versa.	
#3 Open Lab with a technician	ILO 4. Career and Specialized Knowledge				Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services	To increase student success rates, provide an open lab dedicated to networking and cybersecurity students with a qualified lab tech.	1). Funding from strong workforce, industry grants, Perkins, etc. 2). Work with leadership to create a space for these labs and to hire the qualified lab tech.	Grants are obtained and the necessary labs created as well as a qualified lab technician is hired. Student success rates increase.

**Part 4: Resource Requests that Support Program Needs (based on above analysis)**

Fill out your resource request via Survey Monkey: [https://www.surveymonkey.com/r/AVC\\_ProgramReviewFall2022](https://www.surveymonkey.com/r/AVC_ProgramReviewFall2022)

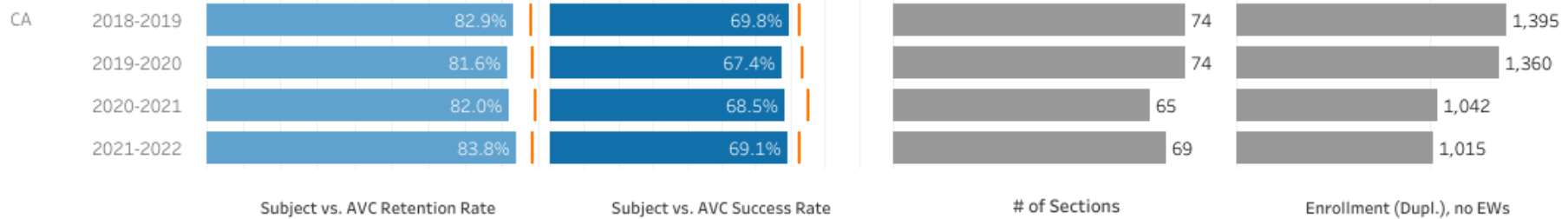
**Part 5: Insert your Program Review Data here, as well as any other supporting data. (See Part 2A above).**

Please Select **Subject** area (twice) and **Program Major(s)** to get your data -->

Select Subject CA | Select Subject again CA | Select Program Major(s) Multiple values | Academic Year Multiple values



Retention, Success, Number of Sections, & Enrollment in CA (Total AVC rates are shown as | hover over to see data)



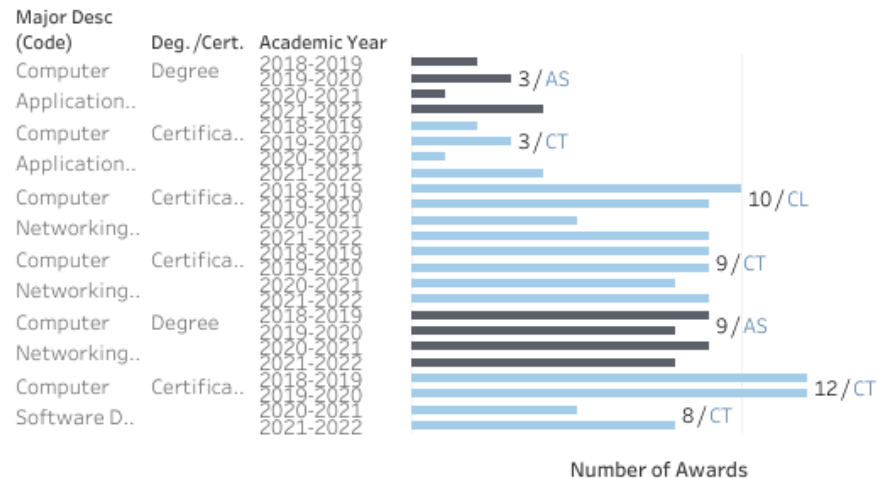
Enrollment and Number of Sections by *Modality* in CA

	Instr. Method	2018-2019	2019-2020	2020-2021	2021-2022
Number of Sections	Online	29	30	23	27
	Other Indep Study	4	5	10	12
	Traditional	41	39	32	30
Enrollment	Online	563	570	434	607
	Other Indep Study	7	15	23	16
	Traditional	825	816	586	392

Enrollment and Number of Sections by *Location* in CA

	Location	2018-2019	2019-2020	2020-2021	2021-2022
Number of Sections	Lancaster	44	44	41	36
	Palmdale	30	30	24	33
Enrollment	Lancaster	807	830	586	318
	Palmdale	588	571	457	697

Number of Program Awards in Computer Applications (CA), Computer Applications Cert (CA1), Computer Networking Core Cert (CNC1) and 3 more



FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in CA

	Fall 2018	Fall 2019	Fall 2020	Fall 2021
PT (Adjunct) FTEF	4.5	4.3	2.7	2.7
FT (Regular) FTEF	2.3	1.6	1.9	1.9
FT (Overload) FTEF	0.8	2.3	1.9	1.9
TOTAL FTEF	7.6	8.1	6.5	6.5
PT/FT FTEF Ratio	2.0	2.7	1.4	1.4
FTES	69.3	67.5	47.8	39.6
FTES/FTEF Ratio	9.1	8.3	7.4	6.1
WSCH/FTEF Ratio	273.4	249.0	220.8	183.8

Click [here](#) to see AVC's Program awards dashboard

Last Update: 09/30/2022 .Data Sources: AVC's Banner, ARGOS reports



Fall 2022 Program Review Report

<b>Division/Area Name: Child development Center</b>	<b>For Planning Years: 2023-2024</b>
<b>Name of person leading this review: Katarina Orlic-Babic</b>	
<b>Names of all participants in this review: Angelica Alvarez, Laura Burke, Anita Davidson, Rebecca Fiske, Pablo Sales</b>	
<b>Part 1. Program Overview: <i>Briefly describe how the program contributes to the district <a href="#">mission</a></i></b>	
<p>The CDC provides support to the students, instruction, workforce preparation, personal growth and/or professional development by providing an on-campus lab school to the students enrolled in CFE, Nutrition, Communication, and Nursing. It also provides a no-cost child care to the students and the community members.</p>	
<b>Part 2A: Analyze the <a href="#">program review data (retrieval instructions)</a> focusing on equity and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, &amp; job placement) to identify the program Strengths, Opportunities, &amp; Aspirations:</b>	
<b>Strengths and Accomplishments: (Guiding Question: What does your program/area do well, including capabilities and greatest accomplishments?)</b>	
<p>In 2021/22 we continued to provide field experiences to college students (CFE, Nursing, and Nutrition) with a high level of health precautions. Students were able to participate/complete assignments in the classrooms/patios or observe children while outdoors. The teachers mentored the students in person and/or via zoom. We served 66 children: 21% African American, 41% Hispanic, 27% Caucasian (Non-Hispanic) and 11% Other. 14 % of the children spoke only “other than English language” at home.</p> <p>The data collected for 2021/22 Program Self Evaluation showed that the children made big strides in all domains of their development. In Approaches to Learning Self-Regulation, they went from 37% at Building Later and Above levels in Fall 2021 to 63% in Spring; in Social and Emotional Development from 42% in the Fall to 69% in Spring. In Language and Literacy Development they went from 26% at Building Later and Above levels in Fall to 66% in Spring; Math from 29% to 64% and Physical Development from 52% to 82%.</p> <p>We contracted with the local agency that provided the staff with trainings and coaching on social/emotional development and behavior management. Staff were provided with resources on teaching children who are dual language learners.</p> <p>All forms and handbooks have been reviewed and updated.</p> <p>All procedures and protocols were reviewed, updated, and the staff trained on them.</p> <p>Family Needs Assessment was administered twice and all referrals were followed up on.</p> <p>Alternative ways to engage parents in the program (but not in the classroom) were developed and implemented.</p> <p>We organized and archived files thus creating additional working space.</p> <p>CDC clerical position was filled after almost a year being vacant.</p> <p>We obtained Covid tests and masks for children and staff.</p>	
<b>Opportunities and Challenges: (Guiding Question: What does your program/area need to do better to support/improve student success?)</b>	
<p>Early childhood instructional specialists have dual role: to provide high quality educational services to the children and mentor college students. Because they are in the classroom during the day developing and implementing curriculum and observing and evaluating children, it is challenging to spend time coaching, mentoring, and evaluating students. There are also more requirements coming from the state (paperwork) that teachers cannot complete in the classroom while they are supervising children, assistants, and practicum students.</p>	
<b>Aspirations: (Guiding Questions: What does your program/area want to be known for? What is a desired future?)</b>	

The right of every child is to develop to their full potential and to have free and open access to education and resources under equitable conditions. Our aspirations are to help children develop critical skills, problem solving and empathy - to become lifelong learners. We want to model developmentally and individually appropriate practices and intentional teaching to college students so that they can take those skills to future employment sites.

**Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data**

Insert Advisory Committee Recommendations here N/A

Insert Labor Market Data here <https://www.labormarketinfo.edd.ca.gov/commcolleges/> N/A

**Part 2C: Review and comment on progress toward past SLO/PLO/OO Analysis (fka Action Plans):**

DRDP Online (Desired Results Developmental Profile) has allowed us to look at the trends within the classroom and across the whole program early in the fall semester so that the teachers could plan the curriculum that enhances each child’s learning and development. This was the time when the masks were still strictly enforced in the classrooms and we wanted to make sure that children’s language and social/emotional needs were being met. Teachers were intentionally planning activities for all domains of children’s development and based on their individual needs. They also worked with the parents, kept them informed of their children’s development and provided activities for children and parents to complete together at home. The rigid schedule of the DRDPs and the use of the Learning Genie (communication application) have allowed teachers to complete documentation that revealed each child’s strengths and areas for growth early in the semester which was shared at the parent-teacher conferences. The teachers made timely referrals for further assessments as needed.

Parent Involvement and Education: we used Learning Genie for parent surveys and the survey was anonymous. Our number one priority has always been safety of the children. In order for children to thrive in the program, their parents need to feel that their child is safe first of all.

On the Parent Survey, 100% of the parents answered that they were very satisfied or satisfied with the quality of the program, 100% indicated that they felt that their child was safe and 100% replied that they felt that their child was happy in the program. 100% indicated that they received information about community services and where to report health and safety concerns. 100% of the parents were satisfied/very satisfied with the number and qualifications of the staff, languages spoken by the staff, staff meeting their child’s needs, environment, daily activities, and how the program promotes their child’s learning and development. With the daily communication with the parents, we were able to accomplish all of those.

Teachers conducted two parent-teacher conferences which coincided with the completion of the DRDPs. We also offered two parent education events.

A bilingual program specialist was hired who assisted in translations.

Kindergarten Readiness/Transition to Kindergarten parent workshop was offered via zoom in the morning and in the afternoon.

Dealing with Challenging Behaviors parent workshop was offered in May in person. Handouts from both presentations were emailed to the parents.

The goal in 2021/22 year was to focus on language and social/emotional development. With the assistance of a local agency (Quality Behavior Solutions) and close and constant communication with the families, we have been able to build children’s appropriate social behaviors (social and emotional understanding, empathy, self-control of feelings and behavior) and facilitate the relationship building with other children and staff. As the strict directives from LA County Health Department were being lifted, so were the classrooms being modified and turned back to the pre-Covid standards. Children have built strong relationships among themselves and have been enjoying these newly transformed environments with enthusiasm and excitement.

In the last two years, teachers participated in numerous trainings and workshops especially on trauma, social/emotional wellbeing of children, dual language learning/teaching, and diversity/equity. As a result, they implemented techniques in the classroom and shared information with other staff. Although some trainings were not part of the goals and action plans from last year, the issues related to the enrolled children prompted teachers to seek additional trainings that would provide them with the knowledge on those particular issues.

**Part 2D: Review and comment on progress towards past program review goals:**

The goal was to promote high quality teaching of dual language learners. We successfully identified dual language learners, provided resources to the staff, and purchased materials in different languages. This year (2022/23), Early Education Division (California Department of Education) is heavily focusing on education of dual language learners – not only identifying and supporting their education but also supporting their home language and culture. We will continue working on our last year’s goal and stay abreast of research and the directives from the department.

**Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:**

Program /Area Goal #	Goal Supports which:				EMP Goal Primarily Supported:	Description of Goal	Steps to be taken to achieve goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 2. Creative, Critical, and Analytical Thinking	1			Goal 1: Commitment to strengthening institutional effectiveness measures and practices	1. The goal is to ensure that every child receives high-quality, equitable early education.	<ol style="list-style-type: none"> <li>1. Identify strengths, experiences, interests, and abilities of individual children and provide a curriculum that is appropriate, intentional, and adapted to those needs including but not limited to dual language learners and children with special educational needs.</li> <li>2. Provide staff with the “Innovative Approaches to Identifying and Supporting Dual Language Learners” training.</li> </ol>	Individual progress (Desired Results Developmental Profiles). Parent Satisfaction Survey.
#2	Choose ILO				Choose an item.			
#3	Choose ILO				Choose an item.			

**Part 4: Resource Requests that Support Program Needs (based on above analysis)**

Fill out your resource request via Survey Monkey: [https://www.surveymonkey.com/r/AVC\\_ProgramReviewFall2022](https://www.surveymonkey.com/r/AVC_ProgramReviewFall2022)

**Part 5: Insert your Program Review Data here, as well as any other supporting data. (See Part 2A above).**



Fall 2022 Program Review Report

<b>Division/Area Name: Social &amp; Behavioral Science Child &amp; Family Education/Education</b>	<b>For Planning Years: 2023-2024</b>
<b>Name of person leading this review: Kimberly Barker</b>	
<b>Names of all participants in this review: Kimberly Barker, Stephanie Peoples, Yadira Arellano</b>	
<b>Part 1. Program Overview: <i>Briefly describe how the program contributes to the district mission</i></b>	
<p>The CFE/ED department provides numerous educational courses, teacher preparation, a transfer degree program, and certificates for a diverse student population of educational learners. Our instructors do so within the AVC District's values of education, integrity, excellence and community.</p>	
<b>Part 2A: Analyze the <a href="#">program review data (retrieval instructions)</a> focusing on equity and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, &amp; job placement) to identify the program Strengths, Opportunities, &amp; Aspirations:</b>	
<b>Strengths and Accomplishments:</b> (Guiding Question: What does your program/area do well, including capabilities and greatest accomplishments?)	
<p>Highlights include collaboration of faculty experts in the expansion of program design and modification of 12 courses for a new distance education 24-unit Fast Track. Students now have the option of finishing 24-33 units within 12 months' time. This track also supports already credentialed teachers in obtaining the mandated 24 ECE units now required by the CTC. These units are required to be obtained by 08/2023 by teachers intending to teach Universal Preschool.</p> <p>Since our last program review, we have seen an over 50% increase in our Early Childhood Education AS-T degree success rate. As well as remarkable success rate increases in discipline degrees and certificates. We are working to establish new pathways and opportunities in our ED area, and expect to experiences growth in student retention and success in the next 18 months.</p> <p>The CFE/ED program continues to support students' professional pathways with tutorial, financial and career development. Since our last report, nearly 90% of our faculty have finished the online teacher training, and are now certified to teach asynchronous and synchronous courses.</p>	
<b>Opportunities and Challenges:</b> (Guiding Question: What does your program/area need to do better to support/improve student success?)	
<p>The opportunities remain the same as our last report, without the addition of more full-time faculty, it is difficult to meet the growing demands of the need for more qualified teachers in the workforce. With these new programs in place, our faculty is at capacity in the ability to serve students.</p>	
<b>Aspirations:</b> (Guiding Questions: What does your program/area want to be known for? What is a desired future?)	
<p>Our program aspires to be at the forefront of new innovate educational approaches. We are working to design and execute quality online degrees, one of the first BA degrees with a Prek-3<sup>rd</sup> grade teaching credential embedded in the program at the two-year institution forum, as well as an exemplary model for humanizing the educational experience both online and face to face. Each of these aspirations has a focus of meeting the needs of our students and community.</p>	
<b>Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations &amp; Labor Market Data</b>	
<b>Continued growth in Fast Track online programs, additional course creation in the areas of DEAI, Special Needs and STEM.</b>	
Insert Labor Market Data here <a href="https://www.labormarketinfo.edd.ca.gov/commcolleges/">https://www.labormarketinfo.edd.ca.gov/commcolleges/</a>	



According to the EDD for the state of California. It is expected there will be over 80,000 job opening annually from 2018 to 2028 for students who are studying in the CFE/ED programs.

**CIP Code(s):**

- 130101 Education, General
- 130501 Educational/Instructional Media Design
- 131001 Special Education and Teaching, General
- 190101 Family and Consumer Sciences/Human Services, General
- 190704 Family Systems
- 190706 Child Development

**Geography: Los Angeles County**

Includes: Los Angeles County

**Annual Job Openings by Occupation**

SOC Code	Occupation Title (Linked to "Occupation Profile")	2018 Employment	Annual Job Openings (1)
399011	<a href="#">Child Care Workers</a>	29,510	46,520
251081	<a href="#">Education Teachers, Postsecondary</a>	1,470	1,570
252031	<a href="#">Secondary School Teachers, Except Special and Vocational Education</a>	32,870	25,860
252052	<a href="#">Special Education Teachers, Kindergarten and Elementary School</a>	3,170	2,630
252053	<a href="#">Special Education Teachers, Middle School</a>	1,370	1,130
252054	<a href="#">Special Education Teachers, Secondary School</a>	2,800	2,320
	<b>Total</b>	71,190	80,030

(1) Total Job Openings are the sum of new jobs from growth plus net replacements. Annual job openings are total job openings divided by the number of years in the projection period.

(2) This occupation has been suppressed due to confidentiality.

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**TOP Code(s):**

- 130500 Child Development/Early Care and Education

**Geography: California**

Includes: All California Counties

**Annual Job Openings by Occupation**

SOC Code	Occupation Title (Linked to "Occupation Profile")	2018 Employment	Annual Job Openings (1)
399011	<a href="#">Child Care Workers</a>	96,700	151,440
	<b>Total</b>	96,700	151,440

(1) Total Job Openings are the sum of new jobs from growth plus net replacements. Annual job openings are total job openings divided by the number of years in the projection period.

(2) This occupation has been suppressed due to confidentiality.

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**CIP Code(s):**

- 190706 Child Development

**Geography: Los Angeles County**

Includes: Los Angeles County

**Annual Job Openings by Occupation**

SOC Code	Occupation Title (Linked to "Occupation Profile")	2018 Employment	Annual Job Openings (1)
399011	<a href="#">Child Care Workers</a>	29,510	46,520
	<b>Total</b>	29,510	46,520

(1) Total Job Openings are the sum of new jobs from growth plus net replacements. Annual job openings are total job openings divided by the number of years in the projection period.

(2) This occupation has been suppressed due to confidentiality.

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**Part 2C: Review and comment on progress toward past SLO/PLO/OO Analysis (fka Action Plans):**

Faculty In a continued effort are reviewing courses to analyze trends, survey results and data. The implementation of our Fast Track program has helped to address and support continued progress regarding past program plan efforts.

**Part 2D: Review and comment on progress towards past program review goals:**

Accomplished was the goal of creating a new online Fast Track 24-unit program to support new legislation mandates regarding Universal Pre-K teachers. We continue to update course content and overarching accessibility support in online and face to face classes.

**Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:**

Program /Area Goal #	Goal Supports which:				EMP Goal Primarily Supported:	Description of Goal	Steps to be taken to achieve goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1 Training and workshops	ILO 4. Career and Specialized Knowledge				Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services	Continue faculty training in distance education. Continue faculty training in the area of humanizing the educational experience. Promote DEIAB acquisition and continued growth through professional workshops and presentations for both students and faculty. Implement study labs and student cohorts for student support.	<ol style="list-style-type: none"> <li>1. Survey faculty</li> <li>2. Encourage faculty to attend AVC or @one trainings</li> <li>3. Encourage faculty to take humanizing and cultural awareness and diversity courses</li> </ol>	Continue to request full time faculty for the CFE/ED Departments Additional resources and grants are needed.
#2 Fast Track Stackable Degrees	ILO 4. Career and Specialized Knowledge				Goal 5: Align instructional programs to the skills identified by the labor market	Work with leadership to develop a stipend to incentivize faculty to collaborate on continued creation and implementation of Fast Track programs, Online programs, and create additional stackable certificates and degrees Increase SLO data input	<ol style="list-style-type: none"> <li>1. Identify needs</li> <li>2. Collaborate with guided pathways and faculty</li> <li>3. Develop fast tracks with faculty and institution experts.</li> </ol>	Continue to request full time faculty for the CFE/ED Departments to effectively and efficiently meet program needs and assist in overall support of program growth.
#3 Fulltime Faculty	ILO 4. Career and Specialized Knowledge				Goal 1: Commitment to strengthening institutional effectiveness measures and practices	Additional full-time faculty	<ol style="list-style-type: none"> <li>1. Continue sharing legislative changes</li> </ol>	Support from AVC's Administration to hire more full-time faculty to provide on-going student support,

							<ol style="list-style-type: none"> <li>2. Communicate with leadership</li> <li>3. Collect data to establish growing need.</li> <li>4. Show gaps from loss of fulltime retiree.</li> </ol>	class stability and scheduling as well as office hour support
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**Part 4: Resource Requests that Support Program Needs (based on above analysis)**

Fill out your resource request via Survey Monkey: [https://www.surveymonkey.com/r/AVC\\_ProgramReviewFall2022](https://www.surveymonkey.com/r/AVC_ProgramReviewFall2022)

**Part 5: Insert your Program Review Data here, as well as any other supporting data. (See Part 2A above).**

Please Select **Subject area (tw ce)** and **Program Major(s)** to get your data-->

Select Subject  
CFE

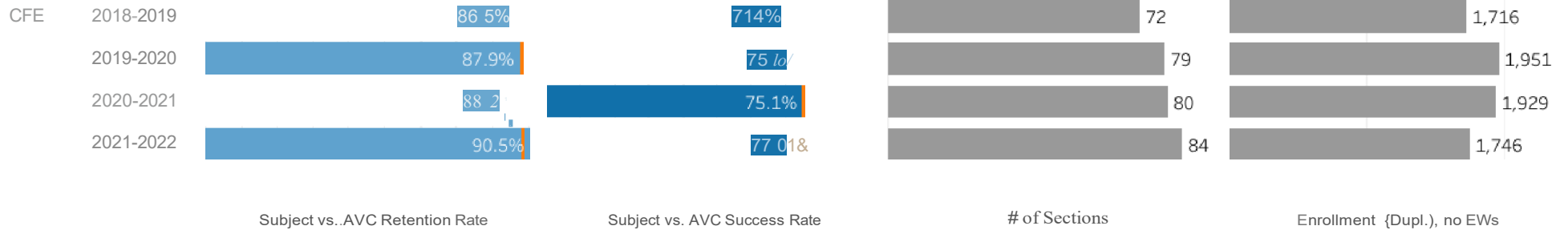
Select Subject  
CFE

Select Program Major(s)  
Multiple values

Academic Year  
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Retention, Success, Number of Sections, & Enrollment in CFE (Total AVC rates are shown as **hovi.rovertosee data**)



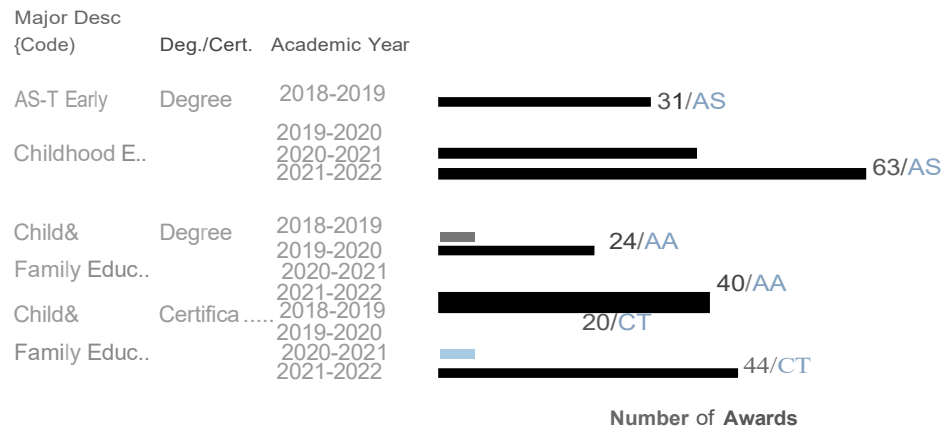
Enrollment and Number of Sections by **Modality** in CFE

	Instr. Method	2018-2019	2019-2020	2020-2021	2021-2022
Number of Sections	Online	1	20	23	30
	Other Indep Study	1		2	
	Traditional	59	59	55	54
Enrollment	Online	27	444	571	1,022
	Other Indep Study	1		2	
	Traditional	1,443	1,541	1,356	729

Enrollment and Number of Sections by **Location** in CFE

	Location	2018-2019	2019-2020	2020-2021	2021-2022
Number of Sections	Lancaster	37	32	34	35
	Palmdale	25	37	36	46
	Palmdale [Of..	10	10	10	3
Enrollment	Lancaster	878	836	855	503
	Palmdale	617	907	873	1,233
	Palmdale [Of..	221	242	201	15

Number of Program Awards in **AS-T Early Childhood Education (ECET), Child & Family Education (CFE), Child & Family Education Cert (CFE1) and 2 more**



FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in **CFE**

to see AVC's Program awards dashboard

School-Aged Degree	2018-2019	: 2/AA
Child Care(. 2019-2020	2020-2021	.. 3/
School-Aged Certifica.. 2021-2022	2018-2019	1/CT
Child Care C 2019-2020	2020-2021	.. S/CT
	2021-2022	

<b>FTES</b>	74.2	91.1	84.3	77.6
<b>FTES/FTEF Ratio</b>	10.9	12.6	11.7	9.1
<b>WSCH/FTEF Ratio</b>	327.3	379.5	351.2	272.8

[Click here](#)

Please Select **Subject area (tw ce)** and **Program Major(s)** to get your data-->

Select Subject  
ED

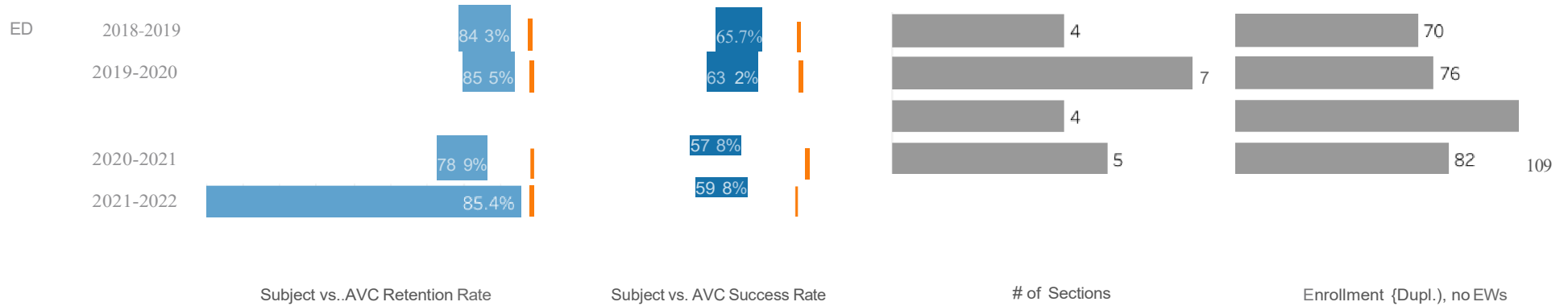
Select Subject  
1:00

Select Program Major(s)  
Multiple values

Academic Year  
Multiple values



Retention, Success, Number of Sections, & Enrollment in ED (Total AVC rates are shown as | hover over to SBB data)



Enrollment and Number of Sections by *Modality* in ED

Instr. Method	2018-2019	2019-2020	2020-2021	2021-2022
Number of Sections				
Online			1	2
Other Indep Study		3		1
Traditional	4	4	3	2
Enrollment				
Online			34	54
Other Indep Study		8		2
Traditional	70	70	75	26

Enrollment and Number of Sections by *Location* in ED

Location	2018-2019	2019-2020	2020-2021	2021-2022
Number of Sections				
Lancaster	4	7	3	2
Palmdale			1	3
Enrollment				
Lancaster	70	78	75	7
Palmdale			34	75

Number of Program Awards in Instructional Aide (INA) & Instructional Aide Cert (INA1)

Major Desc {Code}	Deg./Cert.	Academic Year	Number of Awards
Instructional Aide (INA)	Degree	2018-2019	2/AA
		2019-2020	6/AA
		2021-2022	Instructional Certifica
		2020-2021	2018-2019

FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in ED

	Fall 2018	Fall 2019	Fall 2020	Fall 2021
PT (Adjunct) FTEF	0.4	0.4	0.4	0.4
FT (Regular) FTEF				
TOTALFTEF	0.4	0.4	0.4	0.4
Aide Cert (INA1)				2019-2020

to see AVC's Program awards dashboard







Fall 2022 Program Review Report

Division/Area Name: Economics	For Planning Years: 2023-2024
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Name of person leading this review: Ibrahim D. Ganley

Names of all participants in this review: Ibrahim D. Ganley, Misty Stowers, C. McKinley Kemp, Victor Abraham and Ron Halcrow

Part 1. Program Overview: Briefly describe how the program contributes to the district mission

AVC's Economics Department supports the Mission and Educational Master Plan (EMP) of the Antelope Valley College District in that student success and student-centered learning is a top priority of the Economics Program. Our course offerings provide a quality education for a diverse community of learners. Economics instructors continue to participate in giving to the community through public and private presentations and membership on various community-oriented committees and associations.

Part 2A: Analyze the program review data (retrieval instructions) focusing on equity and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities, & Aspirations:

Strengths and Accomplishments: (Guiding Question: What does your program/area do well, including capabilities and greatest accomplishments?)

The Economics Department is meeting its Learning Objectives (SLOs & PLOs), has retention rates on par with AVC as a whole, has success rates that are higher than AVC as a whole, has growing enrollment, has increased online offerings, has an upward trend in terms of AA-T degrees awarded, and has been able to retain its faculty.

Specifically:

- **Learning Objectives.** In 2021-2022, all Economics Program PLOs and SLOs were met.
- **Retention Rate.** The retention rate of students in Economics classes has rebounded to pre-pandemic levels. For the last three years, the retention rate in Economics has increased from 82.4% (in 2019-2020), 86.2% (in 2020-2021) to 88.8% (in 2021-2022). Furthermore, the most recent 2021-2022 Economics retention rate of 88.8% is slightly higher than the 88% retention rate of AVC as a whole.
  - **Gender.**
    - **Females.** The Economics retention rate of females has rebounded to pre-pandemic levels. Specifically, for the last three years, the retention rate of females in Economics has increased from 82.4% (in 2019-2020), 87.4% (in 2020-2021) to 89.2% (in 2021-2022). Furthermore, the most recent 2021-2022 Economics female retention rate of 89.2% is slightly higher than the 88.0% female retention rate of AVC as a whole.
    - **Males.** The Economics retention rate of males has rebounded to pre-pandemic levels. Specifically, for the last three years, the retention rate of males in Economics has increased from 82.4% (in 2019-2020), 84.3% (in 2020-2021) to 88.5% (in 2021-2022). Furthermore, the most recent 2021-2022 Economics male retention rate of 88.5% is slightly higher than the 88.0% male retention rate of AVC as a whole.
  - **Ethnicity.** In terms of ethnic demographics, data has not yet been released for 2021-2022.

- **Success Rate.** The success rate of students in Economics classes has rebounded to pre-pandemic levels. For the last three years, the success rate has increased from 71.6% (in 2019-2020), 76.1% (in 2020-2021) to 80.2% (in 2021-2022). Furthermore, the most recent 2021-2022 Economics success rate of 80.2% is higher than the 72.4% success rate of AVC as a whole.
  - **Gender.** Both males and females in Economics are doing well in terms of the success rate.
    - **Females.** The Economics success rate of females has rebounded to pre-pandemic levels. Specifically, for the last three years, the success rate of females in Economics has increased from 71.7% (in 2019-2020), 78.0% (in 2020-2021) to 80.3% (in 2021-2022). Furthermore, the most recent 2021-2022 Economics female success rate of 80.3% is slightly higher than the 72.6% female success rate of AVC as a whole.
    - **Males.** The Economics success rate of males has rebounded to pre-pandemic levels. Specifically, for the last three years, the success rate of males in Economics has increased from 71.5% (in 2019-2020), 73.4% (in 2020-2021) to 80.2% (in 2021-2022). Furthermore, the most recent 2021-2022 Economics male success rate of 80.2% is higher than the 71.8% male success rate of AVC as a whole.
  - **Ethnicity.** In terms of ethnic demographics, data has not yet been released for 2021-2022.
- **Number of sections of Economic classes.** Our Economics Department is serving (and meeting higher success rates with) more students with only slightly more sections. This suggests that the Department is more fiscally efficient than before. In 2018-2019, 737 students were served through 25 classes. In 2021-2022, 182 additional students were served by the Economics Department (a total of 919 students) but only two additional sections were added. This likely reflects the ability of online classes to accommodate more students per section than traditional sections.
- **Enrollment & Modality.** Enrollment in Economics classes have significantly increased from 2018-2019 (when it was 737 students). In 2021-2022 enrollment in economics classes was 919 students, which was on par with enrollment in 2020-2021 when it was 921 students. It can be assumed that higher enrollment numbers since 2018-2019 correlates with the additional number of online classes being taught. In 2018-2019, 435 students (59%) took online Economics courses and 302 students (41%) took traditional economics classes. In 2021-2022, 739 students (80.2%) took their Economics classes online while only 182 (19.8%) took traditional Economics classes. Note: Students are showing a preference for enrolling in on-line economics classes (as opposed to traditional, face-to-face economics classes).
- **AA-T Degrees in Economics.** The number of AA-T Economics degrees has been on a steady rise. Consider these numbers:
  - 2015-2016: 1
  - 2016-2017: 1
  - 2017-2018: 18
  - 2018-2019: 24
  - 2019-2020: 18
  - 2020-2021: 39
  - 2021-2022: 34 (This is a slight decline from the previous year but the upward trend is notable.)

This rise can in large part be attributed to AVC's economics faculty focusing on this goal.

Also relevant is the number of AS-T Business Administration degrees that are being awarded. This is relevant because our core Economics classes (ECON 101 and 102) are requirements for the AS-T Business Administration degree and, hence, a significant number of the students in Economics classes are AS-T Business Administration majors. Consider the rise of the AS-T Business Administration Degree:

- 2018-2019: 106
- 2019-2020: 101
- 2020-2021: 122
- 2021-2022: 110

Note: It should be noted that the number of AA-T and AS-T degrees awarded in Economics and Business Administration between 2018-2019 and 2021-2022 is exhibiting a similar trend pattern.

- **Faculty Retention.** AVC has been able to retain its Economics faculty. In a time when many universities are finding faculty retention a significant issue, this is a reason to celebrate. Having steady, highly-qualify faculty promotes program and student success.

**Opportunities and Challenges:** (Guiding Question: What does your program/area need to do better to support/improve student success?)

The Economics Program has been meeting its SLOs and PLOs successfully for a number of years. To maintain our success, we need to continue to support our faculty, offer courses at the time and modality that meets our students’ needs, and continue to focus on relevance and mentorship.

External factors that could impact future enrollment and/or student success include labor market deterioration from worsening macro-economic conditions and new public health emergencies. (Continuing to build our online offerings could help mitigate these issues.)

**Aspirations:** (Guiding Questions: What does your program/area want to be known for? What is a desired future?)

We’d like to be a program that is known for teaching solid introductory-level economic concepts to prepare our students to engage in citizenship in a literate society. We’d also like to provide a solid foundation for those students who wish to transfer into 4-year institutions.

**Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data**

Insert Advisory Committee Recommendations here

Insert Labor Market Data here <https://www.labormarketinfo.edd.ca.gov/commcolleges/>

**Part 2C: Review and comment on progress toward past SLO/PLO/OO Analysis (fka Action Plans):**

**Student Learning Outcomes (SLOs)**

Regarding SLOs for the Economics Program: All ECON 101 and 102 SLOs were met/exceeded successfully in the 2021-2022 academic year.

SLO Data for 2021-2022 Academic Year	ECON 101		ECON 102	
	Success (%)	Status (Target: 70%)	Success (%)	Status (Target: 70%)
SLO 1	86.01	Met/Exceeded	94.82	Met/Exceeded
SLO 2	86.88	Met/Exceeded	84.90	Met/Exceeded
SLO 3	86.59	Met/Exceeded	85.34	Met/Exceeded

SLO 4	89.21	Met/Exceeded	85.34	Met/Exceeded
SLO 5	88.93	Met/Exceeded	-	-
SLO 6	89.82	Met/Exceeded	-	-

\*In the last course revision of ECON 101, SLO 7 was removed. As such, future reports will not speak to SLO 7.

### **Program Learning Outcomes (PLOs)**

Regarding PLOs for the Economics Program: All PLOs were met/exceeded successfully in the 2021-2022 academic year.

<b>PLO Data for 2021-2022 Academic Year</b>			
	SLO Data Used	Success (%)	Status (Target: 70%)
PLO 1	SLO 1, 2, 3, 4, 5 and 6 for ECON 101	87.68	Met/Exceeded
	SLO 1, 2, 3 and 4 for ECON 102		
PLO 2	SLO 4 and 6 for ECON 101	88.23	Met/Exceeded
	SLO 1, 2, 3 and 4 for ECON 102		
PLO 3	SLO 1,3 and 5 for ECON 101	87.41	Met/Exceeded
	SLO 1, 2, 3 and 4 for ECON 102		
PLO 4	SLO 4, 5 and 6 for ECON 101	90.69	Met/Exceeded
	SLO 1 for ECON 102		

### **Action Plan for 2022-2023 (based on 2021-2022 SLO and PLO data)**

AVC's Economics classes are currently being taught by one full-time faculty member and a small team of long-time adjunct faculty members. The strong achievements of the student can directly be linked to the faculty's work, expertise, and availability to the students.

Given the current student success, we will continue to utilize best practices:

- Focusing on solid instruction. Class sections are structured around a specific topic; this topic is covered in both lecture/in-class activities and reinforced through homework assignments and readings. Lecture notes around the focused topic are prepared with care and shared with students. When mathematical problems are done, each step is addressed so that students can understand the process used to arrive at the answer. Lastly, instructors are cognizant of pace, leaving time for instructors to metacognate (when instructors think aloud to show students the inner thoughts while problem solving and sensemaking) and student questions.

- Office hours. Faculty provide a mix of on-campus and virtual office hours to support the varied needs of students. Instructors often reference office hours and encourage students to utilize them. Students are told that if they are not available during posted/scheduled hours to make an appointment and/or send an email articulating their questions.
- Being responsive to students. Students are encouraged to contact their instructors if they have a question. When questions come in, the questions are answered in a timely and respectful manner, thus giving students positive feedback for being willing to articulate their questions. Doing this also helps to establish that the faculty want students to learn and thrive.
- Providing supplemental online materials. In this day and age, there is a plethora of high-quality videos that explain many key economic concepts. Faculty work to find the best of these resources to share with their students to supplement their instruction. Sometimes concepts and processes “click” when explained in multiple and varied ways. MyLab Economics (class management platform) is an excellent tool for online instructional materials.
- Providing students with learning and study tips.
- Making students aware of support services available to them, like the Learning Center’s Math Tutoring. [The students who struggle to master the concepts of the class seem to struggle primarily because they don’t have a basic foundation in mathematics. The learning Center really helps to address the holes in their learning/understanding. This is particularly important since the passage of AB705.]
- Providing study/review sessions before the final exams. These sessions provide tangible support and help to project the notion that faculty are not writing tests to be a “gotcha” trap.
- Working in partnership with the Office of Disability Services and students who benefit from accommodations to ensure that all students are set up for success.
- Connecting the academic concepts explored to current, real-world issues and events so that students can easily identify the relevance and importance of what they are learning.
- Reminding students that what they are doing is important and valuable. Cheering them on in their academic pursuits and encouraging them to think about educational and career paths beyond AVC.

#### Part 2D: Review and comment on progress towards past program review goals:

1. To continue to shrink the gap between the success African American/Black students are having in the Economics Department in comparison to their non-African American/Black peers.

The data below speaks to the need for this goal and the difficulty of breaking this trend. It should be noted that African-Americans/Blacks might have been (and possibly continue to be) disproportionately impacted by the COVID pandemic and its economic aftermath.

The data below is reinforced when one looks at the Equity Data, specifically “2020-2021 Disproportionate Impact (DI) as Percentage Point Gap (PPG)” (which is found below in Part 5).

We will continue to keep the goal of increasing the success and retention rates of all students and put extra attention on additionally shrinking the gap between the demographic groups.

### Success Rate in Economics

	African-American/Black	Hispanic/Latinx	White Non-Hispanic	2+ Races	Other
2017-2018	66.4%	77.0%	88.8%	76.1%	92.3%
2018-2019	56.4%	75.4%	81.8%	83.3%	87.0%
2019-2020	57.5%	69.3%	81.3%	82.5%	78.7%
2020-2021	56.8%	77.5%	86.3%	68.5%	83.3%
2021-2022	Not yet available	Not yet available	Not yet available	Not yet available	Not yet available

### Retention Rate in Economics

	African-American/Black	Hispanic/Latinx	White Non-Hispanic	2+ Races	Other
2017-2018	87.9%	88.1%	90.4%	87.0%	96.2%
2018-2019	82.1%	87.2%	91.1%	95.2%	92.6%
2019-2020	70.8%	83.1%	86.1%	86.0%	84.0%
2020-2021	80.0%	86.3%	90.2%	83.3%	89.7%
2021-2022	Not yet available	Not yet available	Not yet available	Not yet available	Not yet available

2. To continue to help a greater number of AVC students transfer to 4-year institutions.

The data below shows that there has been a marked increase of AAT-Degrees in Economics since 2016-2017. There was a slight dip between 2020-2021 and 2021-2022 (from 39 to 34) but the upward trend is notable.

We will continue to keep this goal as we think an even greater number of students can and will want to earn the AAT-Degree in Economics.

### AAT-Degrees in Economics

2015-2016	1
2016-2017	1
2017-2018	18
2018-2019	24
2019-2020	18
2020-2021	39
2021-2022	34

**Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:**

Program /Area Goal #	Goal Supports which:				EMP Goal Primarily Supported:	Description of Goal	Steps to be taken to achieve goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 2. Creative, Critical, and Analytical Thinking	All	All		Goal 1: Commitment to strengthening institutional effectiveness measures and practices	To continue to shrink the gap between the success African American/Black students are having in the Economics Department in comparison to their non-African American/Black peers.	<p>Extra effort on part of faculty to offer support to learn materials (i.e., test review sessions, tutoring, academic advising) during office hours.</p> <p>It is possible that additional economics tutors in the Learning Center will enable all AVC students –including African American/Black students- to have greater success.</p>	<p>Looking at retention and success rate data.</p> <p>Looking at equity data.</p>
#2	ILO 4. Career and Specialized Knowledge	All	All		Goal 5: Align instructional programs to the skills identified by the labor market	To continue to help a greater number of AVC students transfer to 4-year institutions.	<p>During lectures, faculty will continue emphasis the benefits of having a 4-year degree.</p> <p>Faculty will continue to provide academic and career advisement to students.</p> <p>Faculty will continue to write letters of recommendation for students applying to 4-year institutions.</p> <p>It is possible that additional economics</p>	Looking at transfer degree data.

						tutors in the Learning Center will enable AVC to have even higher numbers of AA-T Economics degrees.	
#3	Choose ILO				Choose an item.		

**Part 4: Resource Requests that Support Program Needs (based on above analysis)**

Fill out your resource request via Survey Monkey: [https://www.surveymonkey.com/r/AVC\\_ProgramReviewFall2022](https://www.surveymonkey.com/r/AVC_ProgramReviewFall2022)

Since the Economics Department is meeting its SLOs and PLOs, additional resources are not requested.

**Part 5: Insert your Program Review Data here, as well as any other supporting data. (See Part 2A above).**



Please Select **S1.Jbjecl: area (twice) and Program Major(s.)** to get your data-->

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ECON

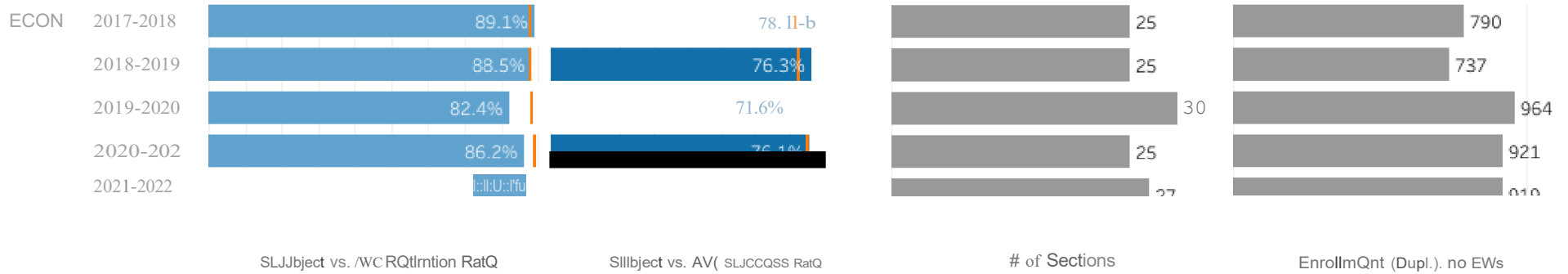
elect Subject  
ECON

Select Program Major(s)  
Multiple values

Academic Year  
Multiple values



**Retention, Success, Number of Sections, & Enrollment in ECON (TotalAVC rates are shown as | hoveroveno see data)**



**Enrollment and Number of Sections by Modality in ECON**

	Instr. Method	2017-20..	2018-20..	2019-20..	2020-20..	2021-20..
Number of Sections	Online	9	13	16	15	17
	Other Indep Study			1		
	Traditional	16	12	13	10	10
Enrollment	Online	322	435	584	559	739
	Other Indep Study			1		
	Traditional	468	302	395	363	182

**Enrollment and Number of Sections by Location in ECON**

	Location	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Number of Sections	Lancaster	15	12	14	10	9
	Lancaster [O.]	1	1	1	1	
	Palmdale	9	12	15	14	18
Enrollment	Lancaster	485	312	411	363	177
	Lancaster [O.]	28	30	23	37	
	Palmdale	277	395	546	522	744

**Number of Program Awards in AA-T Economics (ECNT) & AS-T Business Administration (BUST)**

Major Desc (Code)	Degr./Cert.	Academic Year	Number of Awards
M-T Economics (ECNT)	DegrCte	2018-2019	24/M
		2019-2020	13/M
		2020-2021	39/M
		2021-2022	34/M
AS-T BusmCt:ss Administration (BUST)	DegrCte	2018-2019	106/ AS
		2019-2020	101/ AS
		2020-2021	122/ AS
		2021-2022	110/ AS

**FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in ECON**

	Fall 2018	Fall 2019	Fall 2020	Fall 2021
PI (Adjunct) FTH	1.2	1.4	1.4	1.4
FT (Regular) FIEF	0.8	1.0	1.0	1.0
FI (Overload) HEF	0.2			
TOTAL FTEF	2.2	2.4	2.4	2.4
PI/FT FTEF Ratio	1.5	1.4	1.4	1.4
FTES	30.1	38.1	40.5	36.1
FTES/HEF Ratio	13.7	15.9	16.9	15.0
WSCH/FTEF Ratio	410.6	476.4	506.0	450.6

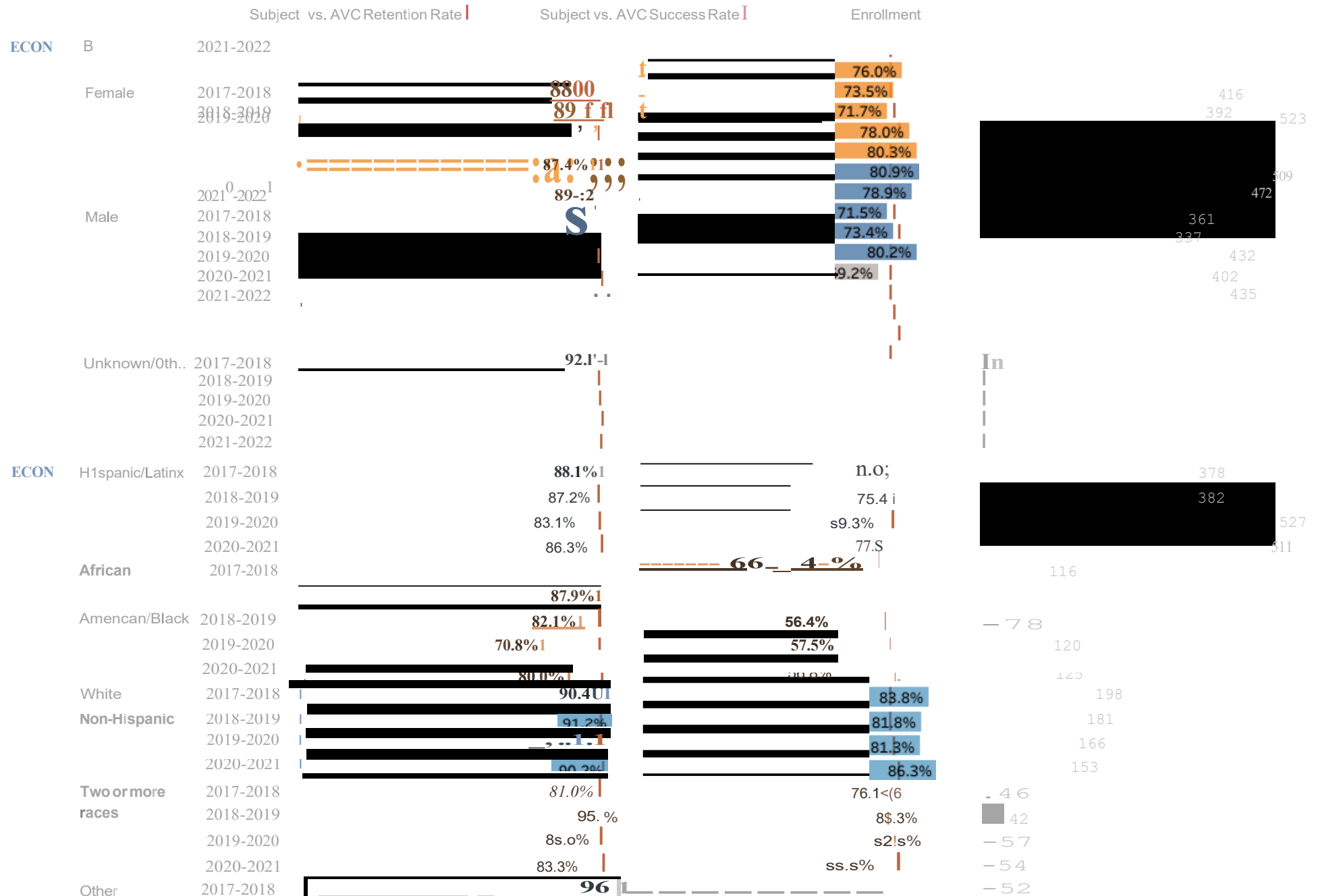
Click  
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to see A.VC's  
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Subject-Level Retention Rate (RR), Success Rate (SR), and Enrollment by Sex & Race/Ethnicity as Compared to AVC's Rates (I)

If subject bars are below the vertical lines, it indicates that equity gaps exist in SR or RR for those subgroups as compared to overall 55 or RR. Some questions to ask when looking at the data:

- What are the potential reasons for equity gaps?
- What can my program implement to mitigate these gaps?
- What resources/training are available/needed to support efforts?

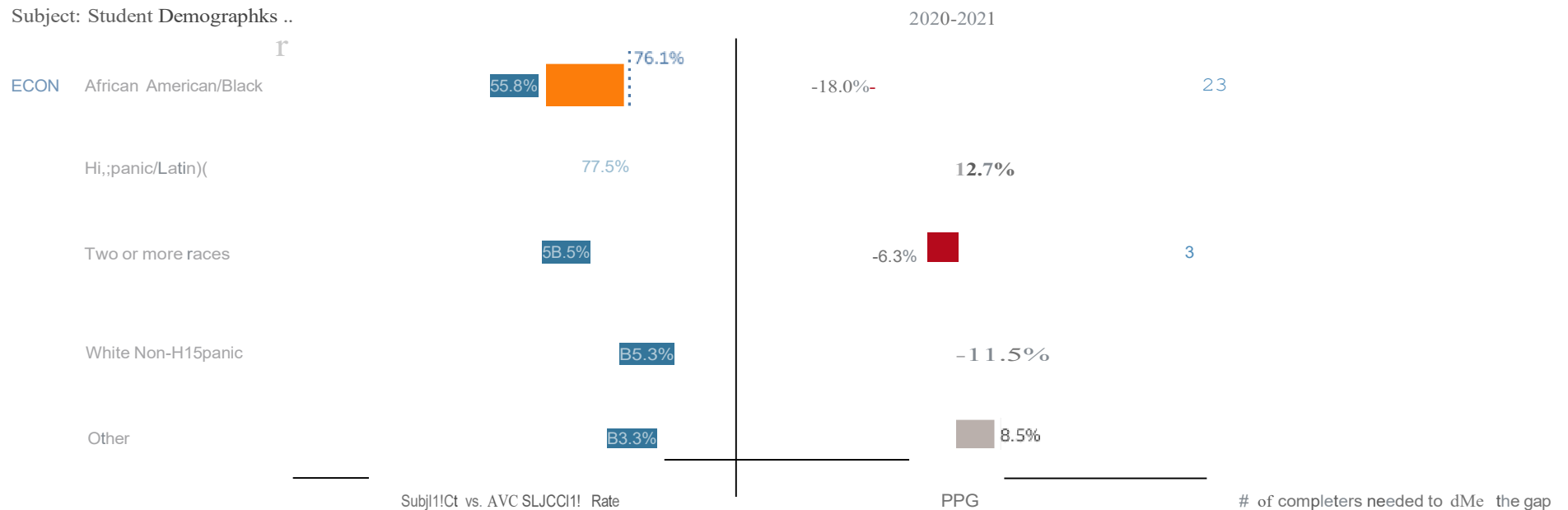






### 2020-2021 Disproportionate Impact (DI) as Percentage Point Gap (PPG)

Blue Bars show Success Rate (SR) within the sub-Groups vs. AVC Annual SR (orange bar) vs. ECON Annual SR (dotted line)



In 2020-2021, ECON's Success Rate was 76.1% vs. AVC's Annual rate of 74.8%

Overall Disproportionate Impact as percentage point gap was:1.3%

111ECON, 921 was the enrollment count (duplicated headcount) (only shows if n >10)

If there is a Disproportionate impact ( PPG is negative), multiply the absolute value of PPG by the number of students and divide it by 100 to determine how many more successful completers would eliminate the gap.

(For example, (921 \* 1.3%):::12. it means that 12 more successful course completers would help close the gap for this subject area)

(Hover over each bar in the chart to see details about each sub-group)

Some possible questions to ask when looking at the DI data:

- What are the potential reasons for equity gaps?
- What can my program implement to mitigate these gaps?
- What resources are available to support these efforts?

# CIP for 2021-2022 Academic Year (ECON) Latest Version

Course Improvement Plan (CIP) for 2021-2022 Academic Year

## Course Improvement Plan

Course Improvement Plan (Data) . Version by Mendoza Gonzalez Larreynaga, Alberto on 09/27/2022 07:28

Courses	Achievement Target	Actual Performance
ECON100 - Survey of Economics		
Be able to reason accurately and objectively about economic matters. (Active from Fall 2018)	70.00%	0.00%
ECON100 - Survey of Economics		
Summarize the principles essential for understanding the economic problems, specific economic issues, and policy alternatives. (Active from Summer 2021)	70.00%	0.00%
ECON101 - Prin of Macroeconomics		
Explain how the concepts of scarcity and opportunity cost affect consumer, business and government decision-making. (Active from Fall 2018)	70.00%	86.01%
Define, describe and calculate the basic nominal and real measures of aggregate economic activity, such as domestic product and income, unemployment and inflation. (Active from Fall 2018)	70.00%	86.88%
Describe, compare, differentiate, and evaluate classical, monetarist, Keynesian and supply-side macroeconomic theories. (Active from Fall 2018)	70.00%	86.59%
Explain the role of banking in the money creation process, and identify and explain the structure, function, and purpose of the Federal Reserve System. (Active from Fall 2018)	70.00%	89.21%
Identify the causes of economic growth, and propose and assess various fiscal and monetary macroeconomic policies that promote economic growth. (Active from Fall 2018)	70.00%	88.93%
Measure and evaluate the macroeconomic consequences of globalization. (Active from Fall 2018)	70.00%	89.82%
Describe and assess the role of a democratic government in a free market economy and the justifications to intervene to improve market outcomes. (Active from Fall 2018)	70.00%	92.16%
ECON102 - Prin of Microeconomics		
Identify and define the economic concepts of scarcity, efficiency, opportunity costs and comparative advantage and apply them to demonstrate the gains from specialization and trade. (Active from Fall 2018)	70.00%	94.82%
Describe the determinants of supply and demand, and examine and explain the market consequences of elasticity and changes in both unconstrained and government regulated markets. (Active from Fall 2018)	70.00%	84.90%
Apply the theory of profit-maximization to the decision making process of firms in various market structures. (Active from Fall 2018)	70.00%	85.34%
Define, demonstrate and compare and contrast the four basic market structures of perfect competition, monopoly, monopolistic competition and oligopoly. (Active from Fall	70.00%	85.34%



Division/Area Name: SBS/HISTORY For Planning Years: 2023-2024

Name of person leading this review: Dr. Ken Shafer

Names of all participants in this review: Dr. Matthew Jaffe, Dr. Cynthia Lehman, Dr. Ken Shafer, Dr. Maria Espinoza-Schrock

Fall 2022 Program Review Report

Part 1. Program Overview: Briefly describe how the program contributes to the district mission

In brief, the History Department contributes to the mission of the District by offering our community college and our community in general a program of study which instructs students in lifelong skills such as intellectual curiosity and critical thinking. This Department contributes to the mission of the college by offering a diversity of courses on the history of peoples and cultures that comprise the diversity of our student/community population. Our courses reinforce the concepts of respecting diversity, human understanding, and responsible citizenship. With a solid background in history and through our major program, our students are prepared for employment or transfer degree completion in the Social Sciences and Humanities.

Part 2A: Analyze the program review data (retrieval instructions) focusing on equity and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities, & Aspirations:

Strengths and Accomplishments: (Guiding Question: What does your program/area do well, including capabilities and greatest accomplishments?)

We are particularly pleased to bring on our first-ever full time Mexican and Latin American specialist into our department at the beginning of Fall 2022 in Maria Espinoza-Schrock. It's not just for the first time in AVC history that we have four full-time historians, but rather we can now consistently offer the most diverse and comprehensive variety of topics ever in the subject of history our college has ever seen. This semester we offered two sections of the History of Mexico and one in Latin American History, which is specifically made to serve our student body, which is almost 60% Latino/Hispanic as of 2022. The presence of four full-time historians also allowed us to offer Contemporary History, From Vietnam to Iraq and three sections in California History. We will be able to also offer History of the American West in Spring 2023, which represents an important part of American History and Folklore.

Another important factor in our diverse course offerings is the growth in and popularity of asynchronous, online courses. This method of delivery allows us to both offer and fill sections in specialty topics while tapping into a student population outside our district. I see this combination continuing to help us flourish, hopefully with additional courses that will be approved to further broaden our scope.

We participated in the initial Majors Fair in October 2022 to promote our department. We had a better-than-expected number of students visiting our booth and expressing interest in taking courses. This was very encouraging. We need to take advantage of such events and more to market our department. In general, we are excited about our future possibilities and potential course for our History Department for the foreseeable future.

Opportunities and Challenges: (Guiding Question: What does your program/area need to do better to support/improve student success?)

We have asked on many occasions to hire tutors in the Learning Center to help students with their historical research and writing skills and this request has almost never been funded for the past several years. We are intent on pursuing internships at museums, historical parks, and monuments to provide Work Experience credits within our Department, which would provide real experience related to the subject of History. This opportunity hasn't been available in years. We are also severely lacking research databases for our students and faculty, much of which were taken away in 2019, due to budget cuts. This lack of valuable databases is also glaring as we transition towards offering an Ethnic Studies Program, where the History Department will play a major role in supplementing the coursework leading to transfer degrees in that area.

Aspirations: (Guiding Questions: What does your program/area want to be known for? What is a desired future?)

Though we have talked about it over several years, we still don't have a History Club. Perhaps with four full time historians, this would now be possible. In addition, with more course offerings, this would bring in additional students to form such a club. We still have the barrier of field trips and showing historical films, the former because of institutional barriers concerning liability and both because of a lack of budget. Another possibility would be to invite guest speakers, which would also require money for a stipend. On a similar note, we have also discussed creating a History Day, perhaps close to a major holiday, to bring more awareness of our Department as well as the subject of history in general.

Finally, we also strongly urge the return of providing more historical databases available through the library: such as *America and Life*, *Historical Abstracts*, *Slavery and Anti-slavery: A Transnational Archive* and *World Scholar: Latin America and the Caribbean*. Specifically, we need to investigate our previous database, *Infobase*, which also now includes a research outlet for LGBTQ+ students. To be blunt, our library database is strikingly lacking in comparison to College of the Canyons, so this seriously needs to be addressed. In addition, a better choice for famous films should be available, which would also be able to help our Television and Film Department.

#### **Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data**

Insert Advisory Committee Recommendations here

Insert Labor Market Data here <https://www.labormarketinfo.edd.ca.gov/commcolleges/>

#### **Part 2C: Review and comment on progress toward past SLO/PLO/OO Analysis (fka Action Plans):**

Students are consistently exceeding the mastery level of 70% in some of our courses. Providing writing workshops in class and referring students to the Writing Center has helped with their success on the research project. In class review sessions before every exam have also helped with overall exam scores. Weekly discussion and review of important material also has aided students' retention of the information presented in class. Many of our instructors are using Discussion Boards in Canvas to encourage student conversation on the material being discussed in class. This is another great instructional strategy to review and expand upon a student's classroom learning. The DBs also foster critical thinking skills, as students engage with one another and the instructor on the topics discussed in class. Those conversations deepen understanding of the material, promote retention of information, and directly lead to mastery of the material.

In order to support our students' research needs and the shift to OER, the college needs to invest in maintaining subscriptions to professional journals and a digital access film library for use in our courses.

#### **Part 2D: Review and comment on progress towards past program review goals:**

List your past program review goals and progress towards those goals.

The most successful realization of a past program review goal has been the hiring of an historian specializing in Latin America, the Caribbean, and particularly Mexico. The changing demographics of this college born out by recent data finds that something of the order of 59% of our student body is/are Latinx. History 116, U.S. from Vietnam to Iraq is now being offered by distance education. Students will have more variety and a more diversified program from which to choose. A change in the college calendar now allows for more courses to be taught more frequently. For example, after a three-year hiatus, History of the American West will return next year. Summer school classes are now taught consecutively and congruently with late start classes (eight week classes) also available. Students will now be able to experience the full richness of the departmental program face to face, virtually, both during the day and in the evening, with more courses to choose from via the Palmdale Campus as well.

Other goals have only been partly achieved or are "works in progress," such as improving scores for African American males, increasing the number of digital resources available in History, amelioration of technology across the board, implementation of an Ethnic Studies program, increased opportunities for travel, and



the creation of a History Club on campus. The pandemic slowed or diverted altogether work toward some of these goals. Progress has been uneven and at a time when resources are being prioritized not all these goals can be reached at once. It is to be hoped that at least some of these goals can be attained completely or, at least partially, in the next Program Review cycle.

Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:								
Program /Area Goal #	Goal Supports which:				EMP Goal Primarily Supported:	Description of Goal	Steps to be taken to achieve goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	2,3				3. Focus on utilizing proven instructional strategies that will foster transferrable intellectual skills	Create new HIST courses that can be linked with the future Ethnic Studies degree programs in development.	Write new courses to complement Ethnic Studies requirements for transfer.	The courses will be approved and offered for transfer.
#2	3				3. Focus on utilizing proven instructional strategies that will foster transferrable intellectual skills	Request funding to offer Public History internships for HIST majors at local museums.	Arrange for local internships and recruit students from our HIST majors. The funding request can be made once we have identified interested students.	Students will be paid and earn college credit for part-time work within the field of Public History.
#3	1, 2, 3				3. Focus on utilizing proven instructional strategies that will foster transferrable intellectual skills	Request embedded tutors in our courses and at the Learning Center to supplement instructional materials.	Request that an SI be assigned to some of our courses.	Tutors will be available to assist students.

**Part 4: Resource Requests that Support Program Needs (based on above analysis)**  
 Fill out your resource request via Survey Monkey: [https://www.surveymonkey.com/r/AVC\\_ProgramReviewFall2022](https://www.surveymonkey.com/r/AVC_ProgramReviewFall2022)

**Part 5: Insert your Program Review Data here, as well as any other supporting data. (See Part 2A above).**

Please Select **Subject area**(tw1c ) and **Program Major(s)** to get your data-->

Select Subject  
HIS•

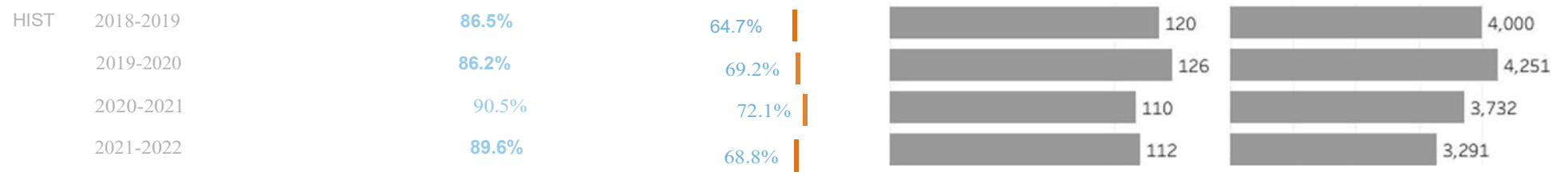
Select Subject  
HIST

Select Program Major(s)  
AA-T History (HT)

Academic Year  
Multiple values

?

Retention, Success, Number of Sections, & Enrollment in HIST (Total AVC rates are shown as **hoveroverroseedara**)



Subject vs. AVC Retention Rate

Subject vs. AVC Success Rate

# of Sections

Enrollment (Dupl., noEWs)

Enrollment and Number of Sections by **Modality** in HIST

Instr. Method	2018-2019	2019-2020	2020-2021	2021-2022
Online	596	707	905	1,888
Traditional	3,404	3,662	2,828	1,407
Other Indep Study			2	
Traditional				

Enrollment and Number of Sections by **Location** in HIST

Location	2018-2019	2019-2020	2020-2021	2021-2022
Lancaster	2,904	3,059	2,460	1,160
Palmdale	1,037	1,157	1,275	2,135
Lancaster (O..)	59	153		
Lancaster	82	83	71	63
Palmdale	36	37	39	49
Lancaster (O..)	2	6		

Number of Program Awards In **AA-T History (HT)**

Major Desc (Code)	Deg./Cert.	Academic Year	Number of Awards
AA-T History (HT)	Degree	2018-2019	17/AA
		2019-2020	
		2020-2021	13/AA
		2021-2022	13/AA

FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in **HIST**

	Fall 2018	Fall 2019	Fall 2020	Fall 2021
PT (Adjunct) FTEF	7.6	7.8	6.4	7.0
FT (Regular) FTEF	2.8	2.4	2.4	2.4
FT (Overload) FTEF	0.2	0.6	0.4	0.4
TOTAL FTEF	10.6	10.8	9.2	9.8
PT/FT FTEF Ratio	2.7	3.2	2.7	2.9
FTES	175.6	185.0	157.4	132.7
FTES/FTEF Ratio	16.6	17.2	17.1	13.5
WSCH FTEF Ratio	498.6	515.6	513.1	406.3

Click [here](#)  
to see AVC's  
Program awards  
dashboard

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Last Update 09/30/2022 Data Sources  
AVC's  
Banner, ARGOS reports

Academic Year  
Multiple values

Subject  
HIST

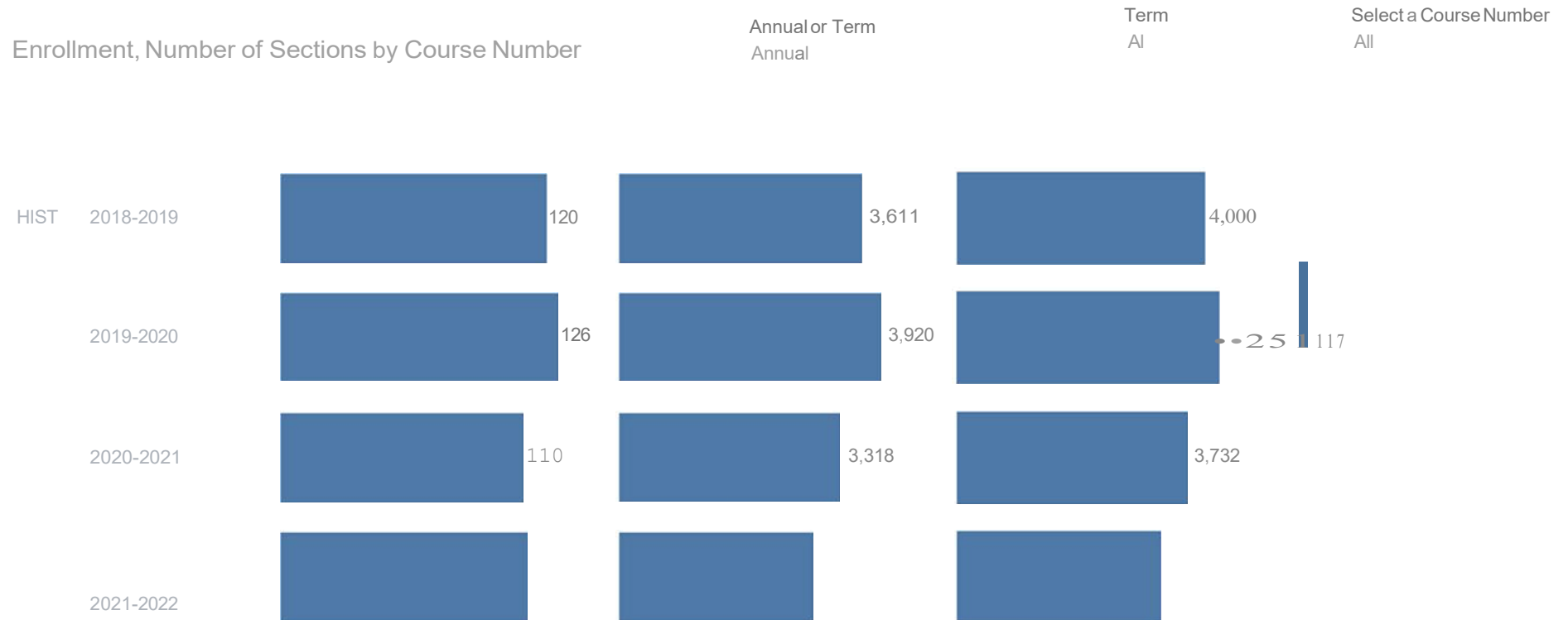
Break by..  
None



Success (and Enrollment) Numbers in Subject(s) HIST by Academic Year (Hover over the numbers for Retention)

	2018-2019	2019-2020	2020-2021	2021-2022	Grand Total
<b>HIST</b>	64.7% (4,000)	69.2% (4,251)	72.1% (3,732)	68.8% (3,291)	68.6% (15,274)
Grand Total	64.7% (4,000)	69.2% (4,251)	72.1% (3,732)	68.8% (3,291)	68.6% (15,274)

Enrollment, Number of Sections by Course Number



0 112 1 2,91 3,291 OK 2K 4K  
S 5 2 6K  
0

Distinct count of# of Sections without..

Unduplicated Headcount

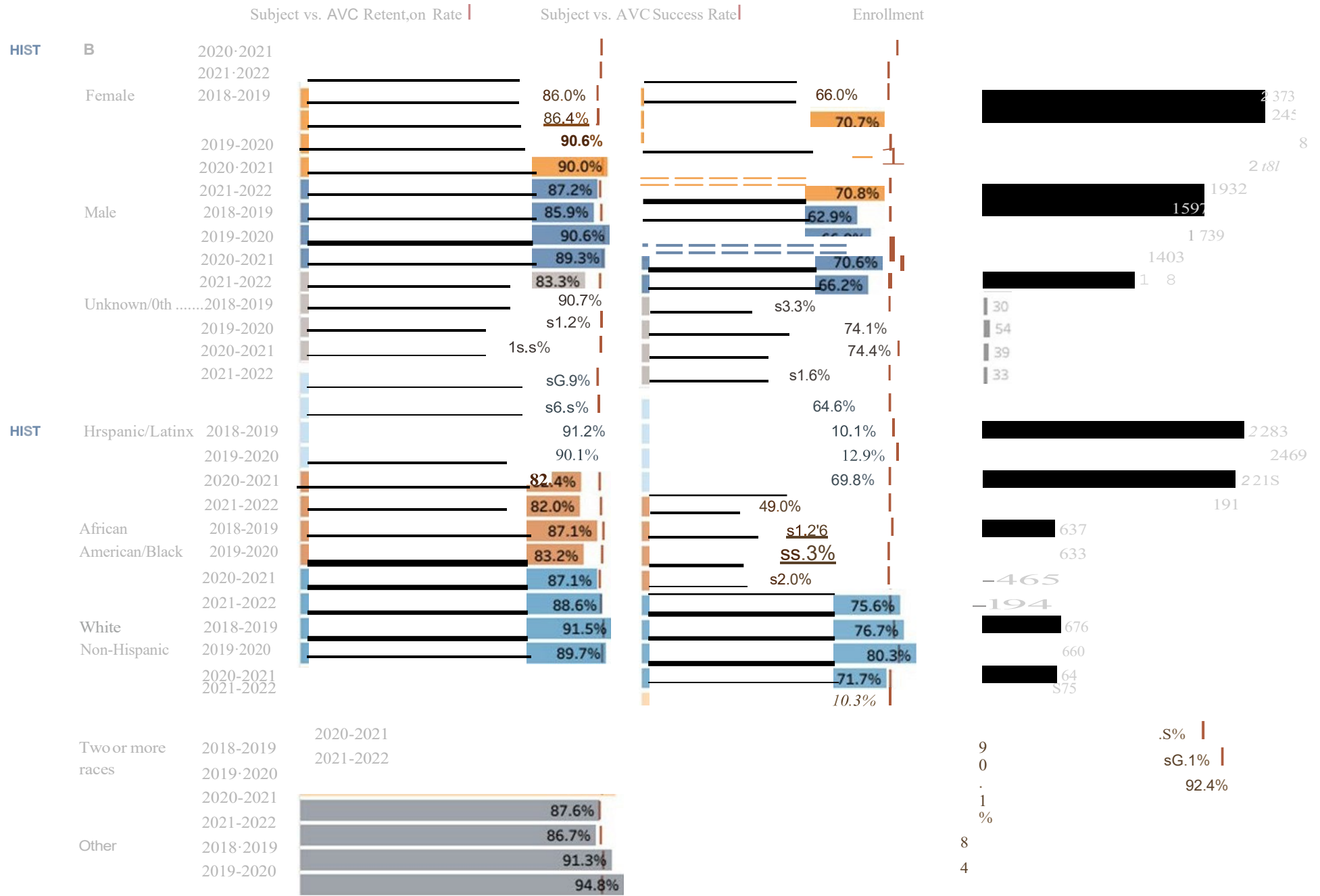
~Enrollment Count Without EW

COVIDEWs

Subject-Level RetentionRate(RR), Success Rate (SR), and Enrollment by Sex & Race/Ethnicity as Compared to **AVC's Rates** (I)

If subject bars are below the vertical lines, it indicates that equity gaps exist in SR or RR for those subgroups as compared to overall SS or RR. Some questions to ask when looking at the data:

- What are the potential reasons for equity gaps?
- What can my program implement to mitigate these gaps?
- What resources/training are available/needed to support efforts?



69.6% |  
Gs.9% |

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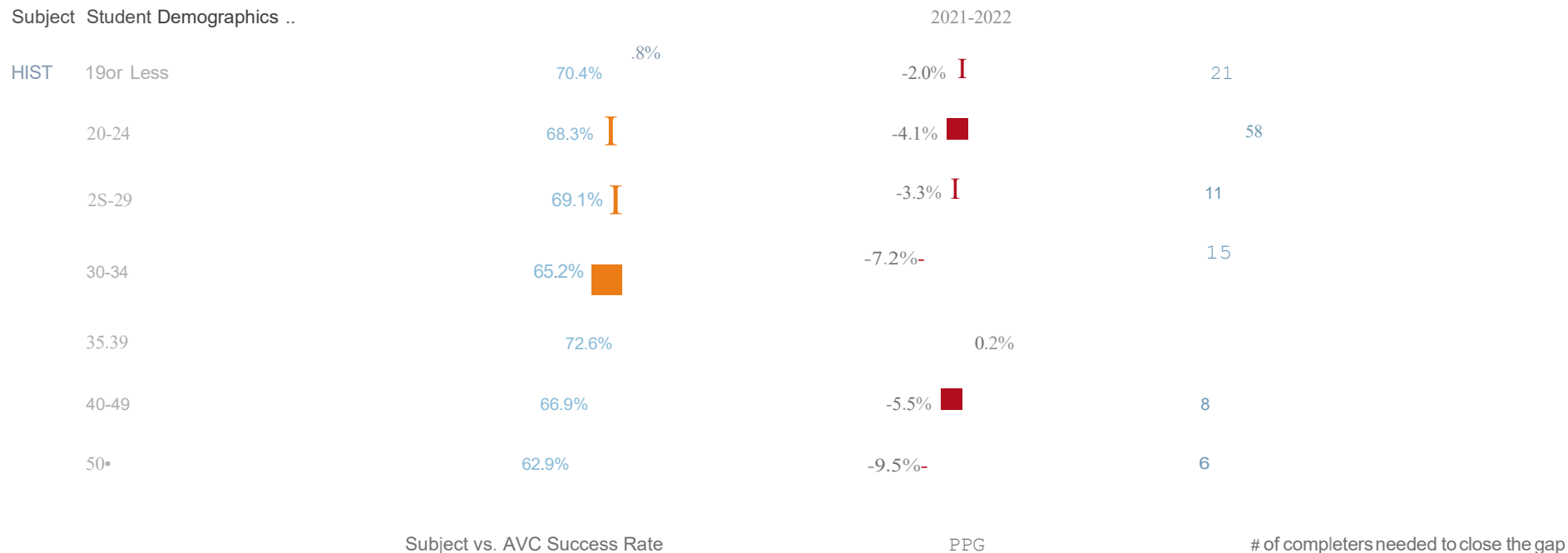
Select Demographics  
Age Groups

Academic Year Slider



### 2021-2022 Disproportionate Impact (DI) as Percentage Point Gap (PPG)

Blue Bars show Success Rate (SR) within the sub-Groups vs. **AVC Annual SR** (orange bar) vs. **HIST Annual SR** (dotted line)



In 2021-2022, HIST's Success Rate was 68.8% vs. AVC's Annual Rate of 72.4%

Overall Disproportionate Impact as percentage point gap was -3.6%

In HIST, 3,291 was the enrollment count (duplicated headcount) (only shows if n > 10)

If there is a Disproportionate impact (PPG is negative), multiply the absolute value of PPG by the number of students and divide it by 100 to determine how many more successful completers would eliminate the gap.

(For example,  $(3,291 \times 13.6\%) = 448$ . It means that 448 more successful course completers would help close the gap for this subject area)

{Hover over each bar in the chart to see details about each sub-group}

Some possible questions to ask when looking at the DI data:

- What are the potential reasons for equity gaps?
- What can my program implement to mitigate these gaps?
- What resources are available to support these efforts?



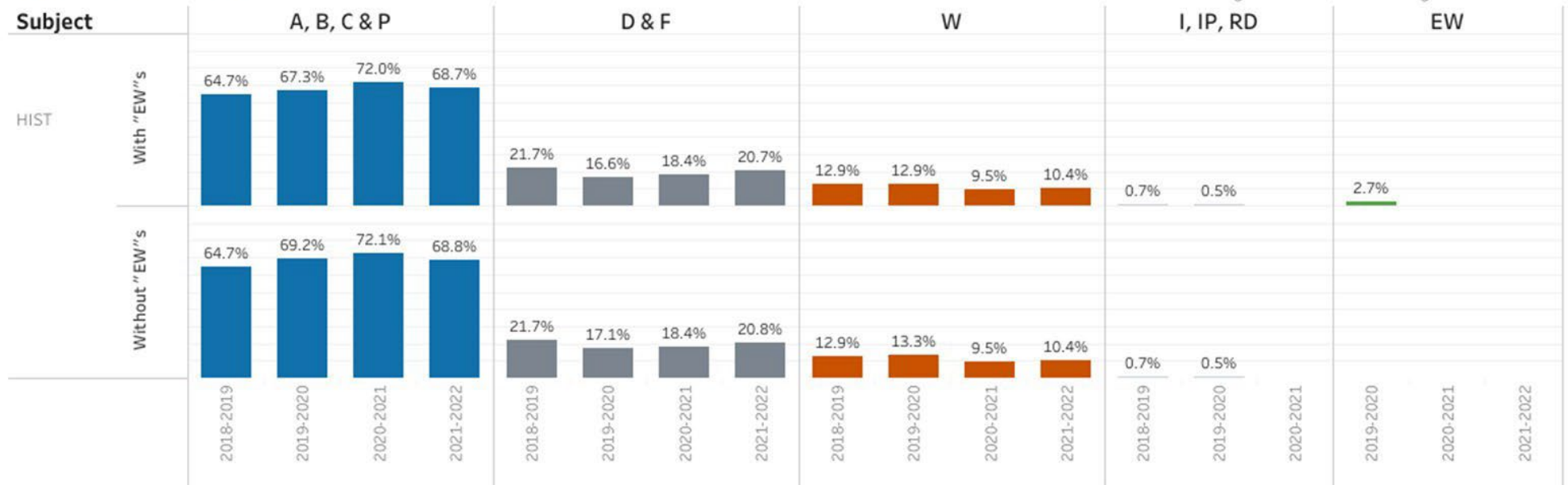
Annual or Term Selector

Annual

Grade Distribution for HIST based on all enrolled students, including those who received "EW"s during Spring 2020



HIST (only shows if n >10)



FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in HIST

	Fall 2018	Fall 2019	Fall 2020	Fall 2021
PT(Adjunct) FTEF	7.6	7.8	6.4	7.0
FT(Regular) FTEF	2.8	2.4	2.4	2.4
FT(Overload) FTEF	0.2	0.6	0.4	0.4
TOTAL FTEF	10.6	10.8	9.2	9.8
PT/FT FTEF Ratio	2.7	3.2	2.7	2.9
FTES	175.6	185.0	157.4	132.7
FTES/FTEF Ratio	16.6	17.2	17.1	13.5
WSCH/FTEF Ratio	498.6	515.6	513.1	406.3

AVC Total

	Fall 2018	Fall 2019	Fall 2020	Fall 2021
PT (Adjunct) FTEF	187.9	188.5	164.9	158.1
FT(Regular) FTEF	163.9	151.2	153.7	141.7
FT (Overload) FTEF	27.6	38.0	35.3	37.6
TOTAL FTEF	379.5	377.6	353.9	337.3
PT/FT FTEF Ratio	1.1	1.2	1.1	1.1
FTES	4,929.1	4,884.4	4,255.1	3,524.1
FTES/FTEF Ratio	13.0	12.9	12.0	10.4
<b>WSCH/FTEF Ratio</b>	<b>389.7</b>	<b>388.0</b>	<b>360.7</b>	<b>313.4</b>

**Full-Time Equivalent Student (FTES)** is a standard statewide conceptual measure of student enrollment. FTES is a key performance indicator, productivity measure, and funding rate. FTES represents neither student headcount nor student enrollment. One FTE is an equivalent of one student taking course totaling 15 hours a week each semester for two semesters.

**Full-Time Equivalent Faculty (FTEF)** - a faculty member's actual workload standardized against the teaching load (15 LHE). FTEF does not represent an actual number of faculty members. It is a conceptual measure of the workload. FTEF = Contract Workload / 15 (Contract teaching load, LHE) (E.g., a 3-Unit Class = 0.2 FTEF)

**Weekly Student Contact Hours (WSCH)** is a total number of hours faculty contacted students weekly. WSCH = Census enrollment x class hours per week.

**WSCH/FTEF Ratio** is an indication of the average class size. A WSCH/FTEF Ratio of 525 is often purported to be a target for efficiency (for the compressed calendar of 17 weeks. WSCH/FTEF ratio of 560 is used as a standard productivity measure.) because it represents an estimated average class size of 35. Lower WSCH/FTEF Ratios may need to consider offering fewer sections; more students in each section (i.e., look at fill rates); restructuring scheduling/program, etc.

**HES/ FTEF** reflects how much HES each FTEF is generating. An FTES/ FTEF Ratio of 17.5 is the equivalent of WSCH/ FTEF ratio of 525 and is another productivity measure. For more info, please refer to



Fall 2022 Program Review Report

Division/Area Name: SBS/Business and Computer Studies/Management For Planning Years: 2023-2024

Name of person leading this review: Kathy Osburn

Names of all participants in this review: Violet Christopher, Kent Moser

Part 1. Program Overview: Briefly describe how the program contributes to the district mission

The faculty and staff of the Business & Computer Studies Department provide students with hands-on training required for skill certification, continuing education classes, professional development, and the opportunity to learn the fundamentals necessary to be well educated in a particular discipline. Courses are provided for students who wish to complete a two-year degree or certificate (Degrees and Certificates in Management have been discontinued), transfer to a four-year university, enter the business workforce, or upgrade their skills. The Management program specifically contributes to the district mission by supporting students seeking technical education to enter the workforce and to update their skills and advance their careers for those already in the workforce. (Business Degree & Certificate).

Part 2A: Analyze the program review data (retrieval instructions) focusing on equity and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities, & Aspirations:

Strengths and Accomplishments: (Guiding Question: What does your program/area do well, including capabilities and greatest accomplishments?)

The Business Administration Associate’s degree for transfer is consistently one of the top five declared majors, and our management classes contribute to this degree.

Over the past several years, our management courses have shifted to the asynchronous online modality. This shift is consistent with the overall demand for increased online sections.

We held an advisory committee meeting in the fall of 2022 and received invaluable feedback from local employers. Local business professionals stated that creating several new certificates would be of great benefit to our students and to local employers and one of their recommendations was to create a management certificate.

Opportunities and Challenges: (Guiding Question: What does your program/area need to do better to support/improve student success?)

Our African American/Black students have seen a consistently declining retention rate This is an area of focus that is addressed at the institutional level via multiple excellent programs including First Year Experience, UMOJA, and Second Year Experience. At the discipline level we can create more ZTC courses to try and close the equity gap.

For the first time in several years, our Hispanic/LatinX students saw a decline in success and retention rates. Seeing the overall trend of declining success and retention rates for students of color is of great concern and must be addressed at the institutional level as well as the course level. This decline may also have been impacted by the unanticipated impact of the Covid pandemic and its effect on our student population. To address the declining success and retention rates, we will update our courses to meet OEI standards.

We have no full-time faculty member for management. To improve student success, the program needs a full-time faculty member dedicated to growing the program, increasing success and retention rates and suggesting and implementing changes which speak directly to the evolving needs of our students.

**Aspirations:** (Guiding Questions: What does your program/area want to be known for? What is a desired future?)

The goal of our program is to create students who have gained depth and breadth in the field of management **and** who will be able to gain meaningful employment in the field or to transfer to a university to earn an undergraduate degree in management.

**Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data**

Our 2022 Advisory Committee meeting demonstrated that local employers see a need for a management certificate. Our local business professionals indicated the need for soft skills/customer service skills courses to create well-rounded employees and increase the chances of obtaining gainful employment and to address the growing needs of the local economy. Our advisory board also discussed the increasing number of hotels in the local area and the opportunity for students to be employed in the hospitality industry.

Job growth for general and operational managers is projected to increase by 9.3%

**Part 2C: Review and comment on progress toward past SLO/PLO/OO Analysis (fka Action Plans):**

Action Plan: The performance in this class is consistently strong. Improvement can be made by hiring another full-time faculty member and adding student computers to all the second-floor classrooms. To improve enrollment, a management certificate should be offered.

No full-time faculty member has been hired, so this action plan has not been completed. Our second-floor classrooms have not been updated with computers.

To increase enrollment in this course, we need another full-time faculty member, greater access to classrooms with a computer for each student, a certificate for management, a new entrepreneurship program, and greater marketing.

We have not hired a full-time faculty member, so no progress has been made.

**Part 2D: Review and comment on progress towards past program review goals:**

Goal #1: Hire at least one full-time faculty member for management. We have not hired a full-time faculty member for management.

Goal #2: Increase our outreach. Without a full-time faculty member dedicated to the management program, we have not been able to achieve this goal.

Goal #3: Create new courses and programs. Without a full-time faculty member dedicated to the management program, we have not been able to achieve this goal.

**Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:**

Program /Area Goal #	Goal Supports which:				EMP Goal Primarily Supported:	Description of Goal	Steps to be taken to achieve goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 4. Career and Specialized Knowledge				Goal 5: Align instructional programs to the skills identified by the labor market	Increase student success and retention rates	Hire a full-time faculty member to oversee and manage the management program.	Improved student success and retention rates
#2	ILO 4. Career and				Goal 2: Increase efficient and effective use of resources:	Increase our presence and increase student interest	Leverage the AVC marketing department to increase student and local employer	Increased enrollment

	Specialized Knowledge				Technology; Facilities; Human Resources; Business Services	to Increase enrollment rates	knowledge of our management program	
#3	ILO 4. Career and Specialized Knowledge				Goal 5: Align instructional programs to the skills identified by the labor market	Create new courses and a new certificate to increase enrollment rates	Hire a full-time faculty member to oversee the program and create new courses and a certificate program	Offering new management courses and a management certificate to be included in our catalog
#4	ILO 4. Career and Specialized Knowledge				Goal 5: Align instructional programs to the skills identified by the labor market	Close equity gaps	Create additional ZTC courses	All management courses offered are ZTC


**Part 4: Resource Requests that Support Program Needs (based on above analysis)**

Fill out your resource request via Survey Monkey: [https://www.surveymonkey.com/r/AVC\\_ProgramReviewFall2022](https://www.surveymonkey.com/r/AVC_ProgramReviewFall2022)

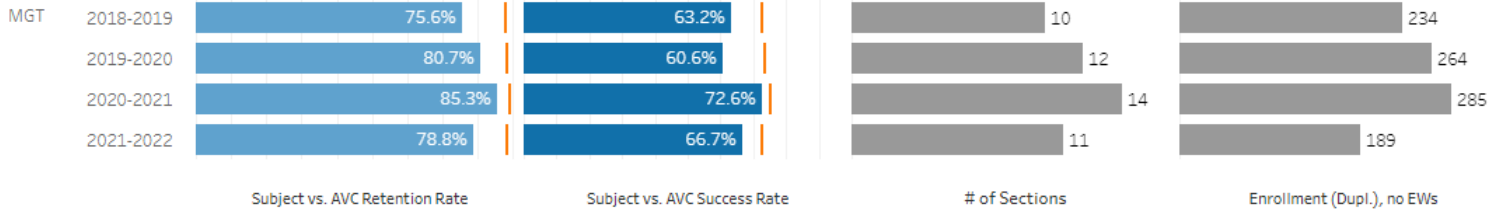
**Part 5: Insert your Program Review Data here, as well as any other supporting data. (See Part 2A above).**

Program Review Data | S&R by Demographic Groups | Equity | With EW | Grade Distribution | PT/FT, FTES/FTEF | \*\*FTEF | Annual FTEF\* | Access | Success & Retention >

Please Select Subject area (twice) and Program Major(s) to get your data -->

Select Subject: MGT | Select Subject again: MGT | Select Program Major(s): (Multiple values) | Academic Year: (Multiple values) 

Retention, Success, Number of Sections, & Enrollment in MGT (Total AVC rates are shown as | hover over to see data)



Enrollment and Number of Sections by Modality in MGT

Instr. Method	2018-2019	2019-2020	2020-2021	2021-2022
Number of Sections				
Online	8	10	11	11
Other Indep Study			1	
Traditional	2	2	2	
Enrollment				
Online	184	214	244	189
Other Indep Study			1	
Traditional	50	51	41	

Enrollment and Number of Sections by Location in MGT

Location	2018-2019	2019-2020	2020-2021	2021-2022
Number of Sections				
Lancaster	7	7	9	
Palmdale	3	5	5	11
Enrollment				
Lancaster	163	153	160	
Palmdale	71	112	126	189

Number of Program Awards in AS-T Business Admin 2.0 (BUS2), AS-T Business Administration (BUST), Management (MGT) and 1 more

Major Desc (Code)	Deg./Cert.	Academic Year	Count
AS-T Business Admin 2.0 (...)	Degree	2021-2022	40 / AS
AS-T Business Administration (BUST)	Degree	2018-2019	106 / AS
		2019-2020	101 / AS
		2020-2021	122 / AS
		2021-2022	110 / AS
Management (MGT)	Degree	2018-2019	2 / AS
		2019-2020	1 / AS
Management Cert (MGT4)	Certifica..	2018-2019	3 / CT
		2019-2020	1 / CT

FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in MGT

	Fall 2018	Fall 2019	Fall 2020	Fall 2021
PT (Adjunct) FTEF	0.8	0.8	0.6	0.4
FT (Regular) FTEF	0.2		0.2	
FT (Overload) FTEF		0.4	0.4	0.4
TOTAL FTEF	1.0	1.2	1.2	0.8
PT/FT FTEF Ratio	4.0		3.0	
FTES	8.4	10.9	11.0	3.9
FTES/FTEF Ratio	8.4	9.1	9.2	4.9
WSCH/FTEF Ratio	251.7	273.5	274.8	145.5

Click [here](#)



Fall 2022 Program Review Report

<b>Division/Area Name: SBS/Business and Computer Studies/Marketing</b>	<b>For Planning Years: 2023-2024</b>
<b>Name of person leading this review: Violet Christopher</b>	
<b>Names of all participants in this review: Kathy Osburn, Kent Moser</b>	
<b>Part 1. Program Overview: <i>Briefly describe how the program contributes to the district mission</i></b>	
<p>The faculty and staff of the Business &amp; Computer Studies Department provide students with hands-on training required for skill certification, continuing education classes, professional development, and the opportunity to learn the fundamentals necessary to be well educated in a particular discipline. Courses are provided for students who wish to complete a two-year degree or certificate (Degrees and Certificates in Marketing have been discontinued), transfer to a four-year university, enter the business workforce, or upgrade their skills. The Marketing program specifically contributes to the district mission by supporting students seeking technical education to enter the workforce (Business Degree &amp; Certificate).</p>	
<b>Part 2A: Analyze the <a href="#">program review data (retrieval instructions)</a> focusing on equity and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, &amp; job placement) to identify the program Strengths, Opportunities, &amp; Aspirations:</b>	
<b>Strengths and Accomplishments:</b> (Guiding Question: What does your program/area do well, including capabilities and greatest accomplishments?)	
<p>The Business Administration Associate’s degree for transfer is consistently one of the top five declared majors, and our marketing classes contribute to this degree. Our marketing courses have seen an increase in the number of sections and in enrollment since the 20/21 academic year. In 20/21 we offered six total sections with an enrollment of 131 and nine sections and an enrollment of 138 in 21/22. We have seen an increase in the retention rates of our female students and a decrease in the retention rates of our male students. Our success and retention rates for Hispanic/LatinX students saw an encouraging positive trend from 72.2% retention to 80.8% and 59.3% success rate to 69.9%.</p> <p>Over the past several years, our marketing courses have experienced a significant shift to the asynchronous online modality. This shift is consistent with the overall demand for increased online sections.</p> <p>We held an advisory committee meeting in the fall of 2022 and received invaluable feedback from local employers. Local business professionals stated that creating several new certificates would be of great benefit to our students and to local employers and one of their recommendations was to create a social media marketing certificate.</p>	
<b>Opportunities and Challenges:</b> (Guiding Question: What does your program/area need to do better to support/improve student success?)	
<p>Our African American/Black students have seen a consistently declining retention rate, but the 21/22 academic year saw an increase in success rates. In 20/21 our African American/Black students realized a retention rate of 67.6%, but that decreased in 21/22 to 62.5%. The success and retention rates for our students of color remain beneath the AVC average success and retention rates. This is an area of focus that is addressed at the institutional level via multiple excellent programs including First Year Experience, UMOJA, and Second Year Experience.</p> <p>We have no full-time faculty member for Marketing. To improve student success, the program needs a full-time faculty member dedicated to growing the program and increasing success and retention rates and to identify and implement changes that impact various student groups.</p>	
<b>Aspirations:</b> (Guiding Questions: What does your program/area want to be known for? What is a desired future?)	

The goal of our program is to create students who have gained depth and breadth in the field of marketing who will be able to gain meaningful employment in the field or to transfer to a university to earn an undergraduate degree in marketing.

**Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data**

Our 2021 Advisory Committee meeting demonstrated that local employers see a need for a marketing degree and for a social media marketing certificate. Our local business professionals indicated the need for soft skills/customer service skills courses to create well-rounded employees and increase the chances of obtaining gainful employment. Our advisory board also discussed the increasing number of hotels in the local area and the opportunity for students to be employed in the hospitality industry and to address specifically the changing marketing needs brought on by technological advancements and changes in the field of marketing.

Marketing analysts jobs are predicted to grow by 19% which is higher than the average

**Part 2C: Review and comment on progress toward past SLO/PLO/OO Analysis (fka Action Plans):**

Since this course uses software provided by the publisher, more computers should be provided Additional faculty should be hired to meet industry demand

No full-time faculty member has been hired. Students have access to computers via our computer loan program.

There needs to be more advertising and marketing of this course.

Due to this discipline not obtaining a full-time faculty member, no progress has been made.

**Part 2D: Review and comment on progress towards past program review goals:**

Goal #1: Hire at least one full-time faculty member for marketing. We have not hired a full-time faculty member for marketing.

Goal #2: Increase our outreach. Without a full-time faculty member dedicated to the marketing program, we have not been able to achieve this goal.

Goal #3: Create new courses and programs. Without a full-time faculty member dedicated to the marketing program, we have not been able to achieve this goal.

**Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:**

Program /Area Goal #	Goal Supports which:				EMP Goal Primarily Supported:	Description of Goal	Steps to be taken to achieve goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 4. Career and Specialized Knowledge				Goal 5: Align instructional programs to the skills identified by the labor market	Increase student success and retention rates	Hire a full-time faculty member to oversee and manage the marketing program.	Improved student success and retention rates
#2	ILO 4. Career and Specialized Knowledge				Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services	Increase enrollment rates	Leverage the AVC marketing department to increase student and local employer knowledge of our marketing program	Increased enrollment



#3	ILO 4. Career and Specializ ed Knowled ge				Goal 5: Align instructional programs to the skills identified by the labor market	Create new courses and a marketing certificate to increase enrollment and better prepare students for the workplace	Hire a full-time faculty member to oversee the program and create new courses and certificate programs	Offer new marketing courses and a marketing certificate to be included in our catalog
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**Part 4: Resource Requests that Support Program Needs (based on above analysis)**

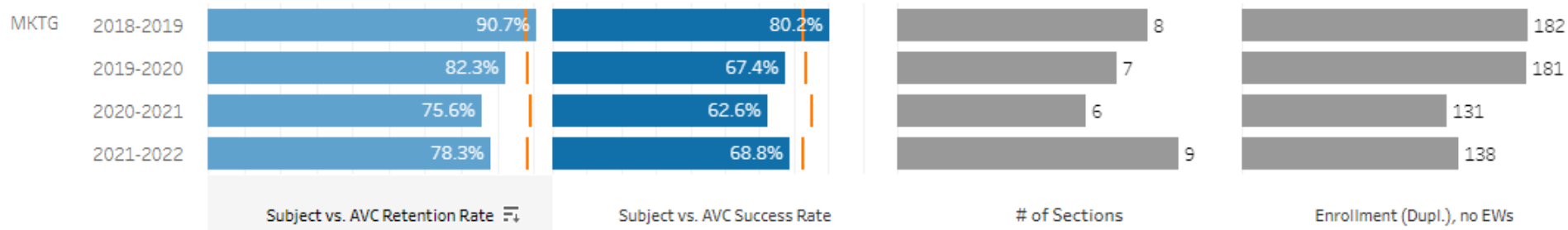
Fill out your resource request via Survey Monkey: [https://www.surveymonkey.com/r/AVC\\_ProgramReviewFall2022](https://www.surveymonkey.com/r/AVC_ProgramReviewFall2022)

**Part 5: Insert your Program Review Data here, as well as any other supporting data. (See Part 2A above).**

Please Select **Subject** area (twice) and **Program Major(s)** to get your data -->

Select Subject: MKTG | Select Subject again: MKTG | Select Program Major(s): (Multiple values) | Academic Year: (Multiple values)

Retention, Success, Number of Sections, & Enrollment in MKTG (Total AVC rates are shown as | hover over to see data)



Enrollment and Number of Sections by *Modality* in MKTG

	Instr. Method	2018-2019	2019-2020	2020-2021	2021-2022
Number of Sections	Online		4	4	6
	Traditional	8	3	2	3
Enrollment	Online		114	94	107
	Traditional	182	71	37	31

Enrollment and Number of Sections by *Location* in MKTG

	Location	2018-2019	2019-2020	2020-2021	2021-2022
Number of Sections	Lancaster	6	3	2	3
	Lancaster [O..	2			
	Palmdale		4	4	6
Enrollment	Lancaster	124	71	37	31
	Lancaster [O..	58			
	Palmdale		114	94	107

Number of Program Awards in [AS-T Business Admin 2.0 \(BUS2\)](#), [AS-T Business Administration \(BUST\)](#), [Marketing \(MAR\)](#) and 1 more

Major Desc (Code)	Deg./Cert.	Academic Year	Awards
AS-T Business Admin 2.0 (...)	Degree	2021-2022	40 / AS
AS-T Business Administration (BUST)	Degree	2018-2019	106 / AS
		2019-2020	101 / AS
		2020-2021	122 / AS
		2021-2022	110 / AS
Marketing (MAR)	Degree	2018-2019	1 / AS
		2019-2020	2 / AS
Marketing Cert (MAR1)	Certifica..	2018-2019	1 / CT
		2019-2020	2 / CT
		2021-2022	1 / CT

FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in MKTG

	Fall 2018	Fall 2019	Fall 2020	Fall 2021
PT (Adjunct) FTEF	0.6	0.8	0.6	0.6
FT (Regular) FTEF				0.4
TOTAL FTEF	0.6	0.8	0.6	1.0
PT/FT FTEF Ratio				1.5
FTES	7.5	8.7	5.5	5.4
FTES/FTEF Ratio	12.4	10.9	9.1	5.4
WSCH/FTEF Ratio	373.0	327.4	272.5	162.9

Click [here](#)



## Fall 2022 Program Review Report

<b>Division/Area Name: Social &amp; Behavioral Sciences/Philosophy</b>	<b>For Planning Years: 2023-2024</b>
<b>Name of person leading this review: Alberto Mendoza González Larreynaga</b>	
<b>Names of all participants in this review: Dr. Claude Gratton; Dr. Sherri Zhu</b>	
<b>Part 1. Program Overview: <i>Briefly describe how the program contributes to the district <a href="#">mission</a></i></b>	
<p>Contributions made by the philosophy discipline to the District are (1) general ones that are linked with lifelong skills, i.e., critical thinking skills, intellectual curiosity, effective communication and expression, and research skills; (2) contribution in achieving all four of the program’s ILOs; (3) some diverse courses that pertain to critical thinking and reasoning skills, axiology, religion, and theology; and (4) offering a mix of modalities in the logic course as well as short-term courses. In conjunction to the aforementioned contributions, the major program provides students to be prepared for the job market that deals with critical thinking in its different facets and applications.</p>	
<b>Part 2A: Analyze the <a href="#">program review data (retrieval instructions)</a> focusing on equity and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, &amp; job placement) to identify the program Strengths, Opportunities, &amp; Aspirations:</b>	
<b>Strengths and Accomplishments: (Guiding Question: What does your program/area do well, including capabilities and greatest accomplishments?)</b>	
<p>In looking at SLOs being met, all but three were met (2 in PHIL201 and 1 in PHIL106 were not met). In looking at the PHIL110 course, adding the modalities of hybrid, synchronous online teaching, and asynchronous online teaching have provided students options to take different sections in that course (including the traditional face-to-face modality). This is especially important since it is a course that the top major at the college needs: nursing. Since nursing students have a diverse background of employment, this helps them in finding what best suits them.</p>	
<p>Looking at the aforementioned success in offering a plethora of modalities, the other philosophy courses are currently going through the process to have the same modalities as PHIL110. The rationale is due to the focus of student equity as we have seen that online modalities are becoming more popular with students due to reasons that pertain to equity and other related matters. Most faculty in the program are also certified to teach online to better serve students when taking part of online modalities.</p>	
<p>Looking at overall retention rates, they have been stable from 2018 – 2022: 18-19: 80.9%; 19-20: 81.1%; 20-21: 81.2%; and 21-22: 80.3%.</p>	
<p>Participation on matters that deal with the Law Scholars Program has also occurred. This is significant since PHIL201 (Critical Thinking) is highly recommend to take over the other critical thinking options. Participation has also occurred in events that promote the program, i.e., Student Success Kickoff, Law Academy by Highland High School, and Summer Block Party.</p>	
<b>Opportunities and Challenges: (Guiding Question: What does your program/area need to do better to support/improve student success?)</b>	
<p>Adding an additional full-time faculty member would help the discipline on matters that pertain to promoting the discipline and its program. The promotion can come by way of the events that the college engages with through the year. Additionally, a diversity of classes is lacking in the philosophy department such as Bioethics, Philosophy of the Americas, Aesthetics, Latin American Philosophy, Business Ethics, Social and Political Philosophy, etc. The creation and maintenance of such courses could be done by the additional faculty member.</p>	

On matters that deal with success rates, from 2018-2022, they have fallen: 18-19: 66.3%; 19-20: 68.2%; 20-21: 65.9%; and 21-22: 59.1%. Philosophy 101 and 110 are the ones that have historically struggled with success rates. Additionally, when looking at grade distribution, the faculty must look at why African American/Black and Hispanic/Latinx students are earning a “W” as well as an “F” than some other student demographics. Although the percentage may be higher in some cases with some other groups, Hispanic/Latinx and African American/Black students have a higher population than other groups in the same fields (earning a “W” or an “F”).

Regarding communication with faculty in the department, the following things are deficient and must be worked on: (1) a pedagogy of critical thinking virtues, (2) common critical thinking methods and vocabulary, and (3) effective pedagogical ways of helping students to transfer these virtues and skills to their everyday thinking and decision-making. Without such communication, critical discussions on textbooks, pedagogy, course offerings, consistent methods, terminology, etc. is not likely to happen making it a challenge to know where faculty can better serve students as a whole, especially with equity issues in mind.

The use of OER material is also an area where faculty must be looking to better serve students’ equity needs. The issue would also help the department in having students register for a PHIL course over a discipline that might not offer such an option.

**Aspirations:** (Guiding Questions: What does your program/area want to be known for? What is a desired future?)

The department that has OER material, that has courses that have been certified by the POCR team, that has courses available on the CVC, that has consistent teaching methods to be able to better understand students (overall student data and disaggregated student data), that takes an explicit role on a procedure for evaluating arguments, explanations, and claims. Furthermore, the creation of courses to meet the demand of ethnic studies, and courses that relate to the majors offered at AVC.

**Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data**

Insert Advisory Committee Recommendations here

Insert Labor Market Data here <https://www.labormarketinfo.edd.ca.gov/commcolleges/>

**Part 2C: Review and comment on progress toward past SLO/PLO/OO Analysis (fka Action Plans):**

The integration of the tools offered by Canvas has been integrated into philosophy courses by faculty. Tools such as the gradebook (keeping it current to allow the student to know their progress), discussions to allow engagement that time does not permit in the classroom, integrating OER material with courses that use such material exclusively as well as with courses that have adopted textbooks (allowing a wider range of the required material that is connected to SLOs, PLOs, etc. to be read, understood, and brought up in class as well as with the instructor), the exam feature to allow the student to be assessed with the various tools provided (vital to allow the student and instructor to self-reflect in seeing what is working and what is not among other things that relate to pedagogy), etc.

The use of the LMS tools has also permitted instructors to use up-to-date material (looking at current trends) in courses such as critical thinking, introduction to philosophy, and ethics. This method allows for students to stay interested in the material presented in the discipline so as to not be seen as outdated or irrelevant.

**Part 2D: Review and comment on progress towards past program review goals:**

There is now a consistent offering of PHIL201 (critical thinking) alongside the other courses that are offered regularly (PHIL101, 105, 106, and 110). This is an important step to allow students that use the CSU GE form with their Ed. Plans to have options. Currently, PHIL 101, 106, 110 and 201 can be used in the CSU GE form. Adding PHIL201 is also important since it can also be used under Area 1, Group b to meet the critical thinking requirement for the IGETC.

Currently, the only course that could be offered through distance education modalities is PHIL110. The other PHIL courses have been recently approved by AP&P to be able to be taught through the distance education modalities defined at AVC. This will allow PHIL108 (Philosophy of Religion) and PHIL109 (World Religions) to be offered through distance education modalities more regularly. This will be done to take advantage of the popularity of online courses and to offer students more options in their Ed. Plans.

A goal that is a *work in progress* to focus on African American/Black and Hispanic/Latinx students (in the male and female categories) to know why success rates and grade distribution is affecting them negatively when compared, and contrasted, to other groups, must also be actively looked at and reflected upon.

Another goal that is a *work in progress* depends on whether a full-time faculty member is added to the philosophy department. The goal is adding classes that are relevant to the department as well as other departments as stated earlier as well as at least one course being created that is at least a cross-listed course with the ethnic studies requirement for the CSU system.

Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:								
Program /Area Goal #	Goal Supports which:				EMP Goal Primarily Supported:	Description of Goal	Steps to be taken to achieve goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 2. Creative, Critical, and Analytical Thinking	All	All		Goal 1: Commitment to strengthening institutional effectiveness measures and practices	To look at the gap that pertains to success regarding African American/Black students and Hispanic/Latinx students when comparing and contrasting to their peers.	<p>A look at past and current SLO data to see where biases may exist from the instructor's side. Support can also be provided to the affected demographic groups so that referral to tutoring occurs more often, requests for office hours to occur, informal zoom sessions for those struggling, etc.</p> <p>In looking at the two classes where the SLOs were not met for the 2021-2022 academic year, PHIL106 and PHIL201, tutors can be sought and referred to The Learning Center. This must also be the case with PHIL110 as it is the department's most popular class and students often request tutors for it.</p>	The data that refers to success, retention, and equity will provide the faculty with information to extrapolate to see whether the goal is being achieved or not.
#2	ILO 3. Community /Global Consciousness	All	All		Goal 3: Focus on utilizing proven instructional strategies that will foster	A more explicit discussion, and helping of students, transferring to a university.	The foundation of many courses at academic institutions is critical thinking. Connecting such a	The transfer degree data is what shall be analyzed.

					transferable intellectual skills		<p>skill to the transferring university of their choice in the philosophy discipline will be made more explicit.</p> <p>Since some faculty in the philosophy discipline have had experience outside the field, advise that pertains to academia and career will be continued to be provided to students.</p> <p>When needed, letters of recommendation will be provided to students for admission, EOP, grants, scholarships, as well as provided guidance for PIQs which are required for the UC system.</p>	
#3	ILO 3. Community /Global Consciousness				Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills	The creation of new PHIL courses, and modifying existing ones (specifically PHIL110 to include the use of digital equipment in showing things such as translations, proofs, arguments, etc. digitally) that are relevant to other disciplines as well as at least one cross-listed course that ties with the ethnic studies requirement for CSUs.	The actual process of writing the courses and going through the steps provided by AP&P so that they can successfully be offered.	The approval of the courses as stipulated by AP&P's catalog and the relevant offices, i.e. the California Community College Chancellor's Office, UC, and CSU.

**Part 4: Resource Requests that Support Program Needs (based on above analysis)**

Fill out your resource request via Survey Monkey: [https://www.surveymonkey.com/r/AVC\\_ProgramReviewFall2022](https://www.surveymonkey.com/r/AVC_ProgramReviewFall2022)

**Part 5: Insert your Program Review Data here, as well as any other supporting data. (See Part 2A above).**

Please Select **Subject** area (twice) and **Program Major(s)** to get your data-->

Select Subject  
PHIL

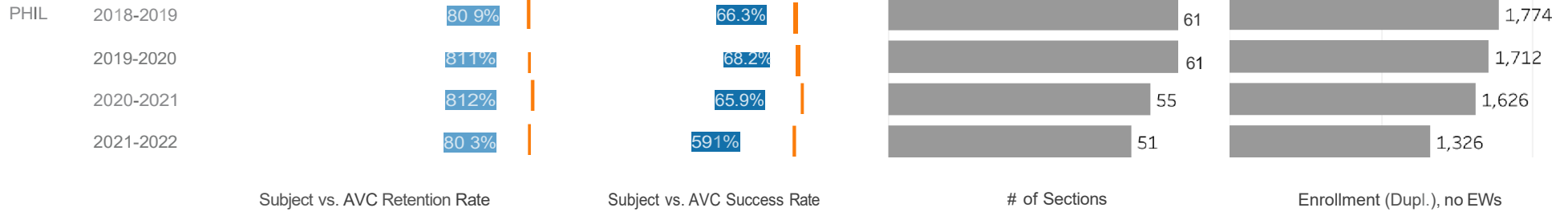
Select Subject  
PHIL

Select Program Major(s)  
AA-T Philosophy (PHIT)

Academic Year  
Multiple values



Retention, Success, Number of Sections, & Enrollment in PHIL (Total AVC rates are shown as | hover to see data)



Enrollment and Number of Sections by Modality in PHIL

	Instr. Method	2018-2019	2019-2020	2020-2021	2021-2022
<b>Number of Sections</b>	Online	5	8	8	8
	Traditional	56	53	47	43
<b>Enrollment</b>	Online	193	280	300	657
	Traditional	1,582	1,493	1,329	675

Enrollment and Number of Sections by Location in PHIL

	Location	2018-2019	2019-2020	2020-2021	2021-2022
<b>Number of Sections</b>	Lancaster	53	50	45	38
	Lancaster [O..	4	2	2	3
	Palmdale	4	9	8	10
<b>Enrollment</b>	Lancaster	1,545	1,420	1,290	646
	Lancaster [O..	97	60	58	81
	Palmdale	133	293	281	605

Number of Program Awards in AA-T Philosophy (PHIT)

Major Desc (Code)	Deg. /Cert.	Academic Year	Number of Awards
AA-T Philosophy (PHIT)	Degree	2018-2019	1/AA
		2019-2020	3/AA
		2020-2021	5/AA
		2021-2022	4/AA

FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in PHIL

	Fall 2018	Fall 2019	Fall 2020	Fall 2021
<b>PT (Adjunct) FTEF</b>	3.0	2.8	2.6	2.8
<b>FT (Regular) FTEF</b>	2.0	2.0	2.0	2.0
<b>TOTAL FTEF</b>	5.0	4.8	4.6	4.8
<b>PT/FT FTEF Ratio</b>	1.5	1.4	1.3	1.4
<b>FTES</b>	73.5	69.6	68.7	50.5
<b>FTES/FTEF Ratio</b>	14.7	14.5	14.9	10.5
<b>WSCH/FTEF Ratio</b>	440.8	435.1	447.9	315.4

**Number of Awards**

Click [here](#)  
to see AVC's Program  
awards dashboard

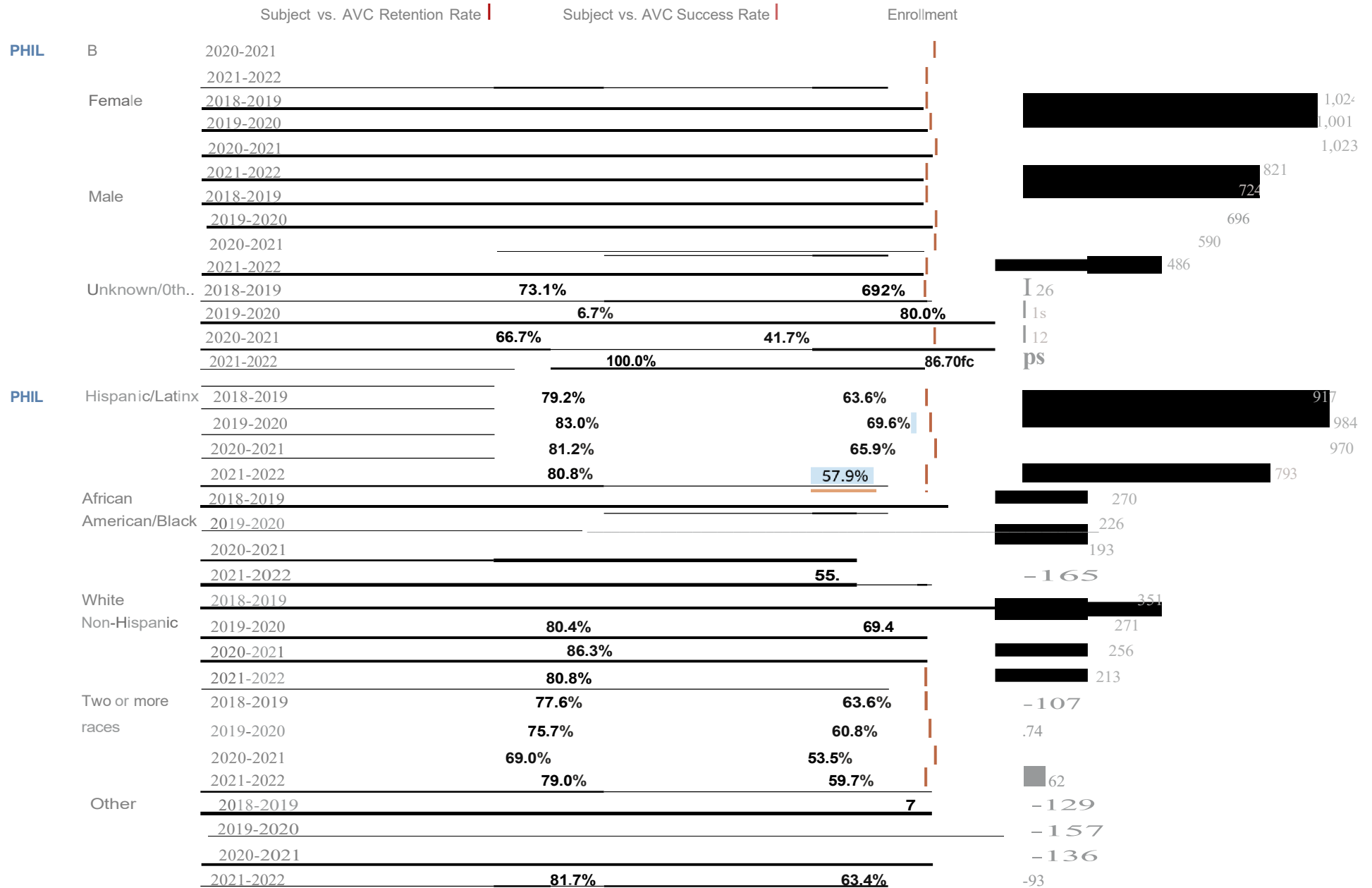
Last Update: 09/30/2022. Data Sources: AVC's  
Banner, ARGOS reports



Subject-Level Retention Rate (RR), Success Rate (SR), and Enrollment by Sex & Race/Ethnicity as Compared to **AVC's Rates** (1)

If subject bars are below the vertical lines |, it indicates that equity gaps exist in SR or RR for those subgroups as compared to overall SS or RR. Some questions to ask when looking at the data:

- What are the potential reasons for equity gaps?
- What can my program implement to mitigate these gaps?
- What resources/training are available/needed to support efforts?

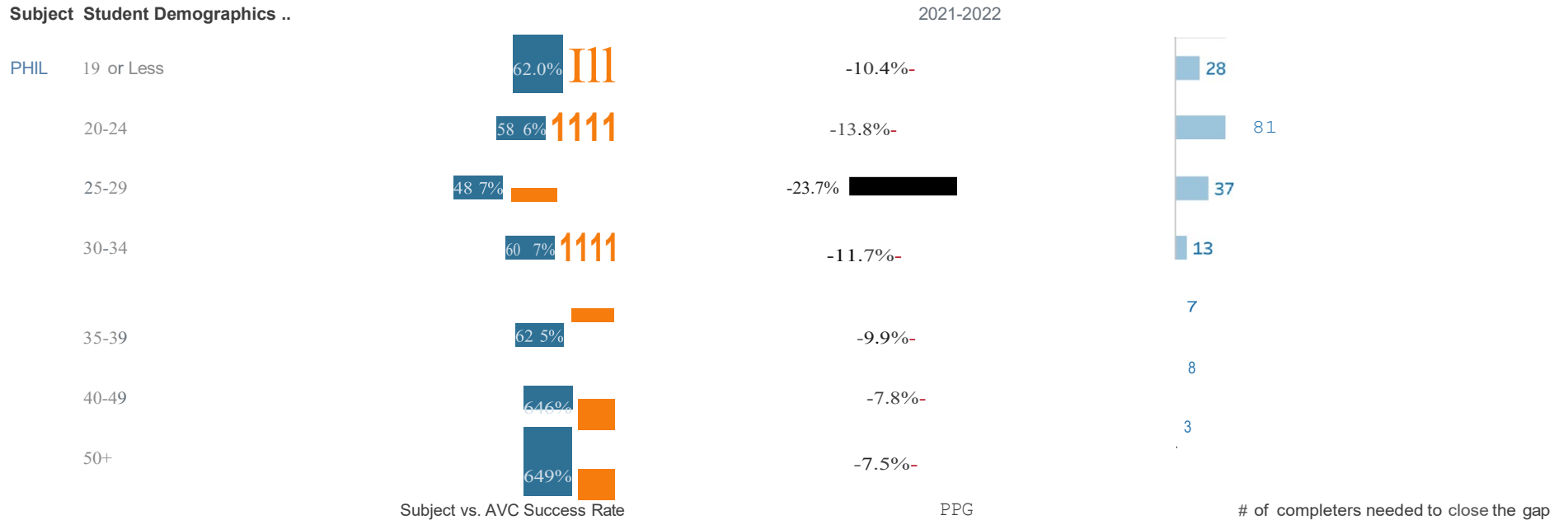




2021-2022 Disproportionate Impact (DI) as Percentage Point Gap (PPG)

Blue Bars show Success Rate (SR) within the sub-Groups vs. AVC Annual SR (orange bar) vs. PHIL Annual SR (dotted line)

Subject Student Demographics ..



In 2021-2022, PHIL's Success Rate was 59.1% vs. AVC's Annual rate of 72.4%

Overall Disproportionate Impact as percentage point gap was: -13.3%

In PHIL, 1,326 was the enrollment count (duplicated headcount) (only shows if  $n > 10$ )

If there is a Disproportionate impact ( PPG is negative), multiply the absolute value of PPG by the number of students and divide it by 100 to determine how many more successful completers would eliminate the gap.

(For example,  $(1,326 * 1-13.3\%)=176$ . it means that 176 more successful course completers would help close the gap for this subject area)

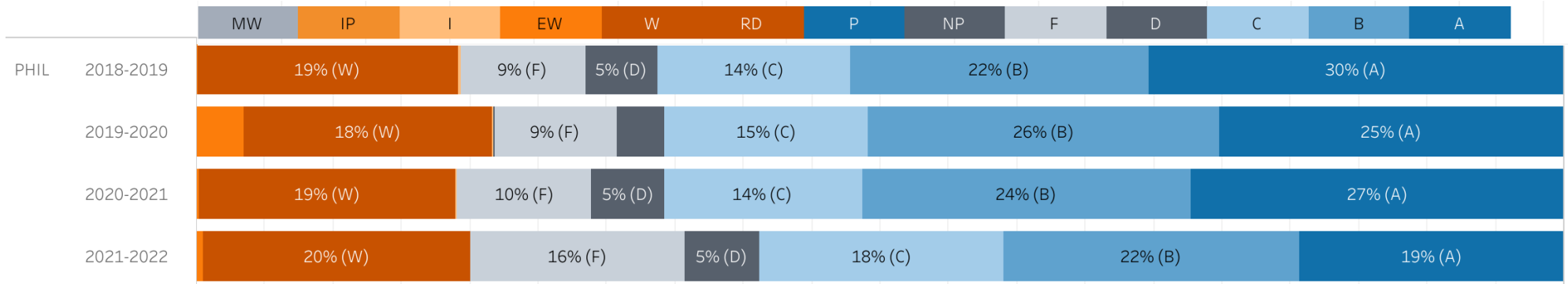
(Hover over each bar in the chart to see details about each sub-group)

Some possible questions to ask when looking at the DI data:

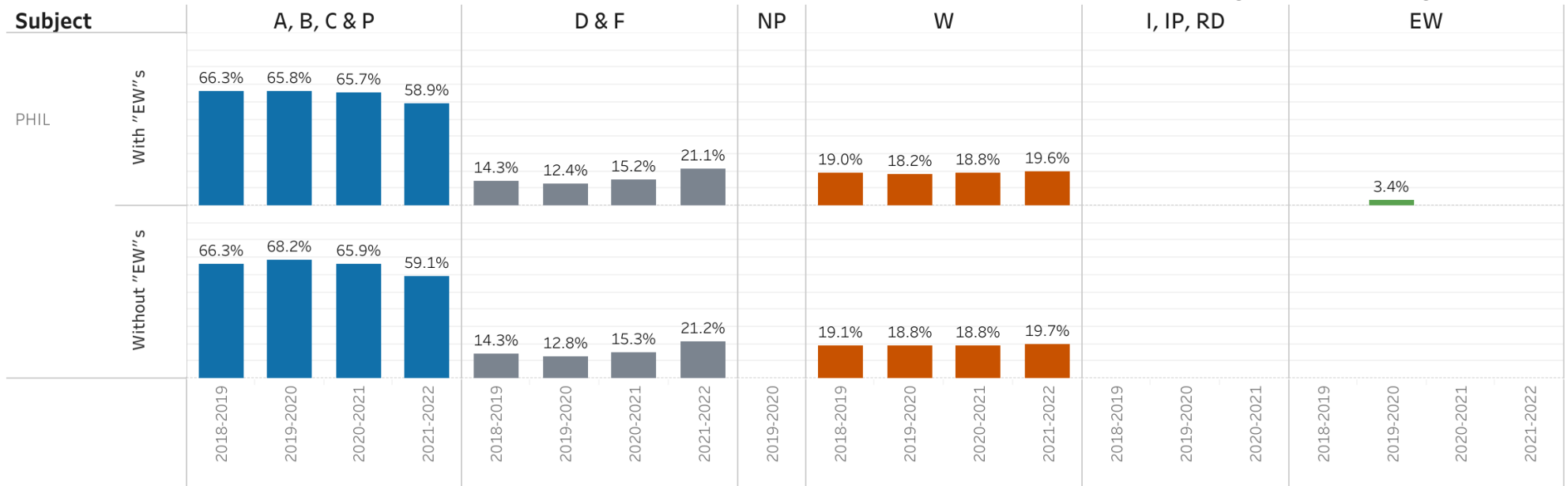
- What are the potential reasons for equity gaps?
- What can my program implement to mitigate these gaps?
- What resources are available to support these efforts?



Grade Distribution for PHIL based on all enrolled students, including those who received "EW"s during Spring 2020



PHIL (only shows if n >10)



<b>Division/Area Name: Social Science/Political Science</b>	<b>For Planning Years: 2023-2024</b>
<b>Name of person leading this review: John Vento</b>	
<b>Names of all participants in this review:</b> Dr. Ellen Coleman, Dr. Don Ranish, Steven Jaworowski, Samuel John, Derek Carver, Amaka Donn, Larry Ramirez, and John Vento	

### Fall 2022 Program Review Report

<b>Part 1. Program Overview: <i>Briefly describe how the program contributes to the district <a href="#">mission</a></i></b>
The Political Science department offers several quality and comprehensive classes to a diverse student population that enhances their opportunities to transfer to a 4-year college program. Courses such as <i>Introduction to American Government, Political Theory, Judicial Process, Comparative Politics, International Relations, and Ethnic Politics</i> (to name a few) engage students in discussions concerning democracy, the rule of law, discrimination, international relations, and justice. In addition, our department works in cooperation with the Administration of Justice faculty to support the Law Scholars program which allows additional students to earn an AA-T Degree in Political Science with an emphasis in law, society, and public policy.

<b>Part 2A: Analyze the <a href="#">program review data (retrieval instructions)</a> focusing on equity and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, &amp; job placement) to identify the program Strengths, Opportunities, &amp; Aspirations:</b>
--

<b>Strengths and Accomplishments:</b> (Guiding Question: What does your program/area do well, including capabilities and greatest accomplishments?)
---

- Awarded 18 AA-T Political Science degrees in 2022
- Coordinated and hosted discussions with 2022 Election Congressional Candidates Mike Garcia and Christy Smith
- Hosted Dr. Caroline Tolbert’s presentation *How the Advent of Social Media is Changing American Political Culture*
- Facilitated AVC’s Constitutional Essay Contest for the 9<sup>th</sup> straight year; received more than 100 submissions
- Political Science faculty continue to work with the Law Scholars program in conjunction with the Administration of Justice Department
- Expanded Political Science 101 and Political Science 203 courses at California State Prison-Los Angeles and the Palmdale Center
- Recruited students for internship opportunities for the following public offices
  - LA County Board of Supervisors’ office Kathryn Barger
  - California State Assembly member Tom Lackey
  - California State Senator Scott Wilk
  - U.S. House of Representative Mike Garcia
  - Congressional Candidate Christy Smith
- Worked with the Office of Disability Services and students who benefit from accommodations to ensure that all students are set up for success.

<b>Opportunities and Challenges:</b> (Guiding Question: What does your program/area need to do better to support/improve student success?)
--

- Expanded asynchronous Political Science 101 courses for Fall 2022 and Spring 2023 to accommodate the challenges of students that cannot attend face to face classes.
- Political Science 202: Race and Politics is offered in Spring 2023. Class was canceled in previous years due to low enrollment.
- Political Science 203: Judicial Process was canceled in Fall 2022 due to low enrollment
- Sections offered and total enrollment are down year-over-year

<b>Aspirations:</b> (Guiding Questions: What does your program/area want to be known for? What is a desired future?)
--

- Provide opportunities for training to full-timers and adjuncts so that Political Science can help AVC offer high-quality synchronous and asynchronous sections of POLS 101 and other necessary classes to students at AVC and across the state through the California Virtual Campus system
- Provide training and encouragement so that Political Science adjunct instructors have the tools necessary to offer high quality classes in AVC's Prison Education Project at CSP-LA
- Hire a high quality third full-time faculty member to provide necessary expertise in Ethnic Politics
- Increase the number of Political Science majors who successfully transfer to the U.C. system
- Expand the reach and prominence of the Law, Public Policy, and Society AD-T
- Provide more speeches, presentations, and conversations with prominent thinkers and political figures to the wider Antelope Valley community

**Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data**

Insert Advisory Committee Recommendations here

Insert Labor Market Data here <https://www.labormarketinfo.edd.ca.gov/commcolleges/>

**Part 2C: Review and comment on progress toward past SLO/PLO/OO Analysis (fka Action Plans):**

SLO and PLO targets have been met for Political Science 101, 200, 201, and 203 courses. The SLOs for Political Science 103 were below the target rate. We have reevaluated the data, the educational materials provided, and the assessment offered to ensure that they are correctly calibrated to meet the students at the appropriate instructional level.

**Part 2D: Review and comment on progress towards past program review goals:**

- Political Science 203 was CI-D approved
- Waiting for the interdisciplinary AA-T degree Law, Public Policy, and Society to be formally approved
- Hosted Dr. Caroline Tolbert's presentation *How the Advent of Social Media is Changing American Political Culture*

**Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:**

Program /Area Goal #	Goal Supports which:				EMP Goal Primarily Supported:	Description of Goal	Steps to be taken to achieve goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 4. Career and Specialized Knowledge				Goal 4: Advance more students to college-level coursework- Develop and implement effective placement tools	Update AA-T Political Science Degree to ensure compliance with the University of California System	Work with the relevant committees and counselors, including AP&P.	AP&P will verify
#2	ILO 4. Career and Specialized Knowledge				Goal 4: Advance more students to college-level coursework- Develop and implement effective placement tools	Provide additional pathways to graduation Develop interdisciplinary AA-T degree Provide specialized knowledge for students interested in pursuing a	Work with the relevant committees and counselors, including AP&P.	AP&P will verify

						career in the Law or a Law adjacent field		
#3	ILO 2. Creative, Critical, and Analytical Thinking				Goal 4: Advance more students to college-level coursework- Develop and implement effective placement tools	Improve SLO passing rate for Poli Sci 103	Reevaluate the data, the educational materials provided, and the assessment offered to ensure that they are correctly calibrated to meet the students at the appropriate instructional level.	Check SLO scores in 2023
#4	ILO 3. Community /Global Consciousness				Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills	Bring additional speakers to campus	Work closely with Political Science faculty to develop a plan of action, including: <ol style="list-style-type: none"> <li>1. Types of speakers</li> <li>2. Topics they are to cover, and</li> <li>3. How they are to be supported on campus</li> </ol>	Create an FPD event for 2023-2024

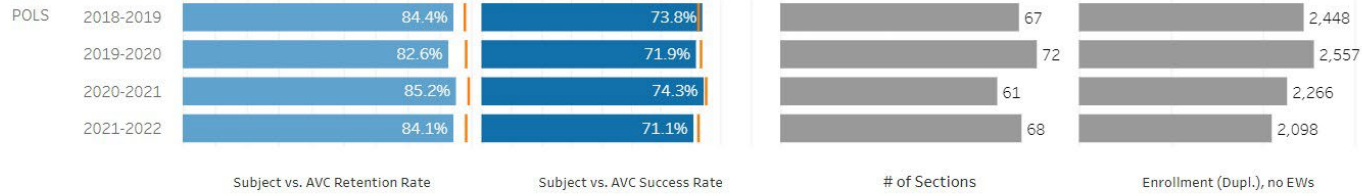
**Part 4: Resource Requests that Support Program Needs (based on above analysis)**

Fill out your resource request via Survey Monkey: [https://www.surveymonkey.com/r/AVC\\_ProgramReviewFall2022](https://www.surveymonkey.com/r/AVC_ProgramReviewFall2022)

\*A free Starbucks coffee to anyone that read this report:-send email to [jvento@avc.edu](mailto:jvento@avc.edu)\*

**Part 5: Insert your Program Review Data here, as well as any other supporting data. (See Part 2A above).**

Retention, Success, Number of Sections, & Enrollment in POLS (Total AVC rates are shown as | hover over to see data)



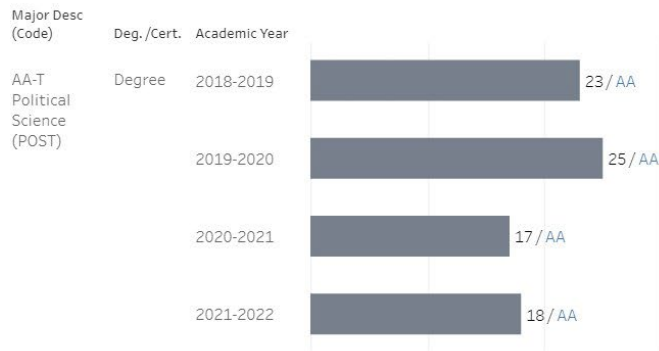
Enrollment and Number of Sections by Modality in POLS

Instr. Method	2018-2019	2019-2020	2020-2021	2021-2022	
Number of Sections	Online	12	10	9	10
	Traditional	55	62	52	58
Enrollment	Online	411	309	283	930
	Traditional	2,037	2,313	1,984	1,171

Enrollment and Number of Sections by Location in POLS

Location	2018-2019	2019-2020	2020-2021	2021-2022	
Number of Sections	Lancaster	43	49	43	47
	Lancaster [O..	2	4	1	3
	Palmdale	21	19	17	18
	Palmdale [Of..	1			
Enrollment	Lancaster	1,690	1,926	1,651	964
	Lancaster [O..	52	97	38	74
	Palmdale	689	599	578	1,063
	Palmdale [Of..	17			

Number of Program Awards in AA-T Political Science (POST)



FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in POLS

	Fall 2018	Fall 2019	Fall 2020	Fall 2021
PT (Adjunct) FTEF	3.6	4.0	3.2	3.8
FT (Regular) FTEF	2.2	2.0	2.0	1.6
FT (Overload) FTEF	0.4	0.2	0.2	0.4
TOTAL FTEF	6.2	6.2	5.4	5.8
PT/FT FTEF Ratio	1.6	2.0	1.6	2.4
FTES	103.5	105.6	98.8	86.1
FTES/FTEF Ratio	16.7	17.0	18.3	14.8
WSCH/FTEF Ratio	500.8	511.0	549.1	445.3

Click [here](#)





Fall 2022 Program Review Report

<b>Division/Area Name: Psychology</b>	<b>For Planning Years: 2023-2024</b>
---------------------------------------	--------------------------------------

**Name of person leading this review: Fredy Aviles**

**Names of all participants in this review: Fredy Aviles, Nouha Hallak, Duane Rumsey**

**Part 1. Program Overview: Briefly describe how the program contributes to the district mission**

Antelope Valley Community College, a public institution of higher education, provides a quality, comprehensive education to a diverse population of learners. We are committed to student success offering value and opportunity, in service to our community. The psychology program contributes to the district’s mission by providing a quality education in psychology for the purposes of transferring to a 4-year institution, job enhancement, or personal enrichment.

We offer a certificate through the Alcohol and Other Drugs Studies (AODS) program.

The program consists of an 11-course curriculum based on CADE and CCAPP requirements. Course work focuses on introduction to alcohol and other drug studies, and prepares students to complete intake, assessment, treatment, relapse prevention, individual, group and family counseling in the area of substance related disorders.

We also offer an Associate of Arts in Psychology for Transfer (AA-T in Psychology) degree that meets the requirements of SB 1440 for Associate Degrees for Transfer (ADT). These degrees are intended to make it easier for students to transfer to California State University campuses, but does not exclude admittance to other colleges or universities. We have awarded an increasing number of degrees every year.

The department also has its own webpage that includes program and faculty information. The psychology department is committed to improving access to higher education and is increasingly offering online courses and traditional courses that make use of an OER (Open Educational Resource) textbook rather than a traditional textbook in order to save students money.

**Part 2A: Analyze the program review data (retrieval instructions) focusing on equity and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities, & Aspirations:**

**Strengths and Accomplishments:** (Guiding Question: What does your program/area do well, including capabilities and greatest accomplishments?)

- 1) Retention has remained strong from 2018-2019 to 2021-2022. It is always in the high 80s to low 90s, while AVCs average is in the high 80s.
- 2) Success has also remained adequate from 2018-2019. It varies from the low 70s to mid 70s. AVCs average has varied in the same way. Success in online classes has decreased slightly from about 73% in 2018-2019 to about 70% in 2021-2022 (this may have something to do with Covid as a lot of classes were forced online that were not traditionally offered online). Success for traditional classes increased slightly from about 71% in 2018-2019 to about 75% in 2021-2022.
- 3) We were offering a consistent number of sections from 2018-2019 (both traditional and online) to 2021-2022. Our traditional course offerings have decreased while our online offerings have decreased (thus the overall number has remained about the same). We offered 77 traditional courses and 17 online in 2018-2019, whereas we offered 64 traditional courses and 34 online in 2021-2022.
- 4) We had been serving an increasing number of students every year up until the 2019-2020 year when Covid became an issue. Our enrollment is now down significantly from a high of 4107 students in 2019-2020 to now 3302 students two years later in 2021-2022. The number of students taking traditional classes has decreased while the number of students taking online classes has increased. We served 3236 traditional students and 627 online students in 2018-2019, whereas we served 1590 traditional students and 1716 online students in 2021-2022.
- 4) We were awarding more PSY AAT degrees every year with a high of 111 degrees in 2020-2021. We awarded 96 degrees in 2021-2022. The AODS

awarded 11 degrees in 2021-2022.

**Opportunities and Challenges:** (Guiding Question: What does your program/area need to do better to support/improve student success?)

- 1) It is now possible for students to earn a certificate in the Alcohol and Other Drug Studies (AODS) program. There is an opportunity to grow the program as more students become aware of its availability and as needs in the community grow.
- 2) Since more students are now taking online courses, it may be possible to increase enrollment, grant more degrees if more courses are offered online.

**Aspirations:** (Guiding Questions: What does your program/area want to be known for? What is a desired future?)

We want to be known for preparing students for transfer to a four-year institution by offering a transfer degree in psychology. We also want to be known for preparing students for a certificate in Alcohol and other Drug studies (AODs).

**Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data**

Insert Advisory Committee Recommendations here

Insert Labor Market Data here <https://www.labormarketinfo.edd.ca.gov/commcolleges/>

**Part 2C: Review and comment on progress toward past SLO/PLO/OO Analysis (fka Action Plans):**

The psychology department continues to meet most SLOs for most courses. There seems to be a problem with having students meet achievement targets for SLOs that require students to write APA style papers. We need to encourage more faculty to make use of an APA style tutorial (we can use an existing one or develop another) to increase performance. Some faculty are not entering SLO data so it hard to get a complete picture about how we are doing as a department. Also, we have a bunch of new courses for the AODS program and a lot of them do not yet have SLO data (some of these courses may not have been taught). Achievement targets for most PLOs continue to be met though this is not reflected in eLumen. Training on how to enter PLO data and create program improvements plans is still needed.

**Part 2D: Review and comment on progress towards past program review goals:**

- Goal 1. Increase number of degrees granted in PSY every year. This goal is ongoing and is no longer being met due to a decrease in enrollment.
- Goal 2. Increase success rates on SLO 1 and PLO 1 (APA Paper) and update curriculum as well as close the equity gaps especially for African Americans. This is ongoing. Students are now meeting targets on PLO 1 (APA paper) which is measure in our capstone course (PSY 200). However, achievement targets for the APA paper are not always met in other courses (i.e., SLO 1 is not always met at lower-level courses). The success rate in PSY courses has increased for African Americans but is still below other ethnic groups. More progress needs to be made on this goal.
- Goal 3. Continue planning Drug and Alcohol Certificate Program: This goal has been met. Courses for the program are now being offered and degrees are being awarded.
- Goal 4. Increase efficiency of adjuncts and classroom space for Psychology 101. This goal has been met as more courses are offered online.

Program /Area Goal #	Goal Supports which:				EMP Goal Primarily Supported:	Description of Goal	Steps to be taken to achieve goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 4. Career and Specialized Knowledge				Goal 5: Align instructional programs to the skills identified by the labor market	Increase number of PSY AA-T and AODs degrees granted.	Increase enrollment by offering more classes online.	Increased numbers for PSY AAT degree and AODS certificate
#2	ILO 1. Communication	1	1		Goal 4: Advance more students to college-level coursework-	Increase success rates on SLOs/PLO that involve	Create and utilize APA style tutorial.	Achieve 70% or higher on PLO and SLOs that concern an APA paper assignment.

					Develop and implement effective placement tools	APA style written reports and critical thinking.		
#3	ILO 4. Career and Specialized Knowledge				Goal 4: Advance more students to college-level coursework- Develop and implement effective placement tools	Increase success rates for African Americans.	Offer more one on one help, tutoring, encourage participation.	Success rates similar to other groups for African Americans.

**Part 4: Resource Requests that Support Program Needs (based on above analysis)**

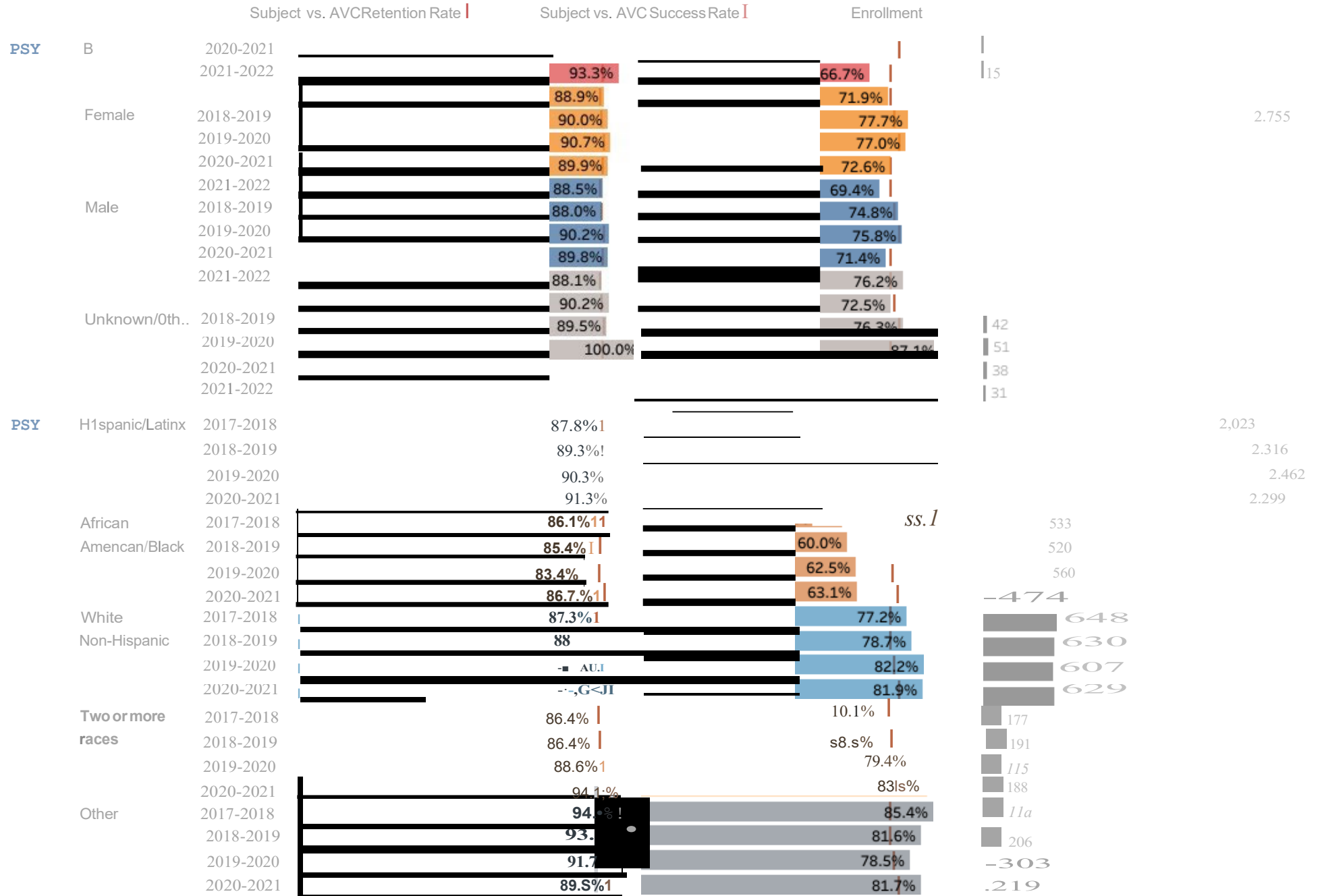
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**Part 5: Insert your Program Review Data here, as well as any other supporting data. (See Part 2A above).**

Subject-Level Retention Rate (RR), Success Rate (SR), and Enrollment by Sex & Race/Ethnicity as Compared to **AVC's Rates** (I)

If subject bars are below the vertical lines I, it indicates that equity gaps exist in SR or RR for those subgroups as compared to overall 55 or RR. Some questions to ask when looking at the data:

- What are the potential reasons for equity gaps?
- What can my program implement to mitigate these gaps?
- What resources/training are available/needed to support these efforts?



Please Select **Subject** area (twice) and **Program Major(s)** to get your data >>

Select Subject  
PSY

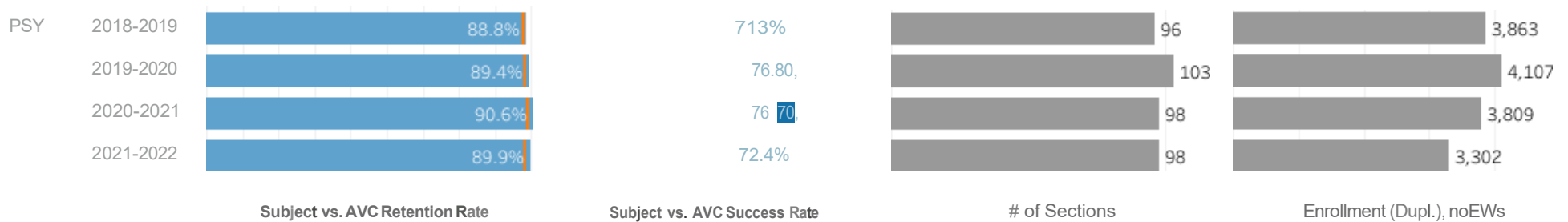
Select Subject  
PSY

Select Program Major(s)  
Multiple values

Academic Year  
Multiple values



Retention, Success, Number of Sections, & Enrollment in PSY (Total AVC rates are shown as | hover over to see data)



Enrollment and Number of Sections by *Modality* in PSY

Instr. Method (group)	2018-2019	2019-2020	2020-2021	2021-2022
Number of Sections - Online	19	23	22	34
Number of Sections - Traditional	77	80	76	64
Enrollment - Online	627	786	743	1,716
Enrollment - Traditional	3,236	3,404	3,067	1,590

Enrollment and Number of Sections by *Location* in PSY

Location	2018-2019	2019-2020	2020-2021	2021-2022
Number of Sections - Lancaster	65	67	67	59
Number of Sections - Palmdale	31	36	31	39
Enrollment - Lancaster	2,826	2,988	2,778	1,480
Enrollment - Palmdale	1,037	1,202	1,032	1,826

Number of Degrees/Certificates Awarded in AA-T Psychology (PSYT) & Ale & Other Drug Studies Cert (AODS)

Major Oesc	Major Code	Deg./Cert.	Academic Year	Count
AA-T Psychology	PSYT	Degree	2018-2019	78/AA
			2019-2020	100/AA
			2020-2021	111/AA
			2021-2022	96/AA

FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in PSY

	Fall 2018	Fall 2019	Fall 2020	Fall 2021
PT {Adjunct} FTEF	84	8.6	7.9	6.3
FT {Regular} FTEF	1.0	1.0	0.8	1.9
FT {Overload} FTEF	04	0.6	0.8	04
TOTAL FTEF	9.8	10.2	9.5	8.6
PT/FT FTEF Ratio	84	8.6	9.9	34
FTES	173.1	187.5	176.6	143.9
FTES/FTEF Ratio	17.7	184	18.6	16.7
WSCH/FTEF Ratio	529.8	553.2	557.7	502.3

Ale & Other Drug Studies Cert ADDS Cert,f,ca.. 2021-2022 10/CT

Click [here](#) to see AVC's Program awards dashboard

Last Update:  
6/23/2022  
Data Sources:  
AVC's Sanner,  
ARGOS reports



Fall 2022 Program Review Report

<b>Division/Area Name: SBS/Business &amp; Computer Studies/REAL ESTATE</b>	<b>For Planning Years: 2023-2024</b>
<b>Name of person leading this review: Richard E Fleishman</b>	
<b>Names of all participants in this review:</b>	
<b>Part 1. Program Overview: <i>Briefly describe how the program contributes to the district <a href="#">mission</a></i></b>	
<p>The Real Estate faculty are industry professionals dedicated to providing students with hands-on training required for certification, continuing education classes, professional development, and the opportunity to learn the fundamentals necessary to be successful in the industry. Courses are provided for students who wish to advance their current skills or complete a two-year degree or certificate leading to transfer to a four year-year university or entering the business workforce.</p>	
<b>Part 2A: Analyze the <a href="#">program review data (retrieval instructions)</a> focusing on equity and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, &amp; job placement) to identify the program Strengths, Opportunities, &amp; Aspirations:</b>	
<b>Strengths and Accomplishments:</b> (Guiding Question: What does your program/area do well, including capabilities and greatest accomplishments?)	
<p>Dr. Kerri Jones, newly hired Adjunct, has smoothly transitioned and is getting positive feedback from students. As the enrollment numbers showed, the program is growing in interest amongst the student community including a significant equity balance. Degrees and Salesperson’s certs awarded increased by a small amount. Enrollment and number of sections increased to the highest level in 4 years despite the loss of a long time Professor and the Covid shutdown. Retention and success rates amongst African American and Hispanic students increased by 10%+. The program, overall, exceeded the total college retention rate by 7.6% and in success by 17%. These numbers reflect AVC’s continuing contribution of qualified applicants to the Real Estate field in the valley.</p>	
<b>Opportunities and Challenges:</b> (Guiding Question: What does your program/area need to do better to support/improve student success?)	
<p>The growing interest in our course offerings provides an opportunity to overtake the private, broker programs and become the premiere source of real estate education. We still don’t have a full-time instructor to drive improvements and course offerings. The computer-less, traditional classrooms continue to be a hindrance to teaching how to use technology as it plays a larger, and more integral role in being successful in the field.</p>	
<b>Aspirations:</b> (Guiding Questions: What does your program/area want to be known for? What is a desired future?)	
<p>The program has achieved significant success in turning out highly skilled, Real Estate professionals. It is the aspiration of the faculty to expand our program and enhance its offerings while continuing to maintain its high standards.</p>	
<b>Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations &amp; Labor Market Data</b>	
<p>The Real Estate advisory committee first agreed that the course offerings continue to be adequate for both the broker and agent licenses. Education for the exams is the primary motivation for about 70% of our students. The group agreed that the Asynchronous mode was not advisable for Real Estate due to the material and types of students. Recommendations were made for additional sections of RE 101 and 105, a Capstone course, and the addition of a crash review course for state certification.</p>	

**Geography:** Los Angeles County

**Counties:** Los Angeles County

Annual Job Openings by Occupation

SOC Code	Occupation Title (Link to Occupation Profile)	2018 Employment	Annual Job Openings <sup>1</sup>
132021	<a href="#">Appraisers and Assessors of Real Estate</a>	1,560	1,260
119141	<a href="#">Property, Real Estate, and Community Association Managers</a>	19,090	17,700
419021	<a href="#">Real Estate Brokers</a>	3,760	4,160
419022	<a href="#">Real Estate Sales Agents</a>	4,190	4,580
	<b>Total</b>	<b>28,600</b>	<b>27,700</b>

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<sup>1</sup>Total Job Openings are the sum of new jobs from growth plus net replacements. Annual job openings are total job openings divided by the number of years in the projection period.

<sup>2</sup>This occupation has been suppressed due to confidentiality.

Insert Labor

Market Data here

<https://www.labormarketinfo.edd.ca.gov/com colleges/>

**Part 2C: Review and comment on progress toward past SLO/PLO/OO Analysis (fka Action Plans):**

Last year, the Action Plans had two goals. One was to increase Internet experience for the students and the second was the hiring of a full time faculty person to lead the expansion of the program.

**Part 2D: Review and comment on progress towards past program review goals:**

Unfortunately, there has been no progress on either of the goals. There is still no plan to offer computer facilities to the classes on the second floor of the MH building nor is there a plan to hire any additional faculty.

**Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:**

Program /Area Goal #	Goal Supports which:				EMP Goal Primarily Supported:	Description of Goal	Steps to be taken to achieve goal?	Measure of Success
	<a href="#">ILO</a>	PLO	SLO	OO				

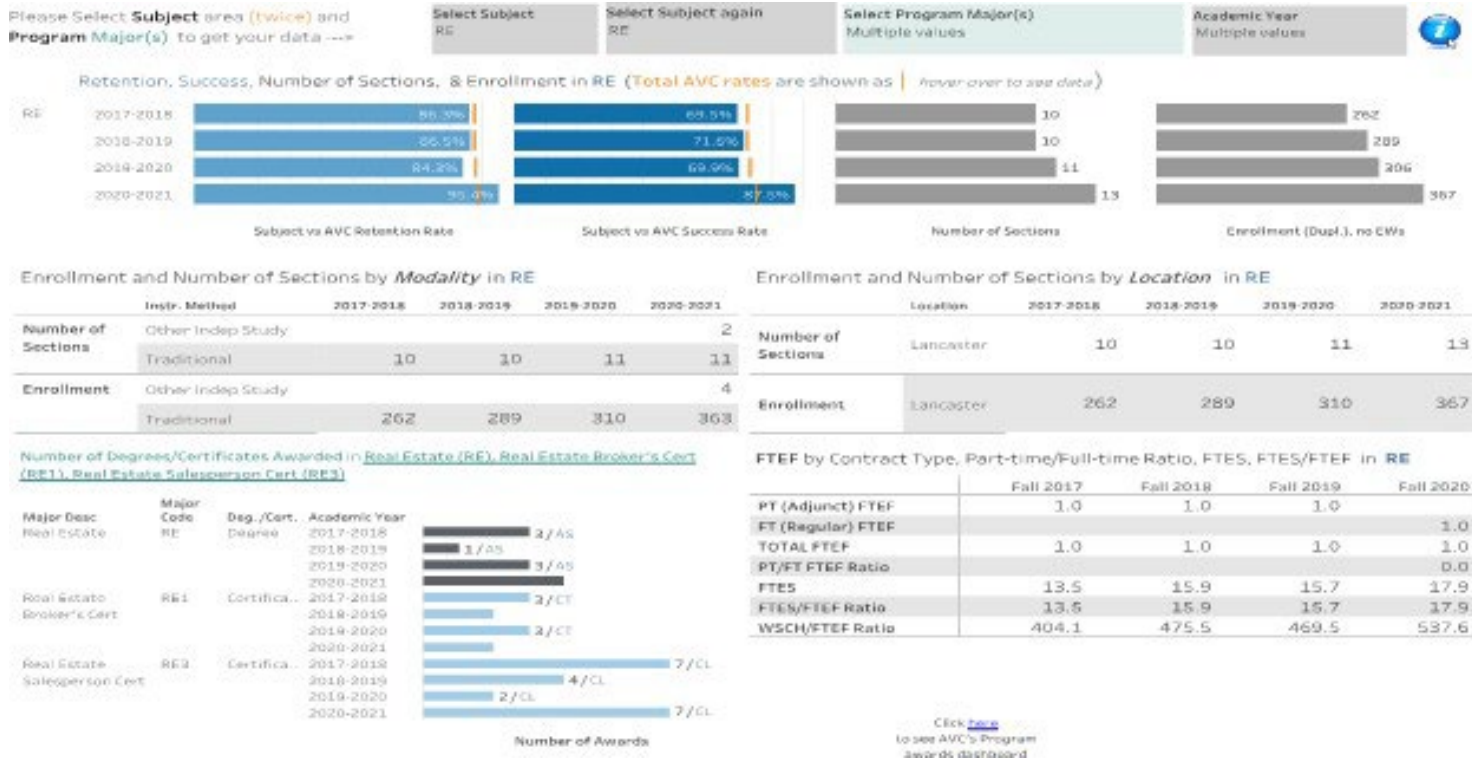


								(How would you know you've achieved your goal?)
#1	ILO 4. Career and Specialized Knowledge	#1	ALL	N/A	Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills	Expand the program offerings and develop new, pertinent courses.	Hire full time instructor with significant industry experience.	Offer more courses, including Capstone. Maintain or improve the success and equity standards currently achieved.
#2	Choose ILO				Choose an item.			
#3	Choose ILO				Choose an item.			

**Part 4: Resource Requests that Support Program Needs (based on above analysis)**

Fill out your resource request via Survey Monkey: [https://www.surveymonkey.com/r/AVC\\_ProgramReviewFall2022](https://www.surveymonkey.com/r/AVC_ProgramReviewFall2022)

**Part 5: Insert your Program Review Data here, as well as any other supporting data. (See Part 2A above).**



Division/Area Name: SBS – Sociology	For Planning Years: 2023-2024
Name of person leading this review: Dr. Carina Karapetian Giorgi	
Names of all participants in this review: Dr. Carina Karapetian Giorgi & Dr. Amy Andrada	

Fall 2022 Program Review Report

**Part 1. Program Overview: Briefly describe how the program contributes to the district mission**

**Contributions via Dr. Carina K. Giorgi/Sociology Department:**

- a) Currently strategizing job pathways (sociology/social sciences related) via NGOs and agencies in the Antelope Valley on a weekly basis every Thursday through the agency LAEP.
- b) Designed and passed ETHNIC STUDIES 101 & 102 through AP&P – meeting California’s area F standards.
- c) Drafted an application/letter and acquired approx. 119K grant devoted to LGBTQIA students via the state of California.
- d) Co-facilitated a Southwest Asian (Middle Eastern) student committee with Prof. Sawsan Farrukh.
- e) Conducted FPD Safe Zone trainings for LGBTQIA students, staff and faculty members across campus.
- f) Drafted diversity statements for Antelope Valley College – “Day of Silence” and “AAPI” representation.
- g) Successfully worked on changing gender pronouns in Canvas to meet LGBTQIA student identities/upholding title 9.
- h) Continuing to assist AVC meet area F requirements across campus and drafted an evidence based statement for the hire of a new full-time Ethnic Studies faculty member.

**Contributions via Dr. Amy Andrada/Sociology Department:**

- a) Developed and facilitated ‘Soc Study Sessions’ (2x weekly) available for all SOC students to receive tutoring and/or area for group/individual work study on SOC-centered assignments and discussions.
- b) Collected data on SOC students engagements with course material (textbook, reader) to identify gaps in materials acquisition, concept development, and to identify analytical/comprehension concerns regarding sociological concepts and theories. [Will analyze next term.] This goal is intended to work toward a low cost/zero-cost [OER] textbook focuses for future courses.
- c) Contributed to department goals with respect to subject and/or department -agenda (AT-T updates, support of new hires in Sociology and Ethnic Studies Faculty members).

**Part 2A: Analyze the [program review data \(retrieval instructions\)](#) focusing on equity and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities, & Aspirations:**

**Strengths and Accomplishments:** (Guiding Question: What does your program/area do well, including capabilities and greatest accomplishments?)

- a) The sociology department continues to support our drug and alcohol (AODS program) program.
- b) LAEP (Los Angeles Education Partnership) is a new job producing avenue that AVC is currently exploring – with the hopes of connecting students to paying jobs.
- b) In SOC student retention rates have held firmly at 92% in 2021-2022.
- c) For 2021-2022 student success rate increased 10% since 2018- 2019.
- d) 2021-2022 had the highest amount of sociology student graduates in the past 5 years.
- e) Hired a new full-time tenure track faculty – Dr. Amy Andrada.

**Opportunities and Challenges:** (Guiding Question: What does your program/area need to do better to support/improve student success?)

- a) Recovering student enrollment from the covid era like most disciplines/colleges are currently experiencing.
- b) Proper staffing/faculty to instruct SOC courses overall.
- c) We require SPSS application software ordered to support the full credited transfer of SOC 200.
- d) Our apprenticeship programs were lost due to low enrollment lost during covid.

**Aspirations:** (Guiding Questions: What does your program/area want to be known for? What is a desired future?)

- a) Connecting job pathways to our students.
- b) Getting SPSS software for the instruction of SOC 200.
- c) Providing more flexible course formats and available sections of sociology.
- d) Hiring more faculty full-time.

**Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data**

**Currently working via LAEP to connect AVC Sociology students to job pathways**

**Labor Market has increased sociology/ist oriented jobs by nearly 50%. Demand for training in this field has increased significantly since 2018.**

**CIP Code(s):**

- 451101 Sociology

**Geography: California**

Includes: All California Counties

**Annual Job Openings by Occupation**

SOC Code	Occupation Title (Linked to "Occupation Profile")	2018 Employment	Annual Job Openings (1)
193041	<a href="#">Sociologists</a>	1,100	1,590
	<b>Total</b>	1,100	1,590

<https://www.labormarketinfo.edd.ca.gov/commcolleges/>

**Part 2C: Review and comment on progress toward past SLO/PLO/OO Analysis (fka Action Plans):**

1. Increase number of SOC AA-T honors courses. Ensure that students know that there is an articulation agreement with the honors program and the sociology department. We are currently doing this with SOC 101, 110, 115 and 116. **Update:** *Currently, resubmitting for honors courses via AP&P.*
2. Increase the annual number of graduates for 2020. **Update:** *Doubled graduation/AA-T SOC degrees since 2017.*
3. Add a SOC of African Americans and expand SOC 105 to encompass Latinx folks. **Update:** *This goal needs to be re-assessed as Dr. Giorgi just designed one of these courses for Latinx/Chicanx Ethnic Studies – while Dr. Regina Tillman designed African American studies for Ethnic Studies.*
4. Increase success rates for marginalized/non-traditional students. Hire one more full-time faculty and hire additional instructors to support non-traditional students (thereby closing equity gap). **Update:** *1) SOC continues to see strong student retention and graduation rates above AVC's average rates.*

**Part 2D: Review and comment on progress towards past program review goals:**

5. Create a AA-T in Sociology degree with limited and/or zero textbook cost to student. – increase the number of SOC courses that use OER or zero cost textbooks. **Update:** *Zero Cost textbooks have been adopted in most sections of SOC.*
6. Increase ties in the community with jobs/work/internships via the sociology department. Ensure that students have a pathway to job placement via the SOC AA/AA-T program. We are currently working closely with L.A. County's human services sector (specifically focused with the Antelope Valley area). **Update:** *Apprenticeship programs have been discontinued BUT! We are now working with LAEP for work experience/job pathways via sociology.*
7. License the use of IBM SPSS statistical package for use in SOC 200. **Update:** *SPSS has not been obtained. The request is suspended pending increase in student enrollment.*
8. Provide student transportation to facilitate enhanced field experience for students in SOC 120 and SOC 111. **Update:** *Transportation for student field trips in SOC 120 and SOC 111 has not been obtained and has been put on hold due to the pandemic.*
9. Increase number of AA-T in Sociology degrees granted. Advertise degree to sociology students – opportunities – widely. **Update:** *Still pending Fall 2022 enrollment rates – we believe there has been an increase in student enrollment from 2021 Fall.*

ur past program review goals and progress towards those goals.

**Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:**

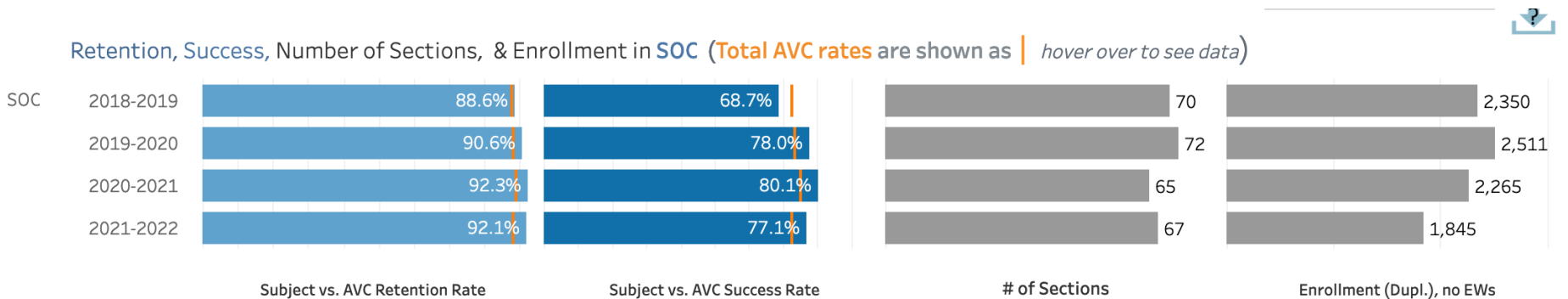
Program /Area Goal #	Goal Supports which:				EMP Goal Primarily Supported:	Description of Goal	Steps to be taken to achieve goal?	Measure of Success (How would you know you've achieved your goal?)
	<u>ILO</u>	PLO	SLO	OO				

#1	ILO 4. Career and Specialized Knowledge				Goal 4: Advance more students to college-level coursework-Develop and implement effective placement tools	Create job placement pathways via LAEP.	Finding funding via agencies via LAEP.	The establishing 1 or more job pathways for sociology students.
#2	ILO 2. Creative, Critical, and Analytical Thinking				Goal 1: Commitment to strengthening institutional effectiveness measures and practices	Hire full-time faculty member in Sociology	To properly lobby for a new hire which we have submitted this fall 2022 via dean/chair meeting	Student retention – enrollment and more course offerings
#3	ILO 4. Career and Specialized Knowledge				Goal 4: Advance more students to college-level coursework-Develop and implement effective placement tools	SPSS software purchase	Sign up for this purchase as it's critical for optimal training in SOC 200 research methods course	Student Learning Outcomes (SLOs) – pre-post measures

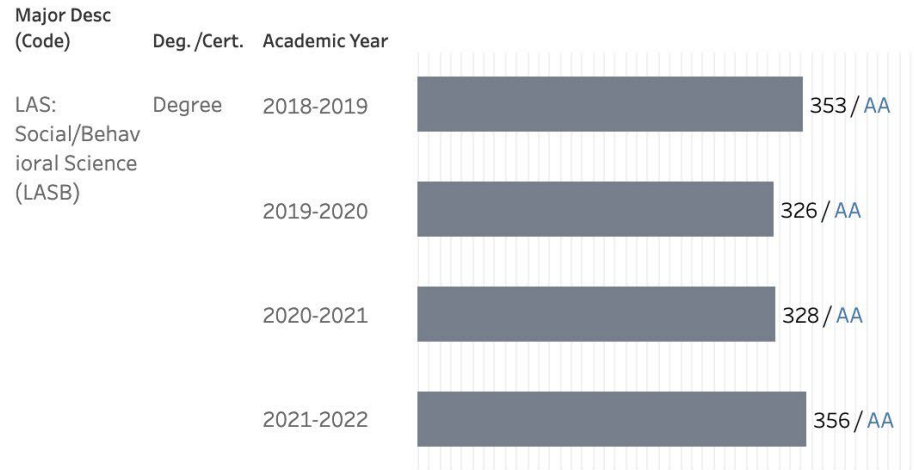
**Part 4: Resource Requests that Support Program Needs (based on above analysis)**

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**Part 5: Insert your Program Review Data here, as well as any other supporting data. (See Part 2A above).**



Number of Program Awards in LAS: Social/Behavioral Science (LASB)



FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in SOC

	Fall 2018	Fall 2019	Fall 2020	Fall 2021
PT (Adjunct) FTEF	4.0	4.4	4.4	5.6
FT (Regular) FTEF	2.0	1.4	1.4	0.4
FT (Overload) FTEF	0.4	0.2	0.4	0.2
TOTAL FTEF	6.4	6.0	6.2	6.2
PT/FT FTEF Ratio	2.0	3.1	3.1	14.0
FTES	105.4	104.1	99.8	78.3
FTES/FTEF Ratio	16.6	17.4	16.1	12.6
WSCH/FTEF Ratio	496.8	520.7	482.8	378.6

Click [here](#)

Last Update: 09/30/2022 .Data Sources: AVC's

Enrollment and Number of Sections by Modality in SOC

	Instr. Method	2018-2019	2019-2020	2020-2021	2021-2022
Number of Sections	Online	16	17	15	20
	Other Indep Study	1			
	Traditional	53	55	50	47
Enrollment	Online	578	582	525	1,079
	Other Indep Study	1			
	Traditional	1,771	1,980	1,744	766

Enrollment and Number of Sections by Location in SOC

	Location	2018-2019	2019-2020	2020-2021	2021-2022
Number of Sections	Lancaster	45	46	42	34
	Lancaster [O..	1	4	3	
	Palmdale	24	22	20	33
Enrollment	Lancaster	1,544	1,734	1,508	577
	Lancaster [O..	21	103	84	
	Palmdale	785	725	677	1,268