



**2017-2018 Instructional Program Comprehensive Program Review Self-Study Report**

Division/Area Name: Social and Behavioral Sciences		For Years: 2019-2023
Name of person leading this review: Dr. Irit Gat, Dr. Ken Shafer, Andrea Sanders, Dean Tom O'Neil		
Names of all participants in this review All S&BS faculty		
Number of Degrees offered: 8	Number of Certificates offered: 4 (AJ, CFE, ID, CT)	
Number of Full-time Faculty : 16	Number of Part-time Faculty:93	

**Part 1. Program Overview**

Briefly describe how the program contributes to the district mission: **The Social and Behavioral Science Division provides several educational classes, transfer degrees and certificates to a diverse population of learners. Our instructors and staff do so within the district values of Education, Integrity, Excellence and Community.**

**1.1.** State briefly program highlights and accomplishments: **Program highlights includes 8 Transfer Degrees with several of them ranking among the highest student enrollment in the college (Administration of Justice, Sociology and Psychology). A successful Law Scholars Program, active Anthropology Club and this year our Sociology Department along with the student club presented a highly successful Conference on the community Homeless Population (Issues and Solutions). Our Clothing and Textiles Department continues to offer a popular annual fashion show in the AVC theatre that receives a lot of location business support and involves our students in hands-on demonstrations. This department is also looking to expand to creating a new Costume and Design class. On-line classes have been added to our African- American Studies Program and we have expanded our Psychology on-line offerings and several areas have added Saturday course to accommodate working students.**

1.3. Check each Institutional Learning Outcome (ILO) supported by the program.

<input checked="" type="checkbox"/> <b>Communication</b>	<input checked="" type="checkbox"/> Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. <input checked="" type="checkbox"/> Demonstrates listening and speaking skills that result in focused and coherent communications
<input checked="" type="checkbox"/> <b>Creative, Critical, and Analytical Thinking</b>	<input checked="" type="checkbox"/> Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. <input checked="" type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
<input checked="" type="checkbox"/> <b>Community/Global Consciousness</b>	<input checked="" type="checkbox"/> Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment. <input checked="" type="checkbox"/> Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
<input checked="" type="checkbox"/> <b>Career and Specialized Knowledge</b>	<input checked="" type="checkbox"/> Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

## Part 2. Data Analysis and Use

All divisions will complete this part. Within academic divisions, data analysis should be completed by each discipline. Please review the subject level data and comment on trends (more [data](#) is available on the Program Review [web page](#)):

Discipline:

Indicator	2013-2014	2014-2015	2015-2016	2016-2017	Recent trends?	Comment
Enrollment #	20,208	19,640	18,528	18,531	Decrease	This fits the entire college trend
# of Sections offered	574	570	551	579	Increase	More sections have been added in Sociology and Psychology in particular
# of Online Sections offered	47	48	48	64	Increase	Meeting more on-line demand
# of Face-to-Face Sections offered	520	512	495	504	No Change	Overall 2013 to 17 fluctuates by enrollment changes
# of Sections offered in Lancaster	424	428	420	431	Increase	
# of Sections in other locations	130	124	117	131	Increase	Increasing with new Palmdale location and working toward our goal of having full transfer degree classes at the Palmdale location
<u># of Certificates awarded</u>	45	43	41	44	No Change	
<u># of Degrees awarded</u>	518	584	687	614	Increase	Overall increase from 2013-14
Subject Success Rates	67.5%	67.1%	69.5%	70.4%	Increase	Students are succeed at higher rates!
Subject Retention Rates	86.2%	87.2%	86.6%	88.3%	Increase	Our retention is outstanding
Full-time Load (Full-Time FTEF)	13.78	14.62	14.47	13.82	Decrease	We are in dire need of more full time faculty
Part-time Load (Part-time FTEF)	34.73	35.43	38.04	37.06	Increase	We are hiring more adjuncts over full time but certain departments are having difficulty recruiting ample adjuncts
PT/FT FTEF Ratio	2.52	2.42	2.63	2.68	Increase	Due to lower full time, this is increasing
Other measure						
<b>Indicator</b>	<b>Comments and Trend Analysis</b>					
If applicable, report program/area data showing the quantity of services provided over the past four years (e.g. # of workshops or events offered, ed.plans developed, students served)	<p>Our Sociology Department offered a Homeless Summit to the college and community which was very successful and drew over 100 participants.</p> <p>The Anthropology Department had a full-day event for the college and community which had guest speakers and also was highly successful. (see the Anthro individual Program Review Report for details).</p> <p>Dr. Gat is currently putting together the curriculum for the newly approved Certificate in Drug and Alcohol Studies.</p> <p>Behavioral Studies has grown despite the decreased enrollment overall for the college. We have added additional</p>					

	<p>classes to this area and thus increased FTES. This has been especially true for the areas of Psychology and Sociology. The S&amp;BS division hosted a national speaker, Tim Wise to speak at our theatre on equity sold out and attended by AVC college students, staff and community.</p>
<p>Student success and retention rates by equity groups within discipline</p>	<p>Review and interpret the subject data by race/ethnicity and gender. Identify achievement gaps. List actions that are planned to meet the Institutional Standard of <b>69.1%</b> for student success and to close achievement gaps: <b>see individual program data/reports</b></p>
<p>Other trends</p>	<p>Comment on any other important trends you noticed</p> <p>Our full-time faculty has decreased despite increased success, retention, and the addition of classes in the Behavioral Sciences. With more demand we are in need of hiring additional faculty. We have had to cancel sections or cannot schedule during peak times because of a lack of full-time faculty. Further, the pool of available adjuncts is extremely limited in many of our departments.</p>
<p>Analyze and summarize trends in student progression through basic skills courses, if applicable.</p>	<p>Comment on trends and how they affect your program:</p> <p>One area which we request is more tutors that can assist students in the Social and Behavioral Sciences area with specific research and analytical skills that pertain to our specific subject areas, especially with regard to our research method courses in our transfer degrees.</p>
<p>Career Technical Education (CTE) programs: Review the labor market data on the <a href="#">California Employment Development Department</a> website for jobs related to your discipline.</p>	<p>Comment on the <a href="#">occupational projections</a> for employment in your <a href="#">discipline</a> for the next two years and how the projections affect your planning:</p> <p>n/a</p>



**2017-2018 Instructional Program Comprehensive Program Review Self-Study Report**

Division/Area Name:	Social and Behavioral Sciences/Administration of Justice	For Years: 2019-2023
Name of person leading this review: Tim Lynskey		
Names of all participants in this review: Tim Lynskey and Dexter Cummins		
Number of Degrees offered: 2	Number of Certificates offered: 0	
Number of Full-time Faculty : 2	Number of Part-time Faculty: 14	

**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.”*

1. The Administration of Justice program (AJ) offers an Associate of Science Degree and an Associate of Science Transfer Degree (AST).
2. The AST Degree is also coupled with CSU in Two program, guarantying qualifying graduating high school seniors the opportunity to join a cohort and receive an AST Degree in two years.
3. Both degrees also offer the students the ability to receive the Law Scholars Certificate by adding one class.
4. The AJ 206 course (Criminology) is UC transferable, and a General Education course.
5. All of the classes in the AJ Program are CSU transferrable.
6. We continue to be members of the “Highland High School Law and Government” advisory committee, to build a resource for future AJ students.

All of this was done to maintain the degree programs and the availability of training for working professionals for advancement in their careers, without the artificial requirement of forcing students to take other courses in order to graduate in any degree program.

1.2. State briefly program highlights and accomplishments: While enrollment in the AJ Program has dropped from 3,139 in 2013 – 2014 to 2019 in the 2016 – 2017 academic year, the success rate has moved up 2 full percentage points, 70% to 72% in the same period. The numbers for Success and Retention mimic the rates for the college as a whole. In these same years, the full-time instructors have been deeply involved in creating the Pathway to Law School Program (Law Scholars) as Committee Members and Pre-Law Club Advisors. The AVC Pathway to Law School Program is well thought of by the parent organization (Cal Law).

1.3. Check each Institutional Learning Outcome (ILO) supported by the program.

<input checked="" type="checkbox"/> <b>Communication</b>	<input checked="" type="checkbox"/> Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis.
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	<input checked="" type="checkbox"/> Demonstrates listening and speaking skills that result in focused and coherent communications
<input checked="" type="checkbox"/> <b>Creative, Critical, and Analytical Thinking</b>	<input checked="" type="checkbox"/> Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. <input checked="" type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
<input checked="" type="checkbox"/> <b>Community/Global Consciousness</b>	<input checked="" type="checkbox"/> Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well being of society and the environment. <input checked="" type="checkbox"/> Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
<input checked="" type="checkbox"/> <b>Career and Specialized Knowledge</b>	<input checked="" type="checkbox"/> Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

## Part 2. Data Analysis and Use

All divisions will complete this part. Within academic divisions, data analysis should be completed by each discipline. Please review the subject level data and comment on trends (more [data](#) is available on the Program Review [web page](#)):

Discipline: Administration of Justice

Indicator	2013-2014	2014-2015	2015-2016	2016-2017	Recent trends?	Comment
Enrollment #	3139	2892	2299	2091	Decrease	
# of Sections offered	107	98	82	79	Decrease	
# of Online Sections offered	0	0	4	4	Increase	
# of Face-to-Face Sections offered	107	98	78	75	Decrease	
# of Sections offered in Lancaster	91	84	69	69	Decrease	
# of Sections in other locations	16	14	13	10	Decrease	
<u># of Certificates awarded</u>	0	0	0	0	No Change	
<u># of Degrees awarded</u>	113	145	168	139	No Change	
Subject Success Rates	70%	68%	69%	72%	No Change	
Subject Retention Rates	87%	87%	85%	88%	No Change	
Full-time Load (Full-Time FTEF)	2	2	2	2	No Change	
Part-time Load (Part-time FTEF)	6.7	5.9	5.0	4.9	Decrease	
PT/FT FTEF Ratio	3.4	3.0	2.5	2.5	Decrease	
Other measure						
<b>Indicator</b>	<b>Comments and Trend Analysis</b>					
If applicable, report program/area data showing the quantity of services provided over the past four years (e.g. # of workshops or events offered, ed.plans developed, students served)	There has been a decrease in the enrollment, FTES, PT/FT FTEF Ratios and sections offered, however the number of degrees has risen.					

Student success and retention rates by equity groups within discipline	The data for the AJ program for all in the group, dealing with Success and Retention show that the Program exceeds the AVC average of 69.8% except for “Blacks”, where they are at 54%. The AJ average for Blacks seems to exceed the AVC average for Blacks.
Other trends	N/A
Analyze and summarize trends in student progression through basic skills courses, if applicable.	N/A
Career Technical Education (CTE) programs: Review the labor market data on the <a href="#">California Employment Development Department</a> website for jobs related to your discipline.	Comment on the <a href="#">occupational projections</a> for employment in your <a href="#">discipline</a> for the next two years and how the projections affect your planning: In all of the diverse choices from Law Enforcement, to Corrections, Judicial and some of the peripheral professions that this program may lead to, the State of California indicates that there will be up to 37,090 jobs next year alone. We believe that this field is the most dynamic, has the greatest growth potential and may be able to offer to help to students and job seekers enrolled in the college. This is evident by the growth in degrees even though many students are not enrolling due to current employment possibilities.

### Part 3 – Outcome Analysis and Use

Cite examples of using action plans (for SLOs, PLOs, OOs, ILOs) as the basis for resource requests and how the allocation of those resources or other changes resulted in improved outcomes over the past four years.

SLO/PLO/OO	Action Plan	Current Status	Impact of Action
	<b>2013-2017</b>	Ongoing	<p><b>Staffing.</b> The program is understaffed for Full-time staff. The California Community Colleges Chancellor’s Office indicates that a program this size, with as many sections that AVC puts on recommends four Full-time Instructors. We are currently and have been for five years at two full-time Instructors. Beyond this requisite, the two full-time instructors are at the age of sixty or greater and may retire at any moment.</p> <p>The prudent action would be to hire four instructors, and have the two current instructors train them, so that there would be some continuity in the program, and the college could mold the program for the future. Otherwise the new hires would flounder for two years, trying to meet the needs of the students, the program and the administration. This action plan has been in place for this program for more than ten years, and has not been addressed.</p>
	<b>2013-2017</b>	Ongoing	<p><b>Classroom assignments.</b> The AJ Program has consistently bared the brunt of being moved around the campus to facilitate the “needs” of other programs with excuses that “we didn’t do it”, “the other program was moved and weren’t afforded any classrooms”, “these programs were moved from one division to another without classrooms”, and “ the classroom you were in was too small for the size of classes that you should have”. In each of the examples, we can show where the AJ program was faced with the same situations and not afforded the same courtesy.</p> <p>This program is one of the greatest producing programs on the campus when measuring degrees awarded annually. The students should be able to know where the AJ area is, and like other programs on the campus, should be able to set up classrooms with information about job availability and degree success.</p>
	<b>2013 - 2017</b>	Ongoing	Materials for AJ courses. In order to better visualize and think critically for several of the AJ courses, AJ 205

			(Criminal Investigations) AJ 201 (Police in Society), AJ 208 (Intro to Forensic Science), and AJ 109 (Crime Analysis).
	2016 - 2017	Ongoing	Review this document with the object to provide some of the recommendations that are described.
<p><b>Part 3 Summary.</b> Briefly describe what changes have been made (or need to be taken) to the program based on findings:</p> <ol style="list-style-type: none"> <li>1. Need: The immediate hiring of Full-time instructors to bolster the numerous projects (recruiting, budget, program development, currency in the field, Advisory Committee) and continue the productivity of the program.</li> <li>2. Need: Develop an AJ area on the campus.</li> <li>3. Has Been Made: AST Degree Program.</li> <li>4. Has Been Made: CSU in Two program for AJ.</li> <li>5. Has Been Made: Law Scholars Program for AJ students.</li> <li>6. Has Been Made: AJ 102 (Criminal Law) and AJ 101 (Introduction to Administration of Justice) Online classes.</li> <li>7. See the list above.</li> </ol>			
Please provide any additional comments for Part 3: It is frustrating to write these reports year after year to no avail.			

#### Part 4 - Stakeholder Assessment

Assess how well the program serves the needs of the students, district, and community. Use surveys, interviews or focus groups to obtain feedback from stakeholders (students and/or others who are impacted by your services). Include documented feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement).

Type of feedback	Feedback provided by?	Recommendations/findings	Actions needed/planned/taken based on feedback
Focus group	Advisory Group.	Trips to agencies that fit inside the occupational goals of the program would greatly benefit the students in the program by giving them real-life examples of the careers they may choose.	Provide a budget to include transportation, food and accommodations to the students partaking in the trips.

#### Part 5 - Goals and Objectives and Evaluation of Previous Plans

5.1. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals.

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
Hire more full-time instructors.	Ongoing	<b>This is really not completed. This has been in these reports for at least ten years, and not acted on.</b>
Provide a budget for supplies for the AJ Program.	Ongoing	<b>This is really not completed. This has been in these reports for at least ten years, and not acted on.</b>

Briefly discuss your progress in achieving those goals:

**None. Recently it was suggested to apply for a Pell Grant for the budget.**

Please describe how resources provided in support of previous program review contributed to improvements in SLO, PLO, and/or OO findings or other program improvements:

N/A

## 5.2. 2019-2023 Planning

Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2019-2020. Discipline/area goals must be guided by **district Strategic Goals** in the Educational Master Plan (EMP), p.90. They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or Outcomes	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
1	Provide continuity and recommended/mandated full-time levels in the AJ program for the students in the Transfer Model Degree, the AVC 2 CSU program, and the students enrolled in and continuing in the program.	*2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services *4. Advance more students to college-level coursework. 5.Align instructional programs to the skills identified by the labor market	Hire four full-time Instructors. The two full-time instructors are involved in numerous programs aimed at providing a system of successful paths for the students. The AJ program has always had a high ratio of graduates to Instructor in the program as compared to the college average. In addition, we are both involved in committee assignments for shared governance. The two full-time instructors are 60 years old and eligible for retirement. The hiring of these instructors would allow for the meeting of State and District full-time/Adjunct ratios as well as the effective maintenance of these and future programs.	Yes
2	Provide the AJ program with the materials to demonstrate tasks and duties involved in this field.	1. Commitment to strengthen Institutional Effectiveness measures and *4. Advance more students to college-level coursework. 5.Align instructional programs to the skills identified by the labor market	All of the AJ courses would benefit from materials that would better demonstrate the ideas presented in each course. In particular, AJ 205 Criminal Investigations and AJ 208 Introduction to Forensics, are subsidized by the instructors. This is not only wrong, it could be corrected very simply and inexpensively.	Yes
3	Foster a feeling of belonging for the students in the AJ program.	1. Commitment to strengthen Institutional Effectiveness measures and *2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services *3. Focus on utilizing proven	Provide the AJ program and Students with an AJ Area. This will also aid in the tracking of students after graduation.	No



		instructional strategies that will foster transferable intellectual skills 5. Align instructional programs to the skills identified by the labor market		

**\*\*Action plan verbs: *expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.***

### Part 6. Resource Needs

Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from Part 5.2 guide this need.**

Indicate which Goal(s) guide this need	Type of Request (Personnel <sup>1</sup> , Technology <sup>2</sup> , Physical <sup>3</sup> , Professional development <sup>4</sup> , Other <sup>5</sup> )	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?	Contact's name
1	Personnel	Repeat	Hire four, full-time instructors.	\$400,000	Recurring	
2	Physical	Repeat	Provide a budget to the AJ program.	\$1,000	Recurring	
	Physical					

<sup>1</sup>List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.

<sup>2</sup>List needed technology resources in priority order.

<sup>3</sup>In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.

<sup>4</sup>List needed professional development resources in priority order. This request will be reviewed by the professional development committee.

<sup>5</sup>List any other needed resources in priority order.

### Part 7. Comments

Please rate the level of your agreement with the following statements regarding the program review process:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
▪ This year's program review was valuable in planning for the continued improvement of my program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Analysis of the program review data was useful in assessing my program's outcomes and current status	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: We don't anticipate any of the suggestions to be followed.



## 2017-2018 Instructional Program Comprehensive Program Review Self-Study Report

Division/Area Name: Anthropology Social And Behavioral Sciences	For Years: 2019-2023
Name of person leading this review: Dr. Darcy L. Wiewall	
Names of all participants in this review: Dr. Darcy L. Wiewall	
Number of Degrees offered: 1	Number of Certificates offered: 0
Number of Full-time Faculty : 1	Number of Part-time Faculty: 5

### Part 1. Program Overview

1.3. 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 of 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 the origins, development and contemporary variations of all humans who have existed anywhere on earth. 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 of human history. A main goal is to stimulate student interest in the issue of human origin and promote cross-cultural understanding.

1.4. State briefly program highlights and accomplishments:

1.3. Check each Institutional Learning Outcome (ILO) supported by the program.

<input checked="" type="checkbox"/> <b>Communication</b>	<input checked="" type="checkbox"/> Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. <input checked="" type="checkbox"/> Demonstrates listening and speaking skills that result in focused and coherent communications
<input checked="" type="checkbox"/> <b>Creative, Critical, and Analytical Thinking</b>	<input checked="" type="checkbox"/> Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. <input type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
<input checked="" type="checkbox"/> <b>Community/Global Consciousness</b>	<input checked="" type="checkbox"/> Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well being of society and the environment. <input checked="" type="checkbox"/> Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.

<input checked="" type="checkbox"/> <b>Career and Specialized Knowledge</b>	<input checked="" type="checkbox"/> Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.
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**Part 2. Data Analysis and Use**

All divisions will complete this part. Within academic divisions, data analysis should be completed by each discipline. Please review the subject level data and comment on trends (more data is available on the Program Review web page):

**Discipline: Anthropology**

Indicator	2013-2014	2014-2015	2015-2016	2016-2017	Recent trends?	Comment
Enrollment #	577	568	577	865	Increase	
# of Sections offered	16	15	18	29	Increase	
# of Online Sections offered	0	0	1	2	Increase	In Fall 2016, the department offered our first Distance Education course -- Introduction to Biological Anthropology (ANTH 101).
# of Face-to-Face Sections offered	16	15	17	27	Increase	
# of Sections offered in Lancaster	16	15	17	27	Increase	
# of Sections in other locations	0	0	0	0	No Change	As of Spring 2018, we have begun to offer Introduction to Biological Anthropology (ANTH 101) at the new Palmdale campus.
# of Certificates awarded	0	0	0	0	No Change	
# of Degrees awarded	0	0	4	2	Increase	
Subject Success Rates	55.3	54.2	64.5	70	Increase	
Subject Retention Rates	78.2	76.6	82.1	88	Increase	
Full-time Load (Full-Time FTEF)	1.03	0.93	0.72	0.80	Decrease	
Part-time Load (Part-time FTEF)	0.60	0.60	0.99	1.70	Increase	
PT/FT FTEF Ratio	0.20	0.20	0.33	0.25	Increase	
Other measure						

Indicator	Comments and Trend Analysis
If applicable, report program/area data showing the quantity of services provided over the past four years (e.g. # of workshops or events offered, ed. plans developed, students served)	<p>Over the past four years 2587 students have been served via the Anthropology Department course offerings.</p> <p>The Anthropology Department and the Anthropology Club have offered over twenty events for students, staff, faculty and the community at large. The events include: the Annual Anthropology Expo and Open House, a forum about educational, professional and research opportunities in the discipline; community awareness around such issues as diversity, tolerance, and cultural awareness, such as "Vikings! Bloody Killers or Peaceful Traders" and "Palm Oil, the</p>

	<p>Environment and Orangutans”; and Faculty Professional Development presentations, such as “Who Were the Neandertals?” and “Cultivating Curiosity as a Catalyst for Learning: Developing a Strategy for Student Curiosity”.</p> <p>In addition the department collaborates with the AVC Outreach Office through participation in the campus tours program. To date, the department has participated in over 15 tours for local elementary through high school students.</p>
<p>Student success and retention rates by equity groups within discipline</p>	<p>Review and interpret the subject data by race/ethnicity and gender. Identify achievement gaps. List actions that are planned to meet the Institutional Standard of <b>69.1%</b> for student success and to close achievement gaps:</p> <p>As of 2016-17 the overall anthropology program is not meeting the Institutional Standard of 69.1% for student success (students earning grades of A, B, C, Pass, or Credit). However, student success by ethnicity (race) and sex (gender) is variable. The average retention rate in all Anthropology courses over the past 4 years is 81% with an average success rate for all courses at 61%. Even though the success rate is below the standard there has been an overall consistent increase in student success from 55.3% in 2013-2014 to 70% in 2016-17, a 27% increase in student success.</p> <p><b>GENDER:</b> The average success rate for both female and male Anthropology students from 2013-14 to 2016-17 has increased 30% and 20% respectively. In the previous comprehensive report it was noted that there was a decline in female student’s success. The current data suggest there is a continued increase in female and male anthropology student’s success by semester.</p> <p><b>ETHNICITY:</b> The average success rate for all ethnic groups in Anthropology courses from 2013-14 to 2016-17 has increased 27%. While African-American and Hispanic/Latino students are still below the benchmark of 69.1%, these students have had a 98.66% and 45% increase respectively in their overall success rates from 2013-2017. Anthropology students identifying themselves as two or more ethnicities have also had a 40% increase in their success rates. American Indian students are just meeting the benchmark at 69.2%, while Anthropology students identifying themselves as Asian are not meeting the benchmark at 69% and continue to show a declining success rate from 2013-2017 (25%). This reduction in success rate for Asian students is troubling.</p>
<p>Other trends</p>	<p>Comment on any other important trends you noticed.</p> <p>The majority of Anthropology sections are comprised of Introduction to Biological Anthropology (ANTH 101) and Introduction to Biological Anthropology Lab (ANTH101L). The majority of students who enroll in these two courses ANTH 101 and ANTH101L are non-science major students in order to fulfill their General Education Area A - Natural Sciences. As noted in the previous 2013-2014 comprehensive report, the two courses had an overall 54% success and an 82% retention rate. Even the data to evaluate individual courses is not available for the entire four year period (2013-2017), we can evaluate success and retention rates for the 2015-2016 academic year. These two courses had an overall 67.6% success and an 84.7% retention rate, a 25% increase in student success.</p> <p>The remaining four Anthropology courses fulfill the General Education Area B - Social &amp; Behavioral Sciences these courses have an overall 65% success and an 80% retention rate.</p> <p>A key issue with this data is that it fails to take into consideration several factors. First is the issue of retention. The</p>

	<p>average retention rate in all Anthropology courses over the past 4 years is 81% with an average success rate for all courses at 61%. This reflects the growing number of students who remain present in the class (retention), but elect to not participate in assignments, discussions and even completion of examinations (lack of success). In response these students fail the course (lack of success). For example, The ANTH 102 Spring 2014 class is a great example. Out of the 29 students enrolled at the end of the semester 62% (n=18) were successful (Grade C or 70%). Of the remaining 11 students, eight of them rarely if at all submitted assignments or participated in class discussions throughout the semester, but they attended class and therefore could not be dropped for lack of attendance. If we take these students into consideration then the success rate for the class (18/21) would be 86%. A significant difference.</p> <p>A similar situation can be seen in the ANTH 103 Fall 2015 class. Out of the 19 students enrolled at the end of the semester 33% (n=8) were successful (Grade C or 70%). Of the remaining 11 students, seven of them rarely if at all submitted assignments or participated in class discussions throughout the semester, but they attended class and therefore could not be dropped for lack of attendance. If we take these students into consideration then the success rate for the class (15/19) would be 79%. A significant difference.</p> <p>The number of students electing to Withdrawal (“W”) has been reduced. During the last comprehensive report it was noted that there was an increase in student withdraws. Faculty discussions with students identified that the majority of Withdraws were due to student’s lack of Basic Skills relating to critical thinking skills, poor preparation and organizational study skills and college-level reading and writing capabilities. Faculty have taken the initiative to be proactive in addressing these issues from the beginning of the semester recommending study strategies and Learning Center Workshops.</p>
Analyze and summarize trends in student progression through basic skills courses, if applicable.	Comment on trends and how they affect your program: N/A
Career Technical Education (CTE) programs: Review the labor market data on the <a href="#">California Employment Development Department</a> website for jobs related to your discipline.	Comment on the <a href="#">occupational projections</a> for employment in your <a href="#">discipline</a> for the next two years and how the projections affect your planning: N/A

### Part 3 – Outcome Analysis and Use

Cite examples of using action plans (for SLOs, PLOs, OOs, ILOs) as the basis for resource requests and how the allocation of those resources or other changes resulted in improved outcomes over the past four years.

SLO/PLO/OO	Action Plan	Current Status	Impact of Action
ANTH 101L- SLO 3	Request funding for the purchase of osteometric boards.	Completed	Two osteometric boards were purchase through funds from the AVC Foundation in Spring 2016. There has been an overall increase in student success from 40% in 2014-2015 to an average of 72% as of Spring 2017.

			Student success is measured by student's ability to (1) evaluate the evolutionary significance of morphological changes in the primate and hominid record; (2) to evaluate the processes of natural selection as seen in the Order of Primates via the scientific method, critical thinking, and mathematical skills.
ANTH 101 – SLO 1	Request funding for DNA Testing Kits from National Geographic to develop an Antelope Valley DNA database.	Ongoing	Initially, two National Geographic Gen 2.0 DNA ancestry kits were purchased with funding from the student Anthropology Club and department faculty. To date a total of 6 kits have been raffled off and the DNA from the recipients has contributed to the Antelope Valley DNA database.  This project is moving along very slowly due to lack of funding to support purchasing the DNA kits which will provide the data to discuss human genetic variation in the students own community. Our intent is that we will be able to use this data to assess if students are having better success at comprehending human genetic diversity and population genetics.
ANTH 140 SLO 2	Request funding for compasses to allow students to achieve mastery of a key principle of archaeological fieldwork.	Completed	A total of 24 compasses were purchased through funds from the AVC Foundation in Spring 2015. There has been an overall increase in student success increased from 68% to an average of 83% as of Spring 2017. Student success is measured by the mastery of a key principle of archaeological fieldwork; using USGS topographic maps, completion of a DPR Form and completion of a site sketch map.
<b>Part 3 Summary.</b> Briefly describe what changes have been made (or need to be taken) to the program based on findings:			
Please provide any additional comments for Part 3:			

#### Part 4 - Stakeholder Assessment

Assess how well the program serves the needs of the students, district, and community. Use surveys, interviews or focus groups to obtain feedback from stakeholders (students and/or others who are impacted by your services). Include documented feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement).

Type of feedback	Feedback provided by?	Recommendations/findings	Actions needed/planned/taken based on feedback
Other (Please specify)	Student Alumni at the Anthropology Expo	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	Continue to develop undergraduate research; specifically first-hand experience managing cultural collections and independent scientific research projects.  Continue and further develop community partnerships to student

		<p>institution. Furthermore, they believe that the opportunity to participate in undergraduate research; 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.</p>	<p>educational plans, higher education options, and career opportunities (e.g., Antelope Valley Museum, MOAH, Gibbon Conservation Center, etc.)</p> <p>Continue and further develop ways in which to solicit funds to provide opportunities for students attendance at Professional Anthropology meetings.</p>
Survey	Student	<p>1) 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.</p> <p>2) ANTH 101L: Students suggested that more time be given to completing some of the required lab exercises. And that more lecture time be dedicated in the lab class. Also if labs and lectures could be more in sync.</p> <p>3) Overall Anthropology courses, students asked for exam review sessions.</p>	<p>1) Faculty is requesting funds to obtain more primate, hominin and forensic skeletal casts.</p> <p>2) Faculty have begun to rearranged the order of the labs and in some cases divided or edited what was being required in the lab exercise that would allow students to complete it within the allotted time. Faculty are discussing ways in which to make lecture and labs more in sync.</p> <p>3) Faculty discussed the need to provide exam review sessions. Several faculty have implemented exam review sessions outside of class.</p>

## Part 5 - Goals and Objectives and Evaluation of Previous Plans

5.1. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals.

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
<p><b>Goal:</b> Increase the number of Anthropology transfers to CSU's via AA-T/ADT in Anthropology and via IGETC to UC's.</p> <p><b>Objectives:</b> To have 10 AA-T in Anthropology graduates by spring 2017.</p> <p><b>Action Plans:</b></p>	Ongoing	<p>To date, 6 students have received the ADT in Anthropology and four other students completed the requirements for the ADT, but for various reasons did not receive the requested ADT in Anthropology.</p> <p>As of Fall 2017, 29 students are declaring Anthropology as their major with the intent of receiving the ADT in Anthropology.</p> <p>Marketing to students via First Year Experience, Student Success Kickoff, and the Anthropology Expo has increased the number of students declaring Anthropology as a</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. Meet with Marketing to develop a strategy to market the discipline, develop Anthropology major brochures, and promote the discipline via guest talks in the community and 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>Continue and further develop undergraduate research opportunities; specifically first-hand experience of managing cultural collections and independent scientific research projects.</p> <p>Development of the Antelope Valley DNA Database to promote student success by providing students with an understanding of human genetic diversity and population genetics based on AV population.</p> <p>Continued development of the Annual Anthropology Expo, Anthropology Symposium, student Anthropology Club., and Faculty Professional Development presentations emphasizing developments in Anthropology.</p> <p>Continued participation with First Year Experience; Student Success Kickoff and AVC school tours for local elementary, middle and high school students.</p> <p>Development of a "Discipline Fair" for students.</p>		<p>major, as well as those students electing to enroll in Anthropology classes that fulfill GE requirements.</p> <p>Developed Anthropology major brochure and Anthropology Club brochure.</p> <p>The department did development new curricula focused on ANTH 199 Work Experience. This provides students with the opportunity to participate in the application of scientific method to archaeological materials. ANTH 199 provides students with first-hand experience of managing cultural collections and independent scientific research projects. In addition it assists students and the district in the development of partnerships with Native American populations, local, state and federal agencies focused on cultural resource protection. These tie directly into Goal #3 of the Educational Master Plan.</p> <p>An example of the impact of the Annual Anthropology Expo was the request for students to volunteer for the Sorensen Park Archaeological Survey for Los Angeles County Parks and Recreation. Seven students volunteered to gain professional experience in a Cultural Resource Management Project. This project culminated in a five students co-authoring a professional paper presented at the Society for California Archaeology (SCA) Meeting in March 2016. This paper was published in 2017 SCA Annual Proceedings. In addition, these same students wrote a grant requesting funds from the AVC ASO to attend the meeting. They were awarded \$4000 to attend the SCA's and present their findings. Activities such as these expose students to higher education and career options presented by community professionals. Assist students pursuing academic tracks in Anthropology.</p> <p>It should be noted that five of the above students received their AA-T in Anthropology; all transferred to four-year institutions UC (3) and CSU (2).</p> <p>Currently open discussion on the development of a "Majors Fair" for students. Presented to Academic Senate Fall of 2017 and there was major support. Currently faculty, First Year Experience and Student Success are collaborating.</p>
<p><b>Goal:</b> Increase the success rate of students enrolled in the Introduction to Physical Anthropology (ANTH 101) and Introduction to Physical Anthropology Lab (ANTH101L) courses. That fulfill the General Education Area A - Natural Sciences pattern for non-science majors.</p>	<p>Ongoing</p>	<p>Even though the success rate is below the standard there has been an overall consistent increase in student success in all Anthropology courses from 55.3% in 2013-2014 to 70% in 2016-17, a 27% increase in student success. The data to evaluate only the ANTH 101 and ANTH 101L courses is not available for the entire four year period, however since 56% of the courses offered are comprised of these two courses we can infer that the success rate has increased in these courses.</p>



<p>A main goal is to stimulate student interest in the issue of human origins and diversity and to promote cross-cultural understanding.</p> <p><b>Objectives:</b> Increase student success to meet the AVC Institutional Standard benchmark of 68% by spring 2018.</p> <p><b>Action plan:</b> Obtain funding to purchase primate and hominin skeletal casts.</p> <p>Provide students with primate and hominin casts in order for them to (1) evaluate the evolutionary significance of morphological changes in the primate and hominin record; (2) to evaluate the processes of natural selection as seen in the Order of Primates.</p>		<p>In Spring 2016, the anthropology faculty met and reviewed the learning outcomes for the Anthropology Program (SLO-PLO-ILO). We determined to make several revisions including changing the name of several classes to encourage and clarify the context of the course for students. Introduction to Physical Anthropology (ANTH 101) was renamed Introduction to Biological Anthropology and Introduction to Physical Anthropology Lab (ANTH 101L) was renamed Introduction to Biological Anthropology Lab (ANTH 101L).</p> <p>Faculty has purchased several hominin skeletal casts with their own funds to supplement the collection. We currently have a limited number of casts and it is difficult for students to understand morphological changes using pictures, drawings, and a limited numbers of primate and hominin casts. Funding is still trying to be obtained.</p>
<p><b>Goal:</b> Increase the ethnic diversity of Anthropology transfer students to CSU's via the AA-T in Anthropology and via IGETC to UC's.</p> <p><b>Objectives:</b> Develop new Anthropology curriculum that is focused on underrepresented ethnic groups and that is transferable to CSU and UC. Currently, students declaring for an AA-T in Anthropology are 55% are Hispanic and 45% are White Non-Hispanic.</p> <p>Increase Native American, African-American and Asian student success to meet the AVC Institutional Standard benchmark of 68% by spring 2018.</p> <p><b>Action Plan:</b> The faculty is currently evaluating which new anthropology curricula would be best suited for student success. With a focus on increasing enrollment, student success, and retention of students, particularly those identified as underrepresented ethnic or "minority" groups.</p>	Ongoing	<p>In the 2013-2014 Comprehensive Report, the original goal was to submit a course proposal for a transferrable laboratory course on application of scientific method to archaeological materials. In 2016, this goal was partially met via development of the Anthropology 199 Work Experience curriculum. It was decided to place the developing of a transferrable laboratory course on hold and instead focus on a course that would increase enrollment, student success, and retention of students, particularly those identified as "minority".</p> <p>This is an ongoing discussion. Faculty have identified courses that "minority" students will be more inclined participate and be therefore be more successful if they relate to their own ethnic backgrounds (e.g., Anthropology of Magic, Witchcraft, Science and Religion; Native Peoples of Mesoamerica; Cultures of the Southwest U.S.; Mexican and Chicano Culture; Food &amp; Culture; African-American Culture). This goal ties directly into Goals #1 and #3 of the Educational Master Plan and reduction of achievement gaps among various subgroups of students.</p>
Briefly discuss your progress in achieving those goals:		

Please refer to the Impact of Action section above.

Please describe how resources provided in support of previous program review contributed to improvements in SLO, PLO, and/or OO findings or other program improvements:

There have been no resources provided in support of the program that came directly from previous program reviews. As described above in Section Part 3 – Outcome Analysis and Use/Impact of Action, the resources requested (osteometric boards & compasses) were requested after assessment of SLOs and PLOs and were requested from the AVC Foundation. The requested resources did contribute to improvement of student success in the identified SLOs and corresponding PLOs.

### 5.2. 2019-2023 Planning

Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2019-2020. Discipline/area goals must be guided by **district Strategic Goals** in the Educational Master Plan (EMP), p.90. They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency)**.

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or Outcomes	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
1	<p><b>Goal:</b> Increase the number of Anthropology transfers to CSU's via AA-T in Anthropology and via IGETC to UC's.</p> <p><b>Objectives:</b> To have 25 AA-T in Anthropology graduates by spring 2023.</p>	<p>1. Commitment to strengthen Institutional Effectiveness measures and</p> <p>*3. Focus on utilizing proven instructional strategies that will foster transferable intellectual skills</p> <p>- Supporting PLO(s), SLO(s), OO(s), ILO(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. Meet with Marketing to develop a strategy to market the discipline, promote the discipline via guest talks in the community and 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>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> <p>Development of the Antelope Valley DNA Database to promote student success by providing students with an understanding of human genetic diversity and population genetics based on AV</p>	Yes

			<p>population.</p> <p>Continued development of the Annual Anthropology Expo, Anthropology Symposium, student Anthropology Club., and Faculty Professional Development presentations emphasizing developments in Anthropology.</p> <p>Continued participation with First Year Experience; Student Success Kickoff and AVC school tours for local elementary, middle and high school students.</p> <p>Development of a “Majors Fair” for students.</p>	
2	<p><b>Goal:</b> Increase the success rate of students enrolled in the Introduction to Biological Anthropology (ANTH 101) and Introduction to Biological Anthropology Lab (ANTH101L) courses that fulfill the General Education Area A - Natural Sciences pattern for non-science majors.</p> <p>A main goal is to stimulate student interest in the issue of human origins and diversity and to promote cross-cultural understanding. Increase student success by promoting an understanding of science, the scientific method, critical thinking, and mathematical skills.</p> <p><b>Objectives:</b> Increase student success to meet the AVC Institutional Standard benchmark of 69.1% by spring 2023.</p>	<p>- Supporting PLO(s), SLO(s), OO(s), ILO(s) *3. Focus on utilizing proven instructional strategies that will foster transferable intellectual skills 1. Commitment to strengthen Institutional Effectiveness measures and *2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services</p>	<p>Obtain funding to purchase primate, hominin and forensic skeletal casts. Provide students with primate and hominin casts in order for them to (1) evaluate the evolutionary significance of morphological changes in the primate and hominin record; (2) to evaluate the processes of natural selection as seen in the Order of Primates; (3) to evaluate trauma, pathologies and cultural modifications to human skeletons.</p> <p>Obtain funding for two osteometric boards.</p>	Yes
3	<p><b>Goal:</b> 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.</p> <p><b>Objectives:</b></p>	<p>*4. Advance more students to college-level coursework. *3. Focus on utilizing proven instructional strategies that will foster transferable intellectual skills 1. Commitment to strengthen Institutional Effectiveness</p>	<p><u>Student Focus Group:</u> Put together a student focus group to discuss what type of courses would be of most interest to them. Faculty have identified possible new curriculum that reflects the ethnic diversity of subgroups on campus that are underrepresented. We believe these groups will be more inclined to participate in courses that relate to their own ethnic backgrounds and therefore more successful.</p>	No

	<p>Develop new Anthropology curriculum that is focused on underrepresented ethnic groups and that meets GE requirements and is transferable to CSU and UC.</p> <p>Increase Hispanic, Native American, African-American and Asian student success to meet the AVC Institutional Standard benchmark of 69.1% by spring 2023.</p>	<p>measures and</p> <ul style="list-style-type: none"> <li>- Supporting PLO(s), SLO(s), OO(s), ILO(s)</li> </ul>	<p>Meet with Marketing to develop a strategy to promote Anthropology courses to various subgroups across the campus.</p> <p>Discuss the possibilities of collaborating with First Year Experience.</p> <p>Promote the discipline via guest talks in the community and 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>Faculty will meet with colleagues at other CCC's to discuss how their districts have increased their success rates for underrepresented groups.</p>	
4	<p><b>Goal:</b></p> <p>Increase the success rate of students enrolled in the Introduction to Biological Anthropology Lab (ANTH101L) courses that fulfill the General Education Area A - Natural Sciences pattern for non-science majors.</p> <p><b>Objectives:</b></p> <p>Increase the number of laboratory sections offered each semester to four. Increase student success to meet the AVC Institutional Standard benchmark of 69.1% by spring 2023.</p>	<p>*2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services</p> <p>*3. Focus on utilizing proven instructional strategies that will foster transferable intellectual skills</p> <ul style="list-style-type: none"> <li>- Supporting PLO(s), SLO(s), OO(s), ILO(s)</li> </ul> <p>1. Commitment to strengthen Institutional Effectiveness measures and</p>	<p>Hire one part-time lab technician--instructional assistant. Currently, the department is unable to schedule a sufficient number of laboratory sections to meet demand. Primarily due to the extensive amount of preparation for bi-weekly labs.</p>	Yes
5	<p><b>Goal:</b></p> <p>Investigate the development of a full-scale simulated archaeological excavation at the AVC campus.</p> <p><b>Objectives:</b></p> <p>To increase student success in ANTH 140 and ANTH 103 archaeology courses to meet the AVC Institutional Standard benchmark of 69.1% by spring 2023.</p> <p>Provides support to student educational plans, higher education options, and career opportunities.</p>	<p>*3. Focus on utilizing proven instructional strategies that will foster transferable intellectual skills</p> <p>5. Align instructional programs to the skills identified by the labor market</p> <ul style="list-style-type: none"> <li>- Supporting PLO(s), SLO(s), OO(s), ILO(s)</li> </ul> <p>1. Commitment to strengthen Institutional Effectiveness measures and</p>	<p>Faculty will meet with colleagues at other CCC's to discuss how their districts have developed simulated archaeological excavations.</p> <p>Faculty will discuss this with AVC administration and determine an initial plan for implementation.</p> <p>Faculty will discuss the feasibility of this plan with community partners.</p>	No

6	<p><b>Goal:</b> Obtain appropriate curation supplies, equipment, and storage facilities for the Antelope Valley College Archaeological Repository (AVCAR) archaeology collection.</p> <p><b>Objectives:</b> Student's success can be increased by obtaining funding to purchase equipment and supplies to maintain the archaeology collections and to prevent further environmental degradation to the collection.</p>	<p>*2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services</p> <p>*3. Focus on utilizing proven instructional strategies that will foster transferable intellectual skills</p> <p>5. Align instructional programs to the skills identified by the labor market</p> <p>- Supporting PLO(s), SLO(s), OO(s), ILO(s)</p>	<p>Obtain funding for supplies related to curation of archaeological collections (archival boxes, collection bins, labels, binders, database, etc.).</p> <p>This endeavor will provide students with undergraduate research opportunities; specifically first-hand experience of managing cultural collections and independent scientific research projects. Supports the Anthropology 199 Work Experience.</p> <p>Maintains the collection as per Federal Curation Standards, as outlined in 36CFR79 of the Federal Register (1990) and the Accreditation Standards of the American Association of Museums (AAM) for archaeological curation and collections management.</p> <p>In addition, the curation container is not a safe or an appropriate space student learning and/or work environment.</p>	Yes
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**\*\*Action plan verbs: *expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.***

### Part 6. Resource Needs

Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s)** from Part 5.2 **guide this need.**

Indicate which Goal(s) guide this need	Type of Request (Personnel <sup>1</sup> , Technology <sup>2</sup> , Physical <sup>3</sup> , Professional development <sup>4</sup> , Other <sup>5</sup> )	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?	Contact's name
1 & 2	Physical	Repeat	Obtain funding to purchase primate, hominin and forensic skeletal casts.	\$8000	One-time	Dr. Darcy Wiewall
1 & 2	Physical	New	Two osteometric boards.	\$500	One-time	Dr. Darcy Wiewall
1 & 2	Physical	Repeat	Funding needed for the purchase of 40 National Geographic Gen 2.0 DNA ancestry kits for one class of physical anthropology students for a foundation for the development of the Antelope Valley DNA Database.	\$4000	One-time	Dr. Darcy Wiewall
4	Personnel	Repeat	Hire one part-time lab technician--instructional assistant. Currently, the department is unable to schedule a sufficient number of laboratory		Recurring	Dr. Darcy Wiewall

			sections to meet demand. Primarily due to the extensive amount of preparation for bi-weekly labs.			
6	Physical	Repeat	Obtain funding for supplies related to curation of archaeological collections (archival boxes, collection bins, labels, binders, database, etc.)	\$4000	One-time	Dr. Darcy Wiewall

<sup>1</sup>List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.

<sup>2</sup>List needed technology resources in priority order.

<sup>3</sup>In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.

<sup>4</sup>List needed professional development resources in priority order. This request will be reviewed by the professional development committee.

<sup>5</sup>List any other needed resources in priority order.

### Part 7. Comments

Please rate the level of your agreement with the following statements regarding the program review process:	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
▪ This year's program review was valuable in planning for the continued improvement of my program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Analysis of the program review data was useful in assessing my program's outcomes and current status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Comments:

A key issue with the data is that the raw data needs to be made available, not percentages. The data that has been provided does not allow a comparison of retention or success rate by gender, age, ethnicity for each course and every semester and academic year. I cannot discuss trends of an increase in Native American students over the past two years in ANTH 101 compared to ANTH 112, nor can I discuss how these trends are similar or different from the district as a whole. It is also impossible to determine how ANTH 101 data compares to other Natural Science courses that fulfill Basic Education requirements. Only by providing raw data for each course in a program can faculty adequately assess the data and respond appropriately.



## 2017-2018 Instructional Program Comprehensive Program Review Self-Study Report

Division/Area Name: Social & Behavioral Science: CFE/ED		For Years: 2019-2023
Name of person leading this review: Ande Sanders		
Names of all participants in this review: Ande Sanders. Kimberly Barker		
Number of Degrees offered: 2	Number of Certificates offered: 3	
Number of Full-time Faculty : 2	Number of Part-time Faculty: 12	

### Part 1. Program Overview

1.5. Briefly describe how the program contributes to the district <u>mission</u> : The CFE/ED department provides numerous educational courses, a transfer degree program, and certificates for a diverse student population of educational learners. Our instructors do so within the district values of Education, Integrity, Excellence and Community.	
1.6. State briefly program highlights and accomplishments: Highlights include the transfer degree in Child & Family Education/Education along with the tutorial and support given to over 200 students so that they can obtain their Child Development Permit, allowing them to qualify for the workforce in the field of Early Childhood. Also, support was given to participants in the California Early Childhood Mentor Program. The CFE/ED program continues to support students' professional pathways with tutorial, financial and career development. Since our last report , new and ongoing grant funds continue to provide opportunities for a successful return to/or employment in the early childhood/education field.	
1.3. Check each <u>Institutional Learning Outcome (ILO)</u> supported by the program.	
<input type="checkbox"/> <b>Communication</b>	<input checked="" type="checkbox"/> Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. <input checked="" type="checkbox"/> Demonstrates listening and speaking skills that result in focused and coherent communications
<input type="checkbox"/> <b>Creative, Critical, and Analytical Thinking</b>	<input checked="" type="checkbox"/> Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. <input checked="" type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
<input type="checkbox"/> <b>Community/Global Consciousness</b>	<input checked="" type="checkbox"/> Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well being of society and the environment. <input checked="" type="checkbox"/> Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
<input type="checkbox"/> <b>Career and Specialized Knowledge</b>	<input checked="" type="checkbox"/> Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

### Part 2. Data Analysis and Use

All divisions will complete this part. Within academic divisions, data analysis should be completed by each discipline. Please review the subject level data and comment on trends (more [data](#) is available on the Program Review [web page](#)):

Discipline:

Indicator	2013-2014	2014-2015	2015-2016	2016-2017	Recent trends?	Comment
Enrollment #	1,968	1,989	1,989	1,813	Decrease	Due to lack of enough full-time faculty and not enough availability of adjuncts to teach at peak times causing class cancellations and enrollment totals.
# of Sections offered	76	80	80	81	Increase	More sections have been added.
# of Online Sections offered	6	6	10	12	Increase	More sections have been added with more online demand.
# of Face-to-Face Sections offered	71	75	71	75	Increase	Overall increase from 2013
# of Sections offered in Lancaster	45	45	47	47	No Change	Overall is consistent.
# of Sections in other locations	16	29	44	33	Decrease	Late start classes affected enrollment in Palmdale.
<u># of Certificates awarded</u>	23	33	27	27	No Change	Overall remains the same.
<u># of Degrees awarded</u>	28	23	21	24	Increase	Slight increase.
Subject Success Rates	114.2	119.9	119.7	117.0	No Change	Overall remains the same, late start classes had an effect,
Subject Retention Rates	172.7	172	172,8	176	Increase	Overall increase from 2013
Full-time Load (Full-Time FTEF)	78	78	60	10	Decrease	Two Full –time faculty members left the department affecting FTEF load
Part-time Load (Part-time FTEF)	131	135	135	138	Increase	
PT/FT FTEF Ratio	3:39	2:69	2:69	2:52	Decrease	Loss of two full-time faculty members affected data.
Other measure						

**Comments and Trend Analysis**

Indicator	
If applicable, report program/area data showing the quantity of services provided over the past four years (e.g. # of workshops or events offered, educational plans developed, students served)	Our CFE/ED department has provided workshops, conference attendance, and tutoring for participants. Career events that focus on pathways to professionalism had information on college transfer. Colleges were represented from four geographically close areas of the Antelope Valley. These events drew over 65 participants. Each quarter, Permit workshops are held to help participants apply for the necessary permits to gain employment in educational programs. These were held in small groups with participants being guided by mentor teachers so that at the end of the session they could successfully apply and gain a required workforce license/permit. After many requests from participants. Ande Sanders and Kimberly Barker are in the process of starting a Child & Family/Education Campus Club. Officers have been elected and plans are to have this process completed by Spring 2018.



Student success and retention rates by equity groups within discipline	Review and interpret the subject data by race/ethnicity and gender. Identify achievement gaps. List actions that are planned to meet the Institutional Standard of <b>69.1%</b> for student success and to close achievement gaps: The success rate of Asian students in CFE/ED has declined over the last five years, and we have no information to support why this occurred however, 71% in other ethnicities such as African Americans, Hispanics, American Indians and Caucasians etc.. fall still above the 69.1%. CFE/ED female students were 70 % successful and CFE/ED male students were 72 % successful which is also above the standard of 69.1%. These rates were interpreted cautiously since the sample size for male students is very small.
Other trends	Comment on any other important trends you noticed: Our Full-time faculty has dramatically decreased with the death and retirement of two valued full- time members. Less than 6 weeks ago, a full-time faculty member was hired but, our CFE/ED department is still in need of more full-time faculty. We have had to cancel sections during peak times due to a lack of sufficient full-time faculty. The adjunct pool is extremely limited and every semester we request and interview adjunct candidates. Even though the demand from participants is requesting more classes, the lack of available instructors is impacting this need and classes do get canceled as a result.
Analyze and summarize trends in student progression through basic skills courses, if applicable.	Comment on trends and how they affect your program: n/a
Career Technical Education (CTE) programs: Review the labor market data on the <a href="#">California Employment Development Department</a> website for jobs related to your discipline.	Comment on the <a href="#">occupational projections</a> for employment in your <a href="#">discipline</a> for the next two years and how the projections affect your planning: The need for quality teachers in California specifically in Infant Toddler Education, Early Childhood Education, Special Education and Elementary Education programs are in high demand for quality teachers. The labor market statistics support this need and in the Greater LA County the demand for new teachers exceeds 35,000. Currently, programs are in place for new teachers to be hired where assistance is given from the school districts so that they can obtain the necessary credentials needed while being concurrently employed as a classroom teacher.

### Part 3 – Outcome Analysis and Use

Cite examples of using action plans (for SLOs, PLOs, OOs, ILOs) as the basis for resource requests and how the allocation of those resources or other changes resulted in improved outcomes over the past four years.

SLO/PLO/OO	Action Plan	Current Status	Impact of Action
<b>PLO</b>	<b>Update of COR's ,and Pre-requisites</b>	Ongoing	Faculty in an ongoing effort is reviewing courses to analyze trends and results of surveys and data. Funds were requested for resources to update program DVD's to closed captioned DVD's, these funds were not available until this semester.
<b>SLO</b>	<b>Achievement targets analyzed for student success</b>	Ongoing	Achievement targets were discussed by CFE/ED faculty and were raised to a higher % in most classes. Analyzing data entered in WEAVE, showed that SLO's slightly improved. Faculty agreed to examine the results from the next academic year cycle before predicting trends.
	n/a		

**Part 3 Summary.** Briefly describe what changes have been made (or need to be taken) to the program based on findings:

1. The CFE/ED department is in need of curriculum updates. For example; DVD's with closed captioning as current ones are out of compliance and therefore cannot be used..
2. Curriculum materials that support learning methodology in education and provide students with hands on learning and authentic observation such as clay, paint, paper, glue and print materials.
3. Literature in the form of appropriate children's books that are for students to use in courses where they analyze and evaluate literature for infant-toddlers, preschool, special education, and school age children.
4. Materials and technological equipment needed for the Demonstration Classroom located at the Palmdale site for students to observe teachers conducting classes using appropriate developmental learning activities.

Please provide any additional comments for Part 3:

#### Part 4 - Stakeholder Assessment

Assess how well the program serves the needs of the students, district, and community. Use surveys, interviews or focus groups to obtain feedback from stakeholders (students and/or others who are impacted by your services). Include documented feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement).

Type of feedback	Feedback provided by?	Recommendations/findings	Actions needed/planned/taken based on feedback
Survey	students	Students gave feedback on the need for a CFE/ED Campus Club to be initiated.	A proposal was formulated in compliance with the AVC process. Structure has been discussed with interested students and mission statement is currently in progress.
Other (Please specify)	Agency Stakeholders	Local program facilitators from Head Start, Dept. of Ed. State Preschools, Lancaster & Palmdale School Districts, Regional Occupational Programs, Child Care Resource Center, Children's Bureau of AV, and Transitional Kindergarten all look to the Child & Family Education/Education Department to provide the academic training and workforce preparation that will give them their next teacher. Their recommendations have to do with the quality of our academic programs' ability to provide a prepared employee.	From meetings and individual dialogue with these stakeholders, it is clear that they would like more expanded coursework both online and face to face in the areas of challenging behavior, dual language learners, infant and toddlers and diversity.

#### Part 5 - Goals and Objectives and Evaluation of Previous Plans

5.1. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals.

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
<b>Goal #1: Offer more CFE/ED coursework both online and face to face that will allow CFE students to obtain the CFE Certificate and the CD Permit that are required for employment.</b>	Ongoing	<b>Students expressed on a survey that they would like more online courses. Getting students together in a group is often a challenge when providing workshops for the CD Permit.</b>
<b>Goal #2: Hire additional full time faculty.</b>	Ongoing	<b>This is a critical issue for the CFE/ED department due to the reduction in full-time faculty. Expansion is greatly needed of full-time faculty due to the untimely death and retirement of two of the three full-time faculty that were in the department. Six weeks ago, a new faculty full-time member was hired for the CFE/ED department and while we are grateful to have a new member of the CFE/ED Department, we are still in need of two more full-time faculty. More full-time faculty is a crucial need if we are to expand a CFE/ED department where there are not enough full-time faculty, or have the time to seek grant funds when full-time faculty are over loaded with FTEF's, or split time between the Lancaster and Palmdale sites and finally but most significant meet student's needs with office hours, career development and support.</b>
<b>Goal #3: Develop a CFE Handbook and post online</b>	Completed	
Briefly discuss your progress in achieving those goals: <b>The only goal we have met is Goal #3, to develop a CFE handbook and post it online. Goal #1 and Goal #2 have great importance to the success of the CFE/ED department and we continue to progress towards a successful outcome of these goals.</b>		
Please describe how resources provided in support of previous program review contributed to improvements in SLO, PLO, and/or OO findings or other program improvements: We continue to have an ongoing need for Goal #1 and Goal #2. We meet regularly as a faculty and have planned to work on more courses that meet Goal #1 and we are hopeful to have Goal #2 met.		

## 5.2. 2019-2023 Planning

Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2019-2020. Discipline/area goals must be guided by **district Strategic Goals** in the Educational Master Plan (EMP), p.90. They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or Outcomes	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
Goal	Increase success rate on CFE/ED	*2. Increase efficient and effective use of all resources:	Hire additional Full-time faculty in the area of Child & Family	Yes

#1	Department SLO outcomes and update curriculum.	Technology, Facilities, Human Resources, Business Services *4. Advance more students to college-level coursework. 5.Align instructional programs to the skills identified by the labor market	Education/Education.	
Goal #2	Encourage and support CFE/ED faculty to attend educational and diversity training workshops and conferences to close equity gaps	*3. Focus on utilizing proven instructional strategies that will foster transferable intellectual skills 1. Commitment to strengthen Institutional Effectiveness measures and	Encourage CFE/ED faculty to attend local and regional conferences specializing in the field of Early Childhood and Education	Yes
Goal #3	Develop resources and materials for a fully functional Demonstration Classroom at the Palmdale site. This will include the technology support and equipment to be activated in the observation room so that students can hear as well as see what is happening in the Demonstration Classroom	1. Commitment to strengthen Institutional Effectiveness measures and 5.Align instructional programs to the skills identified by the labor market	Expand student's experience using the Demonstration Classroom to include sound being available in the observation booth. Students can then record children's development in the areas of cognition, language, social and emotional interaction.	Yes

**\*\*Action plan verbs: *expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.***

### Part 6. Resource Needs

Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from Part 5.2 guide this need.**

Indicate which Goal(s) guide this need	Type of Request (Personnel <sup>1</sup> , Technology <sup>2</sup> , Physical <sup>3</sup> , Professional development <sup>4</sup> , Other <sup>5</sup> )	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?	Contact's name
Goal #1	Personnel	Repeat	Addition of 1 to 2 full-time faculty	70,000-80,000	Recurring	Dean O'Neil
Goal #2	Professional Development	New	Costs for Professional Development Conferences, Workshops etc..	10,000	Recurring	Ande Sanders Kimberly Barker
Goal # 3	Technology	Repeat	Learning Materials and Updating software and technology to support audio feed in Demonstration Classroom	25,000	Recurring	Ande Sanders Kimberly Barker

<sup>1</sup>List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.

<sup>2</sup>List needed technology resources in priority order.

<sup>3</sup>In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.

<sup>4</sup>List needed professional development resources in priority order. This request will be reviewed by the professional development committee.

<sup>5</sup>List any other needed resources in priority order.

### Part 7. Comments

Please rate the level of your agreement with the following statements regarding the program review process:	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
▪ This year's program review was valuable in planning for the continued improvement of my program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Analysis of the program review data was useful in assessing my program's outcomes and current status	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:



## 2017-2018 Instructional Program Comprehensive Program Review Self-Study Report

Division/Area Name: Social and Behavioral Sciences/ Clothing & Textiles-Fashion Design	For Years: 2019-2023
Name of person leading this review: Melissa Ramiro	
Names of all participants in this review: Melissa Ramiro	
Number of Degrees offered: (1) Associates of Arts-Clothing & Textiles	Number of Certificates offered: (1) Certificate in Clothing and Textiles
Number of Full-time Faculty: 0 (Zero)	Number of Part-time Faculty: 5 (five)

### Part 1. Program Overview

1.7.	Briefly describe how the program contributes to the district <u>mission</u> : The Clothing and Textiles program strives to provide current, relevant and self-expressive instruction utilizing updated technology, machines, and tools. The goal is for every graduate of the Clothing and Textiles-Fashion Design program to be better prepared for their chosen path with employable skills, opportunities to further their education, or the comprehension and confidence to start a business.
1.8.	State briefly program highlights and accomplishments: The CT program started presenting the annual fashion show in the Performing Arts Theater in spring of 2015 which highlights the students, graduates, and fashion club members’ designs annually to large audiences. In the spring of 2015, and every year since, AVC CT program has been invited to compete in Gerber Technologies Ideation competition. This worldwide competition for technical design is an amazing opportunity for networking and future employment opportunities for those who compete. We have a very active advisory committee who takes pride in the recommendations and support they offer. Our students are offered current technology and equipment and a broad overview of the apparel and textiles industries through enhanced, updated, and dynamic curriculum.
1.3.	Check each <u>Institutional Learning Outcome (ILO)</u> supported by the program.
<input checked="" type="checkbox"/> <b>Communication</b>	<input type="checkbox"/> Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. <input checked="" type="checkbox"/> Demonstrates listening and speaking skills that result in focused and coherent communications
<input checked="" type="checkbox"/> <b>Creative, Critical, and Analytical Thinking</b>	<input checked="" type="checkbox"/> Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. <input checked="" type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
<input checked="" type="checkbox"/> <b>Community/Global Consciousness</b>	<input type="checkbox"/> Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well being of society and the environment. <input checked="" type="checkbox"/> Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
<input checked="" type="checkbox"/> <b>Career and Specialized Knowledge</b>	<input checked="" type="checkbox"/> Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

## Part 2. Data Analysis and Use

All divisions will complete this part. Within academic divisions, data analysis should be completed by each discipline. Please review the **subject level data** and comment on trends (more [data](#) is available on the Program Review [web page](#)):

Discipline: Clothing & Textiles-Fashion Design
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Indicator	2013-2014	2014-2015	2015-2016	2016-2017	Recent trends?	Comment
Enrollment #	268	262	275	279	Increase	
# of Sections offered	14	16	18	17	Increase	Overall there is a slight increase. With the addition of 2 adjuncts the increase should be higher, but cancelled sections (instructor preference) adds to this number
# of Online Sections offered	0	0	0	0	No Change	No online sections are offered. A few instructors are trying towards OER or Hybrid-like lectures through Canvas
# of Face-to-Face Sections offered	14	16	18	17	Increase	With exception of the minus one this past year, the program has a limitation on LHE with only 5 adjuncts.
# of Sections offered in Lancaster	14	16	18	17	Increase	All courses taught on Lancaster campus in APL108
# of Sections in other locations	0	0	0	0	No Change	
<u># of Certificates awarded</u>	7	4	5	7	Increase	After a steep decline in 2014/2015, the program rebounded with an increase in completers.
<u># of Degrees awarded</u>	5	2	2	4	Increase	We must do a better job of promoting degrees and transfer opportunities. Students that just want to “sew better” should be made aware of the other courses that would complement the degree.
Subject Success Rates	77.6	67.2	71.9	78.1	Increase	Even though 2014/2015 was lower than AVC’s success rate of 69.5%, CT instructors worked hard to raise the success rate to well above the average.
Subject Retention Rates	89.2	81.3	90.5	90.7	Increase	Again, only one year was below the AVC average of 86.2%. Along with increasing success, the CT instructors utilizing same equipment, new and current

						equipment, and diverse teaching styles, encourage students to progress through the program.
Full-time Load (Full-Time FTEF)	0	0	0	0	No Change	There is no full-time faculty in the CT program
Part-time Load (Part-time FTEF)	1.92	2.22	2.52	2.32	Increase	Overall there is an increase, with a slight decrease last year. This is due in part to cancelled sections from instructor preference, scheduled times, etc.
PT/FT FTEF Ratio	0	0	0	0	No Change	There is no full-time faculty in the CT program.
Other measure						
<b>Indicator</b>	<b>Comments and Trend Analysis</b>					
If applicable, report program/area data showing the quantity of services provided over the past four years (e.g. # of workshops or events offered, ed.plans developed, students served)	<p>In 2016 Ct started the advanced classes with in-class tutor, as well as offering supervised tutoring hours in the tutoring lab (complete with sewing machine and on the advisement of one of the advisory members). The in-class tutor was able to aid struggling upper-division students with more difficult concepts. The data showed improvement for the success rates for both CT200 and CT222. Students felt more encouraged and better prepared to advance to the capstone courses. The spring 2016 capstone classes show a success rate/retention rate for the capstone CT 241-Fashion Sewing as 90%/100% and for the capstone course 243-Draping- 90%/90%. The in-class tutor continued through fall 2017 in both CT222 and CT200. Unfortunately, two students monopolized the time of the tutor and did not allow for other students to gain from the expertise of the tutor. There is no tutor in the spring 2018 semester. Fall semester will require specific wording in the course syllabus to facilitate an in-class tutor to avoid this situation again.</p> <p>In spring 2016, several adjunct instructors facilitated “open labs” on Friday afternoons. This allowed students to come in and work on projects accessing school equipment and under the direction of instructors. No demonstrations, nor instructions were given but rather an additional opportunity to complete projects on time. The data proved the success rates improved that semester and the fashion show garments shown were much improved than in semesters passed. Spring 2018 will offer “open labs” to students beginning in March and continuing through the fashion show. The hope being an improvement in scores and course success and awesome fashion show styles.</p> <p>The CT program has maintained a student fashion club for several years with one adjunct serving as the advisor and recently a second adjunct acting as the backup advisor. The fashion club has offered a fall fashion show for several years showcasing the works from students who are club members. There are some semesters that are better than others on club membership. The club offers guest speakers, fun activities, field trips, and community support. It’s a wonderful way to support and introduce students to the program and all it has to offer. A few CT instructors participate in welcome weeks, Student Success Kick-Off, and local schools Outreach programs to assist with promoting the program as well.</p>					
Student success and retention rates by equity groups within discipline	For the past four years both the success rates and retention rates have risen. The CT program hired two new adjuncts beginning in fall 2015 (while one adjunct resigned that term as well). With the hiring of the adjuncts, students were					



	<p>offered more sections, new and diverse teaching styles which added to the success and retention rates. The data shows that African Americans and 2 or more races continue to fall below the AVC average until 2016/2017 when a huge improvement in African American success of 64.6 (in 2015/2016) with 97 enrolled to 76% (in 2016/2017) with 75 enrolled. Hispanics continue to improve from a poor 69.3% for 101 enrolled in 2014/2015, 75% with 100 enrolled in 2015/2016, to 81.7% with 104 enrolled in 2016/2017. Whites continue to show success rates above the average with the fewest enrolled. The downward trend of white students enrolled shows a trend to promote the program equally and diversely. Since Fashion design is a female-heavy program, the appeal to register male students and offer projects and curriculum that appeals to the male gender has focused the energy towards “techniques” rather than “projects”.</p>
<p>Other trends</p>	<p>One interesting piece of data shows the grading breakdown for the 2015/2016 school year. In the fall of 2015 there were 34 A's, 31 B's, 23 C's, 10 D's, 22 F's, 3 RD, and 9 W's. In spring 2016 there were 62 A's, 28 B's, 18 C's, 7 D's, 10 F's 1 RD, and 18 W's. @@ F's in the fall is unacceptable. We must do a better job of progressing students, tutoring (if needed), and stating due dates and firm expectations on the syllabus. If that many students fail, we fail as a program. However, in the spring there were many more higher grades and fewer fails (cut by more than half). The number that DOES stand out is the withdrawal. In spring it doubled! Students are dropping the class if they feel they are failing the class. Once our numbers drop, then the upper level courses hurt for enrollment as well. We as instructors, must provide comprehensive instruction to all students and help those who are struggling. In the success and retention rates per course in spring 2016, all courses offered, except one, show average to high success rates and high retention rates. CT 212 (also one of the instructors whose sections are cancelled most often) was at a success rate of 57.1% and a retention rate of 71.4% for just that semester! Action plans and advisements have been written about this, but to no avail. Of the six courses offered, the other five combined averages were 81.62 success rate and 91.34 for retention. That's a huge discrepancy.</p>
<p>Analyze and summarize trends in student progression through basic skills courses, if applicable.</p>	<p>Comment on trends and how they affect your program: N/A</p>
<p>Career Technical Education (CTE) programs: Review the labor market data on the <a href="#">California Employment Development Department</a> website for jobs related to your discipline.</p>	<p>Comment on the <a href="#">occupational projections</a> for employment in your <a href="#">discipline</a> for the next two years and how the projections affect your planning:</p> <p>The trend for Fashion Designers, according to labor market info from the California Employment Development Department, shows an increase in positions from 2012-2022 at a rate of 10.8% or 530 jobs in Los Angeles county (53 new openings per year) and an increase of 13.8% or 1,100 jobs for the state of California from 2014-2024. Starting salaries for these positions vary from \$44,931-\$95,563 for California and \$46,247-\$97,790 for LA county. Along with the increase, the site also outlines the other positions that are relatable to “fashion design” such as Fashion Consultants, Women’s Apparel and Accessories-Retail, Display Designers, Wardrobe Consultants, and Costume Professionals. The site also lists subsets of skills required for these professions and how to obtain a job. With all the positions, education is key! Whether it’s a certificate or a degree, education combined with learned skill (through internships, mentoring, or starting as an apprentice and working your way up) prepares a graduate for this fast-paced work force. Communication and a sense of style is crucial as are sketching and technical abilities to communicate with teams of workers from international teams. Since Antelope Valley College is in LA county, the jobs outlook is good for those who pursue the field.</p> <p>We must place emphasis on time management, on-time completion of tasks, technical design and the tech pack,</p>

working in groups or with others to form a better understanding of workflow and fashion ethics, and sketching needs to be included in most classes.  
 We also need to promote and refer students to FIDM, Cal State University-Northridge, and Cal State Long Beach among other to further their degrees if they so choose.

### Part 3 – Outcome Analysis and Use

Cite examples of using action plans (for SLOs, PLOs, OOs, ILOs) as the basis for resource requests and how the allocation of those resources or other changes resulted in improved outcomes over the past four years.

SLO/PLO/OO	Action Plan	Current Status	Impact of Action
CT100 SLO's #1 & #3, CT110 SLO's #2 & #3, CT105 SLO #3, PLO's #1-5	A definitive grading rubric must be developed for the instructor's compliance to industry and agreed standards.	Ongoing	Some instructors tend to base grades on visual sight or design preference. It MUST be clarified and in detail on the course syllabus for students and instructors to comply and understand. Instructors MUST take the time required to grade each project for accuracy and adherence to the detailed criteria found on the syllabus. Plagiarism must NEVER be tolerated, even sewn projects.
CT105 SLO's 1-3, CT110 SLO's #1-3, CT212 SLO's #1-2, and CT 114 SLO #3, PLO's 1-5	Essential need and hiring a full-time faculty for the program	Ongoing	The CT program has been consistent and adamant about the need for a full-time faculty position to enhance the communication between instructors, to ensure COR's and syllabi are updated and fully covered in courses objectives, to assist with introducing new courses or updating courses through the AP&P process, and to facilitate the timeline and collect the information and serve as "Director" for the annual fashion show. It has been several years that adjuncts have been evaluated by non-program evaluators Thus the problems have been swept away and let go interfering with student's progression, understanding, or basic coverage of COR objectives.
SLO's for each CT course and all PLO's	Rewrite the SLO's to conform with the assessments. Rewrite the PLO's to include all CT courses	Completed	The SLO's and PLO's were rewritten during the substantial updates in fall 2017.
CT 105 SLO #1, CT110 SLO #1, CT212 #1, CT 100 SLO #2	Rewrite the SLO quizzes and safety exams	Completed	Since some of these courses are taught in multiple sections, by multiple instructors, the quizzes used as an assessment are rendered at the beginning of the semester and at the end. All instructors must use the same assessment per like classes and not use them for grading purposes. The APL108 classroom was updated and redesigned to enhance the safe and effective use of classroom equipment and tools while maximizing storage.

**Part 3 Summary.** Briefly describe what changes have been made (or need to be taken) to the program based on findings: The CT instructors must work together to facilitate the program. The students have been given different versions of syllabi, instruction/demonstration, and assessments. There is a lack of cohesiveness and functionality within the program, yet when offered paid office hours or field trip opportunities, a few then jump at that opportunity without considering the outcomes. A chart of assessments was developed and issued each semester to the instructors for compliance. Yet one instructor repeatedly would not hand in data and would question what data is required without email confirmation. Data is not easy to obtain, is false and misleading (and therefore unusable), and does not cover the objectives of the course. Action plans are derived from one person. Purchasing and kit preparation are handled by one person. Program review,

training on new equipment, Perkins proposals, Cor updates and reviews all handled by one person. The commonality of the program is one person, who has requested assistance, is responsible for all facets of the program, yet there is no need for a full-time position.

Please provide any additional comments for Part 3:

**The issues that have come up from the lack of a full-time faculty are clear. Oversight and communication of the program's goals are essential for success.**

#### Part 4 - Stakeholder Assessment

Assess how well the program serves the needs of the students, district, and community. Use surveys, interviews or focus groups to obtain feedback from stakeholders (students and/or others who are impacted by your services). Include documented feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement).

Type of feedback	Feedback provided by?	Recommendations/findings	Actions needed/planned/taken based on feedback
Survey	students	What days and times were best for course offerings	Upon tallying results, we found several students requested night classes, so it wouldn't interfere with work schedules. However, several night sections (in subsequent semesters) were cancelled due to low enrollment. It mattered which instructor was assigned to the course.
Other (Please specify)	CT Advisory group	Place emphasis on technical design, textile testing, and sketching	The advisory committee has been very vocal on the technical side of design and the lack of focus within our program. Technical skills will increase the employability of our graduates. Textile testing equipment should be purchased to offer testing to local facilities such as the prisons/jails, aircraft fabrication labs, and even insurance companies. A larger room/lab is needed to facilitate additional equipment and computers. Interior Design and CT are planning on expanding into a larger or different classroom for use of CAD equipment and possible textile testing equipment.
Focus group	Advanced students	Students nearing graduation filed formal complaints for lack of coverage of basic objectives in (specific) lower level construction courses.	Students had successfully passed courses and were in the advanced/capstone courses nearing graduation and discovered that they were missing key and valuable parts to their education. Key program objectives/components were negated, never covered, or simple left off the syllabi. Students demanded a change in instructors and wanted to be "caught-up" on their skills. A workshop was offered to graduating students to cover these key components.

#### Part 5 - Goals and Objectives and Evaluation of Previous Plans

5.1. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals.

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
<b>Full-time faculty position</b>	Ongoing	<b>The CT program continues to sputter without the guidance and oversight of a full-time faculty member. Data shows that student success depends on objective coverage and the cohesiveness between sections/instructors is key.</b>
<b>New classroom/lab space</b>	Ongoing	<b>Securing a shared classroom/lab space to facilitate the CAD equipment and instruction and possible textile testing features in the future.</b>
<b>Update and rewrite courses and SLO's/PLO's</b>	Completed	<b>Due to Carnegie formula for hours and teaching load, the COR's went through substantial revisions and completed the update to include more technical design, updated SLO assessments, and inclusion of all courses within the PLO's.</b>
<p>Briefly discuss your progress in achieving those goals: A Perkins funded grant proposal will be needed to secure the additional equipment needed for the shared classroom. The CT program has been consistent and relentless in their need for a full-time faculty position. The effectiveness of the evaluation process has been compromised for many years and in turn has hindered students from learning basic objectives to become more employable or to seek transfer opportunities. The administrative functions are being completed by one dedicated instructor but with the severe limitations placed on the instructor, it's not enough. The revisions to the COR's were met with aggression and dissention. The need for comprehensive oversight on COR compliance, syllabi language and inclusions, and assessment regularity is imperative.</p>		
<p>Please describe how resources provided in support of previous program review contributed to improvements in SLO, PLO, and/or OO findings or other program improvements: AVC facilities, the Dean, and the VP assisted in renovating the APL108 classroom space to include better visual display for demonstrations, standard equipment for instruction, and new safer chairs for ease of movement throughout the classroom. The OSD student now has plenty of room and feels safe to use the tools and equipment. The success, retention, and grades for the upper level (except CT212) shows high standards of comprehension.</p>		

## 5.2. 2019-2023 Planning

Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2019-2020. Discipline/area goals must be guided by **district Strategic Goals** in the Educational Master Plan (EMP), p.90. They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or Outcomes	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
1	Allow for greater accessibility to classroom equipment and tools in a safe and enhanced learning environment for on-time completion of projects.	5.Align instructional programs to the skills identified by the labor market *2. Increase efficient and effective use of all resources:	Allow for "open Lab" time in APL108. Allow time for instructors to hold office hours in the classroom to offer greater accessibility. Provide for one faculty member to offer consistent hours of instructor-assisted or tutoring involvement within the	Yes

		Technology, Facilities, Human Resources, Business Services	classroom setting.	
2	Expand the current work stations, software licenses, and upgrade the computer aided design lab to maintain current industry standards for technical design.	*2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services *3. Focus on utilizing proven instructional strategies that will foster transferable intellectual skills - Supporting PLO(s), SLO(s), OO(s), ILO(s)	Contact Gerber Technologies to research costs involved in upgrade. Contact ITS if computer equipment is needed. Write grant proposals for funding opportunities.	Yes
3	Update current curriculum and/or create new courses for fashion Illustration, History of Costume, and Textiles Testing	*2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services 5. Align instructional programs to the skills identified by the labor market - Supporting PLO(s), SLO(s), OO(s), ILO(s)	Eliminate the need for “extra” help with illustration and write a course to include all the principles needed throughout the program.	No
4	Foster compliance in SLO assessments	*2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services *3. Focus on utilizing proven instructional strategies that will foster transferable intellectual skills - Supporting PLO(s), SLO(s), OO(s), ILO(s)	Maintain the assessment chart that is provided each semester to instructors. Insist on syllabi review and include SLO assessments for compliance.	No

**\*\*Action plan verbs: *expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.***

### Part 6. Resource Needs

Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s)** from **Part 5.2 guide this need.**

Indicate which Goal(s) guide this need	Type of Request (Personnel <sup>1</sup> , Technology <sup>2</sup> , Physical <sup>3</sup> , Professional development <sup>4</sup> , Other <sup>5</sup> )	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?	Contact's name
#1, #2,	Personnel	Repeat	Hire a full-time faculty member to oversee the	Approx.. \$90,000	Recurring	Melissa

			coordination of the program as well as enhance the teaching environment.			Ramiro/Dr. Ken Shafer
#2	Technology	New	Write Perkins Grant for new software and equipment	Approx.. 20,000	One-time	Melissa Ramiro
#2	Physical	New	New classroom for CAD/Textiles	unknown	One-time	Melissa Ramiro

<sup>1</sup>List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.

<sup>2</sup>List needed technology resources in priority order.

<sup>3</sup>In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.

<sup>4</sup>List needed professional development resources in priority order. This request will be reviewed by the professional development committee.

<sup>5</sup>List any other needed resources in priority order.

### Part 7. Comments

Please rate the level of your agreement with the following statements regarding the program review process:	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
▪ This year's program review was valuable in planning for the continued improvement of my program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Analysis of the program review data was useful in assessing my program's outcomes and current status	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:  
It would have been much more helpful if I had been provided this form before a week after it was due



**2017-2018 Instructional Program Comprehensive Program Review Self-Study Report**

Division/Area Name: Economics		For Years: 2019-2023
Name of person leading this review: Ibrahim D Ganley		
Names of all participants in this review: Ibrahim D Ganley		
Number of Degrees offered: AA – T in Economics	Number of Certificates offered: None	
Number of Full-time Faculty: 1	Number of Part-time Faculty: 3	

**Part 1. Program Overview**

1.9. 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 Department. 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.

1.10. State briefly program highlights and accomplishments:

As of late, particular attention is being paid to how Economics course offerings can promote transfers to four-year institutions and meet general education requirements for non-majors. AVC’s AA Transfer Degree in Economics was approved by the Chancellor’s Office of the Community Colleges in 2015. Additionally, as of Spring 2016, two core honors classes have been designed, approved and implemented: *ECON 101: Principles of Macroeconomics – Honors* and *ECON 102: Principles of Microeconomics – Honors*. The purpose of having these honors classes is to assist AVC students in their transfer into highly competitive University of California campuses (i.e., UCLA, UC Berkeley).

1.3. Check each Institutional Learning Outcome (ILO) supported by the program.

<input checked="" type="checkbox"/> <b>Communication</b>	<input checked="" type="checkbox"/> Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. <input checked="" type="checkbox"/> Demonstrates listening and speaking skills that result in focused and coherent communications
<input checked="" type="checkbox"/> <b>Creative, Critical, and Analytical Thinking</b>	<input checked="" type="checkbox"/> Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. <input checked="" type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
<input checked="" type="checkbox"/> <b>Community/Global</b>	<input checked="" type="checkbox"/> Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well

Consciousness	being of society and the environment. <input checked="" type="checkbox"/> Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
<input checked="" type="checkbox"/> Career and Specialized Knowledge	<input checked="" type="checkbox"/> Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

## Part 2. Data Analysis and Use

All divisions will complete this part. Within academic divisions, data analysis should be completed by each discipline. Please review the subject level data and comment on trends (more [data](#) is available on the Program Review [web page](#)):

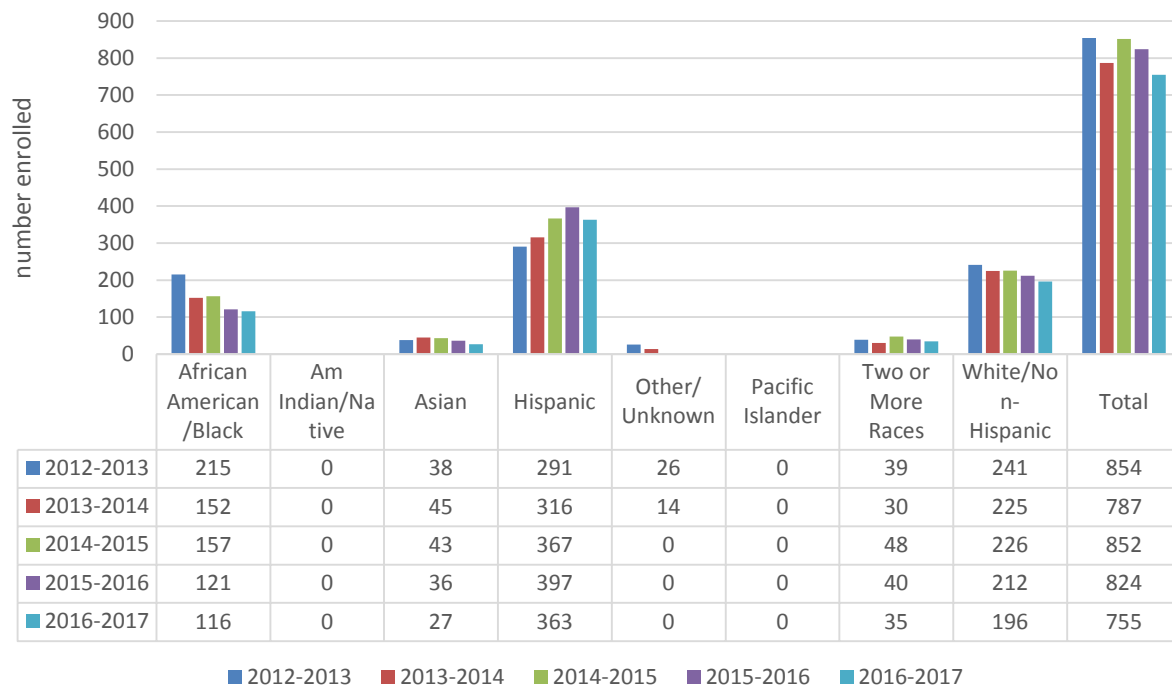
Discipline: Economics

Indicator	2013-2014	2014-2015	2015-2016	2016-2017	Recent trends?	Comment
Enrollment #	787	852	824	755	Decrease	Typically, enrollment in Community Colleges decreases when the economy and job market is robust. During this time, the economy and job market have been robust.
# of Sections offered	23	25	24	24	No Change	
# of Online Sections offered	10	9	7	8	Decrease	There has been a decrease in the number of online offerings.
# of Face-to-Face Sections offered	13	16	17	16	No Change	The number of face-to-face offerings has been stable.
# of Sections offered in Lancaster	9	12	16	15	Increase	There has been an uptrend in classes offered in Lancaster since the 2013-2014 academic year. For the last two academic years, the number of offerings at Lancaster has stabilized around 15 or 16.
# of Sections in other locations	14	13	8	9	Decrease	There has been a downtrend in classes offered in other locations. This corresponds to the uptrend in classes offered at Lancaster.
# of Certificates awarded	-	-	-	-		N/A
# of Degrees awarded	0	0	1	1	No Change	
Subject Success Rates	64.7	66.1	70.9	75.1	Increase	There has been an uptrend in the success rate, with each year having a higher rate than the previous year. This trend is steady and robust. Since the academic year of 2013-2014, the



						success rate ranged from 64.7%-75.1%.
Subject Retention Rates	86.50	80.30	88.3	87.5	No Change	The retention rate dipped in 2014-2015 and then rebounded to its relatively stable rate around 87. During this period, it has ranged from 80.3% - 87.5%.
Full-time Load (Full-Time [Annual] FTEF)	--	1.00	1.08	1.00	No Change	A full-time faculty member was hired in Fall 2014. Since this hiring, the Full-time FTEF has been stable.
Part-time Load (Part-time [Annual] FTEF)	2.30	1.40	1.10	1.20	No Change	A full-time faculty member was hired in Fall 2014. Since this hiring, the Part-time FTEF decreased and then stabilized at the new lower rate.
PT/FT FTEF Ratio (Fall Terms)	--	1.40	1.00	1.20	No Change	A full-time faculty member was hired in Fall 2014. Since this hiring, the PT/FT FTEF Ratio decreased and then stabilized around the new lower rate.
Other measure	--	--	--	--		N/A
Indicator	Comments and Trend Analysis					
If applicable, report program/area data showing the quantity of services provided over the past four years (e.g. # of workshops or events offered, ed.plans developed, students served)	None.					
Student success and retention rates by equity groups within discipline	Review and interpret the subject data by race/ethnicity and gender. Identify achievement gaps. List actions that are planned to meet the Institutional Standard of <b>69.1%</b> for student success and to close achievement gaps:  <b>RACE/ETHNICITY</b> Table 2.a. Total Enrollment by Race.					

Total Enrollment by Race. AVC Economics



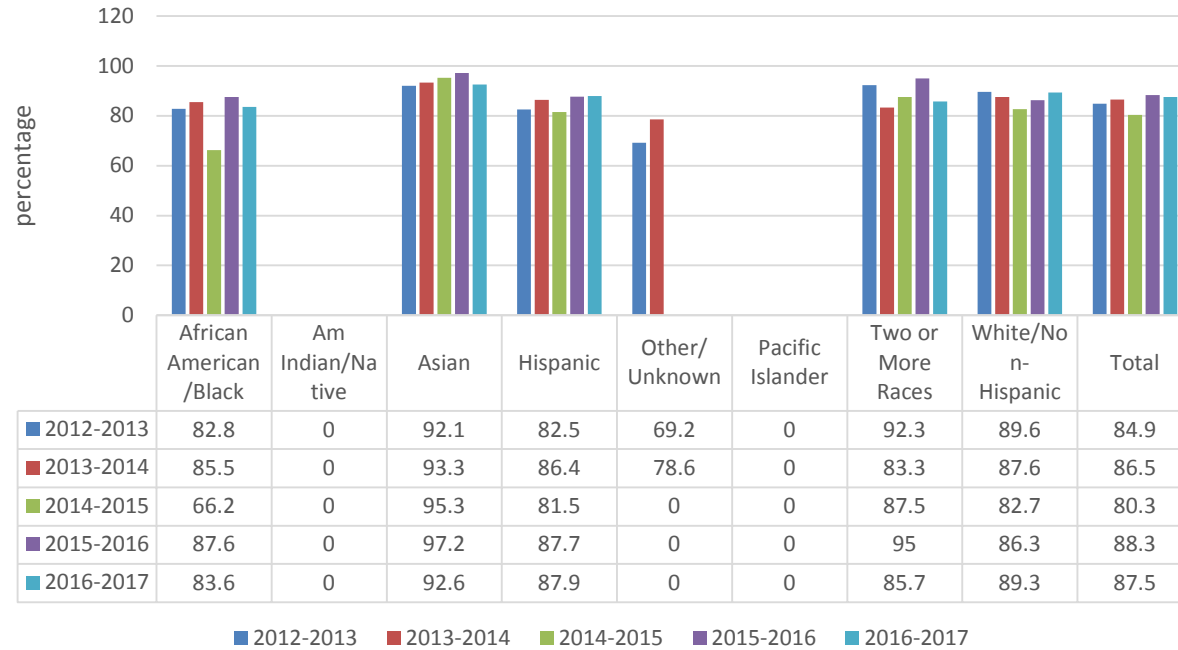
Regarding Table 2.a. Enrollment by Race.

According to the data found in this table

- Total enrollment in Economics courses fluctuated between 755-854 students. Since 2014-2015, the enrollment has been in decline. Possible reason: there has been a robust job market during this period of time and community college enrollment typically declines when there is a strong economy with a robust job market.
- Certain ethnic groups dominated the enrollment in Economics courses: African Americans, Hispanics, and Whites/Non-Hispanics. Asian students are a minority group. The numbers of American Indian/Native and Pacific Islanders are so small that numbers are not reported.
- Over the period of time analyzed, the enrollment of African American students in Economics has steadily declined.
- Over the period of time analyzed, the enrollment of Hispanic students in Economics has remained fairly stable.
- Over the period of time analyzed, the enrollment of White students in Economics has slightly declined.
- Over the period of time analyzed, the enrollment of Asian American students in Economics has considerably declined.

Table 2.b. Retention Rate by Race.

Retention Rate by Race. AVC Economics



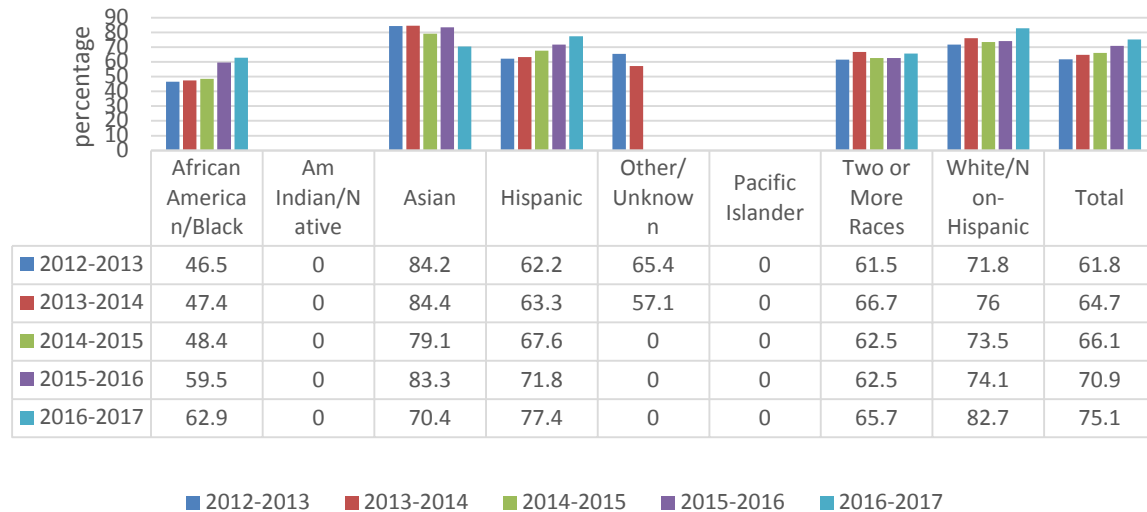
Regarding Table 2.b. Retention Rate by Race.

According to the data found in this table

- Total retention rates in Economics courses fluctuated between 80.3% – 87.5%. The highest total retention rate was in 2015-2016. The total retention rate strongly rebounded from the low-point in 2014-2015 (80.3%) to 88.3% (in 2015-2016) and 87.5% (in 2016-2017).
- Over the period of time analyzed, the retention rate of African American students in Economics remained fairly steady (ranging from 82.8%-87.6%) with the exception of 2014-2015 (when there was a remarkably low rate of retention: 66.2%). It is unclear what caused the low rate of retention in 2014-2015.
- Over the period of time analyzed, the retention rate of Asian American students in Economics remained both high and steady. Their retention rates ranged from 92.1% - 97.2%.
- Over the period of time analyzed, the retention rate of Hispanic students in Economics remained fairly stable. Their retention rates ranged from 81.5% - 87.9%.
- Over the period of time analyzed, the retention rate of “Two or More Races” students in Economics remained both high and steady. Their retention rates ranged from 83.3% - 95%.
- Over the period of time analyzed, the retention rate of White students in Economics fluctuated. Their retention rates ranged from 82.7% - 89.6%.

Table 2.c. Success Rate by Race.

Success Rate by Race. AVC Economics



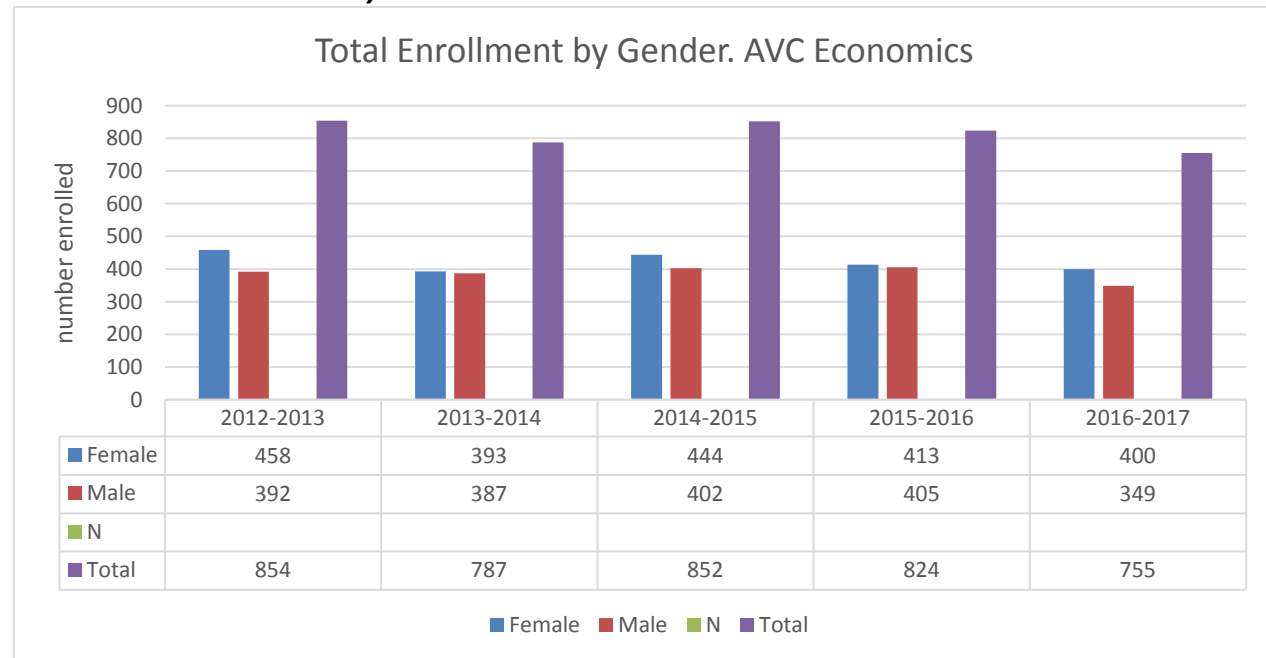
Regarding Table 2.c. Success Rate by Race.  
According to the data found in this table

- Total success rates in Economics courses fluctuated between 61.8% – 75.1%. Each year’s total success rate was higher than the previous year’s. This uptrend is steady and pronounced.
- Over the period of time analyzed, the success rate of African American students in Economics increased significantly with each year’s success rate being higher than the previous year’s. The success rate in 2012-2013 was 46.5%. In 2016-2017 the success rate bloomed to 62.9%. This is a pronounced improvement.
- Over the period of time analyzed, the success rate of Asian American students in Economics fluctuated. Their success rates ranged from 70.4% - 84.4%. The most recent rate (70.4%) stands out as being notably lower than the success rates of the previous four years.
- Over the period of time analyzed, the success rate of Hispanic students in Economics increased significantly with each year’s success rate being higher than the previous year’s. The success rate in 2012-2013 was 62.2%. In 2016-2017 the success rate bloomed to 77.4%. This is a pronounced improvement.
- Over the period of time analyzed, the success rate of “Two or More Races” students in Economics remained fairly steady. Their success rates ranged from 61.5%-66.7%.
- Over the period of time analyzed, the success rate of White students in Economics remained fairly flat with an uptrend starting in 2014-2015. Their success rates ranged from 71.8% - 82.7%.
- The increase in success rates for African Americans and Hispanics is robust and steady...and cause for optimism.
- Concerning the Institutional Standard for student success (69.1% or better),
  - The total population has exceeded the standard in the last two academic years (2015-2016 and 2016-2017).
  - Whites have exceeded the standard for the past five years. Their rates range from 71.8-82.7.

- Asians Americans have also exceeded the standard for the past five years. Their rates range from 70.4-84.4.
- Hispanics have exceeded the standard for the last two years (2015-2016 and 2016-2017). Over the last five years, their rates have ranged from 62.2-77.4.
- African Americans did not meet the standard during the last five years. However, their success rate has had a steady uptrend with each year's rate being better/higher than the previous year's. Their rates have ranged from 46.5%-62.9%. If this impressive rate of improvement continues, this group is predicted to meet standards in the near future.

**GENDER**

**Table 2.d. Total Enrollment by Gender.**



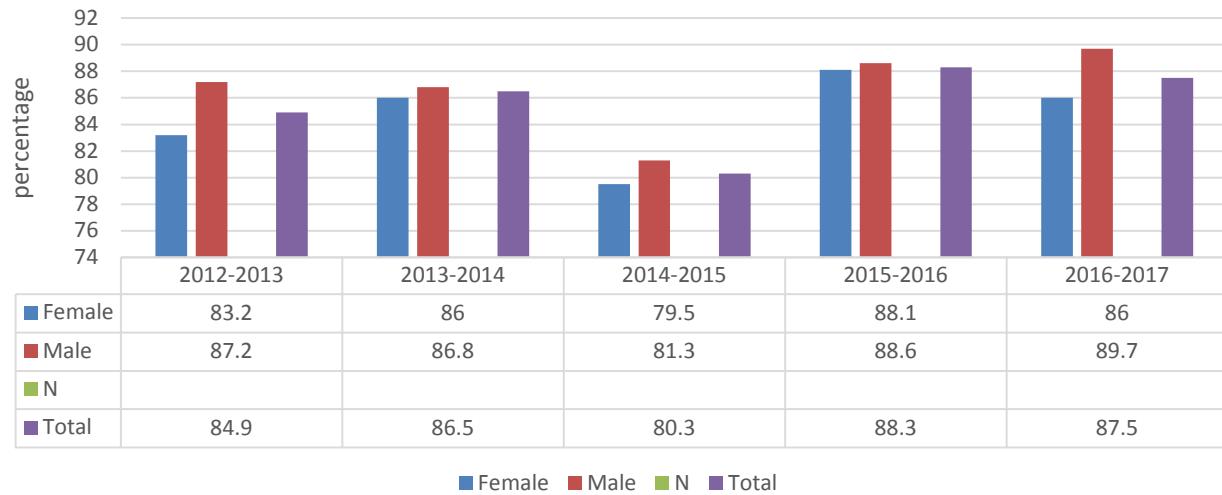
Regarding Table 2.d. Total Enrollment by Gender.

According to the data found in this table

- Total enrollment in Economics courses fluctuated between 755-854 students. Since 2014-2015, the enrollment has been in decline. Possible reason: there has been a robust job market during this period of time and community college enrollment typically declines when there is a strong economy.
- Enrollment for female students ranged between 393-458. Since 2014-2015, there has been a slight downtrend.
- Enrollments of male students ranged between 349-405. There was a significant decline from 2015/2016 (405 males enrolled) to 2016-2017 (349 males enrolled). Again, it is possible that this correlates to a strong job market.

**Table 2.e. Retention Rates by Gender.**

Retention Rate by Gender. AVC Economics



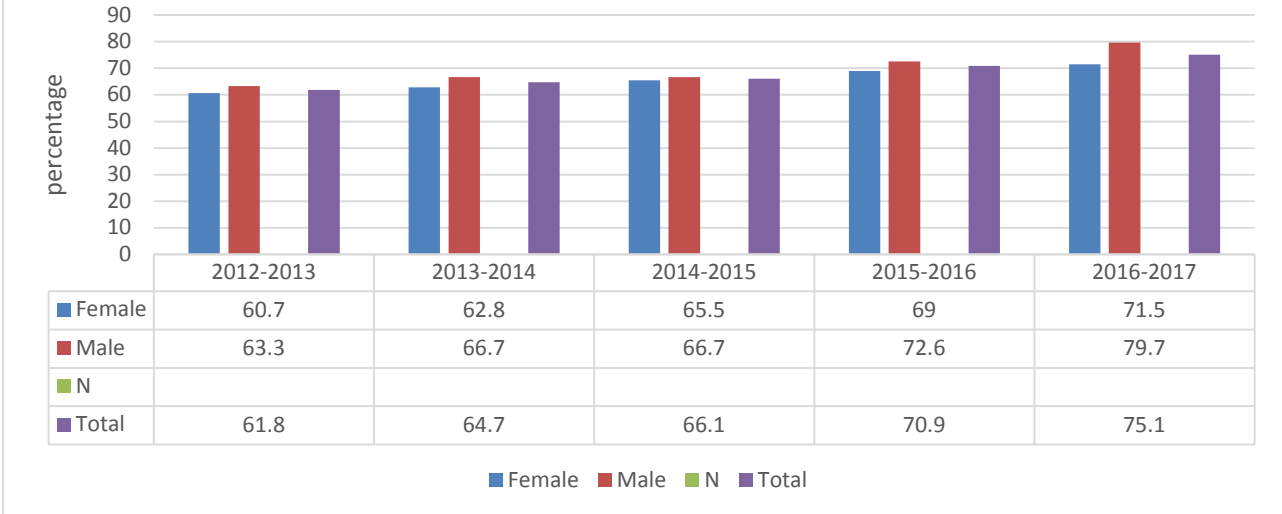
Regarding Table 2.e. Retention Rates by Gender.

According to the data found in this table

- Retention rates in Economics courses fluctuated between 80.3% to 87.5%. The retention rate had a particularly low year in 2014-2015. Since then, the rates have rebounded strongly.
- For the last two academic years, retention rates for males have been robust.
- The retention rates for females have been fairly steady.

Table 2.f. Success Rates by Gender.

Success Rate by Gender. AVC Economics



Regarding Table 2.f. Success Rates by Gender.

According to the data found in this table

- Success rates in Economics courses have steadily increased with each year having a higher rate than the last. This strong and steady uptrend is present for both males and females.
- Concerning the Institutional Standard for student success (69.1% or better),
  - The total population has exceeded the standard in the last two years (2015-2016 and 2016-2017).
  - Males have exceeded the standard for the last two years (2015-2016 and 2016-2017). Over the last five years, their rates have ranged from 63.3%-79.7%.
  - Females have met or exceeded the standard for the last two years (2015-2016 and 2016-2017). Over the last five academic years, their rates have ranged from 60.7%-71.5%.

Other trends

Comment on any other important trends you noticed

Enrollment at AVC and in the Economics Department seems to correlate with the state of the economy. The better the job market, the less students seem to enroll.

Analyze and summarize trends in student progression through basic skills courses, if applicable.

Comment on trends and how they affect your program:

N/A

Career Technical Education (CTE) programs: Review the labor market data on the [California Employment Development Department](#) website for jobs related to your discipline.

Comment on the [occupational projections](#) for employment in your [discipline](#) for the next two years and how the projections affect your planning:

According to the California Employment Development Department, being an “economist” is one of the 100 top fastest growing occupations. Specifically, jobs for economists are projected to be 3000 in 2024, compared to 2300 in 2014,

	<p>which is a 30.4% increase.</p> <p>If this data is known to the public, more students may decide to major in economics.</p>
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### Part 3 – Outcome Analysis and Use

Cite examples of using action plans (for SLOs, PLOs, OOs, ILOs) as the basis for resource requests and how the allocation of those resources or other changes resulted in improved outcomes over the past four years.

SLO/PLO/OO	Action Plan	Current Status	Impact of Action

**Part 3 Summary.** Briefly describe what changes have been made (or need to be taken) to the program based on findings:

The Economics Program has four PLOs (PLOs 1, 2, 3, and 4).

- PLO #1 is based on SLOs 1- 6 from ECON 101 and SLOs 1-4 from ECON 102.
- PLO #2 is based on SLOs 4 and 6 from ECON 101 and SLOs 1-4 from ECON 102.
- PLO #3 is based on SLOs 1, 3, and 5 from ECON 101 and SLOs 1-4 from ECON 102.
- PLO #4 is based on SLOs 4-6 from ECON 101 and SLO 1 from ECON 102.

In the 2016-2017 Cycle, data from Econ 101 and 102 were collected and analyzed to assess these PLOs. In summary, given that all the PLOs were met at a 77.6% or higher rate and the cut off for being adequately met was 70%, this data indicates that all four PLOs were met successfully during the 2016-2017 Cycle.

- Regarding PLO #1: To assess the achievement of PLO #1, SLO data from both ECON 101 and ECON 102 are collected and analyzed. For ECON 101, SLOs 1, 2, 3, 4, 5 and 6 are used. For ECON 102, SLOs 1, 2, 3, and 4 are used. The data indicates that 78.6% of the students met PLO #1.
- Regarding PLO#2: To assess the achievement of PLO #2, SLO data from both ECON 101 and ECON 102 are collected and analyzed. For ECON 101, SLOs 4 and 6 are used. For ECON 102, SLOs 1,2, 3, and 4 are used. The data indicates that 77.6% of the students met PLO #2.
- Regarding PLO#3: To assess the achievement of PLO #3, SLO data from both ECON 101 and ECON 102 are collected and analyzed. For ECON 101, SLOs 1,3, and 5 are used. For ECON 102, SLOs 1,2, 3, and 4 are used. The data indicates that 78 % of the students met PLO #3.
- Regarding PLO#4: To assess the achievement of PLO #4, SLO data from both ECON 101 and ECON 102 are collected and analyzed. For ECON 101, SLOs 4,5 and 6 are used. For ECON 102, SLO1 is used. The data indicates that 78.8% of the students met PLO #4.

Given that the Economics Program met its program learning outcomes successfully, the instructors of the Department will carry forth using existing best practices.

Please provide any additional comments for Part 3:  
**In the recent past, the Economics Program has been meeting its SLOs and PLOs. As such, there are no areas of concern.**

### Part 4 - Stakeholder Assessment

Assess how well the program serves the needs of the students, district, and community. Use surveys, interviews or focus groups to obtain feedback from stakeholders (students and/or others who are impacted by your services). Include documented feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement).



Type of feedback	Feedback provided by?	Recommendations/findings	Actions needed/planned/taken based on feedback
Other (Please specify)	Transfers by Major, University of California System.	<p><a href="https://www.universityofcalifornia.edu/infocenter/transfers-major">https://www.universityofcalifornia.edu/infocenter/transfers-major</a>.</p> <p>*According to data found on this site, between 2012-13 and Fall 2017 a total of 9 students with an Associate Transfer Degree in Economics from AVC transferred to a University of California campus. Specifically, 1 students transferred to UC Berkeley, 1 transferred to UC Davis, 1 transferred to UCR, 5 transferred to UCSB, and 1 transferred to UCSD. The Economics Departments at this schools are highly ranked nationally and internationally; they are renowned for their academic excellence.</p> <p>The Economics Department at AVC is proud to be preparing students to continue their education at these globally competitive institutions.</p> <p>*Data retrieved from website on 03/10/2018.</p>	
Other (Please specify)	California Community College Transfers, California State University System.	<p><a href="http://asd.calstate.edu/ccct/2016-2017/index.asp">http://asd.calstate.edu/ccct/2016-2017/index.asp</a></p> <p>*According to data found on this site, a total of 10 students with an Associate Transfer Degree in economics from AVC transferred to a California State University within the five-year period that included 2012-2013 through 2016-2017.</p> <p>The Economics Department at AVC is proud that students are transferring to four-year institutions.</p> <p>(Note: It is probable that AVC students are also transferring to schools outside of the University of California and California State University systems. There is no easy way, however, to collect this data.)</p> <p>*Data retrieved from website on 03/10/2018.</p>	
Other (Please specify)	Transfers by Major, University of California System.	<p><a href="https://www.universityofcalifornia.edu/infocenter/transfers-major">https://www.universityofcalifornia.edu/infocenter/transfers-major</a>.</p> <p>Many of the students who take Economics classes at AVC are not earning their AA Transfer Degree in Economics. Instead, many</p>	

		<p>earn their AA Transfer Degree in Business Administration. As such, it is worthwhile to also look at the transfer data on AVC students who earned an AA Transfer Degree in Business Administration.</p> <p>*According to data found on this site, between 2012-13 and Fall 2017 a total of 5 students with an Associate Transfer Degree in Business Administration from AVC transferred to a University of California campus. Specifically, 1 student transferred to UC Berkeley, and 2 transferred UCLA, 2 transferred to UCR.</p> <p>*Data retrieved from website on 03/10/2018.</p>	
Other (Please specify)	California Community College Transfers, California State University System.	<p><a href="http://asd.calstate.edu/ccct/2016-2017/index.asp">http://asd.calstate.edu/ccct/2016-2017/index.asp</a></p> <p>Many of the students who take Economics classes at AVC are not earning their AA Transfer Degree in Economics. Instead, many earn their AA Transfer Degree in Business Administration. Some even go as far as to say that the “bread and butter” enrollment in Economics classes stems from Business students. As such, it is worthwhile to also look at the transfer data on AVC students who earned an AA Transfer Degree in Business Administration.</p> <p>*According to data found on this site, 411 students from AVC who earned their AA Transfer Degree in Business transferred to a Cal State University within the five-year period that included 2012-2013 through 2016-2017. The most popular majors for these transfer students were Business Administration (172 transfer students), Accountancy (90 students), Management (61) and Marketing (37).</p> <p>The Economics Department at AVC is proud that students are transferring to four-year institutions.</p> <p>In conclusion, the Economics Program is meeting its SLOs and PLOs.</p> <p>*Data retrieved from website on 03/10/2018.</p>	

## Part 5 - Goals and Objectives and Evaluation of Previous Plans

5.1. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals.

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
1. To foster student success through increased utilization of office hours.	Completed	Student success has risen. Specifically, in 2016-2017, the student success rate increased to 75.5%. The full-time faculty of Economics has made it a point to talk to his students about the importance of seeking out help if/when they are not understanding the material. He has noticed an increase in the amount of students who are comfortable seeking out individual assistance. Although many are still not attending scheduled office hours, a greater number are coming early to class or staying after class to seek help. Additionally, this instructor is connecting with students often over email between classes. Although impossible to draw a causal impact with certainty, student success in this instructor's courses is on the rise.
2. Monitor and re-evaluate SLO and PLO objectives and data	Completed	The full-time faculty of Economics has led in the gathering and imputing of data related to SLOs and PLOs. Since 2014-15 academic year, the Economics Program "met" its SLOs and PLOs.
3. Increase the number of Economic transfers to CSU.  4. Develop new courses in Economics (Honor-level Econ 101 and 102) to increase the marketability of students wanting to transfer to competitive UC and Ivy-League schools.	Completed	As noted above, there has been a considerable number of AVC students who have transferred into the California State University system and the University of California System. Additionally, honors classes have been created and taught.
Briefly discuss your progress in achieving those goals:  N/A. All goals met.		
Please describe how resources provided in support of previous program review contributed to improvements in SLO, PLO, and/or OO findings or other program improvements:  N/A. AVC's Economics program did not request any additional funds or support.		

## 5.2. 2019-2023 Planning

Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2019-2020. Discipline/area goals must be guided by **district Strategic Goals** in the Educational Master Plan (EMP), p.90. They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency)**.

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or Outcomes	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
1.	To increase the knowledge of AVC students about the benefits of and processes related to transferring to a	5.Align instructional programs to the skills identified by the labor market	During course instruction, economic instructors will make a concerted effort to incorporate discussions related to the value of obtaining a four-year degree.	No

	four-year institution	*4. Advance more students to college-level coursework.		
2.	To increase the number of students enrolled in honors economics classes or who take economics classes with an honors option	*3. Focus on utilizing proven instructional strategies that will foster transferable intellectual skills *4. Advance more students to college-level coursework.	During course instruction, economic instructors will discuss the benefits of honors classes.	No

**\*\*Action plan verbs: *expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.***

### Part 6. Resource Needs

Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from Part 5.2 guide this need.**

Indicate which Goal(s) guide this need	Type of Request (Personnel <sup>1</sup> , Technology <sup>2</sup> , Physical <sup>3</sup> , Professional development <sup>4</sup> , Other <sup>5</sup> )	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?	Contact's name

<sup>1</sup>List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.

<sup>2</sup>List needed technology resources in priority order.

<sup>3</sup>In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.

<sup>4</sup>List needed professional development resources in priority order. This request will be reviewed by the professional development committee.

<sup>5</sup>List any other needed resources in priority order.

### Part 7. Comments

Please rate the level of your agreement with the following statements regarding the program review process:

- This year's program review was valuable in planning for the continued improvement of my program
- Analysis of the program review data was useful in assessing my program's outcomes and current status

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
▪ This year's program review was valuable in planning for the continued improvement of my program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Analysis of the program review data was useful in assessing my program's outcomes and current status	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

Working with data and preparing this comprehensive self-study increases personal and institutional accountability.



**2017-2018 Instructional Program Comprehensive Program Review Self-Study Report**

Division/Area Name: History Department		For Years: 2019-2023
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		
Number of Degrees offered: 1-Associate in Arts, Transferable		Number of Certificates offered: N.A.

Number of Full-time Faculty : 3	Number of Part-time Faculty: 15
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**Part 1. Program Overview**

<p>1.1. Briefly describe how the program contributes to the district <u>mission</u>: The History Department contributes to the mission of the district by offering our community a program of study that teaches students lifelong skills such as critical thinking and providing history lessons and activities from diverse cultural perspectives, all of which with the goal of developing good, responsible citizenship. Most specifically, we strive to teach students how to analyze the past and how the subject of history is important in understanding the present. Our commitment to diversity is further reflected by our range of at least six subject related courses from which to choose. Specifically, we offer classes in African-American and Latin American History that serves 68% of our student population, along with Women’s History, which constitutes over half the student body. With a solid background in history, students will have the skills necessary to transfer and seek employment in any field related to the Social Sciences and Humanities.</p>	
<p>1.2. State briefly program highlights and accomplishments: The first African-American History classes offered online started in Fall 2017. History of Vietnam Course updated/revised to Contemporary U.S. History: From Vietnam to Iraq. ILO’s created to be consistent with other divisions and college as a whole.</p>	
<p>1.3. Check each <u>Institutional Learning Outcome (ILO)</u> supported by the program.</p>	
<input checked="" type="checkbox"/> <b>Communication</b>	<input checked="" type="checkbox"/> Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. <input checked="" type="checkbox"/> Demonstrates listening and speaking skills that result in focused and coherent communications
<input checked="" type="checkbox"/> <b>Creative, Critical, and Analytical Thinking</b>	<input checked="" type="checkbox"/> Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. <input type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
<input checked="" type="checkbox"/> <b>Community/Global Consciousness</b>	<input checked="" type="checkbox"/> Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well being of society and the environment. <input checked="" type="checkbox"/> Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.

<input checked="" type="checkbox"/> <b>Career and Specialized Knowledge</b>	<input checked="" type="checkbox"/> Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.
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**Part 2. Data Analysis and Use**

All divisions will complete this part. Within academic divisions, data analysis should be completed by each discipline. Please review the subject level data and comment on trends (more [data](#) is available on the Program Review [web page](#)):

**Discipline:**

Indicator	2013-2014	2014-2015	2015-2016	2016-2017	Recent trends?	Comment
Enrollment #	4,583	4,450	4,128	3,957	Decrease	Reflects FTES Numbers Drop College-Wide over same time period.
# of Sections offered	118	117	109	112	Decrease	Last year is an increase, which hopefully starts a new trend.
# of Online Sections offered	4	4	5	5	Increase	African-American History classes now online.
# of Face-to-Face Sections offered	113	111	104	107	Decrease	Last year is an increase, which hopefully starts a new trend.
# of Sections offered in Lancaster	90	90	85	88	Decrease	As with others, last year is an increase, which hopefully starts a new trend.
# of Sections in other locations	28	24	24	24	Choose an item.	Sections in Rosamond started 2014. Shift to new Palmdale Center will hopefully increase demand there.
<u># of Certificates awarded</u>	N.A.	N.A.	N.A.	N.A.	Choose an item.	
<u># of Degrees awarded</u>	N.A.	5	15	11	Choose an item.	AA First awarded in 2015
Subject Success Rates	69.4%	69.9%	71.3%	65.8%	Decrease	Success rate only dropped last year. In previous three years, it was climbing.
Subject Retention Rates	86.9%	88.4%	89.4%	89.1%	Increase	This has remained consistent
Full-time Load (Full-Time FTEF)	3	2.8	2.9	2.6	Decrease	Our personnel is stretched-out.
Part-time Load (Part-time FTEF)	7.5	7.5	7	7.6	No Change	We have a fragile, over-reliance on adjunct faculty.
PT/FT FTEF Ratio	2.1\19.7	2.3\19.5	2.6\18.9	2.5\18.3	Increase	We have a fragile, over-reliance on adjunct faculty.
Other measure					Choose an item.	

<b>Indicator</b>	<b>Comments and Trend Analysis</b>					
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<p>If applicable, report program/area data showing the quantity of services provided over the past four years (e.g. # of workshops or events offered, ed.plans developed, students served)</p>	<p>Our department offers classes for four subjects that reflects our student diversity, specifically African-American History as well as History of Mexico and Latin America. As for students served over the past four years, we offered between 118-112 sections of history that marks the same enrollment drop that the college as a whole has been experiencing, with enrollments as high as 4,583 in 2013 to the 2016 level of 3967. To promote our subject in the future, we plan to offer a History Career Day with prospective employers, development internship programs and offer field trips to historical museums and sites.</p>
<p>Student success and retention rates by equity groups within discipline</p>	<p>Review and interpret the subject data by race/ethnicity and gender. Identify achievement gaps. List actions that are planned to meet the Institutional Standard of <b>69.1%</b> for student success and to close achievement gaps: Success rates for race and ethnicity range from mid 60%-high 70%, which is an improvement over three years ago. However, African-American was at 65% and Hispanic at 68.5%, which is still below the thresh hold. Both female and male success rates hover just above standard. In contrast, retention levels are at least 87% and reach 92%.</p>
<p>Other trends</p>	<p>Comment on any other important trends you noticed With the local adjunct pool largely tapped-out, we have been just able to fill our sections offered with instructors. Since our one Latin American History is an adjunct, we have been unable to offer more courses in that field. Hiring a full-time person for this specialty would seem a natural match for our area, as 49% of our current student body is Latino. A natural follow-up question would be, how many more adults in our area might be interested in taking courses here if we had a full-fledged Latin American Studies program, which several regional schools already do? Hence, this is largely an untapped market of students for AVC, especially as we are in need of more FTES.</p>
<p>Analyze and summarize trends in student progression through basic skills courses, if applicable.</p>	<p>Comment on trends and how they affect your program: Despite our many requests to have social science/history specialists in the Learning Center, that has only happened on a few occasions and only sporadically. We could seek one on a more consistent basis through the Honor’s program as an internship opportunity, which would garner more interest in the history field.</p>
<p>Career Technical Education (CTE) programs: Review the labor market data on the <a href="#">California Employment Development Department</a> website for jobs related to your discipline.</p>	<p>Comment on the <a href="#">occupational projections</a> for employment in your <a href="#">discipline</a> for the next two years and how the projections affect your planning: N.A.</p>

### Part 3 – Outcome Analysis and Use

Cite examples of using action plans (for SLOs, PLOs, OOs, ILOs) as the basis for resource requests and how the allocation of those resources or other changes resulted in improved outcomes over the past four years.



SLO/PLO/OO	Action Plan	Current Status	Impact of Action
<p><b>Data from the last several years reveal that History students are for the most part scoring 70% success rate for their SLOs which is the departmental target.</b></p>	<p><b>History Department course SLOs strive to teach basic tenets of History: cause and effect of events, repetitive cycles of History, recognition of important events in history, and recognition of important individuals in history. With face to face classes, students would benefit from continued upgrading and use of new technologies, and interaction in either groups or in “chat room settings” in online classes.</b></p>	<p>Ongoing</p>	<p>Some equipment requests and purchases have been undertaken and completed. More needs to be done to substantiate student success and achievement. Not all current classrooms have new computers, digital projectors, or smart boards. While this technology does entail some costs (\$3,000-\$5,000) per classroom, it is needed to keep up with the current state of educational delivery. The eventual new classroom buildings must contain this type of technology in order to continue to meet stated departmental goals, so this request mostly pertains to the APL rooms used by history instructors.</p>
		<p>Choose an item.</p>	

		Choose an item.	
		Choose an item.	

**Part 3 Summary.** Briefly describe what changes have been made (or need to be taken) to the program based on findings: Although findings do for the most part reflect the departmental stated goals, they are not always uniform. To maintain or exceed these levels, additional full-time faculty should be hired as noted elsewhere and the most up to date technologies should be acquired and installed in new classrooms and maintained in working order in the old ones. The plans for a degree program and a new course in Contemporary U.S. History have been met.

Please provide any additional comments for Part 3: In classrooms used by History faculty, the computers and projectors have been installed for the most part although there have been issues with maintenance. Smart boards have not been installed as of yet.

**Part 4 - Stakeholder Assessment**

Assess how well the program serves the needs of the students, district, and community. Use surveys, interviews or focus groups to obtain feedback from stakeholders (students and/or others who are impacted by your services). Include documented feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement).

Type of feedback	Feedback provided by?	Recommendations/findings	Actions needed/planned/taken based on feedback
Choose an item.	Students	Our History Majors transfer to 4 year schools.	Continue to build the program with a new full time hire in History and expand course offerings for diversity. We need more non-Western offerings. Students have requested classical African and modern African history.
Choose an item.	Community	Our History faculty have participated in the past in History Day with local schools.	Continue to promote outreach to local schools and promote the college. We can supplement instruction in area schools by visiting and working with teachers. Black History Month and Women’s History Month activities would be good areas to provide outreach, as well as historical holidays.
Choose an item.	Students/Faculty	Explore setting up internship opportunities for our Majors in the community.	We need to promote the career options available to History Majors. We could set up work experience options for them to work at area museums and non-profit organizations to get a better understanding of options besides a teaching career with the B.A. in History.

**Part 5 - Goals and Objectives and Evaluation of Previous Plans**

5.1. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals.

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
<b>Created Transfer AA Degree in History</b>	Completed	<b>This give legitimacy and notoriety to the History Department and allow the awarding of degrees that will facilitate transferring and graduating. First class to receive AA in History was in 2014. We had a high of 15 degrees awarded in 2015. If we were to be proactive to promote the program and how knowledge of history is so applicable, this might increase.</b>
<b>What was formally History of Vietnam is now Contemporary U.S. History, from Vietnam to Iraq.</b>	Completed	<b>Very topical in today's climate, the course will broaden the offerings of history and increase the appeal of the program and give students more options for transfer and graduation.</b>
<b>Create African-American History Online Courses</b>	Completed	<b>Successful completion. Classes seem to be filling and do not conflict with or reduce demand for traditional courses in that field.</b>
<b>PLO's and ILO's created for accreditation and assessment</b>	Completed	<b>Ties us to the mission of the college and accreditation requirements.</b>
Briefly discuss your progress in achieving those goals: All completed. Looking to achieve new goals to promote the history department and increase FTES for both the division and the college as a whole.		
Please describe how resources provided in support of previous program review contributed to improvements in SLO, PLO, and/or OO findings or other program improvements: Such changes were largely in-house, and did not require funding to achieve those goals. Establishing PLO's and ILO's tied us closer to the college mission and accreditation requirements.		

## 5.2. 2019-2023 Planning

Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2019-2020. Discipline/area goals must be guided by **district Strategic Goals** in the Educational Master Plan (EMP), p.90. They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or Outcomes	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?

1	Choose common textbook for core classes, and/or, Promote free OER Resources	<p>1. Commitment to strengthen Institutional Effectiveness measures and</p> <p>*2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services</p> <p>*3. Focus on utilizing proven instructional strategies that will foster transferable intellectual skills</p> <p>- Supporting PLO(s), SLO(s), OO(s), ILO(s)</p>	This process started last fall. We would like to choose a common textbook for HIST 104, 105, 107, and 108 by Fall 2018. OER resources, that is Free Textbook, would be popular to attract students to take history courses.	No
2	Respond to changing ethnic population of community and college and address diversity needs.	<p>1. Commitment to strengthen Institutional Effectiveness measures and</p> <p>3. Focus on utilizing proven instructional strategies that will foster transferable intellectual skills</p> <p>5. Align instructional programs to the skills identified by the labor market</p>	Hire Latin American Historian to better reflect the ethnically-diverse population of our students and to bring about a greater global perspective and cultural awareness.	Yes
3	Subscribe to Infobase Database to provide primary documents, maps, video clips to support courses using OER sources.	<p>*2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services</p> <p>*3. Focus on utilizing proven instructional strategies that will foster transferable intellectual skills</p> <p>4. Advance more students to college-level coursework.</p>	The Infobase platform supports our courses in History, Political Science, Anthropology and even Philosophy. The resource purchase would be made available to the entire college as a library acquisition and could be utilized by the entire student, faculty and staff population.	Yes
4	Establish internships with regional museums, parks, historical sites and archives for real student opportunity and experience.	<p>-3. Focus on utilizing proven instructional strategies that will foster transferable intellectual skills</p> <p>-Other Reasons. Promote college and department</p>	These internships could be Special Studies 199 or possibly paid internships. This would take some time to be established, but it would go a long ways to offering valuable experience for students interested in history.	Yes

	by the Foundation or another donor source.	Choose an item.		
5	Continue to push for technical upgrades in classrooms used by history instructors, such as the APL buildings	1. Commitment to strengthen Institutional Effectiveness measures and *2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services - Supporting PLO(s), SLO(s), OO(s), ILO(s) Choose an item.	Need to inform Vice President, Dean, and Director of ITS for these long overdue improvements. Some of this equipment is in very poor shape or obsolete. We need to stay competitive with other colleges if we're going to attract and keep students.	Yes
6	Hire Learning Center aide for social sciences	1. Commitment to strengthen Institutional Effectiveness measures and *4. Advance more students to college-level coursework. - Supporting PLO(s), SLO(s), OO(s), ILO(s) Choose an item.	Students need more direct help with research and writing skills that pertain to history and research projects. This is an area lacking, as support within learning center normally focuses on grammar.	Yes

**\*\*Action plan verbs: *expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.***

## Part 6. Resource Needs

Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from Part 5.2 guide this need.**

Indicate which Goal(s) guide this need	Type of Request (Personnel <sup>1</sup> , Technology <sup>2</sup> , Physical <sup>3</sup> , Professional development <sup>4</sup> , Other <sup>5</sup> )	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?	Contact's name
1, 3	Personnel	Repeat	Full-Time Latin American Historian	\$80,000	Recurring	Dr. Shafer
1, 2, 3	Technology	Repeat	Finish Updating technical equipment in classrooms that is obsolete.	\$3,000-5,000 per Classroom	One-time	Dr. Lehman
1, 2, 4	Technology	New	Subscribe to Infobase Database	\$1,000	Recurring	Dr. Lehman
1, 2, 4	Personnel	New	Hire social science tutor.	Use 199 Special Projects or	Recurring	Dr. Shafer
1, 4	Other	New	Promote History program with essay contests.	internships	Recurring	Dr. Shafer
				\$200-\$500	Choose an item.	
	Choose an item.	Choose an item.			Choose an item.	

<sup>1</sup>List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.

<sup>2</sup>List needed technology resources in priority order.

<sup>3</sup>In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.

<sup>4</sup>List needed professional development resources in priority order. This request will be reviewed by the professional development committee.

<sup>5</sup>List any other needed resources in priority order.

### Part 7. Comments

Please rate the level of your agreement with the following statements regarding the program review process:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
▪ This year's program review was valuable in planning for the continued improvement of my program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Analysis of the program review data was useful in assessing my program's outcomes and current status	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: Much easier form to use. This report has rejuvenated the realization that we need to be proactive to increase the number of History Majors. In addition, with the need for more FTES, our project goals should generate more students choosing a history major. Creating a multi-disciplinary Latin American Studies program would generate a lot of new local interest for enrollment, increasing FTES in several divisions.



## 2017-2018 Instructional Program Comprehensive Program Review Self-Study Report

Division/Area Name: Social and Behavioral Sciences – Interior Design		For Years: 2019-2023
Name of person leading this review: Leslie Baker		
Names of all participants in this review: Leslie Baker		
Number of Degrees offered: 1	Number of Certificates offered: 1	
Number of Full-time Faculty : 1	Number of Part-time Faculty: 5	

### Part 1. Program Overview

<p>1.11. Briefly describe how the program contributes to the district <u>mission</u>: The Interior Design Program offers a unique curriculum to students not found at other local community colleges. The uniqueness of the program draws in a diverse pool of learners and provides them with a quality education, preparing the students for success in professions involving not only design, but also creative and innovative thinking.</p>	
<p>1.12. State briefly program highlights and accomplishments: The program has been actively recruiting a pool of younger students over the past three spring breaks which has dramatically increased enrollment numbers as well as the demographics of the program itself. These outreach efforts have stabilized the enrollment numbers which were suffering during the “Great Recession”. Additionally, the program has increased the use of technology in the curriculum, hired additional adjunct instructors with a greater connection to the use of technology. Additionally, some of the courses have been included as part of the General Education requirements to increase the cross-over potential of students from other disciplines becoming exposed to the Interior design program.</p>	
<p>1.3. Check each Institutional Learning Outcome (ILO) supported by the program.</p>	
<input checked="" type="checkbox"/> <b>Communication</b>	<input type="checkbox"/> Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. <input checked="" type="checkbox"/> Demonstrates listening and speaking skills that result in focused and coherent communications
<input checked="" type="checkbox"/> <b>Creative, Critical, and Analytical Thinking</b>	<input checked="" type="checkbox"/> Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. <input checked="" type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
<input checked="" type="checkbox"/> <b>Community/Global Consciousness</b>	<input checked="" type="checkbox"/> Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well being of society and the environment. <input checked="" type="checkbox"/> Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
<input checked="" type="checkbox"/> <b>Career and Specialized Knowledge</b>	<input checked="" type="checkbox"/> Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

## Part 2. Data Analysis and Use

All divisions will complete this part. Within academic divisions, data analysis should be completed by each discipline. Please review the subject level data and comment on trends (more [data](#) is available on the Program Review [web page](#)):

Discipline:
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Indicator	2013-2014	2014-2015	2015-2016	2016-2017	Recent trends?	Comment
Enrollment #	333	287	235	260	Increase	Enrollment increasing due to outreach
# of Sections offered	21	20	20	20	No Change	
# of Online Sections offered	0	0	0	0	No Change	
# of Face-to-Face Sections offered	11	11	11	11	No Change	
# of Sections offered in Lancaster	11	11	11	11	No Change	Most classes require lab access
# of Sections in other locations	0	0	0	0	No Change	
<u># of Certificates awarded</u>	15	6	9	10	No Change	Increasing since 2014-2015
<u># of Degrees awarded</u>	11	6	6	8	No Change	No discernable pattern
Subject Success Rates	71.8	72.3	79.9	81.1	Increase	
Subject Retention Rates	88.0	92.3	94.9	93.8	Increase	
Full-time Load (Full-Time FTEF)	1.03	1.02	1.04	1.04	No Change	
Part-time Load (Part-time FTEF)	0.83	0.63	0.61	0.62	No Change	
PT/FT FTEF Ratio	0.8	0.6	0.6	0.6	No Change	
Other measure						
Indicator	Comments and Trend Analysis					
If applicable, report program/area data showing the quantity of services provided over the past four years (e.g. # of workshops or events offered, ed.plans developed, students served)	The ID program has turned around decreasing enrollment through a series of outreach efforts. Enrollment numbers (number of students served) has started to show an increase beginning in 2016 – 2017. This trend is continuing into the 2017-2018 educational year. In addition to increasing enrollment there has been a marked increase in the number of students requesting honors options for the courses offered. This shows a greater level of engagement by the students with the program material.					
Student success and retention rates by equity groups within discipline	Review and interpret the subject data by race/ethnicity and gender. Identify achievement gaps. List actions that are planned to meet the Institutional Standard of <b>69.1%</b> for student success and to close achievement gaps: Success and retention by gender has been steadily increasing over the previous four year for both male and female students (Males: 52.3% to 75.0%, Females: 72.5% to 82.7%). All races and ethnicities surpass the Institutional standard with African American students making significant gains over the previous two years. Other races and ethnicities tend to fluctuate around the 85% success rate which exceeds the standard. No pattern is evident when evaluating age groups, however the average success rate of all ages is 79.5%, surpassing the Institutional Standard.					



Other trends	Comment on any other important trends you noticed None noted
Analyze and summarize trends in student progression through basic skills courses, if applicable.	Comment on trends and how they affect your program: Not applicable
Career Technical Education (CTE) programs: Review the labor market data on the <a href="#">California Employment Development Department website</a> for jobs related to your discipline.	Comment on the <u>occupational projections</u> for employment in your <u>discipline</u> for the next two years and how the projections affect your planning: Designers are in high demand in the health care industry because of an anticipated increase in facilities that will accommodate the aging population. Demand for Designers is also high in the hospitality industry – hotels, resorts, and restaurants – due to an expected increase in tourism. The program is focused on providing the baseline skills in lighting, CAD, materials and space planning so that student leaving the program have a strong background in the skills and abilities required of entry level designers in this profession.

### Part 3 – Outcome Analysis and Use

Cite examples of using action plans (for SLOs, PLOs, OOs, ILOs) as the basis for resource requests and how the allocation of those resources or other changes resulted in improved outcomes over the past four years.

SLO/PLO/OO	Action Plan	Current Status	Impact of Action
SLO/PLO	2016-2017	Completed	A request for 25 drafting boards was prepared and purchasing completed during the previous fiscal year
SLO/PLO	2014-2015	Ongoing	Maintained 25 seats for Chief Architect software to support ID-240. <b>The program needs purchase the annual software license in order to assure continued access to Chief Architect support. Estimate \$1,500</b>
SLO/PLO	2015-2016	Ongoing	Maintained adequate supplies for the ID lab through a series of outreach efforts and donations from local vendors. <b>The program, along with CT is requesting through Perkins funding the development of a dedicated computer lab to be shared by the two program areas. The current shared space is not adequate for the programs and the lab area is not large enough to efficiently manage the supplies required by the two programs. Estimate, \$200,000</b>
OO	2014-2015	Ongoing	Added and additional adjunct instructor to replace one that left the pool. <b>The Division needs to begin the planning process to replace the full time instructor for the ID program, with the position coming vacant December 2018</b>

**Part 3 Summary.** Briefly describe what changes have been made (or need to be taken) to the program based on findings: Recent purchases and donation have provided students with equipment and software commonly associated with interior design focused businesses. The addition of an adjunct instructor allows the program to maintain its current number of offerings, allowing students the ability to complete certificate and degree programs in a reasonable timeframe.

Please provide any additional comments for Part 3:

## Part 4 - Stakeholder Assessment

Assess how well the program serves the needs of the students, district, and community. Use surveys, interviews or focus groups to obtain feedback from stakeholders (students and/or others who are impacted by your services). Include documented feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement).

Type of feedback	Feedback provided by?	Recommendations/findings	Actions needed/planned/taken based on feedback
Other (Please specify)	Advisory Committee	Increase the use of technology in the courses offered in the program	Continue to support the CAD class and support the development of a computer lab shared with CT for assuring that students are offered the latest technologies related to this profession.
Other (Please specify)	Advisory Committee	Continue the programs focus on space planning for Designers	Since the economy has recovered, the opportunities for Designers in the residential kitchen and bath design field will continue to increase. Possibly develop new curriculum focused exclusively on kitchen and bath design and materials. Integrate existing CAD opportunities into new curriculum

## Part 5 - Goals and Objectives and Evaluation of Previous Plans

5.1. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals.

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
Development and implementation of a computer aided drafting course.	Completed	<b>Students now have access to a CAD based design course. Use of computer drafting software is considered and entry level skill in the profession</b>
Promote enrollment in Basic Skills and ESL courses by Interior Design students in need of improved learning skills to increase program learning outcomes.	Ongoing	<b>This will be a recurring theme as students need to be proficient in speaking, reading and writing in order to succeed in the program and in a professional setting</b>
Increase recruitment into entry level Interior Design courses.	Ongoing	<b>Outreach efforts need to be ongoing in order to keep the program viable. Efforts over the past three years have been successful in turning around a declining enrollment trend and has also increased the number of younger students enrolled in the program</b>
Briefly discuss your progress in achieving those goals: All efforts have been successful, however there is a continuing need to encourage students to develop better baseline English skills and to continue outreach efforts in order to maintain enrollment numbers		

Please describe how resources provided in support of previous program review contributed to improvements in SLO, PLO, and/or OO findings or other program improvements: The purchasing of the annual software license is critical to continuing to support the Computer Aided Drafting course. Recruitment efforts have focused on events hosted by AVC and has had increasing participation by adjunct instructors assigned to the program. Maintaining strong Speech and basic English skills course at the college will allow students the opportunity to develop skills in these areas.

## 5.2. 2019-2023 Planning

Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2019-2020. Discipline/area goals must be guided by **district Strategic Goals** in the Educational Master Plan (EMP), p.90. They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or Outcomes	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
1	Develop a shared computer lab with the CT program to increase the use of technology as it relates to the Interior Design profession	*2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services 5.Align instructional programs to the skills identified by the labor market	Use Perkins grant funding to develop and fund a plan to create a shared computer lab for ID and CT programs. Lab will include a minimum of 20 seats with video equipment to facilitate instruction and a minimum of 1 large format printer and one 3D printer. Provide support for annual license of Chief Architect software and possible addition of Chief Architect Home Designer to support ID220 and ID260. Estimated cost \$200,000	Yes
2	Develop expanded lab storage areas within the existing APL 106 classroom complex to safely house and display available materials associated with the support of all ID courses.	*3. Focus on utilizing proven instructional strategies that will foster transferable intellectual skills - Other Reasons 5.Align instructional programs to the skills identified by the labor market	Other reason – Health and Safety. The current lab storage area and configuration is severely limited. Access to a variety of materials is a necessary element of the ID program in order to provide experiential learning opportunities for the students. Currently available lab materials exceed the capacity and organizational structure of the lab area. Improvement to the lab area will require structural modifications to the facility and purchasing of racking and storage units. Existing space, if reconfigured could meet the needs for the development of a safe and efficient lab area adjacent to the classroom. Estimated cost \$7,500	Yes
3	Begin planning process for the recruitment for replacement of current full-time faculty	1. Commitment to strengthen Institutional Effectiveness measures and	Current full time faculty will retire in December 2018. The Division in conjunction with Human Resources should begin the planning process to fill this position in order that the existing level of service is provided students and that	Yes

			disruption of to the educational advancement of students is minimized	
4		*2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services	Purchase on an annual basis a 25 seat software license for Chief Architect to support the ID240 course	Yes

**\*\*Action plan verbs: *expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.***

### Part 6. Resource Needs

Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from Part 5.2 guide this need.**

Indicate which Goal(s) guide this need	Type of Request (Personnel <sup>1</sup> , Technology <sup>2</sup> , Physical <sup>3</sup> , Professional development <sup>4</sup> , Other <sup>5</sup> )	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?	Contact's name
1	Physical	New	Develop shared computer lab with the CT program	\$200,000	One-time	Leslie Baker/Melissa Romero
2	Physical	New	Remodel existing APPL 116 classroom area to support the ID lab and materials	\$7,500	One-time	Leslie Baker
3	Personnel	New	Recruit and fill full time faculty for ID program beginning December 2018	N/A	One-time	Dept Chair/HR
4	Technology	Repeat	Secure 25 seat license for Chief Architect software	\$1,500	Recurring	IT/Procurement

<sup>1</sup>List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.

<sup>2</sup>List needed technology resources in priority order.

<sup>3</sup>In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.

<sup>4</sup>List needed professional development resources in priority order. This request will be reviewed by the professional development committee.

<sup>5</sup>List any other needed resources in priority order.

### Part 7. Comments

Please rate the level of your agreement with the following statements regarding the program review process:	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
▪ This year's program review was valuable in planning for the continued improvement of my program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Analysis of the program review data was useful in assessing my	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

program's outcomes and current status

Comments:



## 2017-2018 Instructional Program Comprehensive Program Review Self-Study Report

Division/Area Name: Social Science/Political Science	For Years: 2017-2018
Name of person leading this review: John Vento	
Names of all participants in this review: Dr. Nancy Bednar, Dr. Ellen Coleman, Dr. Don Ranish, Steven Jaworowski, Samuel John, Derek Carver, Amaka Donn, Larry Ramirez	
Number of Degrees offered: 31 since 2015	Number of Certificates offered:
Number of Full-time Faculty : 2	Number of Part-time Faculty: 7

### Part 1. Program Overview

<p>1.13. Briefly describe how the program contributes to the district <u>mission</u>:          The political science department offers several quality and comprehensive classes to a diverse student population that enhances their opportunities to transfer to 4 year colleges.</p>	
<p>1.14. State briefly program highlights and accomplishments:</p> <ul style="list-style-type: none"> <li>• In the last four years, the success rate and retention rate for political science courses exceed the institutional rate.</li> <li>• Since 2015, 31 students have earned AA-T degrees in political science.</li> <li>• In previous years, specialty classes such as PS103, 200, 201, 202 and 203 were only taught during the day and once per school year (fall and spring). In fall 2017, we offer specialty classes in the evening and in both fall and spring semesters.</li> <li>• Course offerings have increased from 58 to 63 per semester</li> <li>• More sections of Political Science 101 are offered at Palmdale than in previous years.</li> </ul>	
<p>1.3. Check each Institutional Learning Outcome (ILO) supported by the program.</p>	
<input checked="" type="checkbox"/> <b>Communication</b>	<input checked="" type="checkbox"/> Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. <input type="checkbox"/> Demonstrates listening and speaking skills that result in focused and coherent communications
<input checked="" type="checkbox"/> <b>Creative, Critical, and Analytical Thinking</b>	<input checked="" type="checkbox"/> Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. <input type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
<input checked="" type="checkbox"/> <b>Community/Global Consciousness</b>	<input checked="" type="checkbox"/> Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well being of society and the environment. <input type="checkbox"/> Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
<input checked="" type="checkbox"/> <b>Career and Specialized</b>	<input checked="" type="checkbox"/> Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal

Knowledge	enrichment.
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**Part 2. Data Analysis and Use**

All divisions will complete this part. Within academic divisions, data analysis should be completed by each discipline. Please review the subject level data and comment on trends (more [data](#) is available on the Program Review [web page](#)):

**Discipline:**

Indicator	2013-2014	2014-2015	2015-2016	2016-2017	Recent trends?	Comment
Enrollment #	2,628	2,432	2,382	2,468	No Change	No significant change
# of Sections offered	59	58	55	63	Increase	
# of Online Sections offered	7	9	9	11	Increase	
# of Face-to-Face Sections offered	52	49	46	52		
# of Sections offered in Lancaster	41	41	38	40		
# of Sections in other locations	18	17	17	21	Increase	
<u># of Certificates awarded</u>						
<u># of Degrees awarded</u>	0	9	13	9		
Subject Success Rates	73.9	73.7	74.1	75.8	Increase	
Subject Retention Rates	86.9	87.1	87.8	88.9	Increase	
Full-time Load (Full-Time FTEF)	2.10	2	2.1	2.1	No Change	
Part-time Load (Part-time FTEF)	4.01	3.4	3.2	3.67		
PT/FT FTEF Ratio	1.91	1.7	1.5	1.75	Decrease	
Other measure						
Indicator	Comments and Trend Analysis					
If applicable, report program/area data showing the quantity of services provided over the past four years (e.g. # of workshops or events offered, ed.plans developed, students served)						
Student success and retention rates by equity groups within discipline	<p>Review and interpret the subject data by race/ethnicity and gender. Identify achievement gaps. List actions that are planned to meet the Institutional Standard of <b>69.1%</b> for student success and to close achievement gaps:</p> <ul style="list-style-type: none"> <li>• During the last 4 years, the average success rate and retention rate for female and male students are as following <ul style="list-style-type: none"> <li>○ Females <b>75.7/87.9</b></li> <li>○ Males <b>72.5/87.3</b></li> </ul> </li> </ul>					

	<ul style="list-style-type: none"> <li>• For African Americans, the success rate has increased from 59.8% in 2014 to 66.8% in 2017. It is important to mention that the retention rate for African American students has increased from 78.4% in 2014 to 86.2 in 2017.</li> <li>• There is no data for Pacific Islander students even though system show this student population with success rate of 66.1% and a retention rate of 78%</li> <li>• All other student populations are exceeding student success standard</li> </ul> <p>The political science faculty recognizes that the success rate African Americans is below institutional rate (66.8/69.1). In the past 4 years, this rate has increased from 59.6 to 66.8. We will continue to have a common SLO assessment and a common text book used by all faculty members. Each year, we re-evaluate the SLO assessment to ensure relevancy and currency. Finally, we monitor the cost of the book to ensure that affordability. In the next year, we agree to the following</p> <ul style="list-style-type: none"> <li>• Advocate for all Political Science faculty to have more tutors for their sections</li> <li>• Promote the services of the learning center such as study skills workshops to all students.</li> <li>• Monitor the book price</li> <li>• Refer low performing students to Early Alert (Learning Center)</li> </ul>
Other trends	Comment on any other important trends you noticed
Analyze and summarize trends in student progression through basic skills courses, if applicable.	Comment on trends and how they affect your program:
Career Technical Education (CTE) programs: Review the labor market data on the <a href="#">California Employment Development Department website</a> for jobs related to your discipline.	Comment on the <a href="#">occupational projections</a> for employment in your <a href="#">discipline</a> for the next two years and how the projections affect your planning:

### Part 3 – Outcome Analysis and Use

Cite examples of using action plans (for SLOs, PLOs, OOs, ILOs) as the basis for resource requests and how the allocation of those resources or other changes resulted in improved outcomes over the past four years.

SLO/PLO/OO	Action Plan	Current Status	Impact of Action



**Part 3 Summary.** Briefly describe what changes have been made (or need to be taken) to the program based on findings:  
 The Political Science uses SLOs to evaluate all courses; however, we have not used outcome action plans for specific resource requests. It is important to note the need for more faculty hires; more specifically, Dr. Bednar will retire in spring 2019 and the discipline will need to hire a full-time faculty to replace her.

Please provide any additional comments for Part 3:

**Part 4 - Stakeholder Assessment**

Assess how well the program serves the needs of the students, district, and community. Use surveys, interviews or focus groups to obtain feedback from stakeholders (students and/or others who are impacted by your services). Include documented feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement).

Type of feedback	Feedback provided by?	Recommendations/findings	Actions needed/planned/taken based on feedback
Survey	Informal Students and faculty survey	Student were generally pleased with the instructors and class offerings	

**Part 5 - Goals and Objectives and Evaluation of Previous Plans**

5.1. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals.

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
<b>Create approval of political science transfer degreee</b>	Completed	<b>Since 2015, 31 students have earned an AA-T degree in</b>
<b>Provide better quality education to students</b>	Ongoing	<b>Hire another faculty member to teach specialized political science courses such as Political Science 120 Model United Nations.</b>

Briefly discuss your progress in achieving those goals:

Please describe how resources provided in support of previous program review contributed to improvements in SLO, PLO, and/or OO findings or other program improvements:

## 5.2. 2019-2023 Planning

Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2019-2020. Discipline/area goals must be guided by **district Strategic Goals** in the Educational Master Plan (EMP), p.90. They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or Outcomes	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
1	<b>Provide better quality education to students</b>	1. Commitment to strengthen Institutional Effectiveness measures and	Dr. Nancy Bednar is retiring in spring 2019. Set up hiring committee.	Yes
2	Enhance the learning environment in the Performing Arts Theatre (PAT)	*3. Focus on utilizing proven instructional strategies that will foster transferable intellectual skills	Order arm tables for PAT seats. Hire aides to help assist large lectures with attendance and course assignments.  Courses such as, Political Science 101, will be taught in the Performing Art Theatre (PAT). Personnel resources are needed to help facilitate large lectures. Additionally, the chairs in PAT do NOT HAVE moveable arm tables for the students to take notes or exams. It is important that students and faculty have the proper resources to be successful in this learning environment.	Yes
3	Provide a better quality learning experience within Political Science Courses.	*4. Advance more students to college-level coursework.	Expand student tutor program so that each specialty class (PS 103, 200, 201, 202 and 203 )has an “embedded tutor”	Yes
4	Increase student success rate in political science classes	*4. Advance more students to college-level coursework.	Conduct English 101 pre-requisite study for Political Science 103, 200, 201, 202 and 203	Yes
5	Enhance student learning outcomes	*2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services	Incentivize instructors with stipends to attend various workshops and conferences.	Yes

**\*\*Action plan verbs: expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.**

## Part 6. Resource Needs

Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from Part 5.2 guide this need.**

Indicate which Goal(s) guide this need	Type of Request (Personnel <sup>1</sup> , Technology <sup>2</sup> , Physical <sup>3</sup> , Professional development <sup>4</sup> , Other <sup>5</sup> )	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?	Contact's name
1	Personnel	New	Hire a full-time faculty member in spring 2019. Dr. Bednar will retire in spring 2019; -a hiring committee is needed	unknown	One-time	
2	Personnel	New	Hire aides to help facilitate classes in PAT	Unknown	Recurring	
2	Physical	New	Install arm tables in PAT so students can take notes and exams.	Unknown	One-time	
3	Personnel	Repeat	Imbedded tutors in PS 101 classes	Unknown	Recurring	
4	Technology	Repeat	Submit study request	none	One-time	
5	Professional Development	Repeat	Incentivize instructors with stipends to attend workshop	unknown	Recurring	

<sup>1</sup>List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.

<sup>2</sup>List needed technology resources in priority order.

<sup>3</sup>In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.

<sup>4</sup>List needed professional development resources in priority order. This request will be reviewed by the professional development committee.

<sup>5</sup>List any other needed resources in priority order.

## Part 7. Comments

Please rate the level of your agreement with the following statements regarding the program review process:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
▪ This year's program review was valuable in planning for the continued improvement of my program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Analysis of the program review data was useful in assessing my program's outcomes and current status	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: I appreciate the time and effort the program review committee put in to simplify this review.



## 2017-2018 Instructional Program Comprehensive Program Review Self-Study Report

Division/Area Name: Psychology		For Years: 2019-2023
Name of person leading this review: Fredy Aviles		
Names of all participants in this review: Fredy Aviles, Irit Gat		
Number of Degrees offered: 1	Number of Certificates offered: 0	
Number of Full-time Faculty : 2	Number of Part-time Faculty: 16	

### Part 1. Program Overview

<p>Briefly describe how the program contributes to the district <u>mission</u>: 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.</p> <p>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.</p>	
<p>1.15. <u>State briefly program highlights and accomplishments</u>: The program has improved over the last several years. We now offer a transfer degree in psychology and have awarded 90 transfer degrees in psychology since its establishment in 2014-2015. We have awarded an increasing number of degrees every year. The psychology department created a research methods course that is needed for the degree in 2014. The department now has its own webpage that includes program and faculty information. The psychology department is increasingly offering courses that make use of an OER textbook rather than a traditional textbook in order to save students money.</p> <p>1.16. We are in the first part of developing curriculum (11 new courses) for our newly approved Drug and Alcohol Certificate Program. The first advisory board meeting was held this past February 2018</p>	
<p>1.3. Check each <u>Institutional Learning Outcome (ILO)</u> supported by the program.</p>	
<input checked="" type="checkbox"/> <b>Communication</b>	<input checked="" type="checkbox"/> Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. <input checked="" type="checkbox"/> Demonstrates listening and speaking skills that result in focused and coherent communications
<input checked="" type="checkbox"/> <b>Creative, Critical, and Analytical Thinking</b>	<input checked="" type="checkbox"/> Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. <input checked="" type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
<input checked="" type="checkbox"/> <b>Community/Global Consciousness</b>	<input checked="" type="checkbox"/> Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well being of society and the environment.

	<input checked="" type="checkbox"/> Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
<input checked="" type="checkbox"/> <b>Career and Specialized Knowledge</b>	<input checked="" type="checkbox"/> Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

## Part 2. Data Analysis and Use

All divisions will complete this part. Within academic divisions, data analysis should be completed by each discipline. Please review the subject level data and comment on trends (more [data](#) is available on the Program Review [web page](#)):

Discipline:

Indicator	2013-2014	2014-2015	2015-2016	2016-2017	Recent trends?	Comment
Enrollment #	3440	3368	3460	3387	No Change	Up and down in alternate years
# of Sections offered	75	73	78	82	Increase	Increasing slowly
# of Online Sections offered	11	10	10	10	No Change	steady
# of Face-to-Face Sections offered	64	63	68	72	Increase	Increasing slowly
# of Sections offered in Lancaster	51	50	58	62	Increase	Increasing slowly
# of Sections in other locations	24	22	20	20	Decrease	Decreasing slightly
<u># of Certificates awarded</u>	0	0	0	0	No Change	steady
<u># of Degrees awarded</u>	0	1	42	47	Increase	Increasing rapidly
Subject Success Rates	61.7	60.1	67.1	67.2	Increase	Increase recently
Subject Retention Rates	87.2	86.5	87.8	88.3	Increase	Increasing slightly
Full-time Load (Full-Time FTEF)	1.4	1.08	1.20	0.90	Decrease	Decreasing slightly
Part-time Load (Part-time FTEF)	7.1	6.43	7.23	7.17	Increase	Increasing slightly
PT/FT FTEF Ratio	5.07	5.95	6.03	7.97	Increase	increasing
Other measure						

Indicator	Comments and Trend Analysis
If applicable, report program/area data showing the quantity of services provided over the past four years (e.g. # of workshops or events offered, ed.plans developed, students served)	Our student enrollment has been increasing in alternate years (see table above) and we are offering an increasing number of sections (75 in 2013-2014 and 82 in 2016-2017). We are also now awarding an increasing number of degrees (1 in 2014-2015, 42 in 2015-2016, and 47 in 2016-2017). Success and retention rates have increased over the last 4 years. Unfortunately, the PT/FT ratio has been increasing every year (5.07 in 2013-2014 and 7.97 in 2016-2017) indicating that a greater proportion of courses are being taught by part-time faculty every year.
Student success and retention rates by equity groups within discipline	Review and interpret the subject data by race/ethnicity and gender. Identify achievement gaps. List actions that are planned to meet the Institutional Standard of <b>69.1%</b> for student success and to close achievement gaps: By race/ethnicity: trends for the 2016-2017 academic year continue to show that success rates for African Americans continue to lag those of others significantly (low 52.4% for African Americans, 67.9% for Latinos, 76.9% for Whites,

	<p>78.7% for Asians). Rates for Blacks and Latinos are thus below the standard (only slightly for Latinos). Retention rates do not differ much by race/ethnicity (mid 80s for African Americans, high 80s for Latinos and Whites, to low 90s for Asians).</p> <p>By gender: Success rates are slightly higher for females (high 60s) than males (mid 60s). Both males and females fall below the standard (females only slightly). Retention rates do not differ much by gender and are all in the high 80s range.</p>
Other trends	Comment on any other important trends you noticed
Analyze and summarize trends in student progression through basic skills courses, if applicable.	Comment on trends and how they affect your program:
Career Technical Education (CTE) programs: Review the labor market data on the <a href="#">California Employment Development Department</a> website for jobs related to your discipline.	Comment on the <u>occupational projections</u> for employment in your <u>discipline</u> for the next two years and how the projections affect your planning:

### Part 3 – Outcome Analysis and Use

Cite examples of using action plans (for SLOs, PLOs, OOs, ILOs) as the basis for resource requests and how the allocation of those resources or other changes resulted in improved outcomes over the past four years.

SLO/PLO/OO	Action Plan	Current Status	Impact of Action

**Part 3 Summary.** Briefly describe what changes have been made (or need to be taken) to the program based on findings: None as of yet since we need more resources (addition of full-time faculty) which has yet to be made.

Please provide any additional comments for Part 3: **Though we have made requests based on SLO/PLO data and action plans, none have been granted.**

### Part 4 - Stakeholder Assessment

Assess how well the program serves the needs of the students, district, and community. Use surveys, interviews or focus groups to obtain feedback from stakeholders (students and/or others who are impacted by your services). Include documented feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement).

Type of feedback	Feedback provided by?	Recommendations/findings	Actions needed/planned/taken based on feedback
Survey	Community agencies, students, faculty	There is a need for a Drug and Alcohol Certificate Program as there is a high need for D&A counselors in the community and no program in this area.	We were granted permission to begin a D&A Certificate and are in the beginning phase of planning new curriculum and CAADE Accreditation.

### Part 5 - Goals and Objectives and Evaluation of Previous Plans

5.1. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals.

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
Complete approval of Psychology Transfer degree	Completed	90 students have now earned the Psychology Transfer degree.
Develop new psychology research methods for the psychology transfer degree.	Completed	Many students have now taken the course and several have received the PSY AA-T degree for which this is a capstone course.
Increase number of PSY AA-T degrees granted.	Ongoing	One degree was granted in 2014-2015. Forty seven were granted in 2016-2017.
Briefly discuss your progress in achieving those goals: We have completed most goal and are progressing on others.		
Please describe how resources provided in support of previous program review contributed to improvements in SLO, PLO, and/or OO findings or other program improvements: No additional resources have been received.		

### 5.2. 2019-2023 Planning

Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2019-2020. Discipline/area goals must be guided by **district Strategic Goals** in the Educational Master Plan (EMP), p.90. They **must be supported by**

**an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or Outcomes	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
1.	Create Z AA-T degree for psychology (transfer degree in PSY with no textbook cost to students).	*2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services	Increase # of PSY courses that use OER or zero cost textbooks.	Yes
2.	Increase number of PSY AA-T degrees granted.	*2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services	Insure students know path to PSY AA-T degree.	Yes
3.	Increase success rates on SLO and PLO #1 and update curriculum as well as close the equity gaps especially for African American students.	*2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services	Hire 2 more PSY Full-time faculty and add embedded tutoring to PSY 101 classes. Hire more full time faculty to mentor/work with adjuncts to focus on closing the equity gaps.	Yes
4.	Continue planning Drug and Alcohol Certificate Program.	5.Align instructional programs to the skills identified by the labor market	Continue to develop curriculum and apply for CAADE accreditation.	Yes
5.	Increase efficiency of adjuncts and classroom space for Psychology 101.	*2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services *4. Advance more students to college-level coursework.	Combine several PSY 101 sections into one to be taught in the Theater Arts Building.	Yes

**\*\*Action plan verbs: expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.**

### Part 6. Resource Needs

Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from Part 5.2 guide this need.**

Indicate which Goal(s) guide this need	Type of Request (Personnel <sup>1</sup> , Technology <sup>2</sup> , Physical <sup>3</sup> , Professional development <sup>4</sup> , Other <sup>5</sup> )	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?	Contact's name
1, 2, 3	Personnel	Repeat	Hire 2 new full time faculty	\$110000	Recurring	Irit gat
4	Personnel	New	Continued release time for Project director and funding for future marketing of the new D&A certificate. Hiring new adjuncts for new courses	\$100000	Recurring	Irit Gat



5	Physical	New	Permission to teach PSY 101 in the Theater Bldg	unsure	Recurring	Irit Gat

<sup>1</sup>List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.

<sup>2</sup>List needed technology resources in priority order.

<sup>3</sup>In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.

<sup>4</sup>List needed professional development resources in priority order. This request will be reviewed by the professional development committee.

<sup>5</sup>List any other needed resources in priority order.

### Part 7. Comments

Please rate the level of your agreement with the following statements regarding the program review process:	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
<ul style="list-style-type: none"> <li>This year's program review was valuable in planning for the continued improvement of my program</li> </ul>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>Analysis of the program review data was useful in assessing my program's outcomes and current status</li> </ul>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					



## 2017-2018 Instructional Program Comprehensive Program Review Self-Study Report

Division/Area Name: Social & Behavioral Sciences/Sociology		For Years: 2019-2023
Name of person leading this review: Dr. Ronald C. Chapman		
Names of all participants in this review: Dr. Carina Giorgi; Dr. Ronald C. Chapman		
Number of Degrees offered: 1 (AA-T, Sociology)	Number of Certificates offered: N/A	
Number of Full-time Faculty: 2	Number of Part-time Faculty: 12	

### Part 1. Program Overview

1.17. Briefly describe how the program contributes to the district mission:

The Antelope Valley Community College (AVC) mission statement confirms that AVC is a public institution of higher education and that it provides a quality and comprehensive education to a diverse population of learners. This mission statement commits its employees and faculty to student success, value and opportunity.

Integral to the satisfaction of this mission a variety of Associate Degree programs are offered, as well as the transfer of general education courses in the social and behavioral sciences, workforce preparation, personal enrichment and professional development.

More specifically, the sociology program at AVC concerns the study of systems of social action and their interrelations. Courses include ethnic relations, aging issues, marriage and family life, and American social issues. The program is focused on the study of systems of social action and their interrelations. These systems of action include, in increasing order of size and complexity: single social acts, social relationships, organizations, institutions, communities and societies.

With respect to preparing students for transfer in partial completion of the undergraduate degree in sociology, the Associate in Arts in Sociology for transfer program (AA-T in Sociology) includes a variety of courses, and utilizes a number of teaching methods, including those which emphasize student participation through group and individual activity. The AA-T in Sociology ensures that students have a pathway to transfer into the California State University (CSU) system to complete a baccalaureate degree in the Sociology major.

With respect to general education and personal development, the AA-T in Sociology offers students a fundamental understanding of related and sub-fields, including social research methods, demographics, criminology, ethnic relations, family relations, the study of social problems, and the impact of drug policy on society. Additionally, students inevitably gain knowledge through the application of the sociological perspective to their personal lives and contemporary social issues.

The high quality of a students' experience at AVC is partially assured by the fact that the AA-T in Sociology degree 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 do not exclude admittance to other colleges or universities.

1.2 State briefly program highlights and accomplishments:  
Of the eight courses in the discipline, six have been updated through revision of their course outlines of record (COR) within the last two years. Updates are needed for SOC 116, Sociology of Gender and Sexuality, and SOC 111, Issues and Concepts in Aging. Additionally, instructors have requested the removal of SOC 101 prerequisite for SOC 116. Program Revisions to the AA-T in sociology should include formal addition of SOC 120, Drugs, Society, and Human Behavior to the list of approved electives, not that that course has been articulated with the California State University.

Additional accomplishments of an ongoing nature include faculty support of (1) Sociology Club; (2) Social and Behavioral Sciences Fund; (3) End-of-Semester Adjunct Faculty Pizza Dinner; (4) Sponsorship of Inspiring Public Speakers; (5) Participation in Community Advisory Committees; (6) Participation in EEO Advisory Committee; (7) Participation in Social & Behavioral Sciences Division Meetings; (8) Participation in the Development of Faculty Professional Development Events; (9) Collection and Analysis of Discipline Student Learning Objectives, Participation in Hiring Committees and Tenure Review Committees and Adjunct Evaluations; (10) revision and creation of Course Outlines of Record.

1.3. Check each Institutional Learning Outcome (ILO) supported by the program.

<input checked="" type="checkbox"/> <b>Communication</b>	<input checked="" type="checkbox"/> Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. <input checked="" type="checkbox"/> Demonstrates listening and speaking skills that result in focused and coherent communications
<input checked="" type="checkbox"/> <b>Creative, Critical, and Analytical Thinking</b>	<input checked="" type="checkbox"/> Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. <input checked="" type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
<input checked="" type="checkbox"/> <b>Community/Global Consciousness</b>	<input checked="" type="checkbox"/> Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well being of society and the environment. <input checked="" type="checkbox"/> Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
<input checked="" type="checkbox"/> <b>Career and Specialized Knowledge</b>	<input checked="" type="checkbox"/> Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

## Part 2. Data Analysis and Use

All divisions will complete this part. Within academic divisions, data analysis should be completed by each discipline. Please review the subject level data and comment on trends (more [data](#) is available on the Program Review [web page](#)):

Discipline: Sociology

Indicator	2013-2014	2014-2015	2015-2016	2016-2017	Recent trends?	Comment
Enrollment #	2329	2332	2267	2207	Decrease	Mean 2283.75/Total - 9135
# of Sections offered	65	67	67	74	Increase	Mean 68.25/Total 273
# of Online Sections offered	9	9	8	15	Increase	Mean 10.25/Total 41

# of Face-to-Face Sections offered	56	57	59	59	Increase	
# of Sections offered in Lancaster	49	51	52	53	Increase	
# of Sections in other locations	16	16	15	21	Increase	
# of Certificates awarded	n/a	n/a	n/a	n/a	No Change	
# of Degrees awarded	n/a	5	18	45	Increase	AA-T in Sociology approved 8/1/13
Subject Success Rates	67.7	66.2	66.9	75.1	Increase	Mean 69/Total 276
Subject Retention Rates	86.8	86.6	87.3	89.2	Increase	Mean 87.25/Total 349
Full-time Load (Full-Time FTEF)	2	1	1	1	No Change	Additional hire in 2017
Part-time Load (Part-time FTEF)	3.87	4.86	5.51	5.43	Increase	
PT/FT FTEF Ratio	1.7	4.9	5.7	5.8	Increase	
Other measure						
Indicator	Comments and Trend Analysis					
If applicable, report program/area data showing the quantity of services provided over the past four years (e.g. # of workshops or events offered, ed. plans developed, students served)	The sociology department has served, on average, of 2284 students per year (regular semesters) over the period from 2013 through 2017. Over these last four years the sociology department has served a total of 9135 students in 273 sections of sociology. This trend reveals a decrease in enrollment of -0.03 and an increase in sections offered of 0.08. While sections offered in both Lancaster and Palmdale have remained stable (slight increases in each) the number of online sections has increased 32 percent from the four-year average of 10.25 sections.					
Student success and retention rates by equity groups within discipline	Review and interpret the subject data by race/ethnicity and gender. Identify achievement gaps. List actions that are planned to meet the Institutional Standard of <b>69.1%</b> for student success and to close achievement gaps: <b>Disproportional Impact.</b> Does teaching in the sociology department disproportionately adversely impact minority student subgroups? One interpretation is that it does, especially with respect to African Americans (AA) and males. The average success rate of AA sociology students has been as poor as -16.3 percentage points compared to the annual success rate for students in all academic subjects (2012-2013). This gap has narrowed over the previous five years to 64.9 percent (PPG -5.8%) in 2016-2017. However, this means that, on average, 60 additional successful-students would be needed each year to close this achievement gap. The average success rate of Hispanic students has remained relatively stable and in the last year their success rate has exceeded all AVC students by 6.2 percent (2016-2017). The gender gap is greatest for males, although it has improved lately (-0.2% in 2016-2017). Research suggests that closing the achievement gap is a matter of inclusion and remediation. Both prongs of this solution are actively pursued at Antelope Valley College, and recent declines in the percent point gaps is evidence of this commitment.					
Other trends	Comment on any other important trends you noticed: There is a suspected causal relationship between the number of online courses in this discipline and the improvement in the retention and success rates. Although comparison over four years is insufficient for any conclusion (four data points for each variable) the association is intriguing, suggesting improvements in success may not be independent of increased availability of online courses.  Correlation: Pearson (R) Coefficients					

	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Coeff Cases p &lt;</th> <th colspan="2" style="text-align: center;">Correlation Matrix</th> </tr> <tr> <th></th> <th style="text-align: center;">V1</th> <th style="text-align: center;">V2</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">V1</td> <td style="text-align: center;">1.000 4</td> <td style="text-align: center;">0.969 4</td> </tr> <tr> <td></td> <td style="text-align: center;">1.000</td> <td style="text-align: center;">0.031</td> </tr> <tr> <td style="text-align: center;">V2</td> <td style="text-align: center;">0.969 4</td> <td style="text-align: center;">1.000 4</td> </tr> <tr> <td></td> <td style="text-align: center;">0.031</td> <td style="text-align: center;">1.000</td> </tr> </tbody> </table> <p style="text-align: center;">2-tailed significance tests</p>	Coeff Cases p <	Correlation Matrix			V1	V2	V1	1.000 4	0.969 4		1.000	0.031	V2	0.969 4	1.000 4		0.031	1.000
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	1.000	0.031																	
V2	0.969 4	1.000 4																	
	0.031	1.000																	
<p>Analyze and summarize trends in student progression through basic skills courses, if applicable.</p>	<p>Comment on trends and how they affect your program: Not applicable.</p>																		
<p>Career Technical Education (CTE) programs: Review the labor market data on the <a href="#">California Employment Development Department</a> website for jobs related to your discipline.</p>	<p>Comment on the <u>occupational projections</u> for employment in your <u>discipline</u> for the next two years and how the projections affect your planning:</p> <p><b>Job Outlook</b> -- The California Employment Development Department (EDD) links sociology program students with the following occupations: managers, and postsecondary sociology teachers. In California there were 100,500 manager positions linked to sociology programs, and 1,100 sociology teacher positions linked to the similar programs in 2014. Projections for the period between 2014 to 2024 are for an average of 3,530 job openings per year for managers and 40 openings per year for sociology teachers. † 3,570 annual job openings, programs like the AA-T in Sociology at Antelope Valley College will provide crucial training. or these 3,570 annual job openings, programs like the AA-T in Sociology at Antelope Valley College will provide crucial training.</p> <p>It is noted that the course catalogue currently suggests the following career opportunities for those with a background in sociology: Administrator; Civil Service Worker; Community College Instructor; Criminologist; Employment Counselor; Human Resources; Interviewer/Researcher; Outreach Worker; Personnel Analyst; Personnel Management Specialist; Probation Officer; Public Opinion Analyst; Public Relations Consultant; Research Director; Recreation Specialist; Social Services Director; Social Worker; Urban Planner (Most of these careers require education beyond the two-year college level.)</p> <p>† Data linkages are for both the Classification of Instructional Programs -- TOP code (220800) and the Taxonomy of Programs Titles -- CIP code (451101), data retrieved on 3/9/2018, <a href="http://www.labormarketinfo.edd.ca.gov/commcolleges/Projections.asp">http://www.labormarketinfo.edd.ca.gov/commcolleges/Projections.asp</a> .</p>																		

### Part 3 – Outcome Analysis and Use

Cite examples of using action plans (for SLOs, PLOs, OOs, ILOs) as the basis for resource requests and how the allocation of those resources or other changes resulted in improved outcomes over the past four years.

SLO/PLO/OO	Action Plan	Current Status	Impact of Action
<b>SLO-101-1,2,3</b>	<b>Hire two additional full-time sociology instructors</b>	Completed	<b>Additional faculty requested and request granted (one position). Dr. Carina Giorgi was hired in August 2017 and is in her first year of tenure review. The impact of this action is a matter of future assessment.</b>

**Part 3 Summary. Program Learning Outcomes**

Program learning outcomes (PLO) are intended to measure changes in student understanding of crucial sociological concepts and perspectives, including overall facility in writing college-level term papers and research assignments, reading comprehension at the college level and familiarity with norms of performance, and ethical behavior and high-quality academic performance. These outcomes, measured in 2016 and 2017, form a baseline for program expectation entering the review period from 2019-2023. As has been the practice for last three to five years, individual course student learning outcomes (SLO) -- up to four for each course -- form the basis of measurements of program learning outcomes. Consequently, program learning outcomes constitute and index of these specific course outcomes. In turn, program learning outcomes are reflective of institutional goals, explicitly stated as institutional learning outcomes (ILO) of communication; creative, critical, and analytical training; community and global consciousness; and training for jobs requiring specialized knowledge and career.

**Associate in Arts in Sociology for Transfer:**

**1. Define sociology, social structure, social stratification, race, ethnicity, gender, globalization, socialization, ethnocentrism, relativism, racism, sexism, and ageism.** This consists of the combined measure of SOC 115, Marriage and Family Life, SOC 105, The Mexican American in Contemporary Society, and SOC 111, Issues and Concepts in Aging. The 2016 the percentage of students who passed this PLO was **76 percent**.

**2. Discuss and identify the social maintenance functions and dysfunctions of social inequality, global stratification, boundary maintenance systems, and the social construction of identify and group solidarity:** This consists of the combined measure of SOC 112, American Social Issues: Problems and Challenges, SOC 110, Ethnic Relations, SOC 115, and SOC I20, Drugs, Society, and Human Behavior. The 2016 percentage of students who passed this PLO was **85 percent**.

**3. Compare and contrast the major theoretical perspectives of sociology and identify the unique features of sociological analysis.** This consists of the measurement of SLO-3 for SOC 101, Introduction to Sociology. The 2016 percentage of students who passed this PLO was **74 percent**.

**4. Interpret sociological research of both qualitative and quantitative empirical studies and demonstrate familiarity with the variety of sociological research methods and designs.** This consists of SLO-1 for SOC 200, Research Methods for the Social Sciences. The 2015 percentage of students who passed this PLO was **62 percent**.

Please provide any additional comments for Part 3: Briefly describe what changes have been made (or need to be taken) to the program based on findings: We

are in need of additional computer program licenses to enable student to develop competency with data analysis and statistical tools. Program Learning Outcomes for SOC 200, Research Methods for the Social Sciences have been falling below achievement goals.

#### Part 4 - Stakeholder Assessment

Assess how well the program serves the needs of the students, district, and community. Use surveys, interviews or focus groups to obtain feedback from stakeholders (students and/or others who are impacted by your services). Include documented feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement).

Type of feedback	Feedback provided by?	Recommendations/findings	Actions needed/planned/taken based on feedback
Survey	AVC- RTS, Faculty	There is a need for additional computer program licensing in order to ensure goal retention and successful completion of SOC 200.	<u>Action needed</u> : approval and implementation of SPSS software program.

#### Part 5 - Goals and Objectives and Evaluation of Previous Plans

5.1. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals.

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
<b>SOC 200: Research Methods</b>	Completed	<b>This was reported approved in the 2015-2016 updated program review. The course is active and recently updated.</b>
<b>Rational rotation of courses</b>	Ongoing	<b>Preference sheets are the major means of identifying interest in teaching specific classes. Multiple faculty members have been identified for SOC 120; SOC 116, SOC 115, SOC 200.</b>
<b>Standardized assessment measures</b>	Completed	<b>Currently there are standard assessments for each SLO for all active courses.</b>
Briefly discuss your progress in achieving those goals: Overall, the SOC AA-T has benefitted from the improvements of SLO and/or PLO findings – as the program has seen a <i>distinct increase</i> in SOC AA-T awarded degrees – from 5 awarded degrees in 2014-2015, 18 awarded degrees in 2015-2016, and 45 awarded degrees in 2016-2017.		
Please describe how resources provided in support of previous program review contributed to improvements in SLO, PLO, and/or OO findings or other program improvements: Increasing general instructional support has led to the foundational implementation of SLOs/PLOs – leading to stronger student retention/success rates.		

## 5.2. 2019-2023 Planning

Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2019-2020. Discipline/area goals must be guided by **district Strategic Goals** in the Educational Master Plan (EMP), p.90. They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or Outcomes	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
1.	Create a SOC AA-T degree with limited and/or zero textbook cost to student.	*2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services	Increase the number of SOC courses that use OER or zero cost textbooks.	No
2.	Increase number of SOC AA-T degrees granted.	*2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services	Advertise degree to sociology students – opportunities – widely.	Yes
3.	Increase number of SOC AA-T honors courses/pathways.	*2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services	Ensure that students understand articulation agreement with AVC's honors program and the sociology department.	No
4.	Increase success and retention rates for marginalized/non-traditional students (i.e. African American/Hispanic (Latino/a/x) students)	*2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services	Hire one additional full-time faculty and hire additional adjunct instructors to support non-traditional students (thereby closing equity gap).	Yes
5.	Increase ties in the community with local employers in respect to job/internship placement via the SOC AA-T degree.	5.Align instructional programs to the skills identified by the labor market	Ensure that students have a pathway to job placement via the SOC AA-T program.	No
6.	Increase total instruction efficiency for SOC 101.	*4. Advance more students to college-level coursework. *2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services	Combine and consolidate multiple SOC 101 sections – to be instructed in the Theater Arts building. Also – add more sections of online and/or hybrid courses to increase more flexibility for working student schedules.	Yes

\*\*Action plan verbs: **expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.**

## Part 6. Resource Needs



Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from Part 5.2 guide this need.**

Indicate which Goal(s) guide this need	Type of Request (Personnel <sup>1</sup> , Technology <sup>2</sup> , Physical <sup>3</sup> , Professional development <sup>4</sup> , Other <sup>5</sup> )	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?	Contact's name
4.	Personnel	Repeat	Hire one full-time faculty member	\$100,000.00	Recurring	Carina K. Giorgi
6.	Physical	New	Permission to teach SOC 101 in the Theater Arts building	unknown	Recurring	Carina K. Giorgi
2.	Technology	Repeat	License IBM SPSS statistics to support SOC 200	\$2610.00	Recurring	Purchasing
2.	Physical	Repeat	Repeat Bus transportation to support SOC 120 and SOC 111	\$2000.00	Recurring	facilities

<sup>1</sup>List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.

<sup>2</sup>List needed technology resources in priority order.

<sup>3</sup>In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.

<sup>4</sup>List needed professional development resources in priority order. This request will be reviewed by the professional development committee.

<sup>5</sup>List any other needed resources in priority order.

### Part 7. Comments

Please rate the level of your agreement with the following statements regarding the program review process:	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
▪ This year's program review was valuable in planning for the continued improvement of my program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Analysis of the program review data was useful in assessing my program's outcomes and current status	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: It is suggested that archived reports prior to 2014-2016 be made available for future program reviews and annual updates. It is suggested that a separate section for program description be expanded to include an enumeration of program specific courses and their average enrollment.