



Fall 2025 Program Review Report | Instructional Areas

Division/Area Name: Social & Behavioral Sciences / Business & Computer Studies: ACCOUNTING	For Planning Years: 2026-2027
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Name of person leading this review: Stacey Adams

Names of all participants in this review: Stacey Adams, Megan Owens, Tressa Lacy

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

The ACCT program specifically contributes to the district mission by supporting: 1) students seeking career technical education to enter the workforce (Professional Bookkeeping Degree & Certificate) and 2) students seeking to transfer under the Business Administration Transfer Degree, by providing the required ACCT coursework.

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

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

Use the following questions to guide your analysis:

Overall (Use the *Success & Retention* and *Program Award* data to inform your analysis)

- What are the success and retention rates for your discipline? Did they decrease or increase in the last year?
- What are the trends for the number of awards granted? Are the number of awards going up or down?

Equity (Use the *Success & Retention* data including S&R by Ethnicity and Gender data to inform your analysis)

- Which ethnic / gender student groups complete their courses at the highest rates?
- Which ethnic / gender student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the *Strengths and Accomplishments* section.

Strengths and Accomplishments: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Consider the following questions:

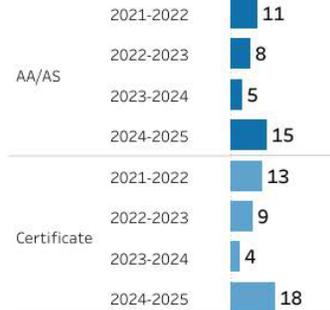
- What does your program/area do well, including capabilities and greatest accomplishments?
- What are the practices that were implemented to increase success and retention rates or program awards?

Strengths and Accomplishments:

- **Retention rates steady:** Retention decrease just slightly over last year (85.7 % 2024-2025 vs 86.3% 2023-2024 vs 84.8% 2022-2023 vs 82.9% 2021-2022), and is just slightly below the institutional average.
- **Success rates steady:** The success rate decreased just slightly over last year (73.9% 2024-2025 vs 2023-2024 74.8%), and is just slightly lower than the institutional average, and notably higher than the prior year 2022-2023 67%.
- **Increased enrollment:** We offered 39 classes in 2024-2025, which is three more than the prior year, with enrollment of 973 students, compared to 905 students in 2023-2024, which is a 7.5% increase.

- **Increase in Degrees & Certificates:** We saw a significant jump in the number of Professional Bookkeeping degrees & certificates awarded in 2024-2025. The main transferable degree program that ACCT supports is Business Administration for Transfer, which also experienced a significant increase in degrees awarded in 2024-2025.

- Professional Bookkeeping AS & Certificate:



- Business Administration for Transfer:



- Offering courses scheduled to meet the demands of students: Online courses continue to be in high demand. In 2024-2025, 25 of 39 (64%) of sections offered were fully online classes. Similarly, in 2023-2024, 23 of 36 (64%) of sections offered were fully online classes. 19 of 31 (61%) sections offered in the 2022-2023 academic year were online classes, up from only 22% in the 2021-2022 academic year. This is a notable shift over the last several years and online classes continue to fill quickly, while in-person classes do not fill as consistently. Most importantly, the success rates in ACCT online courses continued to improve significantly, from 66.9% in 2022-2023 to 74.3% in 2023-2024 and now 75.1% in 2024-2025. We are aware that there is still a need and demand for courses to be offered in-person, so we should proceed carefully and make sure that we are serving the students by providing them courses in the modality they want, but also setting them up for success in each course here at AVC and as they move forward in their education.
- We continue to get excellent feedback from our program graduates that move on to pursue Bachelor's degrees in Accounting and careers in the Accounting field. While this is anecdotal, we consistently hear from students transferring to CSU programs that their Accounting education at AVC had them well-prepared for upper-division coursework.

Opportunities and Challenges: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)

Consider the following questions:

- What does your program/area need to do better to support/improve student success?
- What actions can be taken to help close equity gaps?

Opportunities and Challenges:

- After a significant increase in 2023-2024, the success rate for African American / Black students in ACCT courses decreased in 2024-2025 (63.5% in 2023-2024 to 57.9% in 2024-2025). Success rates in all ethnic groups increased 2023-2024, and the improvement for African American / Black students was the most significant, but now in 2024-2025 most ethnic groups held steady, while there was a decrease in African American / Black student success.

- While progress has been made over the past several years, we don't have a direct correlation to know exactly the cause of the fluctuations because we are making efforts on multiple fronts. We suspect the improvements are connected to a few factors, starting with the instructors, the availability of course materials through Books Help, and improved tutoring hours in the Learning Center.
- We are not clear on how to entirely close equity gaps within our discipline, but need more support from the institution overall. AVC needs to provide training for all faculty that includes actionable steps to close equity gaps without reducing academic rigor.
- Economically disadvantaged students need timely access to course materials paid for by the institution from the start of the semester. This aid is often coming too late in the semester to be meaningful.

Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Consider the following questions:

- What does your program/area want to be known for?
- What is a desired future?

Desired future:

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

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

N/A

Insert Advisory Committee Recommendations here (Please do not insert complete meeting minutes, but just recommendations from the advisory committee.)

From 11/1/2024 ACCT Advisory Committee Meeting:

Recommendations:

- Recommend that we incorporate AI into courses in a positive way, and consider developing a CA course on the use of AI in the workplace.
- Create accounting assignments that utilize AI components.
- CA 121 needs to be emphasized as a highly recommended elective if not required for their degree.
- Provide students access to computers in the classroom as much as possible.
- Maintain ample free tutoring for ACCT through the Learning Center.
- Promote work experience to help students gain necessary hard and soft skills for the job environment.
- Try to develop more Work Experience / internship opportunities.
- Continue holding ACCT Transfer & Career night each fall at AVC. Feedback is excellent and changing the career path and outlook of our students.

Follow Up Items:

- Discuss the development of an AI in the Workplace course with BCS faculty
- For long-term planning, computers are needed in lecture classrooms, as textbooks, homework and a variety of other course materials are computerized and/or Internet-based AND to develop strong computers skills that are required in the workplace
- Develop more Work Experience / internship opportunities
- Need increased marketing of our program to incoming AVC students and high school students, focusing on telling college students why accounting matters and how accountants make a difference

Next Advisory Committee Meeting to be held November 21, 2025

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

According to the CA EDD Labor Market Info, the Occupational Projections for TOP Code 05200 Accounting shows 2022 employment of 425,800 (an increase over 410,000 for 2020) and 418,060 job openings in California for 2022 – 2032.

Projections of Employment by Occupation, 2022 - 2032

Selections:

TOP Code(s):

050200 Accounting

Geography: California

Includes: All California Counties

Annual Job Openings by Occupation

SOC Code	Occupation Title (Linked to "Occupation Profile")	2022 Employment	Annual Job Openings (1)
132011	Accountants and Auditors	173,700	151,890
433031	Bookkeeping, Accounting, and Auditing Clerks	175,600	195,720
434011	Brokerage Clerks	6,600	6,830
132031	Budget Analysts	4,800	3,500
251011	Business Teachers, Postsecondary	6,500	5,880
132041	Credit Analysts	6,500	3,960
132061	Financial Examiners	3,200	2,920
433051	Payroll and Timekeeping Clerks	24,100	19,650
132081	Tax Examiners, Collectors, and Revenue Agents	8,200	6,170
132082	Tax Preparers	16,600	21,540
	Total	425,800	418,060

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

Part 2C: Review and comment on progress toward past Course Improvement Plans

List your past **Course Improvement Plans** (CIPs) and progress toward meeting those plans.

Past Course Improvement Plans	Progress Made
1. Students need improved access to ACCT tutoring in the Learning Center.	Through targeted recruiting by instructors, the ACCT tutoring offered at the Learning Center is much more consistent and robust than in past years. In the same time period, success and retention rates are up and holding steady! We need to keep doing this to ensure adequate ACCT tutoring and ongoing success for our students.
2. Students need ongoing access to computers in and out of the classroom.	Students have access to computers in the classroom, but the quality and consistency of the Wi-Fi heavily impacts those using laptops, both at school and at home.

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

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

Past Goal	Progress Made
1. To better prepare students for jobs in accounting by providing them with more access to computers and industry software in the classroom.	Substantial progress, many students have their own devices or have been issued school laptops / Chromebooks. The cart of laptops is somewhat sufficient, but does not entirely address the need for computers for all students in the classroom. Faculty need to continue to incorporate use of industry software into the classroom, including Excel, QBO, and now AI as a tool for the workplace. Continue working on this goal!
2. To help students gain job skills and prepare them for industry employment by better utilizing ACCT work experience.	No progress Continue working on this goal!
3. To increase awareness among prospective and incoming students of the ACCT program and job opportunities in the accounting field, promoting the program as a viable pathway to employment.	Notable progress is being made! (See Enrollment & Program Awards data in Part 5.) <ul style="list-style-type: none"> ✓ Increase in enrollment in ACCT courses ✓ Increase in completion of Professional Bookkeeping Degree and Certificate We're reaching existing AVC Business students, as we hold ACCT Transfer & Career Night each Fall, but we need to provide a clear pathway leading to a degree and employment for high school seniors considering their educational choices. We've seen an increase in enrollment in ACCT courses since last year, and the number of students completing BusAdmin for Transfer degree and Professional Bookkeeping degree/certificate increased significantly since the prior year. Continue monitoring data and working on this goal!
4. To improve student success and retention in ACCT courses.	Some progress has been made as we saw success and retention increase in the prior year and now has remained steady over the last academic year. (See Success & Retention data in Part 5.) Tutoring has been consistently available in the Learning Center. This will require ongoing effort. Continue working on this goal!

Part 3: Based on Part 2 above, please list program/area goals:								
Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 4. Career and Specialized Knowledge	ACCT PLO #4			Goal #4 Vision: Being more future-thinking, agile, innovative, and proactive.	To better prepare students for jobs in accounting by providing them with more access to computers and industry software in the classroom.	<ol style="list-style-type: none"> 1. Work with ITS to find short-term and long-term solution for computers in lecture classrooms. 2. Explore grant-funding possibilities. 3. Collaborate with faculty to most effectively incorporate industry software into classroom lessons. 	<ul style="list-style-type: none"> -Acquisition of computers for lecture classrooms -Successful incorporation of course-appropriate industry software in all ACCT sections -Feedback from students regarding job readiness based on post-graduation survey
#2	ILO 4. Career and Specialized Knowledge	ACCT PLO #4			Goal #6 Success: Boost success rates by prioritizing the student experience.	To help students gain job skills and prepare them for industry employment by better utilizing ACCT work experience.	<ol style="list-style-type: none"> 1. Market the work experience program to students and potential employers. 2. Build more relationships with local accounting firms and other employers. Provide administrative support to help the work experience program run smoothly.	<ul style="list-style-type: none"> -Increase in enrollment in ACCT 199 -Feedback from students regarding job readiness based on post-graduation survey
#3	ILO 4. Career and Specialized Knowledge	ACCT PLO #4			Goal #3 Resources: Increase student awareness about campus resources.	To increase awareness among prospective and incoming students of: (1)the ACCT program and (2) job opportunities in the accounting field, promoting the program as a viable pathway to employment.	<ol style="list-style-type: none"> 1. Provide administrative support to create printed materials (pamphlets, fliers, info sheets) and update webpages. 2. Utilize outreach opportunities to connect with students considering AVC and potentially Business / Accounting majors 	<ul style="list-style-type: none"> -Increase in enrollment in ACCT courses -Increase in completion of Professional Bookkeeping Degree and Certificate
#4	ILO 4. Career and Specialized				Goal #6 Success: Boost success rates by prioritizing the student experience.	To improve student success and retention in ACCT courses.	<ol style="list-style-type: none"> 1. Collaborate with ACCT faculty regarding most effective teaching methods for particular courses and concepts. 	<ul style="list-style-type: none"> -Increase in success & retention in ACCT courses

	Knowledge						2. Work with Learning Center to ensure tutoring is available.	
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Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Technology	Computers in the classroom: ACCT and the Business Department overall, need lecture classrooms with computers throughout the 2nd floor of the MH building, approx. 160 computers.	Goal #1	Repeat	\$200,000	One-time	Stacey Adams / Nate Dillon
Other	Marketing and Outreach: Increase awareness of program and job opportunities in the accounting field among prospective and incoming students. Promote the program as a viable pathway to employment.	Goal #2 & #3	Repeat	Unknown	Recurring	Stacey Adams / Nate Dillon
Other	We need support from the Learning Center to recruit and hire tutors, and maintain a robust tutoring schedule (embedded tutors, group tutors), with tutors available from the beginning of each semester for ACCT 111, 201 & 205 and other courses as needed.	Goal #4	Repeat	\$6,000	Recurring	Stacey Adams / Nate Dillon
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

Part 5: Insert your [Program Review Data](#) here and any other supporting data. (See Part 2A above for required data).
 Required:

- Enrollment tab
- Equity tab

Academic Year: Multiple values | Term: All | Subject Filter: ACCT | Modality: All | Location: All | Program Major: Multiple values ✕

ACCT : Enrollments, # of Sections, Retention and Success

Academic Year	# of Sections	Enrollment (Dupl.)	Headcount (Undupl.)	Retention Rate	Success Rate
2021-2022	44	694	561	82.9%	70.3%
2022-2023	31	690	532	85.1%	67.0%
2023-2024	36	905	679	86.4%	74.8%
2024-2025	39	973	734	85.7%	73.9%

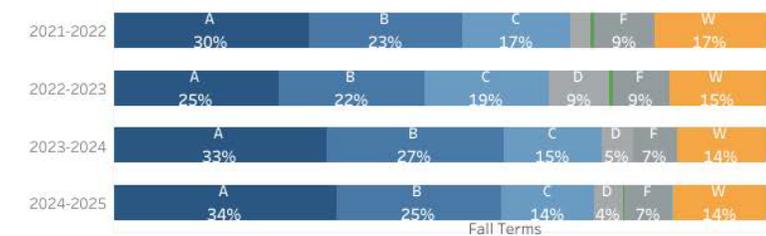
ACCT: Enrollments, Number of Sections, Retention and Success by Modality

Academic Year	Modality	# of Sections	Enrollment (Dupl.)	Headcount (Undupl.)	Retention Rate	Success Rate
2021-2022	In-Person	25	342	316	80.1%	64.3%
	Online	19	352	290	85.5%	76.1%
2022-2023	In-Person	12	261	247	82.4%	67.0%
	Online	19	429	342	86.7%	66.9%
2023-2024	In-Person	12	286	270	85.7%	75.9%
	Online	24	619	483	86.8%	74.3%
2024-2025	In-Person	14	283	265	81.6%	71.0%
	Online	25	690	520	87.4%	75.1%

Program Awards: **AS-T Business Admin 2.0, AS-T Business Administration, Professional Bookkeeping and 1 more**

Award Type	Academic Year	Count
AA-T/AS-T	2021-2022	152
	2022-2023	119
	2023-2024	110
	2024-2025	151
AA/AS	2021-2022	11
	2022-2023	8
	2023-2024	5
	2024-2025	15
Certificate	2021-2022	13
	2022-2023	9
	2023-2024	4
	2024-2025	18

Grade Distribution for ACCT



Classroom Teaching FTEF in ACCT

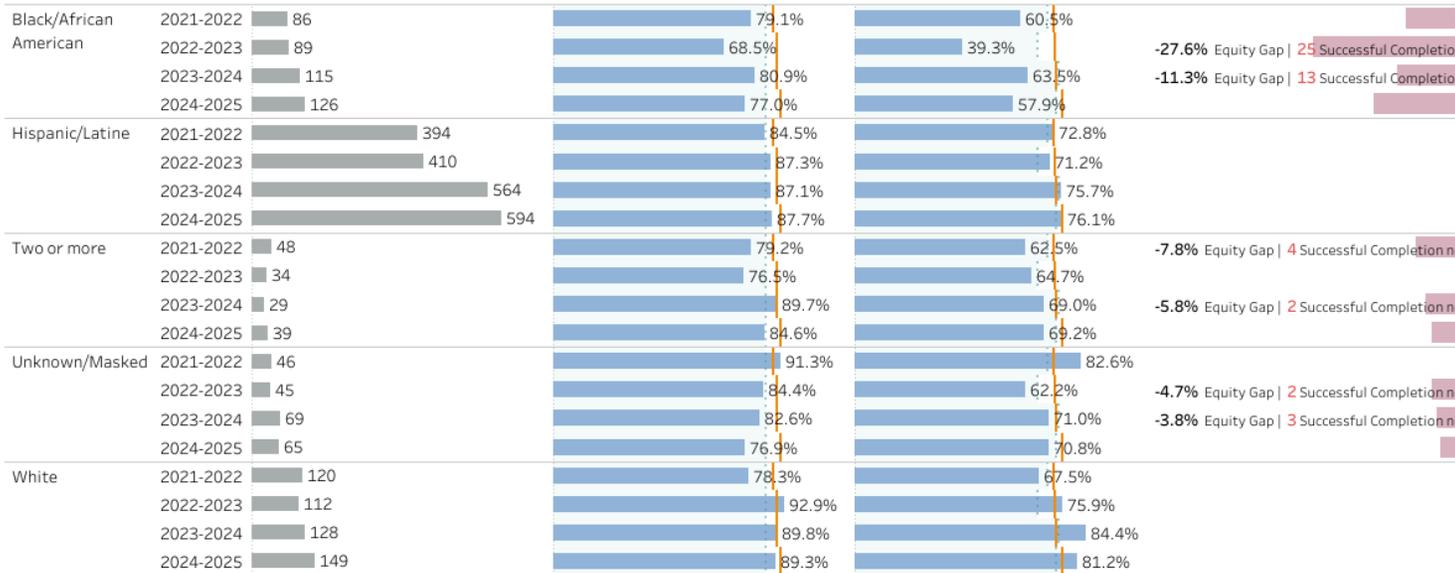
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Part-time FTEF	1.27	1.07	0.87	0.87	0.47
Full-time FTEF	1.33	1.33	1.27	1.53	2.13
Overload FTEF	1.07	1.07	1.27	1.67	1.07
Grand Total	3.67	3.47	3.40	4.07	3.67
FTES	44	34	38	45	42
FTES/FTEF Ratio	12	10	11	11	11
WSCH/FTEF Ratio	358	295	334	335	342
WSCH	1,311	1,024	1,135	1,364	1,253

AVC Total Retention and Success are shown in vertical | **ACCT Success Rate is Green** |

When the success rate for a subgroup is at least 3 percentage points lower than the overall average success rate for the selected subject, that subgroup is considered to be experiencing **Disproportionate Impact (DI)** under the **PPG methodology**. DI and the number of successful course completers needed to close equity gap are noted along "red" bars. Tooltip contains disaggregation by gender.

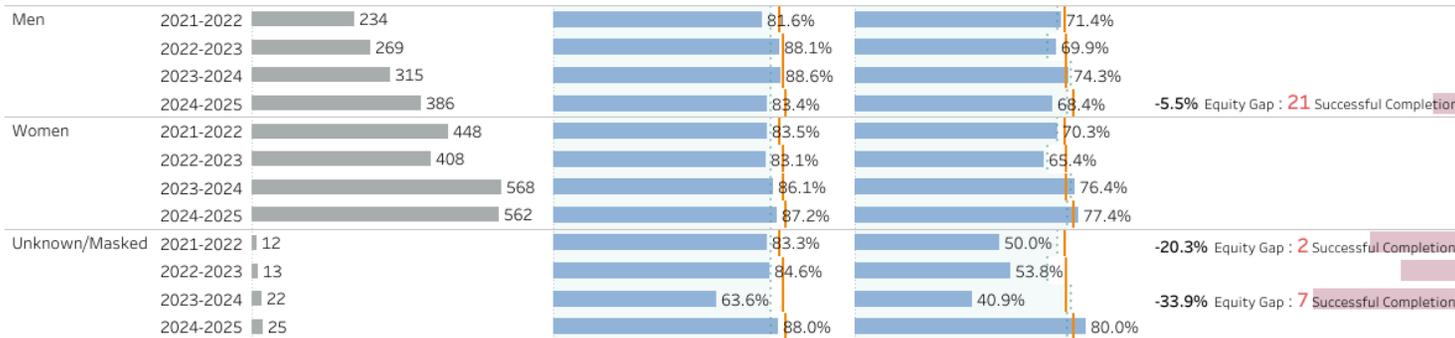
To estimate the number of additional successful completers needed to close the equity gap, multiply the **subgroup enrollment** by the **size of the DI gap** (i.e., the difference between the average rate and the subgroup rate).

ACCT Enrollment, Retention & Success for by Race/Ethnicity (if greater than 5)



Enrollment (if N > 5) | Retention Rate | Success Rate | DI & N of Completions to Close Gap

ACCT Enrollment, Retention & Success for by Gender (if greater than 5)



Enrollment (if N > 5) | Retention Rate | Success Rate | DI & N of Completions to Close Gap

Guiding Questions for Reviewing DI Data:

- What patterns or trends in the DI data suggest inequities among different student groups?
- What factors might be contributing to observed equity gaps in our program (e.g., curriculum design, teaching practices, access to resources, advising, or broader institutional barriers)?
- What specific strategies, practices, or program-level interventions could we implement to reduce or eliminate these gaps?
- How might changes to pedagogy, curriculum, scheduling, student services, or outreach impact disproportionately affected groups?
- What institutional or community resources (e.g., funding, professional development, partnerships, student support services or centers) can we leverage to support equity-focused efforts?



Fall 2025 Program Review Report | Instructional Areas

Division/Area Name: Administration of Justice	For Planning Years: 2026-2027
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Name of person leading this review: Carlos Pinho

Names of all participants in this review: Hank Price, Jorge DeJesus III
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Part 1. Program Overview: *Briefly describe how the program contributes to the district mission*

The Administration of Justice (AJ) Program provides an education that affords our students an advantage when applying for jobs in the AJ field, promoting within their chosen agency, or moving laterally to other agencies. With twenty different classes, three degrees, and a non-credit certificate, the program offers a varied and valued experience to students and serves the community by preparing qualified professionals for the workforce. Drawing a diverse student population, the AJ Program delivers educated and trained prospective employees to California’s growing Criminal Justice system. Courses prepare students for careers as Attorneys, Investigators, Law Enforcement Officers, Correctional Officers, Probation and Parole Officers, Department of Public Safety Officers, and in related fields such as Social Work, Counseling, Rehabilitation, and private security.

In alignment with Antelope Valley College’s mission to provide comprehensive education that meets the dynamic needs of a changing community, the AJ Program—offered as part of Career Technical Education (CTE)—addresses the educational needs of the diverse and evolving population of the Antelope Valley. Through relevant coursework, professional preparation, and community engagement, the Administration of Justice Program empowers students to achieve their goal of a meaningful career in service to their community while contributing to the safety, justice, and well-being of the Antelope Valley.

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

Use the following questions to guide your analysis:

- Overall (Use the *Success & Retention* and *Program Award* data to inform your analysis)
- What are the success and retention rates for your discipline? Did they decrease or increase in the last year?
 - What are the trends for the number of awards granted? Are the number of awards going up or down?
- Equity (Use the *Success & Retention* data including S&R by Ethnicity and Gender data to inform your analysis)
- Which ethnic / gender student groups complete their courses at the highest rates?
 - Which ethnic / gender student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the *Strengths and Accomplishments* section.

Strengths and Accomplishments: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)

In 2024-2025 the college awarded **85 AA/AS** and **68 AA-T/AS-T** degrees for a total of **153** AJ degrees of the overall 1,492 AA/ 800 AST degrees awarded by the college. The number of completed AJ degrees increased by approximately 21.95% for AA-T/AS-T and 11.85% for AA/AS from the previous year.

Administration of Justice currently has 447 total declared majors in the AA/AST programs making **AJ #6** in the Top Ten Declared Majors at AVC. This is a 2.29% increase over the previous year. The number of AJ students is **1816** students in 2024-2025. The overall enrollment continues to increase in the post COVID environment, documenting a **47%** increase in the number of students since **2021-2022**.

The Success Rate rose from **75.9%** in 2023–2024 to **79.4%** in 2024-2025. These numbers are trending in a positive direction and are higher than the most recent AVC average of **72.6%** for 2023-2024. The Retention Rate remains high at **89.5%** for in-person courses, which is higher than the most recent AVC average of **88.9%** for 2023-2024. The Retention rate for the AJ Online courses is **91.1%**.

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

The City of Lancaster is working in cooperation with the Administration of Justice Program to create employment and internship opportunities for students and graduates of our program respectively. The Administration of Justice program has become a liaison to the community and collaborates with the newly formed Lancaster Police Department and the Lancaster Sheriff's Community Advisory Committee. The committee works alongside the Department of Justice and the Antelope Valley Monitoring Team addressing issues of social justice, community policing, and police reform.

The AJ program offers a variety of civic engagement opportunities for students. The AJ program also helps promote on-campus employment for students through the recruitment of Campus Safety Cadets who work alongside the Los Angeles County Sheriff's Department to ensure safety on campus while gaining valuable work experience that can be applied toward a law enforcement career. The AJ program directs students to find internships, volunteer opportunities, and career employment opportunities within Local City, County, State, and Federal Law Enforcement Agencies.

Beyond the steady increase in enrollment and degree completion, the AJ Program continues to demonstrate measurable student outcomes through job placement and university transfer. A significant portion of graduates have transitioned into local law enforcement agencies, probation, and corrections. Additionally, a growing number of AJ students are transferring to CSU partners through the AJ AST degree, reinforcing AVC's role as a direct academic and workforce pipeline for public safety careers. These outcomes highlight the program's ability to meet regional labor demands and state mandates under AB 89.

The Health and Fitness for First Responders Certificate program was created to help AVC students prepare for the physical requirements of a job within the Criminal Justice system. Society and students during and post-COVID have become less active and physically fit. The certificate program was designed to enhance the overall fitness level of participants and introduce students to specific skills required to complete physical agility tests for law enforcement, correctional agencies, and other employers that have entry-level fitness requirements. The emphasis is on improving both cardiovascular and anaerobic endurance. Students are taught the concepts of wellness, mindfulness, injury prevention, and stress management. At AVC we are making students healthy again.

Strong Workforce Funds were used to promote and grow the program through a variety of student and community outreach events. An Administration of Justice Workforce Roll Call and Community Outreach Canvas Shell was created to provide a digital forum to share and disseminate program related information such as posting job opportunities, internships, upcoming new courses and schedules, student success stories and networking opportunities within the community. AJ full time and adjunct faculty participated in multiple active outreach events on and off campus. Local area high school outreach and community events were the focus. These collaborative efforts have contributed to the growth of the Administration of Justice Program.

Opportunities and Challenges: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

As a Hispanic-serving institution, AVC has the unique opportunity to prepare female Hispanics who are bilingual to be successful in the Criminal Justice System. Language skills are a distinct advantage for our students to become police officers. Spanish-speaking officers are a huge asset to Law Enforcement as they meet the needs of the communities they serve. Data supports the high success and retention rates for both female and Hispanic AJ students.

The AJ Program continues to maintain a high success rate of **79.4%** which is above the AVC average success rate of **72.6%**. The program is proud to note that it's success rate among Hispanics continues to rise documenting **82%**, a an almost **10%** margin over the AVC average. Hispanics account for **1090** of the **1816** students taking classes in the program. Law enforcement has a goal of recruiting and staffing 30% of the nation's police officers as females.

<https://30x30initiative.org/>. Currently, females make up **1070** of the **1816 students** enrolled in AJ (**58.9%**) and Hispanics make up **1090** of the **1816** students enrolled (**60%**).

The rationale for the high success rate is that the AJ program was one of the first programs to make the transition to Distance Learning and gain AP & P approval. The AJ program faculty aggressively pursued Online Certification from all of its faculty through the OTT Online Teaching Training at AVC. With continued training and oversight, AJ will continue with the program goal of offering a full range of AJ classes on the CCC Exchange. Another factor that has a positive impact on our program is that the Law Enforcement 'citizenship requirement' was lifted by [SB 960](#). This bill removed the provision that requires peace officers to either, be a citizen of the United States or be a permanent resident who is eligible for and has applied for citizenship, and would instead require peace officers be legally authorized to work in the United States and make conforming changes. These changes in the law have presented many non-citizens who want to serve their community, the opportunity to do so.

Some students face challenges with the rising cost of textbooks, which creates an economic barrier that is often difficult to capture through traditional demographic statistics. This barrier can directly affect course retention and student success. As the Administration of Justice (AJ) discipline continues to develop new courses aligned with the upcoming AS Degree in Modern Policing and noncredit certificate programs, Open Educational Resources (OER) and Zero Textbook Cost (ZTC) materials are being created to align with the curriculum. Recently, two new OER courses, AJ 220: Police Leadership and AJ 102: Criminal Law have been developed to support equitable access and student achievement across the program.

Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

The AVC Program wants to be known as the gold standard Administration of Justice Program in the California Community College system. Among the top local community colleges, **AVC** graduated **85 AA/AS 68 AA-T/AS-T = 153** Total degrees. This is an exceptionally high number compared to surrounding colleges such as Barstow's **6 AS/ 23AST**, Glendale's **2 AS/16AST**, Pasadena's **4 AS/69AST**, College of the Canyons' **13 AS/ 39AST**, and Victor Valley's **30 AS/ 57 AST**

The future of law enforcement and reforms within the Criminal Justice System are evident. Recent bills in the State of California - [AB 89: "PEACE" Peace Officers Education and Age Conditions for Employment Act](#)" will directly impact the need to expand the existing program. Studies have shown that better-educated officers perform better in the academy, receive higher supervisor evaluations, have fewer disciplinary problems and accidents, are assaulted less often, and miss fewer days of work than their counterparts. Currently, applicants to a law enforcement agency must have attained either a high school diploma or a GED. This is the standard for most agencies like LASD, LAPD, and CDCR which we partner with at AVC.

AJ staff is poised to seize the opportunity to shape the future of law enforcement. The addition of the New Modern Policing AS Program, a state mandate under **Assembly Bill 89 – The Peace Act**, will require additional staffing for the newly created courses that gained AP & P approval in the Spring of 2025 and were first offered to accommodate the new AS degree in the Fall of 2025. The Academic Senate for California Community Colleges passed down a California Community College Model

curriculum for adding the Modern Policing AS Degree. AVC followed the State recommendations and AJ debuted the new “Modern Policing” curriculum this semester, the Fall of 2025. The California Assembly Bill 89 Modern Policing AS Degree will encompass a multitude of other disciplines that are outlined in AB 89: Focus on courses pertinent to law enforcement, which shall include, but not be limited to, psychology, communications, history, ethnic studies, law, and those determined to develop necessary critical thinking skills and emotional intelligence. Courses and topics should be considered for incorporation into a Modern Policing Degree curriculum and contextualized to the profession as contributing to an officer’s critical thinking skills, emotional intelligence, and lowered use of force. https://asccc.org/sites/default/files/CA_Model_Curriculum-Modern_Policing_Degree.pdf

These 2025 courses are the gateway to the proposed 2026 baccalaureate degree in Policing as outlined in the California Community Colleges Chancellor’s Office task force report from Chancellor Sonya Christian. The Taskforce report recommends that California Community Colleges should develop a baccalaureate degree in Modern Policing which will be the goal to develop in 2025. Upon approval and implementation of the AS degree, AJ will request administrative approval to develop a baccalaureate degree. Our goal is to be the leader in developing this curriculum which is in alignment with the Mission of the College and the Chancellors Office. <https://www.cccco.edu/-/media/CCCO-Website/docs/report/2023-AB-89-Task-Force-Report-to-Legislature---FINAL.pdf?la=en&hash=734BC84521A88B49A0ADAD91AE1E289D031937C9>

To complement and support our community partners in community education, AJ offers a non-credit program in “Community Modern Policing”. This new program was also debuted in the Fall of 2025 and currently being reviewed by the Lancaster Police department to be offered in the Spring or Summer of 2026. The Community Modern Policing Certificate program will prepare graduates to meet the recommended requirements to serve as Community Ambassadors and/or Civilian Volunteers within local law enforcement and city public safety departments. This program will examine the core competencies of civilians serving within respective law enforcement agencies. AJ will be offering this certificate program in tandem with both the Los Angeles County Sheriffs Department Civilian Academy and as part of the Lancaster Police Department Community Ambassador training. These programs are designed to bridge the divide and enhance community support of local law enforcement.

The upcoming 2028 Olympics present a unique opportunity for employment for AJ students. Safety and Security concerns have created specific jobs in Los Angeles County and the City of Los Angeles. AJ is preparing students to meet the needs of this worldwide event. Both the Los Angeles County Sheriff's Department and the Los Angeles Police Department have launched massive recruitment efforts in hopes of adequately preparing. The Los Angeles 2028 Olympics Committee is also recruiting or safety and security positions (<https://la28.org/en/careers.html>). AJ is exploring the possibility of using Work Force Funding to prepare students for the upcoming security guard opportunities. Security job opportunities are also expanding in the private sector and also in the aerospace industry which continues to grow in the Antelope Valley.

Proposition 36 was unanimously voted in by California voters. Proposition 36 makes several key changes related to punishments for theft and drug crimes. Proposition 36 makes this crime a felony if the person has two or more past convictions for certain theft crimes (such as shoplifting, burglary, or carjacking). The sentence would be up to three years in county jail or state prison. These changes undo some of the punishment reductions in Proposition 47. Increases Punishment for Some Theft and Drug Crimes. Proposition 36 allows people who possess illegal drugs to be charged with a “treatment-mandated felony,” instead of a misdemeanor. These changes in the law have a direct impact on law enforcement, the courts, and corrections. The demand for personnel, court staff, police officers, correctional officers, probation and parole officers, and drug and rehabilitation personnel within the Criminal Justice System will increase. These changes in the law create even more opportunities for gainful career employment for students.

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

N/A

Insert Advisory Committee Recommendations here (Please do not insert complete meeting minutes, but just recommendations from the advisory committee.)
 Highlights from the June 26th 2025 AJ Advisory Committee meeting related to employment.

- AB992 Modern Policing – Modern Policing Degree Program debuting Fall of 2025
- Online AJ AST degree options for students and existing law enforcement looking to promote or for pay enhancement
- Health and Fitness for First responders’ credit and non-credit courses to prepare students for Physical Abilities Test required for employment.
- Planning for On-Campus Job Fair(s) Recruitment on Campus-Lancaster/Palmdale- LASD / LAPD/ BHPD/ CDCR/ LA County Probation (hiring incentives)
- New City of Lancaster Public Safety Program and upcoming opportunities
- Advisory and community engagement/volunteer/ ambassador opportunities with the City of Lancaster
- AVC Cadet/ enhanced student worker program and LASD Campus Safety work experience.
- Instructional Opportunities for AJ via the Prison Program which partners with CDCR
- CDCR Athletes to Officers program – targets college athletes as potential recruits

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

TOP Codes: Labor market data shows over 500,000 labor opportunities in California related to the AJ Program course of study.

- 210510 Corrections
- 210540 Forensics, Evidence, and Investigation
- 210500 Administration of Justice
- 210530 Industrial and Transportation Security
- 149900 Law

Geography: California
 Includes: All California Counties

Annual Job Openings by Occupation

SOC Code	Occupation Title (Linked to "Occupation Profile")	2022 Employment	Annual Job Openings (1)
251111	Criminal Justice and Law Enforcement Teachers, Postsecondary	1,300	1,010
333021	Detectives and Criminal Investigators	11,300	8,510
333051	Police and Sheriff's Patrol Officers	64,200	51,780
339021	Private Detectives and Investigators	5,000	5,250
	Total	81,800	66,550

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

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

Table Generated on 10/7/2025 12:24:26 PM



Jobs



Claims



Employers



Newsroom



Search

Projections of Employment by Occupation, 2022 - 2032

Selections:

TOP Code(s):

210520 Probation and Parole

Geography: California

Includes: All California Counties

Annual Job Openings by Occupation

SOC Code	Occupation Title (Linked to "Occupation Profile")	2022 Employment	Annual Job Openings (1)
333012	Correctional Officers and Jailers	33,000	24,600
Total		33,000	24,600

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

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

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Jobs



Claims



Employers



Newsroom



Search

Projections of Employment by Occupation, 2022 - 2032

Selections:

TOP Code(s):

210540 Forensics, Evidence, and Investigation

Geography: California

Includes: All California Counties

Annual Job Openings by Occupation

SOC Code	Occupation Title (Linked to "Occupation Profile")	2022 Employment	Annual Job Openings (1)
194092	Forensic Science Technicians	2,200	3,310
Total		2,200	3,310

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

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

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Projections of Employment by Occupation, 2022 - 2032

Selections:

TOP Code(s):

210530 Industrial and Transportation Security

Geography: California

Includes: All California Counties

Annual Job Openings by Occupation

SOC Code	Occupation Title (Linked to "Occupation Profile")	2022 Employment	Annual Job Openings (1)
331012	First-Line Supervisors/Managers of Police and Detectives	8,500	5,950
119199	Managers, All Other	216,500	175,190
339032	Security Guards	181,400	279,790
	Total	406,400	460,930

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

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

www.edd.ca.gov/employers.htm on 10/7/2025 12:56:04 PM

Part 2C: Review and comment on progress toward past Course Improvement Plans

List your past **Course Improvement Plans (CIPs)** and progress toward meeting those plans.

The action plans reviewed suggest maintaining the current efforts, and conducting additional off-site planning meetings with AJ instructors, LASD, LAPD, CDCR, Lancaster Police Department, City of Lancaster Department of Public Safety and local agency recruiters. This includes collaborating with graduate and current students who are actively employed in an AJ related career. The planning committee conducts a review and assessment of the SLO's and PLO's. Results are shared at department and AJ Advisory meetings.

The AJ Success extremely high success rate of 79.4% is far above (6.8%) than the AVC average success rate of 72.6%. SLOs exceed expectations in all areas. The action plans reflect the efforts of instructors to engage with students and the dedication and professionalism of each instructor. It also reflects the individual willingness of AJ instructors to be willing and flexible to alternative scheduling modalities such as early start and late start F2F 8-week classes as well as continued expansion of the Online courses to include both 8 and 16 options in that modality. Suggestions made by students, faculty and industry professionals consist of continued expanding Distance Education Online Classes which offer flexibility for students especially returning students with full time employment.

AJ 199 work experience provides on campus employment for Campus Safety Cadets and is a steppingstone for future career employment with the Criminal Justice system. Due to strong demand for Campus Safety Cadets the offerings for student worker positions grew from 15 to 20 this past year. In turn the number for AJ 199 students over doubled from the previous year.

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

Past Course Improvement Plans	Progress Made
Addition of F2F Short Term biweekly 8-week, A and B schedule start classes to enhance student learning with progressive classes within the recommended course of study being offered within the semester.	AJ 102 and AJ 103 offered as A & B scheduled F2F 8-week short term classes. This positively impacted student retention, success and allow for transitioning students to sequential courses
Addition of Online Asynchronous Short-Term biweekly 8-week, A and B schedule start classes to enhance student learning with progressive classes within the recommended course of study being offered within the semester.	Expanded offering of AJ 102, 103, 104, 110, 201, 203, 206, 207, and AJ 220 courses offered as scheduled Online 8-week short term classes. Students were able to take more LHE because of the course scheduling.
Online Live Synchronous classes were removed due to low student demand. Sections which were offered as Online Live where reoffered as FO.	The popularity of FO classes have far exceeded expectations, which has replaced the previous Online Live offerings as evidenced by the list of 8-week sections above.
AVC offering expanded Distance Education	AVC awarded more AJ degrees than other similar colleges with many students completing their degrees by taking FO courses. AJ instructors took the required individual training to meet program goals to improve accessibility in all courses as well as creating and implementing an AI policy for AJ courses.

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

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

The enrollment in AJ was projected to increase due to the introduction of Online Distance Education class offerings. The AJ Program exceeded this expectation as evidenced by the increase in the number of DE learners in the program. **712** students engaged in online courses in 2021-2022 to **1293** students in 2024-2025. Continued expansion of online education/ distance learning classes and transfer option was the goal. AJ now has a full online major option also offered on the CCC Exchange with most of the AJ faculty having POCR certification courses in process.

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

The justification for hiring an additional Full Time Faculty to the Administration of Justice Program is to increase student success. The commitment by AJ faculty is beyond the classroom and extends to the community. The lack of a replacement of a second full-time faculty position in 2022-2023 has created a void despite the overwhelming need which is limiting the ability of the program to operate efficiently and reach its full potential.

FTEF are responsible for the following duties:

- Assigned to Classroom and Online instruction.
- Student Learning Outcome development and assessment for all 14 courses and AJ Honors classes.

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

FTEF serve on the following campus committees:

- Law Scholars Committee
- Division Curriculum Committee
- Program Advisory Committee
- Ad-hoc hiring committees
- Online Teacher Trainer for OTT Certification Courses
- POCR Reviewer for CVC exchange certification

FTEF as serve as:

- S & BS Co Chair over Anthropology and Administration of Justice
- Achieving the Dream Data Group

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

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

There is overwhelming justification for hiring one additional full-time faculty member for the Administration of Justice Program. Efforts have been made to advocate for the hiring of an additional full-time faculty position for the 2026-2027 academic year.

Past Goal	Progress Made
Increase DE instruction	DE learners up from 712 students engaged in online courses in 2021-2022 to 1293 students in 2024-2025
Expansion of online education	AJ has a fully online major option offered on the CCC Exchange
Pre Law and Law Scholars Program Increased Student engagement	Student participation and attendance has flourished through the use of Hyflex technology for Pre Law-Club and Law Scholar meetings.
Hiring an additional Full Time Faculty	Efforts have been made to advocate for an additional Full Time Faculty Opening for the 2026-2027 year.

Part 3: Based on Part 2 above, please list program/area goals:								
Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SL O	O O				
#1	ILO 3. Community/Glob al Consciousness	Meeting diverse student demands in classes and advisory positions requires mandatory staffing			Goal #1 Service: Realign college policies, practices, and processes to remove barriers and to become more effective, efficient, and responsive to students, employees, and the community.	<p>Continue and build on the exemplary level of education for students designed to prepare students to serve their community.</p> <p>Serve students in Law Scholars and Pre-Law which is focused on the field of law.</p> <p>Enhance the student experience at Civic Engagement Activities and Outreach events.</p>	<p>Provide a hiring committee to hire an additional full-time staff member by the end of the 2026-2027 school year.</p> <p>Increase faculty staffing by hiring a full-time faculty to serve in the positions required to meet student goals in the areas of Law Scholars, Pre-Law, Outreach, Civic Engagement, and Health and Fitness for First</p>	<p>Increased success rate, retention rate and class offerings.</p> <p>Additional participation in civic engagement and outreach opportunities.</p> <p>Increased membership and involvement with the Pathway to law school program, prelaw club.</p> <p>There would be additional AJ majors and additional students in the labor market taking work</p>
#2	ILO 2. Creative, Critical, and Analytical Thinking	Promote greater enrollment			Goal #5 Education: Expansion of offerings and effective course scheduling.	<p>The goal of boosting enrollment by active recruitment in person via community partnerships and media.</p> <p>The enrollment in AJ is projected to increase since the citizenship requirements for being hired as a law enforcement officer were removed by SB 960 which took effect 01/01/2023. New Certificate courses will be offered both credit and non-credit courses to prepare candidates for employment. Addition of Prison Education Courses.</p> <p>The new option of a fully online program will</p>	<p>The first step in boosting enrollment is to have adequate staffing to physically accomplish the program goal. The hiring of an additional full-time staff would allow for greater consistency and increased interaction amongst all the area high schools as well as local partners consisting of the Department of Justice Advisory Committee, CA State Prisons, Los Angeles Sheriff's Department, local community members, civilian activist groups and external community outreach events.</p> <p>An additional full-time instructor would assist in</p>	<p>Increased overall enrollment due to the expansion of AJ courses offered locally in person, online and across the state on the CCC exchange, and in the community as non-credit.</p> <p>Potential new course offerings at area High School Public Safety Academies and SOAR as part of dual enrollment as well as additional course offerings as part of the Prison Education Program.</p> <p>New curriculum and course offerings due to upcoming AB 89: "PEACE" Peace Officers Education and Age Conditions for</p>

					<p>continue to boost enrollment and success rates due to the appeal to working students, high gas prices and high inflation. The AVC AST degree is an excellent option for students looking to expedite the educational process. Continued expansion of online education/ distance learning classes and transfer options are in place and most AJ courses have been submitted for POCR certification to be offered on the CVC exchange.</p>	<p>internal outreach programs like the Law Scholars Committee, Pre-Law Club, AVC to CSU program and at SOAR as a liaison. Faculty as part of the “Achieving the Dream” would focus on closing equity gaps by front loading career information into course work and expanded short term courses. Courses would also feed into CTE credit and non-credit certificate courses.</p>	<p>Employment bill requiring advanced education for new applicants and the development of a “modern policing degree”. Curriculum in the areas of professional communications within an organization, an ethnic studies equivalency for the Police in Society course and curriculum development in the areas of critical thinking skills and emotional intelligence. The goal is to develop curriculum for a future AJ bachelor’s degree program.</p>
#3	ILO 1. Communication	Provide greater stability in the program for the students in the AJ program		<p>Goal #1 Service: Realign college policies, practices, and processes to remove barriers and to become more effective, efficient, and responsive to students, employees, and the community.</p>	<p>The AVC students are at AVC for a short period of time, 2 – 3 years. Faculty mentor students which require longevity and familiarity with both the program and the students. The goal of consistency in both staff and classrooms is needed.</p> <p>A centralized geographical area or main building in which most AJ classes are held should be considered, especially with the new buildings and classrooms under construction. Instructors that have back-to-back classes should be scheduled in the same</p>	<p>Identify and provide an area and classrooms on campus that students will recognize as the “AJ area”. Equip those classrooms with the necessary technology to teach in the required modality.</p> <p>Expanding online / distance learning options by offering them on future class schedules.</p> <p>Provide a budget for the AJ 208 Classes, Forensics, and the AJ205 Criminal Investigations class for equipment and supplies needed for in-class crime scene investigations and analysis. VR headsets could</p>	<p>Student retention and success numbers would stay or exceed current levels of excellence.</p> <p>Students taking classes on campus would have a sense of unity.</p> <p>AVC would have courses on the CCC exchange and new curriculum relevant to the hiring needs of departments.</p> <p>Work and study spaces specifically could be established. Specific areas could be used for crime scenes staged for AJ 205 Criminal Investigations, 103 Criminal Evidence, and AJ 208</p>

					<p>room to increase contact time with students.</p> <p>Technology within the classrooms should also be consistent and adequate to accommodate all learning modalities. The goal of program stability would also include the expansion of online / distance learning to include students throughout the state.</p>	<p>enhance educational experiences and allow for virtual crime scene investigations.</p> <p>Provide a budget to hire and send faculty to Sacramento and IACP conferences to assist in curriculum related to changes and hiring requirements being put forth the State Chancellors office.</p>	<p>Forensics courses to collaborate on assignments using required equipment to facilitate learning. Students would get the experience needed while developing skills.</p> <p>A bachelor's degree program in AJ would have a long-term impact on student success and longevity in student retention.</p>
#4	ILO 4. Career and Specialized Knowledge	Prepare students for career opportunities		<p>Goal #6 Success: Boost success rates by prioritizing the student experience.</p>	<p>Preparing students to pass PAT (Physical Abilities Test) which is a required process for being hired in government and private positions related to this course of study.</p> <p>Offer students a fully "On Line" Certificate of completion to enhance their eligibility for hire which is in alignment with the goals of "Achieving the Dream."</p> <p>Preparing students physically and mentally to complete required Academy training required to begin their career so students can start "Living the Dream".</p>	<p>A revised fully online Certificate Program was created and submitted to AP & P which was implemented Fall 2025.</p> <p>Partnering with the Kinesiology Department for assistance on offering credit and non- credit health and fitness so that students can earn a "certificate" after completing a series of 3 courses in "Health and Fitness for First Responders levels I, II, III.</p> <p>Sharing of AVC resources include staffing, facilities (i.e., track, weight room, pool, gymnasium, and common areas for group fitness classes.)</p>	<p>The number of Health and Fitness for First Responders Certificates issued for credit and non-credit.</p> <p>Students eligible for hire by being physically ready and prepared to pass PAT standard tests for Federal, State, County, and local employers.</p> <p>Invitations to Academy graduations by students who successfully begin their career in the criminal justice system and that are on the pathway to success and in turn serving their country and their community.</p>

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)

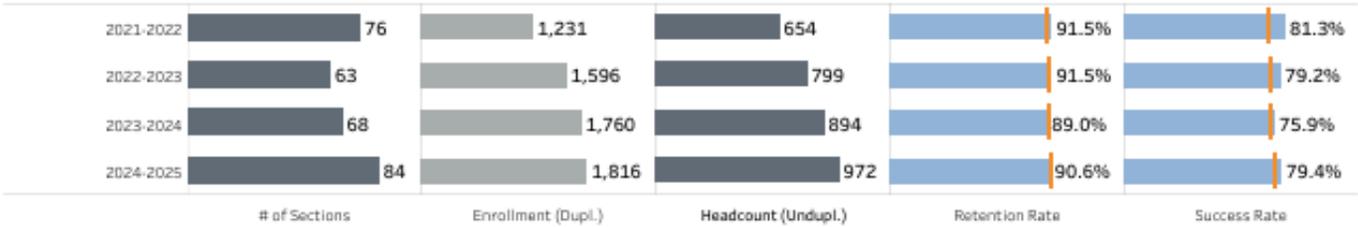
Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Faculty	AJ Full Time Faculty	Increased overall enrollment due to the expansion of AJ courses offered locally in person, online and on the CCC exchange. Increased success rate, retention rate. The goal is to develop curriculum for a future AJ bachelor's degree program	Repeat	\$75,000 approx starting salary and benefits	Recurring	Carlos Pinho
Other	Administration of Justice/ Modern Policing Program Development and Community Outreach	This project directly advances AVC's Modern Policing and AJ programs in alignment with AB 89, expanding education , ethics, and leadership training for law enforcement careers. It funds bachelor's curriculum design, outreach to high schools and agencies and wellness-based instruction through the Fitness for First Responders course. Off-site gym	New	\$101,795 Funding Application for SWP Funding Submitted	One-time	Carlos Pinho Hank Price Van H. Ride

		<p>access, instructional gear, and IACP faculty developments ensure equitable, modern and data driven training. Participation in civic engagement and outreach opportunities. Increased overall enrollment. Recruiting students to the CTE pathway for eventual hire in Federal, State, County, and local employment opportunities.</p>				
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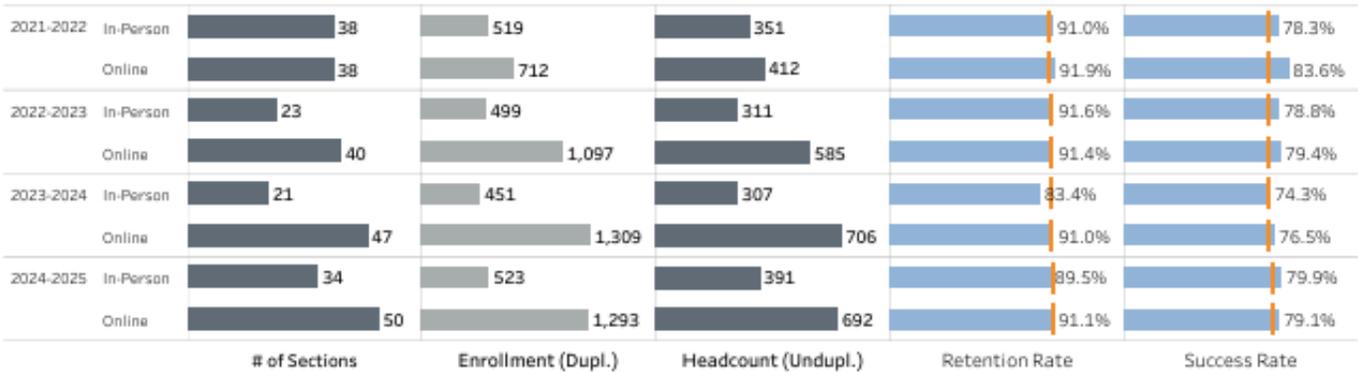
Part 5: Insert your [Program Review Data](#) here and any other supporting data. (See Part 2A above for required data).
Required:

- Enrollment tab
- Equity tab

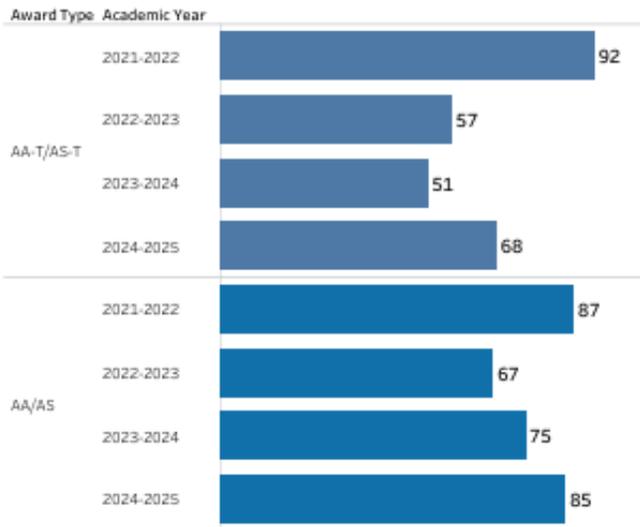
AJ: Enrollments, # of Sections, Retention and Success



AJ: Enrollments, Number of Sections, Retention and Success by Modality



Program Awards: Administration of Justice, AS-T Administration of Justice - Non Transfer and 1 more



Grade Distribution for AJ



Classroom Teaching FTEF in AJ

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Part-time FTEF	4.80	4.80	4.60	3.80	4.80
Full-time FTEF	1.00	1.00	0.60	1.60	1.93
Overload FTEF	0.20	0.20	0.60	1.00	0.93
Grand Total	6.00	6.00	5.80	6.40	7.67
FTE S	89	62	75	87	83
FTE S/FTEF Ratio	15	10	13	14	11
WSCH/FTEF Ratio	443	310	386	407	324
WSCH	2,656	1,858	2,239	2,602	2,481



Click for Fill Rates

Click for FTES

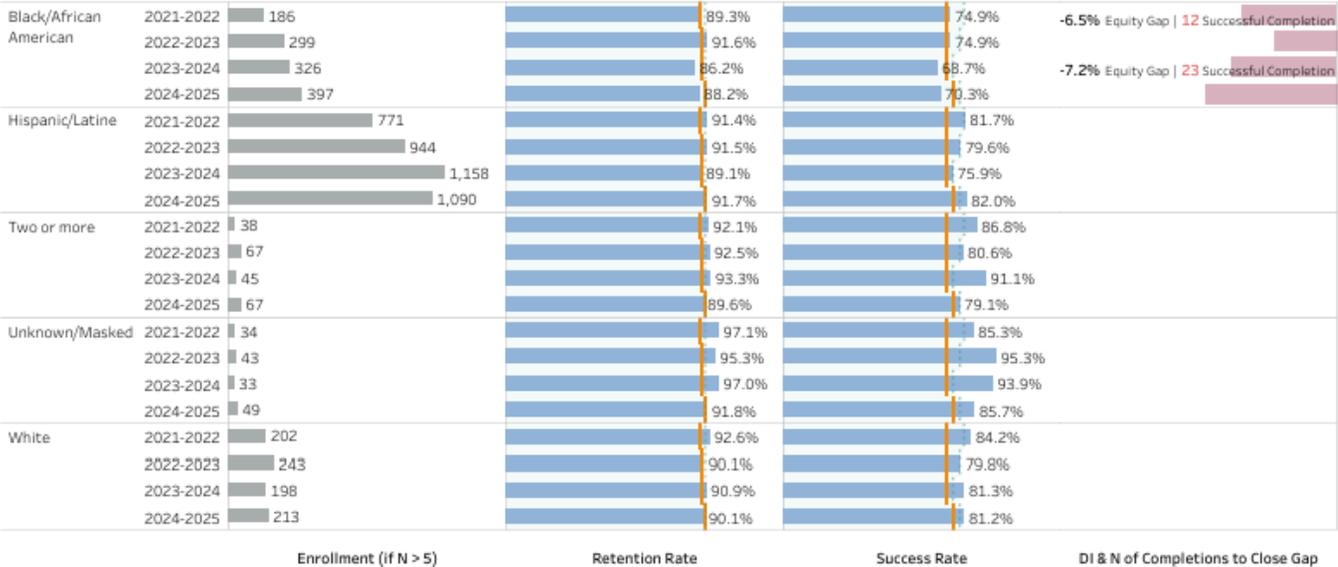


AVC Total Retention and Success are shown in vertical | **AJ Success Rate is Green** |

When the success rate for a subgroup is **at least 3 percentage points lower** than the overall average success rate for the selected subject, that subgroup is considered to be experiencing **Disproportionate Impact (DI)** under the **PPG methodology**. DI and the number of successful course completers needed to close equity gap are noted along "red" bars. Tooltip contains disaggregation by gender.

To estimate the number of additional successful completers needed to close the equity gap, multiply the **subgroup enrollment** by the **size of the DI gap** (i.e., the difference between the average rate and the subgroup rate).

AJ Enrollment, Retention & Success for by Race/Ethnicity (if greater than 5)



AJ Enrollment, Retention & Success for by Gender (if greater than 5)



Guiding Questions for Reviewing DI Data:

- What patterns or trends in the DI data suggest inequities among different student groups?
- What factors might be contributing to observed equity gaps in our program (e.g., curriculum design, teaching practices, access to resources, advising, or broader institutional barriers)?
- What specific strategies, practices, or program-level interventions could we implement to reduce or eliminate these gaps?
- How might changes to pedagogy, curriculum, scheduling, student services, or outreach impact disproportionately affected groups?
- What institutional or community resources (e.g., funding, professional development, partnerships, student support services or centers) can we leverage to support equity-focused efforts?



You are here : Data Mart > Outcomes > Program Awards Summary

Program Awards Summary Report - Parameter Selection Area

Select State-District-College: Districtwide Search
 Select District-College: Antelope CCD;Barstow CCD
 Select Academic Year: Annual 2024-2025
 Select Award Type: All Awards
 Select Program Type: 2105
[View Report](#)
Program Awards Summary for Special Population/Group, please click here.

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

Export To -> CSV Excel Text
 Records Per Page: 40
 Simple Layout Advanced Layout

Program Awards Summary Report - Data & Format Area

Report Area		Annual 2024-2025 Award Count
Program Awards Summary		
<input checked="" type="checkbox"/> Antelope CCD Total		153
Associate in Science for Transfer (A.S.-T) Degree		68
Associate of Arts (A.A.) degree		85
<input checked="" type="checkbox"/> Barstow CCD Total		87
Associate in Science for Transfer (A.S.-T) Degree		23
Associate of Science (A.S.) degree		6
Certificate requiring 16 to fewer than 30 semester units		58
<input checked="" type="checkbox"/> Glendale CCD Total		18
Associate in Science for Transfer (A.S.-T) Degree		16
Associate of Science (A.S.) degree		2
<input checked="" type="checkbox"/> Pasadena CCD Total		79
Associate in Science for Transfer (A.S.-T) Degree		69
Associate of Science (A.S.) degree		4
Certificate requiring 30 to < 60 semester units		5
Certificate requiring 16 to fewer than 30 semester units		1
<input checked="" type="checkbox"/> Santa Clarita CCD Total		71
Associate in Science for Transfer (A.S.-T) Degree		39
Associate of Science (A.S.) degree		13
Certificate requiring 16 to fewer than 30 semester units		9
Noncredit award requiring from 192 to < 288 hours		10
<input checked="" type="checkbox"/> Victor Valley CCD Total		90
Associate in Science for Transfer (A.S.-T) Degree		57
Associate of Science (A.S.) degree		30
Certificate requiring 16 to fewer than 30 semester units		2
Certificate requiring 6 to < 18 semester units		1

Report Format Selection Area - Check field to include in the report

Row Options

District Name
 College Name
 Award Type
 Program CDCP Status
 Program Type - Two Digits TOP
 Program Type - Four Digits TOP
 Program Type - Six Digits TOP

[Update Report](#)

Notes & Links

* Chancellor's Office approved awards are Baccalaureate of Arts, Baccalaureate of Science, Associate of Arts, Associate of Science, Certificate requiring 18 to fewer than 30 semester units, Certificate requiring 30 to fewer than 60 semester units and Certificate requiring 60 or more semester units.
 * For detailed definition of program award type (SP02), please click here.



Fall 2025 Program Review Report | Instructional Areas

Division/Area Name: Social & Behavioral Sciences -- Anthropology For Planning Years: 2026-2027

Name of person leading this review: Dr. Darcy L. Wiewall

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

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

The mission of the Antelope Valley College district is to provide a quality, comprehensive education to a diverse population of learners and a commitment to student success offering value and opportunity, in service to our community. The anthropology program continues to meet these goals and increase course offerings to facilitate transfer courses for the ADT in Anthropology and the AA Liberal Arts in Social and Behavioral Sciences. All the courses in the Anthropology program fulfill transfer/general education degree requirements to four-year institutions. The Anthropology Associate degree program for transfer (AAT/ADT) provides students with the "ability to think and to communicate clearly and effectively both orally and in writing; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding." Courses in Anthropology are those which provide students with an understanding of the study of human origin, development, and contemporary variations of all humans who have existed anywhere on earth. Students learn to view the world using the holistic perspective—understanding humankind in terms of the dynamic interrelationships of all aspects of human existence. This holistic, global cross-cultural perspective draws knowledge from the social and biological sciences, as well as the humanities and physical sciences to understand the full sweep and complexity of cultures across all human history. The main goal of the discipline is to stimulate student interest in the issue of human origin, embrace contemporary biological and cultural diversity, promote cross-cultural understanding, and human justice and equity for all human beings. Finally, the program is a key participant in spearheading the expansion of undergraduate research (UR) at AVC with faculty being active in mentoring students conducting UR.

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

Use the following questions to guide your analysis:

Overall (Use the Success & Retention and Program Award data to inform your analysis)

- What are the success and retention rates for your discipline? Did they decrease or increase in the last year?
• What are the trends for the number of awards granted? Are the number of awards going up or down?

Equity (Use the Success & Retention data including S&R by Ethnicity and Gender data to inform your analysis)

- Which ethnic / gender student groups complete their courses at the highest rates?
• Which ethnic / gender student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the Strengths and Accomplishments section.

Strengths and Accomplishments: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)

Since the last Program Review, the numbers of face-to-face, short term, and online sections have increased, and we have maintained sections in the Rising Scholars Prison Education Program. The number of students declaring anthropology as a major has increased (n=32). The number of AA-T in Anthropology degrees (n=4; the Program Award numbers are incorrect) was maintained; this appears to be part of the typical two-year cycle. There has been an overall consistent increase in retention and success rates over the past four years maintaining an average 79% success rate. For the year 2024-2025, the Anthropology Department retention rate (94.5%) and success rate (78.3%) is higher than the AVC Annual retention and success rate of 75.4%. The department was able to hire more adjunct faculty in 2024-2025,

thereby increasing the number of sections offered. We are currently offering 14 more sections than last academic year, and subsequent enrollment has also increased by 27% (n=350). After spearheading the AVC Majors Fair October 2022, the department continues to participate each semester.

In fall 2024, the Associate-in-Arts in Anthropology for Transfer (AA-T in Anthropology) degree was revised to reflect the new Cal-GETC GE pattern. Furthermore, all Anthropology courses CORs (ANTH 101, 1001H, 101L, 102, 103, 112, 112H, 140) were assessed, revised, and submitted for AP&P approval. Both the AA-T and all the courses have been approved by AP&P and the Chancellor's Office. Effective Fall 2025, the entire Anthropology curriculum is current. We have just received notification of the finalized Phase 2B CCN templates for Biological Anthropology. The department is in the process of revising the ANTH 101 (C1001), ANTH101H (C1001H) and ANTH 101L (C1001L) courses to reflect the new CCN system. These will be submitted as soon as the curriculum software opens in spring 2026.

As part of the AVC Undergraduate Research and Creative Learning program, Anthropology students continue to participate in Undergraduate Research (UR) projects. Last fall, three students presented their research at the Southern California Conferences for Undergraduate Research (SCCUR) at CSUSB. This fall three new students will be presenting their research at the upcoming 2025 SCCUR conference this November at CSUCI. Thanks to the AVC STEM grant from the United States Department of Education Title V (Data Science) grant, we have significantly increased the number of faculty and students conducting Undergraduate Research at AVC. In 2023, we took a total of 23 students (mentored by 4 faculty) to two conferences. In 2024, we took a total of 33 students mentored by (7 faculty) to the Southern California Conferences for Undergraduate Research (SCCUR). The numbers have increased again this year with 37 students mentored by (11 faculty) attending the 2025 SCURR conference this month. In addition, students presented at the inaugural Undergraduate Research and Creative Learning Showcase in spring 2025 and will present in the upcoming showcase again this spring.

SEX: Female students (50%) comprise most of the student population compared to male (47%) and unknown (3%). The average retention and success rate for female (78.3%) and male (78.7%) Anthropology students has continued to increase and is higher than the average AVC benchmark (75.4%). We note that "unknown" students continue to fluctuate dramatically. Three years ago, "unknown" students were noted as an area of concern, and we were encouraged and happy to see there was a significant increase last year with retention rates with 100% (+8%) of these students maintaining enrollment in the class and a +3.4% increase success rates (79.4%). However, this cycle saw an increase in enrollment (+50%) with a simultaneous decrease (8.3%) in success rates for "unknown" students. Anthropology is a discipline that embraces diversity, human justice, and equity for all human beings. Therefore, we are pleased to see increased enrollment of underrepresented students in our classes. But the fluctuating success rates of "unknown" students is an area of concern and will be closely monitored.

ETHNICITY: The overall retention and success rates for all ethnic groups in Anthropology courses are being maintained (95% and 79%) respectively, which is greater than AVC Annual benchmark. The success rates continue to increase for all students, except students identifying as "White". Students who are lumped into the "Unknown/Masked" category have had a 6% increase in their success rates, while "Hispanic/Latine" students had a slight increase in success (+1%). Two cycles ago, a goal was established to close the gap for Black/African American students in Anthropology Courses. We continue to close this equity gap. Last year there was a minor increase in success (+2%), this year there is continued increase (+5%) for these students. The implemented changes have been measurably successful. A previous area of concern was students who identify as "Two or more Races". Currently, these students demonstrate an increase of 18% in their success in Anthropology classes. We have closed the equity gap for these students. The implemented changes have been measurably successful. An area of concern is the noticeable decrease for students who identify as "White", specifically, "White Males" whose success rates have decreased dramatically (20%) and have dropped below the AVC benchmark. There is an equity gap of 10.6% that needs addressed. This is an area of concern, since it is dramatically different from the past three review cycles. The department recognizes that numbers fluctuate annually. We will continue to monitor and implement changes to improve success for "White Male" students.

Anthropology Alumni Students Survey:

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

presentation of their research at Professional Anthropology meetings, placed them at a more competitive level than other junior level students at four-year institutions. In addition, alumni participate each year in the annual Anthropology Open House as presenters and/or on the Alumni Student Panel.

End of Semester Student Surveys:

- For the students who attended the annual Anthropology Open House, they noted that it proved beneficial in helping students understand what to expect at four-year institutions and the wide range of employment opportunities available with a degree in Anthropology. Most participants identified the AVC Alumni Student Panel as one of the most valuable components of the event. They also highlighted the opportunity to engage in undergraduate research and the possibility of presenting their work as especially meaningful.
- ANTH 101, ANTH 101L, ANTH 102, ANTH 110, ANTH 112, and ANTH 140 courses: Students enjoy the assignments that require them to participate in on-campus and off-campus anthropological events. They feel this provides them with real world experiences in Anthropology.
- ANTH 140 and ANTH 199: Students stated that participating in inquiry-based research and first-hand experience managing cultural collections was more interesting and fulfilling than a pure lecture-based course. The opportunity to attend and/or present at professional Anthropology meetings also allowed them to see “real world” application of the materials covered in the course.

Opportunities and Challenges: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Opportunities:

- The head of the department was awarded a sabbatical for the Spring 2025 semester to complete the NAGPRA/CalNAGPRA inventory of the AVC Archaeological Repository (AVCAR) collections to meet mandated federal and state legal requirements. This provided the opportunity to develop pedagogy and curriculum for a practice of “community-based archaeology” at AVC. Community-based archaeology strives to partner with local Indigenous communities in the act of protecting, conserving, and interpreting cultural resources. AVCAR seeks to develop “community-based” archaeological research that partners with local tribal communities to develop MOUs that establish protocols for undergraduate research (UR) on the archaeological collections housed in the department that are not subject to NAGPRA/CalNAGPRA. Ultimately this will provide students at their earliest level of higher education with consultation and collaboration skills with local indigenous communities. This will be ground-breaking, as the focus of utilizing orphaned collections and decolonizing collections has only been discussed at museums and four-year universities, no one has discussed these potentials at the community college. Our students can be at the forefront of changing epistemologies. This project holds implications for shifting decolonization theory to practice.
- The department continues to develop undergraduate research (UR) opportunities for students. Conducting research as an undergraduate at a community college is an excellent way to gain experience and skills that will benefit students both academically and professionally, preparing them for transfer to four-year institutions and a wide variety of careers. Thanks to the Title V (Data Science) grant, we have significantly increased the number of faculty and students conducting Undergraduate Research at AVC. In 2023, we took a total of 23 students (mentored by 4 faculty) to two conferences. In 2023, we took a total of 23 students (mentored by 4 faculty) to two conferences. In 2024, we took a total of 33 students mentored by (7 faculty) to the Southern California Conferences for Undergraduate Research (SCURR). The numbers have increased again this year with 37 students mentored by (11 faculty) attending the 2025 SCURR conference this month.
- Annual research conferences provide excellent opportunities for students to present their research. Both the AVC Associated Students Organization (ASO) and the AVC STEM grant from the United States Department of Education Title V grant has provided funding for Anthropology UR students to participate and/or present at scientific conferences such as the annual Southern California Conferences for Undergraduate Research (SCCUR) and the Society for California Archaeology (SCA). We anticipate their continued support for undergraduate research (UR) in the Anthropology program.
- Two potential summer micro-internships have been identified and are expected to be developed in summer 2026 for implementation in Summer 2027.
- Guided Pathways can provide the opportunity to increase enrollment in Anthropology courses, specifically ANTH 101 and ANTH 101L for students who are not in MSE. All the Anthropology courses are holistically based and provide a solid, broad foundation to assist students in the development of their academic and career choices. Furthermore, all the Anthropology courses fulfill General Education requirements; Area A - Natural Sciences (ANTH 101, 101H and ANTH 101L) and Area B - Social & Behavioral Sciences (ANTH 102, 103, 110, 112, 112H, 140, 199) and are transferable to CSU and UC.

Challenges:

- A major ongoing challenge is hiring adjuncts for the department. The difficulty was first noted in 2021 upon retirement of an adjunct teaching a full load. After two years of a limited applicant pool and many applicants who did not meet the minimum qualifications, we finally succeeded in hiring two new adjuncts in summer 2023. In 2024-2025, we were able to hire two more adjunct faculty. One adjunct is dedicated to teaching as part of the Rising Scholars Prison Education Program, and another is teaching for the Dual-immersion program at Rosamond High school. Thereby we have increased the number of sections offered (+14) but our current adjunct pool is limited. Currently, all the adjuncts' workloads are maxed. Furthermore, a lack of notification of received applicants for faculty and Dean review continues to be a hiring issue. The department needs to hire a new full-time Anthropology BIPOC faculty member.
- One of the goals of the department is to offer two Area F - Diversity Studies (ANTH 102, 110 & 112) classes each semester. All three classes fulfill GE Social & Behavioral requirements and are CSU and UC transferable. A difficulty that has presented itself is low enrollments for ANTH 110: Latin American and Caribbean Culture. Counseling has been supportive, but Marketing has been reluctant to market to students low enrolled classes. This has been a past practice of Marketing, but in recent years they have not supported marketing low enrolled classes to students. We believe that has had a detrimental effect on classes being cancelled, not just in Anthropology, but across many discipline areas.
- As noted above, the United States Department of Education Title V (Data Science) grant has significantly increased the number of faculty and students conducting Undergraduate Research at AVC. Unfortunately, due to recent changes by the current federal administration, the Department of Education will no longer fund Title V (Data Science) grants. We are in drastic need of alternative funding/grant sources to continue offering UR experiences for AVC students.
- A continuing major issue for the AA-T in Anthropology is due to inaccurate information given to students regarding course requirements for completion of the degree. This issue occurred several times since the degree was established. Since 2016, at least six students have completed the requirements for the AA-T, but for various reasons did not receive the requested degree in Anthropology. They were told they couldn't receive the degree because they were transferring to the UC system and several others were told they had already earned too many credits to receive the degree. Several were told inaccurate information about the degree, and this caused them to not take required courses. Most issues revolved around misunderstandings regarding the ANTH 101L Biological Anthropology Lab class and the GEOL101L Geology Lab class. This past Spring 2025, four anthropology students almost did not graduate due to these misunderstandings. I have since worked extensively with Counseling and presented myself at a counseling meeting to highlight the inaccuracies in the degree and to make sure these inaccuracies do not occur in the future.
- A major issue for the Anthropology Program is problems arising from Guided Pathways and eLumen programs. While Guided Pathways and eLumen are commendable programs for assisting students in their academic goals, these programs greatly hinder the diversity of pathways/courses for students available in the Anthropology Department. While Anthropology is a "Social Science" with courses like Cultural Anthropology (ANTH 102) and Native North Americans (ANTH112), it is also a "Science" with courses like Biological Anthropology (ANTH 101 and ANTH 101L) and Archaeology (ANTH 140). Having said that, if a student were interested in Biological Anthropology, genetics or even primatology (all areas within Anthropology), they would never find it via the Area of Study in the Sciences. Furthermore, in the new online catalog which pulls information directly from eLumen, the LMI information for the Anthropology Program fails to even list any science related jobs. In addition, eLumen does not reflect the diversity of the Anthropology discipline it fails to correctly list job opportunities in both social sciences and the sciences. The department was told that these changes cannot be made to eLumen locally because it is an internal part of the software, and that AVC has no control over the LMI data. This is a major issue for the Anthropology Program.
- EduNAV is a further challenge for course enrollments and for Anthropology students completing the AA-T degree. The EduNAV algorithm selects only one course option and does not permit students to not see all the class options fulfill their general education requirements for a particular area. Students see only one class option selected by the algorithm and they believe that is the only option. The algorithm does not provide an interface that permits students to see all the options at once. Furthermore, for Anthropology students EduNAV recommends classes outside of Anthropology that can fulfill area requirements, but the algorithm should provide Anthropology options first if they fulfill these areas and are part of the AA-T Anthropology degree. Students

are unaware that there are other possible class options because the enrollment instructions are unclear. This has impacted our first year students and those who have not yet met with a counselor.

- Being able to address the diverse ways in which our students identify themselves is at the core of the discipline of Anthropology. The ethnicity categories of American Indian or Asian are no longer unique fields of data and appear to have been lumped into the “other” ethnicity category. The lack of access to this data does not permit discussion of diversity of the student body in our courses, which is a bedrock of Anthropology. The Department of Anthropology finds this to be very troubling and requests that this data be made available. Furthermore, Sex and Gender are not the same thing. Sex (female/male) does not equal Gender (woman/man). The categories should reflect biological and socially appropriate categories that students can self-identify. The “unknown” category is discriminatory.
- Data to compare the retention & success rates by individual Anthropology classes is not available on the Program Review Data Page which makes addressing how best to revise courses and curriculum a challenge. In addition, this year there is no data on age groups which further hinders the department’s ability to thoroughly assess the program.

Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Consider the following questions:

- What does your program/area want to be known for?
- What is a desired future?

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

- Hire a new full-time Anthropology BIPOC faculty member to assist in the development of a more robust and supportive program for students.
- AVC Archaeological Repository (AVCAR) seeks to develop “community-based” archaeological research that partners with local tribal communities to develop MOUs that establish protocols for undergraduate research (UR) drawn on the archaeological collections housed in the department that are not subject to NAGPRA/CalNAGPRA. AVC would be the first California Community College to develop pedagogy and curriculum for a practice of “community-engaged archaeology”. Most importantly, AVC students can be at the forefront of changing epistemologies. This will be ground-breaking, as the focus of utilizing orphaned collections and decolonizing collections has only been discussed at museums and four-year universities, no one has discussed these potentials at the community college. This project holds implications for shifting decolonization theory to practice.
- Complete the NAGPRA/CalNAGPRA inventory of the AVC Archaeological Repository (AVCAR) collection via a community-based archaeology approach and repatriation initiated.
- Expand UMOJA course offerings to include a UMOJA section of ANTH 101 in the 2026-2027 academic year.
- Identify and implement the use of OER textbooks for lecture classes (ANTH 103 and 112). The faculty will be reviewing and assessing the textbooks for adoptability.

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

N/A

Insert Advisory Committee Recommendations here (Please do not insert complete meeting minutes, but just recommendations from the advisory committee.)

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

Part 2C: Review and comment on progress toward past Course Improvement Plans

List your past **Course Improvement Plans** (CIPs) and progress toward meeting those plans.

Past Course Improvement Plans	Progress Made
<p>Increase the success rate of students enrolled in the Introduction to Biological Anthropology (ANTH 101) and Introduction to Biological Anthropology Lab (ANTH 101L) courses.</p>	<ul style="list-style-type: none"> • Maintain an 80% student success rate. All the SLOs for ANTH 101 are > 88% performance. All the SLOs for ANTH 101L are > 90%. In all cases the numbers are increasing. • In the End of Semester Student Surveys, students in the ANTH 101L classes requested more time to spend with the skeletal collections to become more familiar with required features/traits for the visual identification portion of labs and examinations. We continue to provide weekly Open Lab hours when possible. Our request for skeletal casts was approved. Furthermore, students asked for student tutors in the Learning Center. We have been able to hire on Anthropology student as a tutor and an embedded tutor for one section of the Lab.
<p>Increase the success rate of students enrolled in the Archaeology & World Prehistory (ANTH 103) course.</p>	<ul style="list-style-type: none"> • Maintain the student success rate to 80%. All the SLOs for ANTH 103 are greater than 83%. • Faculty will continue to monitor the established assessment over the course of the 2025-2026 academic year. This course is offered every fall semester.
<p>Increase the success rate of students enrolled in the Latin America and Caribbean Cultures (ANTH 110) course.</p>	<p>**This course has not been offered due to low enrollment. Therefore, no progress has been made to date.**</p> <ul style="list-style-type: none"> • Increase the student success rate to 70%. This class is offered bi-annually and has only been offered three times since original approval in 2020. • SLO1 is > 86%, but both SLO2 and SLO3 are 50% and 63%, respectively. The current assessment will be re-evaluated at the end of Fall 2025 term. It is anticipated that the assessment and/or the SLOs for these two will be revised.

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

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

Past Goal	Progress Made
<p>Goal #1: Complete the Native American Graves and Repatriation Act (NAGPRA) and California Native American Graves and Repatriation Act (CalNAGPRA) Inventory of the AVC Archaeological Repository (AVCAR) archaeology collection with a focus on utilizing this mandated requirement as a learning opportunity for student involvement training students in the repatriation process, collection preservation, curation-based research projects, and last, to develop “community-engaged” archaeological awareness that acknowledge tribal communities and aim to create cultural awareness and sensitivity in the community.</p>	<ul style="list-style-type: none"> • <u>Objectives 1 Status:</u> Objective Partially Met— Inter-tribal consultation and repatriation with local Native American Tribes have begun and continue. NAGPRA Inventory of the known NAGPRA associated sites has been completed. The Lazy-T Ranch Cemetery collection has been completed in May 2025 and published in the Federal Register. Other collections are in process. • <u>Objective 2 Status:</u> Objective Met — Maintain two students per semester practicing community-based archaeology and assisting with the NAGPRA/ CalNAGPRA inventory to gain professional skills. To date 18 students have

<p>Objective #1: Continue inter-tribal consultation and repatriation with local Native American Tribes.</p> <p>Objective #2: Continue to develop undergraduate research opportunities from NAGPRA/ CalNAGPRA inventory via ANTH 199 and Honors Options.</p> <p>Objective #3: Practice of “Community-based Archaeology” for the AVCAR Orphaned Collections and NAGPRA/CalNAGPRA inventory. Provides students with consultation and collaboration skills with local indigenous communities in the act of protecting, conserving, and interpreting cultural resources.</p> <p>Objective #4: Continue with the inventory and stabilizing of the archaeological collection housed in the container located in the North Athletic Field.</p> <p>Objective #5: Continue to obtain appropriate curation supplies, equipment, and storage facilities for the Antelope Valley College Archaeological Repository (AVCAR) archaeology collection as needed.</p>	<p>been able to gain undergraduate research (UR) experience working on the NAGPRA Inventory. This includes review and assessment of the archaeological collection, documentation of inventory, attending professional meetings, networking, presenting original research and NAGPRA workshops.</p> <ul style="list-style-type: none"> • Objective 3 Status: Objective Partially Met — Currently, three students are learning about the ethic approach to “community-based archaeology”. No consultation with local indigenous communities has occurred. • Objective 4 Status: Objective Partially Met — The preliminary inventory and reorganization of the archaeological collection currently housed in the container located in the North Athletic Field is completed. A portion of the archaeological collection has been moved from the container to Uhazy Hall. • Objective 5 Status: Objective Partially Met— To date, all requested curation supplies have been provided.
<p>Goal #2: Increase success rates for African American/Black and students identifying as “Two or more Races” in Anthropology Courses.</p> <p>Objective #1: Hire new full-time anthropology BIPOC faculty.</p> <p>Objective #2: Increase Black/African American and “Two or more Races” students’ retention and success to a 75% student success rate by Fall 2025.</p> <p>Objective #3: Offer UMOJA sections of ANTH 103 and ANTH 101 in the 2025-2026 academic year.</p> <p>Objective #4: Student Survey and Student Focus Group to identify areas for improvement in the ANTH 101L class for Black/ African American students.</p> <p>Objective #5: Obtain funding to purchase primate, hominin and forensic skeletal casts for the ANTH 101L classes.</p> <p>Objective #6: Inquire with the learning Center about hiring student tutors for ANTH 101 and ANTH 101L.</p>	<ul style="list-style-type: none"> • Objective 1 Status: Objective Not Met – The Anthropology Department did not make the list to hire a new full-time anthropology BIPOC faculty member. • Objective 2 Status: Objective Partially Met – Black/African American students success increased to 74% and the “Two or more Races” students success increased to 81%. • Objective 3 Status: Objective Partially Met – The department offered a UMOJA section for ANTH 103. • Objective 4 Status: Not Met – The full-time faculty was on sabbatical spring 2025 so this did not occur. • Objective 5 Status: Objective Met – the department received funding for most of the requested primate, hominin and forensic skeletal casts. • Objective 6 Status: Objective Partially Met – One student tutor was are hired for ANTH 101 and ANTH 101L fall semester 2025.
<p>Goal #3: Increase the ethnic diversity of students enrolled in Anthropology courses and the number of Anthropology transfers to CSU’s via AA-T /ADT in Anthropology and via IGETC to UC’s.</p> <p>Objective #1: Hire new full-time anthropology BIPOC faculty.</p> <p>Objective #2: Student Survey and Student Focus Group</p> <p>Objective #3: Increase Native American, Hispanic/ Latine, Black/ African American and Asian student success to 80% by Fall 2025.</p>	<ul style="list-style-type: none"> • Objective 1 Status: Objective Not Met – The Anthropology Department did not make the list to hire a new full-time anthropology BIPOC faculty member. • Objective 2 Status: Objective Not Met – The full-time faculty was on sabbatical spring 2025 so this did not occur. • Objective 3 Status: Objective Partially Met – The data does not permit assessment for Native American and Asian students. Student success did increase in the Hispanic/Latine (81%) and Black/ African American (74%) student success increased.

<p>Objective #4: Increase number of Native American, Hispanic/ Latinx, African American/Black, and Asian students declaring the CSU's via AA-T/ADT in Anthropology degree.</p> <p>Objective #5: Request the ethnic categories of American Indian and Asian added back to the Dashboard. To provide faculty with data that permits discussion of diversity of the student body in ANTH courses.</p>	<ul style="list-style-type: none"> • <u>Objective 4 Status:</u> Objective Met – The two of the four students receiving their AA-T in Anthropology degrees in spring 2025 self-identify as Native American and/or Hispanic Latine. Currently, 32 students are declaring Anthropology as their major with the intent of receiving the AA-T in Anthropology. The ethnicities of all these students are unknown, but personally the faculty member knows that many of them identify as Native American, Hispanic/ Latinx, African American/Black, and/or Asian. • <u>Objective 5 Status:</u> Not Met – The ethnic categories of American Indian and Asian are not discrete categories on the Dashboard.
<p>Goal #4: Increase enrollment and success in Anthropology courses by increasing the number of courses offered each semester and by adding more modalities (in-person in Palmdale, Zoom, Online, late start eight-week classes).</p> <p>Objective #1: Hire new full-time anthropology BIPOC faculty.</p> <p>Objective #2: Add two more ANTH 101 and ANTH 101L courses to the schedule by Fall 2025.</p> <p>Objective #3: Offer two Area F - Diversity Studies (ANTH 102, 110 & 112) classes each semester by Fall 2025.</p> <p>Objective #4: Offer an additional Anthropology course in the Palmdale Center.</p> <p>Objective #5: Adoption of OER textbooks for at least one anthropology class by Fall 2025 for either ANTH 101, 103 or 112).</p>	<ul style="list-style-type: none"> • <u>Objective 1 Status:</u> Objective Not Met – The Anthropology Department did not make the list to hire a new full-time anthropology BIPOC faculty member. • <u>Objective 2 Status:</u> Objective Met – We have added two more ANTH 101 and ANTH 101L courses to the schedule. • <u>Objective 3 Status:</u> Objective Met – We are currently offering two Area F - Diversity Studies (ANTH 102, 110 & 112) classes each semester. • <u>Objective 4 Status:</u> Objective Not Met – An additional class has not been offered at the Palmdale Center. We need more Anthropology faculty. • <u>Objective 5 Status:</u> Objective Partially Met – Adoption of OER textbooks for ANTH 101 has occurred.
<p>Goal #5: Increase the number of Anthropology transfers to CSU's via AA-T/ADT in Anthropology and via IGETC to UC's.</p> <p>Objective #1: Hire new full-time anthropology BIPOC faculty.</p> <p>Objective #2: To have 50 AA-T in Anthropology graduates by Fall 2025.</p> <p>Objective #3: Correct the Guided Pathways and eLumen programs to correctly reflect the diversity of the Anthropology discipline and correct LMI data.</p>	<ul style="list-style-type: none"> • <u>Objective 1 Status:</u> Not Met – The Anthropology Department did not make the list to hire a new full-time anthropology BIPOC faculty member. • <u>Objective 2 Status:</u> Objective Partially Met – To date, 49 students have officially received the AA-T in Anthropology. Since 2016, at least six students completed the requirements for the AA-T, but for various reasons did not receive the requested degree in Anthropology (see Challenges above). • <u>Objective 3 Status:</u> Objective Not Met – No corrections have been made to either the Guided Pathways or the eLumen LMI information for the Anthropology Program.

Part 3: Based on Part 2 above, please list program/area goals:								
Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 3. Community/Globa	#1-4			Goal #4 Vision: Being more future-thinking,	Complete the Native American Graves and Repatriation Act	Continue inter-tribal consultation and	When the tribal groups have taken possession of the repatriated collections.

	I Consciousness				agile, innovative, and proactive.	(NAGPRA) and California Native American Graves and Repatriation Act (CalNAGPRA) Inventory of the AVC Archaeological Repository (AVCAR) archaeology collection with a focus on utilizing this mandated requirement as a learning opportunity for student involvement training students in the repatriation process, collection preservation, curation-based research projects, and last, to develop “community-engaged” archaeological awareness that acknowledge tribal communities and aim to create cultural awareness and sensitivity in the community.	<p>repatriation with local Native American Tribes.</p> <p>Enhance and grow the undergraduate research (UR) program via the NAGPRA/ CalNAGPRA inventory.</p> <p>Practice of “Community-based Archaeology” for the AVCAR Orphaned Collections and NAGPRA/CalNAGPRA inventory. Provides students with consultation and collaboration skills with local indigenous communities in the act of protecting, conserving, and interpreting cultural resources.</p> <p>Continue with the inventory and stabilizing of the archaeological collection housed in the container located in the North Athletic Field.</p> <p>Continue to obtain appropriate curation supplies, equipment, and storage facilities for the Antelope Valley College Archaeological Repository (AVCAR) archaeology collection as needed.</p>	<p>Anticipated completion date June 2028.</p> <p>Maintain two students per semester practicing community-based archaeology and assisting with the NAGPRA/ CalNAGPRA inventory to gain professional skills.</p>
#2	ILO 2. Creative, Critical,	#1-4			Goal #5 Education: Expansion of offerings and	Increase enrollment by offering more courses.	Hire new full-time anthropology BIPOC faculty.	Doing a semester-by-semester comparison of

	and Analytical Thinking				effective course scheduling.	Expanding modalities (in-person in Palmdale, Zoom, Online, late start eight-week classes) and to have courses offered during the morning, afternoon, and night, while developing pathways to accommodate different students.	Increase course offering across different modalities (when permitted) and times. Develop pathways for both traditional and non-traditional students. For example, a pathway for full-time students and pathway for part-time student.	different courses offered in the program. Offer an additional Anthropology course in the Palmdale Center. Adoption of OER textbooks for at least one anthropology class by Fall 2027 for either ANTH 103 or 112).
#3	ILO 2. Creative, Critical, and Analytical Thinking	#1-4			Goal #6 Success: Boost success rates by prioritizing the student experience.	Increase success rates across all student groups represented in Anthropology Courses.	Hire new full-time anthropology BIPOC faculty. Faculty are working with UMOJA counselors to develop an UMOJA section of ANTH 101 to be offered in the 2026-2027 academic year. Student Survey and Student Focus Group to identify areas for improvement in the ANTH 101L class.	Increase students' retention and success to a 75% student success rate by Spring 2027. Offer an ANTH 101 UMOJA section in 2026-2027 academic year. Increase student retention and success in ANTH 101L to a 75% student success rate by Spring 2027. Student tutors are hired for ANTH 101 and ANTH 101L.
#4	ILO 2. Creative, Critical, and Analytical Thinking	#1-4			Goal #4 Vision: Being more future-thinking, agile, innovative, and proactive.	Increase the number of Anthropology transfers to CSU's via AA-T in Anthropology and the UC Transfer Admission Guarantee (TAG) for Anthropology.	Hire new full-time anthropology BIPOC faculty. Continue to develop a program to promote student interest in all aspects of and courses supporting the AA-T in Anthropology such as the Annual Anthropology Open House, student Anthropology Club, and Faculty Professional	To have 60 AA-T in Anthropology graduates by Spring 2027. The Guided Pathways cross-lists Anthropology and the eLumen LMI information for the Anthropology Program correctly list job opportunities in both social sciences and the sciences.

						<p>Development presentations emphasizing developments in Anthropology.</p> <p>Continue and further develop undergraduate research opportunities.</p> <p>Correct the Guided Pathways and eLumen programs to correctly reflect the diversity of the Anthropology discipline and correct LMI data.</p> <p>Continued participation with Student Equity & First/Second Year Experience; Student Success Kickoff; Summer Bootcamps; and AVC school tours for local elementary, middle and high school students.</p> <p>Meet with Marketing and various other campus programs to develop a strategy to promote Anthropology. A major focus of such promotional activities will be to expand and encourage participation of underrepresented ethnic groups.</p> <p>Continue and further develop community partnerships (e.g., AVIM, MOAH, Gibbon Conservation Center,</p>	
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							Lancaster, and Palmdale School Districts; Lancaster and Palmdale Parks and Recreation Departments).	
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Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Faculty	Anthropology Full-Time BIOPPC Faculty	Goals 2, 3, & 4 Increased overall enrollment due to the expansion of ANTH courses via different modalities (in person, online, Prison Program, etc.) and variable days/times to increase success and retention rates to accommodate different students.	Repeat	\$75,000 approx. starting salary + benefits.	Recurring	Dr. Darcy L. Wiewall
Professional development	Funding for keynote speakers for the Annual Anthropology Open House.	Goals 1, 3 & 4 to increase the ethnic diversity of students enrolled in Anthropology courses, the number of graduates in Anthropology, enrollment and number of courses offered each semester.	Repeat	\$500-1500	Recurring	Dr. Darcy L. Wiewall

Part 5: Insert your [Program Review Data](#) here and any other supporting data. (See Part 2A above for required data).

Required:

- Enrollment tab
- Equity tab

Instructions and Definitions | **Enrollment** | Equity | Institutional Success & Retention

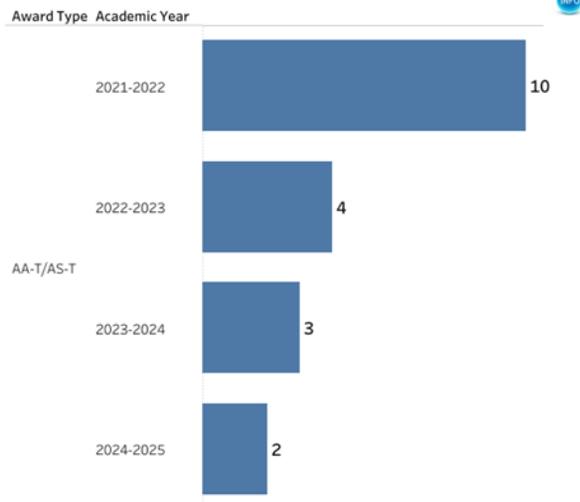
ANTH: Enrollments, # of Sections, Retention and Success

Year	# of Sections	Enrollment (Dupl.)	Headcount (Undupl.)	Retention Rate	Success Rate
2021-2022	39	943	811	92.0%	78.4%
2022-2023	31	894	752	94.0%	79.9%
2023-2024	43	1,311	1,109	93.4%	78.1%
2024-2025	57	1,661	1,374	94.5%	78.3%

ANTH: Enrollments, Number of Sections, Retention and Success by Modality

Year	Modality	# of Sections	Enrollment (Dupl.)	Headcount (Undupl.)	Retention Rate	Success Rate
2021-2022	In-Person	24	496	411	89.7%	73.6%
	Online	15	447	433	94.6%	83.7%
2022-2023	In-Person	22	514	429	92.8%	74.1%
	Online	9	380	363	95.5%	87.6%
2023-2024	In-Person	25	647	530	91.5%	75.8%
	Online	18	664	620	95.2%	80.3%
2024-2025	In-Person	28	723	588	93.5%	78.8%
	Online	29	938	860	95.2%	77.8%

Program Awards: AA-T Anthropology



Grade Distribution for ANTH



Classroom Teaching FTEF in ANTH

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Part-time FTEF	2.17	2.17	1.57	2.70	2.90
Full-time FTEF	1.10	0.93	0.73	0.73	0.73
Overload FTEF					0.17
Grand Total	3.27	3.10	2.30	3.43	3.80
FTES	54	44	37	49	54
FTES/FTEF Ratio	17	14	16	14	14
WSCH/FTEF Ratio	500	428	482	430	423
WSCH	1,634	1,326	1,108	1,475	1,607



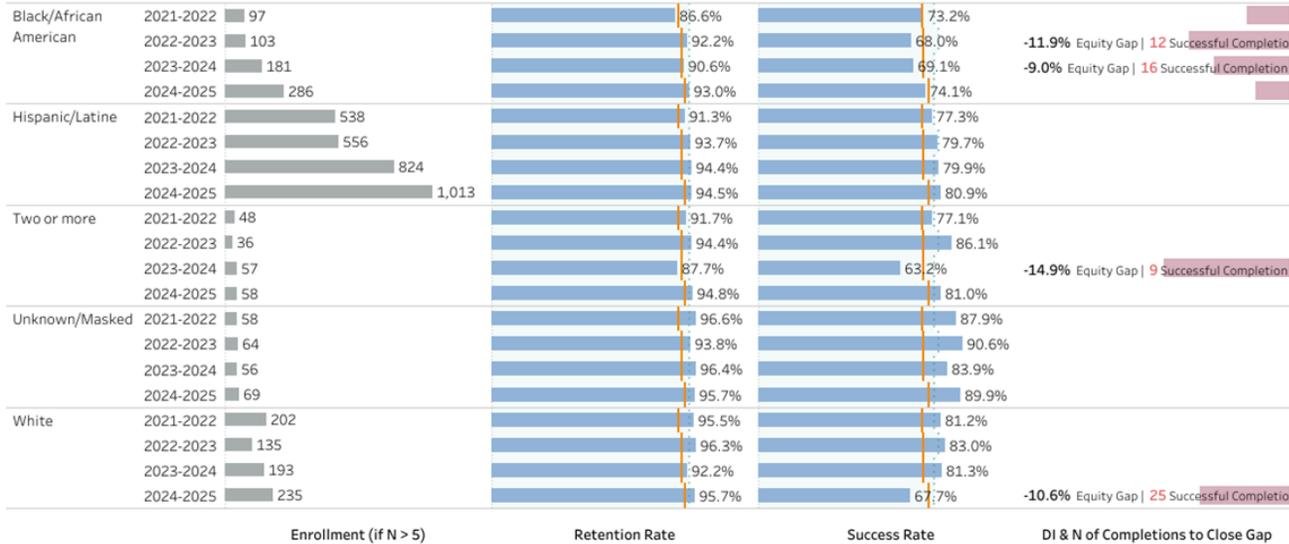
Click for Fill Rates

Click for FTES



AVC Total Retention and Success are shown in vertical | ANTH Success Rate is Green |
 When the success rate for a subgroup is at least 3 percentage points lower than the overall average success rate for the selected subject, that subgroup is considered to be experiencing Disproportionate Impact (DI) under the PPG methodology. DI and the number of successful course completers needed to close equity gap are noted along "red" bars. Tooltip contains disaggregation by gender.
 To estimate the number of additional successful completers needed to close the equity gap, multiply the subgroup enrollment by the size of the DI gap (i.e., the difference between the average rate and the subgroup rate).

ANTH Enrollment, Retention & Success for by Race/Ethnicity (if greater than 5)



ANTH Enrollment, Retention & Success for by Gender (if greater than 5)



Guiding Questions for Reviewing DI Data:

- What patterns or trends in the DI data suggest inequities among different student groups?
- What factors might be contributing to observed equity gaps in our program (e.g., curriculum design, teaching practices, access to resources, advising, or broader institutional barriers)?
- What specific strategies, practices, or program-level interventions could we implement to reduce or eliminate these gaps?
- How might changes to pedagogy, curriculum, scheduling, student services, or outreach impact disproportionately affected groups?
- What institutional or community resources (e.g., funding, professional development, partnerships, student support services or centers) can we leverage to support equity-focused efforts?





Fall 2025 Program Review Report | Instructional Areas

Division/Area Name: SBS/Business Information Professional	For Planning Years: 2026-2027
Name of person leading this review: Megan Owens	
Names of all participants in this review: Megan Owens, Kent Moser, Kathleen Ballestero, Grace Crossette-Thambiah, Ahsley Wupperfeld.	
Part 1. Program Overview: <i>Briefly describe how the program contributes to the district mission</i>	
<p>The Business Information Professional program contributes to the district mission by providing a comprehensive range of courses that serve a diverse population of students. Our courses support those entering the workforce for the first time or those returning to the workforce. By offering hands-on training required for skill, certification, and professional development we strive to ensure each student’s success here at Antelope Valley College.</p>	
Part 2A: Analyze the program review data (retrieval instructions), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:	
<p>Use the following questions to guide your analysis:</p> <p>Overall (Use the <i>Success & Retention</i> and <i>Program Award</i> data to inform your analysis)</p> <ul style="list-style-type: none"> • What are the success and retention rates for your discipline? Did they decrease or increase in the last year? • What are the trends for the number of awards granted? Are the number of awards going up or down? <p>Equity (Use the <i>Success & Retention</i> data including S&R by Ethnicity and Gender data to inform your analysis)</p> <ul style="list-style-type: none"> • Which ethnic / gender student groups complete their courses at the highest rates? • Which ethnic / gender student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the <i>Strengths and Accomplishments</i> section. 	
Strengths and Accomplishments: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)	
<p>Something that our program does well is offering our courses online to serve the diverse students enrolled at AVC. With BIP being an all-online program, students from all walks of life and socio-economic backgrounds can participate and be successful in the higher education process. By having well trained instructors in the online space that consistently reach out to their students and are available to help, students can achieve career goals.</p> <p>We have gone from 973 enrolled in 2023 -2024 to 1,358 enrolled in the 2024-2025 school year. We have increased our enrollment and our number of sections offered. We are continuing to keep Retention high at 91.8% and Success at 75%. We are encouraged by these numbers. We went from having awarded 17 BUS Info Certificates to having awarded 21. The breakdown of that amount is 7 certificates in L1, L2, and L3 each. We have also awarded 7 Business Info Professional AS degrees. That is up from 4 last year.</p> <p>By continuing to market to and inform the community of the BIP program we have been able to increase enrollment and increase awards. While we saw a bit of a drop from overall Success Rate in the Hispanic/Latine (going from 79.6% to 75.9%) the Retention rate went up (from 92.9% to 93.1%). Enrollment continues to increase among the Black/African American (from 238 to 345) and Hispanic/Latine (from 490 to 780).</p>	
Opportunities and Challenges: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)	
<p>Currently the Unknown/Masked are achieving the highest success rate of 89.1% for the 2024-2025 school year. White demographic of students are a close 2nd at 83.9%. The lowest performing demographic is Black/African American at 67.5%.</p> <p>The women enrolled in the program (1,122) far exceeds the men enrolled (206). Their success rates are similar at 75.9% and 70.9% respectively.</p>	

Some actions that can be taken to help close equity gaps would be to continue to research the best way to make our courses either ZTC or Low-Cost to better serve our students. More training is needed and ways to measure potential equity gaps to better understand what the data is telling us. Training on how to better include all races/ethnic groups.

Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

- As a Business Information Professional program, we would like to be known for our extensive, relevant, and inclusive courses.
- We want employers to see the BIP program as an opportunity to increase the skills of their employees by obtaining the various certificates our program offers.
- We also want to be known in the community as a place where students belong no matter their background and that our courses help them to achieve their career goals.

We hope to improve by 1% in the areas of Enrollment, Retention and Success across all demographics.

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

N/A

During the past advisory committee meeting for business, marketing, management, and business information professional, there were several suggestions for skills and programs that Antelope Valley College should consider. The committee discussed the need for AVC design courses in the following areas: Advertising for the Small Business via Social Media, incorporating AI into marketing strategies. The team also discussed the development of new certificates in various areas. Specifically, certificates in management, human resources, and cyber security were highlighted.

According to the employment development department of the state of California, there are 395,410 annual job openings for the county of Los Angeles between 2018-2028 for people pursuing jobs in office technology, office computer applications, and office management.

Part 2C: Review and comment on progress toward past Course Improvement Plans

List your past **Course Improvement Plans** (CIPs) and progress toward meeting those plans.

Past Course Improvement Plans	Progress Made
There is a need for more tutors for subjects involving computation and application software.	No progress has been made for this plan.
Access to more computer labs.	We still have not increased the number of labs for students.

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

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

Past Goal	Progress Made
Increase enrollment by increasing awareness of the programs that are offered under the BIP discipline.	This is an ongoing goal. We are continuing to arrange faculty visits to local high schools and increasing our outreach.
Establishing internship programs will provide students with skills vital to obtaining employment.	No progress has been made toward this goal as of yet.
Increase success and retention rates by providing tutors that have diverse experience and skills in the subjects required for the BIP discipline.	We are still working on this goal.

Part 3: Based on Part 2 above, please list program/area goals:								
Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1 Marketing And Outreach	ILO 4. Career and Specialized Knowledge				Goal #5 Education: Expansion of offerings and effective course scheduling.	Increase marketing and outreach efforts to help students discover and explore the range of programs offered within the BIP discipline	<p>Increase marketing and outreach to the community:</p> <ol style="list-style-type: none"> 1. Offer a stipend to incentivize faculty and increase faculty involvement in outreach. 2. Faculty visiting local high schools or facilitating workshops that provide the opportunity to connect with potential and current students and communicate the benefits of what we offer in the BIP program. 	Based on AVC's tableau data, there would be an increase in enrollment and completers.
#2 Internship Agreements	ILO 4. Career and Specialized Knowledge				Goal #5 Education: Expansion of offerings and effective course scheduling.	Establishing internship programs will provide students with skills vital to obtaining employment.	<ol style="list-style-type: none"> 1. Contact local industry leaders to discuss and propose an internship program. 2. Offer a stipend to incentivize faculty to become involved in the internship program. 3. Meet with local employers and establish a working relationship. 4. Work with local industry to create an internship agreement. 	Based on AVC's tableau data, enrollment and completion would increase. Tracking internship program contracts.

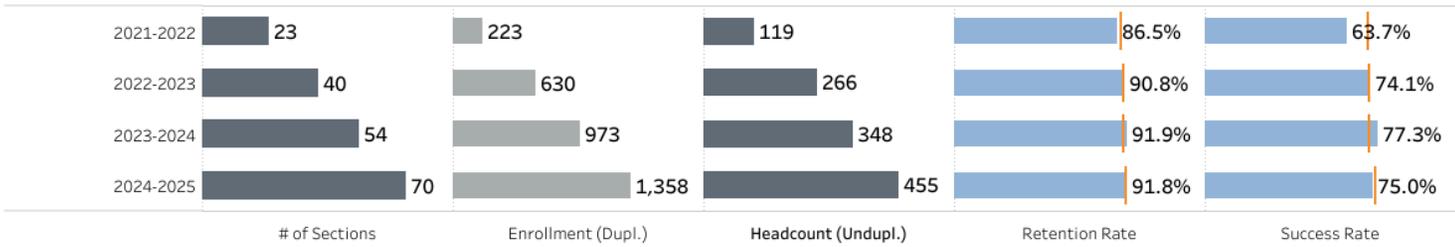
#3 Tutors	ILO 4. Career and Specializ ed Knowled ge				Goal #3 Resources: Increase student awareness about campus resources.	Increase success and retention rates by providing tutors that have diverse experience and skills in the subjects required for the BIP discipline to support student success.	Encourage faculty to ask their outstanding performing students to be tutors and connect those students with learning center representatives	Based on AVC's tableau data, there would be an increase in enrollment and completers.
#4 ZTC and/or Low-Cost	ILO 1. Commun ication				Goal #3 Resources: Increase student awareness about campus resources.	Continuing to research the best way to make our courses either ZTC or Low- Cost to better serve our students.	Encourage faculty to look at their classes and see how we can incorporate more ZTC and/or Low Cost classes.	More classes offering ZTC and/or Low Cost.

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)						
Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Other	Stipend to incentivize faculty and increase faculty involvement in outreach.	Goal #1	Repeat	Amount equivalent to an appropriate LHE	Recurring	Kent Moser
Other	Stipend to incentivize faculty to become involved in the internship program.	Goal #2	Repeat	Amount equivalent to an appropriate LHE	Recurring	Kent Moser

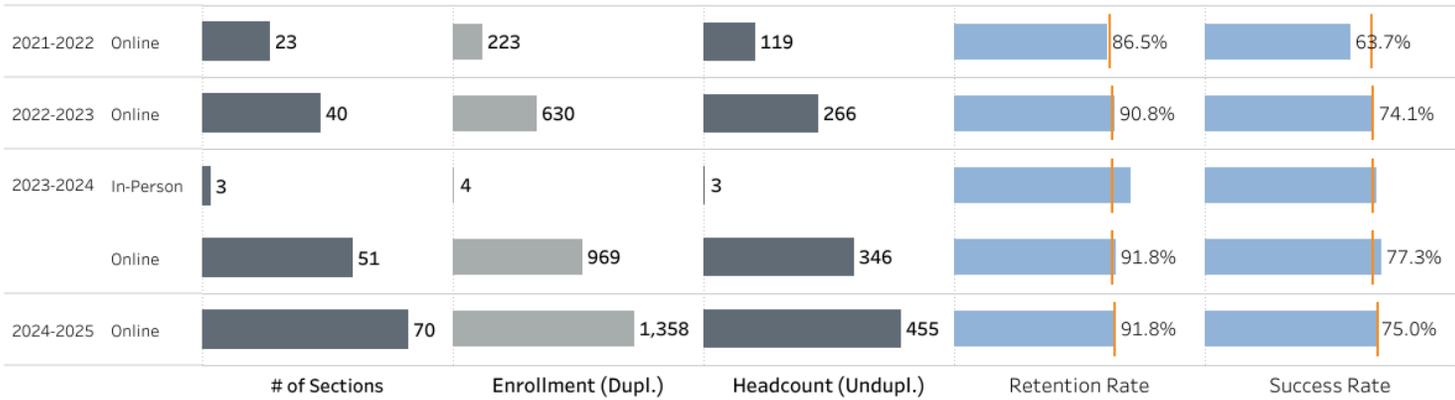
Part 5: Insert your [Program Review Data](#) here and any other supporting data. (See Part 2A above for required data).
 Required:

- Enrollment tab
- Equity tab

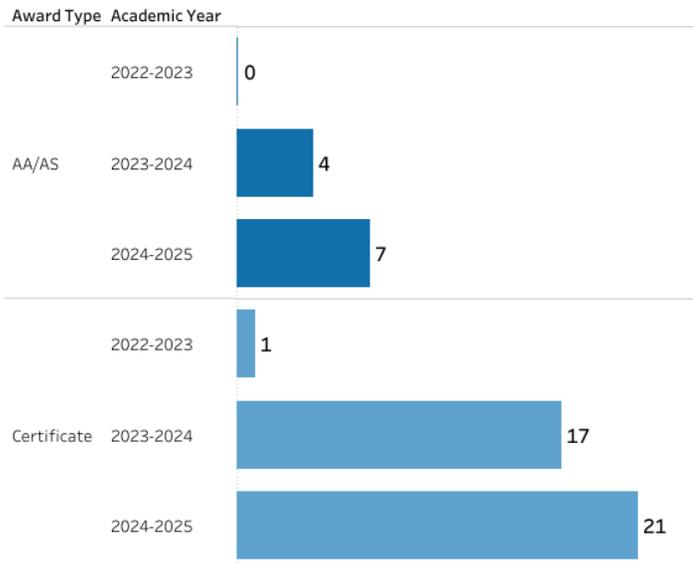
BIP: Enrollments, # of Sections, Retention and Success



BIP: Enrollments, Number of Sections, Retention and Success by Modality



Program Awards: BUS Info Professional L1, BUS Info Professional L2, BU Professional L3 and 1 more



Grade Distribution for BIP



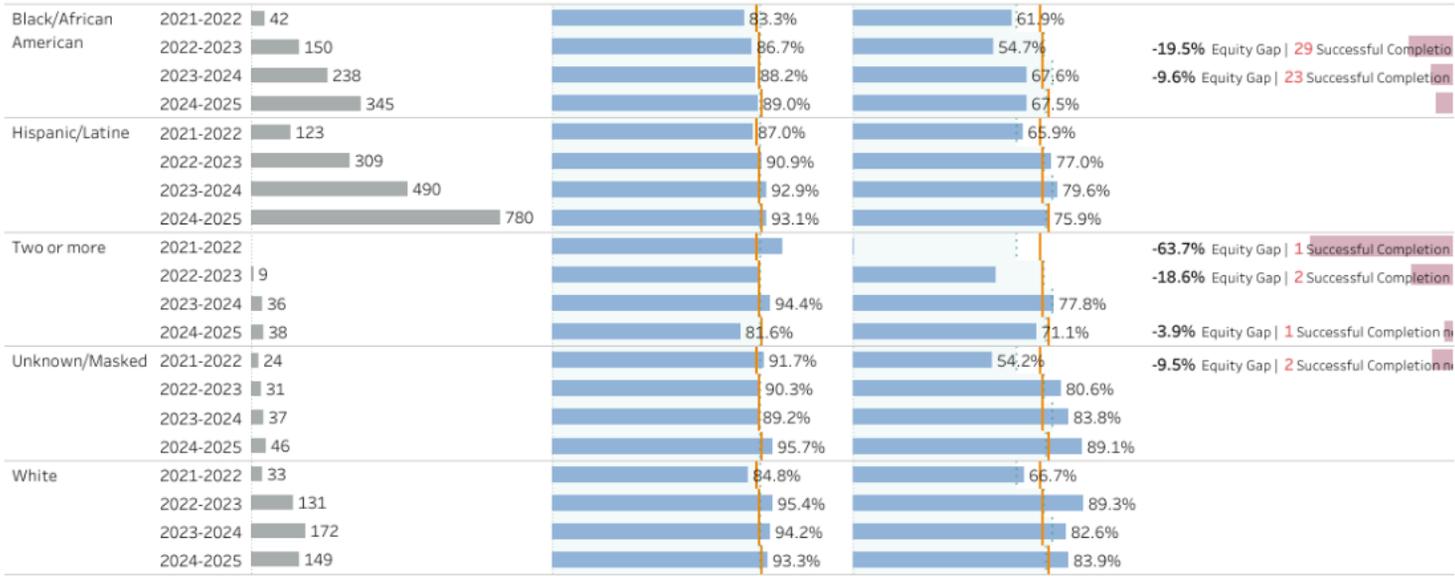
Classroom Teaching FTEF in BIP

	Fall Terms			
	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Part-time FTEF	0.81	1.31	0.78	1.39
Full-time FTEF	0.17	0.25	0.85	1.41
Overload FTEF	0.08	0.42	0.77	0.55
Grand Total	1.06	1.98	2.39	3.35
FTEF	2.6	8.9	20.9	26.3
FTEF/FTEF Ratio	2.4	4.5	8.7	7.8
WSCH/FTEF Ratio	73.1	134.4	261.5	235.4
WSCH	77.7	265.5	625.5	789.6

AVC Total Retention and Success are shown in vertical | **BIP Success Rate is Green** |

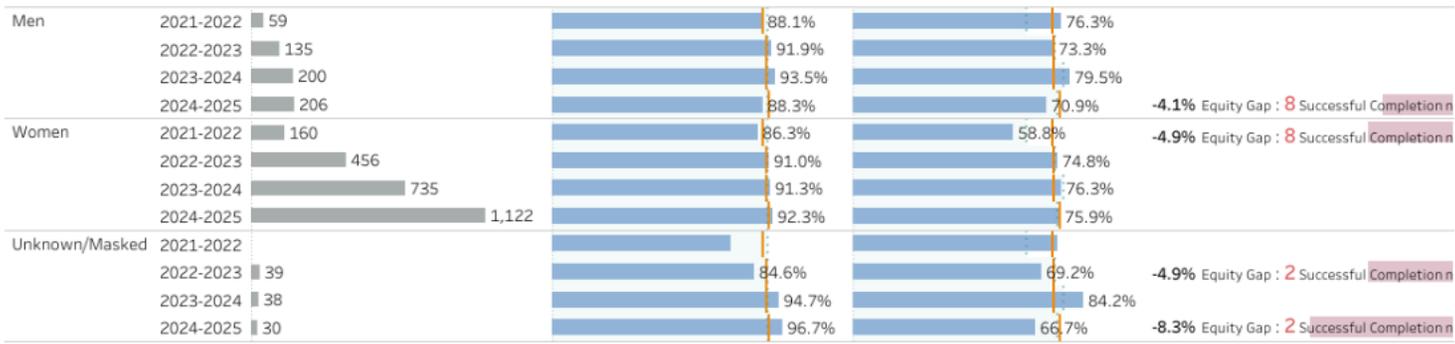
When the success rate for a subgroup is at least 3 percentage points lower than the overall average success rate for the selected subject, that subgroup is considered to be experiencing **Disproportionate Impact (DI)** under the PPG methodology. DI and the number of successful course completers needed to close equity gap are noted along "red" bars. Tooltip contains disaggregation by gender. To estimate the number of additional successful completers needed to close the equity gap, multiply the subgroup enrollment by the size of the DI gap (i.e., the difference between the average rate and the subgroup rate).

BIP Enrollment, Retention & Success for by Race/Ethnicity (if greater than 5)



Enrollment (if N > 5) | Retention Rate | Success Rate | DI & N of Completions to Close Gap

BIP Enrollment, Retention & Success for by Gender (if greater than 5)



Enrollment (if N > 5) | Retention Rate | Success Rate | DI & N of Completions to Close Gap

- Guiding Questions for Reviewing DI Data:**
- What patterns or trends in the DI data suggest inequities among different student groups?
 - What factors might be contributing to observed equity gaps in our program (e.g., curriculum design, teaching practices, access to resources, advising, or broader institutional barriers)?
 - What specific strategies, practices, or program-level interventions could we implement to reduce or eliminate these gaps?
 - How might changes to pedagogy, curriculum, scheduling, student services, or outreach impact disproportionately affected groups?
 - What institutional or community resources (e.g., funding, professional development, partnerships, student support services or centers) can we leverage to support equity-focused efforts?



Fall 2025 Program Review Report | Instructional Areas

Division/Area Name: Division/Area Name: Social & Behavioral Sciences / Business & Computer Studies: BUSINESS For Planning Years: 2026-2027

Name of person leading this review: Balbir Arora, Wayne A Lynch

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

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

The Business Department is committed to providing a comprehensive and inclusive study of business that meets the diverse needs of our student body. Our programs are designed to prepare students for success—whether their goals are to earn a Business Degree or Certificate, or to transfer under the Business Administration Transfer Degree. Faculty approach the study of business from multiple perspectives, ensuring students gain a well-rounded understanding of the discipline and its application in today’s dynamic marketplace. The faculty and staff of the Business and Computer Studies Department are dedicated to delivering high-quality, hands-on learning experiences that support skill certification, continuing education, and professional development. Our courses equip students with the essential knowledge and practical skills needed to succeed in business and related fields. Whether students are pursuing a two-year degree or certificate, planning to transfer to a four-year university, entering the business workforce, or seeking to enhance their professional competencies, we are committed to helping them achieve their educational and career goals. How does your program/area help the college meet its mission?)

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

Use the following questions to guide your analysis: Overall (Use the Success & Retention and Program Award data to inform your analysis) • What are the success and retention rates for your discipline? Did they decrease or increase in the last year? For the 2024-2025 academic year, the retention rate was 88.7%, and the success rate was 68.1%. This represents a slight increase of 2.1% from the previous year (2023-2024), which had a retention rate of 86.6%. However, the success rate increased by 1.9 percentage points, rising from 66.2% in 2023-2024 to 68.1% in 2024-2025. Over the past two years, both retention and success rates have increased by approximately 2 percent. • What are the trends for the number of awards granted? Are the number of awards going up or down? Completion rates for Business degrees, including the AS-T, increased significantly in the 2024-2025 academic year, reaching 205 compared to 178 in 2023-2024. The increase may be due to higher enrollment driven by local economic demand for business professionals, along with enhanced outreach, improved support services, and greater awareness of transfer options like the AS-T pathway. Equity (Use the Success & Retention data including S&R by Ethnicity and Gender data to inform your analysis) • Which ethnic / gender student groups complete their courses at the highest rates? In the 2024-2025 academic year, Hispanic students had the highest retention rate at 89.6% and the highest success rate at 71.2%.

Our Black/African American Students have shown an increase in enrollment and both success and retention. Success rates increased from 84.7% to 88.3%, which is a significant improvement.

- Which ethnic / gender student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the *Strengths and Accomplishments* section.

In 2024-2025, White students had the lowest retention (85.8%) and success rates (67.8%), showing the largest equity gaps compared to Hispanic students (89.6% retention and 71.2% success). The White students retention rate decreased considerably compared to the increase in Hispanic students retention and success rates. Rising costs, relocation, and other economic factors may have contributed to the decline of white student enrollment. Retention, and success.

Strengths and Accomplishments: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Consider the following questions:

- What does your program/area do well, including capabilities and greatest accomplishments?

We are offering more courses, including certificate courses, as well as online courses in a variety of modalities to meet the needs of our students who may not be able to take all their courses in a traditional in-person format.

- What are the practices that were implemented to increase success and retention rates or program awards?

Retention rates may have increased during the last academic year because instructors are encouraged to work with their students in an effort to keep them on track in their courses.

Opportunities and Challenges: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Consider the following questions:

- What does your program/area need to do better to support/improve student success?

The Business program may want to include certain English courses as Advisories to assist our students to enable them to read and write in a manner that meets the academic rigors needed to complete a degree in Business.

- What actions can be taken to help close equity gaps?

**The Business Department needs more Business faculty to help increase student success rates.
AVC can fund/provide more tutors at the learning center to assist our students succeed.**

Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Consider the following questions:

- What does your program/area want to be known for?

The Business program wants to be known as an area where students are prepared to transfer to a four-year university and also be prepared for the business environment as well.

- What is a desired future?

To increase enrollment, retention, and success rates for students who are in our various degrees and certificates programs.

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

N/A

Insert Advisory Committee Recommendations here (Please do not insert complete meeting minutes, but just recommendations from the advisory committee.)

Last advisory meeting, it was suggested that courses were needed in the Paralegal, Advertising, Artificial Intelligence, and Hospitality areas.

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

According to the California EDD 2022-2032 projections for Business Administration and Management-General in Los Angeles County, employment across eleven key management and business occupations totals 231,280 jobs with approximately 195,790 annual opening, highlighting strong ongoing demand for managerial, analytical, and instructional roles in the region

Part 2C: Review and comment on progress toward past Course Improvement Plans

List your past **Course Improvement Plans (CIPs)** and progress toward meeting those plans.

Past Course Improvement Plans	Progress Made
Offering computers in more classrooms would be beneficial for our students to quickly ascertain information and data	None
Certain Business classes that are more challenging and therefore may need tutors and/or modalities for tutoring (BUS 201)	None

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

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

Past Goal	Progress Made
Increasing Completion Rates	Overall completion rates increased in 2024-2025.
Increasing Enrollment	Enrollment in the BUS program increased from 2,172 in the 2023-2024 academic year to 2,523 in 2024-2025.
Provide More Technology to Students	None.

Part 3: Based on Part 2 above, please list program/area goals:								
Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 4. Career and Specialized Knowledge				Goal #1 Service: Realign college policies, practices, and processes to remove barriers and to become more effective, efficient, and responsive to students, employees, and the community.	Provide more technology for students.	Encourage faculty to seek grants and funding opportunities to acquire essential technology, supporting progress toward the goal.	Success can be measured by higher student engagement, academic performance, and retention rates.
#2	Choose ILO				Goal #1 Service: Realign college policies, practices, and processes to remove barriers and to become more effective, efficient, and responsive to students, employees, and the community.	Provide More Tutors to Students	Encourage faculty to identify and recruit high-performing students to work at the learning center, enhancing peer support and academic resources.	Success will be measured by increased student retention and success rates.

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)						
Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Technology	Funds for Purchase Technology for Students	Goal #1	Repeat	\$150,000	One-time	Balbir Arora & Wayne Lynch
Technology	Interactive Boards	Goal #1	Repeat	\$100,000	One-time	Balbir Arora & Wayne Lynch
Other	Hire additional tutors		Repeat	\$30,000	Recurring	Balbir Arora & Wayne Lynch

Part 5: Insert your [Program Review Data](#) here and any other supporting data. (See Part 2A above for required data).

Required:

- Enrollment tab
- Equity tab

Enrollment, Success, and Retention (Business)

Instructions and Definitions	Enrollment	Equity	Institutional Success & Retention
------------------------------	-------------------	--------	-----------------------------------

BUS : Enrollments, # of Sections, Retention and Success

Academic Year	# of Sections	Enrollment (Dupl.)	Headcount (Undupl.)	Retention Rate	Success Rate
2021-2022	89	1,520	1,143	86.6%	60.6%
2022-2023	70	1,857	1,318	88.5%	64.6%
2023-2024	80	2,172	1,458	86.0%	65.2%
2024-2025	100	2,523	1,753	88.7%	68.1%

BUS: Enrollments, Number of Sections, Retention and Success by Modality

Academic Year	Modality	# of Sections	Enrollment (Dupl.)	Headcount (Undupl.)	Retention Rate	Success Rate
2021-2022	In-Person	40	608	509	87.0%	65.6%
	Online	49	912	729	85.7%	69.6%
2022-2023	In-Person	25	641	520	80.0%	63.8%
	Online	45	1,216	893	88.8%	65.0%
2023-2024	In-Person	29	747	584	83.1%	63.9%
	Online	51	1,425	1,023	88.8%	67.4%
2024-2025	In-Person	26	668	545	87.0%	67.5%
	Online	74	1,855	1,319	89.3%	68.2%

Program Awards: AS-T Business Admin 2.0, AS-T Business Administration and 4 more

Award Type	Academic Year	Count
AA-T/AS-T	2021-2022	152
	2022-2023	119
	2023-2024	110
	2024-2025	151
AA/AS	2021-2022	20
	2022-2023	13
	2023-2024	34
	2024-2025	28
Certificate	2021-2022	19
	2022-2023	14
	2023-2024	34
	2024-2025	29

Grade Distribution for BUS

Academic Year	A	B	C	D	F	W
2021-2022	34%	21%	13%	5%	12%	13%
2022-2023	24%	22%	19%	8%	16%	11%
2023-2024	25%	22%	12%	7%	13%	13%
2024-2025	30%	23%	13%	7%	13%	11%

Classroom Teaching FTEF in BUS

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Part-time FTEF	3.73	2.96	3.80	3.80	4.20
Full-time FTEF	1.40	1.80	1.60	1.80	1.40
Overload FTEF	1.19	1.00	0.60	1.20	1.20
Grand Total	6.31	5.76	6.00	6.80	6.80
FTEF	76	55	75	90	81
FTEF/FTEF Ratio	12	10	13	13	12
WSCH/FTEF Ratio	363	286	376	390	367
WSCH	2,280	1,640	2,250	2,705	2,420

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[Click for FTE Rates](#)

[Click for FTEF](#)

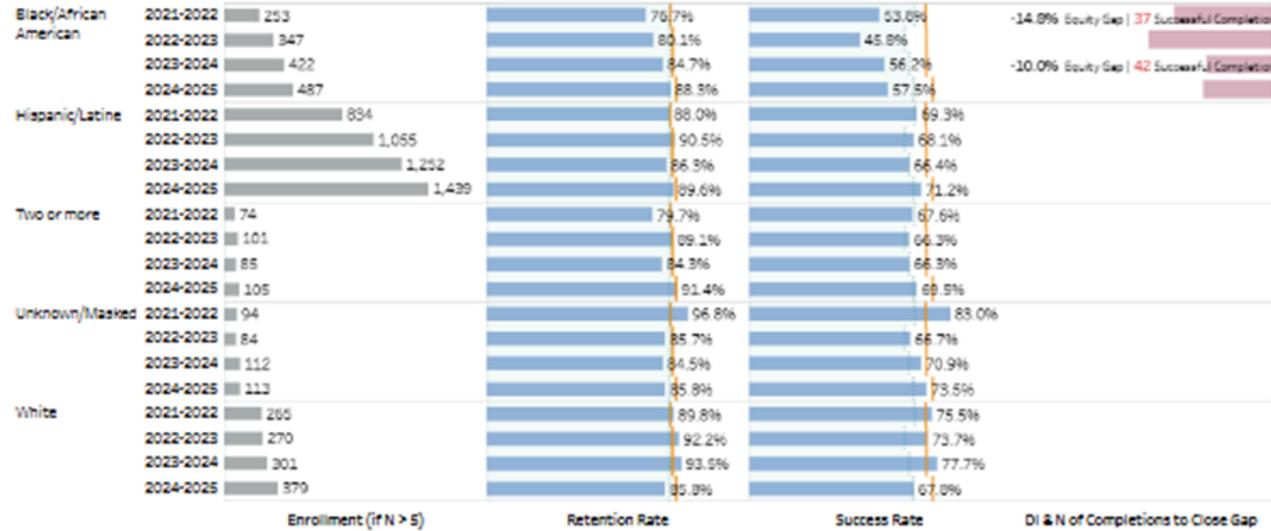
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Equity

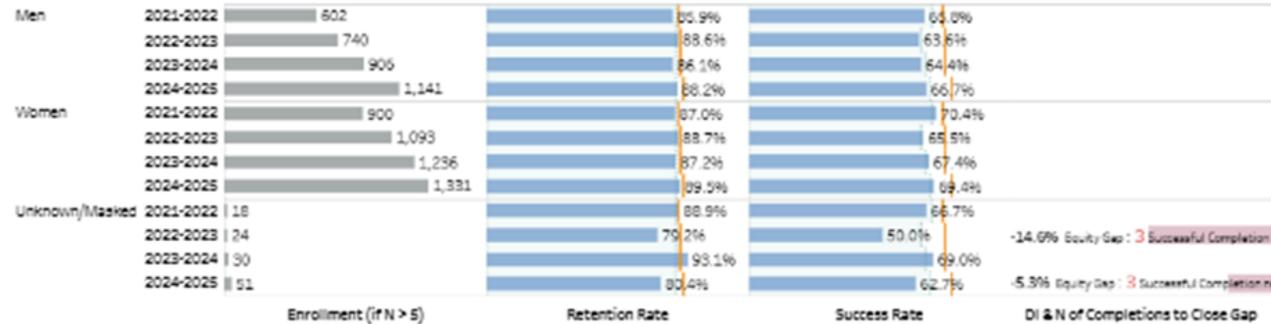
Instructions and Definitions	Enrollment	Equity	Institutional Success & Retention
------------------------------	------------	---------------	-----------------------------------

AVC Total Retention and Success are shown in vertical | BUS Success Rate is Green |
 When the success rate for a subgroup is at least 5 percentage points lower than the overall average success rate for the selected subject, that subgroup is considered to be experiencing Disproportionate Impact (DI) under the PPG methodology. DI and the number of successful course completers needed to close equity gap are noted along "red" bars. Tooltip contains disaggregation by gender.
 To estimate the number of additional successful completers needed to close the equity gap, multiply the subgroup enrollment by the size of the DI gap (i.e., the difference between the average rate and the subgroup rate).

BUS Enrollment, Retention & Success for by Race/Ethnicity (if greater than 5)



BUS Enrollment, Retention & Success for by Gender (if greater than 5)

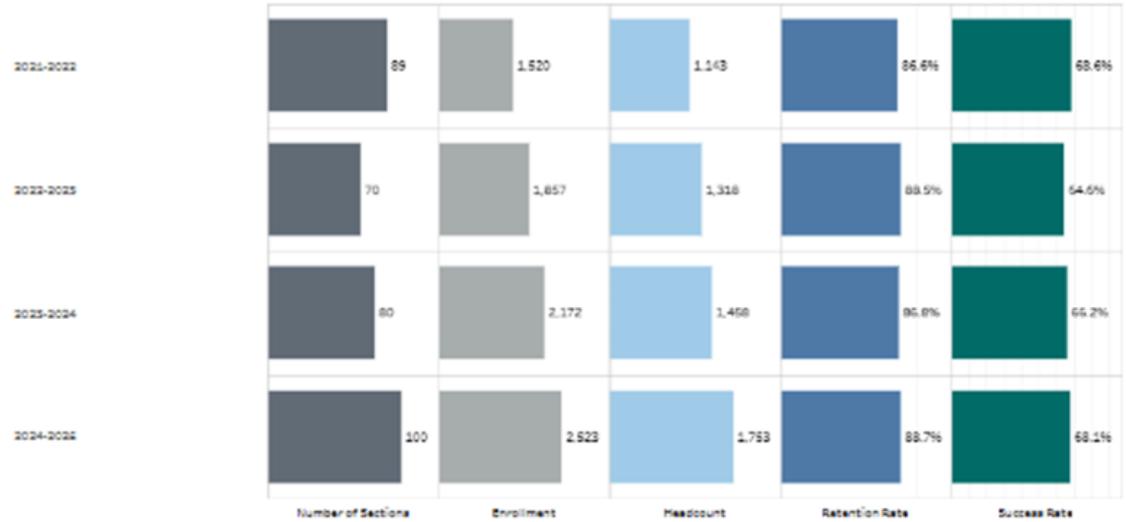


SBS Institutional Success and Retention

Instructions and Definitions |
 Enrollment |
 Success & Retention |
 Institutional Success & Retention

Academic Year: Multiple Years |
 Term or Year View: Year |
 Division: SBS |
 Subject: SUB |
 Break by: All |
 Gender: (All) |
 Ethnicity: (All) |
 Camp: (All) |
 Modality: (All)

Overall Success and Retention



Overall FTES & FTEF in Major Terms

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Spring 2021	Spring 2022	Spring 2023	Spring 2024	Spring 2025
Part-time PTEF	175.1	158.7	147.9	153.1	169.8	144.3	128.0	148.9	160.7	175.7
Full-time PTEF	165.5	145.6	160.4	169.0	158.4	146.5	150.9	151.2	160.0	154.8
Overload PTEF	38.4	41.4	42.8	48.7	56.9	24.0	32.6	43.8	46.6	55.4
Grand Total	379.0	345.7	351.1	370.8	385.1	314.8	311.6	346.9	367.4	385.9
FTES	4,255	3,527	3,909	4,189	4,424	3,741	3,305	3,647	3,997	4,201
FTEF/FTEF Total	11.2	10.2	11.1	11.3	11.5	11.9	10.6	10.5	10.9	10.9
WSCH/FTEF Ratio Total	336.8	306.0	334.0	338.9	344.7	356.5	317.7	315.5	326.0	326.1
WSCH	127,649	105,804	117,269	125,672	132,731	112,232	99,143	109,423	117,269	127,649



View on Tableau Public

Navigation icons: back, forward, search, share





Fall 2025 Program Review Report | Instructional Areas

Division/Area Name: Behavioral and Social Science Division / Computer Applications	For Planning Years: 2026-2027
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Name of person leading this review: Kent Burgdorfer

Names of all participants in this review: Carol Sommers

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

The Computer Applications (CA) program directly supports the Antelope Valley College Mission by equipping students with essential technology competencies that enable academic success, workforce readiness, and lifelong learning in a rapidly evolving digital economy. The program provides a pathway for students to master productivity software, operating systems, and digital collaboration tools that are foundational to all degree and career fields.

By integrating both theoretical and hands-on learning experiences, the CA program empowers diverse student populations (including working adults, career changers, and first-generation college students) to build the computer literacy and problem-solving skills needed for transfer, employment, and advancement in business, government, and education. In doing so, the program advances the district’s commitment to equitable access, student achievement, and community engagement through high-quality instruction that aligns with regional workforce needs.

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

Use the following questions to guide your analysis:

Overall (Use the *Success & Retention* and *Program Award* data to inform your analysis)

- What are the success and retention rates for your discipline? Did they decrease or increase in the last year?
- What are the trends for the number of awards granted? Are the number of awards going up or down?

Equity (Use the *Success & Retention* data including S&R by Ethnicity and Gender data to inform your analysis)

- Which ethnic / gender student groups complete their courses at the highest rates?
- Which ethnic / gender student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the *Strengths and Accomplishments* section.

Strengths and Accomplishments: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Overall Trends

During the 2024–2025 review period, the CA program demonstrated significant enrollment growth, increasing from 73 to 96 course sections (~31% growth). Duplicated enrollment rose to 3,058, serving 857 unduplicated students. Retention declined slightly from 82.5% to 81.3%, and success decreased from 67.3% to 64.5%, below the institutional average of 75.4%. The rapid increase in enrollment, along with the dominance of online delivery, likely stretched instructional and student-support resources and modestly impacted outcomes.

Modality Analysis

Online learning comprised the majority of offerings (76 online; 20 in-person). Success rates were higher for in-person courses (73.4%) than online (63.6%), suggesting benefits from direct interaction, structured lab time, and immediate feedback. Retention differences were narrower (85.2% online vs. 80.9% in-person), indicating good persistence with room to strengthen online engagement and scaffolding.

Equity Analysis

Equity data show persistent disproportionate impact (DI) for Black/African American students whose success averaged ~51%, about 16 percentage points below the program mean. Closing this gap would require approximately 25–30 additional successful course completions. Hispanic/Latine students, the largest subgroup, achieved mid-60% success, below the institutional and program averages but improving year-over-year. Men experienced a smaller DI gap (~3.5%), while women performed near or above average. These findings indicate the need for targeted support, culturally responsive teaching, and flexible delivery models.

Strengths and Accomplishments

- Sustained enrollment growth and broad student interest across disciplines.
- Strong faculty collaboration modernizing course content, integrating Office 365/Google Workspace, and aligning with employer expectations.
- Expanded use of Canvas analytics and early-alert interventions to identify at-risk students earlier.
- Consistent advisory-board engagement to align curriculum with workforce needs in digital communication and data management.

Opportunities and Challenges: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Opportunities and Challenges

- Equity gaps: implement peer mentoring, embedded tutoring, and inclusive curriculum design for DI groups.
- Online performance: strengthen orientation to online learning; establish hybrid support labs; consider smaller section caps for gateway courses.
- Faculty load/resources: enrollment has grown rapidly since 2021–22; additional full-time faculty and support staff may be needed.
- Technology currency: ongoing need to refresh lab hardware/software and maintain secure remote-access options.

Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Aspirations

Be recognized as a regional leader in digital-skills education, offering stackable credentials and alignment with industry certifications (e.g., Microsoft Office Specialist, CompTIA, and cloud productivity) supported by employer partnerships.

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

N/A

Insert Advisory Committee Recommendations here (Please do not insert complete meeting minutes, but just recommendations from the advisory committee.)
Advisory Committee Recommendations

- Integrate Microsoft Office Specialist and Google Workspace certifications into core CA courses.
- Add exposure to cloud-based productivity and AI tools (e.g., Microsoft 365 Copilot, Google Gemini for Workspace).
- Strengthen résumé, communication, teamwork, and digital professionalism within coursework.
- Expand employer outreach to develop internships and authentic project partnerships.

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

- Projected 5–8% growth through 2030 for office/admin support roles (Administrative Assistant, Office Clerk, Data Entry, Software Specialist).
- Median wages range approximately \$23–\$31 per hour; employers increasingly require proficiency in Microsoft Office and Google Workspace.
- CA program skills align directly with entry-to-mid-level roles and prepare students for transfer into business/CIS pathways.

Part 2C: Review and comment on progress toward past Course Improvement Plans

List your past **Course Improvement Plans** (CIPs) and progress toward meeting those plans.

Past Course Improvement Plans	Progress Made
Integrate more formative assessments using Canvas quizzes/simulations to reinforce Office Suite proficiency.	Implemented in CA 107 and CA 153; early-term quizzes increased engagement and mid-term completion rates.
Provide additional online tutorial videos and virtual office hours to assist remote learners.	Video libraries added for Excel and Word; weekly virtual drop-in tutoring established.
Align SLO assessments with updated program outcomes emphasizing applied problem-solving and digital collaboration.	Alignment completed Spring 2025; new rubrics adopted across core courses.
Increase student awareness of certificate/degree options through in-class announcements and Canvas notifications.	Outreach embedded; certificate declaration rates rose ≈10%.

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

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

Past Goal	Progress Made
Improve retention/success via early-alert interventions and progress tracking.	Automated Canvas analytics and proactive communications implemented; retention at 81.3%.
Enhance equity supports for DI student groups.	Pilot peer-mentor program and Learning Center collaboration; modest improvements among Hispanic/Latine students.

Update curriculum with cloud-based productivity platforms and current industry software.	Curriculum refresh completed; updated content for Microsoft 365 Fall 2025.
Strengthen program visibility via outreach and employer partnerships.	Partnered with SBDC; hosted first campus “Digital Skills Day” showcasing student projects.

Part 3: Based on Part 2 above, please list program/area goals:								
Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you’ve achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 4. Career and Specialized Knowledge	#2	ALL	ALL	Goal #6 Success: Boost success rates by prioritizing the student experience.	Improve success/retention in online CA courses through enhanced instructional design and learner support.	Embed readiness modules and tutoring in Canvas; PD for inclusive online teaching; collect midterm progress data.	Online success 63% → ≥70%; retention 85% → ≥88%; reduced DFW among first-time online students.
#2	ILO 3. Community/Global Consciousness	N/A	#3	ALL	Goal #2 Equity: Improve the college culture by becoming a more caring, welcoming, accessible, and inclusive campus.	Close equity gaps for Black/African American and Hispanic/Latine students via targeted engagement and instruction.	Implement peer-mentoring and embedded tutoring in CA 107/153; integrate culturally responsive projects; partner with Student Equity for tracking.	≥5% reduction in DI gap (Black/African American); higher persistence for Hispanic/Latine; improved belonging in surveys.
#3	ILO 4. Career and Specialized Knowledge	#4	ALL	ALL	Goal #4 Vision: Being more future-thinking, agile, innovative, and proactive.	Integrate current cloud-based productivity and AI tools into curriculum to improve job readiness.	Update course outlines; develop micro-credentials aligned to industry certs; consult advisory committee.	Revised curriculum approved; pilot AI modules in two courses by Fall 2026; positive employer feedback.
#4	ILO 1. Communication	ALL	ALL	Outreach/Visibility	Goal #4 Vision: Being more future-thinking, agile, innovative, and proactive.	Expand campus/community awareness of the CA program and digital-skills pathway.	Coordinate with Marketing/Career Ed; host annual Digital Skills Day; develop HS/adult-ed articulation.	≥10% enrollment growth; higher awareness of certificates/degrees (survey); ≥1 articulation/dual-enrollment agreement by 2027.

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)

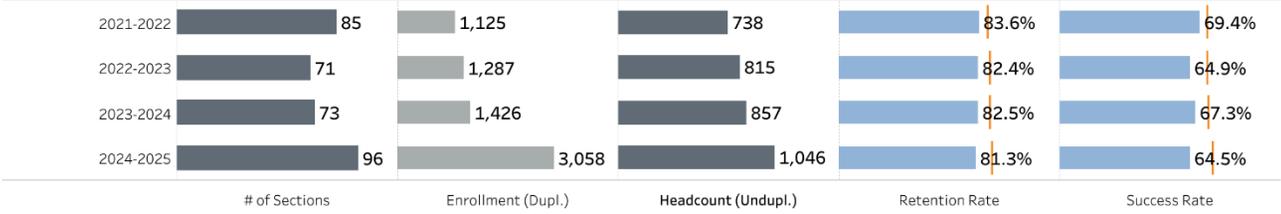
Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Faculty	Hire one full-time Computer Applications faculty member to support enrollment growth and strengthen online quality/equity support.	Goal # 1 Goal # 2	Repeat	\$130,000	Recurring	Kent Burgdorfer
Other	Support - Establish peer-tutoring and embedded support for CA 107/153 to address DI and improve online success	Goal # 1 Goal #2	New	\$30,000	Recurring	Kent Burgdorfer
Technology	Upgrade CA lab computers, licenses, and tools (e.g., Microsoft 365 Copilot, Google Workspace Gemini).	Goal #3	Repeat	\$45,000	One-time	Kent Burgdorfer
Professional development	Faculty training on cloud collaboration, inclusive online andragogy, and AI productivity integration.	Goal # 1 Goal #3	New	\$5,000	Recurring	Kent Burgdorfer
Other	Partnership / Grants Support- Support for industry/HS articulation initiatives including travel and partnership meetings.	Goal #4	New	\$2,000	Recurring	Kent Burgdorfer

Part 5: Insert your [Program Review Data](#) here and any other supporting data. (See Part 2A above for required data).

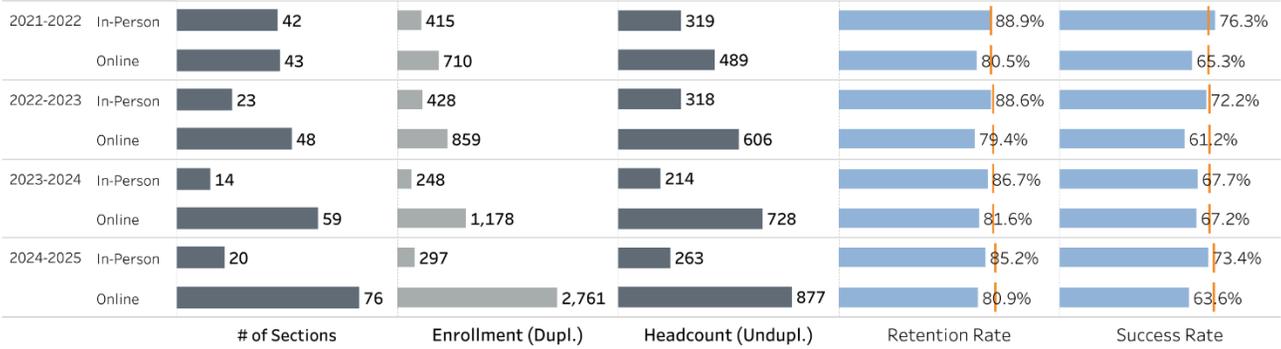
- Required:
- Enrollment tab
 - Equity tab

Academic Year	# of Sections	Duplicated Enrollment	Unduplicated Headcount	Retention Rate	Success Rate
2021–22	85	1,125	1,046	83.6%	69.4%
2022–23	71	1,287	738	82.4%	64.9%
2023–24	73	1,426	815	82.5%	67.3%
2024–25	96	3,058	857	81.3%	64.5%

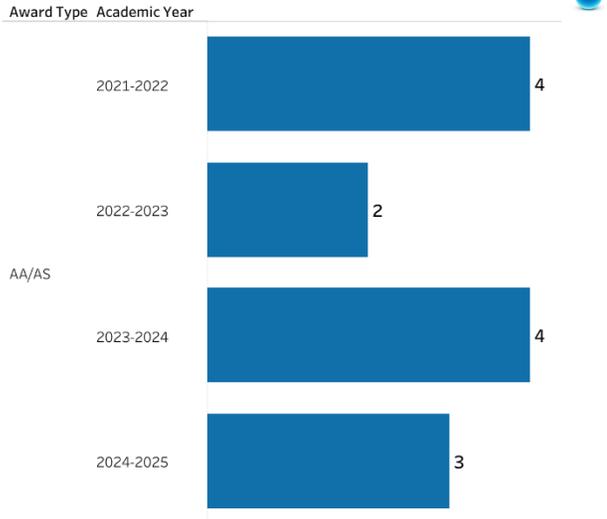
CA: Enrollments, # of Sections, Retention and Success



CA: Enrollments, Number of Sections, Retention and Success by Modality



Program Awards: Computer Applications



Grade Distribution for CA



Classroom Teaching FTEF in CA

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Part-time FTEF	2.73	2.67	2.80	4.00	4.27
Full-time FTEF	1.80	2.13	2.87	2.60	2.07
Overload FTEF	1.73	2.13	2.47	2.87	2.13
Grand Total	6.27	6.93	8.13	9.47	8.47
FTES	48	40	54	60	54
FTES/FTEF Ratio	8	6	7	6	6
WSCH/FTEF Ratio	229	171	200	190	190
WSCH	1,435	1,188	1,625	1,797	1,606



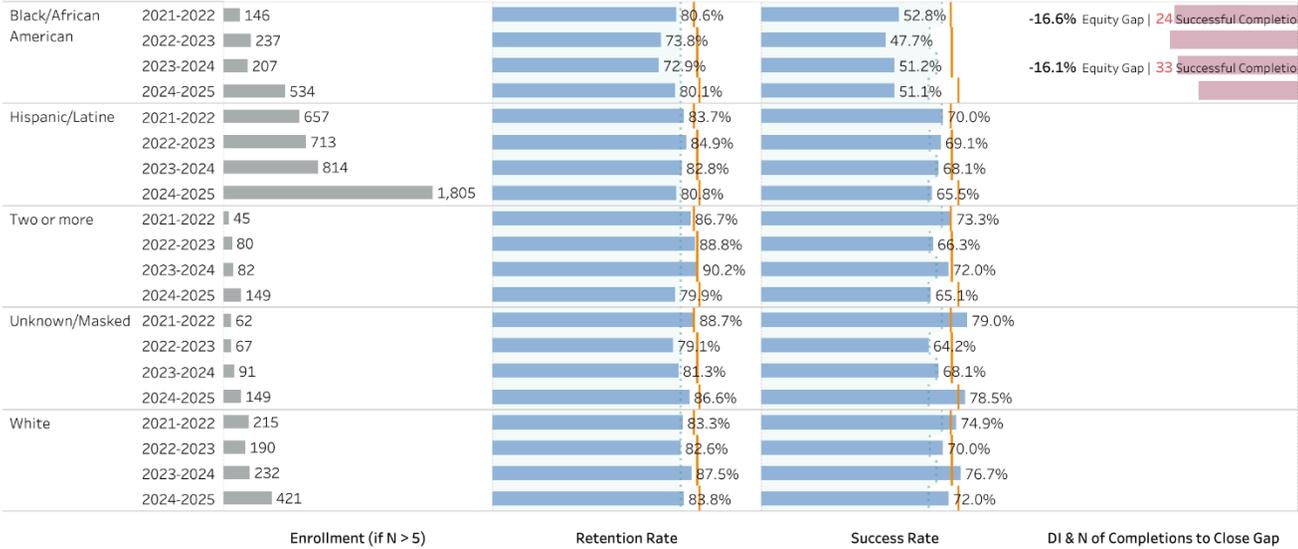
Click for Fill Rates

Click for FTES

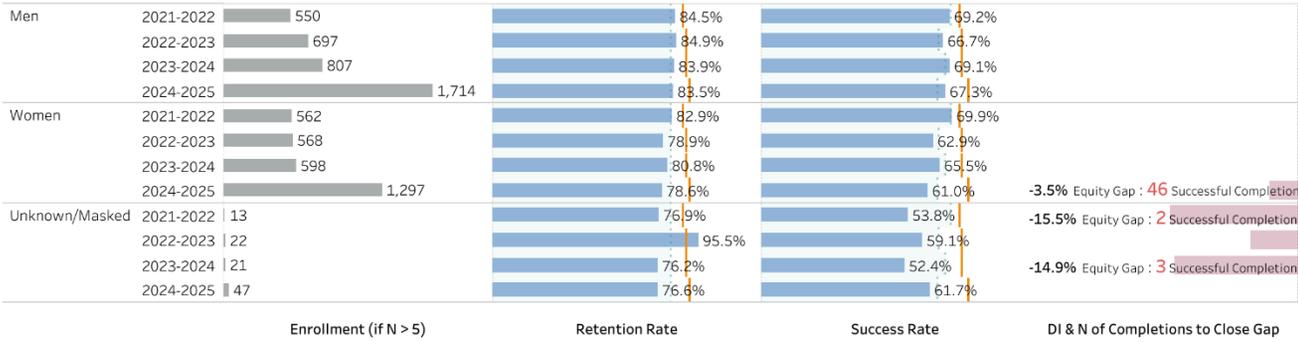


AVC Total Retention and Success are shown in vertical | CA Success Rate is Green |
 When the success rate for a subgroup is at least 3 percentage points lower than the overall average success rate for the selected subject, that subgroup is considered to be experiencing **Disproportionate Impact (DI)** under the PPG methodology. DI and the number of successful course completers needed to close equity gap are noted along "red" bars. Tooltip contains disaggregation by gender.
 To estimate the number of additional successful completers needed to close the equity gap, multiply the subgroup enrollment by the size of the DI gap (i.e., the difference between the average rate and the subgroup rate).

CA Enrollment, Retention & Success for by Race/Ethnicity (if greater than 5)



CA Enrollment, Retention & Success for by Gender (if greater than 5)



Guiding Questions for Reviewing DI Data:

- What patterns or trends in the DI data suggest inequities among different student groups?
- What factors might be contributing to observed equity gaps in our program (e.g., curriculum design, teaching practices, access to resources, advising, or broader institutional barriers)?
- What specific strategies, practices, or program-level interventions could we implement to reduce or eliminate these gaps?
- How might changes to pedagogy, curriculum, scheduling, student services, or outreach impact disproportionately affected groups?
- What institutional or community resources (e.g., funding, professional development, partnerships, student support services or centers) can we leverage to support equity-focused efforts?



Overall Success and Retention

Year	Number of Sections	Enrollment	Headcount	Retention Rate	Success Rate
2021-2022	3,837	71,518	15,090	87.8%	72.5%
2022-2023	3,239	77,240	15,886	89.0%	73.0%
2023-2024	3,447	86,661	17,550	89.0%	73.0%
2024-2025	3,948	106,971	19,619	90.4%	75.4%

Overall FTES & FTEF in Major Terms

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Spring 2021	Spring 2022	Spring 2023	Spring 2024	Spring 2025
Part-time FTEF	175.1	158.7	147.9	153.1	169.8	144.3	128.0	148.9	160.7	175.7
Full-time FTEF	165.5	145.6	160.4	169.0	158.4	146.5	150.9	154.2	160.0	154.8
Overload FTEF	38.4	41.4	42.8	48.7	56.9	24.0	32.6	43.8	46.6	55.4
Grand Total	379.0	345.7	351.1	370.8	385.1	314.8	311.6	346.9	367.4	385.9
FTES	4,255	3,527	3,909	4,189	4,424	3,741	3,305	3,647	3,997	4,201
FTES/FTEF Total	11.2	10.2	11.1	11.3	11.5	11.9	10.6	10.5	10.9	10.9
WSCH/FTEF Ratio Total	336.8	306.0	334.0	338.9	344.7	356.5	317.7	315.5	326.0	326.1
WSCH	127,649	105,804	117,269	125,672	132,731	112,232	99,143	109,423	119,904	126,025



Demand (Jobs)



CENTER OF EXCELLENCE FOR LABOR MARKET RESEARCH
SOUTH CENTRAL COAST

County All	CCCCO Sector Information and Comm..	Occupational Skill .. <input checked="" type="checkbox"/> Middle Skill <input checked="" type="checkbox"/> Above Middle Skill	SOC Code & Occupational Title Multiple values	Demand (Avg. Annual Opene..) 0 to 8,220
	CDE Sector Information and Comm..			Entry-Level Hourly Earnings (25th Pct.) All values



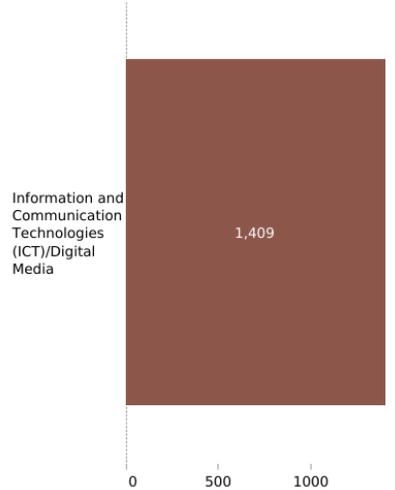
Use this Demand Data Dashboard to view data on jobs, projected change, demand (average annual openings), earnings, and more, for occupations across the 4-county South Central Coast Region. The projection period for this data is 2024-2029.

Job Openings Summary

	# of Occu..	Demand (..)
Grand Total	13	1,409

Job Openings by CCCC Sector

CCCCO Sector 2024-2029 Avg. Annual Openings



Labor Market Information

Region	County	SOC Code & Occupational Title	CCCCO Sector	Skill Level	Typical Entry-Level Education	Work Experience Required	Typical On-The-Job Training	2024 Jobs	2029 Jobs	2024 - 2029 % Change	Demand (Avg. Annual Openings)	Entry-Level Hourly Earning..	Median Hourly Earnings	Experien ced Hour ly Earnin gs ..
Grand Total								22,333	22,677	2%	1,409	\$43	\$58	\$70
SCC	Northern LA	Total						4,757	4,792	1%	295	\$47	\$61	\$73
		15-1252-Software Develop..	Information an..	Above Mi..	Bachelor's degr..	None	None	1,405	1,437	2%	80	\$58	\$74	\$84
		15-1299-Computer Occup..	Information an..	Above Mi..	Bachelor's degr..	None	None	770	778	1%	51	\$33	\$48	\$73
		11-3021-Computer and Inf..	Information an..	Above Mi..	Bachelor's degr..	5 years or m..	None	626	640	2%	45	\$74	\$92	\$109
		15-1232-Computer User S..	Information an..	Middle Skill	Some college, ..	None	None	553	538	-3%	35	\$28	\$34	\$41
		15-1211-Computer Syste..	Information an..	Above Mi..	Bachelor's degr..	None	None	461	464	1%	28	\$47	\$61	\$69
		15-1244-Network and Co..	Information an..	Middle Skill	Bachelor's degr..	None	None	279	267	-4%	14	\$41	\$51	\$63
		15-1212-Information Secu..	Information an..	Above Mi..	Bachelor's degr..	Less than 5 ..	None	134	147	10%	10	\$47	\$63	\$79
		15-1251-Computer Progra..	Information an..	Above Mi..	Bachelor's degr..	None	None	151	140	-7%	9	\$33	\$49	\$64
		15-1231-Computer Networ..	Information an..	Middle Skill	Associate's deg..	None	None	111	110	-1%	7	\$27	\$36	\$48
		15-1241-Computer Networ..	Information an..	Middle Skill	Bachelor's degr..	5 years or m..	None	120	122	2%	7	\$53	\$66	\$80
		15-1242-Database Admini..	Information an..	Above Mi..	Bachelor's degr..	None	None	81	81	0%	5	\$37	\$51	\$68
		15-1243-Database Archite..	Information an..	Above Mi..	Bachelor's degr..	None	None	38	38	0%	2	\$51	\$69	\$85
		15-1221-Computer and Inf..	Information an..	Above Mi..	Master's degree	None	None	29	31	5%	2	\$48	\$72	\$87
	San Luis Obispo	Total						1,965	1,906	-3%	114	\$40	\$51	\$67
		15-1252-Software Develop..	Information an..	Above Mi..	Bachelor's degr..	None	None	525	517	-1%	27	\$51	\$63	\$79
		15-1232-Computer User S..	Information an..	Middle Skill	Some college, ..	None	None	323	301	-7%	20	\$29	\$33	\$44
		11-3021-Computer and Inf..	Information an..	Above Mi..	Bachelor's degr..	5 years or m..	None	245	247	1%	17	\$60	\$79	\$99
		15-1299-Computer Occup..	Information an..	Above Mi..	Bachelor's degr..	None	None	179	181	1%	12	\$33	\$47	\$67
		15-1211-Computer Syste..	Information an..	Above Mi..	Bachelor's degr..	None	None	204	197	-3%	11	\$40	\$51	\$64
		15-1244-Network and Co..	Information an..	Middle Skill	Bachelor's degr..	None	None	132	123	-7%	7	\$35	\$47	\$62

**Exhibit 13: Regional Community College Awards (Certificates and Degrees),
2020-2023**

TOP Code	Program	College	2020-2021 Awards	2021-2022 Awards	2022-2023 Awards	3-Year Award Average
0701.00	Information Technology, General	Allan Hancock	0	1	0	1
		Cuesta	2	0	0	1
Supply Subtotal/Average			2	1	0	1
0702.00	Computer Information Systems	Allan Hancock	25	19	4	16
		Antelope Valley	0	16	11	9
		Cuesta	16	7	10	11
		Moorpark	0	0	1	0
		Santa Barbara	5	5	3	4
Supply Subtotal/Average			46	47	29	41
0707.00	Computer Software Development	Cuesta	4	0	0	1
Supply Subtotal/Average			4	0	0	1
0708.00	Computer Infrastructure and Support	Cuesta	28	7	14	16
		Moorpark	72	15	26	38
		Oxnard	28	48	69	48
		Santa Barbara	6	3	0	3
Supply Subtotal/Average			134	73	109	105

TOP Code	Program	College	2020-2021 Awards	2021-2022 Awards	2022-2023 Awards	3-Year Award Average
0708.10	Computer Networking	Allan Hancock	4	8	5	6
		Antelope Valley	20	26	12	19
		Canyons	9	4	5	6
		Moorpark	25	18	19	21
		Santa Barbara	10	6	2	6
Supply Subtotal/Average			68	62	43	58
0708.20	Computer Support	Cuesta	10	1	14	8
Supply Subtotal/Average			10	1	14	8
Supply Total/Average			274	200	213	229



Fall 2025 Program Review Report | Instructional Areas

Division/Area Name: Social and Behavioral Science/Child and Family Education	For Planning Years: 2026-2027
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Name of person leading this review: Kimberly Barker

Names of all participants in this review: Yadira Arellano, Stephanie Peoples

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

The Child and Family Education (CFE) program at Antelope Valley College is dedicated to preparing the next generation of early childhood educators, caregivers, and family support professionals who are committed to making a lasting and meaningful impact in the lives of children and families. Rooted in the district’s mission of educational excellence and community service, the CFE program fosters high-quality instruction, inclusivity, and community connection. Students learn in an engaging and supportive environment where they develop the knowledge, practical skills, and ethical grounding needed to nurture children’s social, emotional, cognitive, and academic development.

Guided by Antelope Valley College’s commitment to equity and access, the CFE program provides clear, affordable, and achievable pathways into early education and human services careers. Students from diverse backgrounds are encouraged and supported as they pursue academic and professional goals through a curriculum that emphasizes child development theory, cultural responsiveness, and hands-on learning experiences. Whether through interactive classroom instruction, practicum placements, or community-based projects, students graduate confident and well-prepared to serve as competent, compassionate professionals across a variety of educational and family-centered settings.

The program’s design reflects the evolving needs of the early childhood education field. Students not only gain a deep understanding of how children grow and learn but also build skills in leadership, advocacy, and collaboration. Through guided reflection and professional mentoring, students learn how to engage families as partners, address the needs of diverse learners, and contribute meaningfully to equitable learning environments. The integration of technology and evidence-based teaching strategies ensures that students are prepared for a modern, dynamic, and collaborative early education workforce.

With a focus on student success, career readiness, and community impact, the CFE program does more than educate, it empowers. Graduates leave with a strong foundation in human development, an appreciation for the power of relationships, and the ability to lead with compassion and purpose. They are prepared not only to enter the workforce but to influence it, championing the belief that high-quality early childhood education is essential to the well-being and success of future generations. Through this mission, the CFE program continues to strengthen the local community and contribute to a more equitable, caring, and connected world.

How does your program/area help the college meet its mission?)

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

The Child and Family Education (CFE) program at Antelope Valley College continues to demonstrate strong performance in student persistence, success, and community impact, reflecting its central role in preparing the region’s early childhood education workforce. Over the past four academic years, the program has experienced steady growth in key student achievement metrics. Retention has risen from 87.8 percent in 2021–2022 to 90.4 percent in 2024–2025, indicating that students remain engaged and supported in their educational journey. Likewise, the program’s success rate increased from 72.5 percent to 75.4 percent during the

same period, suggesting that recent instructional improvements, mentoring efforts, and faculty collaboration are contributing to more effective student learning and higher course completion rates.

Degree completion trends remain a key strength for the program. The Associate in Arts for Transfer (AA-T) in Early Childhood Education continues to show consistent growth, confirming that students are successfully advancing through the program and preparing for further study or entry into the workforce. This trend aligns with strong regional labor market demand. According to the 2025 Los Angeles County Labor Market Information data, more than 49,000 annual job openings are projected for early childhood and family education professionals between 2022 and 2032. These positions include preschool teachers, childcare workers, and family service providers, all of which require the skills and competencies developed through the CFE program. The program's ongoing collaboration with local childcare centers, school districts, and family agencies reinforces its vital role as a workforce pipeline for the Antelope Valley region and beyond.

While the AA-T degree continues to thrive, certificate completion has declined over recent years. This decline may be attributed to shifting student goals, competing employment demands, or the need for clearer communication about the value and purpose of certificate pathways. Advisory Board feedback suggests that certificate programs could benefit from renewed outreach, improved alignment with current workforce expectations, and increased flexibility to attract working adults seeking short-term, skill-based credentials. Revitalizing certificates to reflect stackable, workforce-responsive options could strengthen participation and support AVC's mission of access and opportunity.

An analysis of equity data reveals both progress and areas requiring continued focus. Hispanic and Latine students maintain the highest course success rates within the program, reaching 75.1 percent in 2024–2025, while women overall demonstrate a 76.3 percent success rate. However, persistent gaps remain for certain student groups. Success rates for Black and African American students remain the lowest at 58.4 percent, representing a significant equity gap compared to their peers. Similarly, male students continue to perform below the program average, with a success rate of 64.7 percent in 2024–2025. These disparities have remained relatively stable over several academic years, signaling the need for sustained and intentional equity-centered strategies to close achievement gaps and create more inclusive learning experiences.

The CFE program is actively addressing these challenges through initiatives aligned with its newly defined program goals. Efforts include strengthening communication and mentoring supports (ILO 1 and ESP Goal 6), expanding culturally responsive pedagogy and community partnerships (ILO 3 and ESP Goal 2), and enhancing workforce readiness through updated curriculum and innovative practicum opportunities (ILO 4 and ESP Goal 4). Faculty are incorporating more collaborative learning experiences, reflective practice, and technology-assisted observation tools into instruction to support diverse learning styles and strengthen student engagement.

Continued professional development for faculty remains a critical strategy for sustaining this progress. Ongoing training in inclusive teaching, trauma-informed practices, and digital literacy will help ensure the program's responsiveness to both student and workforce needs. The addition of a full-time faculty position would further enhance consistency in instruction, expand student mentorship opportunities, and support curriculum innovation. Similarly, the integration of updated practicum observation technology will allow faculty to conduct more effective and timely evaluations, providing students with immediate feedback that deepens their learning and readiness for the field.

Overall, the CFE program's strengths lie in its high retention, growing success rates, and strong workforce alignment. Opportunities exist to increase certificate completion, close equity gaps, and enhance applied learning experiences through community and industry collaboration. The program's aspirations center on fostering equitable student achievement, advancing workforce preparation, and inspiring the next generation of early childhood professionals to lead with compassion, cultural awareness, and innovation. Through continued data analysis, reflective practice, and responsive planning, the CFE program is well positioned to support both the educational and workforce needs of the Antelope Valley community.

Strengths and Accomplishments: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

The Child and Family Education (CFE) program at Antelope Valley College continues to demonstrate exceptional performance in student persistence, retention, academic success, and degree completion, reflecting both programmatic stability and its responsiveness to workforce and community needs.

One of the program's most notable strengths is its consistently high retention rate. Over the past four academic years, retention has increased from 87.8 percent in 2021–2022 to 90.4 percent in 2024–2025. This upward trend highlights the program's success in fostering a supportive and engaging learning environment that promotes student belonging and persistence. Faculty commitment to maintaining close connections with students, providing individualized feedback, and implementing student-centered instructional strategies has been a major factor in sustaining high retention. These practices align closely with the college's commitment to boosting success rates by prioritizing the student experience.

Student success rates have also continued to rise. After previous fluctuations, the overall success rate increased from 72.5 percent in 2021–2022 to 75.4 percent in 2024–2025, reflecting measurable improvements in course completion and student learning outcomes. Hispanic and Latine students, who represent a substantial portion of the program's enrollment, achieved a 75.1 percent success rate in 2024–2025, the highest among all ethnic groups. Women also continue to perform strongly, with a success rate of 76.3 percent, making them the highest-performing gender group. These outcomes demonstrate the program's effectiveness in serving its largest student populations while maintaining inclusive, accessible, and culturally responsive learning experiences.

Enrollment trends continue to reflect strong community demand and growing recognition of early childhood education as a critical workforce sector. Enrollment in CFE courses increased from 15,090 students in 2021–2022 to 19,619 students in 2024–2025, showing steady and sustained growth. The number of course sections offered also rose from 3,837 to 3,948 during the same period, ensuring that the program remains accessible to both traditional and nontraditional students. This growth underscores the program's ability to meet regional workforce needs while maintaining quality and availability of instruction.

The CFE program has also demonstrated continued success in degree and transfer outcomes. The Associate in Arts for Transfer (AA-T) in Early Childhood Education remains one of the program's strongest completion pathways, with steady increases in the number of graduates each year. This growth affirms that students are successfully advancing toward transfer opportunities and career readiness in early education and human services. The documented rise in AA-T completions also indicates the effectiveness of the program's guided pathways model, which provides clear academic maps and consistent faculty advising. These outcomes directly align with workforce demand data for the region. According to the Los Angeles County Labor Market Information for 2022–2032, more than 49,000 annual job openings are projected across early childhood and family services occupations. The program's focus on applied learning, practicum experiences, and collaboration with local employers ensures that students graduate with both the theoretical foundation and practical skills needed to fill these positions. Partnerships with school districts, childcare centers, and family resource agencies provide critical fieldwork opportunities that connect classroom learning to real-world practice.

While the program's strengths in retention and success are evident, equity data indicate ongoing areas for improvement. Black and African American students continue to experience the largest success gap, with a 2024–2025 success rate of 58.4 percent. Male students also complete courses at lower rates than their female peers, at 64.7 percent. These disparities, though consistent with institutional and statewide trends, underscore the need for continued investment in equity-minded practices. To address these gaps, the program is expanding mentoring opportunities, increasing academic support, and promoting faculty development focused on culturally sustaining pedagogy and inclusive engagement strategies.

These equity-driven efforts are directly supported by the CFE program's new goals outlined in Part 3. Initiatives tied to communication and student success (ILO 1 and ESP Goal 6) are strengthening relationships and increasing academic engagement. Community and global consciousness goals (ILO 3 and ESP Goal 2) are deepening cultural responsiveness and expanding outreach to underrepresented student populations. Career and specialized knowledge goals (ILO 4 and ESP Goal 4) are enhancing workforce alignment through curriculum updates, innovative practicum observation tools, and expanded partnerships with local employers.

The program's accomplishments are also tied to its proactive planning for growth. Hiring an additional full-time faculty member remains a top priority to meet increasing enrollment demands, maintain instructional quality, and enhance student mentorship. Continued faculty professional development is essential to sustain equity-focused instruction and innovation in teaching. In addition, updating technology for practicum observation will support real-time assessment, student reflection, and workforce readiness by aligning instructional practices with modern early learning environments.

Overall, the CFE program's high retention, improved success rates, growing enrollment, and strong degree completions represent major accomplishments that reflect both faculty dedication and student achievement. These outcomes affirm the program's impact in advancing Antelope Valley College's mission of educational excellence, equity, and community engagement. By continuing to prioritize equitable access, workforce alignment, and student-centered instruction, the CFE program remains a cornerstone of opportunity, preparing graduates to lead with compassion, knowledge, and a commitment to positive social change.

Opportunities and Challenges: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

The Child and Family Education (CFE) program at Antelope Valley College continues to experience steady growth in enrollment, student engagement, and community impact. Current data highlight meaningful opportunities to strengthen student success, advance equity, and enhance workforce readiness. At the same time, several challenges underscore the importance of intentional planning to ensure all students are supported in achieving their academic and career goals.

One of the most significant opportunities for program growth is addressing persistent equity gaps in student success. While the overall success rate increased to 75.4 percent in 2024–2025, disparities among student groups remain evident. Black and African American students achieved a 58.4 percent success rate, which is more than sixteen percentage points lower than the highest-performing ethnic group. Similarly, male students completed courses at a rate of 64.7 percent compared to 76.3 percent for female students. These gaps highlight the need for focused interventions that build belonging, connection, and academic confidence. The program has an opportunity to expand equity-centered initiatives such as structured mentoring programs, peer support networks, and embedded academic assistance tailored to the unique needs of disproportionately impacted students. Faculty professional development in culturally responsive teaching, trauma-informed care, and inclusive curriculum design will further enhance equitable learning experiences and help narrow these gaps over time.

Another key opportunity lies in strengthening partnerships with community and industry stakeholders. The demand for qualified early childhood educators, caregivers, and family support professionals continues to grow both regionally and statewide. According to the 2025 Los Angeles County Labor Market Information report, there are more than 49,000 projected annual openings for early childhood professionals between 2022 and 2032. Expanding collaborations with childcare centers, preschool programs, school districts, and family service agencies will create additional practicum, internship, and apprenticeship opportunities for students. These partnerships will allow students to gain practical, hands-on experience while ensuring that the program remains closely aligned with evolving workforce needs. Enhanced employer collaboration in course design and program evaluation will also ensure that students develop the skills and professional dispositions necessary to succeed in diverse early learning environments.

A third opportunity focuses on revitalizing the program's certificate pathways. Although the Associate in Arts for Transfer (AA-T) in Early Childhood Education continues to grow, certificate completions have declined in recent years. This decline suggests that certificate programs may need to be restructured to better align with workforce needs and employer expectations. Redesigning certificates to include stackable credentials, competency-based modules, or micro-certifications could attract working adults seeking flexible, short-term training. Increased outreach, updated marketing, and stronger alignment with advisory board input can help promote these certificates as meaningful entry points into the early childhood workforce.

Despite these promising opportunities, the program faces several challenges that require sustained attention. As enrollment continues to rise—from 15,090 students in 2021–2022 to 19,619 in 2024–2025—and the number of course sections expands, maintaining high levels of student success will remain an ongoing challenge. While the retention rate of 90.4 percent demonstrates that students are staying enrolled, not all are successfully completing their courses. This growing enrollment, combined with a diverse student population that includes many first-generation college students and working adults, necessitates increased access to

early intervention strategies, academic advising, and tutoring. Proactive student support and consistent faculty engagement will be essential to sustaining student success across all course modalities.

Persistent equity gaps also represent a major challenge to the program's mission of inclusion. The lower success rates for Black and African American students and male students highlight the need for continued investment in equity-minded professional development, inclusive teaching practices, and culturally affirming classroom environments. Building on current initiatives, the program can expand faculty collaboration, mentorship opportunities, and community-based learning projects that reflect students' cultural and linguistic diversity. Ensuring that all students see themselves represented in course content, faculty, and field experiences will be critical to advancing equitable outcomes.

Finally, the program must remain agile and responsive to shifts in both student interests and workforce demands. The decline in certificate completions may signal changing student priorities or limited understanding of certificate value among employers. Ongoing feedback from advisory board members, continued labor market analysis, and curriculum updates will help ensure that the CFE program remains relevant and future-focused. Incorporating new technologies into practicum observation and professional preparation will also strengthen alignment between college learning experiences and workplace expectations.

In summary, the Child and Family Education program is positioned to build upon its strong foundation of retention and student success while addressing key challenges in equity, workforce alignment, and program modernization. By expanding partnerships, reimagining certificate pathways, and deepening equity-driven strategies, the program can continue to enhance its role as a regional leader in early childhood education. Through ongoing reflection, collaboration, and innovation, the CFE program will advance Antelope Valley College's mission of promoting student achievement, equity, and community growth while preparing future educators to make a lasting impact in the lives of children and families.

Aspirations: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)

The Child and Family Education (CFE) program at Antelope Valley College aspires to expand its role as a regional and statewide leader in preparing skilled, compassionate, and equity-minded early childhood and family service professionals. With continued increases in enrollment, rising student success rates, and a steadfast commitment to early learning and social change, the program is positioned to deepen its impact on student achievement, workforce readiness, and community well-being. As success rates climbed to 75.4 percent and retention reached 90.4 percent in 2024 to 2025, the program seeks to build on this progress by ensuring that every student, regardless of background or circumstance, has equitable access to the resources, relationships, and learning experiences necessary to reach their educational and career goals.

A central aspiration of the CFE program is to advance educational equity by closing persistent achievement gaps among student groups. While overall student success continues to improve, data show that Black and African American students have a success rate of 58.4 percent and male students complete courses at 64.7 percent, both below the program average. To address these disparities, the program aims to launch a comprehensive mentorship and support initiative that pairs disproportionately impacted students with supportive faculty, peers, alumni, and community mentors. This initiative will foster belonging, strengthen self-efficacy, and build cultural and professional capital. By combining relational mentorship with targeted academic supports, the program strives to create an inclusive environment where every student can thrive academically and personally.

The program also aspires to expand career preparation through experiential learning and community partnerships. As enrollment continues to grow from 15,090 students in 2021 to 2022 to 19,619 in 2024 to 2025 and as workforce demand accelerates, the CFE program seeks to formalize apprenticeship and practicum pathways that connect students with local childcare centers, preschool programs, school districts, and family service organizations. These partnerships will provide structured, hands-on learning that bridges theory with practice while addressing the region's acute need for qualified early education professionals. According to the Los Angeles County Labor Market Information Report, over 49,000 annual openings are projected across early childhood education and family service occupations between 2022 and 2032. Strengthening employer collaboration will ensure that graduates are job-ready, credentialed, and confident as they transition into meaningful employment or advanced education.

Another key aspiration is to revitalize certificate programs to meet current and emerging workforce needs. While degree completion remains strong, particularly for the Associate in Arts for Transfer in Early Childhood Education, certificate completions have declined in recent years. The program envisions reimagining its certificates into flexible, stackable, and industry-aligned pathways that provide students with clear, short-term credentials leading directly to employment. This redesign will be informed by advisory board feedback, employer input, and state-level workforce initiatives to ensure relevance, accessibility, and sustainability. The goal is to create options that meet the needs of both traditional students and working adults seeking to upskill or re-enter the workforce quickly. Additionally, the program aspires to strengthen student support networks that enhance both retention and completion. While retention remains high at 90.4 percent, the gap between retention and success underscores the need for expanded interventions to help students persist to course and program completion. The program plans to enhance tutoring, proactive academic advising, early alert systems, and peer and faculty mentorship opportunities. These supports will be designed to identify barriers early, connect students to needed resources, and foster consistent engagement across the program. Such interventions align with AVC's goal of success by prioritizing the student experience and ensuring that persistence translates into tangible achievement.

Finally, the CFE program remains deeply committed to advocating for the professional value of early childhood education as a respected, knowledge-based discipline. The program will continue to champion the importance of comprehensive preparation rooted in child development theory, equity, and ethical practice, rejecting approaches that undervalue the expertise required in the field. Faculty and advisory board members will work collaboratively to elevate the visibility and professional status of early childhood educators through advocacy, leadership, and engagement in regional and statewide policy discussions on credentialing, compensation, and workforce quality. This effort aligns with AVC's vision by positioning the college and its students as active contributors to the evolving landscape of early education and family engagement.

Through these aspirations, the Child and Family Education program envisions a future defined by inclusion, innovation, and impact. By embedding equity-minded mentorship, expanding workforce pathways, revitalizing certificates, and championing the professional value of the field, the CFE program will continue to shape a diverse and competent workforce capable of supporting children and families with empathy, expertise, and cultural humility. These goals align seamlessly with Antelope Valley College's mission to foster student achievement, educational equity, and community advancement, ensuring that the CFE program remains a transformative force for students and the broader region it serves.

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

N/A

The Child and Family Education (CFE) program at Antelope Valley College continues to rely on a strong partnership with its Advisory Committee and labor market data to ensure that program offerings remain responsive to workforce needs and student success. The Advisory Board and current regional labor market projections both confirm that the demand for early childhood professionals is substantial and expected to grow significantly over the next decade.

According to the 2025 Labor Market Information (LMI) data for Los Angeles County for the period 2022 to 2032, there are an estimated 49,060 annual job openings in early childhood and related education fields. This includes approximately 30,940 annual openings for Child Care Workers (SOC 39-9011) and 18,120 annual openings for Preschool Teachers, Except Special Education (SOC 25-2011). These projections highlight a sustained and growing demand for qualified early educators, administrators, and family support professionals who possess strong foundational knowledge, practical teaching skills, and an understanding of child development and culturally responsive practices. This workforce demand directly validates the continued importance and relevance of the CFE program in preparing students to meet regional and statewide needs in early childhood and family services.

The CFE Advisory Board identified several recommendations to strengthen program alignment with these workforce trends and to enhance student outcomes. Advisory members emphasized the importance of expanding real-world learning experiences through apprenticeships, paid practicum opportunities, and

community partnerships. They noted that hands-on learning would not only improve job readiness for students but also address the local shortage of qualified childcare professionals. Strengthening collaborations with childcare programs, schools, and family resource agencies will create direct pipelines from the classroom to employment, ensuring that graduates are well prepared to enter and advance in the field.

Advisory members also recommended revitalizing the program's certificate offerings to reflect current workforce expectations. With certificate completion declining in recent years, the board advised that the program conduct a comprehensive review of its certificate structure, update program titles to align with industry language, and embed stackable short-term credentials. These changes will help attract new students, including working adults seeking career advancement or re-entry into the workforce, while addressing the community's increasing demand for early childhood educators.

Recognizing the large population of working students enrolled in the program, the board also encouraged continued expansion of flexible scheduling and course delivery. Recommendations included offering additional evening, weekend, hybrid, and accelerated course formats to support students balancing education, employment, and family responsibilities. This flexibility aligns with AVC's equity mission and supports access for nontraditional learners.

In response to persistent equity gaps, the advisory board emphasized the importance of strengthening academic and mentorship supports for disproportionately impacted students. Members recommended the development of a structured mentorship model pairing students with faculty, alumni, and industry professionals to enhance academic success, professional confidence, and belonging. This initiative aligns with the college's institutional goals of closing equity gaps and promoting inclusive excellence.

Additionally, the advisory board recommended continued employer involvement in curriculum design to ensure alignment with emerging competencies such as trauma informed care, inclusive education, and family engagement. Employers also expressed interest in participating as guest speakers, advisory partners, and field placement supervisors to reinforce the connection between classroom learning and workplace application.

Finally, advisory members reaffirmed the program's leadership role in advocating for the professional value of early childhood education. They encouraged faculty to continue elevating awareness around the importance of developmentally appropriate practices, professional standards, and fair compensation for early educators. The program's advocacy and workforce partnerships are essential in shaping public perception and policy support for this vital field.

In summary, both the labor market data and advisory recommendations confirm that the CFE program plays an essential role in addressing regional workforce needs. The high number of projected job openings demonstrates ongoing demand for early childhood educators, while advisory input provides actionable strategies to strengthen student preparation, program relevance, and equity focused outcomes. Together, these data and community insights ensure that the program remains aligned with Antelope Valley College's mission to advance student achievement, career readiness, and community enrichment.

12:11 CFE LMI 2025 PDF - 123 KB

Projections of Employment by Occupation, 2022 - 2032

Selections:

For Code(s):
 130500 Child Development/Early Care and Education
 130520 Children with Special Needs
 130540 Preschool Age Child
 130580 Child Development Administration and Management

Geography: Los Angeles County
 Includes: Los Angeles County

Annual Job Openings by Occupation

SOC Code	Occupation Title (Linked to "Occupation Profile")	2022 Employment	Annual Job Openings (1)
390011	Child Care Workers	17,230	30,040
282011	Preschool Teachers, Except Special Education	13,540	18,120
	Total	30,770	49,080

(1) Total Job Openings are the sum of new jobs from growth plus net replacements. Annual job openings are total job openings divided by the number of years in the projection period.
 (2) This occupation has been suppressed due to confidentiality.
 Table Generated on: 11/02/2025 11:03:00 AM

Save or View in Excel | Back to Occupation List | New Search

Open in M365 Copilot

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

Part 2C: Review and comment on progress toward past Course Improvement Plans

The Child and Family Education (CFE) program has made meaningful progress toward the Course Improvement Plans (CIPs) identified in the previous cycle. A major focus of the past CIPs was to strengthen the consistency of Student Learning Outcome (SLO) assessments and increase faculty engagement in reviewing and using assessment results to guide instructional improvements. Over the past year, faculty actively reviewed SLO data in eLumen and participated in collaborative discussions to reflect on student learning outcomes. This increased engagement supported a shared understanding of course expectations and contributed to more intentional alignment between course content, assessments, and SLO performance. As a result, several courses demonstrated strong student achievement, with SLO results surpassing the 70 percent target. These accomplishments were supported through consistent teaching strategies, resource sharing, and intentional planning.

The CIPs also emphasized the need to address courses that showed lower SLO performance. Faculty examined potential barriers impacting student learning and began implementing high impact practices, including early intervention strategies, enhanced student support, and refinements to instructional delivery. Course revisions were initiated to improve alignment between assignments and SLOs, with faculty continuing to refine assessments to better measure student progress. While this work is ongoing, initial improvements have established a foundation for strengthened performance in future assessment cycles.

Progress was also made in promoting collaboration among faculty to enhance instructional practices. Faculty shared successful teaching strategies, instructional resources, and assessment tools, which led to improved student learning outcomes and a more cohesive approach to course delivery across the program. Building on this collaboration, the program continues to encourage all faculty, including adjunct instructors, to consistently enter SLO data into eLumen each semester. Supporting faculty in submitting complete and timely SLO assessments remains a priority to ensure accurate data collection, continuous improvement, and effective evaluation of student learning across all CFE courses.

Overall, the program has demonstrated solid progress toward achieving the goals established in the prior CIPs. Key advancements include increased use of SLO data to inform instructional decisions, implementation of targeted strategies to improve student performance, expansion of faculty collaboration, and ongoing reinforcement of consistent SLO assessment practices. Continued focus on these areas will further strengthen instructional quality, data informed decision making, and student success in the next cycle.

Past Course Improvement Plans	Progress Made
Strengthen SLO assessment consistency across CFE courses and increase faculty engagement in SLO review and discussions	Faculty reviewed SLO results through eLumen, shared strategies during department discussions, and increased collaboration around improving low performing SLOs. Areas exceeding the 70 percent benchmark were sustained through resource sharing and consistent assessment practices.
Support courses that fell below the 70 percent SLO benchmark through targeted instructional adjustments and high impact teaching practices.	Faculty identified root causes for low SLO performance and began implementing early intervention strategies, added support resources, and aligned assignments more directly with SLO expectations. Plans for expanded student academic support and curriculum adjustments are in progress.
Improve alignment between course content and SLO measures to strengthen student demonstration of learning outcomes.	Course revisions began for several CFE courses to better align content with SLOs, with a focus on observation, assessment, and developmentally appropriate practice. Increased consistency in assignment design supported improved SLO performance in multiple courses.

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

Over the past review cycle, the Child and Family Education (CFE) program has made meaningful progress toward the goals identified in the previous Program Review. One primary goal was to improve the consistency of Student Learning Outcome (SLO) assessment and increase faculty engagement in using assessment data to inform instruction. Significant progress has been achieved in this area. Faculty regularly reviewed SLO results in eLumen and integrated data-driven reflections into department discussions. This increased engagement led to more intentional alignment of assignments with SLO expectations and contributed to improved student performance in courses that met or exceeded the benchmark.

Another key goal focused on strengthening collaboration among full-time and adjunct faculty to enhance instructional practices and support student learning. The program has made substantial progress in this area by fostering more frequent communication and opportunities for faculty to share effective teaching strategies and classroom approaches. This collaborative effort helped increase cohesion in course delivery and contributed to improvements in student learning outcomes across multiple courses. Faculty expressed a commitment to continuing this practice, recognizing its value in supporting student success and equitable teaching.

A third goal emphasized revising and aligning curriculum with evolving early childhood workforce expectations and state standards. Progress toward this goal is underway. The program has begun updating coursework to incorporate greater emphasis on observation and assessment practices, developmentally appropriate instruction, and professional preparation aligned with current industry standards. While this work is still ongoing, the initial revisions have strengthened curriculum relevance, and additional updates are planned to ensure continued alignment with employer needs and state requirements.

Overall, the CFE program has demonstrated steady progress toward its previous goals by improving SLO assessment practices, increasing faculty collaboration, and initiating curriculum updates that reflect the expectations of today’s early childhood education field. These efforts provide a strong foundation for continued program growth and ongoing enhancement of student learning and workforce readiness.

Past Goal	Progress Made
Increase consistency and use of SLO assessment data in instructional planning and department decision making.	Completed. Faculty now regularly review SLO data and incorporate results into course planning and improvement discussions. Assessment results are more consistently tied to instructional adjustments.

Strengthen instructional quality through increased collaboration and professional dialogue among faculty.	Completed and ongoing. Faculty shared best practices and successful teaching approaches, contributing to improvements in SLO outcomes. Continued dialogue is planned each semester to maintain collaboration.
Enhance curriculum alignment with industry expectations to better prepare students for the early childhood workforce.	In progress. Initial curriculum revisions have been implemented, and additional updates are planned to strengthen alignment with workforce competencies. Further collaboration with advisory partners will guide next phase of revisions.

Part 3: Based on Part 2 above, please list program/area goals:								
Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 1. Communication				Goal #6 Success: Boost success rates by prioritizing the student experience.	Strengthen students' professional and interpersonal communication skills to improve collaboration, advocacy, and family engagement within early childhood and family education settings.	<ul style="list-style-type: none"> Integrate structured communication activities into CFE courses, including reflective writing, family communication projects, and class presentations. Provide student workshops on communication, conflict resolution, and advocacy in early childhood settings. Incorporate opportunities for students to practice and receive feedback on professional communication through mock conferences and peer engagement. 	<ul style="list-style-type: none"> Improved student success and retention rates in communication-focused CFE courses. Higher SLO achievement scores in communication-related learning outcomes. Student reflections and faculty feedback indicate increased confidence in professional and interpersonal communication.
#2	ILO 3. Community/Global Consciousness				Goal #2 Equity: Improve the college culture by becoming a more caring, welcoming, accessible, and inclusive campus.	Expand students' understanding of community engagement, cultural responsiveness, and global perspectives to enhance inclusive practices in early childhood education.	<ul style="list-style-type: none"> Incorporate service-learning and community engagement projects that connect students to local family resource agencies and cultural organizations. Revise CFE curriculum to include diversity, equity, and inclusion modules reflecting current social and global perspectives. 	<ul style="list-style-type: none"> Student reflections and project outcomes demonstrate growth in cultural awareness and inclusive practice. Increased student participation in community engagement and advocacy projects. Improved SLO performance

							<ul style="list-style-type: none"> Encourage student participation in campus and community events that promote inclusivity, belonging, and advocacy for families. 	related to equity, inclusion, and cultural responsiveness.
#3	ILO 4. Career and Specialized Knowledge				Goal #4 Vision: Being more future-thinking, agile, innovative, and proactive.	Enhance workforce readiness by aligning curriculum and practicum experiences with evolving early childhood education standards and labor market needs.	<ul style="list-style-type: none"> Update CFE curriculum to reflect emerging ECE competencies, technology integration, and innovative teaching practices! Expand partnerships with childcare centers, schools, districts, and family agencies to increase paid practicum, apprenticeship, and mentorship opportunities. Embed career readiness skills including portfolio development, interview preparation, digital literacy, and reflective practice into program coursework. 	<ul style="list-style-type: none"> Employer and advisory feedback confirms alignment with workforce expectations and innovation in ECE! Increased paid practicum evaluations and mentorship opportunities. Documented increase in employment, certificate completion, and student engagement in future-focused learning opportunities.

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)						
Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Faculty	Request to hire one additional full-time Child and Family Education faculty member to meet enrollment growth, increase course offerings, and strengthen student success and mentorship. The additional faculty position will ensure consistency across course sections, expand student advising and support, and maintain program quality as enrollment and workforce demand increase.	Supports ILO 1: Communication and ESP Goal #6: Success by improving student engagement and retention through increased faculty availability. Also supports ILO 4: Career and	Repeat	Supports ILO 1: Communication and ESP Goal #6: Success by improving student engagement and retention through increased faculty availability. Also	Recurring	Kimberly Barker Yadira Arellano Stephanie Peoples

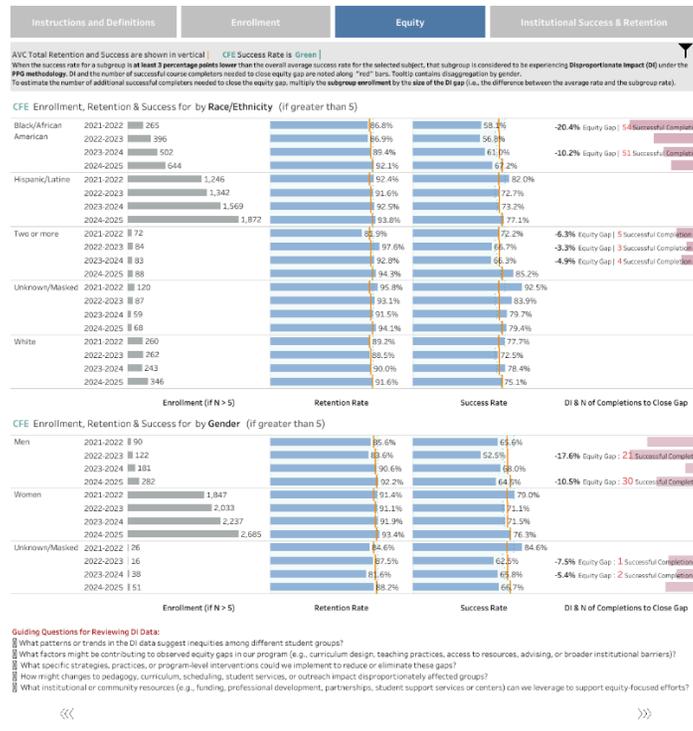
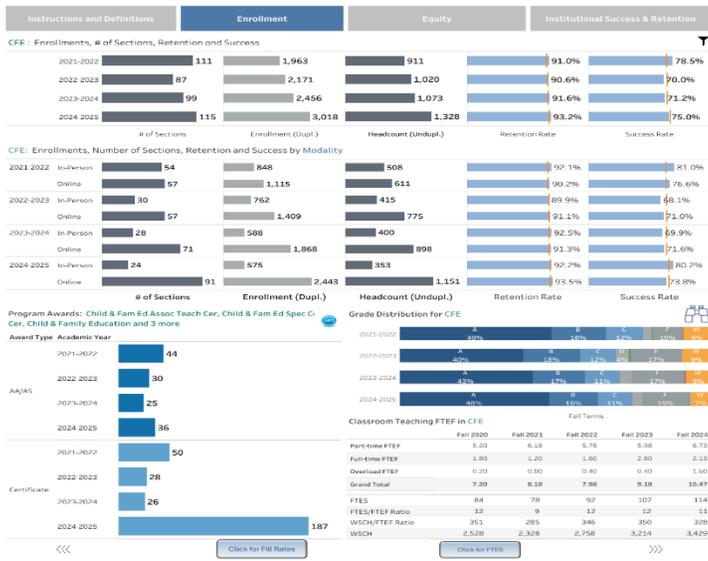
		Specialized Knowledge by ensuring students receive consistent instruction aligned with workforce and practicum standards.		supports ILO 4: Career and Specialized Knowledge by ensuring students receive consistent instruction aligned with workforce and practicum standards. Repeat \$125,000 (salary and benefits) Recurring Kimberly Bark		
Professional development	Request for continued faculty professional development in areas such as culturally responsive teaching, trauma-informed practice, mentorship, and technology integration. Faculty development will support equitable outcomes, strengthen instructional quality, and align curriculum with evolving early childhood education standards.	Supports ILO 3: Community and Global Consciousness and ESP Goal #2: Equity by promoting inclusive, accessible, and culturally responsive teaching practices. Also supports ILO 4: Career and Specialized Knowledge through continued curriculum alignment with state and national ECE standards.	Repeat	\$10,000	Recurring	Kimberly Barker Yadira Arellano Stephanie Peoples
Technology	Request for updated technology tools and equipment to support practicum	Supports ILO 4: Career and	Repeat	\$15,000	Recurring	Kimberly Barker Yadira Arellano

	<p>observation and student assessment, including classroom tablets, secure digital video platforms, and cloud-based documentation tools. This technology will allow faculty to conduct real-time observations, provide timely feedback, and enhance student reflection and learning.</p>	<p>Specialized Knowledge and ESP Goal #4: Vision by implementing innovative, future-focused methods of practicum observation and student evaluation. Also supports ILO 1: Communication by improving the quality and immediacy of feedback between faculty and students.</p>				<p>Stephanie Peoples</p>
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Part 5: Insert your [Program Review Data](#) here and any other supporting data. (See Part 2A above for required data).

Required:

- Enrollment tab
- Equity tab





Fall 2025 Program Review Report | Instructional Areas

Division/Area Name: Economics	For Planning Years: 2026-2027
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Name of person leading this review: Dr. Ibrahim Ganley

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

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

AVC’s Economics Department supports the Mission and Educational Master Plan (EMP) of the Antelope Valley College District in that student success and student-centered learning are a top priority of the Economics Program. The Economics Program places value on our students meeting learning objectives, applying their Economics knowledge to real-world situations, and using their AVC Economics degrees to enhance career opportunities and pursuing AA-T Transfer Degrees at four-year institutions. Our course offerings provide a quality education for a diverse community of learners. Economics instructors continue to participate in giving to the community through public and private presentations and membership on various community-oriented committees and associations.

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

Use the following questions to guide your analysis:

Overall (Use the *Success & Retention* and *Program Award* tabs to inform your analysis)

- What are the success and retention rates for your discipline? Did they decrease or increase in the last year?
- What are the trends for the number of awards granted? Are the number of awards going up or down?

Equity (Use the *Success & Retention* tab including S&R by Ethnicity and Gender data to inform your analysis)

- Which ethnic / gender student groups complete their courses at the highest rates?
- Which ethnic / gender student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the *Strengths and Accomplishments* section.

Strengths and Accomplishments: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Executive Summary: The Economics Department met its Student Learning Objectives (SLOs) and Program Learning Objectives (PLOs) in 2024-2025; had retention rates on par with AVC as a whole (except for one ethnic group: Blacks/African-Americans); had success rates that are higher than AVC as a whole (except for one ethnic group: Blacks/African-Americans); had steady enrollment; and had steady faculty retention. (2024-2025 data suggests that Black/African-American students are still struggling but progress is being made in terms of retention and success. As a group, they have lower retention and success rates than their peers.) The latest data indicates that AVC students prefer the online modality for Economics classes. In 2024-2025, 80% of AVC’s Economics students took classes online. In 2024-2025, the number of AA-T degrees in Economics granted at AVC has significantly increased by 63.8%.

- **Learning Objectives.** In 2024-2025 academic year, all Economics Program PLOs and SLOs were met/exceeded.
- **Retention.** The retention rate of Economics students has returned to pre-pandemic levels. The retention rate in Economics has had a steady increase in recent years, from 82.6% (in 2019-2020), 86.2% (in 2020-2021), 88.8% (in 2021-2022), 89.9% (in 2022-2023), 89.2% (in 2023-2024) and 88.8% (in 2024-2025). The 2024-2025 Economics retention rate of 88.8% was in par with the 90.4% retention rate of AVC as a whole in the same year.

AVC's Economics Department vs AVC (Overall) – Retention Rate

Academic Year	Retention Rate	
	Economics	AVC
2017-2018	<u>89.1%</u>	87.5%
2018-2019	<u>88.6%</u>	87.6%
2019-2020	82.6%	<u>87.7%</u>
2020-2021	86.2%	<u>88.4%</u>
2021-2022	<u>88.8%</u>	87.8%
2022-2023	<u>89.9%</u>	89.0%
2023-2024	<u>89.2%</u>	89.0%
2024-2025	<u>88.8%</u>	90.4%

- **Retention Rate -- Gender.** Looking at the 2024-2025 data, female Economics students are doing better percentage wise than their male counterparts in terms of the retention rate. Additionally, male Economics student retention dropped from 89.6% (in 2023-2024) to 86.5% (in 2024-2025). This is the second year in a row that male Economics student retention has decreased. It should also be noted that the male Economics student retention rate was lower in 2024-2025 than the retention rate of AVC as a whole (90.4%). Female Economics student retention rose in 2024-2025. Female Economics student retention was 91.0% in 2024-2025, up from 88.6% in 2023-2024. The female Economics student retention rate in 2024-2025 was higher than the retention rates of AVC's as a whole in the same year (91.0% compared to 90.4%).

AVC's Economics Department vs AVC (Overall) – Retention Rate by Gender

Academic Year	Male Retention		Female Retention		Unknown/Masked Retention	
	Economics	AVC*	Economics	AVC*	Economics	AVC*
2017-2018	90.3%	87.5%	88.3%	87.5%	81.8%	87.5%
2018-2019	87.5%	87.6%	89.3%	87.6%	-	87.6%
2019-2020	82.7%	87.7%	82.5%	87.7%	-	87.7%
2020-2021	84.3%	88.4%	87.4%	88.4%	-	88.4%
2021-2022	88.5%	87.8%	89.2%	87.8%	83.3%	87.8%
2022-2023	<u>90.5%</u>	89.0%	<u>89.5%</u>	89.0%	<u>88.2%</u>	89.0%
2023-2024	<u>89.6%</u>	89.0%	<u>88.6%</u>	89.0%	<u>100.0%</u>	89.0%
2024-2025	<u>86.5%</u>	90.4%	<u>91.0%</u>	90.4%	<u>93.5%</u>	90.4%

*AVC's overall retention rate is not disaggregated by gender groups.

- **Retention Rate -- Ethnicity.** Data released in 2024-2025 shows that three of the reported ethnic groups of Economics students (Hispanic/Latinx, White and 2+ Races students) have similar but slightly lower retention rates compared to AVC's retention rates for the whole in the same year. In 2024-2025 one of the reported ethnic groups of Economics students (Black/African-Americans) has notably lower retention rates compared to AVC's retention rates for the whole in the same year. Regarding Black/African-Americans, it should be noted that Black/African-American Economics students had notable improvement in terms of retention when comparing 2023-2024 and 2024-2025 data. Specifically, in 2024-2025, Black/African-American Economics student retention jumped by 6.0 percentage points from the previous year. This is a notable improvement and should be lauded. Unknown/Masked Economics students was the only group that had higher retention rates compared to AVC's retention rates for the whole of the same year.

AVC's Economics Department vs AVC (Overall) – Retention Rate by Ethnicity

Academic Year	Hispanic/Latinx Retention		Black/African-American Retention		White Retention		2+ Races Retention		Unknown/Masked Retention	
	Economics	AVC*	Economics	AVC*	Economics	AVC*	Economics	AVC*	Economics	AVC*
2017-2018	87.6%	87.5%	87.8%	87.5%	91.3%	87.5%	87.5%	87.5%	96.2%	87.5%
2018-2019	87.2%	87.6%	83.1%	87.6%	91.2%	87.6%	93.2%	87.6%	94.1%	87.6%
2019-2020	83.3%	87.7%	71.7%	87.7%	86.2%	87.7%	86.2%	87.7%	83.5%	87.7%
2020-2021	86.3%	88.4%	80.0%	88.4%	90.8%	88.4%	81.5%	88.4%	89.6%	88.4%
2021-2022	89.5%	87.8%	80.2%	87.8%	90.7%	87.8%	91.2%	87.8%	91.2%	87.8%
2022-2023	90.1%	89.0%	85.0%	89.0%	92.0%	89.0%	89.8%	89.0%	93.4%	89.0%
2023-2024	90.6%	89.0%	76.1%	89.0%	92.5%	89.0%	92.9%	89.0%	92.2%	89.0%
2024-2025	89.1%	90.4%	82.1%	90.4%	89.8%	90.4%	89.5%	90.4%	97.6%	90.4%

*AVC's overall retention rate is not disaggregated by ethnic groups.

- **Success.** In 2024-2025, the Economics student success rate was 77.7% while the AVC success rate was 75.4%. The Economics student success rate has been higher than the AVC success rate in seven of the eight academic years between 2017-2018 and 2024-2025. The only year that the Economics student success rate was lower than the AVC success rate was in 2019-2020. This is a point of pride for the Economics Department.

AVC's Economics Department vs AVC (Overall) – Success Rate

Academic Year	Success Rate	
	Economics	AVC
2017-2018	78.2%	72.7%
2018-2019	76.5%	72.7%
2019-2020	71.8%	74.1%
2020-2021	76.3%	74.9%
2021-2022	80.2%	72.5%
2022-2023	78.2%	73.0%
2023-2024	78.2%	73.0%
2024-2025	77.7%	75.4%

- **Success Rate -- Gender.** In 2024-2025 we see that male Economics students have a slightly lower success rate (74.1%) compared to both AVC in general (75.4%) and compared to female Economics students (82.0%). Furthermore, male Economic student success rate dropped to 74.1% in 2024-2025 from 77.6% in 2023-2024. This downward trend for male Economics student success rates mirrors the downward trend seen in retention data. Female Economic student success rates, however, are doing well. Their 2024-2025 success rate was up to 82.0% in 2024-2025 from 78.4% in 2023-2024. Furthermore, this is the fifth year in a row that female Economics students have had higher success rates than AVC as a whole.

Academic Year	Economics Department vs AVC (Overall) – Success Rate by Gender		
	Male Success Rate	Female Success Rate	Unknown/Masked Success Rate

	Economics	AVC*	Economics	AVC*	Economics	AVC*
2017-2018	80.8%	72.7%	76.6%	72.7%	54.5%	72.7%
2018-2019	78.9%	72.7%	74.0%	72.7%	-	72.7%
2019-2020	71.9%	74.1%	71.9%	74.1%	-	74.1%
2020-2021	73.4%	74.9%	78.3%	74.9%	-	74.9%
2021-2022	80.2%	72.5%	80.3%	72.5%	75.0%	72.5%
2022-2023	79.0%	73.0%	77.3%	73.0%	82.4%	73.0%
2023-2024	77.6%	73.0%	78.4%	73.0%	88.2%	73.0%
2024-2025	74.1%	75.4%	82.0%	75.4%	67.7%	75.4%

*AVC's overall success rate is not disaggregated by gender groups.

- **Success Rate -- Ethnicity.** Data released in 2024-2025 shows that four of the reported ethnic groups of Economics students (Hispanic/Latinx, White, 2+ Races and Unknown/Masked students) have higher success rates compared to AVC success rates in the same year. In 2024-2025 only one of the reported ethnic groups of Economics students (Black/African-Americans) has a lower success rate compared to AVC success rates in the same year. Regarding Black/African-Americans, it should be noted that Black/African-American Economics students had notable improvement in terms of success when comparing 2023-2024 and 2024-2025 data. Specifically, in 2024-2025, Black/African-American Economics student success jumped by 8.3 percentage points from the previous year. This is a notable improvement and should be lauded. Lastly, it should be noted that these data trends mirror the trends we see in terms of retention rates disaggregated by ethnicity.

Academic Year	Economics Department vs AVC (Overall) – Success Rate by Ethnicity									
	Hispanic/Latinx Success Rate		African-American/Black Success Rate		White Success Rate		2+ Races Success Rate		Unknown/Masked Success Rate	
	Economics	AVC*	Economics	AVC*	Economics	AVC*	Economics	AVC*	Economics	AVC*
2017-2018	76.8%	72.7%	66.1%	72.7%	84.6%	72.7%	79.2%	72.7%	90.4%	72.7%
2018-2019	75.4%	72.7%	57.1%	72.7%	83.0%	72.7%	81.8%	72.7%	86.3%	72.7%
2019-2020	69.4%	74.1%	58.3%	74.1%	81.4%	74.1%	82.8%	74.1%	78.0%	74.1%
2020-2021	77.7%	74.9%	56.8%	74.9%	86.9%	74.9%	68.5%	74.9%	83.1%	74.9%
2021-2022	81.0%	72.5%	60.4%	72.5%	85.4%	72.5%	86.0%	72.5%	91.2%	72.5%
2022-2023	80.0%	73.0%	62.6%	73.0%	81.1%	73.0%	87.8%	73.0%	80.3%	73.0%
2023-2024	80.2%	73.0%	56.5%	73.0%	84.3%	73.0%	85.7%	73.0%	84.4%	73.0%
2024-2025	78.4%	75.4%	64.8%	75.4%	81.7%	75.4%	76.3%	75.4%	90.5%	75.4%

*AVC's overall success rate is not disaggregated by ethnic groups.

- **Equity Gap -- Ethnicity.** In order to assess equity gaps by ethnicity, course success rates were compared. Specifically, the percentage point gap values were computed by taking the difference between each subgroup's success rate and the AVC success rate. In simple terms, the equity gap shows the difference in success rate for Economic students compared to the success rate of AVC overall. This analysis revealed that Black/African-American Economics students have the highest equity gap, followed by Economics students of 2+ Races.

Academic Year	Equity Gap in Economics by Ethnicity				
	Hispanic/Latinx	Black/African-American	White	2+ Races	Unknown/Masked
2017-2018	+4.1	-6.6	+11.9	+6.5	+17.7
2018-2019	+2.7	-15.6	+10.3	+9.1	+13.6
2019-2020	-5.5	-15.8	+7.3	+8.7	+3.9
2020-2021	+2.8	-18.1	+12	-6.4	+8.2
2021-2022	+8.6	-12.0	+13	+13.6	+18.8
2022-2023	+7.1	-10.3	+8.2	+14.9	+7.4
2023-2024	+7.2	-16.5	+11.3	+12.7	+11.4
2024-2025	+2.4	-11.2	+5.7	-0.3	+14.5

- Withdrawal -- Ethnicity.** Withdrawal data was not provided in 2024-2025. Data released in 2023-2024 show that each ethnic group of Economics students except Black/African-Americans had a relative low withdrawal rate (<10%). Black/African-American Economics students had a notably higher withdrawal rate in 2023-2024 at 23.9%. This rate is notably higher than previous years.
 - Latinx/Hispanic. The withdrawal rate for Latinx/Hispanic students in 2023-2024 was 9.4%.
 - Black/African-American. The withdrawal rate for African American/Black students in 2023-2024 was 23.9%.
 - White. The withdrawal rate for White in 2023-2024 was 7.5%.
 - 2+ Races. The withdrawal rate for Economics students who identified as being 2+ Races in 2023-2024 was 7.1%.
 - Unknown/Masked. The withdrawal rate for Economics students who identify as being "Other" was in 2023-2024 was 7.8%.

Academic Year	Withdrawal from Economics Courses by Ethnicity				
	Hispanic/Latinx	Black/African-American	White	2+ Races	Unknown/Masked
2017-2018	12.4%	12.2%	8.7%	12.5%	3.8%
2018-2019	12.8%	16.9%	8.8%	6.8%	5.9%
2019-2020	16.4%	27.4%	13.7%	13.6%	16.5%
2020-2021	13.7%	19.8%	9.2%	18.5%	10.4%
2021-2022	10.5%	19.8%	9.3%	8.8%	8.6%
2022-2023	9.8%	15.0%	8.0%	10.2%	6.6%
2023-2024	9.4%	23.9%	7.5%	7.1%	7.8%
2024-2025	-	-	-	-	-

- Enrollment & Modality.**
 - Total Enrollment in Economics. Overall enrollment in Economics grew by 18% in the 2024-2025 academic year. There were a total of 1,279 Economics students in 2024-2025 compared to 1,084 in 2023-2024.
 - In-Person Enrollment in Economics. In 2024-2025, we had an increase in in-person enrollment in Economics classes (255 in 2024-2025 compared to 203 in 2024-2024). It should be noted that roughly **20%** of the Economics students took in-person Economics classes in 2024-2025.

- **Online Enrollment in Economics.** In 2024-2025, we had also an increase in online enrollment in Economics classes (1,024 in 2024-2025 compared to 881 in 2023-2024). It should be noted that roughly **80%** of the Economics students took online Economics classes in 2024-2025.
- **Retention by Modality.** The retention rate for in-person Economics students went up in 2024-2025 (92.2% in 2024-2025 from 86.2% in 2023-2024). The retention rate for online Economics students slightly declined (88.0% in 2024-2025 from 89.9% in 2023-2-24).
- **Success by Modality.** The success rate for in-person Economics students went up in 2024-2025 (77.6% in 2024-2025 from 73.4% in 2023-2024). The success rate for online Economics students slightly declined (77.7% in 2024-2025 from 79.3% in 2023-2-24).

Academic Year	Enrollment, Retention & Success by Modality						
	Total Enrollment in Economics	In-Person Economics Students			Online Economics Students		
		Enrollment	Retention	Success	Enrollment	Retention	Success
2017-2018	790	468	92.5%	82.3%	322	84.2%	72.4%
2018-2019	736	302	92.1%	82.1%	434	86.2%	72.6%
2019-2020	963	389	84.6%	73.0%	574	81.2%	70.9%
2020-2021	920	362	88.1%	79.8%	558	84.9%	74.0%
2021-2022	919	182	92.3%	83.5%	737	87.9%	79.4%
2022-2023	1,082	225	95.6%	85.3%	857	88.4%	76.3%
2023-2024	1,084	203	86.2%	73.4%	881	89.9%	79.3%
2024-2025	1,279	255	92.2%	77.6%	1,024	88.0%	77.7%

- **AA-T Degrees in Economics.** The number of AA-T degree in Economics at AVC has dramatically risen since 2015-2016. Specifically, in 2015-2016 there was only one AA-T Degree in Economics. In 2024-2025, the number reached 59. There was a 63.8% increase in AA-T Degrees in Economics between 2024-2025 and 2023-2024. This is encouraging to faculty who promote the AA-T degree (and the advantages of getting a double AA-T degree in Economics and Business Administration). It should be noted that this upward trend is in contrast to the downward trend seen for Bachelor's Degree in Economics in the CSU system. Between 2020-2021 and 2024-2025, there was a 47.5% increase at AVC for AA-T Degrees in Economics while there was a 38% decrease in Bachelor's Degree in Economics in the CSU system and a 7.4% decrease in Bachelor's Degrees in Business Related majors in the CSU system during the same time period.

Academic Year	Transfer Data: AVC AA-T Degree in Economics in Comparison to California Data				
	AA-T Degree Economics (AVC Data)	Bachelor's Degree Economics ¹ (CSU System)	Bachelor's Degree Business Related Majors ¹ (CSU System)	All Bachelor Degrees Issued by CSU System ¹ (State Data)	All Bachelor Degrees Issued by UC System ² (State Data)
2015-2016	1	1,065	16,040	92,167	50,908
2016-2017	1	1,177	17,024	98,862	53,938
2017-2018	18	1,203	18,628	105,401	55,579
2018-2019	24	1,178	18,718	107,319	57,353
2019-2020	18	1,237	19,032	109,450	62,924
2020-2021	40	1,274	19,661	112,566	65,463
2021-2022	34	1,010	18,515	109,919	62,759
2022-2023	30	950	18,310	105,841	62,480
2023-2024	36	876	18,301	103,795	62,252
2024-2025	59	789	18,209	101,563	-

¹ <https://tableau.calstate.edu/views/CSUDegreesIssued/CSUDegreesIssued?%3Aembed=y&%3Aiid=1&%3AisGuestRedirectFromVizportal=y>. Note that the Business-Related Majors include business administration, business information systems, and business economics.

² <https://www.universityofcalifornia.edu/about-us/information-center/uc-degrees-awarded-data-tables>

The decline of the popularity of the Economics degree in the CSUs likely reflects an awareness of the degree to which AI will impact the field. It is likely that emerging AI technology will replace/impact the data-oriented jobs most typically performed by students who have earned an Economics and/or Business-Related major and will alter the structure and future needs of the U.S. labor markets. Other factors that are influencing this down-ward trend: The decline in the USA's college-aged population and new restrictive immigration policies that lead to fewer international students. (For more detailed insights, see <https://www.vox.com/the-highlight/23428166/college-enrollment-population-education-crash>.)

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

Opportunities and Challenges: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

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

External factors that could impact future enrollment and/or student success include **shrinking college-age population**, changing labor market/economic conditions and new public health emergencies. (Continuing to build our online offerings could help mitigate public health emergencies and provide more flexibility for students who are employed.)

Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

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

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

N/A

Insert Advisory Committee Recommendations here (Please do not insert complete meeting minutes, but just recommendations from the advisory committee.)

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

Part 2C: Review and comment on progress toward past Course Improvement Plans

List your past **Course Improvement Plans** (CIPs) and progress toward meeting those plans.

Past Course Improvement Plans	Progress Made																																																							
<p>Given the current student success, we will continue to utilize the following Course Improvement Plan (our best practices):</p> <ul style="list-style-type: none"> • <u>Focusing on solid instruction.</u> Class sections are structured around a specific topic; this topic is covered in both lecture/in-class activities and reinforced through homework assignments and readings. Lecture notes around the focused topic are prepared with care and shared with students. When mathematical problems are done, each step is addressed so that students can understand the process used to arrive at the answer. Lastly, instructors are cognizant of pace, leaving time for instructors to metacognate (when instructors think aloud to show students their inner thoughts while problem solving and sensemaking) and to address student questions. • <u>Office hours.</u> Faculty provide a mix of on-campus and virtual office hours to support the varied needs of students. Instructors often reference office hours and encourage students to utilize them. Students are told that if they are not available during posted/scheduled hours to make an appointment and/or send an email articulating their questions. • <u>Being responsive to students.</u> Students are encouraged to contact their instructors if they have a question. When questions come in, the questions are answered in a timely and respectful manner, thus giving students positive feedback for being willing to articulate their questions. Doing this also helps to establish that the faculty want students to learn and thrive. • <u>Providing supplemental online materials.</u> In this day and age, there is a plethora of high-quality videos that explain many key economic concepts. Faculty work to find the 	<p>The best measure of progress is to look at SLO and PLO data.</p> <p>In 2024-2025, the Economics Program met all its SLOs and PLOs. AVC's Economic faculty will continue to build upon this success in future terms. Specifics are below.</p> <p>AVC's Economics classes are currently being taught by one full-time faculty member and a small team of dedicated veteran adjunct faculty members. The strong achievements of the student can directly be linked to the faculty's work, expertise, and availability to the students.</p> <p><u>Regarding SLOs for the Economics Program:</u> All ECON 101, 102 and 110 SLOs were met/exceeded successfully in the 2024-2025 academic year.</p> <p><i>AVC Economics Department -- SLO Data 2024-2025</i></p> <table border="1" data-bbox="894 824 2011 1334"> <thead> <tr> <th rowspan="2">SLO Data for 2023-2024 Academic Year</th> <th colspan="2">ECON 101 <i>Principles of Macroeconomics</i></th> <th colspan="2">ECON 102 <i>Principles of Microeconomics</i></th> <th colspan="2">ECON 110 <i>Economics of Underclass</i></th> </tr> <tr> <th>Success (%)</th> <th>Target: (70%)</th> <th>Success (%)</th> <th>Target (70%)</th> <th>Success (%)</th> <th>Target (70%)</th> </tr> </thead> <tbody> <tr> <td>SLO 1</td> <td>95.72</td> <td>Met/Exceeded</td> <td>92.11</td> <td>Met/Exceeded</td> <td>81.2</td> <td>Met/Exceeded</td> </tr> <tr> <td>SLO 2</td> <td>97.64</td> <td>Met/Exceeded</td> <td>89.40</td> <td>Met/Exceeded</td> <td>81.2</td> <td>Met/Exceeded</td> </tr> <tr> <td>SLO 3</td> <td>95.18</td> <td>Met/Exceeded</td> <td>89.66</td> <td>Met/Exceeded</td> <td>81.2</td> <td>Met/Exceeded</td> </tr> <tr> <td>SLO 4</td> <td>96.83</td> <td>Met/Exceeded</td> <td>88.97</td> <td>Met/Exceeded</td> <td>81.2</td> <td>Met/Exceeded</td> </tr> <tr> <td>SLO 5</td> <td>98.41</td> <td>Met/Exceeded</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> </tr> <tr> <td>SLO 6</td> <td>95.58</td> <td>Met/Exceeded</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> </tr> </tbody> </table> <p><u>Regarding PLOs for the Economics Program:</u> All PLOs were met/exceeded successfully in the 2024-2025 academic year.</p>	SLO Data for 2023-2024 Academic Year	ECON 101 <i>Principles of Macroeconomics</i>		ECON 102 <i>Principles of Microeconomics</i>		ECON 110 <i>Economics of Underclass</i>		Success (%)	Target: (70%)	Success (%)	Target (70%)	Success (%)	Target (70%)	SLO 1	95.72	Met/Exceeded	92.11	Met/Exceeded	81.2	Met/Exceeded	SLO 2	97.64	Met/Exceeded	89.40	Met/Exceeded	81.2	Met/Exceeded	SLO 3	95.18	Met/Exceeded	89.66	Met/Exceeded	81.2	Met/Exceeded	SLO 4	96.83	Met/Exceeded	88.97	Met/Exceeded	81.2	Met/Exceeded	SLO 5	98.41	Met/Exceeded	-	-	-	-	SLO 6	95.58	Met/Exceeded	-	-	-	-
SLO Data for 2023-2024 Academic Year	ECON 101 <i>Principles of Macroeconomics</i>		ECON 102 <i>Principles of Microeconomics</i>		ECON 110 <i>Economics of Underclass</i>																																																			
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SLO 5	98.41	Met/Exceeded	-	-	-	-																																																		
SLO 6	95.58	Met/Exceeded	-	-	-	-																																																		

best of these resources to share with their students to supplement their instruction. Sometimes concepts and processes “click” when explained in multiple and varied ways. MyLab Economics (class management platform) is an excellent tool for online instructional materials.

- Providing students with learning and study tips.
- Making students aware of support services available to them, like the Learning Center’s Math Tutoring. [The students who struggle to master the concepts of the class seem to struggle primarily because they don’t have a basic foundation in mathematics. The learning Center really helps to address the holes in their learning/understanding. This is particularly important since the passage of AB705.]
- Providing study/review sessions before the final exams. These sessions provide tangible support and help to project the notion that faculty are not writing tests to be a “gotcha” trap.
- Working in partnership with the Office of Disability Services and students who benefit from accommodations to ensure that all students are set up for success.
- Connecting the academic concepts explored to current, real-world issues and events so that students can easily identify the relevance and importance of what they are learning.
- Reminding students that what they are doing is important and valuable. Cheering them on in their academic pursuits and encouraging them to think about educational and career paths beyond AVC.
- Sending frequent and clear communications to students regarding expectations and deadlines. Students seem to benefit from reminders. We want to make sure that AVC is not a “gotcha culture” but rather a culture that provides pathways to success.

AVC Economics Department -- PLO Data 2024-2025

PLO Data for 2024-2025 Academic Year	SLO Data Used	Success (%)	Target (70%)
PLO 1	SLO 1, 2, 3, 4, 5 and 6 for ECON 101 SLO 1, 2, 3 and 4 for ECON 102	This PLO is met at a level of 80% or higher.	Met/Exceeded
PLO 2	SLO 4 and 6 for ECON 101 SLO 1, 2, 3 and 4 for ECON 102	This PLO is met at a level of 80% or higher.	Met/Exceeded
PLO 3	SLO 1,3 and 5 for ECON 101 SLO 1, 2, 3 and 4 for ECON 102	This PLO is met at a level of 80% or higher.	Met/Exceeded
PLO 4	SLO 4, 5 and 6 for ECON 101 SLO 1 for ECON 102	This PLO is met at a level of 80% or higher.	Met/Exceeded

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

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

Past Goal	Progress Made
<p>1. To shrink the gap between the success Black/African-American students are having in the Economics program in comparison to their non-Black/African-American peers.</p>	<p>The data speaks to the need for this goal and the difficulty of breaking this trend.</p> <p>The 2024-2025 data shows that Black/African-American Economics students have lower retention, lower success, and higher equity gaps than their non-Black/African-American peers. This is particularly true for Black/African-American male Economics students.</p> <p>On an optimistic note, though, the data showed improvements on these sectors when one compares 2023-2024 and 2024-2025 data. For example, in 2024-2025, Black/African-American Economic retention jumped by 8.8 percentage points from the previous year. In short, there is an upward/positive trend and progress is being made.</p> <p>We will continue to keep the goal of increasing the success and retention rates of all students and put extra attention on additionally shrinking the gap between the demographic groups.</p>
<p>2. To continue to help a greater number of AVC students transfer to 4-year institutions.</p>	<p>Data show that AA-T Degrees in Economics increased in 2024-2025 by 63.8% (59 in 2024-2025 from 36 in 2023-2024). This increase corresponds to the faculty's consistent vocalization regarding the benefits of the AA-T degree and of getting double transfer degrees in Economics and Business Administration.</p> <p>We will continue to keep this goal as we think an even greater number of students can and will want to earn the AA-T Degree in Economics.</p>

Part 3: Based on Part 2 above, please list program/area goals:								
Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 2. Creative, Critical, and Analytical Thinking	All	All		Goal #2 Equity: Improve the college culture by becoming a more caring, welcoming, accessible, and inclusive campus.	To continue to shrink the gap between the success Black/African-American students are having in the Economics Department in comparison to their non-Black/African-American peers.	Extra effort on part of faculty to offer support to learn materials (i.e., test review sessions, tutoring, academic advising) during office hours. It is possible that additional usage of economics and	Looking at retention, withdrawal, and success data.

						<p>math tutors in the Learning Center will enable all AVC students –including Black/African-American students- to have greater success. (Note: The tutors are there. We just need to figure out a way to promote usage.)</p> <p>Economics faculty believes that AVC as a whole institution needs to come up with a plan to support the academic achievement of Black/African-American students.</p>	
#2	ILO 4. Career and Specialized Knowledge	All	All		Goal #3 Resources: Increase student awareness about campus resources.	<p>To continue to help a greater number of AVC students transfer to 4-year institutions.</p> <p>During lectures, faculty will continue emphasis the benefits of having a 4-year degree.</p> <p>Faculty will continue to provide academic and career advisement to students.</p> <p>Faculty will continue to write letters of recommendation for students applying to 4-year institutions.</p>	Looking at AA-T Economics degree data.

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)						
Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Other	To support the Goal 1 listed in Part 3, AVC should continue to allocate funds	Classified Staff	Repeat Request	Other	Reoccurring	Other

	<p>to the Learning Center to hire high-quality economics tutors.</p> <p>Additionally, given the link between fundamental mathematical and graphing skills and economics, it would be beneficial to ensure there are adequate math tutors available.</p> <p>Lastly, if it has not been done before, AVC's Learning Center might consider sending a survey to AVC students asking them to identify the days/times that they would be most likely to take advantage of tutoring services and the preferred modality (on-campus or on-line) of tutoring services. It makes sense to have the most tutors available at the times when our students can utilize the services. It is possible that our students are working during the week and would benefit from evening or weekend tutoring sessions. Asking for demographic data on this survey might reveal that different student populations have different needs. Since we want to support the success of Black/African-American students, we'd want to make sure that we have tutors available when this sub-group can utilize them. The cost associated with this plan would need to be determined by the Learning Center.</p>					
Other	To support Goal 2 listed in Part 3, AVC should promote on social media the success of alumni who have started at AVC and then transferred (and were successful in) 4 year institutions. A positive buzz will create awareness of AVC's transfer degrees.	Other	Repeat Request	Other	Reoccurring	Other

Choose an item.	Note: The Economics Department does not need additional resources. The economics faculty and AVC's Student Learning Center are adequately providing tutors and support for Economics students. Additionally, there are ample on-line resources to aid students. At this point, the focus must be on helping the students use these resources.		Choose an item.		Choose an item.	
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Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above).

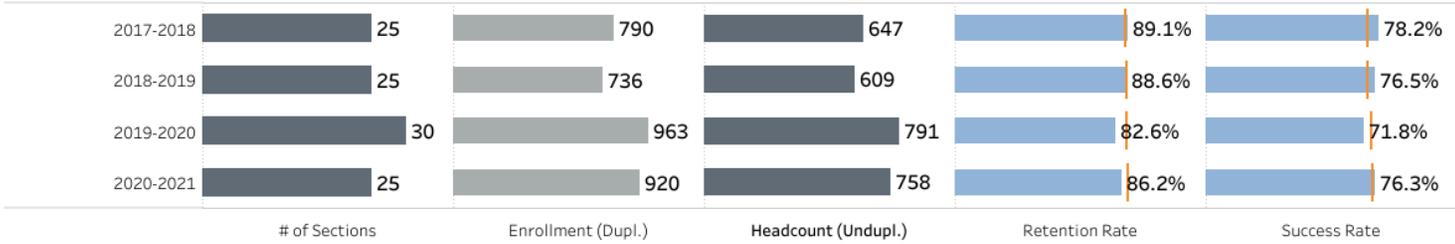
Required:

- Success & Retention tab
- Program Awards tab

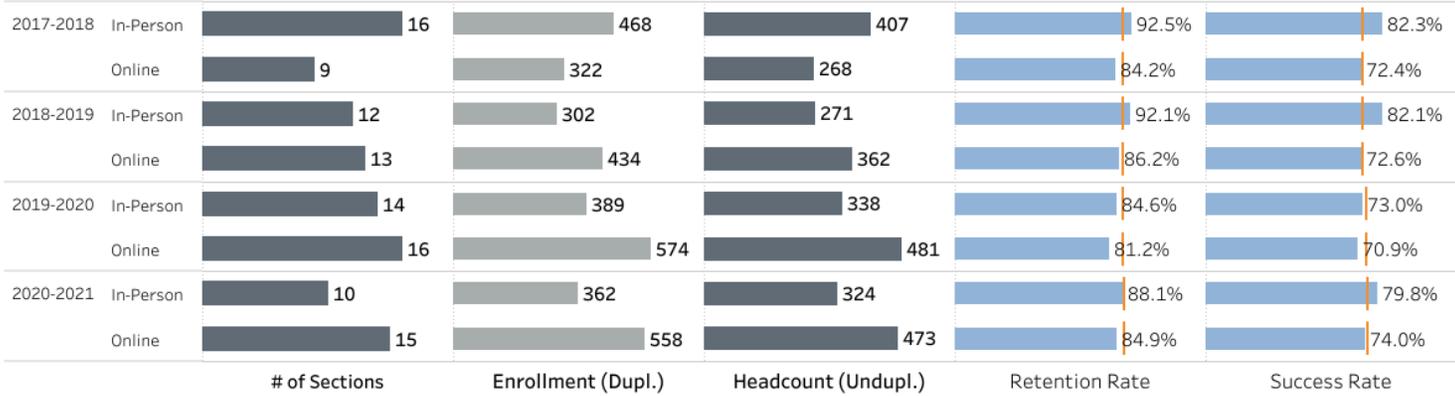
Optional:

- Other supporting data/information

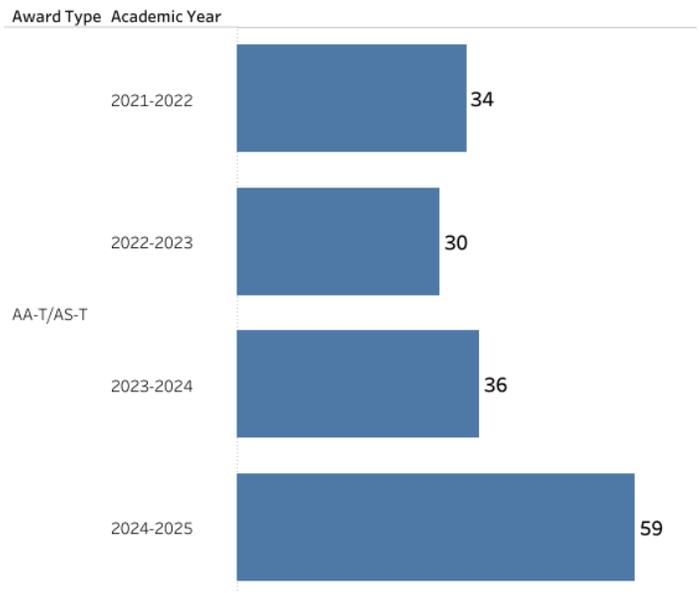
ECON : Enrollments, # of Sections, Retention and Success



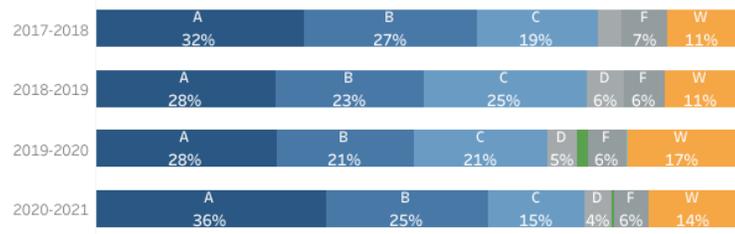
ECON: Enrollments, Number of Sections, Retention and Success by Modality



Program Awards: AA-T Economics



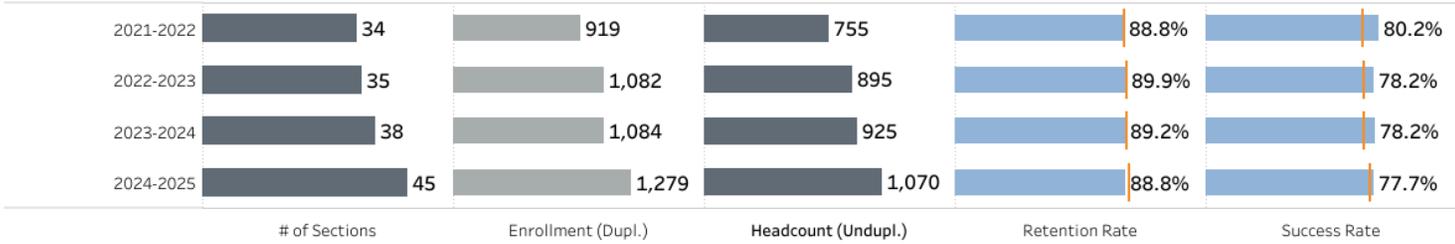
Grade Distribution for ECON



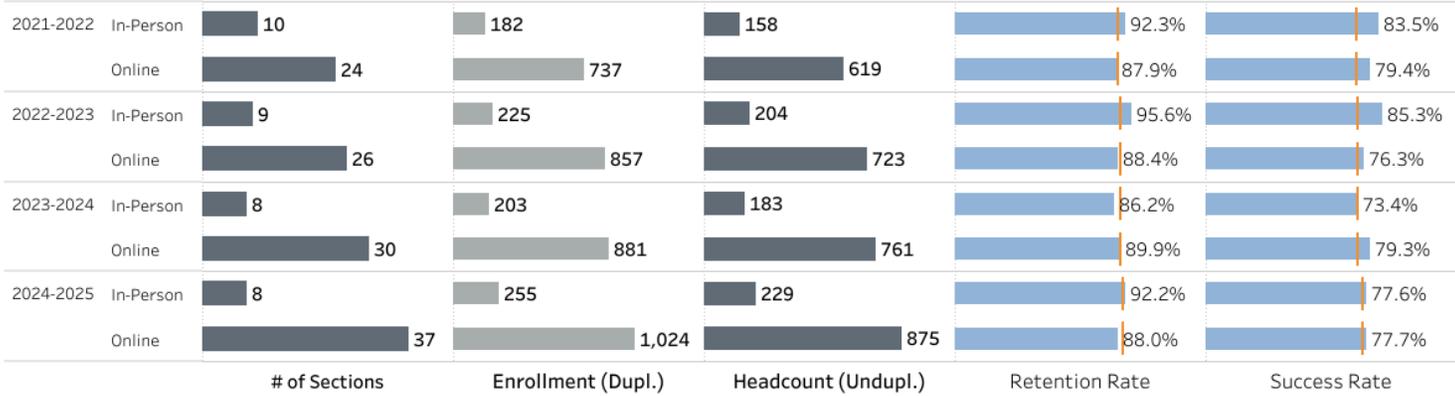
Classroom Teaching FTEF in ECON

	Fall Terms				
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Part-time FTEF	1.40	1.40	1.80	1.80	2.00
Full-time FTEF	1.00	1.00	1.00	1.00	1.00
Grand Total	2.40	2.40	2.80	2.80	3.00
FTES	40	36	41	37	40
FTES/FTEF Ratio	17	15	14	13	13
WSCH/FTEF Ratio	506	451	435	396	401
WSCH	1,214	1,082	1,217	1,109	1,203

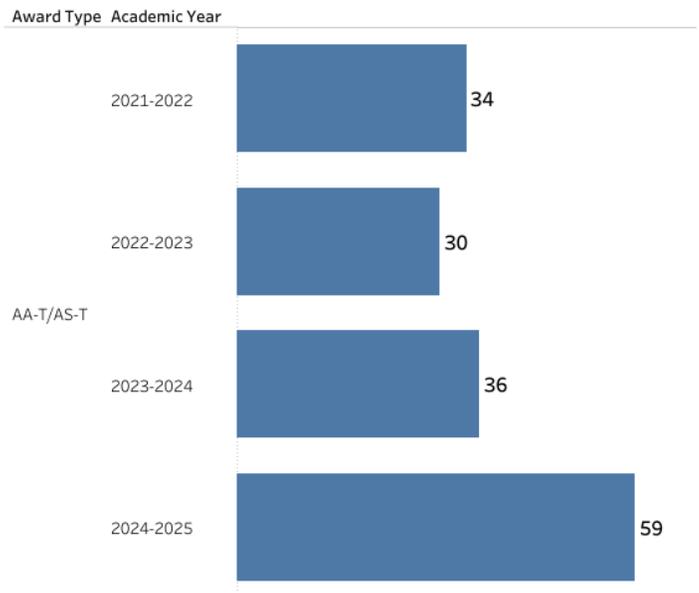
ECON : Enrollments, # of Sections, Retention and Success



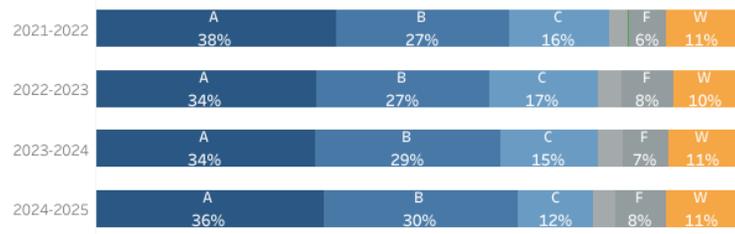
ECON: Enrollments, Number of Sections, Retention and Success by Modality



Program Awards: AA-T Economics



Grade Distribution for ECON



Classroom Teaching FTEF in ECON

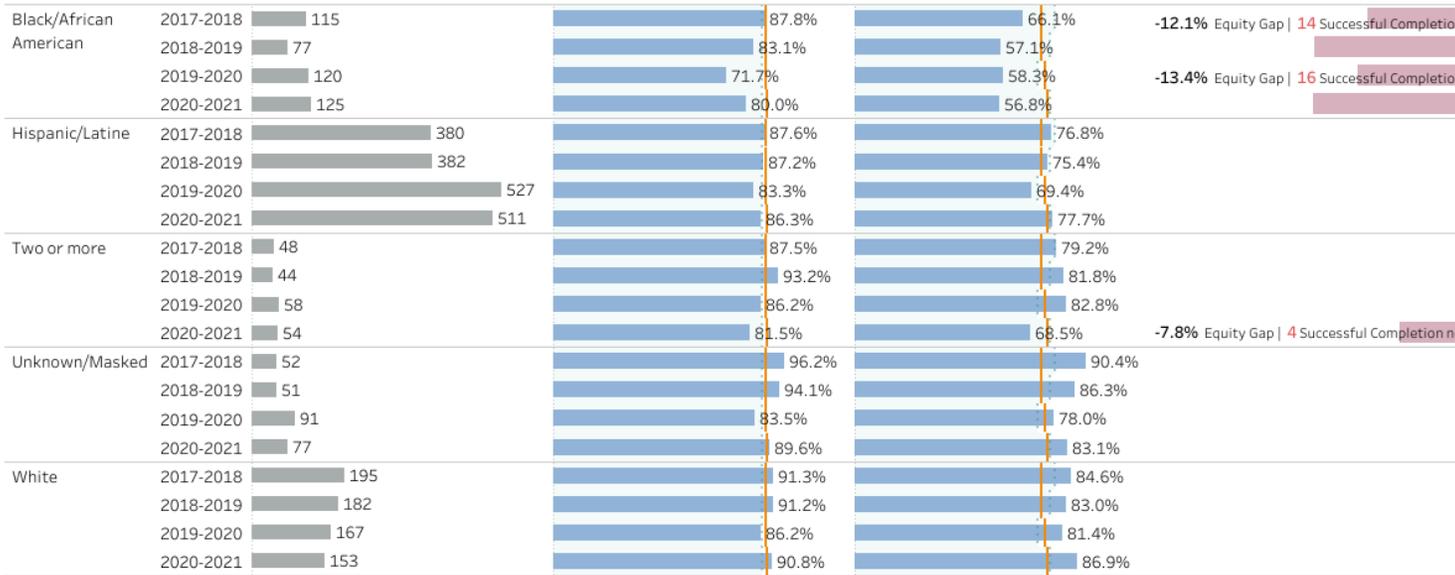
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Part-time FTEF	1.40	1.40	1.80	1.80	2.00
Full-time FTEF	1.00	1.00	1.00	1.00	1.00
Grand Total	2.40	2.40	2.80	2.80	3.00
FTES	40	36	41	37	40
FTES/FTEF Ratio	17	15	14	13	13
WSCH/FTEF Ratio	506	451	435	396	401
WSCH	1,214	1,082	1,217	1,109	1,203

AVC Total Retention and Success are shown in vertical | **ECON** Success Rate is **Green** |

When the success rate for a subgroup is at least 3 percentage points lower than the overall average success rate for the selected subject, that subgroup is considered to be experiencing **Disproportionate Impact (DI)** under the **PPG methodology**. DI and the number of successful course completers needed to close equity gap are noted along "red" bars. Tooltip contains disaggregation by gender.

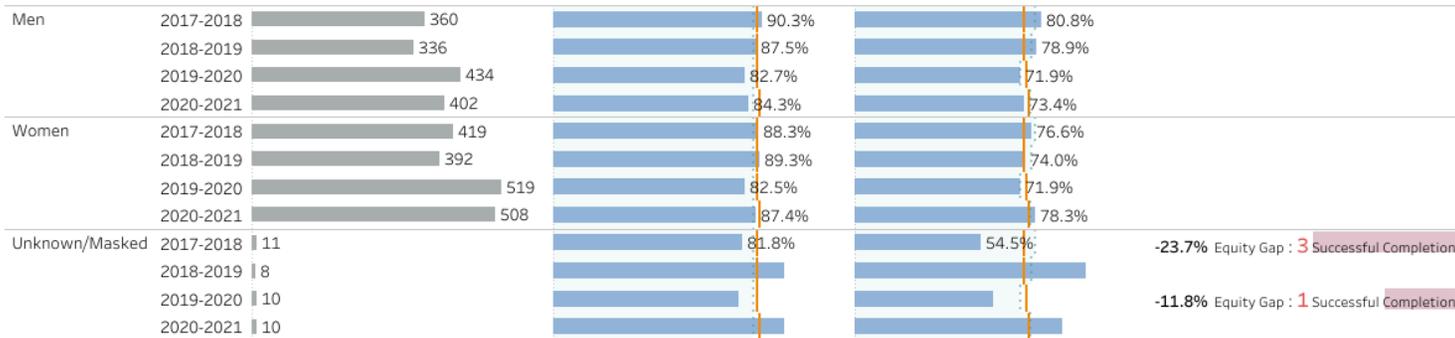
To estimate the number of additional successful completers needed to close the equity gap, multiply the **subgroup enrollment** by the **size of the DI gap** (i.e., the difference between the average rate and the subgroup rate).

ECON Enrollment, Retention & Success for by **Race/Ethnicity** (if greater than 5)



Enrollment (if N > 5) | Retention Rate | Success Rate | DI & N of Completions to Close Gap

ECON Enrollment, Retention & Success for by **Gender** (if greater than 5)



Enrollment (if N > 5) | Retention Rate | Success Rate | DI & N of Completions to Close Gap

Guiding Questions for Reviewing DI Data:

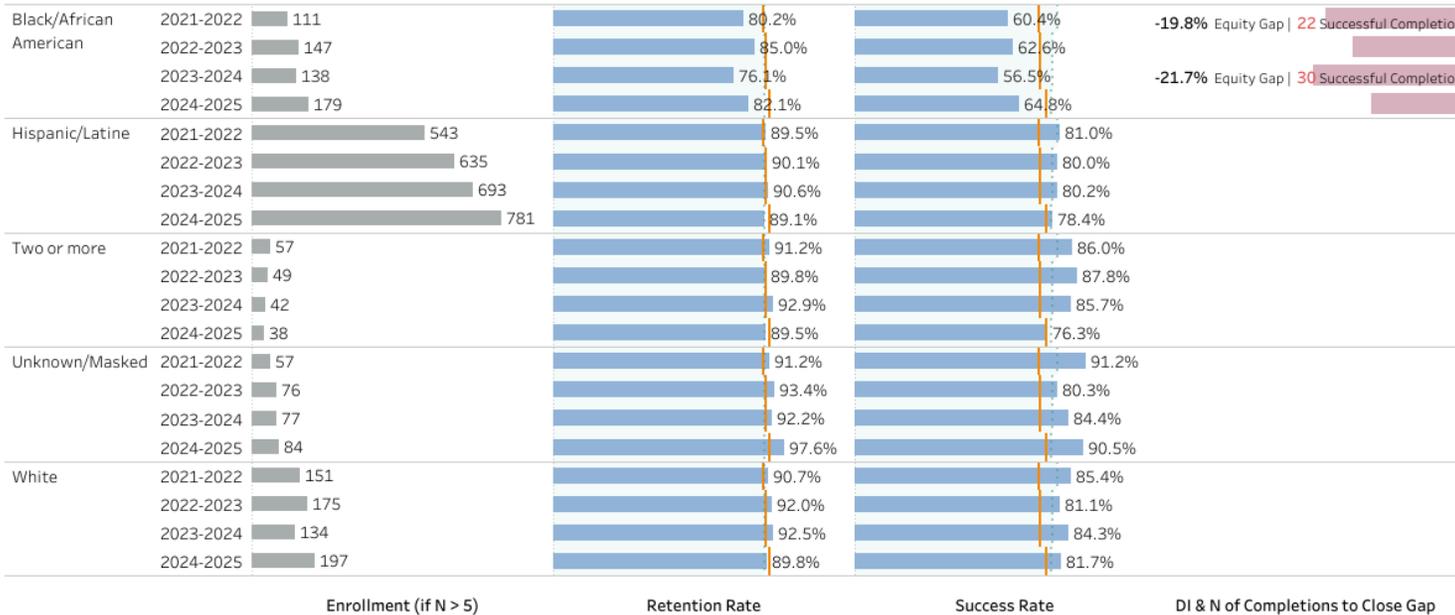
- What patterns or trends in the DI data suggest inequities among different student groups?
- What factors might be contributing to observed equity gaps in our program (e.g., curriculum design, teaching practices, access to resources, advising, or broader institutional barriers)?
- What specific strategies, practices, or program-level interventions could we implement to reduce or eliminate these gaps?
- How might changes to pedagogy, curriculum, scheduling, student services, or outreach impact disproportionately affected groups?
- What institutional or community resources (e.g., funding, professional development, partnerships, student support services or centers) can we leverage to support equity-focused efforts?

AVC Total Retention and Success are shown in vertical | **ECON** Success Rate is **Green** |

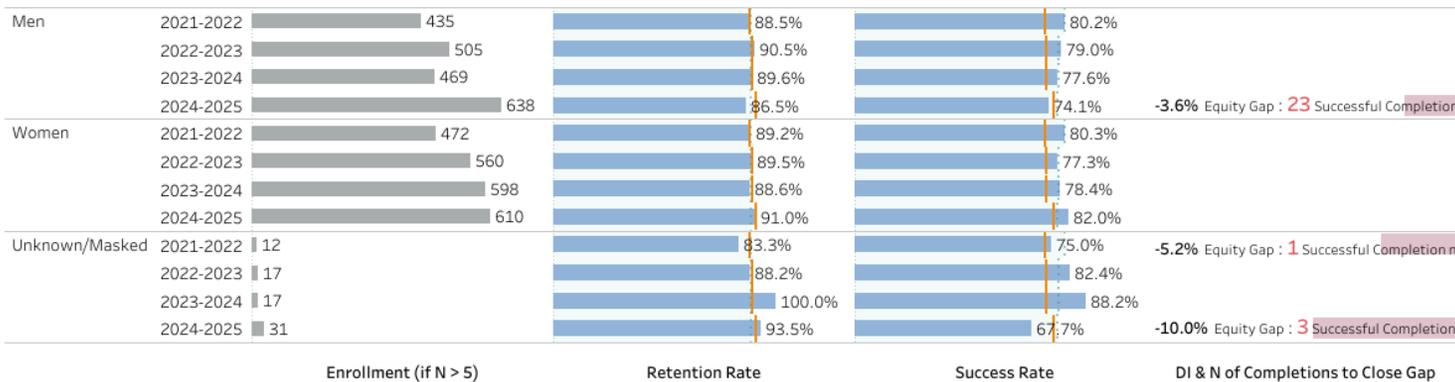
When the success rate for a subgroup is at least 3 percentage points lower than the overall average success rate for the selected subject, that subgroup is considered to be experiencing **Disproportionate Impact (DI)** under the **PPG methodology**. DI and the number of successful course completers needed to close equity gap are noted along "red" bars. Tooltip contains disaggregation by gender.

To estimate the number of additional successful completers needed to close the equity gap, multiply the **subgroup enrollment** by the **size of the DI gap** (i.e., the difference between the average rate and the subgroup rate).

ECON Enrollment, Retention & Success for by **Race/Ethnicity** (if greater than 5)



ECON Enrollment, Retention & Success for by **Gender** (if greater than 5)



Guiding Questions for Reviewing DI Data:

- What patterns or trends in the DI data suggest inequities among different student groups?
- What factors might be contributing to observed equity gaps in our program (e.g., curriculum design, teaching practices, access to resources, advising, or broader institutional barriers)?
- What specific strategies, practices, or program-level interventions could we implement to reduce or eliminate these gaps?
- How might changes to pedagogy, curriculum, scheduling, student services, or outreach impact disproportionately affected groups?
- What institutional or community resources (e.g., funding, professional development, partnerships, student support services or centers) can we leverage to support equity-focused efforts?

CIP for 2024-2025 (ECON) Latest Version

Course Improvement Plan

Course Improvement Plan (Data) : Version by Ganley, Ibrahim on 09/22/2025 00:04

Courses	Achievement Target	Actual Performance
ECON100 - Survey of Economics		
1. Be able to reason accurately and objectively about economic matters. (Active from Fall 2018)	70.00%	87.50%
ECON100 - Survey of Economics		
Summarize the principles essential for understanding the economic problems, specific economic issues, and policy alternatives. (Active from Summer 2021)	70.00%	87.50%
ECON101 - Principles of Macroeconomics		
Explain how the concepts of scarcity and opportunity cost affect consumer, business and government decision-making. (Active from Fall 2018)	70.00%	95.72%
Define, describe and calculate the basic nominal and real measures of aggregate economic activity, such as domestic product and income, unemployment and inflation. (Active from Fall 2018)	70.00%	97.64%
Describe, compare, differentiate, and evaluate classical, monetarist, Keynesian and supply-side macroeconomic theories. (Active from Fall 2018)	70.00%	95.18%
Explain the role of banking in the money creation process, and identify and explain the structure, function, and purpose of the Federal Reserve System. (Active from Fall 2018)	70.00%	96.83%
Identify the causes of economic growth, and propose and assess various fiscal and monetary macroeconomic policies that promote economic growth. (Active from Fall 2018)	70.00%	98.41%
Measure and evaluate the macroeconomic consequences of globalization. (Active from Fall 2018)	70.00%	95.58%
ECON102 - Principles of Microeconomics		
1. Identify and define the economic concepts of scarcity, efficiency, opportunity costs and comparative advantage and apply them to demonstrate the gains from specialization and trade. (Active from Fall 2018)	70.00%	92.11%
2. Describe the determinants of supply and demand, and examine and explain the market consequences of elasticity and changes in both unconstrained and government regulated markets. (Active from Fall 2018)	70.00%	89.40%
3. Apply the theory of profit-maximization to the decision making process of firms in various market structures. (Active from Fall 2018)	70.00%	89.66%
4. Define, demonstrate and compare and contrast the four basic market structures of perfect competition, monopoly, monopolistic competition and oligopoly. (Active from Fall 2018)	70.00%	88.97%
ECON110 - Economics of the Underclass		
Demonstrate communication, presentation and collaborative skills needed to function effectively as a team member in a diverse economic/business/and educational environment. (Active from Fall 2018)	70.00%	81.82%
Compare and contrast various economic theories of unemployment, poverty and discrimination. (Active from Fall 2018)	70.00%	81.82%

Courses	Achievement Target	Actual Performance
Provide public policy solutions to socioeconomic problems related to such areas as unemployment, poverty, and discrimination using economic concepts and tools learned. (Active from Fall 2018)	70.00%	81.82%
Analyze and evaluate a real life scenario and apply the hidden rules that exist between and among groups and economic classes to resolve the situation presented. (Active from Fall 2018)	70.00%	81.82%
ECON101H - Principles of Macroeconomics Honors		
Explain how the concepts of scarcity and opportunity cost affect consumer, business and government decision-making. (Active from Fall 2024)	70.00%	0.00%
Define, describe and calculate the basic nominal and real measures of aggregate economic activity, such as domestic product and income, unemployment and inflation. (Active from Fall 2024)	70.00%	0.00%
Describe, compare, differentiate, and evaluate classical, monetarist, Keynesian and supply-side macroeconomic theories. (Active from Fall 2024)	70.00%	0.00%
Explain the role of banking in the money creation process, and identify and explain the structure, function, and purpose of the Federal Reserve System. (Active from Fall 2024)	70.00%	0.00%
Identify the causes of economic growth, and propose and assess various fiscal and monetary macroeconomic policies that promote economic growth. (Active from Fall 2024)	70.00%	0.00%
Measure and evaluate the macroeconomic consequences of globalization. (Active from Fall 2024)	70.00%	0.00%

Course Improvement Plan Narrative

1. Utilizing the content of the Action Plan Report and conversations with other faculty, address all SLOs that have met and/or exceeded the expected performance, how can this success be sustained and supported?

No Value

2. Utilizing the content of the Action Plan Report and conversations with other faculty, address all SLOs reporting below the expected performance line. What high-impact practices or other changes can be implemented to improve student performance?

No Value

3. Indicate any additional resources needed to implement the changes.

No Value



Fall 2025 Program Review Report | Instructional Areas

Division/Area Name: Social Behavior Sciences/ Education	For Planning Years: 2026-2027
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Name of person leading this review: Kimberly Barker
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Names of all participants in this review: Yadira Arellano, Stephanie Peoples

Part 1. Program Overview: <i>Briefly describe how the program contributes to the district mission</i>
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The Education program at Antelope Valley College plays a pivotal role in furthering the district’s mission by preparing future educators who will make a meaningful impact on students, schools, and communities. The program emphasizes quality instruction, inclusivity, and community engagement, cultivating a learning environment where students build the knowledge and skills necessary to support diverse learners in academic, social, and emotional domains.

Aligned with the college’s commitment to equity and access, the Education program offers pathways that allow students from all backgrounds to enter teaching and support roles in K-12 and early childhood education. Through a comprehensive curriculum that integrates educational theory, culturally responsive pedagogy, and hands-on practicum experiences, students graduate ready to serve in a variety of classroom settings or advance into four-year teacher preparation programs.

Enrollment growth underlines the program’s relevance and regional significance. Student headcount increased from 82 in 2021–2022 to 255 in 2024–2025, reflecting both rising interest in the profession and the program’s responsiveness to workforce needs. Retention remains strong at 87.5 percent in 2024–2025, indicating that learners are staying engaged in their coursework. While the success rate for that year stood at 60.4 percent, the program has identified this metric as an area of focus for improvement through its new goals.

Labor-market data underscore the necessity of the program’s work. For Los Angeles County and the greater region, middle-skill occupations in education and care are projected to produce approximately 22,400 annual job openings through 2028. Over 99 percent of those openings in child development and education occupations fall below the self-sufficiency wage threshold, which signals both a workforce demand and a socio-economic imperative for better-prepared educators. These statistics make clear that the Education program’s graduates not only fill essential roles, but also serve as change-agents in addressing inequities in access to qualified educators in local schools and early learning centers.

In response to these trends, the program has defined several strategic goals that directly support the college’s Educational Strategic Plan (ESP). These include enhancing communication and professional readiness (ILO 1), advancing community and global consciousness (ILO 3), and deepening career and specialized knowledge in education (ILO 4). Further, the program is prioritizing the hiring of full-time faculty, expanded faculty professional development, and increased technology for field observation and student support. These strategic investments are intended to elevate instructional quality, expand access, and enhance the student experience.

The program also places high priority on integrating systematic Student Learning Outcome (SLO) tracking via eLumen each semester, encouraging faculty to document and assess outcomes consistently to guide improvement. This practice ensures continuous alignment between curriculum, instruction, assessment, and workforce expectations.

Ultimately, the Education program serves as a vital bridge between academic preparation and professional practice. Graduates leave equipped not only with the ability to teach or support instruction, but also with the ethos of leadership, cultural responsiveness, and commitment to educational equity. By preparing future

educators who embody the college's values of access, inclusivity, and empowerment, the Education program contributes directly to the district's mission of promoting student success, fostering community development, and preparing leaders who uplift learners and families in the Antelope Valley region and beyond.

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

The Education program at Antelope Valley College continues to serve as an essential pathway for students aspiring to become teachers, instructional aides, and educational leaders within the region. The most recent data from 2024–2025 demonstrate both areas of growth and opportunities for improvement, reflecting a dynamic and evolving program that is responding to the changing landscape of education and workforce demands.

Over the past several academic years, the program has maintained strong student engagement and demonstrated steady enrollment growth. Student headcount increased from 82 in 2021–2022 to 255 in 2024–2025, confirming that the field of education continues to attract individuals motivated to make a difference in schools and communities. This growth aligns with state and regional priorities that emphasize the need to build a well-trained and diverse education workforce capable of meeting the needs of California's K–12 system.

Retention and success rates provide insight into how students are experiencing the program. In 2022–2023, the program achieved an impressive 91.4 percent retention rate, demonstrating its ability to keep students enrolled and engaged through the end of their courses. However, in 2023–2024, retention decreased to 75.9 percent, and the most recent data for 2024–2025 show a recovery to 87.5 percent. This rebound highlights the program's resilience and the effectiveness of faculty efforts to re-engage students after a period of decline. Success rates followed a similar trend, decreasing from 68.2 percent in 2022–2023 to 59.8 percent in 2023–2024, and now stabilizing at 60.4 percent. While these results indicate that many students are persisting, they also suggest the need for targeted support to help more students complete courses successfully.

The data reveal that students from certain demographic groups are achieving higher rates of success than others. Hispanic and Latine students, who represent the largest portion of the Education program's enrollment, achieved a 63.7 percent success rate in 2024–2025, remaining above the program average. Students identifying with two or more ethnicities and those listed as unknown or masked ethnicity performed exceptionally well, achieving success rates of 100 and 80 percent respectively. These findings reflect the program's ability to support many of its students, particularly those from groups that have historically faced barriers in higher education.

However, the equity data also reveal areas requiring deeper attention. Black and African American students experienced the lowest success rate at 41.2 percent, representing a significant gap compared to the highest-performing groups. White students also demonstrated lower success at 52.2 percent. Among gender groups, women achieved a 61.8 percent success rate compared to 58.8 percent for men. These gaps highlight the importance of strengthening culturally responsive pedagogy, mentoring, and proactive academic support. They also point to the need for relational approaches that foster belonging, confidence, and resilience among underrepresented students. The program recognizes that closing these gaps will require sustained effort through faculty professional development, peer mentoring, and enhanced tutoring or advising structures.

Program completion data show consistency but also limited growth in the number of awards conferred. For the past four academic years, both the Instructional Aide AA/AS degree and the Instructional Aide Certificate have produced fewer than five completions annually. Although these results indicate stability, they also point to an opportunity to increase awareness, enrollment, and completion in these pathways. Many students enter the Education program intending to transfer into a teacher preparation program rather than complete the local associate degree or certificate, which may partially explain the low award numbers.

Strengthening advising, updating curriculum, and marketing these credentials as valuable steps toward employment and advancement could help increase completion rates and support the regional need for qualified paraprofessionals.

External data from regional labor market reports further reinforce the importance of the program's mission. Los Angeles County projects approximately 22,400 annual job openings through 2028 in education-related occupations, including instructional aides, paraeducators, and teaching assistants. The demand for qualified professionals in these fields remains high, particularly as school districts face ongoing staffing shortages. The Education program is strategically positioned to respond to this need by providing students with foundational skills, classroom experience, and clear pathways to further study. The program's focus on aligning coursework with current industry competencies ensures that graduates enter the workforce prepared to support teachers, assist students, and contribute to educational equity.

The program's strengths lie in its growing enrollment, high retention, and commitment to equity and workforce readiness. Faculty have demonstrated strong engagement in supporting students and in maintaining an inclusive and collaborative learning environment. The program's curriculum provides a balance of educational theory, child and adolescent development, and practical experience that prepares students for a range of roles in education. The steady participation of Hispanic and Latine students, who are achieving above-average success, also reflects the program's effectiveness in serving the community it represents.

At the same time, opportunities exist to strengthen academic and relational supports to improve student success. Expanding mentoring programs, peer learning groups, and targeted interventions could help students overcome academic barriers. Revitalizing certificate and degree pathways by aligning them more closely with workforce expectations, incorporating micro-credentials, and offering more flexible scheduling can attract a broader range of learners. The program also plans to enhance use of technology for observation and assessment, allowing students to reflect on their teaching and communication skills in more interactive ways.

Looking forward, the Education program aspires to deepen its impact by creating a more robust bridge between classroom learning and professional practice. Plans include building stronger partnerships with local school districts to provide apprenticeships, structured field experiences, and direct employment opportunities for students. Faculty are also exploring ways to integrate new instructional technology and data-driven decision-making through eLumen to support continuous improvement. Long-term goals include expanding faculty capacity with an additional full-time position, providing ongoing professional development in culturally responsive teaching, and laying the foundation for a future Bachelor's degree in Education to meet regional demand for credentialed teachers.

Overall, the Education program's data reveal a story of steady growth, strong engagement, and emerging opportunity. While success rates show areas for improvement, the program's high retention, expanding enrollment, and alignment with regional workforce needs position it for meaningful progress. Through its focus on equity, access, and innovation, the Education program continues to play an essential role in advancing Antelope Valley College's mission to foster student achievement, strengthen community partnerships, and prepare future educators who will make a lasting impact on children, families, and schools across the region.

Strengths and Accomplishments: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

The Education program at Antelope Valley College continues to demonstrate strong performance in student retention, engagement, and workforce relevance. Over the past several academic years, the program has shown resilience and steady growth while remaining deeply aligned with the college's mission of promoting student success, equity, and community engagement. Data from 2024–2025 reflect both continuity and progress, positioning the program as an essential contributor to the preparation of future educators, paraprofessionals, and instructional leaders in the region.

Retention remains one of the Education program's greatest strengths. After achieving an exceptional retention rate of 91.4 percent in 2022–2023, the program experienced a brief decline but has since stabilized at a strong 87.5 percent in 2024–2025. This consistency highlights the program's effectiveness in maintaining student engagement and fostering an inclusive learning environment where students persist through their coursework. The high retention rates reflect the

dedication of faculty who emphasize relational teaching, active learning, and early intervention strategies that help students stay connected and motivated throughout their academic journey.

Student success rates, while showing some fluctuation, continue to reflect meaningful achievement. The program reported a success rate of 68.2 percent in 2022–2023, followed by 59.8 percent in 2023–2024, and now stands at 60.4 percent for 2024–2025. This stability, following a period of decline, indicates that faculty efforts to implement student-centered supports and to re-engage learners are beginning to have a positive impact. The program is actively working to build on this foundation by expanding academic support, increasing mentoring opportunities, and integrating equity-minded teaching strategies to improve completion outcomes for all students.

Enrollment data further demonstrate the program’s continued relevance and appeal. Student headcount increased significantly from 82 in 2021–2022 to 255 in 2024–2025, showing that interest in education careers remains strong despite challenges in the broader education sector. The program’s growing enrollment mirrors a statewide and regional emphasis on rebuilding the teacher pipeline and developing qualified paraprofessionals who can support student learning in diverse classrooms. This growth reinforces the program’s position as a key access point for students seeking to begin or advance careers in education, particularly those from historically underrepresented backgrounds.

The program’s ability to attract and support a diverse student body is another notable accomplishment. Hispanic and Latine students represent the largest proportion of enrollment and continue to perform above the program average, achieving a 63.7 percent success rate in 2024–2025. Female students also continue to excel, achieving a 61.8 percent success rate and a 92.3 percent retention rate. These outcomes reflect the program’s culturally responsive approach, the inclusivity of its curriculum, and the commitment of faculty to supporting students from all backgrounds. The presence of a diverse student population enhances the educational experience by fostering cross-cultural understanding, collaboration, and the exchange of varied perspectives.

Although the number of awards granted remains modest, completion outcomes have remained consistent. Both the Instructional Aide AA/AS and the Instructional Aide Certificate programs continue to produce fewer than five completions per year, reflecting stability among a small but persistent group of students. This steady completion rate, combined with strong enrollment growth, demonstrates a solid foundation upon which the program can expand. The data suggest that students are successfully navigating the curriculum, and with enhanced outreach, advising, and alignment to workforce needs, more students may be encouraged to complete these programs.

The Education program’s ongoing alignment with workforce needs represents a significant strength. According to the 2025 Los Angeles County Labor Market Information Report, the education sector continues to project robust employment growth, with more than 22,000 annual job openings expected through 2028. Instructional aides, paraprofessionals, and postsecondary educators remain in high demand, underscoring the importance of programs like AVC’s that prepare students with both the theoretical knowledge and practical skills to enter the workforce. The program’s continued collaboration with local school districts and early learning centers helps ensure that its curriculum stays relevant and responsive to employer expectations.

In addition to academic accomplishments, the program has demonstrated strength in its strategic planning and commitment to innovation. Faculty continue to engage in professional development, integrating technology and reflective practice into teaching. The program encourages faculty to enter Student Learning Outcomes into eLumen each semester, supporting data-driven decision-making and continuous improvement. Plans to incorporate new technologies, such as video-based practicum observation and digital portfolios, will further enhance the quality of instruction and the assessment of student performance.

The Education program’s strengths reflect its deep commitment to supporting students, meeting workforce needs, and advancing equity. High retention rates, growing enrollment, and consistent completions highlight the program’s stability, while its focus on student-centered teaching and collaboration ensures that it

remains responsive to the community it serves. The program’s inclusive learning environment empowers students—many of whom are the first in their families to pursue higher education—to build confidence, achieve academic success, and enter meaningful careers in education.

Looking ahead, the Education program seeks to build on these accomplishments by expanding mentorship opportunities, increasing certificate visibility, and developing apprenticeship and fieldwork partnerships that provide students with hands-on experience. The program also aims to strengthen equity-focused professional development for faculty and explore pathways to a future bachelor’s degree in education to meet regional workforce demand. Together, these efforts will sustain the program’s momentum and ensure that it continues to produce capable, compassionate, and culturally responsive educators who embody the mission and values of Antelope Valley College.

Opportunities and Challenges: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

The Education program at Antelope Valley College continues to play an important role in preparing students to enter the teaching profession and related educational support fields. Current data from 2024–2025 highlight both promising opportunities for continued growth and important challenges that require targeted attention. Together, these findings inform the program’s strategic direction and reinforce its commitment to advancing student success, equity, and workforce readiness.

Enrollment in the Education program has increased steadily over the past four years, growing from 82 students in 2021–2022 to 255 in 2024–2025. This upward trend reflects the program’s growing visibility and the regional demand for education professionals. Despite this encouraging growth, the number of program awards remains consistently low. Both the Instructional Aide AA/AS degree and Certificate programs have produced fewer than five completions per year since 2020–2021. This presents a clear opportunity to increase student awareness of these career pathways and strengthen completion outcomes. By developing targeted outreach initiatives and forming partnerships with local school districts, high schools, and community-based organizations, the program can better communicate the value of these credentials. These partnerships can also support recruitment into instructional aide and paraprofessional roles, which are essential to addressing local workforce shortages.

The regional labor market supports the importance of this goal. According to the 2025 Los Angeles County Workforce Report, education-related occupations are expected to experience continued growth, with more than 22,000 annual job openings projected through 2028. Instructional aides and paraprofessionals are among the most in-demand roles, particularly in K–12 schools where staffing shortages have persisted since the pandemic. By aligning curriculum and certificate offerings with these employment trends, the program can position itself as a direct pipeline into stable, community-centered careers.

Improving success rates for underrepresented student groups remains another key opportunity. While the overall success rate in 2024–2025 was 60.4 percent, gaps persist among certain populations. Hispanic and Latine students, who represent the majority of the program’s enrollment, continue to perform above the program average with a success rate of 63.7 percent. In contrast, Black and African American students achieved a success rate of 41.2 percent, and White students achieved 52.2 percent. These differences represent ongoing equity challenges that require intentional and sustained strategies. Strengthening culturally responsive pedagogy, expanding academic support, and implementing a structured mentorship model will be critical in closing these gaps. Faculty training and student mentoring that reflect the diverse cultural and linguistic backgrounds of students can help ensure equitable outcomes and a sense of belonging for all learners.

A related opportunity lies in expanding experiential and applied learning opportunities. Many students express a desire for more hands-on experience and early exposure to the realities of classroom environments. Creating stronger partnerships with local schools and educational agencies will allow the program to offer structured practicum placements, internships, or apprenticeship opportunities. These experiences will not only increase student engagement but also enhance workforce readiness by giving students the opportunity to apply their learning in real educational settings. This practical preparation is especially important for students pursuing employment as instructional aides or paraeducators while they continue their studies toward a teaching credential.

The program also has the opportunity to expand its career development efforts. Providing resume-building workshops, interview preparation, and job placement support can help students transition successfully into the workforce. Partnering with human resource departments in school districts and educational organizations can help establish a job placement pipeline from the Education program to local employment opportunities. This alignment with workforce development will make the program more attractive to prospective students and strengthen its long-term sustainability.

While the Education program demonstrates many strengths, several challenges must be addressed to ensure sustained improvement. Retention and success rates have fluctuated over the past three years. After reaching a high of 91.4 percent retention in 2022–2023, the rate decreased to 75.9 percent in 2023–2024 before rebounding to 87.5 percent in 2024–2025. The success rate, while stable in recent years, remains below the collegewide average. These trends indicate that while students are motivated to persist, many continue to face barriers that hinder course completion. Addressing these challenges requires proactive academic support, enhanced advising, and faculty professional development focused on early intervention strategies.

Engaging and supporting male students also remains a challenge. Although male enrollment has increased slightly, success rates for male students continue to trail behind those of female students. In 2024–2025, male students achieved a success rate of 58.8 percent compared to 61.8 percent for female students. This pattern suggests that male students may face unique barriers related to engagement, identity, or support networks within education programs, which are often female-dominated. Expanding mentorship opportunities, developing learning communities, and creating leadership initiatives that encourage participation and belonging can help improve outcomes for male students.

Another ongoing challenge involves the consistently low number of degree and certificate completions. Despite the program’s enrollment growth, the limited number of awards suggests a potential disconnect between students’ educational goals and the perceived value or accessibility of program credentials. Many students may be using the program as a steppingstone toward transfer or employment without completing an official credential. To address this, the program will need to refine its advising processes, review course sequencing, and explore the development of stackable credentials that align with workforce demands and transfer pathways.

Finally, the persistent equity gaps in success among racial and ethnic groups underscore the need for a comprehensive, equity-centered approach. The program recognizes that academic preparation, life circumstances, and cultural factors all play roles in student achievement. Continued faculty professional development in equity and inclusion, coupled with intentional program design that integrates culturally relevant examples and materials, will help address these disparities.

Despite these challenges, the Education program is well positioned to build on its accomplishments and pursue new opportunities. By expanding outreach, deepening partnerships, and aligning curriculum with workforce trends, the program can increase enrollment, improve completion rates, and strengthen career preparation. Through continued collaboration, reflection, and commitment to equity, the Education program will continue to advance Antelope Valley College’s mission of supporting student achievement, promoting educational access, and preparing the next generation of educators to serve the diverse communities of the Antelope Valley and beyond.

Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

The Education program at Antelope Valley College aspires to expand its impact as a regional leader in preparing future educators, instructional aides, and education professionals who are dedicated to equity, community engagement, and lifelong learning. With enrollment growth, high retention, and a renewed focus on workforce alignment, the program is poised to strengthen its role in advancing student achievement, closing opportunity gaps, and meeting the growing demand for qualified education professionals in the Antelope Valley region.

Building on a foundation of steady growth, the program aims to achieve greater equity and student success across all demographic groups. While overall success rates have stabilized at 60.4 percent in 2024–2025, persistent gaps remain for some populations. Hispanic and Latine students continue to perform above average at

63.7 percent, but Black and African American students, with a 41.2 percent success rate, and White students, at 52.2 percent, face disproportionate barriers to completion. The program's primary aspiration is to close these equity gaps by deepening its commitment to inclusive and culturally responsive teaching. This will involve developing mentorship opportunities, expanding academic and peer support, and integrating equity-centered professional development for faculty. By intentionally building a culture of belonging, the program seeks to ensure that every student has an equitable opportunity to thrive academically and professionally.

The Education program also aspires to increase award completion and visibility for its Instructional Aide AA/AS and Certificate pathways. Despite consistent enrollment growth, completion numbers for both programs have remained below five annually from 2020–2021 through 2024–2025. This stability offers a foundation for strategic growth. The program plans to increase outreach to local high schools, adult education centers, and community partners to highlight the career potential of instructional aide roles. Many local school districts face ongoing shortages of paraprofessionals, and by emphasizing this employment opportunity, the program can encourage more students to pursue and complete these credentials. Strengthening advising, promoting short-term certificates, and linking coursework to employment pathways will help increase the number of students who complete their degrees or certificates while responding to regional workforce needs.

Another key aspiration is to develop an articulated Bachelor's degree pathway in Education that builds on the existing associate-level foundation. As California continues to experience teacher shortages and a rising demand for credentialed educators, creating a seamless pathway from the associate degree to a bachelor's program would expand access for students who wish to advance beyond paraprofessional roles. A local bachelor's degree option would also provide a cost-effective and accessible route for students in the Antelope Valley to pursue advanced qualifications without leaving their community. This long-term vision aligns with regional and state workforce initiatives to strengthen the teacher pipeline and promote equity in educational access.

The program aspires to become a model of inclusive and culturally responsive education, reflecting the diversity of its student population and the communities it serves. Hispanic and Latine students make up a significant majority of the program's enrollment, while students of multiple ethnicities and other underrepresented groups continue to enrich the classroom experience. Building on this strength, the program will continue to incorporate culturally relevant curriculum materials, student-led learning activities, and faculty development opportunities that enhance inclusivity. By doing so, the program will not only support student retention and success but also prepare future educators who are equipped to teach in diverse classrooms with empathy and cultural awareness.

Expanding partnerships with local schools, districts, and community agencies remains another major aspiration. Student feedback indicates a strong interest in more hands-on, experiential learning. The program seeks to build structured fieldwork, internships, and practicum experiences that connect theory with practice and allow students to apply classroom learning in real educational settings. These partnerships would also strengthen job placement pipelines, helping students transition directly from college into meaningful positions as instructional aides or teachers' assistants. Increased collaboration with local employers would ensure that coursework aligns with the skills most valued in the education workforce, from classroom management to digital literacy.

The program also recognizes the need to improve male student engagement and success. Although male enrollment has grown slightly, male students continue to complete courses at lower rates than their female peers, achieving a 58.8 percent success rate in 2024–2025 compared to 61.8 percent for women. The program aspires to bridge this gap through targeted mentorship programs, male-focused learning communities, and networking opportunities that promote belonging and persistence. By addressing gender-based barriers, the program will further its mission to provide equitable support for all students.

In addition, the program aims to restore its retention and success rates to the strong levels achieved in 2022–2023, when retention reached 91.4 percent and success stood at 68.2 percent. Although recent data show progress in rebounding retention to 87.5 percent, continued focus on proactive student engagement,

flexible course scheduling, and personalized academic support will be critical to fully recover and sustain these gains. The program plans to expand use of technology, early alert systems, and faculty-student communication to identify challenges early and connect students with needed resources before they disengage.

Finally, the Education program aspires to serve as an advocate for the profession itself. In partnership with community organizations and school districts, the program will continue to highlight the essential role of educators and paraprofessionals in supporting children, families, and schools. Faculty and students will be encouraged to participate in regional education advocacy initiatives, helping to elevate the visibility and value of the teaching profession.

Through these aspirations, the Education program envisions itself as a comprehensive, equity-driven, and career-focused pathway for students who want to make a meaningful difference in the lives of children and families. By closing equity gaps, expanding access to hands-on experiences, and aligning its curriculum with workforce needs, the program will continue to embody Antelope Valley College's mission of fostering student achievement, strengthening community partnerships, and advancing educational excellence across the region.

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

N/A

The Education program at Antelope Valley College continues to align closely with regional workforce needs and community goals through the active engagement of its Advisory Committee. Composed of school district leaders, classroom teachers, human resources representatives, community organization partners, and early education specialists, the committee plays a vital role in ensuring that the program remains responsive to both local and statewide demands for qualified education professionals. During the 2024 to 2025 academic year, the committee reaffirmed its strong support for expanding the program's capacity to prepare students for a variety of educational careers, while also emphasizing the need to address persistent equity gaps and strengthen practical learning opportunities.

A central recommendation from the advisory committee is the continued pursuit of a Bachelor's Degree in Education at Antelope Valley College. This vision represents a natural next step in the evolution of the program and responds directly to pressing workforce needs across the region. Committee members, including representatives from the Antelope Valley Union High School District, Lancaster School District, and Palmdale School District, emphasized that the shortage of credentialed teachers in California remains one of the most significant challenges facing the education sector. Many local districts report ongoing vacancies in special education, early childhood education, bilingual education, and substitute teaching positions. A locally offered bachelor's degree would create a seamless, affordable, and accessible pathway for students to transition from the associate degree or instructional aide level into fully credentialed teaching roles.

The advisory committee noted that such a degree would also support the grow your own teacher pipeline model already being implemented in several districts across the region. Many paraprofessionals, substitute teachers, and instructional aides currently working in classrooms would benefit from the ability to complete a bachelor's degree locally rather than traveling long distances or enrolling in costly external programs. This initiative aligns with Antelope Valley College's mission to expand educational access and equity while strengthening workforce preparation in high-demand fields. The committee agreed that pursuing a bachelor's degree in education would not only meet a critical labor market need but also elevate the college's role as a leader in regional teacher development.

In addition to the long-term vision for a bachelor's program, the advisory committee recommended the creation of a structured mentorship program to support students throughout their academic journey. Given the program's diverse demographics and the persistent success rate disparities, particularly for Black and African American students, White students, and male students, the committee emphasized the importance of building a strong network of academic and professional mentors. These mentors, drawn from local educators, alumni, and community partners, would provide personalized guidance, promote student engagement, and support academic persistence. The committee recognized that mentorship could play a significant role in improving retention and success rates, while also helping students develop the professional confidence needed to transition successfully into the workforce.

Another major recommendation was the development of an apprenticeship program that integrates coursework with hands-on field experience in local schools. Members pointed out that school districts across the Antelope Valley face an ongoing shortage of instructional aides and paraprofessionals, particularly those with specialized training in inclusive education, classroom management, and trauma-informed practices. Establishing paid apprenticeships would allow students to gain valuable work experience, earn income, and apply what they learn in the classroom directly to professional settings. This approach would also help meet the workforce demands of local districts while supporting students who need to balance education with employment. Advisory members encouraged the college to work collaboratively with districts to secure partnerships, funding, and placement opportunities to make this model sustainable.

Labor market data strongly support these recommendations. According to the 2025 Los Angeles County Workforce Development Report, education-related careers remain one of the most in-demand occupational sectors in Southern California. Employment for instructional aides and paraprofessionals is projected to increase by more than seven percent over the next five years, with over 22,000 annual job openings anticipated regionally. Local employers report difficulty in recruiting and retaining qualified classroom support staff, particularly those with experience in inclusive education, bilingual instruction, and behavioral support. This demand presents an opportunity for Antelope Valley College to expand its instructional aide programs, increase certificate and degree completions, and prepare students for immediate entry into the workforce.

In addition to paraprofessional roles, there is a significant and continuing demand for credentialed teachers in elementary, secondary, and special education fields. Statewide teacher shortages have intensified since the pandemic, particularly in subject areas such as early childhood education, bilingual education, and special education. The advisory board and regional workforce data both indicate that developing a bachelor's degree pathway would help meet this shortage by enabling local students to progress directly into teaching roles. This pathway would also align with state initiatives aimed at expanding access to teacher preparation programs, particularly in rural and underserved communities.

The advisory board also discussed the importance of maintaining strong partnerships with local school districts, county offices of education, and community agencies to support program relevance, job placement, and continued feedback. Members emphasized the value of regular collaboration to ensure that curriculum updates reflect evolving workforce expectations, such as the integration of digital learning tools, social-emotional learning strategies, and culturally responsive pedagogy. The committee also recommended the continued investment in faculty development and technology to support student observation and evaluation in field-based learning environments. Enhancing practicum observation tools and virtual supervision capabilities would allow faculty to provide more consistent feedback and assessment of student progress.

In response to these advisory committee recommendations and labor market findings, the Education program is committed to pursuing several strategic initiatives. These include establishing a formal mentorship program to strengthen equity and retention, developing a paid apprenticeship model that provides structured field experience and immediate workforce connection, and continuing to advance the long-term vision for a Bachelor's Degree in Education at Antelope Valley College. These efforts will be complemented by expanded partnerships with regional employers, increased use of practicum observation technology, and ongoing faculty development focused on inclusive and equity-minded teaching.

By pursuing these goals, the Education program will continue to align closely with Antelope Valley College's mission of access, success, and community enrichment. The integration of mentorship, apprenticeships, and degree expansion represents a holistic approach to preparing a diverse and highly qualified education workforce for the Antelope Valley region. Through sustained collaboration with advisory partners and a commitment to continuous improvement, the program is well positioned to meet the growing educational needs of the community and lead the way toward the realization of a bachelor's degree in education at Antelope Valley College.

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



Part 2C: Review and comment on progress toward past Course Improvement Plans

List your past **Course Improvement Plans (CIPs)** and progress toward meeting those plans.

Past Course Improvement Plans	Progress Made
<p>Development of Stackable Certificates and Degree options/POCR Certification</p>	<p>The Education and Child and Family Education (CFE) programs have made substantial progress on past Course Improvement Plans through focused efforts to enhance course quality, accessibility, and alignment with workforce needs. A key accomplishment has been the successful implementation of the POCR (Peer Online Course Review) certification process across all online and hybrid courses. This initiative ensures that each course meets rigorous standards for accessibility, engagement, and consistency, aligning with Antelope Valley College’s institutional commitment to equity and student-centered learning. As a result, students now benefit from more cohesive online learning environments that are inclusive, accessible, and academically robust.</p> <p>Beyond improving course design, the programs have developed and implemented new stackable certificate and degree pathways that create multiple points of entry and exit for students. These pathways allow students to earn incremental credentials while progressing toward an associate degree, supporting both immediate employment and continued academic advancement. The stackable model directly responds to labor market needs for qualified instructional aides, early childhood educators, and paraprofessionals, particularly within the Antelope Valley and greater Los Angeles County, where education remains one of the region’s fastest-growing occupational sectors. These pathways also align with the long-term goal of establishing a bachelor’s</p>

	<p>degree in education at Antelope Valley College, creating a seamless progression for students from entry-level credentials through advanced academic preparation.</p> <p>In support of these goals, the program has expanded course offerings by hiring additional adjunct instructors and diversifying class modalities, including online, hybrid, and evening options. This expansion increases access for working students, parents, and returning learners, allowing greater scheduling flexibility and stronger enrollment stability. Faculty development continues to be prioritized through participation in professional learning communities and equity-focused training that supports culturally responsive teaching and student engagement strategies.</p> <p>These steps reflect the program’s ongoing commitment to access, equity, and workforce readiness. By combining high-quality online learning, stackable credential options, and expanded faculty capacity, the Education and CFE programs are building flexible, inclusive, and future-focused educational pathways that prepare students to enter and advance within the education profession.</p>
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Part 2D: Review and comment on progress towards past program review goals:

Past Goal	Progress Made
<p>Enhance accessibility and equity in students' experiences by streamlining the POCR Certification process for all eight core courses. This initiative aims to provide students with a more equitable educational experience through recognized, valuable alignment accreditation</p>	<p>The Education and Child and Family Education (CFE) programs have made substantial progress in enhancing accessibility and equity through the Peer Online Course Review (POCR) certification process. All eight core courses have been developed, refined, and submitted for official POCR review. This milestone represents the culmination of a multi-year effort to align course design with best practices for online learning, accessibility, and student engagement. The certification process has allowed faculty to collaborate closely with instructional designers to ensure that course materials are universally accessible, culturally inclusive, and aligned with learning outcomes. By standardizing accessibility and improving instructional consistency, the program has ensured that students across all modalities experience high-quality, equitable learning environments. This initiative also supports AVC’s institutional goals of inclusive excellence, demonstrating a sustained commitment to student success and equal access to education.</p>
<p>Empower students and fostering knowledge enhancement and skill development for a more enriching educational experience.</p>	<p>The Education and CFE programs have made significant progress in expanding professional learning opportunities that empower students to grow academically and professionally. Faculty leadership has been instrumental in advancing workshops and events that emphasize inclusion, innovation, and</p>

	<p>workforce readiness. A series of specialized workshops were offered, covering essential topics such as artificial intelligence in the classroom, culturally responsive teaching, early literacy development, and creating safe, affirming environments for LGBTQIA+ learners. These sessions provided hands-on experiences and practical strategies that students can directly apply in educational settings. In addition, multiple permit workshops were held to assist students in navigating the California Child Development Permit process, guiding them toward professional certification and employment readiness. The highlight of these efforts was a large-scale professional development conference hosted at Antelope Valley College, which brought together students, faculty, and community educators for collaborative learning and networking. These initiatives reflect the program’s dedication to preparing reflective, socially aware, and highly skilled educators who are equipped to meet the evolving demands of the education field.</p>
<p>Provide students with valuable support, tools, and materials tailored to enhance their academic journey and overall learning experience.</p>	<p>The Education and CFE programs have made meaningful progress toward creating dedicated spaces and resources that support student learning and professional development. A major initiative underway is the establishment of Teacher Resource Rooms on both the Lancaster and Palmdale campuses. These spaces will serve as dynamic learning environments equipped with instructional materials, classroom design tools, and digital technology to support lesson planning, curriculum development, and practicum preparation. The program has actively pursued funding through grants and institutional partnerships to bring this vision to fruition. The Teacher Resource Rooms will provide students with access to manipulatives, educational materials, and technology that replicate real classroom environments, enabling them to design and test instructional strategies in a hands-on setting. Additionally, technology upgrades are being explored to support remote observation of student teaching and practicum experiences, broadening accessibility and real-time feedback for students in the field. These efforts reflect the program’s commitment to building supportive, resource-rich environments that foster creativity, collaboration, and professional readiness. By combining academic rigor with practical tools and spaces, the Education and CFE programs continue to prepare students for success in both their studies and future careers in education and child development.</p>

Part 3: Based on Part 2 above, please list program/area goals:								
Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you’ve achieved your goal?)
	<u>ILO</u>	PLO	SLO	O				
				O				

#1	ILO 4. Career and Specialized Knowledge	All of them	All of them	N / A	Goal #6 Success: Boost success rates by prioritizing the student experience.	Continue with the development of an ED/CFE Apprenticeship Program to strengthen career readiness and meet workforce demand.	<ul style="list-style-type: none"> • Expand partnerships with local school districts, childcare agencies, and community organizations to increase the number of approved apprenticeship sites and placement opportunities. • Continue refining the apprenticeship curriculum to align with updated workforce needs and early childhood education standards. • Develop a mentorship model within the apprenticeship framework to provide students with guided professional support from industry experts and faculty mentors. • Secure new funding streams through grants, regional workforce boards, and employer sponsorships to support student stipends, materials, and transportation. • Integrate digital tools for remote supervision and reflective practice to increase accessibility for working students. • Implement annual assessment cycles to evaluate apprenticeship effectiveness, collect data on student outcomes, and adjust strategies for continuous improvement. • Launch a public awareness campaign that promotes the program to potential students, employers, and regional partners as a leading model for 	<ul style="list-style-type: none"> • Enrollment and Retention: Increase enrollment in apprenticeship placements by 20% annually with an overall retention rate of at least 85%. • Skill Development: 90% of apprentices demonstrate proficiency in professional competencies such as instructional strategies, communication, and culturally responsive practice. • Employment Outcomes: 75% of program completers secure education-related employment or continue advanced training within six months of completion. • Employer Satisfaction: Maintain at least 90% satisfaction among participating employers and mentor teachers. • Equity in Participation: Increase participation of disproportionately impacted student groups by 15% over the next two years. • Sustainability: Secure ongoing funding and expand the number of apprenticeship sites to ensure long-term program viability and community impact.
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						hands-on teacher preparation in the Antelope Valley region.		
#2	ILO 3. Community/Global Consciousness	All of them	All of them	N / A	Goal #2 Equity: Improve the college culture by becoming a more caring, welcoming, accessible, and inclusive campus.	Continue to strengthen and expand the ED/CFE Mentorship Program to enhance student belonging, equity, and professional development.	<ul style="list-style-type: none"> • Build on the existing mentorship framework by expanding mentor recruitment to include more faculty, alumni, and local education professionals who reflect AVC’s diverse student body. • Develop a peer-to-peer mentorship component where advanced students support new students through onboarding, course navigation, and fieldwork preparation. • Provide continued mentor training focused on equity-minded practices, trauma-informed approaches, and inclusive communication strategies. • Create a digital platform for mentor-mentee communication, progress tracking, and resource sharing to increase accessibility and engagement. • Strengthen data collection and program assessment by tracking mentee retention, academic progress, and satisfaction to identify 	<ul style="list-style-type: none"> • Participation and Engagement: Increase overall student participation in the mentorship program by 25% annually, with at least 80% of mentors and mentees completing the program cycle. • Retention and Success: Improve course retention and completion rates of mentored students by 10% compared to non-mentored peers. • Professional Confidence: 85% of mentees report increased professional confidence, clearer career direction, and improved academic engagement. • Equity Impact: Reduce success rate gaps for disproportionately impacted students—especially male and Black/African American students—by at least 10%. • Satisfaction and Sustainability: Maintain 90% satisfaction rates among mentors and mentees and secure ongoing institutional support or funding to sustain and expand the program.

#3	ILO 4. Career and Specialized Knowledge	All of them	All of them	N / A	Goal #4 Vision: Being more future-thinking, agile, innovative, and proactive.	Develop and Launch a Bachelor's Degree in Education at AVC.	<ul style="list-style-type: none"> • Conduct a feasibility study and needs assessment to validate demand and alignment with local and state workforce needs. • Develop a Bachelor's curriculum that integrates culturally responsive pedagogy, educational technology, and fieldwork aligned with teacher credentialing standards. • Secure approvals through the California Community Colleges Chancellor's Office (CCCCO) and relevant accrediting bodies. • Build faculty capacity by recruiting instructors with advanced credentials and classroom experience. • Establish partnerships with regional school districts for fieldwork, student teaching, and job placement pipelines. • Create a comprehensive marketing campaign and outreach strategy to recruit a diverse student body. • Develop funding models to ensure program sustainability and affordability for students. 	<ul style="list-style-type: none"> • Program Approval: Full authorization from CCCCCO and accreditation bodies to offer the Bachelor's degree. • Enrollment Targets: Meet or exceed enrollment goals in the first three years of program launch. • Equity in Access: Ensure diverse representation, with 50% or more of enrollees identifying as Hispanic/Latine, Black/African American, or other underrepresented groups. • Retention and Graduation: Achieve a retention rate above 85% and graduation rates meeting or exceeding institutional benchmarks. • Workforce Impact: At least 75% of graduates obtain education-related employment or transfer to credential programs within six months of completion.
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Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)						
Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Faculty	To strengthen instructional quality and ensure program sustainability, the Education and Child and Family Education (CFE) programs seek to hire one full-time faculty member	Goal #5 Education: Expansion of offerings and effective course scheduling.	Repeat	\$140,000.00	Recurring	Kimberly Barker Yadira Arellano Stephanie Peoples

	dedicated to the Education discipline. A full-time instructor will provide consistent leadership, curriculum coordination, and mentorship across ED and CFE pathways. This position will support the continued development of the apprenticeship and mentorship programs, enhance student retention, and improve equity outcomes through consistent faculty engagement and advising. The addition of a full-time instructor will also allow for increased course offerings, innovative scheduling, and expansion of high-quality in-person, online, and hybrid courses that meet student needs and align with local workforce demands in education and early childhood fields.					
Faculty	To increase access and course flexibility for students pursuing education and early childhood careers, the program requests funding to hire 4 to 6 adjunct instructors in Education. Additional adjunct faculty will allow the program to offer a broader range of courses each semester, supporting student progression and reducing scheduling bottlenecks. Expanding the adjunct pool will also allow the program to continue its growth in apprenticeship, mentorship, and certificate pathways, ensuring students have multiple options to meet their educational and career goals. Adjunct instructors will bring diverse expertise and professional perspectives, enriching the learning experience and aligning coursework with current teaching and child development practices	Goal 2: Continued expansion of the Apprenticeship Program. Goal 2: Strengthened mentorship opportunities for students. Goal 3: Expansion of course offerings in preparation for the Bachelor's Degree in Education.	Repeat	\$140,000	Recurring	Kimberly Barker Yadira Arellano Stephanie Peoples
Professional development	To support continued faculty excellence, the program requests	Goal 3: Strengthen and expand the Mentorship	New	\$15,000	Recurring	Kimberly Barker Yadira Arellano

	ongoing funding for professional development focused on culturally responsive pedagogy, online teaching certification (POCR), and workforce-aligned curriculum design. This funding will ensure that faculty remain up to date with best practices in education, instructional technology, and student-centered learning. It will also allow instructors to attend regional conferences, participate in workshops, and engage in peer collaboration to strengthen program quality and alignment with AVC's institutional goals.	Program to enhance student success and equity. Goal 3: Advance faculty capacity in preparation for the Bachelor's Degree in Education program.				Stephanie Peoples
Technology	To support practicum and fieldwork observation, the program requests updated technology resources, including video recording tools, interactive observation software, and classroom technology kits. These tools will enhance student learning by allowing for real-time feedback and reflection during field experiences and virtual practicum settings. Integrating technology into observation and assessment will also expand access for students completing fieldwork in remote or hybrid environments, aligning with the program's emphasis on flexible, equitable learning models.	Goal 4: Support for innovative fieldwork and practicum experiences tied to the Bachelor's Degree initiative.	New	\$25,000	Recurring	Kimberly Barker Yadira Arellano Stephanie Peoples

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

Required:

- Success & Retention tab
- Program Awards tab

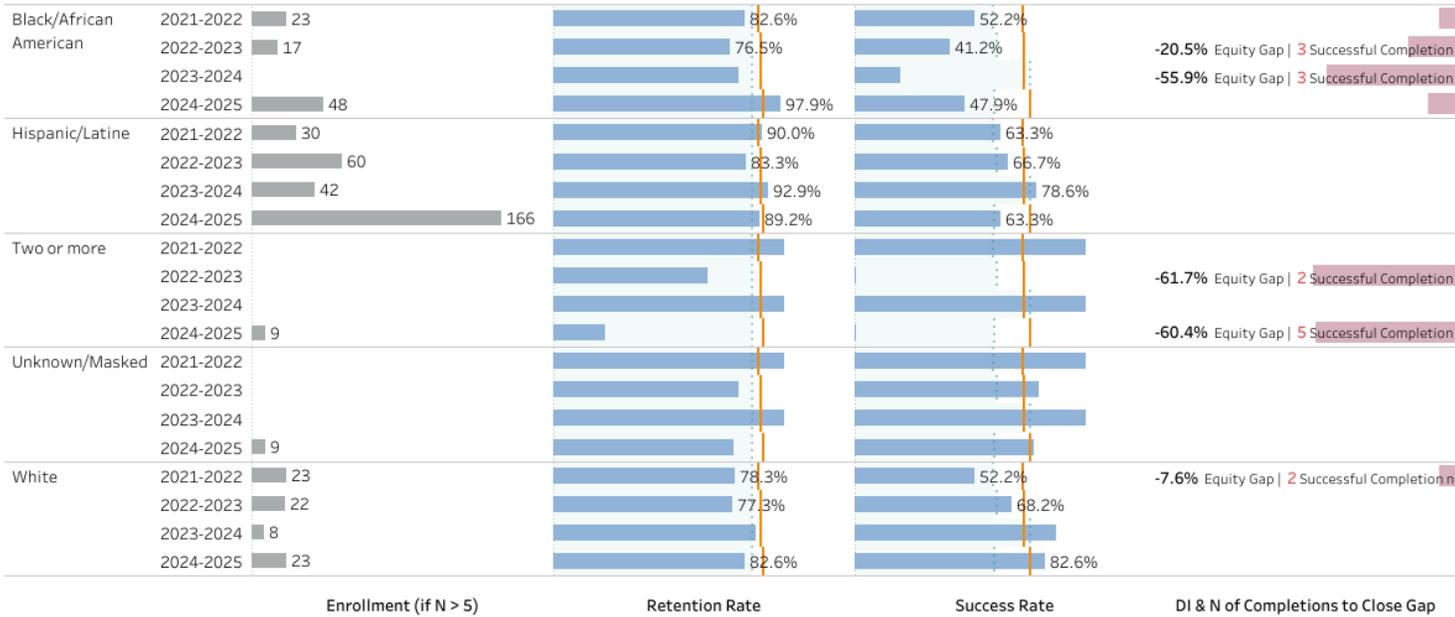
Optional:

- Other supporting data/information

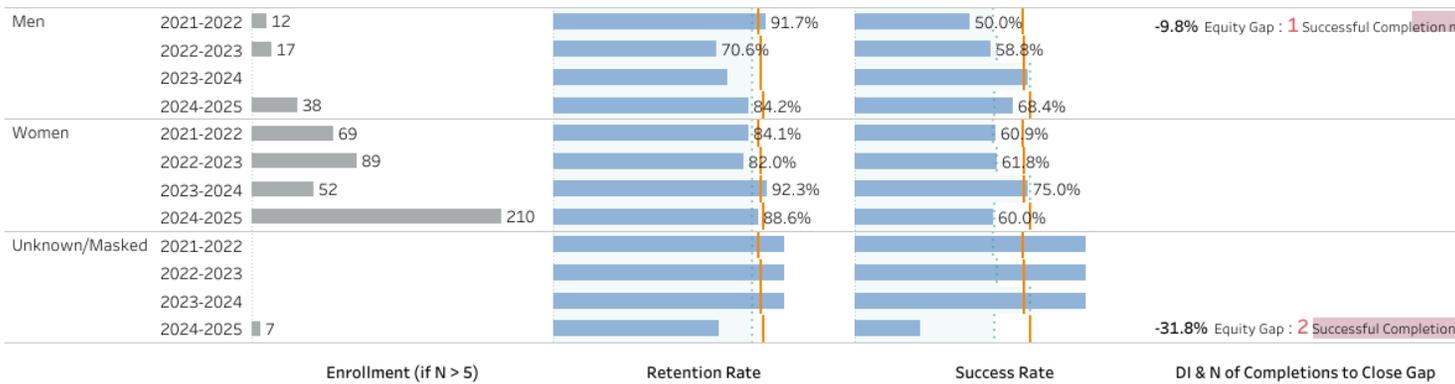
AVC Total Retention and Success are shown in vertical | ED Success Rate is Green |

When the success rate for a subgroup is at least 3 percentage points lower than the overall average success rate for the selected subject, that subgroup is considered to be experiencing **Disproportionate Impact (DI)** under the PPG methodology. DI and the number of successful course completers needed to close equity gap are noted along "red" bars. Tooltip contains disaggregation by gender. To estimate the number of additional successful completers needed to close the equity gap, multiply the subgroup enrollment by the size of the DI gap (i.e., the difference between the average rate and the subgroup rate).

ED Enrollment, Retention & Success for by Race/Ethnicity (if greater than 5)



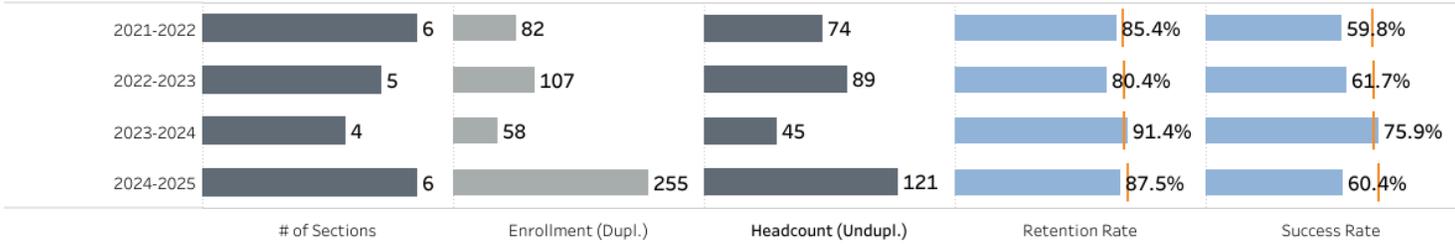
ED Enrollment, Retention & Success for by Gender (if greater than 5)



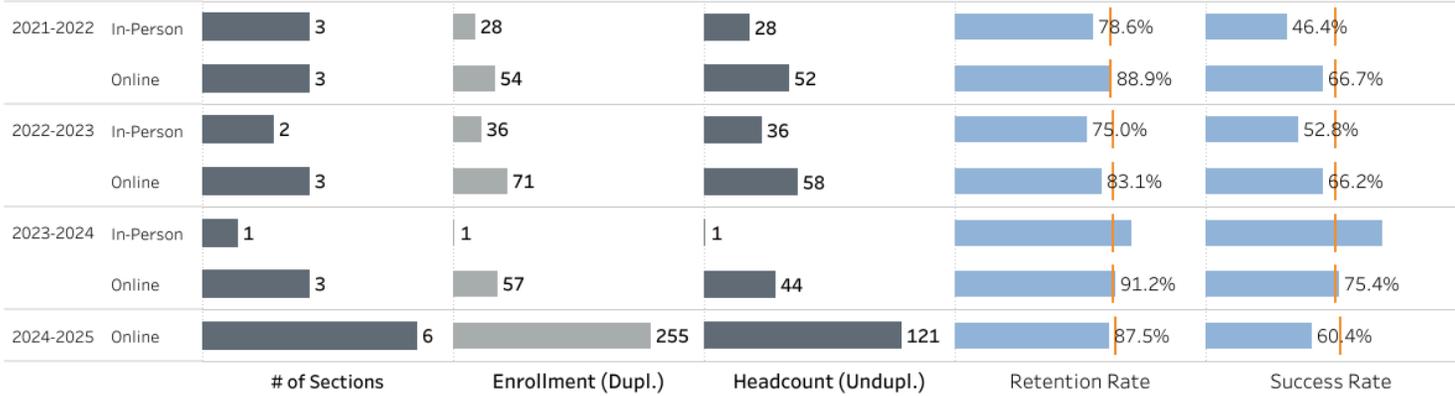
Guiding Questions for Reviewing DI Data:

- What patterns or trends in the DI data suggest inequities among different student groups?
- What factors might be contributing to observed equity gaps in our program (e.g., curriculum design, teaching practices, access to resources, advising, or broader institutional barriers)?
- What specific strategies, practices, or program-level interventions could we implement to reduce or eliminate these gaps?
- How might changes to pedagogy, curriculum, scheduling, student services, or outreach impact disproportionately affected groups?
- What institutional or community resources (e.g., funding, professional development, partnerships, student support services or centers) can we leverage to support equity-focused efforts?

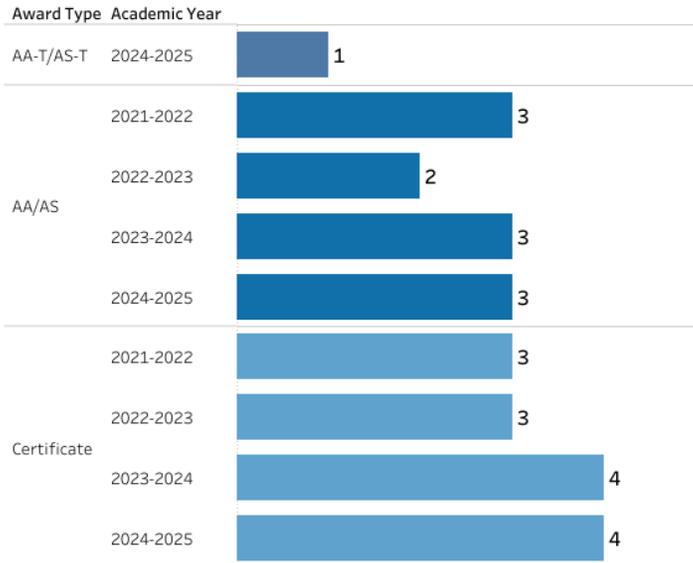
ED : Enrollments, # of Sections, Retention and Success



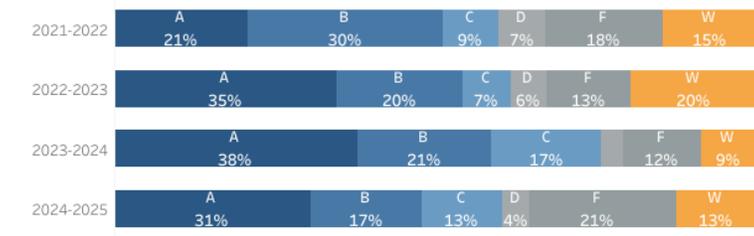
ED: Enrollments, Number of Sections, Retention and Success by Modality



Program Awards: AA-T Elementary Teacher, Instructional Aide, Instructi
Aide Cert



Grade Distribution for ED



Classroom Teaching FTEF in ED

	Fall Terms				
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Part-time FTEF	0.40	0.40	0.40	0.20	0.92
Grand Total	0.40	0.40	0.40	0.20	0.92
FTEF	5.6	3.0	4.3	2.1	8.8
FTEF/FTEF Ratio	14.0	7.4	10.9	10.7	9.5
WSCH/FTEF Ratio	419.3	221.3	325.5	321.0	284.5
WSCH	167.7	88.5	130.2	64.2	262.5

Overall Success and Retention

Year	Number of Sections	Enrollment	Headcount	Retention Rate	Success Rate
2021-2022	3,837	71,518	15,090	87.8%	72.5%
2022-2023	3,239	77,240	15,886	89.0%	73.0%
2023-2024	3,447	86,661	17,550	89.0%	73.0%
2024-2025	3,948	106,971	19,619	90.4%	75.4%

Overall FTES & FTEF in Major Terms

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Spring 2021	Spring 2022	Spring 2023	Spring 2024	Spring 2025
Part-time FTEF	175.1	158.7	147.9	153.1	169.8	144.3	128.0	148.9	160.7	175.7
Full-time FTEF	165.5	145.6	160.4	169.0	158.4	146.5	150.9	154.2	160.0	154.8
Overload FTEF	38.4	41.4	42.8	48.7	56.9	24.0	32.6	43.8	46.6	55.4
Grand Total	379.0	345.7	351.1	370.8	385.1	314.8	311.6	346.9	367.4	385.9
FTES	4,255	3,527	3,909	4,189	4,424	3,741	3,305	3,647	3,997	4,201
FTES/FTEF Total	11.2	10.2	11.1	11.3	11.5	11.9	10.6	10.5	10.9	10.9
WSCH/FTEF Ratio Total	336.8	306.0	334.0	338.9	344.7	356.5	317.7	315.5	326.0	326.1
WSCH	127,649	105,804	117,269	125,672	132,731	112,232	99,143	109,423	119,904	126,025





Fall 2024 Program Review Report | Instructional Areas

Division/Area Name: SBS/Ethnic Studies For Planning Years: 2025-2026

Name of person leading this review: Dr. Francisco Fuentes Jr.

Names of all participants in this review: Sean Arce

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

The Ethnic Studies Program prepares students for roles in civic engagement and global awareness of diverse cultures. Students are instructed and encouraged to further develop skills in interpersonal communication, critical thinking, self-awareness, and global awareness in order to advance the contributions and understanding of, by, and for Native Americans, African Americans, Asian Americans, and Chicana, Chicano, Latina, Latino, and Latinx Americans in an increasingly diverse society. Students who earn a degree in Ethnic Studies at Antelope Valley College will be well prepared for careers in non-profit organizations, education, social work, human services, health care, law and/ or public policy, community organizing and development. This degree can also serve as the basis for further undergraduate education in Chicano Studies and similar fields. This program contributes to the mission of the college by offering a rich variety of courses on the history of peoples and cultures that correlates to the diversity of our student/community population. Our courses reinforce the concept of respecting diversity, human understanding, and responsible citizenship.

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

Use the following questions to guide your analysis:

Overall (Use the Success & Retention and Program Award tabs to inform your analysis)

- What are the success and retention rates for your discipline? Did they decrease or increase in the last year?
• What are the trends for the number of awards granted? Are the number of awards going up or down?

Equity (Use the Success & Retention tab including S&R by Ethnicity and Gender data to inform your analysis)

- Which ethnic / gender student groups complete their courses at the highest rates?
• Which ethnic / gender student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the Strengths and Accomplishments section.

Strengths and Accomplishments: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)

Ethnic Studies course offerings were first made available for the first time in the Fall 2024 to support CSU transfers (AB 1460) and new AVC students (Title 5, § 55063) required to take one course in Ethnic Studies to earn a bachelor's or associate degree, respectively. The program also began a local A.A. degree in Chicana/o Studies in Fall 2024 which has less than five student majors. The A.A.-T in Chicana/o Studies is pending course approvals.

Program course offerings were first scheduled during the 2024-2025 academic year.

To support increased enrollment and (degree or transfer) success, the Ethnic Studies program onboarded six part-time faculty to start teaching in the Fall 2024. The program also achieved strong support for a new faculty priority hire, which led to a successful candidate search. In May 2024, three additional job offers were extended for part-time employment for the 2025-2026 academic year. By Spring 2025, there will be two full-time instructors and nine adjuncts.

During this period, retention and success rates, on average, were equal to or above the overall college rates.

Fill Rate

- Program, Fall 2024: 72.5% (High number due to bots)
- Program, Spring 2025: 92.6% (all courses at or above 89.9%)

Retention Rates

The overall retention rates are at 94.4%. Retention rates for in-person instruction is 93.4% while online instruction is 94.1%. Both are higher than the college average retention rate of 90.4%.

- Most ethnic and/or gender student groups had a 90% retention rate or higher.
- Retention rate for White Women is 83.3% (30 out of 36 students).
- By gender alone, the program retention rate for men is 93.5% (352 students).
- By gender alone, the program retention rate for women is 94.0% (517 students).
- By gender alone, the program retention rate for unknown/masked is 100.0% (32 students). This represents a 10.9% equity gap.

Success Rates

The overall success rates are at 79.7%. Success rates for in-person instruction is 83.9% while online instruction is 78.9%. Both are equal to the college average success rates.

- Most ethnic and/or gender student groups had a 79.7% success rate or higher.
- Success rate for White Women is 75.0% (27 out of 36 students), a 4.7% equity gap.
- Success rate for White Men is 67.7% (21 out of 31 students), a 11.9% equity gap.
- By gender alone, the program success rate for men is 77.6%.
- By gender alone, the program success rate for women is 81.8%.
- By gender alone, the program success rate for unknown/masked is 68.8%.

As a new program, no awards or degrees have been granted.

Opportunities and Challenges: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Meeting student demand for more course section offerings is the biggest challenge to the program.

The program is currently maximizing faculty availability. Although the program has onboarded seven part-time faculty, and two more are pending board approval, we did not meet student need during Fall 2025, as evidenced with 85 student total students on the waitlist. The program also made great efforts after the semester started to add new sections in-person and online. Even after exhausting our staffing capacity, we fell four (4) sections short of our 2024 program goal of 32 sections.

While student demand for online courses remains strong, increasing interest in on-campus learning underscores the need to expand in-person offerings across multiple AVC sites. To meet students where they are, the program must continue to grow its faculty capacity to balance robust online access with a stronger physical presence at multiple sites. However, because part-time faculty availability fluctuates each semester, sustained growth and consistent scheduling across sites will require the addition of more full-time faculty whose ongoing presence can anchor the program and ensure equitable access for students districtwide.

Aspirations: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)

The Ethnic Studies program aims to lay the foundation for a scholarly, civic-minded community by increasing course offerings. Additional full-time hires and more in-person course offerings will help aid these efforts.

- Maintain overall program fill rate at or above 90%.
- Maintain overall program retention rate at or above 90%.
- Maintain overall success rate at or above of 79.7%
- Address equity gaps identified in 2024-2025 success rates:
 - White male student success rate of 67.7%
 - White female student success rate of 75.0%
 - Unknown/Masked gender success rate of 68.8%

Providing relevant faculty professional development opportunities will strengthen support of our students and improve program metrics. Faculty have a strong commitment to serve students and have them feel supported and respected. The program also aims to provide dedicated mentorship for students and offer opportunities for meaningful research opportunities and community engagement.

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

N/A

Insert Advisory Committee Recommendations here (Please do not insert complete meeting minutes, but just recommendations from the advisory committee.)

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

Los Angeles County

SOC Code	Occupation Title (Linked to "Occupation Profile")	2022 Employment	Annual Job Openings (1)
251062	Area, Ethnic, and Cultural Studies Teachers, Postsecondary	390	350
	Total	390	350

Part 2C: Review and comment on progress toward past Course Improvement Plans

List your past **Course Improvement Plans** (CIPs) and progress toward meeting those plans.

Past Course Improvement Plans	Progress Made
There are no past CIPs.	n/a

Part 2D: Review and comment on progress towards past program review goals:	
List your past program review goals and progress towards those goals.	
Past Goal	Progress Made
Increase and expand course offerings, including more on-campus and CDCR courses. <i>Measure for success: Offer at least 32 sections in Ethnic Studies by Fall 2025.</i>	All actionable steps were taken to achieve the measure for success. Additional interviews and job offers were extended in Spring 2025, including a full-time hire. Even so, only six adjuncts were available to teach in Fall 2025. This limited us to 28 sections offerings in Fall 2025. We hope to grow this number as we grow our staffing capacity. For example, CDCR course offerings are doubling next semester and we've already we've tripled in-person course offerings.
Enhance course retention and successful completion by offering students additional support and resources that help them apply effective study strategies, review assignments, and prepare for exams. <i>Measure for success: Ethnic Studies Tutors are hired and available to assist students by Fall 2025.</i>	All actionable steps were taken to achieve the measure for success. While Ethnic Studies faculty encouraged students to become tutors and made recommendations, there was no follow-through by students for the Learning Center to hire as an Ethnic Studies tutor. Even so, currently enrolled students are receiving sufficient writing support through available English tutors.
Expand student resources and support for increased student involvement in community-facing project-based learning opportunities for both classroom credit and to foster civic engagement. <i>Measure for success: Students in every Ethnic Studies course will be required to have a community service project for their classroom assessment.</i>	Students in every in-person course undertook a public-facing or community-oriented project, while over half of OL students completed a similar project. We are continuously working on the creation of project templates for adjuncts to ensure some level of uniformity and collaboration between instructors.

Part 3: Based on Part 2 above, please list program/area goals:								
Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 3. Community/Global Consciousness				Goal #5 Education: Expansion of offerings and effective course scheduling.	To support students complete degree and/or GE requirements, the program seeks to increase and expand course offerings in-person and online.	Maximize offerings of sections for courses that have already been approved for transfer by offering max LHE to current adjunct pool. Schedule more on-campus course sections by prioritizing new adjunct hires who are available to teach in-person and at CDCR.	Offer at least 32 sections in Ethnic Studies by Fall 2026.

							Meet growing student demand by scheduling as many new, forthcoming courses approved for transfer by growing adjunct pool.	
#2	ILO 2. Creative, Critical, and Analytical Thinking				Goal #6 Success: Boost success rates by prioritizing the student experience.	Enhance course retention and successful completion by offering students additional support and resources that help them apply effective study strategies, review assignments, and prepare for exams.	Encourage all students to utilize the Learning Center through regular announcements and communication. Identify and recommend students who can tutor for courses in Ethnic Studies.	Close all identified equity gaps from 2023-2024. Ethnic Studies Tutors are hired and available to assist students by Fall 2026.
#3	ILO 3. Community/Global Consciousness				Goal #4 Vision: Being more future-thinking, agile, innovative, and proactive.	Expand student resources and support for increased student involvement in community-facing project-based learning opportunities for both classroom credit and to foster civic engagement.	Incorporate student feedback on project-based learning to continue to refine course requirements in public research and community service projects. Seek funding or donations for showcasing projects.	Students in every Ethnic Studies course will be required to have a community service project for their classroom assessment.

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Faculty	Increase course offerings to meet student demand by hiring a full-time instructor who can teach both on campus, OL, and in the prison education program.	1	New	120,000	Recurring	Francisco Fuentes Jr.
Faculty	Increase course offerings to meet student demand by hiring a full-time instructor who can teach both on	1	New	120,000	Recurring	Francisco Fuentes Jr.

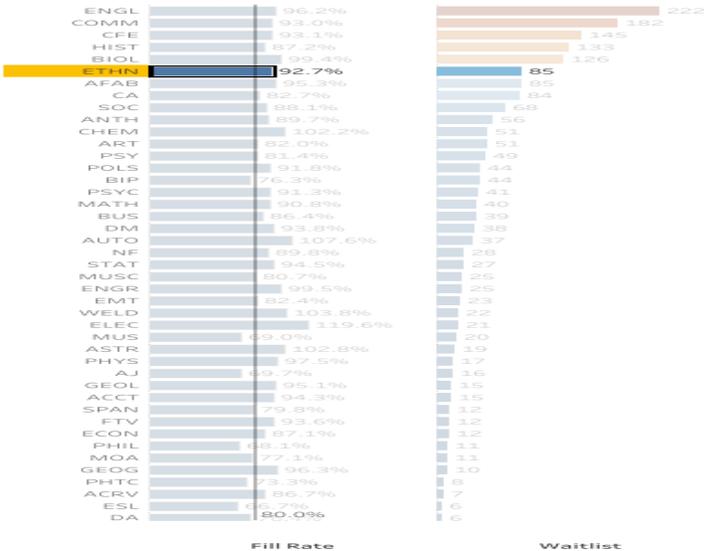
	campus, OL, and in the prison education program.					
Faculty	Increase course offerings to meet student demand by hiring a additional adjunct instructors who can teach both on campus, OL, and in the prison education program as needed.	1	Repeat	60,000-100,000	Recurring	Francisco Fuentes Jr.
Supplies	Provide needed support to students completing course requirements in project-based learning and/or community service projects through partial college funding.	3	New	10,000	Recurring	Francisco Fuentes Jr.

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

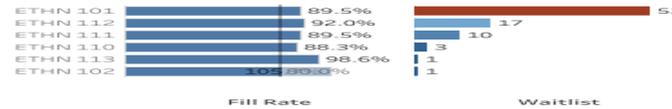
Fill Rate^S and Waitlist^S in Major Terms (non-cross-listed sections)
Fall 2025 | Census

This dashboard shows fill rates on 1st Day of classes or Census Days for major terms (spring and fall) by Subject and Course for the last 3+ years. To change terms or days, use  to open filters.

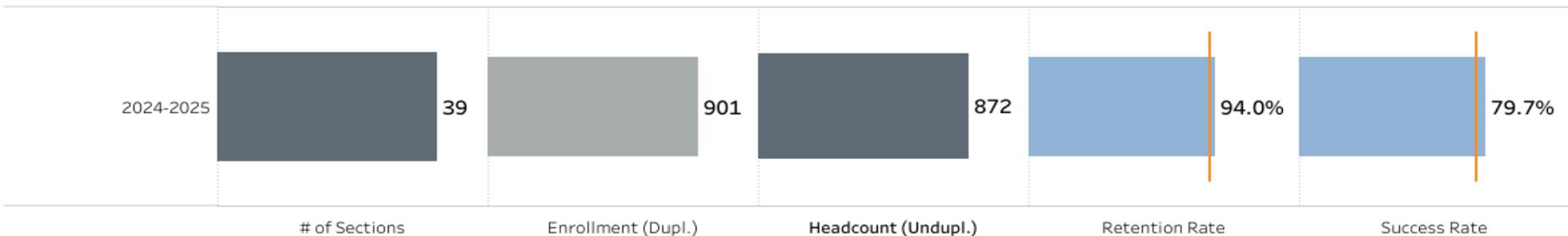
Fill Rate and Waitlist by Subject in Fall 2025
(bars work as filters)



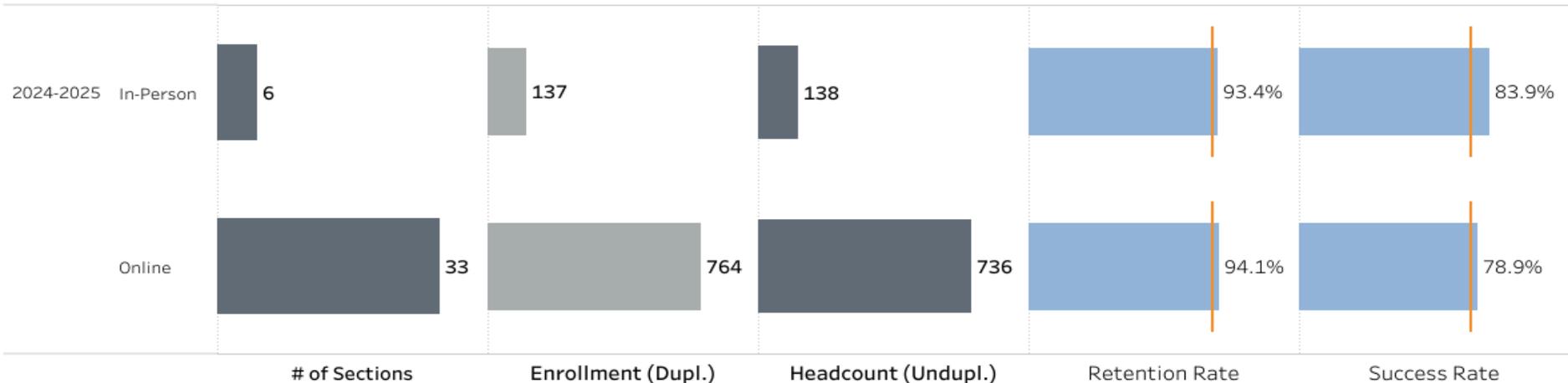
By Course



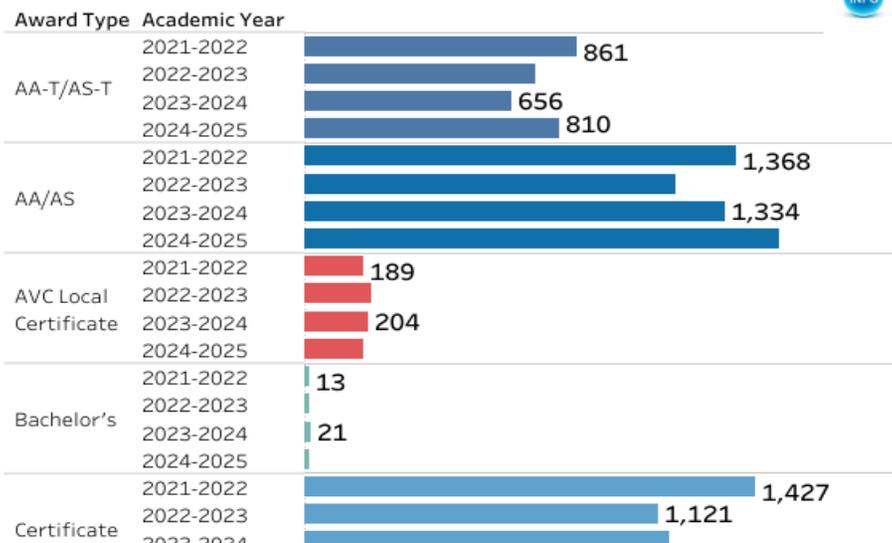
ETHN : Enrollments, # of Sections, Retention and Success



ETHN: Enrollments, Number of Sections, Retention and Success by Modality



Program Awards: All



Grade Distribution for ETHN

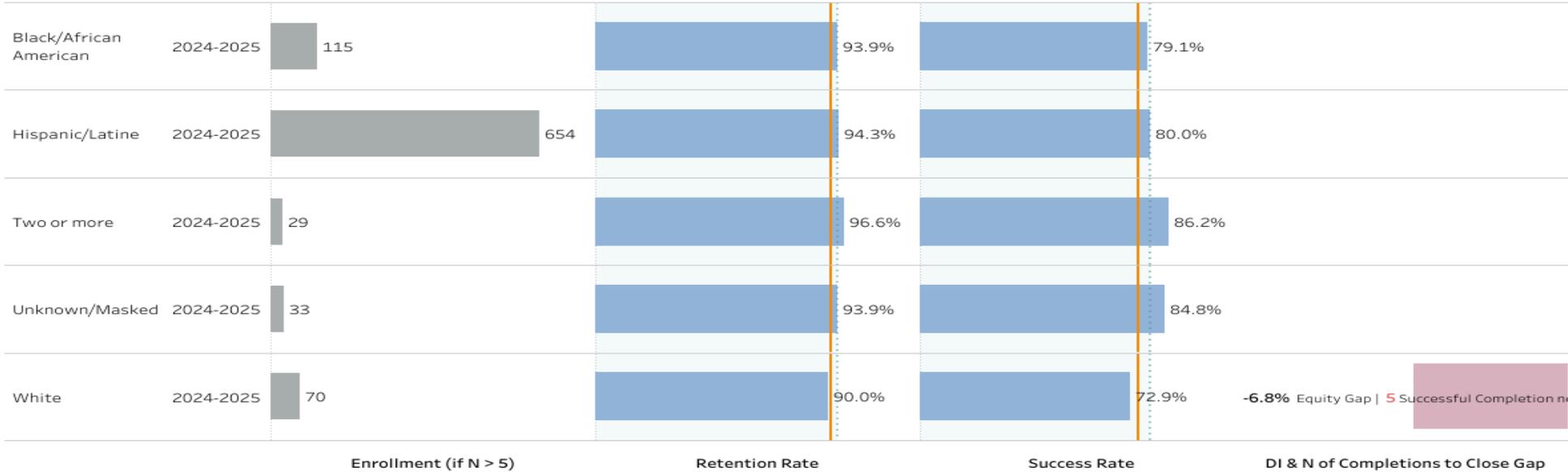


Classroom Teaching FTEF in ETHN

	Fall 2024
Part-time FTEF	1.80
Full-time FTEF	1.00
Overload FTEF	0.60
Grand Total	3.40

AVC Total Retention and Success are shown in vertical | **ETHN Success Rate is Green** |
 When the success rate for a subgroup is **at least 3 percentage points lower** than the overall average success rate for the selected subject, that subgroup is considered to be experiencing **Disproportionate Impact (DI)** under the **PPG methodology**. DI and the number of successful course completers needed to close equity gap are noted along "red" bars. Tooltip contains disaggregation by gender.
 To estimate the number of additional successful completers needed to close the equity gap, multiply the **subgroup enrollment** by the **size of the DI gap** (i.e., the difference between the average rate and the subgroup rate).

ETHN Enrollment, Retention & Success for by Race/Ethnicity (if greater than 5)



ETHN Enrollment, Retention & Success for by Gender (if greater than 5)



Guiding Questions for Reviewing DI Data:

- ☒ What patterns or trends in the DI data suggest inequities among different student groups?
- ☒ What factors might be contributing to observed equity gaps in our program (e.g., curriculum design, teaching practices, access to resources, advising, or broader institutional barriers)?
- ☒ What specific strategies, practices, or program-level interventions could we implement to reduce or eliminate these gaps?
- ☒ How might changes to pedagogy, curriculum, scheduling, student services, or outreach impact disproportionately affected groups?
- ☒ What institutional or community resources (e.g., funding, professional development, partnerships, student support services or centers) can we leverage to support equity-focused efforts?





Fall 2025 Program Review Report | Instructional Areas

Division/Area Name: SBS/History	For Planning Years: 2026-2027
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Name of person leading this review: All History faculty are contributors

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

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

The History Department contributes to the mission of the district by offering our community college population a program of study which instructs students in lifelong skills such as intellectual curiosity and critical thinking. Our department contributes to the mission of the college by offering a rich variety of courses on the history of peoples and cultures that correlates to the diversity of our student/community population. Our courses reinforce the concept of respecting diversity, human understanding, and responsible citizenship. We believe that with a solid background in history our students are prepared for employment or transfer degree completion in the Social Sciences and Humanities.

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

Use the following questions to guide your analysis:

Overall (Use the *Success & Retention* and *Program Award* data to inform your analysis)

- What are the success and retention rates for your discipline? Did they decrease or increase in the last year?
- What are the trends for the number of awards granted? Are the number of awards going up or down?

Equity (Use the *Success & Retention* data including S&R by Ethnicity and Gender data to inform your analysis)

- Which ethnic / gender student groups complete their courses at the highest rates?
- Which ethnic / gender student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the *Strengths and Accomplishments* section.

Strengths and Accomplishments: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)

Consider the following questions:

- What does your program/area do well, including capabilities and greatest accomplishments?
 In many ways, the History Department has reached new levels of success in the 2024-2025 academic year. Much of this growth comes from two areas, the local Hispanic population, which jumped by nearly 500 (3,377 to 3,727) and our online courses, which climbed from 78 sections to 130 sections in one year. However, the quality of our courses has not suffered, as both our retention and success rates have remained respectfully steady at 89.6-92.7% and 63.5% to 76.3% over four years. Furthermore, a unique factor in our growth can be traced to an increase in male students (close to 300 additional enrollees).
- What are the practices that were implemented to increase success and retention rates or program awards?
 All of us encourage our students to use tutoring services provided at the Learning Center, in addition to using office hours to provide extra help to students who need the added support. We also recommend that students use the services of the AVC Writing Center, as well as submitting rough drafts of papers to the Instructor prior to assignment deadlines so that feedback can be provided as they revise their work.

Opportunities and Challenges: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Consider the following questions:

- What does your program/area need to do better to support/improve student success?
We need to continue to encourage our students to use the resources provided at the college through the Learning Center for tutoring and the Writing Center for assistance with their papers. Our students do not generally come to office hours and we have discussed the possibility of offering extra credit for those who come to get help on the research paper. We could offer extra credit for those students who submit a rough draft for review two weeks before the paper is due or we could consider a soft deadline for the papers to encourage revision prior to the due date. A lot of our students really struggle writing research papers and they don't take advantage of getting help before submitting them. We need to use some class time or work with the Writing Center to create a tutorial that we can embed into our courses in Canvas to outline the writing/revision process for our students in the hope it would help to improve their success rates on these assignments.
- What actions can be taken to help close equity gaps?
Our goals for this school year should be to add tutors at the Learning Center and encourage students to use those services to make sure our students get the help they need for writing essays and papers, which is the area where they struggle the most. Right now we have seven tutors at the Learning Center who can tutor students for History 107, 108, and 110. It would be great if we could have tutors for History 104 and 105.

Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Consider the following questions:

- What does your program/area want to be known for?
We want to show continued improvement in our student success rates and maintain that improvement consistently. We would like to get students more interested in the History major and consider this degree as a good foundation for any career pathway. Lastly, we hope to link some students up with local internships so that they can explore the field of public history.
- What is a desired future?
It would be great if we could hire another full-time faculty member to coordinate the prison program and expand our course offerings to meet General Education requirements. We would also like to create new courses on Cuba and Central America to meet the interests of an increased student body who hail from that region. In this regard, we could create courses in HIST or work more closely with the faculty in Ethnic Studies to complement the course offerings in that department.

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

N/A

Insert Advisory Committee Recommendations here (Please do not insert complete meeting minutes, but just recommendations from the advisory committee.)

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

Part 2C: Review and comment on progress toward past Course Improvement Plans.

List your past **Course Improvement Plans** (CIPs) and progress toward meeting those plans.

Past Course Improvement Plans	Progress Made
<p>Students are consistently meeting or exceeding the SLO mastery level of 70% in our courses. We want to maintain those mastery levels in all our courses.</p>	<p>All our HIST courses have a SLO achievement target of 70% mastery to meet our expected performance goals. At the 80% mastery level, we consider those SLOs to demonstrate above average mastery of the material.</p> <p>Here is a summary of all the courses that were reported last year and the level of mastery with each SLO:</p> <p>HIST 104 - #1 88%, #2 86% HIST 105 - #1 96%, #2 83% HIST 107 - #1 91%, #2 92% HIST 108 - #1 88%, #2 86% HIST 110 - #1 82%, #2 80%, #3 80% HIST 111 - #1 89%, #2 89%, #3 88% HIST 113 - #1 81%, #2 75% HIST 114 - #1 87%, #2 85% HIST 115 - #1 80%, #2 80%, #3 80% HIST 118 - #1 69%, #2 69% HIST 119 - #1 93%, #2 80%</p> <p>In all our courses except for HIST 118, our achievement targets are being reached every semester and we are seeing students have a higher level of mastery of material than in previous cycles. Most of the HIST faculty now use Canvas and we can distribute learning material for the students, along with review resources, practice quizzes and DBs to help reinforce the learning modules. We have also encouraged students to use the tutors available in the Learning Center and to meet with faculty during office hours for extra help. Conversations among full time faculty indicate that the review sessions and resources have also helped to improve student test scores.</p>
<p>In class review sessions before every exam should be encouraged to help improve student success.</p>	<p>Many of our faculty already employ some type of review session for students, either practice quizzes or in class review sessions before each test. We need to continue to provide additional learning material and review lecture materials</p>

	with students to help them better retain the information prior to testing their knowledge.
Provide Discussion Boards in our Canvas shells (both F2F and OL) to encourage critical thinking and conversation between students.	Several of our instructors who teach F2F courses are already using Discussion Boards in Canvas to encourage student conversation on the material being discussed in class each week. All of the OL courses already use DBs, as required of all Distance Education classes.
Offer writing workshops in class and refer students to the Writing Center to increase success on research projects.	Some instructors have employed this, but it needs to become more utilized both in F2F classes and OL courses. All the full time faculty (100%) already encourage students to use the Writing Center for assistance outside of class. We need to suggest to all our adjunct faculty that they also encourage the use of campus resources to help students academically.
Increase the use of OER material in all our HIST courses.	We transitioned most of our courses (85%) to use OER material within the last few years, which is a huge cost savings for our students. We are working to convert the remaining two HIST courses to ZTC/OER.

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

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

Past Goal	Progress Made
Offer more courses at the prison and expand course offerings on our campus to help students complete GE requirements and the AA-T degree.	<p>We currently offer an AA degree in HIST at the prison. We now have one full time instructor in HIST who teaches a majority of the courses at the prison. We would like to add another full time faculty member to ease the burden on our instructors who do choose to teach at the prison.</p> <p>HIST also continues to offer multiple sections of all courses to meet student demand. 85% of our courses are provided with at least 2-3 sections, while HIST 107, 108, 110, and 111 continue to see ever increasing enrollments. We consistently offer 25 sections each for 107 and 108 every semester because they are high demand courses. We also continue to hire additional adjunct faculty throughout the year just to expand upon our course offerings to students.</p>
Introduce students to the discipline of History and share knowledge of career opportunities open to them with a degree in this field of study.	Full time faculty (100%) participate in the Majors Fair every semester to promote the discipline of History. We also use our class time to discuss the importance of studying history and offer examples of what you can do with a degree in HIST in terms of career opportunities.
Provide extra help to students to review course material and prepare for exams to improve overall course grades.	Full time HIST faculty (100%) already use class time to provide review sessions before each exam. We also provide office hours for additional student support to review course materials. Adjunct faculty in HIST are also encouraged to provide office hours for students to seek assistance.

Offer History classes that fulfill the requirements of Area F for General Education.

We continue to support the development of ETHN courses that satisfy Area F for General Education. Two of the full time HIST faculty (50%) have expertise in History courses that would satisfy cultural diversity and/or non-Western requirements. The hope is that as ETHN courses and departments develop, those two full time faculty members may be able to teach in ETHN in their areas of expertise, either African American Studies or Chicano Studies.

Part 3: Based on Part 2 above, please list program/area goals:

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 3. Community/Global Consciousness	1,2,3			Goal #5 Education: Expansion of offerings and effective course scheduling.	Offer more courses at the prison and expand course offerings on our campus to help students complete GE requirements and the AA-T degree. Adding more sections of all our courses will assist students in completion of their degrees and provide courses that reflect upon the diversity of this country and the world, while also teaching students to think critically and analyze historical patterns.	Based on increasing enrollment in History and more FTES, interview and hire another full time instructor who meets the overall needs of the History Department.	Assess the subsequent enrollment patterns in HIST courses and the continuing viability of the History courses offered through the Prison Education Program.
#2	ILO 3. Community/Global Consciousness	3			Goal #4 Vision: Being more future-thinking, agile, innovative, and proactive.	Introduce students to the discipline of History and share knowledge of career opportunities open to them with a degree in this field of study. We hope to promote the field of History for future study and/or a career pathway for our students. By	Participate in the Majors Fair each semester and encourage all faculty to use class time to discuss career options and historical/current events of interest to our students. By promoting our discipline and explaining to students what a degree in HIST can	Annually compare the number of students who get HIST degrees, enroll in HIST courses, and display an interest in History (Reg. Fest, Summer Block Party, Majors Fair, and relevant student clubs and organizations).

					highlighting all the job opportunities possible with a strong background in History we can promote both our Major and transfer options for students. Part of this goal is to also get students interested in learning about both our past and the cultural diversity patterns in human history so that they can see how we have progressed as a society.	provide for them in terms of career pathways, we hope to increase the numbers of students who are choosing to major in History.		
#3	ILO 2. Creative, Critical, and Analytical Thinking	1,2,3			Goal #6 Success: Boost success rates by prioritizing the student experience.	Provide extra help to students to review course material and prepare for exams to improve overall course grades. Encourage students to come to office hours and visit the Learning Center.	Request that an SI and tutors at the Learning Center be assigned to some of our courses, thus reaching students who may not visit the Learning Center on their own.	Verify with the Learning Center that tutors will be available to assist students in our core courses of 107, 108, 110, and 111. We can also inquire as to whether there is funding for an SI each semester.
#4	ILO 3. Community/Global Consciousness	1,2,3			Goal #5 Education: Expansion of offerings and effective course scheduling.	Offer History classes that fulfill the requirements of Area F for General Education.	We can try to get some of our HIST courses approved for Area F, although we have not been successful in this endeavor over the last several years. 110 and 111 were both rejected at the state level twice a few years ago. We could also assist faculty in ETHN as they write new courses for the Ethnic Studies Department. Two of the full time HIST faculty could also possibly teach their areas of expertise within ETHN as those new courses are created.	All students at AVC are required to take an Area F ETHN course to transfer. Our college needs to continue to develop and get those courses approved to meet GE requirements. We can justify expanding course offerings and the creation of new courses by monitoring enrollment patterns annually in HIST and ETHN.

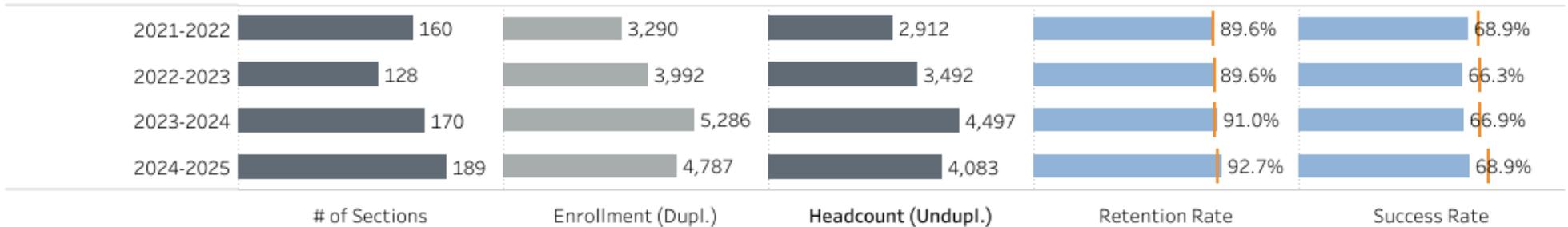
Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Faculty	Hire a full-time instructor who can support the need for more course offerings on campus to meet student demand in HIST. The instructor could also assist with additional support as the Prison Education Program continues to evolve.	Goal #1	New	120,000	Recurring	Maria Espinoza-Schrock

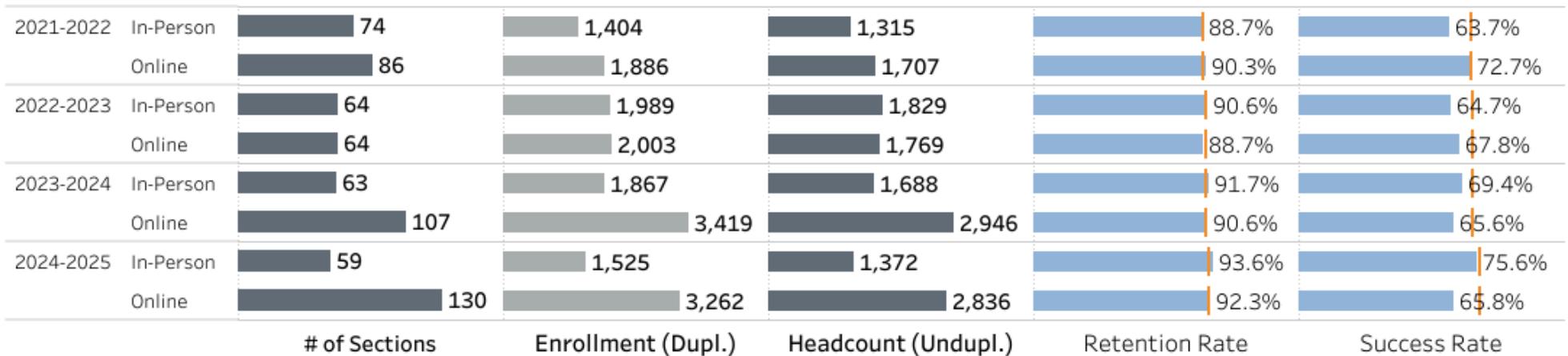
Part 5: Insert your [Program Review Data](#) here and any other supporting data. (See Part 2A above for required data).

- Required:
- Enrollment tab
 - Equity tab

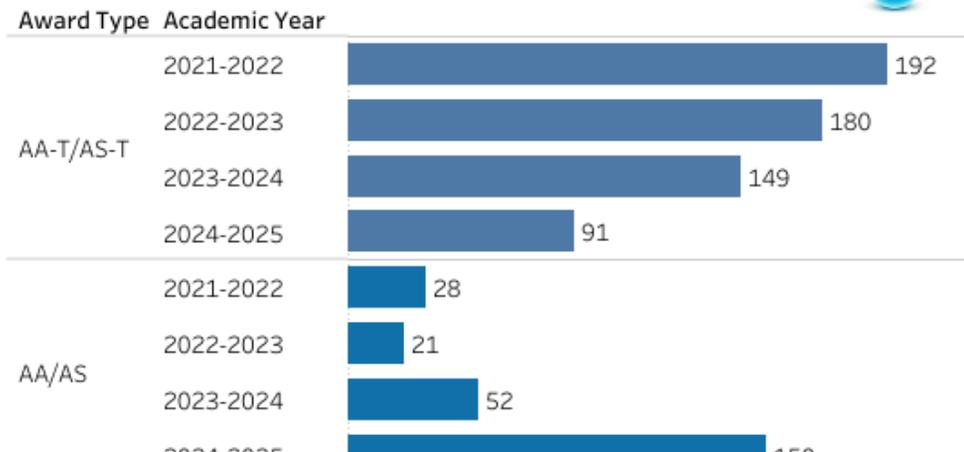
HIST : Enrollments, # of Sections, Retention and Success



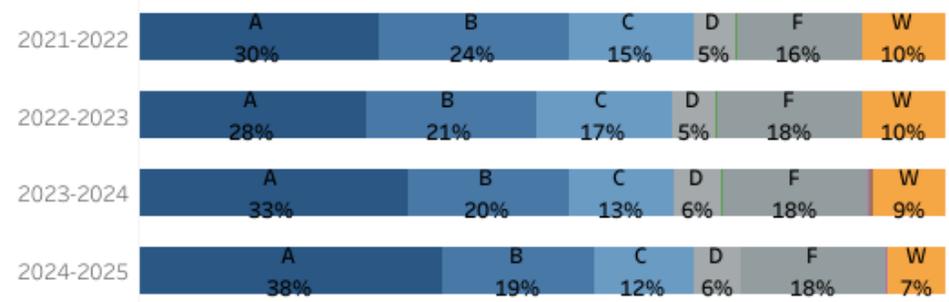
HIST: Enrollments, Number of Sections, Retention and Success by **Modality**



Program Awards: AA-T History, AS-T Business Admin 2.0, AS-T Business Administration and 10 more



Grade Distribution for HIST



Classroom Teaching FTEF in HIST

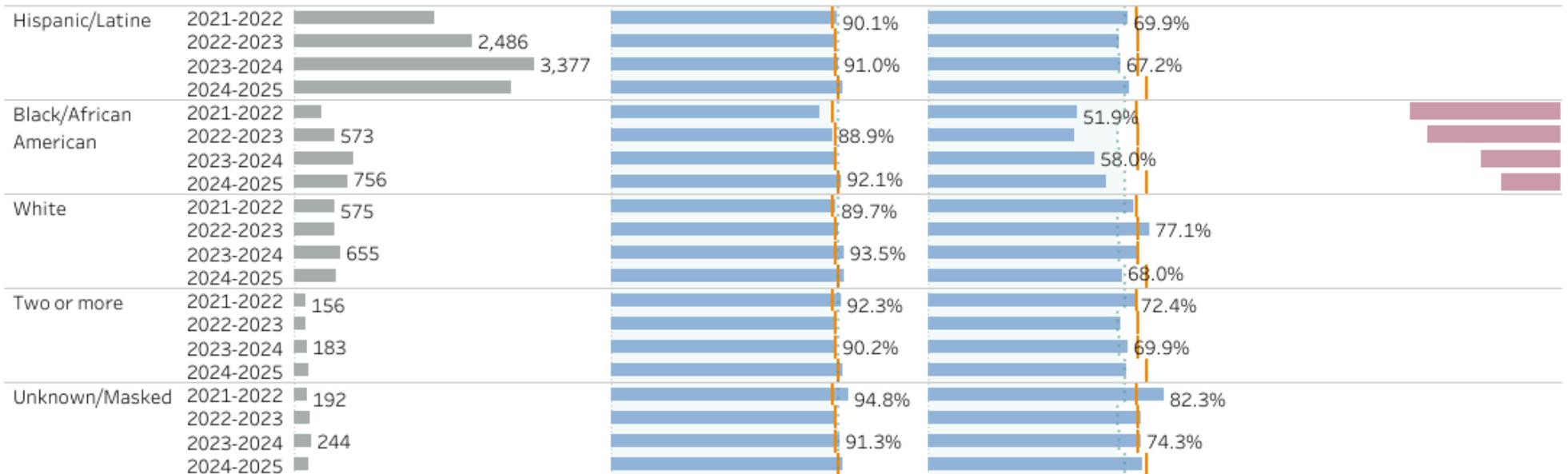
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Part-time FTEF	6.40	7.00	5.60	7.80	8.80
Full-time FTEF	2.40	2.40	4.00	4.00	4.00

AVC Total Retention and Success are shown in vertical | HIST Success Rate is Green |

When the success rate for a subgroup is at least 3 percentage points lower than the overall average success rate for the selected subject, that subgroup is considered to be experiencing **Disproportionate Impact (DI)** under the PPG methodology.

To estimate the number of additional successful completers needed to close the equity gap, multiply the **subgroup enrollment** by the **size of the DI gap** (i.e., the difference between the average rate and the subgroup rate).

HIST Enrollment, Retention & Success for by Ethnicity (hover over the lines to see by Gender)



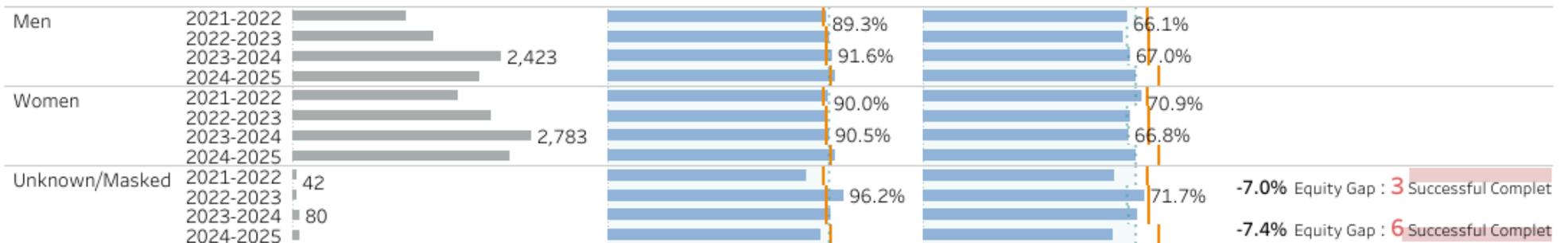
Enrollment (if N > 5)

Retention Rate

Success Rate

DI & N of Completions to Close Gap

HIST Enrollment, Retention & Success for by Gender (if greater than 5)



Enrollment (if N > 5)

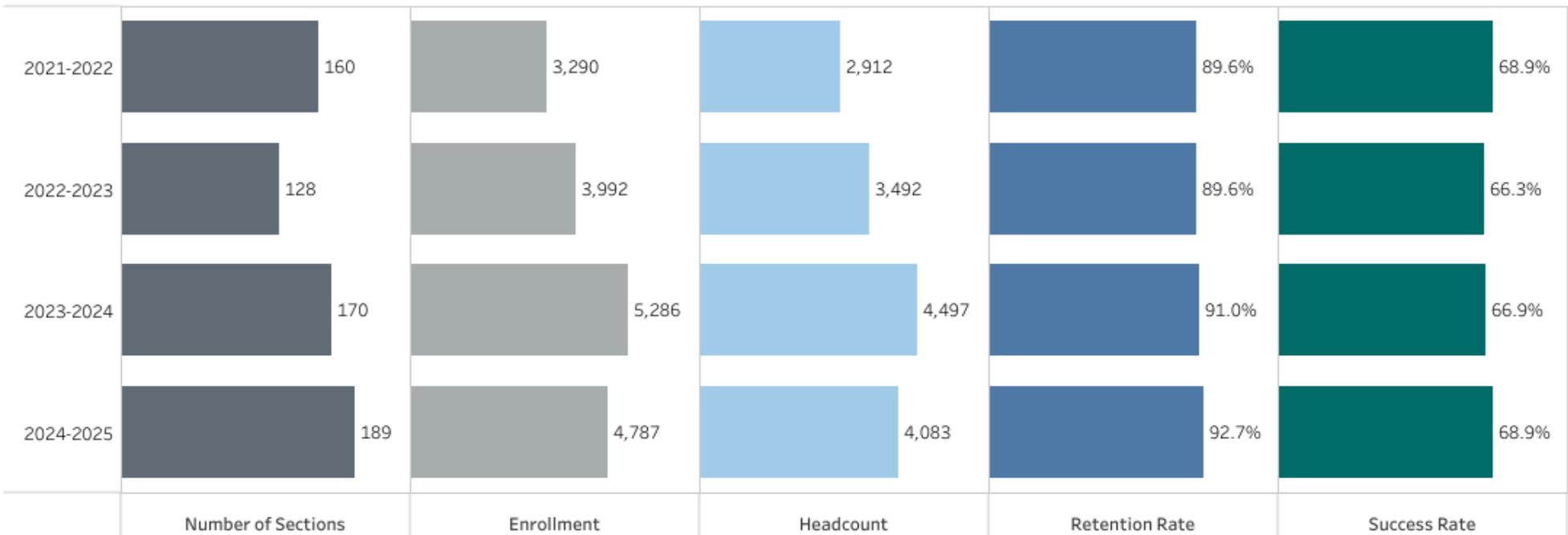
Retention Rate

Success Rate

DI & N of Completions to Close Gap

Academic Year: Multiple values Division: SBS Subject: HIST Gender: All Ethnicity: All Camp: All Modality: All Term Type: All Program Awards: AA-T History ✕

Overall Success and Retention *(hover over Academic Year to + see data by Term)*



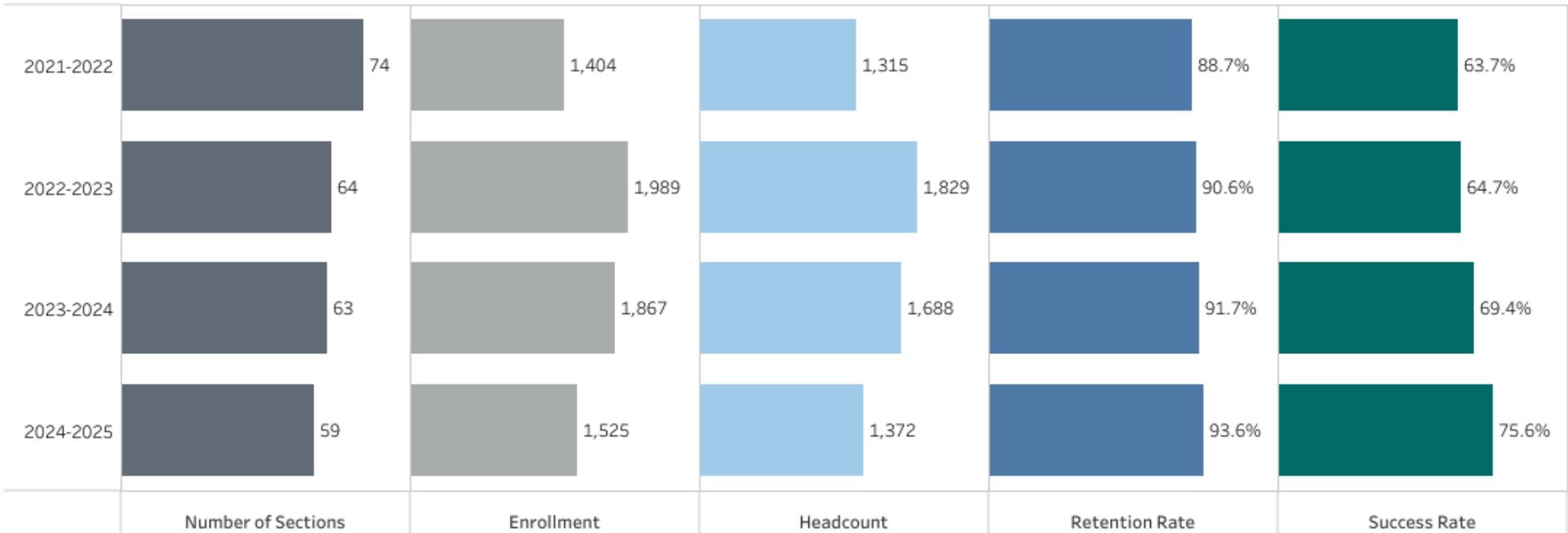
Overall FTEF in Major Terms

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Spring 2021	Spring 2022	Spring 2023	Spring 2024	Spring 2025
Part-time FTEF	175.06	158.70	147.88	153.14	169.78	144.31	128.00	148.91	160.70	175.71
Full-time FTEF	165.54	145.63	160.36	168.99	158.37	146.50	150.93	154.19	160.00	154.85
Overload FTEF	38.43	41.39	42.83	48.70	56.94	23.99	32.65	43.78	46.65	55.38
Grand Total	379.04	345.72	351.07	370.83	385.08	314.80	311.58	346.87	367.35	385.94

Program Awards | AA-T History

Award Type	2021-2022	2022-2023	2023-2024	2024-2025
AA-T/AS-T	13	26	14	4
AA/AS				10

Overall Success and Retention (hover over Academic Year to + see data by Term)



Overall FTEF in Major Terms

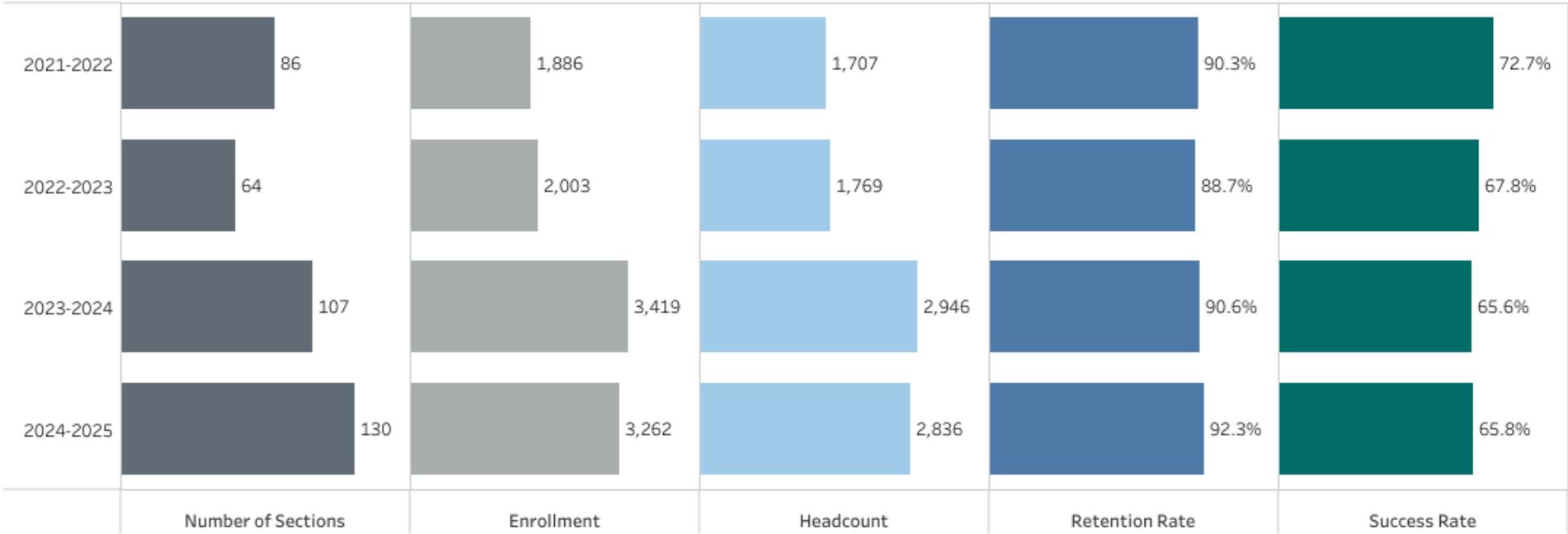
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Spring 2021	Spring 2022	Spring 2023	Spring 2024	Spring 2025
Part-time FTEF	175.06	158.70	147.88	153.14	169.78	144.31	128.00	148.91	160.70	175.71
Full-time FTEF	165.54	145.63	160.36	168.99	158.37	146.50	150.93	154.19	160.00	154.85
Overload FTEF	38.43	41.39	42.83	48.70	56.94	23.99	32.65	43.78	46.65	55.38
Grand Total	379.04	345.72	351.07	370.83	385.08	314.80	311.58	346.87	367.35	385.94

Program Awards | AA-T History

Award Type	2021-2022	2022-2023	2023-2024	2024-2025
AA-T/AS-T	13	26	14	4
AA/AS				10

Academic Year: Multiple values Division: SBS Subject: HIST Gender: All Ethnicity: All Camp: All Modality: Online Term Type: All Program Awards: AA-T History ✕

Overall Success and Retention (hover over Academic Year to + see data by Term)



Overall FTEF in Major Terms

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Spring 2021	Spring 2022	Spring 2023	Spring 2024	Spring 2025
Part-time FTEF	175.06	158.70	147.88	153.14	169.78	144.31	128.00	148.91	160.70	175.71
Full-time FTEF	165.54	145.63	160.36	168.99	158.37	146.50	150.93	154.19	160.00	154.85
Overload FTEF	38.43	41.39	42.83	48.70	56.94	23.99	32.65	43.78	46.65	55.38
Grand Total	379.04	345.72	351.07	370.83	385.08	314.80	311.58	346.87	367.35	385.94

Program Awards | AA-T History INFO

Award Type	2021-2022	2022-2023	2023-2024	2024-2025
AA-T/AS-T	13	26	14	4
AA/AS				10
Grand Total	13	26	14	14



Fall 2025 Program Review Report | Instructional Areas

Division/Area Name: Management	For Planning Years: 2026-2027
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Name of person leading this review: Kathy Osburn

Names of all participants in this review: Kent Moser, David Adams, Carol Sommers

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

The Business & Computer Studies Department’s faculty equips students with practical, hands-on experience designed to build essential skills for certification, continuing education, and professional growth. Our courses prepare students to earn associate degrees or certificates, transfer to four-year universities, enter the business field, or enhance their existing career skills. The Management program continues to align with the district’s mission by supporting students in gaining technical expertise for workforce entry and advancement, as well as providing opportunities for current professionals to strengthen and update their skills.

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

Use the following questions to guide your analysis:

Overall (Use the *Success & Retention* and *Program Award* data to inform your analysis)

- What are the success and retention rates for your discipline? Did they decrease or increase in the last year?
Our retention rates saw a slight increase and our success rates saw a slight decrease. The change in both was less than 1%.
- What are the trends for the number of awards granted? Are the number of awards going up or down?
We just began offering our management certificate in 2025 so the data is not yet available.

Equity (Use the *Success & Retention* data including S&R by Ethnicity and Gender data to inform your analysis)

- Which ethnic / gender student groups complete their courses at the highest rates?
Students who declare two or more ethnicities have the highest retention rate at 93% and the highest success rate at 86%. However, Hispanic/Latino students have the greatest enrollment and have a 92% retention rate and a 75% success rate. In 24/25 Hispanic/Latino students had an enrollment of 238 whereas the students of two or more ethnicities had an enrollment of 15.
Male and female students have similar success and retention rates.
- Which ethnic / gender student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the *Strengths and Accomplishments* section.
All ethnic groups except Hispanic/Latino saw a drop in enrollment. The ethnic group with the lowest success rate was White. Black/African American students saw another year of increased success and retention rates.

Strengths and Accomplishments: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)

Consider the following questions:

The Business Administration Associate Degree for Transfer remains consistently among the top five declared majors, with management courses serving as a vital component of this program.

While all management courses were previously offered in an online asynchronous format, the Social and Behavioral Sciences (SBS) dean scheduled one face-to-face section to assess student interest. Enrollment in the face-to-face section was notably low. Consequently, all management courses have returned to the fully online asynchronous modality, which clearly aligns with demonstrated student demand. The majority of management courses are designated as Zero Textbook Cost (ZTC) and utilize Open Educational Resources (OER).

The department's advisory committee—composed of local industry leaders—recommended the development of a Management Certificate, which was successfully implemented in Spring 2025.

Retention and success rates within the Management program continue to show steady improvement. Notably, African American/Black student success and retention rates have increased each year. In 2021–2022, the success rate for Black students was 47.5%, compared to 67.6% in 2024–2025. This consistent upward trend reflects both departmental efforts and broader institutional initiatives that support student achievement, including the First Year Experience and Umoja programs.

Opportunities and Challenges: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Consider the following questions:

While progress has been made, strategies for fully closing equity gaps within the discipline remain an ongoing area of inquiry. Additional institutional support and collaboration are needed to identify and implement sustainable, evidence-based approaches.

There is a continued need for comprehensive professional development for all faculty that emphasizes actionable, research-informed practices to reduce equity gaps while maintaining high academic standards.

Institutional processes must prioritize the timely distribution of instructional materials for economically disadvantaged students. Delays in financial aid or textbook access disproportionately impact these students' ability to participate fully from the first week of instruction.

Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Consider the following questions:

The Management program aspires to be the premier source of leadership and management education in the region, serving as a trusted partner to local industries and organizations. Through our fully online Management Certificate, we aim to equip current and aspiring supervisors with practical, evidence-based skills that meet the evolving needs of the workforce. Our goal is to strengthen community and industry partnerships while remaining responsive to regional economic trends and employer needs.

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

N/A

Our advisory committee stressed the need for practical, applicable AI education



2022 - 2032

Selections:

TOP Code(s):

050600 Business Management

Geography: Los Angeles County

Includes: Los Angeles County

Annual Job Openings by Occupation

SOC Code	Occupation Title (Linked to "Occupation Profile")	2022 Employment	Annual Job Openings (1)
111021	General and Operations Managers	65,300	57,900
113051	Industrial Production Managers	6,050	3,910
131111	Management Analysts	32,000	30,290
119199	Managers, All Other	51,010	41,620
112022	Sales Managers	27,790	21,890
	Total	182,150	155,610

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

Part 2C: Review and comment on progress toward past Course Improvement Plans

List your past **Course Improvement Plans** (CIPs) and progress toward meeting those plans.

Past Course Improvement Plans	Progress Made
Create a management certificate	The certificate was created and is now offered

Hire a full-time faculty member dedicated solely to management	No progress
--	-------------

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

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

Past Goal	Progress Made
Increase enrollment	We have seen improvement in our enrollment
Increase success and retention rates	We have seen consistent improvement in our success and retention rates
Close equity gaps	We have seen consistent improvement in closing our equity gaps. Black students were one of our target areas and we have seen marked improvement in success and retention in the past four years.

Part 3: Based on Part 2 above, please list program/area goals:

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 4. Career and Specialized Knowledge				Goal #5 Education: Expansion of offerings and effective course scheduling.	Increase success and retention rates	Hire a full-time faculty member to oversee and grow the program	Improved success and retention rates
#2	ILO 4. Career and Specialized Knowledge				Goal #5 Education: Expansion of offerings and effective course scheduling.	Reduce our equity gaps	Hire a course designer to create courses focused on equity	Reduced equity gaps
#3	ILO 4. Career and Specialized Knowledge				Goal #2 Equity: Improve the college culture by becoming a more caring, welcoming, accessible, and inclusive campus.	Increase our presence in the community and with local employers	Hire a full-time faculty member to develop relationships with local industry leaders	Increased enrollment
#4	Choose ILO				Choose an item.			

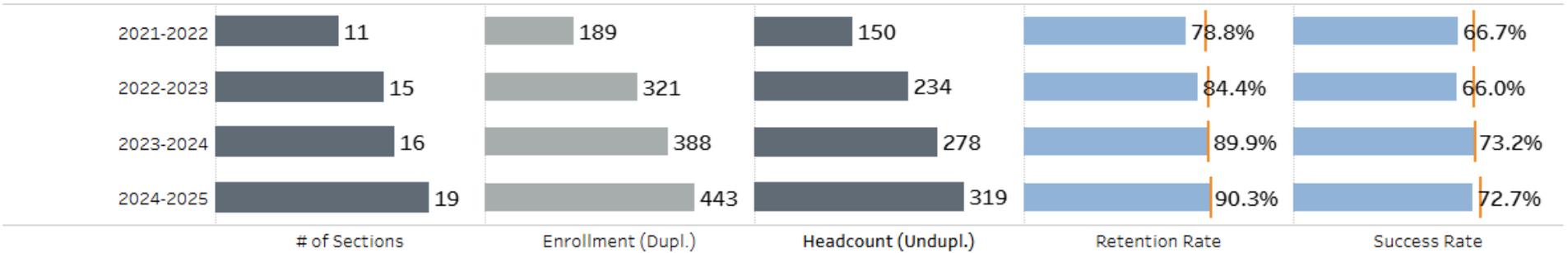
Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)						
Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Faculty	Hire a full-time faculty member	#1 and #3	Repeat	unknown	Recurring	Kathy Osburn
Classified Staff	Hire a course designer	#2	New	unknown	Recurring	Kathy Osburn

Part 5: Insert your [Program Review Data](#) here and any other supporting data. (See Part 2A above for required data).

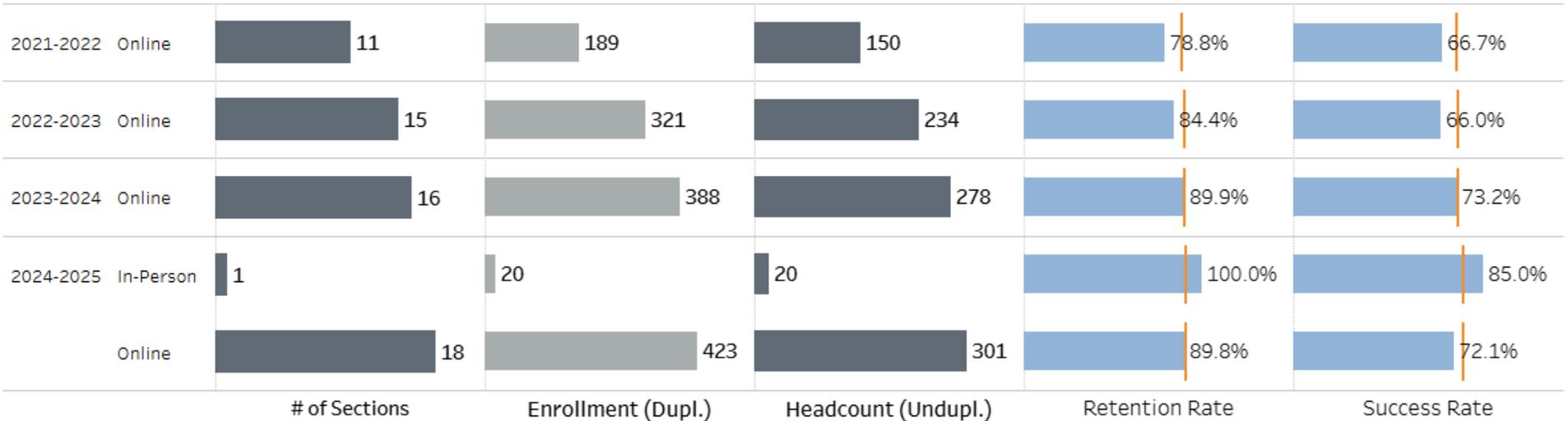
Required:

- Enrollment tab
- Equity tab

MGT: Enrollments, # of Sections, Retention and Success



MGT: Enrollments, Number of Sections, Retention and Success by Modality

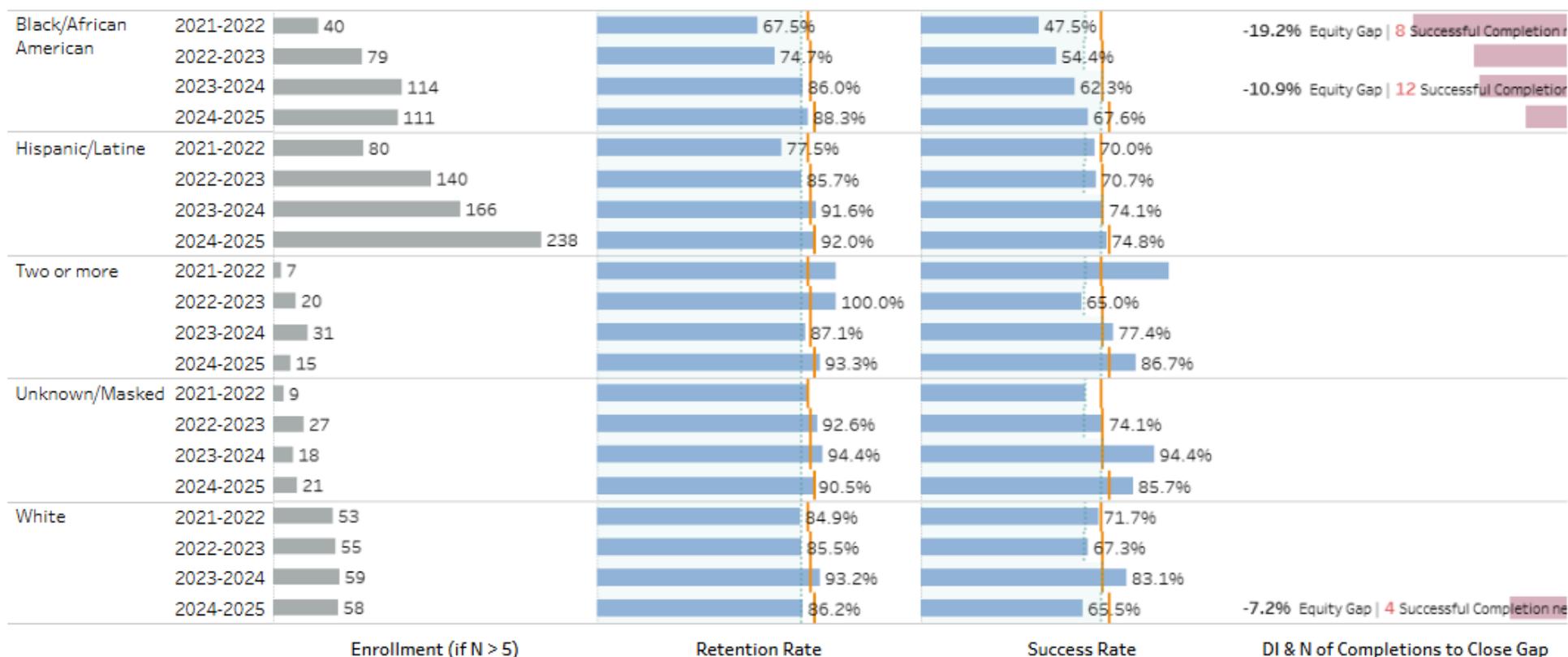


Program Awards: English - Non Transfer & English - Transfer

Grade Distribution for MGT



MGT Enrollment, Retention & Success for by Race/Ethnicity (if greater than 5)



MGT Enrollment, Retention & Success for by Gender (if greater than 5)





Fall 2025 Program Review Report | Instructional Areas

Division/Area Name: Social & Behavioral Sciences / Business & Computer Studies: Marketing	For Planning Years: 2026-2027
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Name of person leading this review: Gabby Poorman
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Names of all participants in this review: Violet Christopher

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

The Marketing program helps Antelope Valley College meet its mission by preparing students with the skills needed to understand and respond to consumer needs in a rapidly changing business environment. Students learn how to identify target markets, develop effective product, pricing, place, and promotional strategies, and create brand awareness using modern marketing practices. These skills support career preparation and workforce development, aligning with the College’s commitment to student success and service to the community.

- Provides a high-quality, comprehensive education through coursework in branding, consumer behavior, market research, promotion, and digital strategy.
- Serves a diverse population by offering accessible courses designed for new learners, career changers, entrepreneurs, and working professionals.
- Supports student success through hands-on projects, real-world examples, skill-building assignments, and industry-aligned learning outcomes.
- Offers value and opportunity by preparing students for in-demand careers in marketing, advertising, sales, and digital media without the high cost of private training programs.
- Strengthens the community by preparing graduates to support local organizations, small businesses, and entrepreneurs through effective marketing strategies and outreach.

Additionally, the program develops students’ ability to think critically, communicate effectively, and engage with diverse audiences—key components of AVC’s mission to provide quality, comprehensive education to a diverse population of learners. Through relevant coursework and practical learning experiences, the Marketing program strengthens students’ readiness for employment, career advancement, and lifelong learning.

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

Use the following questions to guide your analysis:

Overall (Use the *Success & Retention* and *Program Award* data to inform your analysis)

- What are the success and retention rates for your discipline? Did they decrease or increase in the last year?
- What are the trends for the number of awards granted? Are the number of awards going up or down?

Equity (Use the *Success & Retention* data including S&R by Ethnicity and Gender data to inform your analysis)

- Which ethnic / gender student groups complete their courses at the highest rates?
- Which ethnic / gender student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the *Strengths and Accomplishments* section.

Strengths and Accomplishments: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)

The Marketing program demonstrates strong student success and retention, consistently outperforming or closely aligning with college-wide benchmarks. Over the past four academic years, retention has steadily increased from 78.3% in 2021–2022 to 90.6% in 2024–2025, representing a 12.3% improvement. Success rates also

increased from 68.8% to 70.8% during the same period. These positive trends highlight the program’s effectiveness in supporting persistence and academic achievement.

The discipline also excels in expanding access through flexible delivery options and course scheduling alignment. By increasing online course offerings and participating in accelerated course scheduling, the program has broadened access, particularly for working adults.

Opportunities and Challenges: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

The Marketing program has demonstrated strong growth and retention, increasing enrollment from 138 students in 2021–2022 to 267 in 2024–2025, which is a 93.5 percent increase, while retention rose from 78.3 percent to 90.6 percent during the same period. Although success also increased, from 68.8 percent to 70.8 percent, success gains are not rising at the same pace as enrollment and retention. To continue improving student outcomes, the program can focus on strategies that help convert improved retention into higher levels of successful course completion. Strengthening proactive academic support, such as early alerts and tutoring, continuing to provide flexible course modalities, and reinforcing ongoing student communication can help ensure that students who persist also achieve successful outcomes. These efforts will support continued improvement and help maintain the strong upward momentum seen in enrollment and persistence.

The data shows that the Marketing discipline has made notable progress in serving diverse student populations, including substantial growth in enrollment among Hispanic/Latine students from 73 to 126 students and among Black/African American students from 24 to 90 students over the four-year period. To ensure this expanded access results in equitable success outcomes, the program can continue implementing strategies that promote equity-minded support. To support students in this discipline, we should consider recruiting tutors, encouraging faculty to consider OER or ZTC options, and scheduling classes for working individuals,

Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Based on the strong enrollment increases and stable success and retention trends, the Marketing program strives to be known for providing high-quality, industry-aligned education that supports student achievement and career readiness in digital and traditional marketing fields. With enrollment nearly doubling from 138 students in 2021–2022 to 267 students in 2024–2025 and retention rising from 78.3 percent to 90.6 percent, the program is building a reputation for accessibility, flexibility, and academic support that meets the needs of today’s students. The program aims to be recognized as a leader in preparing learners with practical skills in marketing.

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

N/A

Insert Advisory Committee Recommendations here (Please do not insert complete meeting minutes, but just recommendations from the advisory committee.) The advisory members emphasized that successful marketers need a broad and modern skill set. They highlighted the importance of strong business communication and public relations abilities, proficiency in office and digital media software, and skills in graphic design and content creation. They also stressed the growing need for marketing data analysis and understanding AI tools used in marketing, particularly for content development and analytics. In addition to technical and analytical skills, the group underscored the value of real-world experience through internships and professional conferences, noting that even entry-level marketing roles increasingly expect hands-on experience.

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

Projections of Employment by Occupation, 2022 - 2032

Selections:

TOP Code(s):

050910 Advertising

Geography: Los Angeles County

Includes: Los Angeles County

Annual Job Openings by Occupation

SOC Code	Occupation Title (Linked to "Occupation Profile")	2022 Employment	Annual Job Openings (1)
112011	Advertising and Promotions Managers	1,320	1,200
413011	Advertising Sales Agents	3,660	3,390
	Total	4,980	4,590

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

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

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Part 2C: Review and comment on progress toward past Course Improvement Plans

List your past **Course Improvement Plans (CIPs)** and progress toward meeting those plans.

Past Course Improvement Plans	Progress Made
Full-time marketing instructor to lead and expand this program.	Some progress has been made in this area. While we did not hire a full-time faculty member, we expanded instructional capacity by hiring several new adjunct faculties in the Business Computer Studies department, including those who teach marketing courses.
Create a marketing certificate	CIP goal completed. We have a digital marketing certificate.
Review the SLOs for necessary revisions	CIP goal completed. Courses revisions were submitted through the revision process in eLumen.

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

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

Past Goal	Progress Made

Increase success and retention rates by hiring a full-time faculty member to oversee and grow the program.	Some progress has been made in this area. While we did not hire a full-time faculty member, we expanded instructional capacity by hiring several new adjunct faculty in the Business Computer Studies department, including those who teach marketing courses.
Close equity gaps by restructuring our program into fully online and 8-week courses utilizing zero or low-cost textbooks.	Some progress has been made. Several marketing courses have been scheduled in an 8-week format to support the Accelerated College Education (ACE) initiative and the digital marketing certificate pathway. While we cannot require faculty to adopt OER or Zero-Textbook-Cost resources, we continue to promote OER and ZTC by communicating to faculty about the college's OER/ZTC initiative led by Alex Parisky. Moving forward, we will continue collaborating with the department chair and dean to expand 8-week course offerings across multiple modalities and encourage marketing faculty to adopt or develop OER/ZTC materials when possible.
Increase our presence in the community and with local employers by creating and executing a marketing plan that targets local employers.	While this remains a priority, there were no new outreach initiatives or formal marketing campaigns implemented this past year. We will be carrying forward this goal for continued attention in the next cycle, as it aligns with broader institutional priorities around workforce partnerships and community engagement.

Part 3: Based on Part 2 above, please list program/area goals:								
Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	O O				
#1	ILO 2. Creative, Critical, and Analytical Thinking	All of them	All of them	N / A	Goal #5 Education: Expansion of offerings and effective course scheduling.	Reduce barriers for students and increase opportunities for those who benefit from accessible, affordable, and career-aligned marketing education	Based on the increase in enrollment over the years and the advisory meeting, create a local marketing degree to prepare students for positions in marketing. 1. Compare the advisory notes to classes that we already offer here at AVC. 2. Create a draft of the goal and discuss it with the dean and department chair. 3. Based on the advisory meeting, data, and meeting with the dean and chair, possibly communicate with	-Communication from the dean and chair. -Checking the approval and recommendations from the consortium, and by checking the curriculum software through AVC's approval process for the curriculum. -Checking to see if the new program in 2027 is in the catalog.

							<p>other disciplines and divisions.</p> <p>4. Develop the degree into the curriculum software.</p> <p>5. Look up LMI data and submit information pertaining to this new degree to the center of excellence and the south region consortium because it is a vocational program.</p>	
#2	ILO 2. Creative, Critical, and Analytical Thinking	All of them	All of them	N / A	Goal #6 Success: Boost success rates by prioritizing the student experience.	Improve and support student learning of marketing courses.	<p>Based on significant increase in retention rates and modest increase in success rates, shows that students are staying in classes, but are not successfully completing them.</p> <p>1. Encourage and hire tutors for the marketing discipline.</p> <p>2. Have Real Estate faculty pinpoint and encourage students who have done well in their marketing courses to consider tutoring.</p> <p>3. Have the Learning Center hire, train, and acquaint new tutor in this discipline or business discipline about how to assist students.</p>	<p>-Retention and Success rates would increase.</p> <p>-Feedback from tutors would help marketing and Business faculty understand where most students may be struggling and how to help.</p> <p>-Faculty feedback about students and their progress will be discussed.</p>
#3	ILO 3. Community/Global Consciousness	All of them	All of them	N / A	Goal #4 Vision: Being more future-thinking, agile, innovative, and proactive.	Increase our presence in the community and with local employers and create internship opportunities for students.	<p>We will be carrying forward this goal for continued attention in the next cycle, as it aligns with broader institutional priorities around workforce</p>	<p>- Count of students participating</p> <p>-Count of employers participating in the internship agreements.</p>

						<p>partnerships and community engagement.</p> <ol style="list-style-type: none"> 1. Conduct outreach among local employers. 2. Communicate with local employers and create an internship agreement. 3. Provide faculty with a stipend for every outreach internship agreement that they can develop with local employers. 	<p>-Faculty talking about progress.</p>
#4	ILO 4. Career and Specialized Knowledge	All of them	All of them	N / A	Goal #5 Education: Expansion of offerings and effective course scheduling.	<p>Provide more flexible accelerated class options for students.</p> <p>The data shows that retention increased from 78.3 percent to 90.6 percent, and enrollment grew by 93.5 percent, suggesting that students are entering and staying in the program when course offerings align with their needs. So that students can complete their program faster, but within possible schedule constraints.</p> <ol style="list-style-type: none"> 1. Communicate with the dean and chair for scheduling. 2. Make sure that there is an accelerated pathway for students, and there are modalities that work for working students, like asynchronous, synchronous, and hyflex course options that are accelerated. 	<p>-The number of completers or awards for programs offered would increase.</p> <p>-Increase success rates.</p> <p>-Increase enrollment.</p>

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Classified Staff	Encourage and hire tutors for the marketing discipline.	Goal #6 Success: Boost success rates by prioritizing the student experience.	Repeat	\$33,280.00	Recurring	Gabriele Poorman
Other	Provide a stipend for each internship agreement that is successfully developed. Faculty may be required to meet with the employer and coordinate with the dean of workforce and economic development, and possibly other departments.	Goal #4 Vision: Being more future-thinking, agile, innovative, and proactive.	Repeat	\$1,200.00	Recurring	Gabrielle Poorman

Part 5: Insert your [Program Review Data](#) here and any other supporting data. (See Part 2A above for required data).

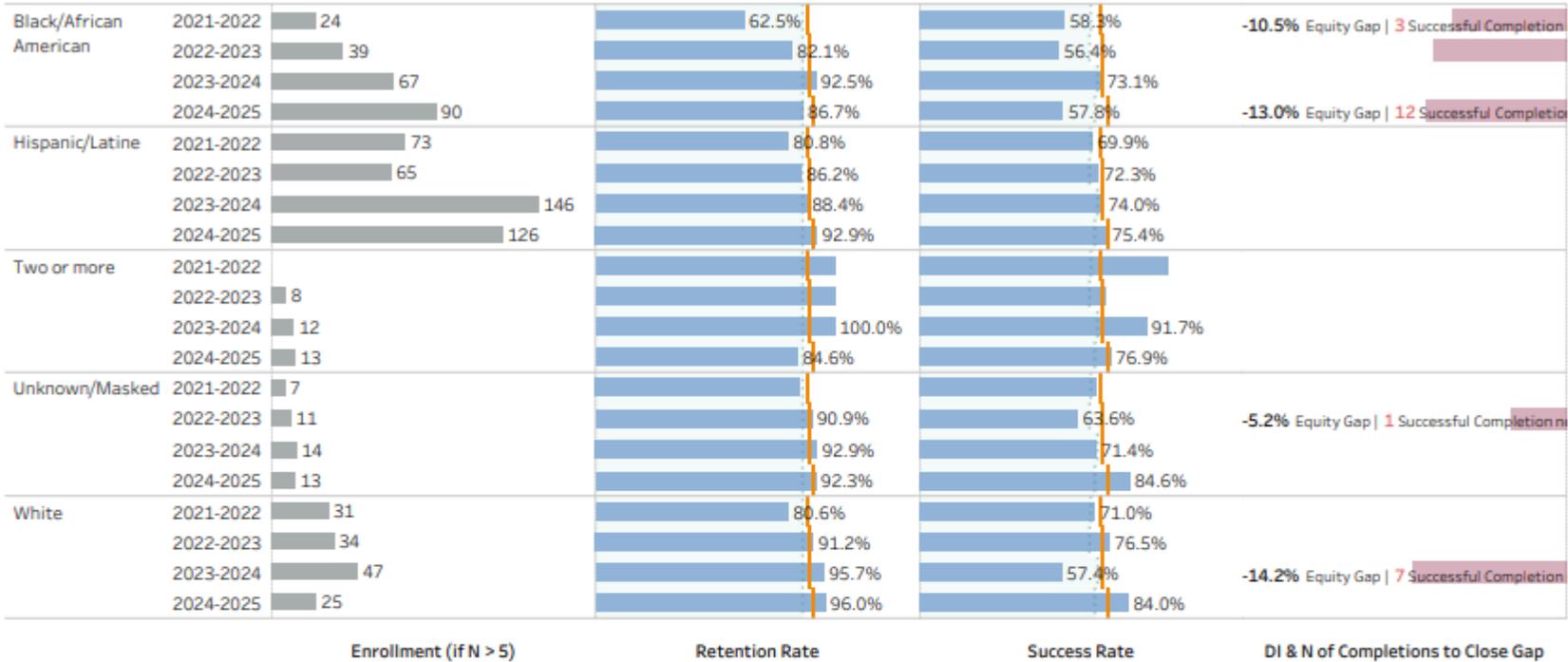
- Required:
- Enrollment tab
 - Equity tab

AVC Total Retention and Success are shown in vertical | **MKTG Success Rate is Green** |

When the success rate for a subgroup is **at least 3 percentage points** lower than the overall average success rate for the selected subject, that subgroup is considered to be experiencing **Disproportionate Impact (DI)** under the PPG methodology. DI and the number of successful course completers needed to close equity gap are noted along "red" bars. Tooltip contains disaggregation by gender.

To estimate the number of additional successful completers needed to close the equity gap, multiply the **subgroup enrollment** by the **size of the DI gap** (i.e., the difference between the average rate and the subgroup rate).

MKTG Enrollment, Retention & Success for by Race/Ethnicity (if greater than 5)



MKTG Enrollment, Retention & Success for by Gender (if greater than 5)



MKTG: Enrollments, # of Sections, Retention and Success

Academic Year	# of Sections	Enrollment (Dupl.)	Headcount (Undupl.)	Retention Rate	Success Rate
2021-2022	11	138	122	78.3%	68.8%
2022-2023	9	157	142	87.3%	68.8%
2023-2024	12	286	198	91.3%	71.7%
2024-2025	12	267	204	90.6%	70.8%

MKTG: Enrollments, Number of Sections, Retention and Success by Modality

Academic Year	Modality	# of Sections	Enrollment (Dupl.)	Headcount (Undupl.)	Retention Rate	Success Rate
2021-2022	In-Person	3	31	30	80.6%	80.6%
	Online	8	107	96	77.6%	65.4%
2022-2023	In-Person	3	20	20	85.0%	70.0%
	Online	6	137	125	87.6%	68.6%
2023-2024	In-Person	3	42	35	83.3%	81.0%
	Online	9	244	175	92.6%	70.1%
2024-2025	Online	12	267	204	90.6%	70.8%

Program Awards: Marketing & Marketing Cert

Award Type Academic Year

Certificate	2021-2022	1
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Grade Distribution for MKTG

Academic Year	A	B	C	D	F	W
2021-2022	51%	12%	6%	7%	22%	
2022-2023	46%	13%	9%	17%	13%	
2023-2024	51%	14%	7%	4%	15%	9%
2024-2025	47%	14%	9%		17%	9%

Classroom Teaching FTEF in MKTG

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Part-time FTEF	0.60	0.60	0.40	0.60	0.80
Full-time FTEF		0.40	0.20	0.20	
Overload FTEF				0.20	0.20
Grand Total	0.60	1.00	0.60	1.00	1.00
FTES	5.5	5.4	6.4	19.2	16.4
FTES/FTEF Ratio	9.1	5.4	10.7	19.2	16.4
WSCH/FTEF Ratio	272.5	162.9	322.0	576.0	492.3
WSCH	163.5	162.9	193.2	576.0	492.3



Click for Fill Rates

Click for FTES



Overall Success and Retention

	Number of Sections	Enrollment	Headcount	Retention Rate	Success Rate
202150	526	9,753	5,212	90.6%	78.9%
202170	2,005	32,680	11,458	87.2%	70.8%
202230	1,306	29,085	10,253	87.6%	72.2%
202250	385	9,128	5,172	89.8%	77.2%
202270	1,413	35,018	12,171	88.6%	71.4%
202330	1,441	33,094	11,351	89.3%	73.5%
202350	426	10,925	5,928	91.5%	78.0%
202370	1,510	38,732	13,248	88.7%	71.4%
202430	1,511	37,004	12,476	88.7%	73.3%
202450	527	13,881	6,908	91.1%	72.1%
202470	1,635	43,951	13,960	89.9%	74.8%
202510	179	5,061	3,673	93.4%	83.4%
202530	1,607	44,078	13,552	90.4%	76.1%

Overall FTES & FTEF in Major Terms

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Spring 2021	Spring 2022	Spring 2023	Spring 2024	Spring 2025
Part-time FTEF	175.1	158.7	147.9	153.1	169.8	144.3	128.0	148.9	160.7	175.7
Full-time FTEF	165.5	145.6	160.4	169.0	158.4	146.5	150.9	154.2	160.0	154.8
Overload FTEF	38.4	41.4	42.8	48.7	56.9	24.0	32.6	43.8	46.6	55.4
Grand Total	379.0	345.7	351.1	370.8	385.1	314.8	311.6	346.9	367.4	385.9
FTES	4,255	3,527	3,909	4,189	4,424	3,741	3,305	3,647	3,997	4,201
FTES/FTEF Total	11.2	10.2	11.1	11.3	11.5	11.9	10.6	10.5	10.9	10.9
WSCH/FTEF Ratio Total	336.8	306.0	334.0	338.9	344.7	356.5	317.7	315.5	326.0	326.1
WSCH	127,649	105,804	117,269	125,672	132,731	112,232	99,143	109,423	119,904	126,025

Fall 2025 Program Review Report | Instructional Areas

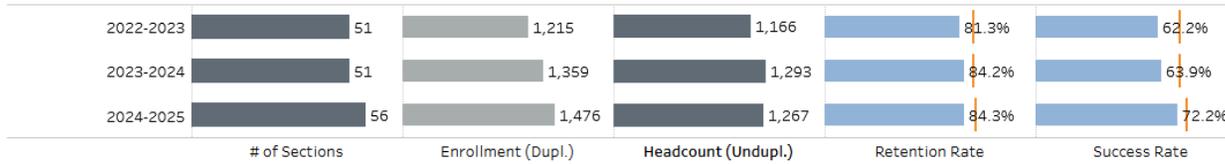
Division/Area Name: SBS/Philosophy	For Planning Years: 2026-2027
Name of person leading this review: Drs. Claude Gratton & Edward Sammons	
Names of all participants in this review: Drs. Claude Gratton, Edward Sammons & Estiphan Panoussi	
Part 1. Program Overview: <i>Briefly describe how the program contributes to the district mission</i>	
<p>The program helps students to:</p> <ul style="list-style-type: none"> (a) Improve their skills to interpret, analyze, and evaluate claims, arguments, and explanations. (b) Acquire and deepen the intellectual virtues: fair-mindedness, open-mindedness, intellectual humility, patience, perseverance, honesty, empathy, and courage. (c) Improve their communication skills by having them clearly articulate complex ideas in papers and in class discussions. (d) Improve their ability to reason well on controversial moral, political, and religious issues. <p>2. The Philosophy Program embodies AVC's commitment to achieving the four ILOs: analytic and creative thinking, effective communication, engaged citizenship, and learnedness across disciplines.</p> <p>3. It offers a mix of modalities: traditional hybrid, and online formats.</p> <p>4. The skills cultivated through our program are highly sought after across a wide range of industries, especially in roles that emphasize critical thinking, ethical reasoning, problem-solving, and effective communication.</p> <p>Career Readiness and Marketability</p> <p>In addition to its strong academic foundation, the Philosophy Program is deliberately designed to prepare students for success in a wide range of professional settings. The program emphasizes the development of critical thinking, problem-solving, and ethical reasoning, skills that are in high demand across diverse industries. Graduates emerge as adaptable, perceptive thinkers equipped to navigate the complexities of today's workplaces, where analytical precision and informed decision-making are essential.</p>	

Part 2A: Analyze the <u>program review data (retrieval instructions)</u>, including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:
<p>Use the following questions to guide your analysis:</p> <p>Overall (Use the <i>Success & Retention</i> and <i>Program Award</i> data to inform your analysis)</p> <ul style="list-style-type: none"> • What are the success and retention rates for your discipline? Did they decrease or increase in the last year? • What are the trends for the number of awards granted? Are the number of awards going up or down? <p>Equity (Use the <i>Success & Retention</i> data including S&R by Ethnicity and Gender data to inform your analysis)</p> <ul style="list-style-type: none"> • Which ethnic / gender student groups complete their courses at the highest rates?

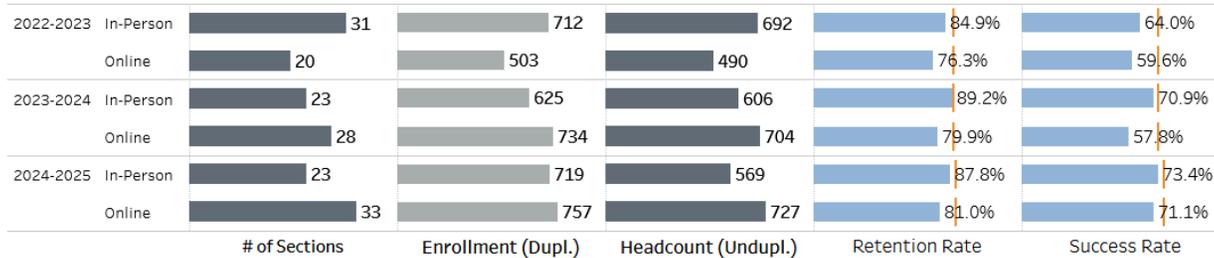
- Which ethnic / gender student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the *Strengths and Accomplishments* section.

Strengths and Accomplishments: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)

PHIL: Enrollments, # of Sections, Retention and Success

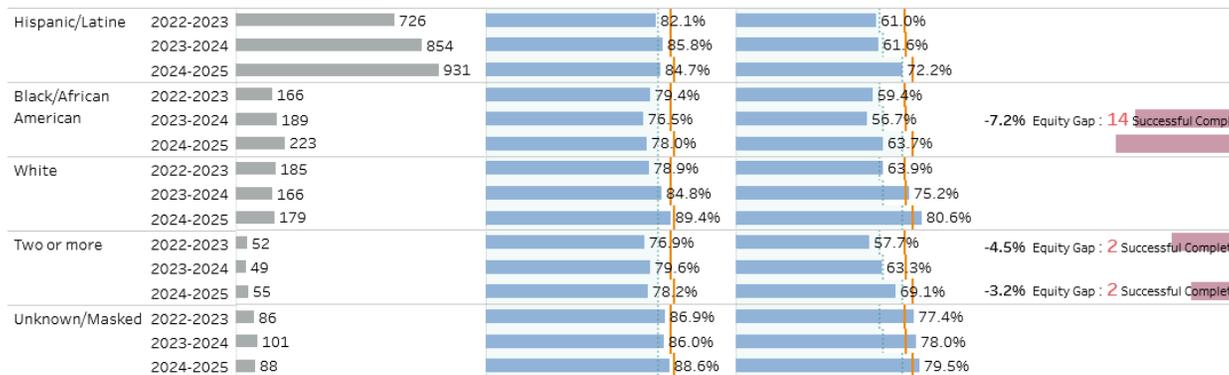


PHIL: Enrollments, Number of Sections, Retention and Success by Modality



There has been a slight increase in the number of sections on previous years. The number of students taking online philosophy courses has increased. The slightly lower retention rate in the online courses suggests that either some online students lack the discipline to take charge of their own learning in isolation, or the college needs to be more effective in ensuring that online students are prepared to pursue courses that are taught entirely online.

PHIL Enrollment, Retention & Success for by Ethnicity (hover over the lines to see by Gender)



The improvements in retention and success for 2024/25 are statistically insignificant. The continued increase of Hispanic/Latine enrollment suggests that the department might consider offering one or two philosophy courses in Spanish (e.g., PHIL 106, Introduction, PHIL 105 Ethics). If the course were to be entirely in Spanish (discussions, readings, writing, exam) this would improve the students' Spanish but likely slow down their linguistic improvements in English. There is an important cost/benefit analysis that needs to be assessed if the Philosophy Department is to offer a few philosophy courses in Spanish.

Strengths and Accomplishments

- Increased Course Offerings: Slight increase in the number of philosophy course sections compared to previous years
- Growth in Online Enrollment: Notable increase in the number of students enrolling in online philosophy courses, demonstrating expanded reach and flexibility
- Equity and Access: Continued growth in Hispanic/Latine student enrollment indicates increasing accessibility and appeal of the program to diverse student populations
- Stable Performance Metrics: Retention and success rates for 2024/25 have remained consistent, showing program stability
-

Strategies Supporting Success and Retention

- Online Student Preparedness: Address the slightly lower retention rate in online courses by implementing enhanced orientation or readiness assessments to ensure students have the discipline and skills necessary for independent online learning
- Institutional Support for Online Learners: Develop more effective college-wide systems to better prepare online students for the demands of asynchronous, self-directed coursework
- Language-Responsive Programming: Consider offering select philosophy courses (such as PHIL 106 Introduction or PHIL 105 Ethics) in Spanish to serve the growing Hispanic/Latine student population
- Cost-Benefit Analysis for Bilingual Offerings: Conduct thorough assessment of offering Spanish-language courses, weighing benefits of improved Spanish proficiency against potential slower English language development, to make informed decisions about expanding bilingual course options

Opportunities and Challenges: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Opportunities:

- Expanding Online Reach: Capitalize on the growing demand for online philosophy courses to reach more students and increase program enrollment
- Equity and Access: Leverage the continued increase in Hispanic/Latine enrollment to strengthen the program's commitment to equity and access for underrepresented student populations
- Enhanced Canvas Quiz Feedback: Improve both the quality and quantity of feedback provided on Canvas quizzes to strengthen student learning and comprehension
- Cross-Disciplinary Reasoning Framework: Develop standardized procedures for constructing and evaluating arguments and explanations that can be applied uniformly across philosophy and other disciplines, increasing the likelihood that students will transfer improved reasoning skills beyond individual courses and classrooms
- Specialized Bioethics Course Launch: Offer PHIL 300 Bioethics for the first time in online modality, initially designed for respiratory therapy students, with plans to expand enrollment to nursing students and transition to live modality
- Two new courses: Introduce two new rigorous philosophy courses, PHIL 230 (Fall 2025) and PHIL 240 (Spring 2026), both approved by APP, expanding advanced coursework options for students.
- Bilingual Course Development: Potential to offer philosophy courses in Spanish (e.g., PHIL 106 Introduction, PHIL 105 Ethics) to better serve the growing Hispanic/Latine student population and enhance Spanish language proficiency

Challenges:

- Online Retention Concerns: Lower retention rates in online courses suggest students may lack the self-discipline required for independent, asynchronous learning environments
- Student Readiness for Online Learning: Need to better identify and prepare students who are not yet equipped to succeed in fully online course formats
- Marginal Statistical Improvements: The statistically insignificant improvements in retention and success rates for 2024/25 indicate a need for more impactful interventions to drive meaningful progress
- Faculty Attrition Impact: The department has experienced significant staffing reductions over the last year, including the retirement of one full-time faculty member and the departure of two adjunct instructors, resulting in challenges to adequately staff course sections and meet student enrollment demand
- Language Development Trade-offs: Offering courses entirely in Spanish could improve students' Spanish proficiency but may slow their linguistic development in English, requiring careful consideration of long-term student outcomes

Classroom Teaching FTEF in PHIL

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Part-time FTEF	2.60	2.80	1.60	2.40	2.60
Full-time FTEF	2.00	2.00	2.00	2.00	2.00
Overload FTEF			0.20	0.60	0.89
Grand Total	4.60	4.80	3.80	5.00	5.49
FTES	69	50	40	61	57
FTES/FTEF Ratio	15	11	11	12	10
WSCH/FTEF Ratio	448	315	318	363	313
WSCH	2,060	1,514	1,210	1,817	1,717

There has been a slight decrease in FTEFs. These numbers do not even suggest what factors are contributing to this decrease. We are not manufacturing widgets but trying to change human beings who must deal with their own internal and external challenges. Any actions based on speculated causes risks eliminating something that actually contributes to students' success.

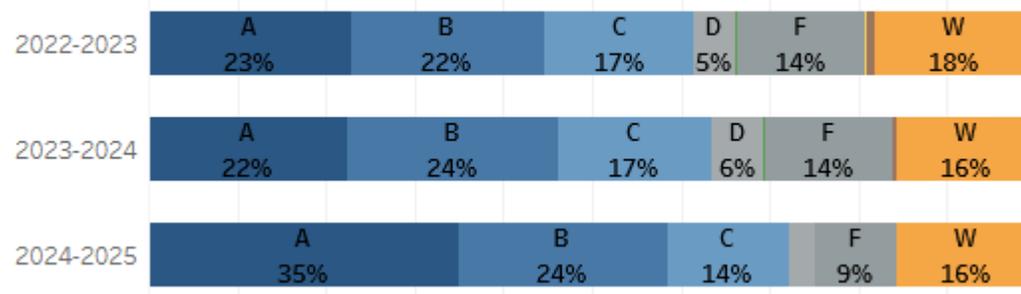
There is only one full-time instructor! We need at least one more.

Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

- Bridging Theory and Practice in Critical Thinking: Address the gap between theoretical emphasis on critical thinking and students' practical application of these skills. Many students remain in memorization-based learning modes that inhibit transfer of reasoning skills to real-life situations. Implement a standardized, cross-disciplinary approach to teaching critical thinking with explicit focus on evaluating claims, arguments, and explanations, ensuring students can apply these intellectual skills and virtues consistently in academic, personal, and professional contexts.

- Zero-Textbook-Cost Degree Pathway: Continue developing a complete zero-textbook-cost (ZTC) degree pathway using open educational resources (OER) to eliminate financial barriers and ensure all students can access high-quality philosophical education. Position the program as a leader in providing affordable, rigorous philosophical education that promotes both academic excellence and equity, ensuring financial limitations do not hinder student success.
- Interdisciplinary Leadership and Equity Focus: Establish the program as a leader in interdisciplinary education by integrating philosophical inquiry across academic fields. Offer courses (PHIL 105 Ethics, PHIL 201 Critical Thinking and Symbolic Logic, PHIL 301 Bioethics) that align with Career Technical Education (CTE) certificate and degree requirements. Address equity gaps in student success by identifying root causes of disparities and implementing targeted interventions to ensure all students achieve high success, retention, and completion rates through excellent teaching and support.
- Full-Time Faculty Addition for CTE Alignment: Add one additional full-time faculty member to effectively develop and expand the Philosophy program in alignment with AVC's CTE certificates and degrees. This position will enable the program to offer a broader range of courses, enhance student support, provide specialized instruction for integrating philosophy with CTE pathways, strengthen academic growth capacity, and improve course availability for students pursuing diverse career and technical fields.
- Maintaining SLO Achievement: Continue the program's consistent achievement of all Student Learning Outcomes (SLOs) and strong alignment with program goals. The current structure and methods effectively support student achievement and academic growth, requiring no immediate significant changes. Maintain high standards and ensure SLOs remain integral to the instructional approach.
- Faculty Consensus on Reasoning Skills Integration: Build greater consensus among philosophy faculty regarding the most effective approach to organizing and integrating reasoning skills across the curriculum. While individual reasoning skills are taught effectively, students need a coherent, systematic framework to apply these skills holistically. Develop a unified approach among instructors to align and coordinate teaching methods, ensuring consistency in how reasoning skills are taught and applied across all philosophy courses to foster students' critical thinking abilities and support continued program success.
- Grade Inflation Concerns: Higher student grades may not necessarily reflect improved teaching effectiveness, as they could result from more lenient grading practices or an influx of academically stronger students rather than genuine improvements in learning outcomes. The program requires thoughtful dialogue about balancing accurate, meaningful assessments with institutional expectations and student success metrics to ensure grading practices serve students' long-term educational and professional development.

Grade Distribution for PHIL



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

N/A

Insert Advisory Committee Recommendations here (Please do not insert complete meeting minutes, but just recommendations from the advisory committee.)

Part 2C: Review and comment on progress toward past Course Improvement Plans

- Consistent SLO Achievement: The Philosophy program consistently meets all Student Learning Outcomes (SLOs) and demonstrates strong alignment with program goals, with current structure and methods effectively supporting student achievement and academic growth
- Maintaining Program Standards: No immediate significant changes are needed to the program's structure or instructional methods. The program will continue maintaining high standards while ensuring SLOs remain integral to the instructional approach
- Need for Faculty Consensus on Reasoning Skills Integration: Greater consensus among philosophy faculty is needed regarding the most effective approach to organizing and integrating reasoning skills across the curriculum to foster higher student academic performance. The feedback in some of the Canvas quizzes have been improved and expanded in order to help students better grasp and master the procedures (that orchestrates all the reasoning skills taught) for evaluating arguments, explanations, and claims
- Collaboration as Key to Success: Faculty collaboration and alignment on reasoning skills integration are essential for the program's continued success in fostering students' critical thinking abilities and ensuring effective transfer of skills across courses

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

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

Past Goal	Progress Made
Students will develop transferable intellectual skills, enabling them to apply both formal and informal logic for evaluating arguments across a range of academic disciplines and real-world contexts. By practicing deduction, constructing sound arguments, and interpreting diverse perspectives with fairness, students will cultivate critical thinking abilities that prepare them for success in their educational and professional pursuits.	According to Student Learning Outcome assessments, the program has met this goal, with students consistently demonstrating proficiency in applying formal and informal logic, constructing sound arguments, and evaluating diverse perspectives. The rise in student grades provides additional evidence that students are successfully cultivating the critical thinking abilities necessary for academic and professional success.
Students will develop strong communication skills to articulate philosophical positions and arguments clearly and persuasively in both writing and speaking. Through analytical reading, research, evaluation of arguments, and synthesizing positions, students will demonstrate critical thinking abilities aligned to institutional learning outcomes.	SLO assessments confirm achievement of this goal, with students demonstrating clear and persuasive communication of philosophical arguments in written and oral formats. Improved student grades further validate their development of analytical reading, research, and synthesis skills aligned with institutional learning outcomes.
Philosophy students will gain knowledge and skills to think critically about complex issues, act ethically, and contribute positively to local and global communities. The program will leverage technological tools, campus partnerships, and streamlined processes to provide engaging learning experiences efficiently. Students will apply philosophic principles to understanding diverse perspectives, analyzing societal problems, and advancing equity and sustainability for lifelong success.	SLO assessments confirm achievement of this goal, with students demonstrating critical thinking about complex issues, ethical reasoning, and application of philosophical principles to diverse perspectives and societal problems. Improved grades validate the effectiveness of technological tools and campus partnerships in delivering engaging learning experiences that prepare students for positive community engagement.
Philosophy students will gain knowledge, abilities, and intellectual skills to think critically and communicate effectively in order to excel in their chosen career and transfer pathways. The program will consult industry experts and employers to identify high-demand skills and align curriculum to help students	SLO assessments confirm achievement of this goal, with students demonstrating critical thinking, effective communication, and analytical skills aligned with career and transfer requirements. Improved grades indicate successful development of logical reasoning, ethical decision-making, and real-

build proficiency in those areas. Students will apply philosophic principles, logical reasoning, analytical writing, ethical decision-making, and communication skills to real-world problems and situations. Through projects, internships, and experiential activities, they will develop career ready competencies to achieve their professional and educational goals.

world application skills that prepare students for professional and educational goal attainment.

Part 3: Based on Part 2 above, please list program/area goals:

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 2. Creative, Critical, and Analytical Thinking	All PLOs	All SLOs		Goal #6 Success: Boost success rates by prioritizing the student experience.	Equip students with the analytical tools to evaluate arguments systematically across academic disciplines and practical contexts. Students will develop competence in deductive reasoning, constructing valid arguments, and interpreting multiple viewpoints with intellectual honesty. These foundational critical thinking skills prepare students for rigorous academic work and informed decision-making in their professional careers.	<p>These are strategies to help achieve this goal for the Philosophy program:</p> <ul style="list-style-type: none"> • Review and refine course materials and assignments to ensure relevance and reduce potential bias. • Expand embedded tutoring services with targeted support for logic and reasoning skills. • Implement regular formative assessments, including weekly quizzes and short written assignments. • Provide students advance access to final examination content to support systematic preparation. • Collect student feedback continuously throughout each course to inform instructional adjustments. • Facilitate faculty collaboration to share effective pedagogical practices and resources. 	<p>The following are some methods to measure progress on this goal for the Philosophy program:</p> <ul style="list-style-type: none"> • Assess student performance on PLOs and SLOs. • Track enrollment of philosophy graduates in graduate programs and advanced degree completion. • Analyze longitudinal student success rates to identify trends and patterns of improvement. • Conduct alumni surveys to assess sustained application of logical reasoning skills beyond course completion. • Monitor progression rates into advanced coursework requiring critical thinking competencies.

							<ul style="list-style-type: none"> • Develop interdisciplinary partnerships to incorporate evidence-based teaching methodologies. 	
#2	ILO 1. Communication	All PLOs	All SLOs		Goal #6 Success: Boost success rates by prioritizing the student experience.	<p>Develop students' capacity to communicate philosophical positions clearly and persuasively through written and oral expression, supported by analytical reading, research, argument evaluation, and synthesis skills that demonstrate critical thinking aligned with institutional learning outcomes.</p>	<p>These are strategies to help achieve this goal for the Philosophy program:</p> <ul style="list-style-type: none"> • Implement evidence-based teaching methods, including active learning techniques, scaffolded assignments, and formative assessment strategies to strengthen student engagement and comprehension. • Administer weekly online quizzes and assessments to monitor student progress. • Provide cumulative final examinations accessible throughout the term to support systematic preparation. • Deliver constructive feedback emphasizing effort, improvement strategies, and opportunities for skill development. • Offer regular professional development opportunities to engage faculty with <p>current research on effective educational practices.</p>	<p>The following are some methods to measure progress on this goal for the Philosophy program:</p> <ul style="list-style-type: none"> • Evaluate student performance on PLOs and SLOs. • Analyze student feedback regarding the effectiveness of course activities and assignments in developing academic competencies <p>Track longitudinal student success rates to identify trends and measure improvement over time.</p> <ul style="list-style-type: none"> • Utilize both quantitative data and qualitative insights to identify areas requiring adjustment and ensure continuous progress toward program goals.

						<ul style="list-style-type: none"> • Connect students with campus support services to promote academic success and overall well-being. • Analyze disaggregated performance data to identify achievement gaps and design targeted interventions for specific student populations. • Develop supplemental support sessions tailored to underrepresented and underserved students. • Integrate growth mindset principles into curriculum and classroom culture to foster resilience and continuous improvement. • Monitor outcomes through student feedback, performance metrics, and faculty observations to refine instructional approaches. 		
#3	ILO 3. Community/Global Consciousness	All PLOs	All SLOs		Goal #2 Equity: Improve the college culture by becoming a more caring, welcoming, accessible, and inclusive campus.	<p>Enable students to address complex issues through critical thinking and ethical reasoning, fostering their capacity to contribute meaningfully to local and global communities. Leveraging technological resources, campus partnerships, and streamlined processes, coursework engages students in applying philosophical principles to understand diverse</p>	<p>These are strategies to help achieve this goal for the Philosophy program:</p> <ul style="list-style-type: none"> • Evaluate student achievement on ILOs and PLOs related to ethical reasoning, equity, and cultural competence. • Incorporate inclusive and culturally responsive pedagogical practices throughout the curriculum to advance equitable learning environments. 	<p>The following are some methods to measure progress on this goal for the Philosophy program:</p> <ul style="list-style-type: none"> • Measure student performance on PLOs and SLOs. • Gather student feedback on the effectiveness of course activities and assignments in developing academic skills. • Analyze longitudinal success rates to track student

					perspectives, analyze societal problems, and advance equity and sustainability for civic impact and lifelong success.	<ul style="list-style-type: none"> • Design learning experiences that foster student agency and support equitable access to academic success. • Expand Zero Textbook Cost course offerings to reduce financial barriers and enhance educational accessibility. • Create community-based learning opportunities aligned with course outcomes to connect philosophical inquiry with civic engagement. 	<p>achievement trends over time.</p> <ul style="list-style-type: none"> • Apply quantitative data and qualitative feedback to identify areas for programmatic refinement and ensure continuous improvement.
#4	ILO 4. Career and Specialized Knowledge	All PLOs	All SLOs		<p>Goal #5 Education: Expansion of offerings and effective course scheduling.</p> <p>Enable students to build critical thinking and communication competencies required for career advancement and successful transfer. Curriculum development informed by industry and employer consultation ensures alignment with workforce needs in analytical reasoning, professional writing, ethical judgment, and communication. Experiential learning opportunities - including applied projects and internships - allow students to practice philosophical principles in authentic contexts, developing transferable skills that support diverse</p>	<p>These are strategies to help achieve this goal for the Philosophy program:</p> <ul style="list-style-type: none"> • Design courses and assignments that engage students in applying philosophical concepts to authentic real-world situations. • Incorporate high-demand workforce competencies into curriculum review and development processes. • Partner with the career center to deliver targeted guidance and resources for philosophy students. • Identify and communicate pathways to graduate education and career opportunities for philosophy majors. 	<p>The following are some methods to measure progress on this goal for the Philosophy program:</p> <ul style="list-style-type: none"> • Evaluate student performance on PLOs and SLOs. • Analyze student feedback on the effectiveness of course activities and assignments in developing academic competencies. • Track longitudinal success rates to measure student achievement trends over time. • Utilize quantitative data and qualitative insights to identify areas for programmatic refinement and ensure continuous improvement.

					<p>professional and educational pathways.</p> <p>Key points this goal aims to address:</p> <ul style="list-style-type: none"> • Develop students' capacity for critical thinking, logical reasoning, analytical writing, ethical judgment, and effective communication. • Prepare students for career advancement and successful transfer to four-year institutions. • Cultivate competencies aligned with workforce and academic requirements. • Provide experiential learning opportunities that connect philosophical inquiry with practical application. 		<ul style="list-style-type: none"> • Assess curriculum alignment with identified workforce competencies and labor market demands. • Incorporate labor market alignment as a key criterion in program review processes.
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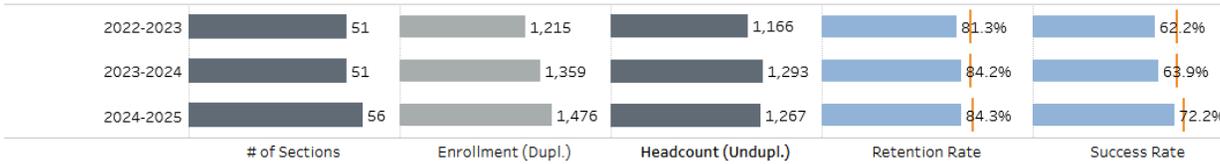
Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Faculty	The hiring of a full-time tenure-track philosophy instructor.	All four.	Repeat	\$125,000	Recurring	Dr. Edward Sammons

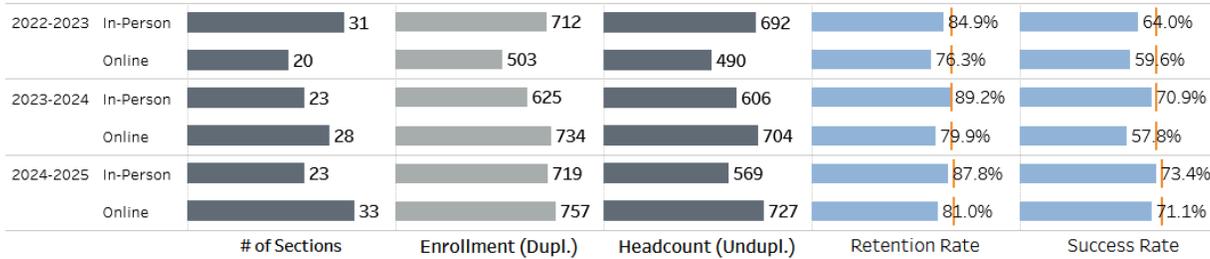
Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above for required data).
 Required:

- Enrollment tab
- Equity tab

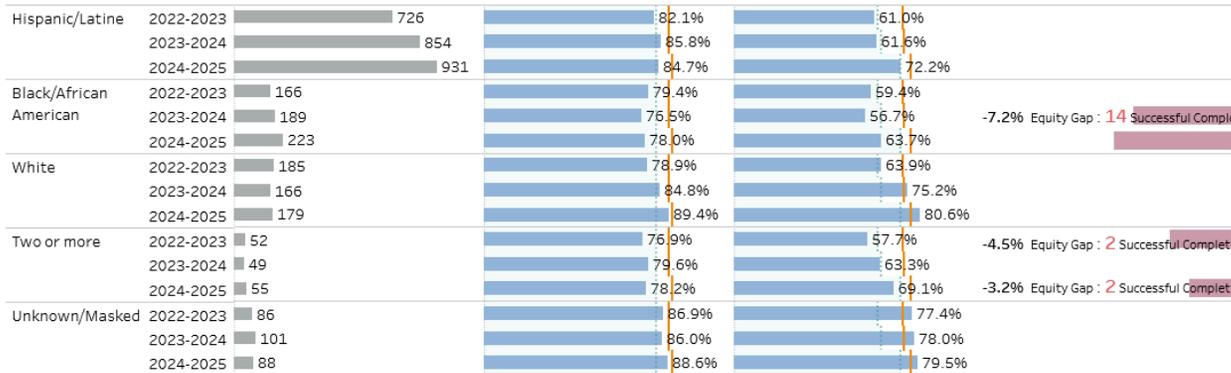
PHIL: Enrollments, # of Sections, Retention and Success



PHIL: Enrollments, Number of Sections, Retention and Success by Modality



PHIL Enrollment, Retention & Success for by Ethnicity (hover over the lines to see by Gender)





Fall 2025 Program Review Report | Instructional Areas

Division/Area Name: Social Science/ Political Science For Planning Years: 2026-2027

Name of person leading this review: Frederick "Fritz" Michael Hemker IV

Names of all participants in this review: John Vento

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

The Political Science department offers a variety of high-quality and comprehensive courses to a diverse student body, enhancing students' prospects for transferring to four-year institutions. These courses, including Introduction to American Government, Political Theory, Judicial Process, Comparative Politics, International Relations, and Ethnic Politics, engage students in discussions about democracy, the rule of law, discrimination, international relations, and justice. Additionally, the department collaborates with the Administration of Justice faculty to support the Law Scholars program, which enables students to earn an Associate of Arts in Political Science with an emphasis in law, society, and public policy

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

Use the following questions to guide your analysis:

Overall (Use the Success & Retention and Program Award tabs to inform your analysis)

- What are the success and retention rates for your discipline? Did they decrease or increase in the last year?
• What are the trends for the number of awards granted? Are the number of awards going up or down?

Equity (Use the Success & Retention tab including S&R by Ethnicity and Gender data to inform your analysis)

- Which ethnic / gender student groups complete their courses at the highest rates?
• Which ethnic / gender student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the Strengths and Accomplishments section.

Strengths and Accomplishments: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)

Consider the following questions:

- Awarded 19 AA-T Political Science degrees in Academic Year 2023-2024
• Awarded 6 AA-T Law, Policy and Society in Academic Year 2023-2024 (first time)
• Hosted a public lecture with Dr. Megan Ming Francis.
• 2025: Facilitated AVC's Constitutional Essay Contest for the 12th straight year
• Political Science faculty continue to work with the Law Scholars program in conjunction with the Administration of Justice Department
• Continued to offer POLS 101 and POLS 203 courses at California State Prison-Los Angeles and the Palmdale Center
• Recruited students for internship opportunities with local elected officials.
• We continue to offer a robust section of classes each semester, both asynchronous and synchronous
• For Fall 2025, POLS continued to expand its asynchronous and synchronous online class offerings
• After the end of the pandemic, POLS has seen steady year-over-year improvements in retention and success rates.
• What does your program/area do well, including capabilities and greatest accomplishments?
• What are the practices that were implemented to increase success and retention rates or program awards?

Opportunities and Challenges: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Consider the following questions:

DATA

- The overall enrollment from Academic year 2024-25 to Fall 2025 increased from 2425 to 2756
- The number of sections offered increased from 78 to 94
- The retention rate is 87.8%, the highest it has been since the pandemic
- The success rate is 73.3%, which is higher than 2023-24 and the second highest since the pandemic

GENDER

- The female retention rate (88.8%) and male retention rate (86.6%) have remained stable from the previous year
- The female success rate (77.4%) is at a high, and the male success rate (68.8%) has slightly decreased from the previous year
- The unknown students, those who have not reported a gender or whose gender is “masked”, retention rate (87.1%) and success rate (64.3%) have significantly decreased from the previous year

ETHNICITY

- The retention rates for all ethnicities average above 83%
- The success rates of Hispanic/Latino students increased to 74.8%
- Black/African American students' success increased to 65.4%
- The success rates for students who report two or more ethnicities increased to 72.5%

CHALLENGES

- To address low enrollment with specialty courses, political science 200 (theory) is still offered in the fall and political science 203 is offered in the spring. By doing this, both courses met enrollment requirements. It is important to note that some students were disappointed that both courses were not offered in the same semester.
- POLS 202: Ethnic Politics does not currently meet CSU Area F requirements necessary for transfer and given certain structural challenges, it is unlikely that it will soon

OPPORTUNITIES

- The political science faculty is working with the Chancellor’s office to establish a common course id number for Political Science 101
- Offered UMOJA Political Science 101 in Fall 2025 and Spring 2026
- Increase student tutoring sections/hours for Political Science 101

- What does your program/area need to do better to support/improve student success?
- What actions can be taken to help close equity gaps?

Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Consider the following questions:

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

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

N/A

Insert Advisory Committee Recommendations here (Please do not insert complete meeting minutes, but just recommendations from the advisory committee.)

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

Part 2C: Review and comment on progress toward past Course Improvement Plans

List your past **Course Improvement Plans** (CIPs) and progress toward meeting those plans.

Past Course Improvement Plans	Progress Made
POLS 202: Ethnic Politics does not currently meet CSU Area F requirements necessary for transfer	What is required to make a course Area F compliant makes it impossible for us dual list POLS 202

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

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

Past Goal	Progress Made
Increase enrollment for POLS 200 and POLS 203 so that they can be offered on a regular schedule	Political Science 200 was offered in fall 2024 and Political Science 203 will be offered in spring 2025
Bring additional speakers to campus	Authors Dr. Megan Ming Frances and Dr. Gerald Rosenberg gave presentation to the campus community
Update AA-T Political Science Degree to ensure compliance with the University of California System	In progress
Provide additional pathways to graduation develop an interdisciplinary AA-T degree	ADT-LPPS has been created as is in implementation.
Make AVC a greater and more regular part of the political landscape of the Antelope Valley	The political science faculty have coordinated with various local elected officials to discuss policy and elections issues.

Part 3: Based on Part 2 above, please list program/area goals:

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 2. Creative, Critical, and				Goal #1 Service: Realign college policies, practices, and processes to remove barriers and	Offer trainings and service-learning opportunities for POLS faculty to bring their	Work with Academic Senate and the Rising Scholars committee	Approval by Academic Senate and Rising Scholars Committee.

	Analytical Thinking				to become more effective, efficient, and responsive to students, employees, and the community.	course offering to CSP-LAC>		
#2	ILO 2. Creative, Critical, and Analytical Thinking				Goal #6 Success: Boost success rates by prioritizing the student experience.	Offer special sections of Political Science 101 to different student programs such as Umoja and Puente.	Coordinate with faculty and staff from the Puente and Umoja and other organizations to offer classes.	Appears on Class schedule
#3	ILO 1. Communication				Goal #1 Service: Realign college policies, practices, and processes to remove barriers and to become more effective, efficient, and responsive to students, employees, and the community.	Make AVC a greater and more regular part of the political landscape of the Antelope Valley	Work with various community leaders to host and facilitate various community gathering, discussions and events	Hosting events.
#4	ILO 2. Creative, Critical, and Analytical Thinking				Goal #6 Success: Boost success rates by prioritizing the student experience.	Increase student tutoring offerings in political science courses	Work with the Dean and the Student learning center to get more tutors Political Science 101	Seeing an increase in political science 101 courses

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)						
Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Professional development	A bi-annual budget to bring more political speakers to campus	Make AVC a greater and more regular part of the political landscape of the Antelope Valley	Repeat	\$10,000.00	Recurring	Fritz Hemker

Faculty	Increase student tutors for political science 101 courses	Boost success rates by prioritizing the student experience.	New	\$5,000.00	Recurring	Student Learning Center
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Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above).

Required:

- Success & Retention tab
- Program Awards tab

Optional:

- Other supporting data/information

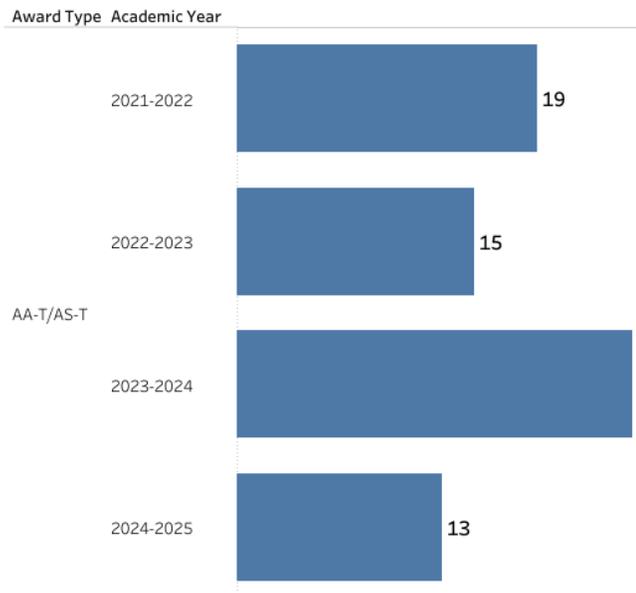
POLS: Enrollments, # of Sections, Retention and Success

Academic Year	# of Sections	Enrollment (Dupl.)	Headcount (Undupl.)	Retention Rate	Success Rate
2021-2022	99	2,096	1,956	84.2%	71.2%
2022-2023	73	2,215	2,056	87.0%	73.8%
2023-2024	78	2,508	2,388	86.4%	69.9%
2024-2025	94	2,839	2,694	87.8%	73.3%

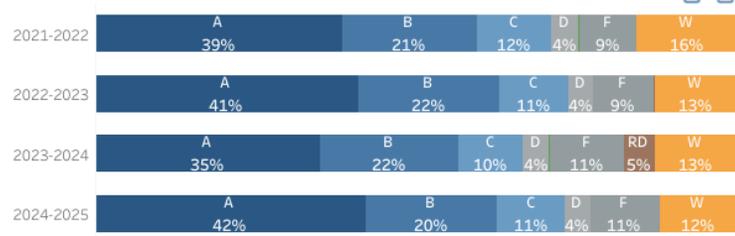
POLS: Enrollments, Number of Sections, Retention and Success by Modality

Academic Year	Modality	# of Sections	Enrollment (Dupl.)	Headcount (Undupl.)	Retention Rate	Success Rate
2021-2022	In-Person	58	1,168	1,089	82.4%	67.5%
	Online	41	928	907	86.4%	75.9%
2022-2023	In-Person	42	1,233	1,162	85.6%	74.8%
	Online	31	982	949	88.9%	72.5%
2023-2024	In-Person	28	1,002	989	83.3%	71.9%
	Online	50	1,506	1,436	88.2%	68.7%
2024-2025	In-Person	38	1,251	1,229	85.9%	72.3%
	Online	56	1,588	1,527	89.3%	74.1%

Program Awards: AA-T Law, Policy, & Society & AA-T Political Science



Grade Distribution for POLS



Classroom Teaching FTEF in POLS

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Part-time FTEF	3.20	3.80	4.00	4.40	4.60
Full-time FTEF	2.00	1.60	1.60	2.20	2.20
Overload FTEF	0.20	0.40	0.20	0.40	0.70
Grand Total	5.40	5.80	5.80	7.00	7.50
FTEF	99	86	91	105	104
FTEF/FTEF Ratio	18	15	16	15	14
WSCH/FTEF Ratio	549	445	470	451	414
WSCH	2,965	2,583	2,725	3,158	3,106



Click for Fill Rates

Click for FTES

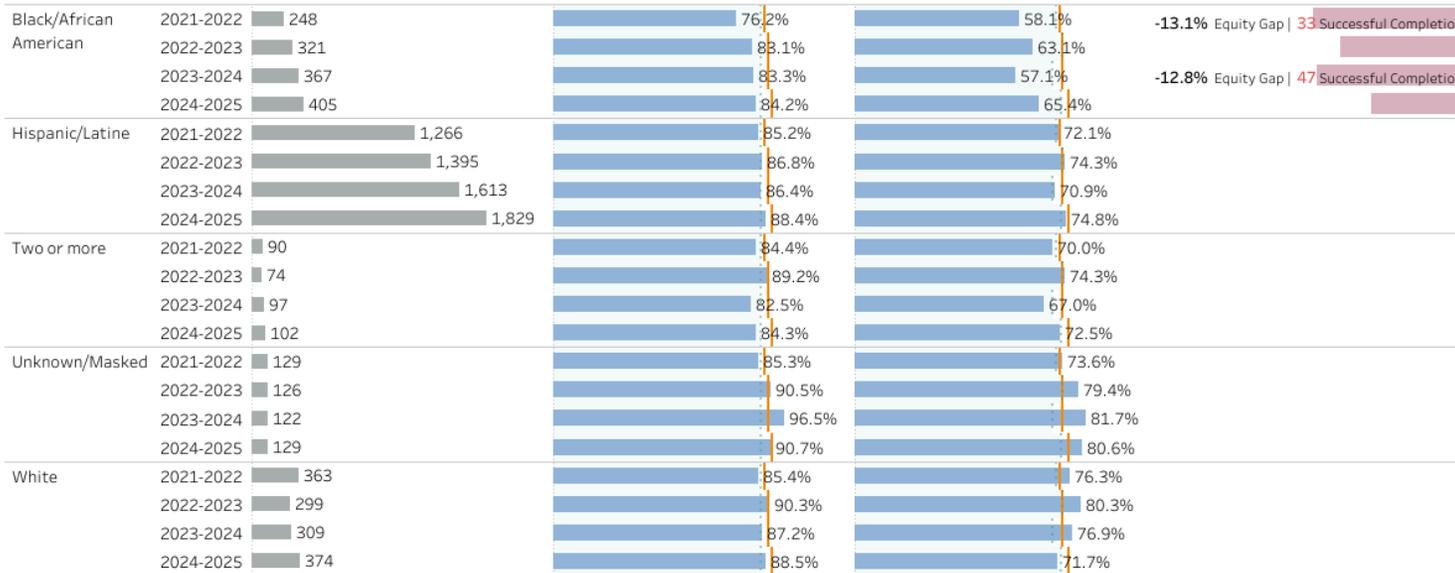


AVC Total Retention and Success are shown in vertical | **POLS Success Rate is Green** |

When the success rate for a subgroup is at least 3 percentage points lower than the overall average success rate for the selected subject, that subgroup is considered to be experiencing **Disproportionate Impact (DI)** under the PPG methodology. DI and the number of successful course completers needed to close equity gap are noted along "red" bars. Tooltip contains disaggregation by gender.

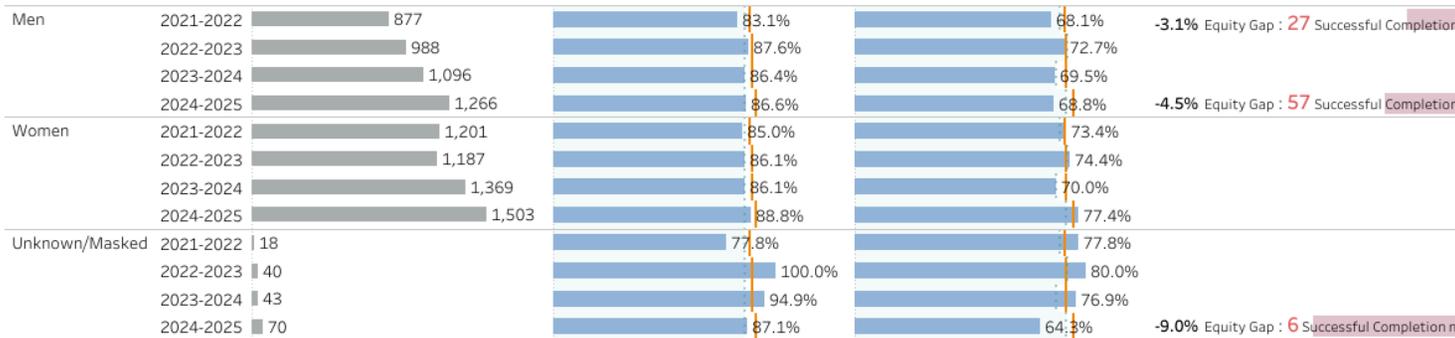
To estimate the number of additional successful completers needed to close the equity gap, multiply the subgroup enrollment by the size of the DI gap (i.e., the difference between the average rate and the subgroup rate).

POLS Enrollment, Retention & Success for by Race/Ethnicity (if greater than 5)



Enrollment (if N > 5) | Retention Rate | Success Rate | DI & N of Completions to Close Gap

POLS Enrollment, Retention & Success for by Gender (if greater than 5)



Enrollment (if N > 5) | Retention Rate | Success Rate | DI & N of Completions to Close Gap

Guiding Questions for Reviewing DI Data:

- What patterns or trends in the DI data suggest inequities among different student groups?
- What factors might be contributing to observed equity gaps in our program (e.g., curriculum design, teaching practices, access to resources, advising, or broader institutional barriers)?
- What specific strategies, practices, or program-level interventions could we implement to reduce or eliminate these gaps?
- How might changes to pedagogy, curriculum, scheduling, student services, or outreach impact disproportionately affected groups?
- What institutional or community resources (e.g., funding, professional development, partnerships, student support services or centers) can we leverage to support equity-focused efforts?

Fall 2025 Program Review Report | Instructional Areas

Division/Area Name: Psychology	For Planning Years: 2026-2027
Name of person leading this review: Fredy Aviles	
Names of all participants in this review: Fredy Aviles, Nouha Hallack, Duane Rumsey	
Part 1. Program Overview: <i>Briefly describe how the program contributes to the district mission</i>	
<p>Antelope Valley Community College, a public institution of higher education, provides a quality, comprehensive education to a diverse population of learners. We are committed to student success offering value and opportunity, in service to our community. The psychology program contributes to the district’s mission by providing a quality education in psychology for the purposes of transferring to a 4-year institution, job enhancement, or personal enrichment.</p> <p>We offer a certificate through the Alcohol and Other Drugs Studies (AODS) program. The program consists of an 11-course curriculum based on CAADE and CCAPP requirements. Course work focuses on introduction to alcohol and other drug studies, and prepares students to complete intake, assessment, treatment, relapse prevention, individual, group and family counseling in the area of substance related disorders.</p> <p>We also offer an Associate of Arts in Psychology for Transfer (AA-T in Psychology) degree that meets the requirements of SB 1440 for Associate Degrees for Transfer (ADT). These degrees are intended to make it easier for students to transfer to California State University campuses, but does not exclude admittance to other colleges or universities. We have awarded an increasing number of degrees every year.</p> <p>The department also has its own webpage that includes program and faculty information. The psychology department is committed to improving access to higher education and is increasingly offering online courses and traditional courses that make use of an OER (Open Educational Resource) textbook rather than a traditional textbook in order to save students money.</p>	

Part 2A: Analyze the program review data (retrieval instructions), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:
Use the following questions to guide your analysis:
Overall (Use the <i>Success & Retention</i> and <i>Program Award</i> data to inform your analysis)
<ul style="list-style-type: none"> • What are the success and retention rates for your discipline? Did they decrease or increase in the last year? • What are the trends for the number of awards granted? Are the number of awards going up or down?
Equity (Use the <i>Success & Retention</i> data including S&R by Ethnicity and Gender data to inform your analysis)
<ul style="list-style-type: none"> • Which ethnic / gender student groups complete their courses at the highest rates? • Which ethnic / gender student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the <i>Strengths and Accomplishments</i> section.
Strengths and Accomplishments: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)
1) Success and retention rates have improved from 2021-2022 to 2024-2025 with averages a little better than those of AVC as a whole. Success has improved to 77% in 2024-2025, while retention has also risen to about 92% (a bit higher than AVC’s average of 90% and 76% respectively)). In online classes, retention has improved to 93% while in traditional classes it improved to about 91%. Success is higher in online classes (79%) than traditional classes (75%) in 2024-2025. AVCs average is similar.

2) The number of sections we have been offering every year from 2021-2022 (both traditional and online) to 2024-2025 has increased overall. We offered 129 sections in 2021-2022, 104 in 2022-2023, 123 in 2023-2024, and 141 in 2024-2025. Our traditional course offerings have remained about the same (63) while our online offerings have increased (now at 78) (thus online course sections are now more than half of the total). We offered 64 traditional courses and 65 online in 2021-2022, whereas we offered 51 traditional courses and 72 online in 2023-2024.

3) We had been serving an increasing number of students every year from 2021-2022 year to 2024-2025. Our enrollment was 3314 students in 2021-2022 and now stands at 3984 in 2024-2025. The number of students taking traditional classes and online classes has increased during that same period (1600 traditional vs 1714 online for 2021-2022 and now 1786 traditional vs 2198 online for 2024-2025).

4) The number of PSY AA-T degrees granted has increased slightly from 122 in 2021-2022 to 129 in 2024-2025. This does not include the number of certificates granted in the AODS (Alcohol and Other Drug Studies) program. The AODS program awarded 10 certificates in 2021-2022 and 13 in 2024-2025.

5) We have adapted well to changes so far as students are demanding more online classes and we are offering more of them. We need to continue to do this remain competitive and keep our enrollment numbers up. We have increased retention and success rates in online classes.

6) Success and retention rates vary by ethnicity. Retention rates have improved for all ethnicities and are now similar. Latinos at about 92%, Black/African American at about 90%, Whites at 93%, and 2 or more races at 90%. There are still gaps in success rates though they have narrowed over the years: Latinos 78%, Black/African American 68%, Whites at 82%, two or more races 77%.

Opportunities and Challenges: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Trends reveal opportunities and challenges. *Consider the following questions:*

- There is an opportunity to increase enrollment by offering more classes online as that is what students want. However, there is a challenge of maintaining success rates in online classes. Success rates in online classes are now similar or better compared to traditional classes. Success and retention rates can be maintained by making online classes more accessible (ADA compliant) and user friendly through POCER certification.
- There is also a challenge of closing equity across ethnicity. More needs to be done to encourage Black/African American students to increase success rates. This might include tutoring, basic needs, and communities on campus to foster inclusion. Economic challenges may need to be addressed.

Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

- We want to be known for preparing students for transfer to a four-year institution by offering a transfer degree in psychology. We also want to be known for preparing students for a certificate in Alcohol and other Drug studies (AODs).
- In the future, we want to remain flexible in our mix of course offerings (traditional and online) and in our course offerings. We want to develop a new Wellness Coaching program that will offer a certificate.

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

N/A

Insert Advisory Committee Recommendations here (Please do not insert complete meeting minutes, but just recommendations from the advisory committee.)

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

Part 2C: Review and comment on progress toward past Course Improvement Plans

List your past **Course Improvement Plans** (CIPs) and progress toward meeting those plans.

Past Course Improvement Plans	Progress Made
<p>CIP for 2023-2024 (PSY)</p> <p>CIP for 2024-2025 (Not able to enter in eLumen): 1) Improve APA paper SLOs pass rates. 2) Improve pass rates for critical thinking SLOs. 3) Continue to develop Wellness Coaching program.</p>	<p>Progress has been made on meeting student and program learning outcomes. Students are learning and applying APA style appropriately in most courses and rates have improved and are now acceptable. Critical thinking is assessed and measured as well and rates have also improved and are acceptable in most courses as well. Innovative tools like AI are both a challenge and an opportunity for growth. The Wellness Coaching program is still in the planning stages.</p>

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

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

Past Goal	Progress Made
Increase the number of PSY AAT-T degrees and AODS certificates granted	We made progress. We are granting slightly more degrees and certificates
Increase success rates on SLOs/PLO that involve APA style written reports and critical thinking.	Much progress made. Rates now indicate targets are being met in most courses.
Close the equity gaps especially for African Americans	Progress has been made but success still below other ethnicities.
Plan and implement Coaching & Wellness Program	The Wellness Coaching program is still in the planning stages.

Part 3: Based on Part 2 above, please list program/area goals:

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

#1	ILO 4. Career and Specialized Knowledge	NA	NA	NA	Goal #5 Education: Expansion of offerings and effective course scheduling.	Increase the number of PSY AAT-T degrees and AODS certificates granted	Increase enrollment by offering more classes online.	Increased numbers for PSY AAT degree and AODS certificate
#2	ILO 2. Creative, Critical, and Analytical Thinking	1	1	NA	Goal #4 Vision: Being more future-thinking, agile, innovative, and proactive.	Maintain acceptable success rates on SLOs/PLO that involve APA style written reports and critical thinking.	Create and utilize APA style tutorial, AI (AI intelligence) to enhance teaching and paper revision.	Achieve 70% or higher on PLOs and SLOs that concern APA style and critical thinking.
#3	ILO 3. Community /Global Consciousness	1	1	NA	Goal #2 Equity: Improve the college culture by becoming a more caring, welcoming, accessible, and inclusive campus.	Close the equity gaps especially for African Americans	Offer more one on one help, tutoring, encourage participation.	Success rates similar to other groups for African Americans.
#4	ILO 4. Career and Specialized Knowledge	NA	NA	NA	Goal #5 Education: Expansion of offerings and effective course scheduling.	Plan and implement Coaching & Wellness Program	Identify existing and needed courses. Get new courses and program approved.	Program available as an area of study in the catalog.

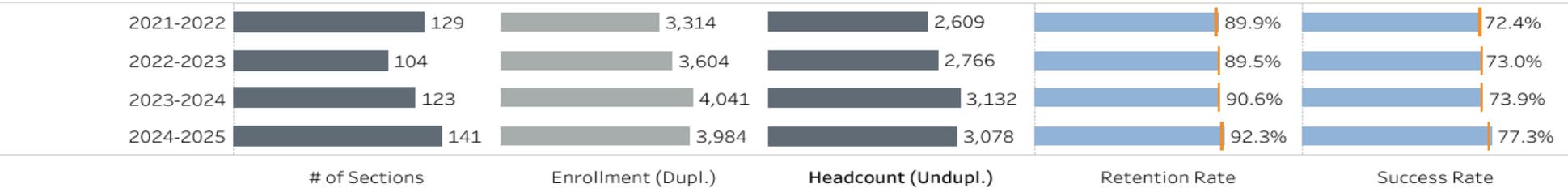
Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Faculty	Hire new PSY Full-Time Faculty	Goals 1-4	Repeat	80000	Recurring	Nate Dillon
Faculty	Hire new PSY adjunct Faculty	Goals 1-4	Repeat	40000	Recurring	Nate Dillon
Technology	AI Tools for faculty and students	Goals 1-4	New	Not sure	Recurring	Nate Dillon
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

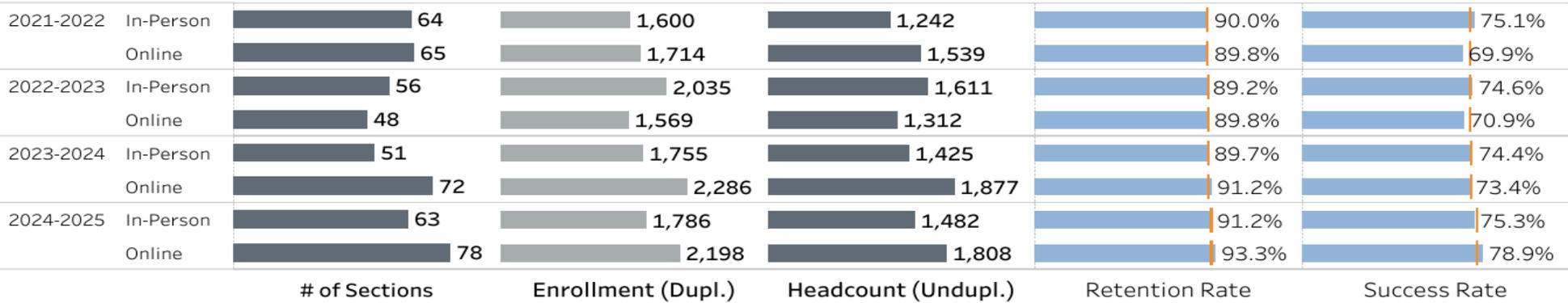
Part 5: Insert your [Program Review Data](#) here and any other supporting data. (See Part 2A above for required data).

- Required:
- Enrollment tab
 - Equity tab

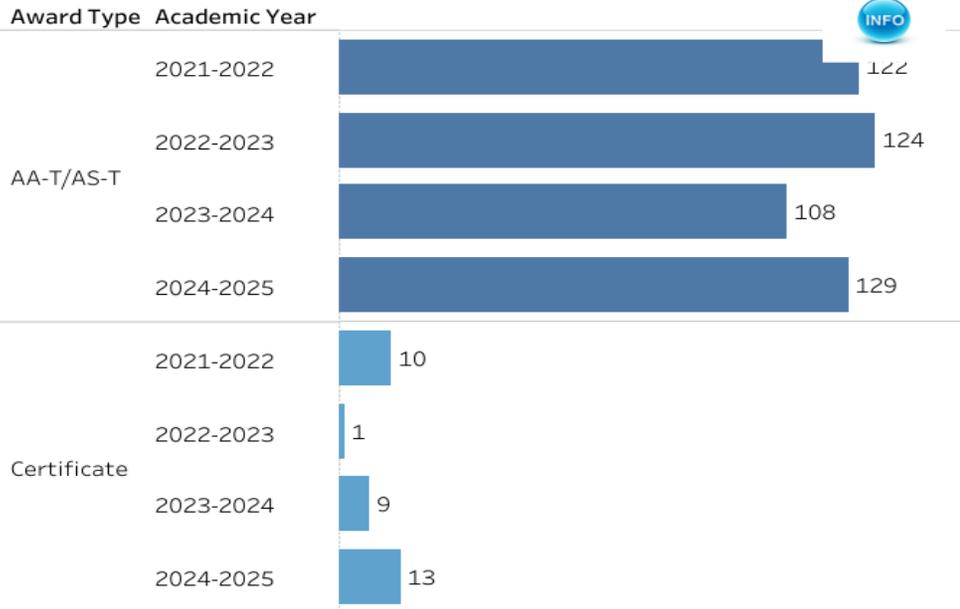
PSY : Enrollments, # of Sections, Retention and Success. (AVC S & R Rates are |)



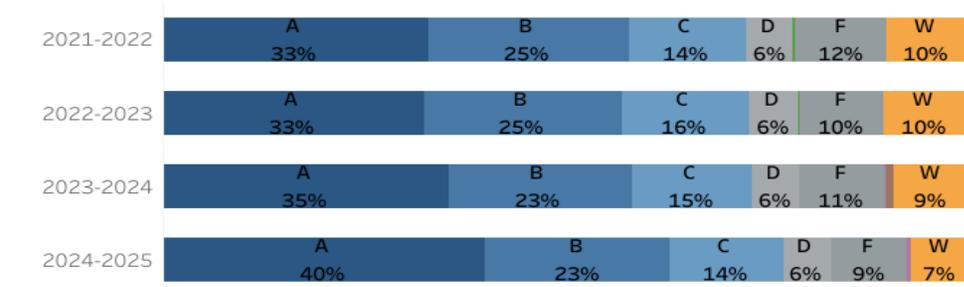
PSY: Enrollments, Number of Sections, Retention and Success by Modality



Program Awards: AA-T Psychology & Alc & Other Drug Studies Cert



Grade Distribution for PSY



Classroom Teaching FTEF in PSY

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Full-time FTEF	0.80	1.80	2.17	2.60	2.40
Part-time FTEF	7.93	6.19	5.73	6.60	7.17
Overload FTEF	0.80	0.40	1.00	2.00	1.33
Grand Total	9.53	8.39	8.90	11.20	10.90

AVC Total Retention and Success are shown in vertical | PSY Success Rate is Green |

When the success rate for a subgroup is at least 3 percentage points lower than the overall average success rate for the selected subject, that subgroup is considered to be experiencing **Disproportionate Impact (DI)** under the PPG methodology.

To estimate the number of additional successful completers needed to close the equity gap, multiply the subgroup enrollment by the size of the DI gap (i.e., the difference between the average rate and the subgroup rate).

PSY Enrollment, Retention & Success for by Ethnicity (hover over the lines to see by Gender)

Ethnicity	Year	Enrollment	Retention Rate	Success Rate	DI & N of Completions to Close Gap
Hispanic/Latine	2021-2022	2,045	90.3%	73.3%	
	2022-2023	2,312	90.0%	73.1%	
	2023-2024	2,600	91.7%	75.8%	
	2024-2025	2,597	92.6%	78.0%	
Black/African American	2021-2022	417	85.4%	59.7%	-12.7% Equity Gap : 53 Successful Completers
	2022-2023	455	85.9%	62.2%	-10.8% Equity Gap : 49 Successful Completers
	2023-2024	578	85.8%	60.5%	-13.4% Equity Gap : 77 Successful Completers
	2024-2025	582	90.7%	67.9%	-9.4% Equity Gap : 55 Successful Completers
White	2021-2022	520	93.5%	77.3%	
	2022-2023	500	90.6%	81.0%	
	2023-2024	500	92.0%	80.1%	
	2024-2025	417	93.3%	82.7%	
Two or more	2021-2022	130	86.2%	66.9%	-5.5% Equity Gap : 7 Successful Completers
	2022-2023	164	87.8%	71.3%	
	2023-2024	177	84.6%	67.4%	-6.4% Equity Gap : 11 Successful Completers
	2024-2025	193	90.2%	77.7%	
Unknown/Other	2021-2022	202	89.1%	80.2%	
	2022-2023	173	90.8%	78.0%	
	2023-2024	186	90.7%	77.5%	
	2024-2025	195	93.8%	83.6%	

PSY Enrollment, Retention & Success for by Gender (if greater than 5)

Gender	Year	Enrollment	Retention Rate	Success Rate	DI & N of Completions to Close Gap
Men	2021-2022	943	89.7%	71.5%	
	2022-2023	1,093	88.0%	72.7%	
	2023-2024	1,252	90.8%	72.7%	
	2024-2025	1,117	92.9%	74.4%	
Women	2021-2022	2,328	89.9%	72.6%	
	2022-2023	2,468	90.2%	74.4%	
	2023-2024	2,730	90.5%	74.4%	
	2024-2025	2,791	92.2%	74.1%	
Unknown/Other	2021-2022	43	97.7%	81.4%	
	2022-2023	43	86.0%	74.1%	
	2023-2024	59	87.9%	74.1%	
	2024-2025	76	89.5%	74.1%	

Guiding Questions for Reviewing DI Data:

What patterns or trends in the DI data suggest inequities among different student groups?



Fall 2025 Program Review Report | Instructional Areas

Division/Area Name: Social & Behavioral Sciences / Business & Computer Studies: Real Estate	For Planning Years: 2026-2027
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Name of person leading this review: Gabrielle Poorman

Names of all participants in this review:

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

The Real Estate program directly supports Antelope Valley College’s mission to provide “quality, comprehensive education to a diverse population of learners” and to prepare students for meaningful employment and advancement in the community. By offering a Real Estate Salesperson Certificate, Broker’s Certificate, and associate degree, the program ensures students gain industry-aligned knowledge, professional competencies, and the academic preparation needed to succeed in the real estate field.

This program embodies the district’s commitment to:

- Student Success & Access: Providing clear pathways to employment, career advancement, and degree completion in a field with strong local labor-market demand.
- Workforce Preparation & Economic Development: Preparing graduates for licensure and careers that support the economic vitality of the Antelope Valley region through residential and commercial real estate, property management, and related services
- Community Service & Professional Development: Offering training that empowers students to become informed professionals and ethical contributors to the local community and economy.
- Diversity, Equity, & Opportunity: Serving learners from varied backgrounds and supporting equitable access to a high-opportunity career pathway through certificate and degree options.

Aligned with AVC’s mission, values, and educational priorities, the Real Estate program promotes academic achievement, career growth, and economic mobility while contributing to a skilled and ethical workforce that serves the needs of the Antelope Valley community.

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

Use the following questions to guide your analysis:

Overall (Use the *Success & Retention* and *Program Award* data to inform your analysis)

- What are the success and retention rates for your discipline? Did they decrease or increase in the last year?
- What are the trends for the number of awards granted? Are the number of awards going up or down?

Equity (Use the *Success & Retention* data including S&R by Ethnicity and Gender data to inform your analysis)

- Which ethnic / gender student groups complete their courses at the highest rates?
- Which ethnic / gender student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the *Strengths and Accomplishments* section.

Strengths and Accomplishments: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)

The Real Estate discipline has achieved meaningful progress over the past year, positioning the program for continued growth and enhanced service to students and the local community. In 2024–2025, program retention rates exceeded AVC benchmarks, with in-person real estate courses demonstrating retention 5.8% higher than the college average and online course retention 1.3% higher than AVC overall. These results reflect strong instructional practices, effective student support, and an engaging learning environment across modalities.

In addition, the program demonstrated notable gains in equity outcomes. Retention for Black/African American students increased by 6.3% from the prior year, accompanied by a 3.4% improvement in success rates. Students identifying as Two or More Races experienced a 6.7% increase in retention, and Hispanic/Latine students saw a 4.6% increase in retention compared to last year. These improvements highlight the program’s commitment to equitable student achievement and its continued progress advancing access, persistence, and success for diverse student populations.

Again, this discipline has made some major accomplishments this year. The program has strengthened its instructional capacity by onboarding additional qualified adjunct faculty to expand scheduling options, support working adults and career-transition students, and ensure consistent course availability. The development of noncredit coursework and certificate of completion further demonstrates the program’s commitment to equity and access by reducing financial barriers and supporting students who may not be able to afford tuition or course materials. High retention, strong performance among key student populations, and continued efforts to support equitable completion outcomes highlight the program’s effectiveness in preparing students for professional licensure, workforce entry, and long-term career advancement in real estate.

Opportunities and Challenges: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Even though this program has had some accomplishments, there are some areas where we would like to improve. Online success rates are consistently lower than in-person success rates across the years in the Real Estate program. For example, in 2024–2025, the online success rate was 77.4% compared to 79.2% for in-person courses. This pattern indicates a need to strengthen online instructional design, enhance student preparation for online learning, and improve communication and support systems for online learners. To address this need, the program can develop online learning readiness resources, such as welcome modules and orientation materials that help students navigate Canvas and understand online expectations. We can also encourage our real estate faculty to work with the Peer Online Course Review team to help these faculty to have POCR approved courses to create online courses.

Enrollment in the Real Estate program has increased while the number of course sections has stayed relatively flat, which may limit access and slow student progress. To support completion, the program should expand class offerings in high-demand times/modalities and maintain predictable scheduling pathways. We are currently developing noncredit real estate coursework and a corresponding program to increase access for students who may face financial or academic barriers. To ensure students are aware of this opportunity, targeted marketing and outreach efforts will be necessary, particularly for disproportionately impacted student groups. These efforts will help communicate that the noncredit pathway is tuition-free and designed to support students’ entry into the real estate field.

Students from disproportionately impacted groups may enter the real estate field with less professional social capital and limited access to industry networks. To support student success, the real estate discipline should consider expanding partnerships with local real estate offices, title companies, lenders, and real estate associations to create internship opportunities, job-shadowing experiences, and networking events.

Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

The Real Estate discipline would like to be known as the go-to place for developing Real Estate experts and professionals. We want to continuously strive to help students succeed in passing their real estate licensing exam for the first time and assist students in becoming competent in the field. The Real Estate discipline desires growth and more opportunities to serve the community. This growth would include offering more sections of Real Estate courses with different modality options and the potential of developing new courses and programs. Having a low inventory of instructors or a full-timer restricts the development of new courses; It limits our options for adding more sections and modality options for our students.

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

N/A

Insert Advisory Committee Recommendations here (Please do not insert complete meeting minutes, but just recommendations from the advisory committee.).

During the Real Estate Advisory meeting, members emphasized the importance of strengthening communication, customer service, time-management, and active listening skills within existing real estate courses. The group also discussed sharing customer service coursework with real estate students and partnering with local brokerage firms for workshop opportunities. In addition, participants recommended incorporating a marketing course into the broker and salesperson programs to support networking, word-of-mouth strategies, and overall business development.

The advisory group agreed on exploring internship opportunities with local companies to support hands-on experience for students. They also suggested developing a marketing research course focused on demographics, labor trends, and housing data to guide decision-making in real estate. Lastly, members advised considering a stackable certificate or expanding current programs with digital media coursework—such as digital photography and drone licensing—given increased expectations for high-quality real estate media and MLS presentation

Projections of Employment by Occupation, 2022 - 2032

Selections:

TOP Code(s):

051100 Real Estate

Geography: Los Angeles County

Includes: Los Angeles County

Annual Job Openings by Occupation

SOC Code	Occupation Title (Linked to "Occupation Profile")	2022 Employment	Annual Job Openings (1)
119141	Property, Real Estate, and Community Association Managers	23,430	19,160
419021	Real Estate Brokers	2,550	2,170
419022	Real Estate Sales Agents	10,730	9,190
	Total	36,710	30,520

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

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

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Part 2C: Review and comment on progress toward past Course Improvement Plans

List your past **Course Improvement Plans** (CIPs) and progress toward meeting those plans.

Past Course Improvement Plans	Progress Made
Recruit qualified tutors	Progress in this area is still underway. Last year, we had two adjunct instructors in real estate; this year, we've added three more to expand the program and increase course offerings to better accommodate students' schedules. With the additional adjunct faculty, we also hope to identify and encourage high-performing real estate students to serve as tutors.
Develop noncredit courses and program to reduce financial barriers	Development in this area is almost complete. We successfully designed noncredit coursework and a corresponding certificate of completion to support students seeking eligibility to sit for the California Department of Real Estate salesperson examination. In eLumen the workflows are at: Senate, Board, Chancellor, Banner stage. We hope by next year to offer these courses to students.
Hire full-time real estate instructor	Progress in this area has been limited due to staffing constraints. We currently have only two adjunct faculty members teaching these courses. Although student demand is strong and classes consistently reach high fill rates, we have not been able to expand the number of sections offered each semester. To address this and better evaluate long-term enrollment trends and program needs, we recently hired additional adjunct real estate faculty. Our goal is to increase course offerings, analyze enrollment and success data more comprehensively, and make informed decisions to support future program growth.

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

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

Past Goal	Progress Made
Provide more courses options and accessibility to students.	We have made progress by hiring three adjunct real estate faculty members to expand course offerings, provide additional modality options, and support the continued growth of the program.
Eliminate academic barriers to students.	Progress in this area is still underway. We have completed the development of the noncredit course pathway and certificate of completion to support students pursuing eligibility for the California Department of Real Estate salesperson exam. These items are currently advancing through the eLumen approval workflow. We anticipate launching these courses for students next year.
Improve and support student learning of Real Estate courses	Progress in this area continues. Last year, we had only two adjunct faculty members teaching real estate courses; this year, we successfully hired three additional adjuncts to expand the program and offer more course sections that meet students' scheduling needs. With this increased instructional capacity, we also plan to identify strong real estate students and encourage them to serve as tutors to provide additional academic support.

Improve and develop more marketing materials and strategies to communicate our real estate programs with students and the community.	Progress in this area has been limited. While the goal was to develop new marketing materials, faculty capacity has been constrained. With only a few instructors available, efforts have been prioritized toward teaching and supporting students, leaving limited time to collaborate with AVC's marketing department. As a result, working towards completing this goal has been moving slower than anticipated.
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Part 3: Based on Part 2 above, please list program/area goals:								
Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 4. Career and Specialized Knowledge	All of them	All of them	N / A	Goal #5 Education: Expansion of offerings and effective course scheduling.	Provide more courses options and accessibility to students.	<p>1. We recently hired 3 new adjuncts who are slowly being added to the schedule. Based on historical data, include more sections of the real estate courses that students need to complete their certificates and degrees, and licensing requirements. Monitor enrollment, retention, and success.</p> <p>2. We have new faculty who may be new to the college and may be new to college teaching. Encourage all faculty to attend FPD events regarding teaching methodologies.</p> <p>3. We don't have as many online course offerings in this discipline. Encourage faculty to also attend FPD events and POOR events for online teaching and development. Motivate real</p>	<p>-The number of sections would increase (including online).</p> <p>-The number of completers or awards for programs offered would increase.</p>

						estate faculty to get a course POCR approved.		
#2	ILO 2. Creative, Critical, and Analytical Thinking	All of them	All of them	N / A	Goal #6 Success: Boost success rates by prioritizing the student experience.	Improve and support student learning of Real Estate courses.	<p>1. Encourage and hire tutors for the Real Estate discipline.</p> <p>2. Have Real Estate faculty pinpoint and encourage students who have done well in their Real Estate courses to consider tutoring.</p> <p>3. Have the Learning Center hire , train, and acquaint themselves with new Real Estate tutors about how to assist students.</p> <p>4. Have tutors work with Real Estate faculty and cover any changes in Real Estate policies and regulations.</p>	<p>-Retention and Success rates would increase.</p> <p>-Feedback from tutors would help Real Estate and Business faculty understand where most students may be struggling and how to help.</p> <p>-Faculty feedback about students and their progress will be discussed.</p>
#3	ILO 1. Communication	All of them	All of them	N / A	Goal #4 Vision: Being more future-thinking, agile, innovative, and proactive.	Improve and develop marketing material and strategies to communicate our real estate programs with students and the community.	<p>1. Have Real Estate instructors review current marketing material and collaborate with Antelope Valley College's marketing department.</p> <p>2. Real Estate instructors or the department chair can make a request to AVC's marketing department.</p> <p>3. Collaborating with AVC's marketing department, real estate instructors can decide on the marketing material and aesthetics.</p>	<p>-Retention and Success rates could increase.</p> <p>-The headcount of students in the programs would increase.</p> <p>-Feedback from faculty about students and marketing would be discussed.</p> <p>-Feedback from marketing about online analytics would be discussed.</p>

						4. Real estate instructors can then work with AVC's marketing department on different marketing channels and distribution.	
#4	ILO 3. Community/Globa l Consciou sness	All of them	All of them		Goal #1 Service: Realign college policies, practices, and processes to remove barriers and to become more effective, efficient, and responsive to students, employees, and the community.	Improve and support student learning and career opportunities in this field as well as community relationships 1. Work with leadership and see if there are any funding opportunities to pay faculty for Conducting outreach and creating internship agreements (similar to the stipends that faculty earn for participating in OER and POER initiatives). 2. Communicate with faculty and students of any internship agreements that have been developed.	-Feedback from faculty about students would be discussed. -Feedback from community partners would occur.

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)						
Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Other	Increase real estate course offerings by adding more courses to the schedule (based on historical data) and providing more classes with different modality options for faculty to teach for fall and spring semesters.	Goal #5 Education: Expansion of offerings and effective course scheduling	New	97,633.00	Recurring	Gabby Poorman
Classified Staff	Encourage and hire tutors for the Real Estate discipline.	Goal #6 Success: Boost success rates by prioritizing the student	Repeat	\$33,280.00	Recurring	Gabby Poorman

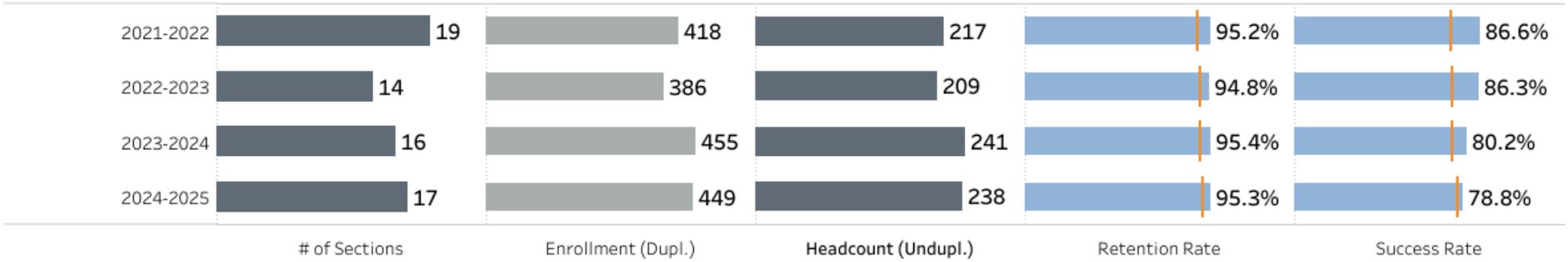
		experience.				
Other	Improve and develop more marketing material and strategies.	Goal #4 Vision: Being more future-thinking, agile, innovative, and proactive.	Repeat	\$50,000.00	Recurring	Gabby Poorman
Other	Pay for faculty to do outreach and create internship agreements.	Goal #1 Service: Realign college policies, practices, and processes to remove barriers and to become more effective, efficient, and responsive to students, employees, and the community	New	\$40,000.00	Recurring	Gabby Poorman

Part 5: Insert your [Program Review Data](#) here and any other supporting data. (See Part 2A above for required data).

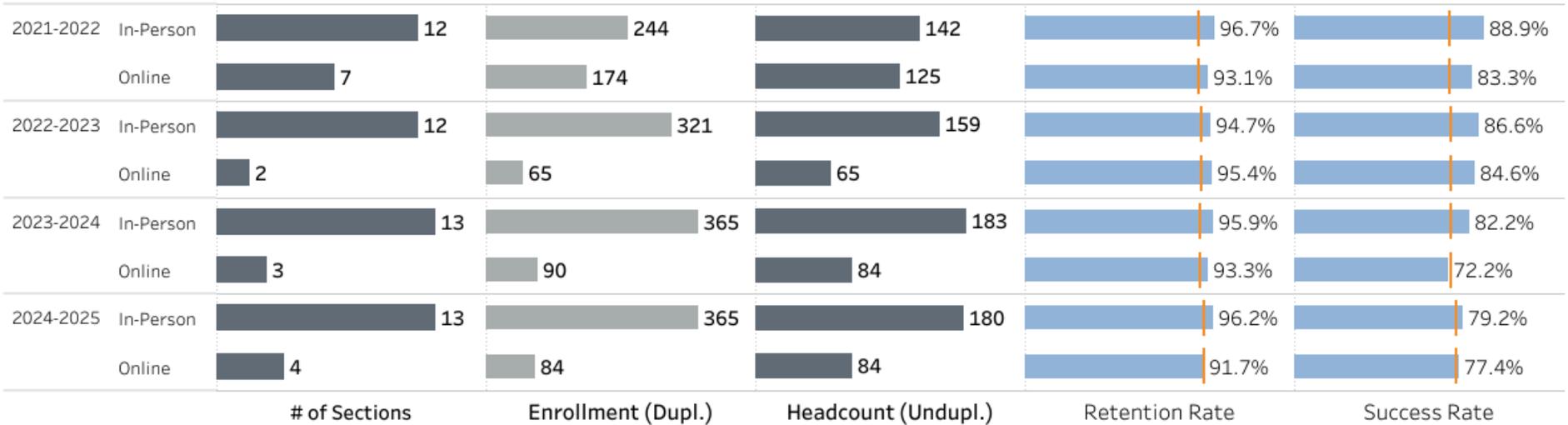
Required:

- Enrollment tab
- Equity tab

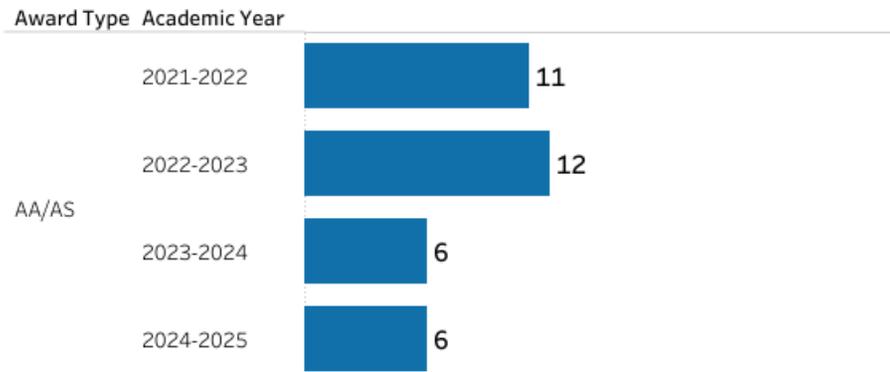
RE : Enrollments, # of Sections, Retention and Success



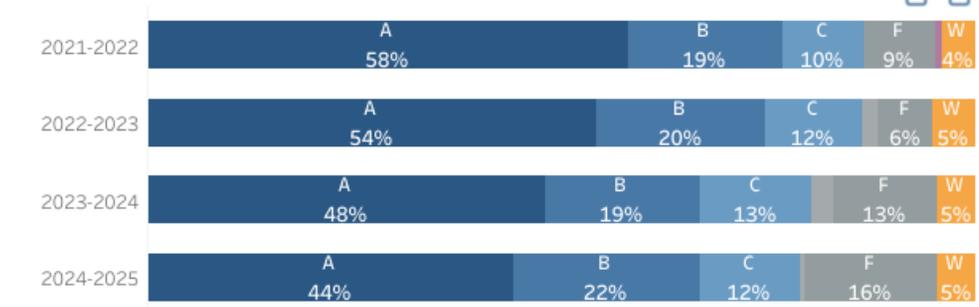
RE: Enrollments, Number of Sections, Retention and Success by Modality



Program Awards: Real Estate, Real Estate Broker's Cert, Real Estate Salesperson Cert



Grade Distribution for RE



Classroom Teaching FTEF in RE

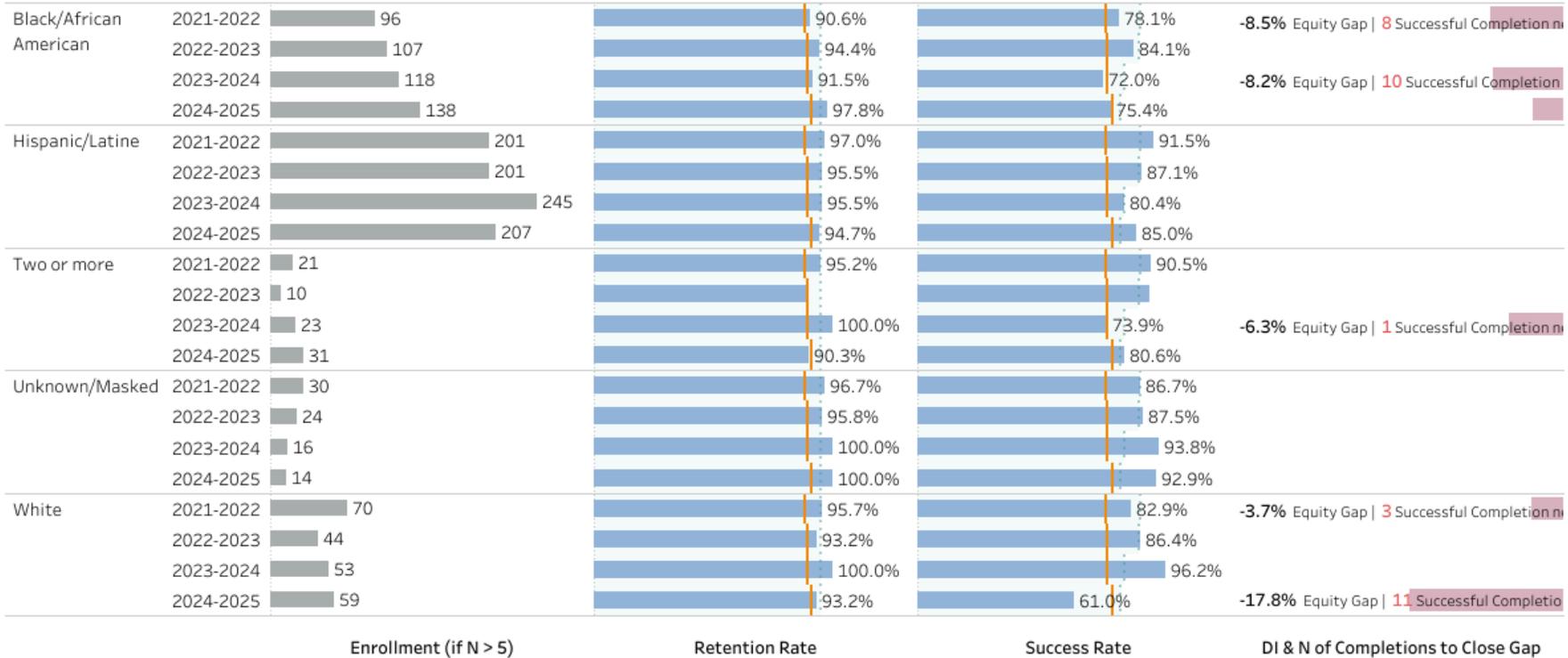


AVC Total Retention and Success are shown in vertical | **RE Success Rate is Green** |

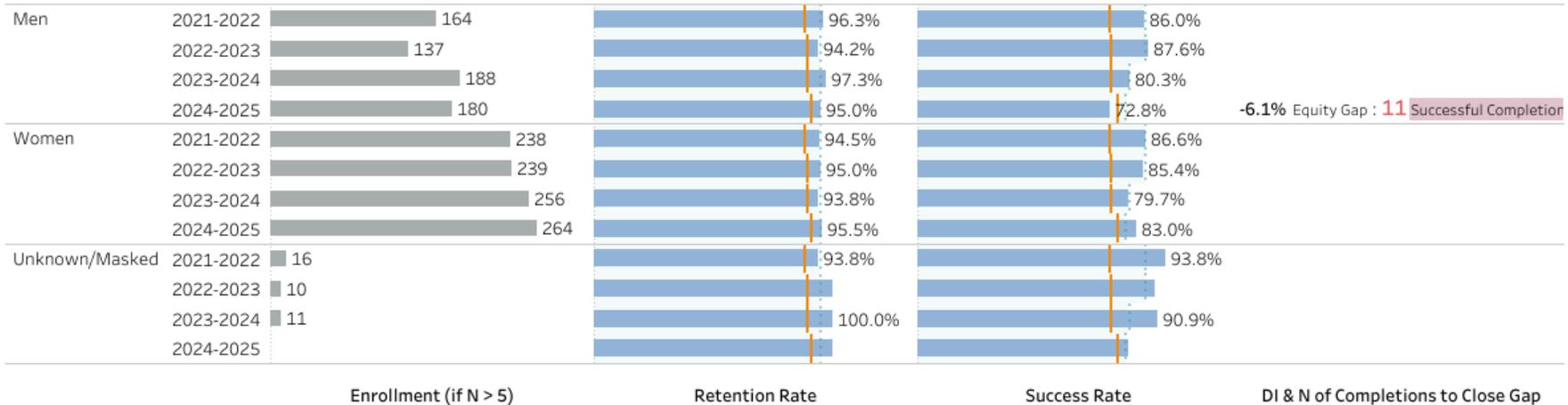
When the success rate for a subgroup is **at least 3 percentage points lower** than the overall average success rate for the selected subject, that subgroup is considered to be experiencing **Disproportionate Impact (DI)** under the **PPG methodology**. DI and the number of successful course completers needed to close equity gap are noted along "red" bars. Tooltip contains disaggregation by gender.

To estimate the number of additional successful completers needed to close the equity gap, multiply the **subgroup enrollment** by the **size of the DI gap** (i.e., the difference between the average rate and the subgroup rate).

RE Enrollment, Retention & Success for by Race/Ethnicity (if greater than 5)



RE Enrollment, Retention & Success for by Gender (if greater than 5)



Academic Year Multiple values	Term or Year View Year	Division SBS	Subject RE	Break by All	Gender All	Ethnicity All	Camp All	Modality All	
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Overall Success and Retention

Academic Year	Number of Sections	Enrollment	Headcount	Retention Rate	Success Rate
2021-2022	19	418	217	95.2%	86.6%
2022-2023	14	386	209	94.8%	86.3%
2023-2024	16	455	241	95.4%	80.2%
2024-2025	17	449	238	95.3%	78.8%

Overall FTES & FTEF in Major Terms

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Spring 2021	Spring 2022	Spring 2023	Spring 2024	Spring 2025
Part-time FTEF	175.1	158.7	147.9	153.1	169.8	144.3	128.0	148.9	160.7	175.7
Full-time FTEF	165.5	145.6	160.4	169.0	158.4	146.5	150.9	154.2	160.0	154.8
Overload FTEF	38.4	41.4	42.8	48.7	56.9	24.0	32.6	43.8	46.6	55.4
Grand Total	379.0	345.7	351.1	370.8	385.1	314.8	311.6	346.9	367.4	385.9

Fall 2025 Program Review Report | Instructional Areas

Division/Area Name: Sociology	For Planning Years: 2026-2027
Name of person leading this review: Dr. Carina K. Giorgi	
Names of all participants in this review: Dr. Carina K. Giorgi	
Part 1. Program Overview: <i>Briefly describe how the program contributes to the district mission</i>	
<p>The following activities and contributions demonstrate how our Sociology program actively supports Antelope Valley College's mission. Each initiative is designed to enhance student success, foster an inclusive learning environment, and contribute to faculty development, aligning with the district's core goals of prioritizing student-centered learning, high educational standards, and a professional, team-driven environment.</p> <p>Overall Department Contributions</p> <p>Student Success: Innovative teaching practices such as indigenous and intersectional forms of pedagogical instruction. The use of AI to simplify course content, and support for student advocacy directly enhance student learning and success. The incorporation of CURE research projects.</p> <p>Equity and Inclusion: Co-advising the for Pride Center.</p> <p>Faculty Development and Team-Driven Environment: Mentorship, workshops, and collaboration initiatives enhance faculty skills and foster a culture of teamwork, ultimately benefiting the quality of education offered by the department.</p> <p>Contributions from Sociology Faculty</p> <ul style="list-style-type: none"> • Equity Practices & Training: <ol style="list-style-type: none"> 1) Faculty became a proxy for the LGBTQ+ Task Force – serving the Chancellor’s office. 2) Fall 2025 faculty created home visitor’s program certificate between the departments of Sociology and Child Family and Education (in conjunction with applying for state funding). 3) Fall 2025 created an aging development certificate between the departments of Sociology and Nursing (in conjunction with applying for state funding). 4) Faculty supported the LGBTQIA+ faculty committee Spring 2025. 5) Spring 2025, faculty supported the third Lavender graduation at AVC as a keynote speaker. 6) Faculty served as Pride Center co-advisor Summer/Fall 2025, creating most events for the fall semester. 7) Fall of 2025 CURE research project – conducting qualitative/survey at AVC amongst LGBTQ+ students. 8) Spring and Fall 2025, SOC faculty served as advisors to Middle Eastern/North African, Umoja and LGBTQIA+ students. 9) Fall 2025, faculty co-presented in creating the Undocuqueer-Ally Faculty Training for the Dreamer’s Center. <p style="margin-left: 20px;">*These training practices develop faculty growth in terms of meeting the expectations of equitable instruction and student mentorship.</p> • Workshops & Presentations: <ol style="list-style-type: none"> 1) Spring 2025, faculty led multiple Southwest Asian tasseography presentations at Pomona College. 2) Fall of 2025, faculty conducted AVC’s Undocuqueer Ally training. 3) Fall 2025, faculty conducting resume/job talk and vision board workshops for LGBTQ+ students. <p style="margin-left: 20px;">*These initiatives help educators adopt innovative teaching methodologies, ultimately enhancing the quality of student learning.</p> • Mentorship & Faculty Development: <ol style="list-style-type: none"> 1) Fall 2025, faculty mentored and evaluated 4 faculty members in sociology (ensuring compliance with AVC policies and equity). 2) Fall 2025, faculty was a presenter for the Undocuqueer Ally Faculty Training. 	

3) Additionally, faculty was an LGBTQIA faculty committee member and advisor.

*This aligns with the college mission by improving teaching quality and promoting student success

• Program Review & Policy Contributions:

1) Fall/Spring 2025, faculty worked closely with AP&P and Program/Outcomes committee members to ensure academic standards are fair and equitable in the Sociology Department’s program review.

*This supports the college's commitment to maintaining high educational standards.

• Student Support & Leadership:

1) Faculty Spring and Fall 2025 supported student success through the Law Scholars Program.

2) Summer of 2025 faculty served as a PAYS faculty advisor to underserved rising senior high school students as they presented their work on censorship.

3) Spring 2025, faculty mentored MENA (Middle Eastern/North African Students) students.

4) Fall 2025 faculty served as a faculty leader to the LGBTQIA+ faculty committee – and assisted with programming LGBTQIA+ Pride events.

*This work helps students develop leadership skills and engage in community outreach, aligning with the mission to support student success and community well-being. contributes to personal development and workforce readiness.

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

Use the following questions to guide your analysis:

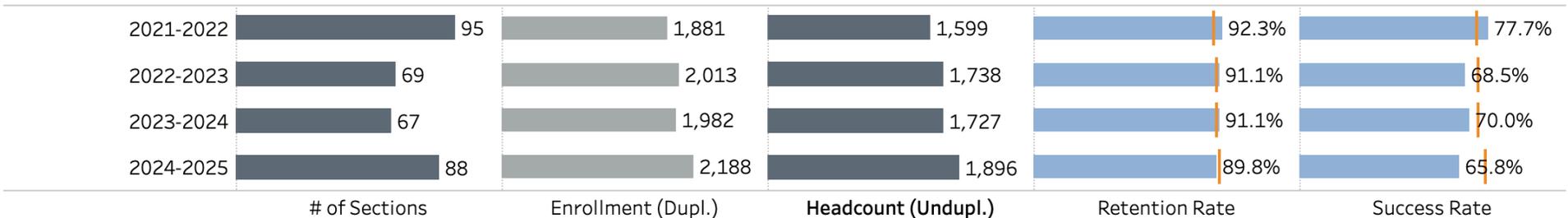
What are the success rates for your discipline (2021-2025)?

• The success rates for Sociology (SOC) courses is at 2021-22 77.7%, 2022-23 68.5%, 2023-24 70%, 2024-25 65.8%. (See Success Rate graph below).

Did they (success rates) decrease or increase in the last year (2024-2025)? DECREASE.

• In the most recent year, 2024-2025, the success rate showed a slight decrease to **65.8%**.

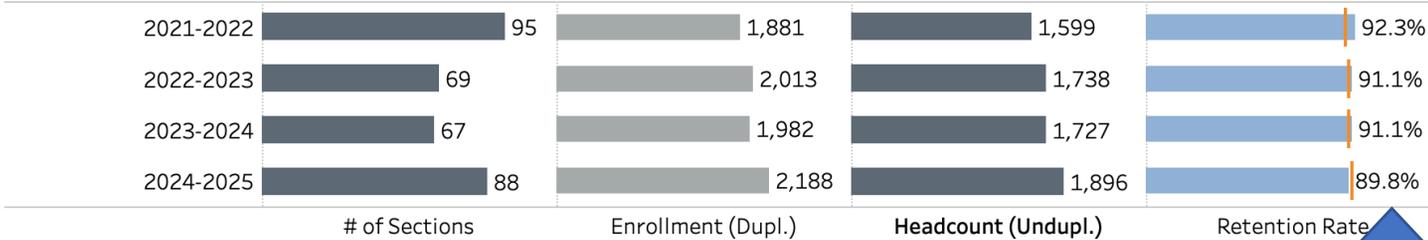
SOC : Enrollments, # of Sections, Retention and Success



Overall (Use the *Success & Retention* and *Program Award* tabs to inform your analysis)

Retention: What are the retention rates for your discipline (2021-2025)?

SOC : Enrollments, # of Sections, Retention and Success



• Overall: The retention rates for Sociology (SOC) courses: 2021-2022 92.3%, 2022-2023 91.1%, 2023-2024 91.1%, 2024-2025 89.8%

Did they (retention rates) decrease or increase in the last year (2024-2025)? A SLIGHT DECREASE 89.8% in 2024-25, retention rate.



OVERALL: What are the trends for the number of awards granted? Are the number of awards going up or down? INCREASE

• From 2021 to 2025, the number of AA-T Sociology awards granted shows an up and down trend, followed by a increase. The number of awards peaked in 2021-2022 at 69, but declined to 37 in 2022-2023 and then increased to 49 in 2023-2024. However, in **2024-2025**, there was a slight increase to 52.(See Subject Awards graph below).

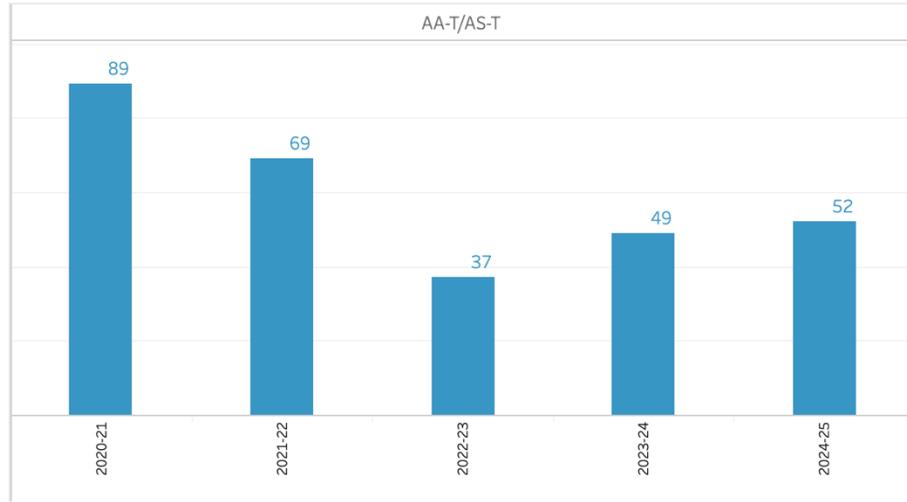
2024-2025: What are the trends for the number of awards granted? Are the number of awards going up or down? INCREASE

• In the 2024-2025 academic year, the AA-T Sociology program at 52 experienced an increase in the number of awards granted compared to the previous year. (see Subject Awards graph below).



Academic Year: (Multiple values) Major: AA-T Sociolo... Award Type: (Multiple values) Race/Ethnicity: (All) Gender: (All) Foster Youth*: (All) Veterans: (All)

	2020-21	2021-22	2022-23	2023-24	2024-25
AA-T/AS-T	89	69	37	49	52
Grand Total	89	69	37	49	52



Major	Major Code	Award Type	2020-21	2021-22	2022-23	2023-24	2024-25
AA-T Sociology	SOCT	AA-T/AS-T	89	69	37	49	52

Equity (Use the Success & Retention tab including S&R by Ethnicity and Gender data to inform your analysis)

- **Which ethnic / gender student groups had the highest success rates?**

From 2021 to 2025, the overall success rates among different race and ethnic student groups. **1) The Unknown/Masked** group consistently achieved the highest success rates, for 2021-2022 (89.7%) and 2023-2024 (85.2%) **2) WOMEN** with higher success rates 2021-22 78.9% and 2024-25 67.3% (See graphs below). **3) White** students also maintained relatively high success rates with 2021-2022 76.2% and 70.9% in 2023-2024.

2024-2025: Which ethnic student groups had the highest success rates? UNKNOWN/MASKED GROUP & HISPANIC/LATINE

- Focusing on the 2024-2025 year, the data indicates disparities in success rates among ethnic groups, with Unknown/Masked and HISPANIC/LATINE students leading: Unknown/Masked 2024-25 had a success 78% rate, while HISPANIC/LATINE had a 68.3% success rate.

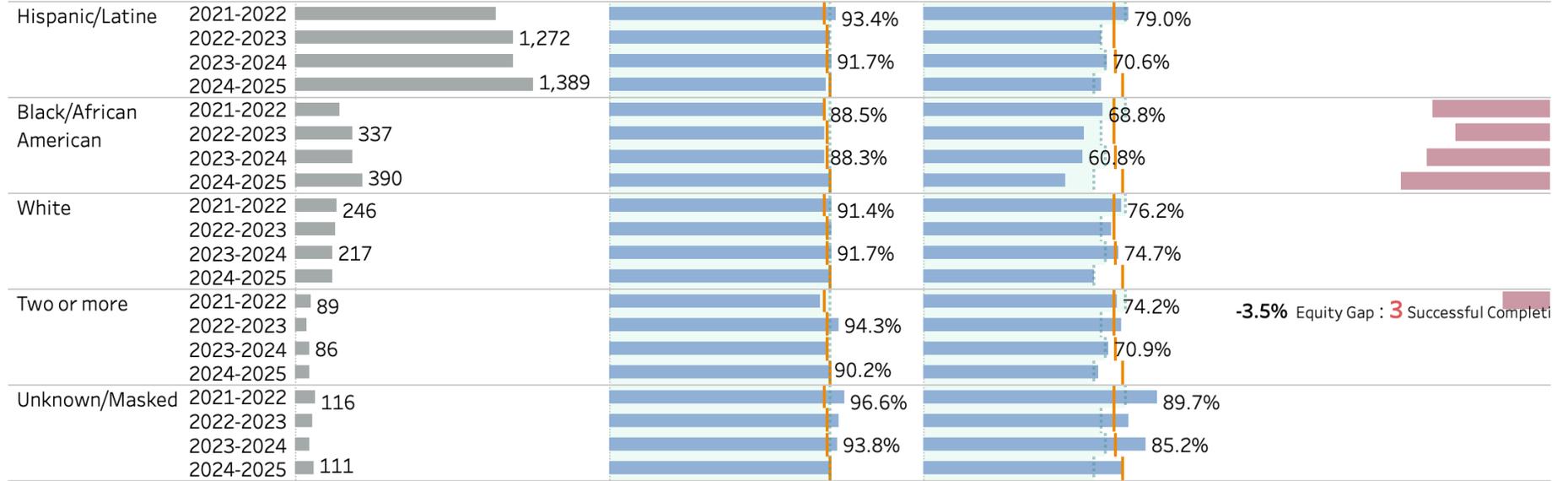
OVERALL: Which gender student groups had the highest success rates? WOMEN with UNKNOWN/MASKED and MEN tied

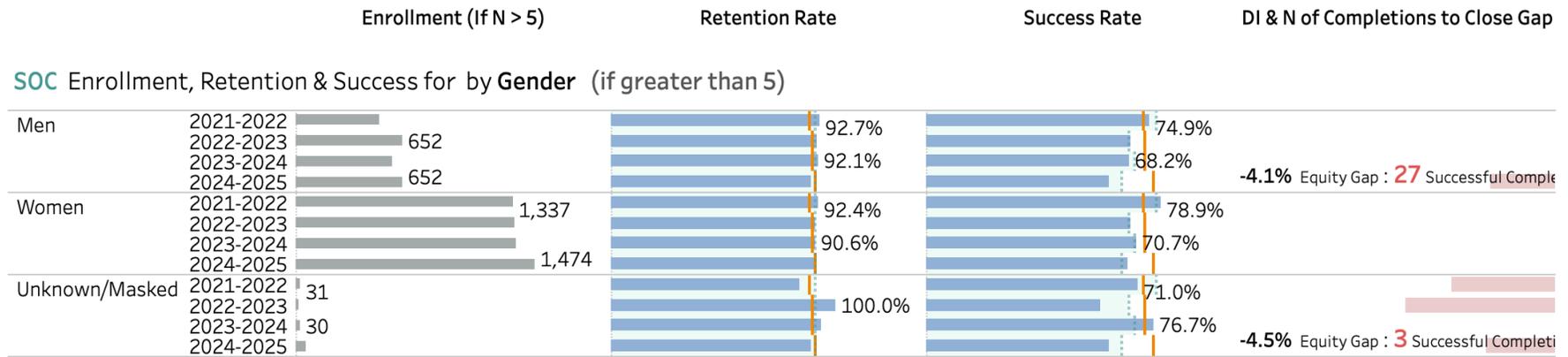
- From 2021 to 2025, the success rates for different gender groups reveal some notable fluctuations. Women consistently had higher success rates than Men in the earlier years, starting at 78.9% in 2021-2022, but experienced a gradual decline, reaching 70.7% and eventually 67.3% in **2024-2025**.

2024-2025: WOMEN had a 67.3% success rate.

(See Retention and Success by Ethnicity and Gender for SOC below)

SOC Enrollment, Retention & Success for by Ethnicity (hover over the lines to see by Gender)



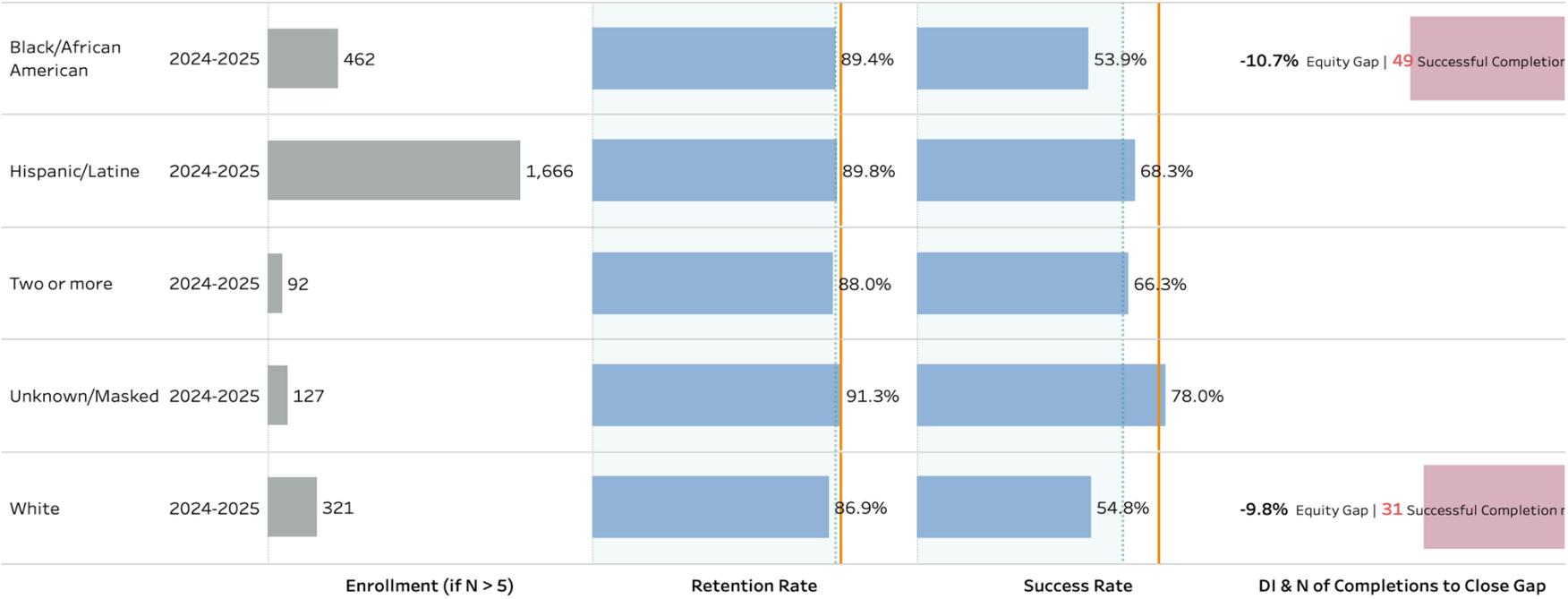


		Enrollment (if N > 5)	Retention Rate	Success Rate	DI & N of Completions to Close Gap
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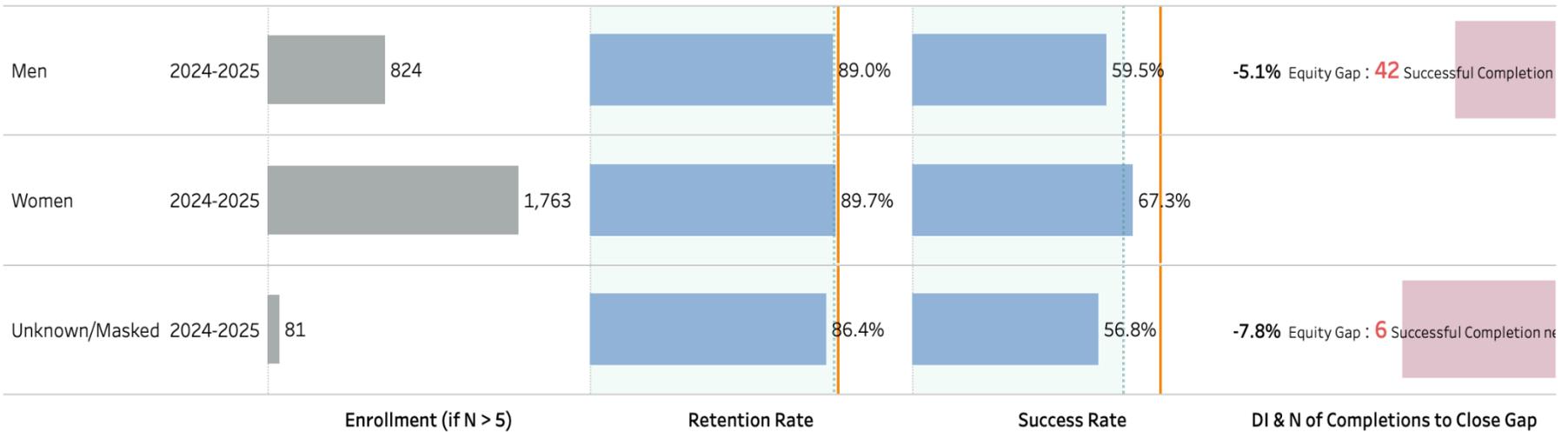
Guiding Questions for Reviewing DI Data:

- 💡 What patterns or trends in the DI data suggest inequities among different student groups?
- 💡 What factors might be contributing to observed equity gaps in our program (e.g., curriculum design, teaching practices, access to resources, advising, or broader institutional barriers)?
- 💡 What specific strategies, practices, or program-level interventions could we implement to reduce or eliminate these gaps?
- 💡 How might changes to pedagogy, curriculum, scheduling, student services, or outreach impact disproportionately affected groups?
- 💡 What institutional or community resources (e.g., funding, professional development, partnerships, student support services or centers) can we leverage to support equity-focused efforts?

SOC Enrollment, Retention & Success for by Race/Ethnicity (if greater than 5)



SOC Enrollment, Retention & Success for by Gender (if greater than 5)



Which ethnic student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the *Strengths and Accomplishments* section.

From 2021 to 2025, **Black/African American students experienced the largest gaps** with 2021-2022, 68.8% and 2023-2024, 60.8% and in 2024-2025, 53.9% re: success rates in a downward trend. **(See Success Rates by Ethnicity above).**

For success rates, Black/African American students saw a consistent downward trend from 72.0% in 2020-2021 to 53.9% in 2024-2025, significantly trailing behind the Unknown/Masked group, which achieved the highest rates, notably peaking at 89.7% in 2021-2022. In terms of retention rates, Black/African American students consistently had the lowest retention, staying below 89% throughout the period, while the Unknown/Masked group consistently led with retention rates reaching up to 96.6% in 2021-2022. Across the overall period, the gap between Black/African American students and the top-performing groups highlights persistent inequities. While other groups, such as Hispanic/Latine and White students, (slightly ahead of Black/African American students) showed fluctuations and some recovery. Black/African American students faced a more steady decline or stagnation in both success and retention. The difference in success and retention rates, particularly when compared to the Unknown/Masked group, emphasizes a need for targeted interventions to address and support Black/African American students to bridge these gaps and promote equitable academic outcomes.

2024-2025: Which ethnic student groups experience the largest gaps when compared to the highest-performing group? Black/African American students experience the largest gaps when compared to the highest-performing group, which is the Unknown/Masked group. The retention rate for Black/African American students was 89.4%, while the Unknown/Masked group led with a retention rate of 91.3%, showing a slight gap of nearly 2 percentage points. The disparity is more pronounced in success rates, where Black/African American students had a success rate of 53.9%, significantly lower than the 78% success rate of the Unknown/Masked group, resulting in a gap of approximately 24 percentage points **(See Success Rates by Ethnicity above).**

OVERALL: Which gender student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period? UNKNOWN/MASKED GROUP GENDER (RETENTION RATES) & MEN (RETENTION & SUCCESS RATES)

• From 2020 to 2025, the success and retention rates across gender groups reveal both stability and variability, with some groups performing consistently well while others show fluctuations. **The Unknown/Masked Gender group demonstrated a slight increase in retention rates**, ranging from 83.9% to 86.4%, and remained the strongest performer overall. Their success rates, although lower than retention, showed a notable fluctuation from 84.0% in 2020-2021 to 56.8% in **2024-2025**. **Men showed a decrease in success and retention rates**, with retention slightly decreasing to 89% in 2024-2025 and success rates decreasing from 68.6% in 2022-2023 to 59.5% 2024-2025. Women, meanwhile, experienced a gradual decline in both success and retention rates. Success rates for Women dropped from 81.4% in 2020-2021 to 70.9% in 2023-2024, however, by **2024-2025** women were the most successful group with 67.3%.The trends suggest that the Unknown/Masked group have demonstrated historical highs, **Women's overall retention remained steady while attaining the highest achieving gender group in 2024-2025. (See Success Rates by Gender above).**

2024-2025: Which gender student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period?

WOMEN & UNKNOWN (RETENTION & SUCCESS RATES)

• In the 2024-2025 academic year, the **Women's group led in retention with a rate of 89.7%, followed closely by Men 89%. In terms of success rates, Women outperformed other groups with 67.3%, while the Unknown group followed with 86.4% retention and 56.8% success.** These trends indicate that outpaced the Unknown group and Men's group (89% retention and 59.5% success). (See Success Rates by Gender above).

Strengths and Accomplishments: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Overall: What does your program/area do well, including capabilities and greatest accomplishments?

AVC's Sociology program has demonstrated several significant strengths and accomplishments over the review period from 2021 to 2025. One of the program's key strengths is its **consistently high retention rates, which have remained stable at approximately 90% across the four-year span.** This consistency highlights the program's effectiveness in maintaining student engagement and persistence, even during challenging periods like the pandemic.

The Sociology program's commitment to equity is also evident in the targeted support provided to various student groups. For instance, the recovery in success rates for Hispanic/Latine and female students have increased. Thereby closing equity gaps which existed for these students in 2023-2024. This demonstrates the program's dedication to fostering an inclusive environment that supports all students. The program's focus on equity and targeted interventions underscores its commitment to addressing these disparities.

Sociology has one of the highest fill rates at 88.1% and its courses garner much demand from our students as SOC 101 is one of the most sought after courses in Behavioral Sciences.

Overall, the Sociology program's greatest accomplishments lie in its ability to maintain high retention rates, adapt course offerings to meet student demand, and make progress in supporting student success and degree completion. These achievements reflect the program's dedication to student-centered learning, resilience in the face of challenges, and commitment to fostering an inclusive academic environment.

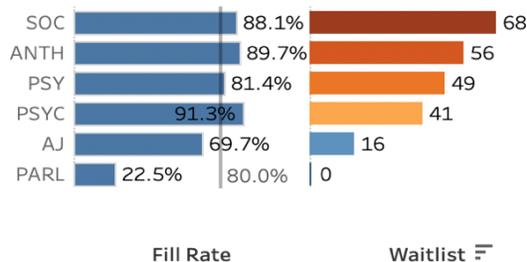
Courses: What does your program/area do well, including capabilities and greatest accomplishments? (See data, Fill Rate by Major/Course below)

AVC's Sociology program demonstrates several notable strengths and accomplishments, particularly in high-demand courses that address foundational and culturally relevant content. Courses like **SOC 101: Introduction to Sociology supports the Nursing Department and pre-med students as a required course for their area disciplines.** and **SOC 116: Gender and Sexuality show high fill rates, indicating strong student interest and alignment with the community's needs. The fill rate of 92.5% for SOC 101** reflects the program's responsiveness to the foundational needs of students who are expected transfer to 4 year institutions or nursing. **Retention through Relevance: The consistently high fill rate of SOC 115: Modern Relationships and Family (80%)** suggests that students find value in courses.

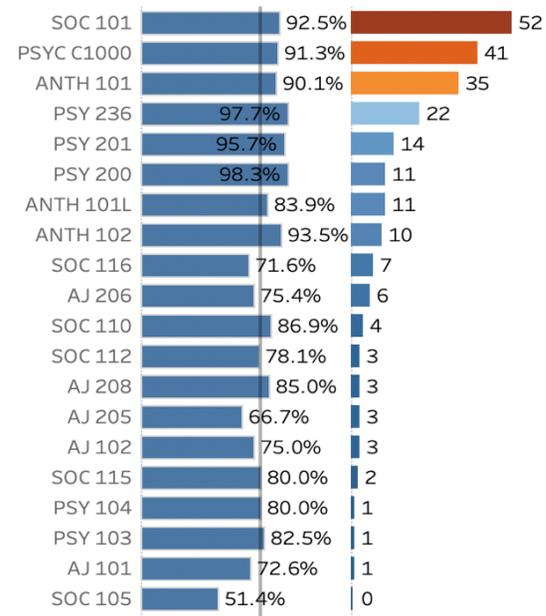
However, SOC 101 serves as the gateway course for sociology students, nursing majors and non-majors alike, with a strong fill rate of 92.5% and a waitlist of 52 students (which has more than quadrupled from 12 in 2023-2024) . Its success shows that the program effectively engages new students, introducing them to essential sociological concepts and preparing them for further studies. Adding sections of SOC 101, especially online, would help accommodate demand and improve accessibility. By analyzing fill rates and focusing on student interest, the Sociology program has demonstrated its ability to attract students to critical topics. These successes highlight the program's role in offering culturally relevant, engaging coursework that supports both equity goals and foundational learning.

Fill Rate and Waitlist by Subject in Fall 2025

(bars work as filters)



By Course



Census/ 1st Day

- Census
- First Day

Term

- 202170
- 202230
- 202270
- 202330
- 202370
- 202430
- 202470
- 202530
- 202570

Division

- (All)
- AHUM
- AIAAT
- AKIN
- CM
- ESA
- HSS

• What are the practices that were implemented to increase success and retention rates or program awards?

To increase success, retention rates, and program awards, our faculty members have completed Equity Minded Training, an Umojafication of courses offered and we are developing our courses in terms of providing students with research opportunities and gearing class discussions to everyday, culturally relevant societal topics. Additionally, faculty (including part-timers) actively and independently seek out feedback from students in their classes to be able to identify how we can improve course instruction.

Opportunities and Challenges: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)

Data shows that it is important to focus on part-time students: National data shows that 60% of community college students attend part-time. **83% will enroll part-time or drop out at least once before graduating. Only 8% of part-time students actually complete their degree within four years.** 70% of part-time students work more than 20 hours per week, time spent on campus is limited. **67.6% of AVC students are part-timers in 2025.**

Historically Underrepresented Populations Attend College Part-time

Part-Time Enrollment for at Least One Term

Comparison between underrepresented and advantaged student groups



Low-income & first-generation



Hispanic students



Black students



83%
of all students will enroll part-time or stop out before graduation



Neither low-income nor first-generation



White students

Part-time enrollment disproportionately affects URM

-29%

Percentage point decline in completion rates among **part-time white** students, compared to full-time white students

-31%

Percentage point decline in completion rates among **part-time black** students, compared to full-time black students

-39%

Percentage point decline in completion rates among **part-time Hispanic** students, compared to full-time Hispanic students

Sources: "Moving Beyond Access," The Pell Institute, 2008; "Even One Semester," Center for Community College Student Engagement, 2017; EAB Interviews and analysis.

The challenges include:

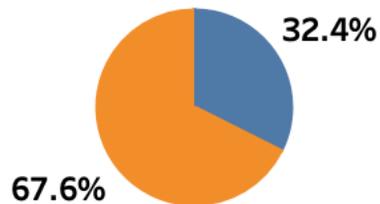
- 1) Targeting gaps between part-time populations at AVC.
- 2) Part-time students are generally low-income, non-traditional, first generation, and underrepresented.

The opportunities include:

- 1) Promoting accessibility and flexible in-class support with part-time students.
- 2) Deliver student centric experiences.
- 3) Implement the new CURE research model in sociology courses.
- 4) Ensure that course outline, readings, assignments are intersectional, and relevant to student learners (real world applications).
- 5) Co-creating course curriculum, advocacy and community.
- 6) Expand Flexible Learning Options/Modes.
- 7) Developing culturally responsive and equity based teaching.

ANTELOPE VALLEY COLLEGE PART-TIME STUDENTS

PT/FT Status



AVC OVERALL PART-TIME STUDENT STATUS: 67.6% in FALL 2025

Additionally, White students (approximately 86.9% in 2024-2025 lowest retention rates) continue to experience lower retention rates compared to other groups, highlighting a gap that requires focused intervention. While our Black students have the lowest success rate at 53.9%. With our newly Umojafied classes (concurrently with supporting part-time students), we expect retention rates to increase based on the data.

We also need to encourage all of our Sociology program faculty members to submit Student Learning Outcomes (SLOs) across several key courses, such as SOC115, SOC111, and SOC120. To better understand student success patterns.

Supporting Advanced Learning in Research: SOC 200: Research Methods has a lower fill rate which is why it was cancelled twice between 2024-25, most likely due to its advanced nature. Marketing SOC 200 as a valuable course for students interested in graduate school or research-focused careers could improve enrollment. Additionally, linking SOC 200 with the planned SOC 900: Research Practicum will allow students to gain both theoretical and practical research skills, supporting career readiness and retention.

Therefore, addressing these challenges will require a multi-faceted approach, including increased outreach and support for underrepresented student groups, enhanced academic resources, and continued efforts to align course offerings with student needs. By focusing on these areas, the program can build on its strengths and make further progress in promoting student success and equity. We can transform these challenges into opportunities with expanded flexible options, and equity-centered initiatives. The Sociology program can further improve student success, retention, and accessibility.

Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Consider the following questions: What does your program/area want to be known for? What is a desired future?

The Sociology program aspires to be known for its strong commitment to being inclusive and supportive of diverse student populations **(i.e., low-income, non-traditional, first generation, students of color and underrepresented In academic solidarity)**.

- 1). Providing ALL students with a sense of belonging. **(See graph on Social Belonging Treatment)**
- 2) Closing Equity Gaps through Targeted Support: Our program continues to support undocumented students, Umojafied courses, and developing quality levels of instructions within diverse modality settings.
- 3) Increased Community Engagement with NGOs: The Sociology Department has established partnerships with Pomona College's Draper Center-Community Outreach, The Lopez Urban Farm and the Dolores Huerta Foundation. These initiatives foster critical thinking, leadership, and advocacy, empowering students to make a positive impact in their communities.
- 4) Culturally Responsive Teaching Practices: We prioritize culturally responsive teaching to make our curriculum more inclusive such as intersectionality, Black feminist and indigenous pedagogical practices which cultivate authentic relationships, community and connection to the land.
- 5) . Enhancing Workforce Readiness and Program Development: We want to be known for preparing students for meaningful careers. Therefore we have newly implemented the CURE research based assignments in our courses. Along with giving students real world experiences to conduct quantitative and qualitative research.
- 6) Job Pathways and Workforce Connections: Fall 2025, Sociology introduced a home visitor's certificate, which upon completion, gives students the opportunity to support new, adoptive and foster families at range between \$17 and \$43 dollars. While the sociology department is currently aligned with NGO volunteer opportunities, we actively seek out employment connections (while students develop their skillsets) within their local community.

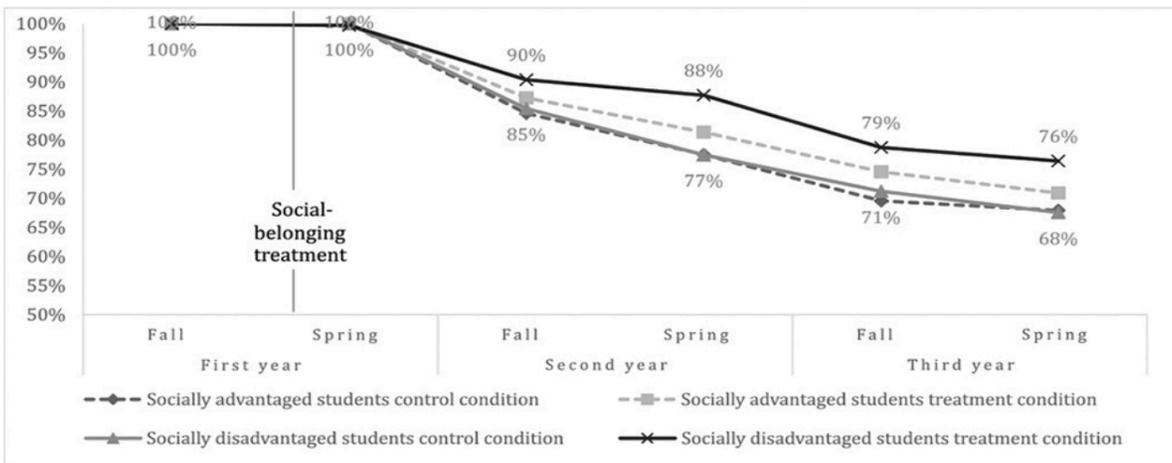


Figure 1-A belonging intervention increases continuous enrollment over 2 years by 9 percentage points among socially disadvantaged students enrolled in a broad-access institution.

Note: Percentages are unadjusted for baseline covariates. Sample size by group and condition: socially advantaged students, control condition (N = 243); socially advantaged students, treatment condition (N = 226); socially disadvantaged students, control condition (N = 299); socially disadvantaged students, treatment condition (N = 295).

By aligning our curriculum and teaching practices with student needs, equity goals, and labor market demands, we strive to be a program that develops students academically, prepares them for careers, and enables them to contribute meaningfully to their communities.

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

N/A

Insert Advisory Committee Recommendations here (Please do not insert complete meeting minutes, but just recommendations from the advisory committee.)

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

Labor Market Analysis for Sociology AA-T Program

The labor market data provided by the Employment Development Department (EDD), based on 2020 and 2022 data, for Los Angeles County reveals a promising outlook for graduates with skills and knowledge in sociology. This analysis highlights the opportunities and potential growth areas for students completing the Associate in Arts in Sociology for Transfer (AA-T in Sociology) degree, particularly as they transition into related careers or further education at California State University (CSU) or other institutions. The following sections provide an in-depth look at the projected employment growth, career opportunities, and implications for our program.

Labor Market Data Analysis

1. Growth in Sociology-Related Careers: The employment outlook for sociologists in Los Angeles County is projected to grow by 11.1% from 2020 to 2030, with an estimated 190 total job openings. This positive trend reflects a stable demand for professionals with expertise in sociological research, analysis, and an understanding of social dynamics. The competitive median hourly wage of \$49.29 further underscores the value of sociology-related skillsets in the labor market.

2. Demand for Educators in Sociology and Social Sciences: The data also indicates strong growth for sociology and social sciences educators at the postsecondary level. Employment for sociology teachers and other social sciences teachers is projected to grow by approximately 11-12% by 2030, with nearly 1,450 total job openings across these categories. Specifically, sociology teachers, postsecondary, and social sciences teachers, postsecondary, all other, reflect significant demand, highlighting the opportunities available for students interested in pursuing academic careers in higher education.

3. Opportunities in Secondary Education: For students considering careers in secondary education, the projected growth of 7.2% for secondary school teachers, except special and career/technical education, is notable, with an estimated 15,280 job openings due to growth and replacement needs. This demonstrates the steady demand for qualified educators across a range of subjects, including social sciences.

4. Research and Analytical Skills in Demand: Social science research assistants are projected to see a growth of 12.8%, with 2,530 job openings due to growth and replacement needs by 2030. The ongoing demand for individuals capable of supporting social research and data analysis tasks highlights the importance of research methods in the labor market.

5. Specialization in Ethnic and Cultural Studies: Employment opportunities for area and ethnic studies teachers, postsecondary, are expected to grow by 11.5%, with 280 job openings projected by 2030. This trend indicates a consistent demand for educators specializing in cultural diversity, ethnic relations, and gender studies.

6. Competitive Earning Potential in Social Sciences: The labor market data also points to a competitive earning potential for graduates, particularly in roles such as social scientists and related workers. With a median hourly wage of \$52.24, careers in social sciences offer financial incentives for those with expertise in social research, analysis and the application of sociological theory to address complex social issues.

7. Employment Opportunities in Sociology (for managers/teachers) re: are 217,800 with 176,350 job openings.

SOC Code	Occupation Title (Linked to "Occupation Profile")	2020 Employment	Annual Job Openings (1)
252031	Secondary School Teachers, Except Special and Vocational Education	19,920	15,280
194061	Social Science Research Assistants	1,790	2,530
251069	Social Sciences Teachers, Postsecondary, All Other	1,070	1,160
193099	Social Scientists and Related Workers, All Other	750	780
	Total	23,530	19,750

SOC Code	Occupation Title (Linked to "Occupation Profile")	2020 Employment	Annual Job Openings (1)
251062	Area, Ethnic, and Cultural Studies Teachers, Postsecondary	260	280
	Total	260	280

Annual Job Openings by Occupation

SOC Code	Occupation Title (Linked to "Occupation Profile")	2022 Employment	Annual Job Openings (1)
119199	Managers, All Other	216,500	175,190
251067	Sociology Teachers, Postsecondary	1,300	1,160
	Total	217,800	176,350

Our AA-T in Sociology program is structured to provide foundational knowledge and skills that align with labor market demands across various sociological and educational roles. This alignment ensures our graduates are well-prepared for further studies or entry-level positions within the field.

1. Advanced Sociological Studies and Research: For roles such as sociologists and social scientists, which typically require a Master's degree, our program builds critical thinking, data analysis, and social perceptiveness skills. These competencies are essential for addressing complex social issues and align closely with the expectations for sociological research and applied work.

2. Academic Preparation for Teaching: Many postsecondary teaching roles in sociology, social sciences, and ethnic studies require a Doctorate. Our program supports students aiming for graduate studies in these areas, providing a strong foundation in sociological theory, research methods, and public policy, which are critical for academic careers in sociology and ethnic studies.

3. Secondary Education and Social Behavior: For those interested in secondary school teaching, which generally requires a bachelor's degree, our curriculum includes coursework on educational systems, child development, and social behavior. These courses provide the essential sociological perspective and skills that support students in educational settings.

4. Research and Data Analysis: Roles like social science research assistants, often accessible with an associate degree, are well-supported by our program's focus on research methods, data management, and statistical analysis. This emphasis on data literacy and research techniques equips students for entry-level positions in research and data collection. By aligning our curriculum with these specific labor market needs, we ensure that our sociology program effectively prepares students for a range of professional and academic pathways within sociology and related fields.

Part 2C: Review and comment on progress toward past Course Improvement Plans

List your past **Course Improvement Plans** (CIPs) and progress toward meeting those plans.

Past Course Improvement Plans (2023-2024) and Updates for (2024-2025)

- 1) Past Goal 2023-24: **This has been successful.** Expansion of honors course options has been granted through AP&P with Sociology 101 honors in **2024-2025**. This provides students with advanced learning opportunities to meet the needs of their higher education, articulation agreements for transfer to a 4 year institution.
- 2) Past Goal 2023-24: **This has been successful.** Expanding our equity-focused programs and mentorship initiatives. The Sociology department is providing ample support to mentorship and teaching at the following affinity groups since 2023, which include the Dreamer's Center, Umoja and programming all events for the Pride Center in **2025**. We hope to continue supporting students initiative and learning through our multiple affinity group partnerships.
- 3) Past Goal 2023-24: **This has been successful.** The sociology department is committed to cultivating and promoting diversity and students equity--focused programs and mentorship initiatives to address these ongoing challenges. Since 2023 we have increased the number of Hispanic/Latine and female student success rates. **In 2024-2025**, HISPANIC/LATINE students had a 68.3% success rate. Female students also had higher success rates 2021-22 78.9%. We strive to continue meeting the needs of our most non-traditional, and historically underrepresented students.
- 4) Past Goal 2023-24: **This has been successful and there is room for growth.** The Sociology department had experienced stabilization in enrollment and awards granted, with data showing a modest recovery from the low of 2,037 enrollments in 2022-2023 to 2,020 in 2023-2024. The program has seen a recovery in awards, with the number granted increasing from 37 in 2022-2023 to 49 in 2023-2024. Awards increased slightly again to 52 in **2024-2025**.

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

List your past program review goals and progress

- 1) Past Goal (2022-2023): Reaching Out to Local NGOs and Non-NGOs for Job Pathways: Establish partnerships with local NGOs and non-NGOs to create job pathways and career connections for sociology students, aiming to expand students' career opportunities in sociology-related fields.
For (2023-2024): NGO opportunities achieved. The Sociology Department has established partnerships with Pomona College's Draper Center-Community Outreach, The Lopez Urban Farm and the Dolores Huerta Foundation. These initiatives foster critical thinking, leadership, and advocacy, empowering students to make a positive impact in their communities. Actively seeking out employment connections.
In **2024-2025** the Sociology department along with the Child, Family and Education Department created the first Home Visitor's program which supports new/local family needs in the Antelope Valley, while providing an employment pathway for our students.
- 2) Past Goal (2023-2024): License IBM SPSS Statistical Package for SOC 200: Secure an IBM SPSS software license for SOC 200 to support students in developing essential statistical analysis skills relevant to sociology. For **2024-2025**: Due to budget constraints, the department was unable to purchase the SPSS license directly. However, SOC faculty coordinated with Biology Department faculty, who provided access to an SPSS license for our students. This collaboration has enabled students in SOC 200 to utilize SPSS for their coursework, effectively meeting the initial goal through cross-departmental resource-sharing enabled students in SOC 200 to utilize SPSS for their coursework, effectively meeting the initial goal through cross-departmental resource-sharing.
- 3) Past Goal (2023-2024): Increase Number of AA-T Degrees in Sociology Granted: Increase the number of AA-T Sociology degrees granted by promoting the degree to current and prospective sociology students. As previously noted we have observed an uptick of sociology awards/completions in the past year. An

increase in both student success and retention has been observed during the past year. The program has seen a recovery in awards, with the number granted increasing from 37 in 2022-2023 to 49 in 2023-2024. Sociology experienced a slight increase in Sociology degree attainment rates, up to 52 from 2024 – 2025.

- 4) Past Goal (2023-2024): Advertise the AA-T Sociology Degree to Sociology Students and Highlight Career Opportunities:
Advertising efforts led by faculty, particularly during Majors Fair, focused on increasing awareness of the AA-T Sociology degree and highlighting its career potential. These engagement efforts helped students understand the benefits of the degree and contributed to maintaining steady enrollment in 2024-2025.

Part 3: Based on Part 2 above, please list program/area goals:								
Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 3. Community/Global Consciousness				<p>Choose an item.</p> <p>Goal 2: Equity: Improve the college culture by becoming a more caring, welcoming, accessible, and inclusive campus.</p> <p>Goal 6: Success: Boost success rates by prioritizing the student experience.</p>	<ul style="list-style-type: none"> [A] Foster inclusive teaching by encouraging faculty to participate in professional development focused on culturally responsive practices. [B] Increase student access to foundational and culturally relevant courses by expanding sections and offering flexible learning options for SOC 101 (Introduction to Sociology) and SOC 105 (Mexican Americans in Contemporary Society). This will address high demand, improve accessibility, and support retention by accommodating diverse student schedules and needs. 	<p>Request the hiring of a new full-time and part-time faculty who specialize in culturally responsive pedagogy, enabling consistent support in diverse course offerings and faculty mentorship.</p> <ul style="list-style-type: none"> Collaborate with AVC's equity committee to offer workshops on culturally responsive teaching, including practical applications for sociology and how to foster inclusive learning environments. Engage embedded tutors in professional development to ensure that tutoring support aligns with inclusive teaching 	<p>[A] Increase in faculty participation in professional development workshops.</p> <ul style="list-style-type: none"> [A] Positive student feedback on inclusivity in the classroom, with improvement in students' sense of belonging, particularly among marginalized students. [B] Track enrollment numbers and waitlist reductions for SOC 101 and SOC 105 to ensure that additional sections and formats are meeting demand. [B] Compare retention rates for students enrolled in these courses across different formats to evaluate if flexible options contribute to student success.

						<p>practices.</p> <ul style="list-style-type: none"> • Offer additional sections of SOC 101 and SOC 105, including asynchronous online or hybrid options to increase flexibility. • Collaborate with the enrollment management team to monitor demand and ensure these courses meet student needs across various modalities. • Promote new sections and formats through outreach materials that highlight the courses' relevance to students' academic and career paths. 	<ul style="list-style-type: none"> • Increase SLO submissions. Reports from department records will show complete SLO coverage across all courses and include assessment data that is reviewed annually. This data should be used to generate actionable insights for program evaluation and demonstrate a significant increase in the quality and accuracy of success and retention data, with a reduction in unexplained disparities in student outcomes.
#2	<p>ILO 4 & 3:</p> <p>ILO 3. Community/Global Consciousness</p> <p>ILO 4. Career and Specialized Knowledge</p>			<p>Choose an item.</p> <p>Goal 1: Service: Realign college policies, practices, and processes to remove barriers and to become more effective, efficient, and responsive to students, employees, and the community.</p> <p>Goal 4: Vision: Being more future-thinking, agile, innovative, and proactive</p>	<ul style="list-style-type: none"> • [A] Further develop partnerships with local NGOs, schools, and research institutions to create internships, practicums, and assistantships that align with sociology career paths. • [B] Enhance student engagement and retention by incorporating community-based and experiential learning opportunities in courses like SOC 112 (American Social Issues), SOC 115 (Modern 	<ul style="list-style-type: none"> • Connect students to internship and work experience program within sociology, including procure stipends for unpaid internships and administrative support to oversee the program. • Collaborate with new and existing community partners to offer structured work-based learning opportunities tailored to sociology 	<ul style="list-style-type: none"> • Establishment of at least three new community partnerships offering internships or field experience for sociology students. • Student evaluations from internship placements indicate high levels of satisfaction and perceived career readiness. • [B] Assess student engagement through course attendance, participation rates, and assignment completion rates

					<p>Relationships and Family), and SOC 120 (Drugs, Society, & Human Behavior). This goal focuses on helping students see the relevance of sociology in real-world contexts, encouraging deeper engagement with course material.</p>	<p>students' needs. Particularly for SOC 112.</p> <ul style="list-style-type: none"> • Design a dedicated work experience course for credit, allowing students to gain practical sociology-related experience that contributes to their academic and career goals. • [B] Provide professional development for faculty to support community-based teaching methods and facilitate meaningful experiential learning (CURE). • [B] Market these community-based learning options to prospective students as courses that offer hands-on learning and real-world connections. • Implement and assess SLOs across all Sociology courses (SOC115, SOC111, SOC120, etc.) to improve data accuracy regarding success rates, retention rates, and equity gaps. • Utilize the SLO data to identify specific barriers to student success and develop targeted interventions 	<p>in courses with community-based components.</p> <ul style="list-style-type: none"> • [B] Compare retention and success rates in courses that incorporate experiential learning to standard-format courses, evaluating if engagement strategies are effective. • [B] Collect feedback from students on the value of community-based learning, focusing on perceived relevance and impact on their interest in sociology. • Monitor success rates for underrepresented groups in these courses, aiming to close any existing gaps compared to the general student population. • Work collaboratively with the IERP with data implementation— evaluate missing data and work to capture missing information and accuracy.
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							to address these barriers, with a focus on improving equity across all student demographics.	
#3	ILO 1. Communication ILO 2. Critical Thinking				<p>Choose an item.</p> <p>Goal 5: Education: Expansion of offerings and effective course scheduling.</p> <p>Goal 6: Success: Boost success rates by prioritizing the student experience.</p>	<p>[A] Organize SOC 200 workshops focused on data management, ethical research practices, and statistical analysis using SPSS.</p> <ul style="list-style-type: none"> [B] Prepare students for careers in sociology and related fields by introducing SOC 900 (Research Practicum) and SOC 199 (Work Experience Education) to provide hands-on research and work experience. This goal focuses on equipping students with practical skills and professional networks that support their following graduate success. 	<p>Work with the district to expand access to SPSS, ensuring it's available across campus sites and online so that all students, regardless of location, can engage in data analysis in their coursework.</p> <ul style="list-style-type: none"> Hire additional embedded tutors and faculty with a background in sociology and data management to support SOC 200 students, helping them navigate statistical concepts and SPSS software. Collaborate with the IT department to streamline SPSS integration into course platforms for easier access and consistent student experience. Develop SOC 900 and SOC 199 curricula that emphasize hands-on research methods, fieldwork, and real-world job skills aligned with industry needs. Promote SOC 900 and SOC 199 as career-building 	<ul style="list-style-type: none"> At least 70% of SOC 200 students report improved confidence in using SPSS for data analysis by semester-end. Increased participation in SOC 200 tutoring sessions, with at least 70% of students attending one or more sessions with embedded tutors. Positive feedback on data analysis and SPSS support, indicating enhanced preparedness for research roles. Monitor enrollment numbers and completion rates to determine if the courses attract and retain students interested in research and career pathways. Gather feedback from students regarding the relevance and quality of skills acquired, as well as their satisfaction with practical learning experiences.

							courses through marketing efforts, student advising, and career center collaborations.	
#4	ILO 4. Career and Specialized Knowledge				<p>Choose an item.</p> <p>Goal 5: Education: Expansion of offerings and effective course scheduling.</p> <p>Goal 6: Success: Boost success rates by prioritizing the student experience.</p>	Improve degree completion rates by expanding academic advising, holding career workshops, and actively promoting the AA-T Sociology degree.	<p>Continue promoting the AA-T degree at engagement events (e.g., Reg Fest, Block Party). To promote and advertise sociology department.</p> <p>Track graduation rates to measure success, aiming for an increase in degrees awarded.</p>	<ul style="list-style-type: none"> • An increase in the number of AA-T degrees granted by the end of 2024-2025. • Higher participation in career and advising events, with post-event surveys indicating positive feedback. • Improvement in student retention rates across core sociology courses. • Increased awareness of the degree program, evidenced by engagement at events like Reg Fest and the Block Party.

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)						
Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Faculty	Hire one additional full-time faculty member specializing in culturally responsive pedagogy and sociology	Goal 1: Promote Faculty Development in	Repeat	\$126,000	Recurring	SBS Department.

	instruction. Hire additional part-time faculty. This hire will support ongoing faculty development, inclusive course offerings, and mentorship for both students and adjunct faculty.	Culturally Responsive Teaching. ILOs Supported: Community/Global Consciousness, Career and Specialized Knowledge.				
Other Embedded Tutors	Hire 3-4 embedded tutors with expertise in sociology and data analysis to support courses, particularly SOC 200, in areas such as statistical analysis, SPSS usage, and general course comprehension. Embedded tutors will enhance student support and help close success gaps for marginalized students.	Goal 3: Enhance Research Training and Data Management Skills. Goal 6: Strengthen Support for Marginalized and Non-Traditional. ILOs Supported: Communication, Critical Thinking, Community/Global Consciousness.	Repeat	\$30,000-\$40,000 (10,000 per tutor)	Recurring	SBS Department/Learning Center
Technology	Fund annual licensing for SPSS software to ensure district-wide access for students, particularly those in SOC 200. This will provide consistent and reliable access to data analysis tools, essential for research training and career readiness.	Goal 2: Enhance Research Training and Data Management Skills. Goal 6: Strengthen Support for Marginalized and Non-Traditional Students.	Repeat	\$2,000	Recurring	SBS Department & Computer Labs
Professional development	Goal 1: Promote Faculty Development in Culturally Responsive Teaching. ILOs Supported: Community/Global Consciousness.	Fund ongoing professional development workshops focused on culturally responsive teaching practices. Resources are needed to provide	Repeat	\$5,000	Recurring	SBS Department & Faculty Professional Development

		<p>training sessions for adjunct faculty on the development, implementation, and assessment of SLOs. This will help ensure all instructors understand the importance of SLOs and are equipped to integrate them effectively into their courses.</p>				
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Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above).

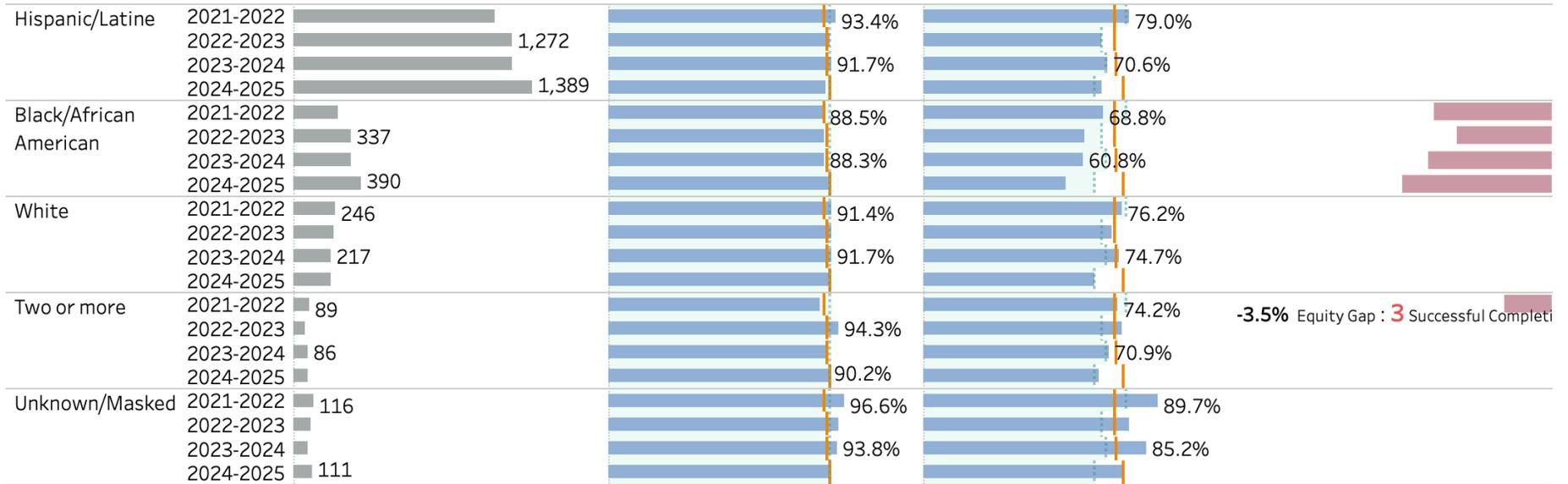
Required:

- Success & Retention tab
- Program Awards tab

Optional:

- Other supporting data/information

SOC Enrollment, Retention & Success for by Ethnicity (hover over the lines to see by Gender)



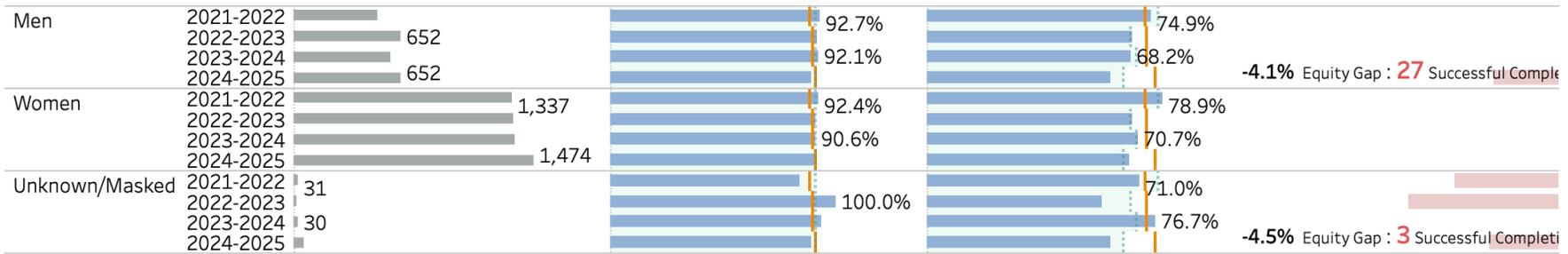
Enrollment (if N > 5)

Retention Rate

Success Rate

DI & N of Completions to Close Gap

SOC Enrollment, Retention & Success for by Gender (if greater than 5)



Enrollment (if N > 5)

Retention Rate

Success Rate

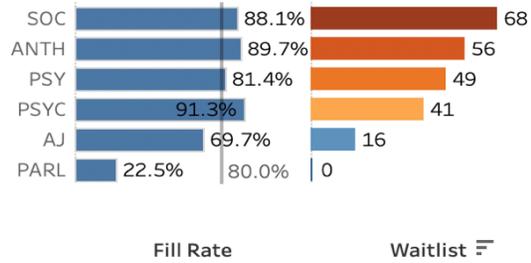
DI & N of Completions to Close Gap

Guiding Questions for Reviewing DI Data:

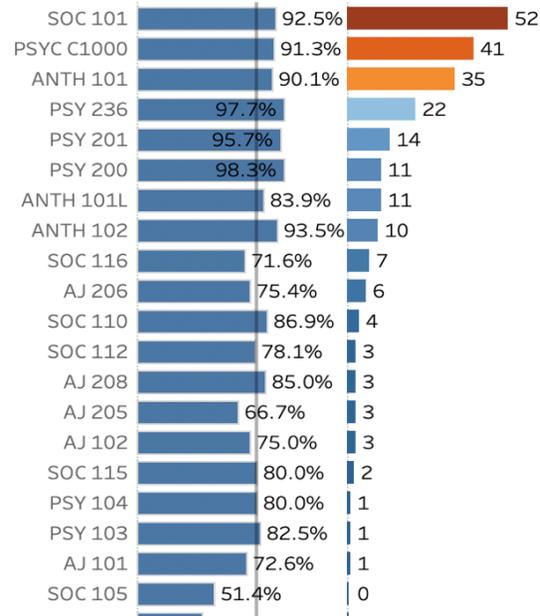
- 💡 What patterns or trends in the DI data suggest inequities among different student groups?
- 💡 What factors might be contributing to observed equity gaps in our program (e.g., curriculum design, teaching practices, access to resources, advising, or broader institutional barriers)?
- 💡 What specific strategies, practices, or program-level interventions could we implement to reduce or eliminate these gaps?
- 💡 How might changes to pedagogy, curriculum, scheduling, student services, or outreach impact disproportionately affected groups?
- 💡 What institutional or community resources (e.g., funding, professional development, partnerships, student support services or centers) can we leverage to support equity-focused efforts?

Fill Rate and Waitlist by Subject in Fall 2025

(bars work as filters)



By Course



Census/1st Day

- Census
- First Day

Term

- 202170
- 202230
- 202270
- 202330
- 202370
- 202430
- 202470
- 202530
- 202570

Division

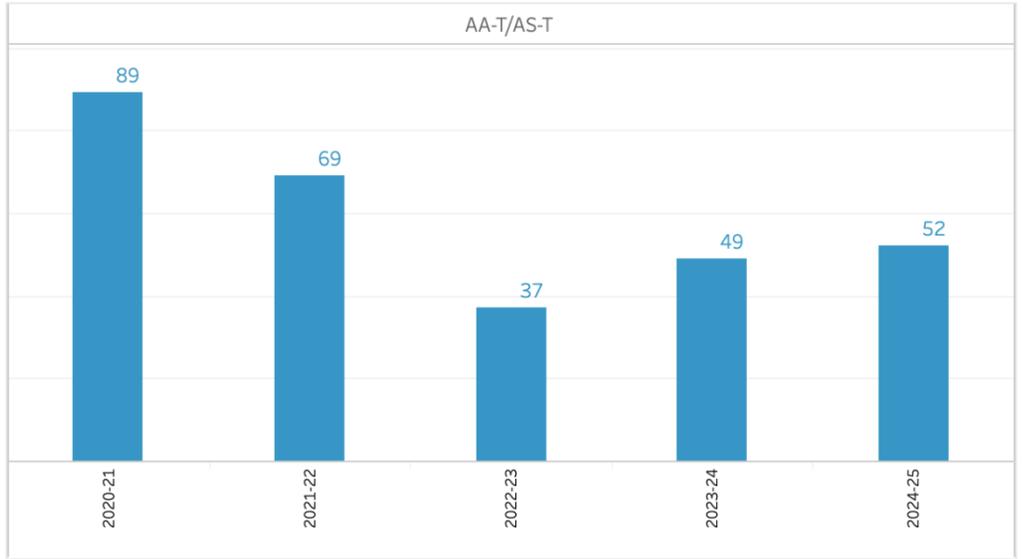
- (All)
- AHUM
- AIAAT
- AKIN
- CM
- ESA
- HSS



Program Awards

Academic Year: (Multiple values) ▼
 Major: AA-T Sociolo... ▼
 Award Type: (Multiple values) ▼
 Race/Ethnicity: (All) ▼
 Gender: (All) ▼
 Foster Youth*: (All) ▼
 Veterans: (All) ▼

	2020-21	2021-22	2022-23	2023-24	2024-25
AA-T/AS-T	89	69	37	49	52
Grand Total	89	69	37	49	52



Major	Major Code	Award Type	2020-21	2021-22	2022-23	2023-24	2024-25
AA-T Sociology	SOCT	AA-T/AS-T	89	69	37	49	52



Fall 2025 Program Review Report | Non-Instructional Areas to eligible student-parents and low-income families.

Department /Area Name: Child Development Center	For Planning Years: 2026-2027
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Name of person leading this review: Angelica Alvarez

Names of all participants in this review: Angelica Alvarez, Aileen Canilang, Rieana Paul, Edith Cruz, Anita Davidson, Rebecca Fiske, Pablo Sales,

Part 1. Program Overview: Briefly describe how the program contributes to the district mission *how does your program/area help the college meet its mission?*

The Child Development Center (CDC) plays a vital role in advancing the college’s mission. It supports workforce development, serves as a lab school offering hands-on learning opportunities across multiple disciplines, and provides no-cost childcare to eligible student-parents, low-income families and community members.

Part 2A. Analyze the program review data for your area including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, etc.

Use the following questions to guide your analysis:

- Who do you primarily serve and what services do you provide for each of the groups?
- How is the work of your area measured or quantified? What is your measure of success?
- How do the demographics served by your area’s work compare to AVC’s service area demographics?
- Which race/ethnicity groups experience the largest equity gaps?
- What are the success and retention rates (S&R) for your area (if applicable)? Did they decrease or increase in the last year?

The Child Development Center (CDC) serves as both a training and workforce development site by providing mentorship, hands-on experience, and professional growth opportunities for college students. Through work-study positions, practicum placements, lab assignments, and observation opportunities, students in programs such as Child and Family Education (CFE), Nutrition, Communications, and Nursing/LVN gain valuable applied learning experiences that support their academic and career readiness.

The CDC offers California State Preschool Program/childcare (CSPP). Eligibility is determined by the Department of Education’s Early Childhood Education guidelines, which also recognize verified eligibility established through other approved subsidy government programs. As a preschool program, CDC offers part-day no-cost childcare services to eligible student-parents and low-income families in the community based on state-

established eligibility criteria. This service supports student retention and success by reducing childcare barriers that often impact academic persistence. Additionally, our tuition-based program provides services through additional funding sources.

Despite the emergency closure, during FY 2024-25, The CDC the CDC operated at full capacity as contributor to the district's missions with 1976 hours of student support. This includes practicum hours, clinical hours, assignment support hours, high schools and student outreach hours. In addition, we offered paid workforce/student work and mentorship.

Furthermore, the CDC served 62 children: 71% Hispanic, 19% Caucasian, 5% Black, & .5% other. 65% were dual language learners (DLL).

The 2024-25 data collection Key Findings revealed in Approaches to Learning Self-Regulation, 85% of the children are at Building Later and Integrating Earlier levels in Spring 2025 to 55% in the fall semester. In Social/Emotional Development, 90% of the children are at Building Later and Integrating Earlier levels in Spring 2025, comparing to 47% in the fall semester. In Language and Literacy Development (LLD), 77% of the children are at Building Later and Integrating Earlier levels in Spring 2025, compared to 31% in the fall semester. In Language Development (LLD), 77% of the children are at Building Later and Integrating Earlier levels in Spring 2025, compared to 33% in the fall semester. In Literacy Development, 79% of the children are at Building Later and Integrating Earlier levels in Spring 2025, compared to 20% in the fall semester. In Math, 85% of the children are at Building Later and Integrating Earlier levels in Spring 2025, compared to 30% in the fall semester. In Physical Development, 95% of the children are at Building Later and Integrating Earlier levels in Spring 2025, compared to 84% in the fall semester. In English Language Development, 97% of the children are at Building Later and Integrating Earlier levels in Spring 2025, comparing to 96% in the fall semester.

Part 2B. Based on Part 2A and the reflection questions below, identify the program/area Strengths, Opportunities, Aspirations & Risks:

Use the following questions to guide your analysis:

- Who do you primarily serve and what services do you provide for each of the groups?
- Describe how your program/area incorporates constituent feedback.
- How does your program address equity gaps within the scope of work?

Strengths and Accomplishments: *(Include your data analysis of relevant metrics in your response.)*

The CDC remains committed to implementing best practices across all areas, including student lab experiences, workforce development efforts, and childcare services. Our team achieved a significant accomplishment during FY 2024-25. Following the emergency closure of our facility in December 2024, the CDC team, with the support of the administration team identified, advocated for, and secured a temporary location on the AVC campus.

After undergoing a rigorous and successful inspection by the fire Marshal as well as by the Department of Social Services Community Care License, services were reinstated on February 10, 2025. Reinstating all three classrooms allowed us to welcome all enrolled families back, although the program did lose a few families. During the remainder of the spring semester into the summer session at the temporary facility, the program continues to rebuild enrollment.

To improve our services, our program constantly seeks alternative funding sources that serve our student population’s childcare needs. Our early childhood education (ECE Instructional Specialists) teachers’ wealth of experience is a source of support to parents in the development of the children in our care. Alternative funding sources have allowed flexibility of childcare schedules. Our program and various sources of funding support their college class schedule needs; in this manner we address equity gaps for college students’ needs.

In addition to lab access resources, free childcare, and parenting support, our instructional specialists/preschool teachers mentoring support is imparted within guidelines of the California Early Childhood Mentor Program. These trained professionals assist college students one-on-one to apply for and obtain an applicable-level permit with the California Commission on Teacher Credentialing.

Opportunities and Challenges: *(Include your data analysis of relevant metrics in your response.)*

Consider the following questions:

- What does your program/area need to do better to support/improve student success?
- What actions can be taken to help close equity gaps
- Identify 2-3 challenges within your department and explain why these challenges pose a risk to the institution. These challenges can be systems, functions or programs involving financial/business processes, information technology, policies, program administration, compliance issues, etc. What is the likelihood they will pose a disruption to your program/processes with 1 being unlikely and 5 being highly likely?

Challenge	Likelihood (1 being unlikely and 5 being highly likely)

These are a couple of current challenges we are navigating. First, the ongoing expansion of Transitional Kindergarten (TK) and Universal Preschool (UPK) across most local elementary schools initiated in 2023–2024 and in its second year (2024-25) directly affected our enrollment, as our program primarily serves preschoolers ages 3–5.

Second, we continue to face challenges in recruiting qualified student workers and short-term hourly staff to support our preschool classrooms. This requires ongoing time and effort throughout the year and is further complicated by student worker eligibility parameters. If a student drops a class or completes a session mid-term, their work eligibility ends immediately. Because CDC operational needs do not always align with the academic calendar, this creates staffing gaps that impact required adult-to-child ratios and the overall level of classroom support.

In terms of opportunities, I am deeply grateful for the support provided by the district and CDC staff during the emergency closure transition. The administrators involved facilitated our ability to occupy the entire HL building and made all necessary arrangements to ensure a smooth relocation. Facilities leadership and staff thoughtfully configured the temporary space to meet the needs of CDC children, prioritizing both care and safety throughout the process.

Another valuable opportunity that has supported our program, children, families, and college community is our participation in the Raising a Reader (RaR) program. Our application was selected to join this pilot initiative, sponsored by Quality Start Los Angeles (QSLA), a long-standing CDC stipend grantor. Raising a Reader is a literacy-based lending library designed to strengthen early literacy skills through family engagement. Upon reopening in February 2025, we successfully launched the RaR lending library, which encourages families to engage in shared reading at home and promotes early literacy development.

Aspirations: *(Include your data analysis of relevant metrics in your response.)*

We continue to strive to be a child development center where CFE college students receive the most competitive instruction and learn best practices in the field of child development. We work towards best practices in the field of child development that leads to preschoolers’ success. We look forward to restoring our enrollment, improving our playground access and experience for our preschoolers.

Part 2C. Review and comment on progress toward past Outcomes Improvement Plans

List your past **Outcomes Improvement Plans** and progress toward meeting those plans. *If you have not completed your Outcomes Improvement Plans, please review [Operational Outcomes](#) and [Outcomes Improvement Plans](#) training in Canvas and contact the Outcomes Committee directly.*

Past Outcomes Improvement Plans

Progress Made

Raising a Reader	To be implemented for a second year. Parents have come to expect the RaR lending cycle.

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

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

Past Goal	Progress Made
Enhance the college students' fitness which impacts our professional efforts.	Our current student worker staff are now incorporated into annual professional development, including Keenan trainings, CLASS training, and on-site orientation and support. These efforts strengthen their professional readiness and performance, ultimately enhancing teaching and learning practices, as well as safety protocols, for CDC, our families, and the children we serve.
Filling vacancies.	The CDC is now fully staffed. We have filled the ECE teacher position and the program specialist position.
Improve outreach participation.	We participated in four outreach events, which provided valuable opportunities to showcase our program and engage directly with the different student populations at our campus, including student parents, and foster families, community, and field interested students.
Staff training on the implementation of the CLASS assessment scoring system, as required by the Department of Education for ECE programs.	Teachers completed their CLASS training towards implementation of CLASS assessment scoring system. Teachers' practices reflect the implementation of CALSS approaches enhancing the interaction experiences of preschool children.
Functional Playground experience project approval	The project and funding have been approved and allocated for adding a sun shade over the playset located in the play yard.

Part 3. Based on Part 2 above, please list program/area goals:

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO**	SLO**	OO (Service area Outcomes)				
#1	Choose ILO				Choose an item.	To increase the number of student workers which further support the workforce development and support our ECE classrooms, teachers, and children.	Recruit student workers during all outreach opportunities.	The ability to have coverage in all classrooms and support all children and children with special needs. This in turn supports the college student population whose children attend the CDC.
#2	Choose ILO				Choose an item.	To support student parents, the college community, and students entering the ECE field, our goal is to provide childcare that prioritizes children's specialized and individual needs. Additionally, we aim to secure professional development related to special needs for our teachers. This training will better equip staff to support families and students, whether they are parents or ECE learners who are caring for children with special	Have the necessary staff to rotate during training hours. Secure professional development opportunities.	The number of referrals and IEP's completion with the collaboration of families and local school districts.

						needs or seeking guidance for initial assessments.		
#3	Choose ILO				Choose an item.	A refresh of CDC's desktop computer equipment to maximize productivity supporting campus life.	Request estimate, identify funding, request approval from CDE, upon approval initiate procurement.	Having updated desktop computer equipment that supports our program.
#4	Choose ILO				Choose an item.			

***If applicable for instructional areas*

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Student workers	Increase of student workers	Goal # 1	New request	Program funded - 15 K	Recurring	Angelica Alvarez
Choose an item.	Estimate of a desktop computer equipment for CDC from ITS	Goal #2	New request	Program funded 5K	One-time	Angelica Alvarez
Choose an item.	Professional development - Special needs related.	Goal #3	New	Program funded 2K	Recurring annually	Angelica Alvarez
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above for required data).

2024 -2025 Annual Program Review Information

Student logs 2024-25		Number	Each student complete d hours	Total Hours
Nursing	fall	18	8	144
Nursing	spring	24	8	192
communication	fall	22	0.5	11
communication	spring	0	0.5	
Observations	fall	107	0.5	53.5
Observations	spring	42	0.5	21
Highschool visitors	fall	15	0.75	11.25
High school visitors	spring	0	0	0
Nutrition	fall	14	0.5	7
Nutrition	spring	0		
Outreach	fall	16		
Outreach	spring	0		
Practicum	fall	12	64	768
Practicum	spring	12	64	768
Total				1975.75