ANTELOPE VALLEY COLLEGE

2020-2021 Program Review Report

Division/Area Name: Social & Behavioral Sciences / Business & Computer Studies / ACCOUNTING	**For Planning Years: 2022-2023**
Name of person leading this review: Stacey Adams	
Names of all participants in this review: Stacey Adams, Rich Fleishman, Kathy Osburn	

Part 1. Program Overview:

1.1.Briefly describe how the program contributes to the district mission
The faculty and staff of the Business & Computer Studies Department are dedicated to providing students with hands-on training required for skill certification, continuing education classes, professional development, and the opportunity to learn the fundamentals necessary to be well educated in a particular discipline. Courses are provided for students who wish to complete a two-year degree or certificate, transfer to a four-year university, enter the business workforce, or simply upgrade their skills. The ACCT program specifically contributes to the district mission by supporting: 1) students seeking 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.
1.2.State briefly program highlights and accomplishments
The Business & Computer Studies Department produced approximately 7% (233 of 3,309) of AVC degrees and certificates awarded last academic year. As of Fall 2021, 1,203 students had declared majors in the Business Department, with Business Administration for Transfer being the second most popular major at AVC, with 614 students currently. As a small department in terms of number of full-time faculty, we are meeting the needs of our community and our students by helping them move forward in their career and educational goals. The Accounting discipline holds an annual Accounting Transfer & Career Info night each Fall. Each year it is well-attended by students and guest speakers from the community, many of whom are AVC alumni, now working in successful accounting careers, and coming back to AVC to pay it forward to our currents students and help guide them in the education and career paths. Furthermore, Accounting has received approval from both the IRS and the Board to establish a VITA tax preparation site for next year. This will provide support to community members and students needing tax preparation assistance, as well as provide Accounting students with valuable skills and experience to help them in their career.

1.3. Check each Institutional Learning Outcome (ILO) supported by the program. *Type an "X" if checkbox is unavailable.*	
X Communication	**X** Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. **X** Demonstrates listening and speaking skills that result in focused and coherent communications
X Creative, Critical, and Analytical Thinking	**X** Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. **X** Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.

☐ **Community/Global Consciousness**	☐ Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well- being of society and the environment. ☐ Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
X Career and Specialized Knowledge	**X** Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

1.4. Check each Educational Master Plan (EMP)/Strategic Plan Goal supported by the program. *Type an "X" if checkbox is unavailable.*
X Goal 1: Commitment to strengthening institutional effectiveness measures and practices.
X Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.
X Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
☐ **Goal 4:** Advance more students to college-level coursework-Develop and implement effective placement tools.
X Goal 5: Align instructional programs to the skills identified by the labor market.

Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:

Based on the most recent ACCT Advisory Committee meeting, the following suggestions were made:

Issues Discussed:

In the workplace, computer and technology savviness is completely expected and accordingly, students must have strong computer skills to meet the demands of the job market. Being proficient with the computer in the classroom and workplace is a necessity. Committee members agreed that having computers in the ACCT classroom would be beneficial and is the trend in both education and the workplace. Students without computers in the classroom seem to be at a disadvantage. While it is definitely important for students to learn the basics of bookkeeping utilizing pencil and paper, to move to a level of proficiency and employability, the use of both Excel and computerized accounting software is a must.

Members indicated that students transferring from AVC to CSUB Accounting program seem to be well-prepared and driven for success, and that our courses are consistently strong, which he could not say about other institutions or even CSUB's lower division ACCT classes. ACCT program at CSUB-AV has grown immensely, mostly from AVC students.

Members felt well-prepared transferring to CSUN and got into the Accountancy program. She has now graduated and is preparing for the CPA exam, and has a full-time position in tax with a national firm. Soft skills and communication are important in internships. AVC ACCT Transfer & Career Night is extremely valuable to AVC students and help them understand the pathway and be ready to apply for internships and jobs.

Member said that they are looking for new hires that are team players, motivated to work with a team toward deadlines, soft-skills,

communicating in the remote environment, Excel, self-starters, strong computer skills. Her firm is hiring and has experienced a lot of turnover. Employees that are leaving are completely changing careers, out of tax / accounting.

Action Taken:

-Continue to incorporate the use of Excel, QuickBooks, and the Internet into coursework.
-Provide students access to computers in the classroom as much as possible.
-Promote work experience to help students gain necessary hard and soft skills for the job environment.
-Try to develop Work Experience / internship opportunities
-Promote VITA as a learning and service opportunity for students.
-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:

-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.
-Try to develop Work Experience / internship opportunities
-Promote VITA
-Need increased marketing of our program to incoming AVC students and high school students.

According to the CA EDD Labor Market Info, the Occupational Projections for TOP Code 05200 Accounting shows 132,670 job openings in Los Angeles County for 2018 – 2028.

Part 2.B. Analyze the program review data (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):

Strengths	ACCT courses are providing necessary coursework for Bus Admin AST students, as well as other Business Department majors. The number of Bus Admin-AST degrees awarded increased to 121 in 2020-2021, but the number of Professional Bookkeeping Degrees & Certificates in 2020-2021 leveled off to 18. There are currently 54 declared Professional Bookkeeping degree / cert majors. The number of sections offered has decreased slightly while enrollment in ACCT classes has increased, which shows better efficiency. Success and retention in ACCT courses increased again in 2019-2020 and 2020-2021 to 69.4% and 84% respectively, though still below the institutional average. These are significant increases over the past 4 years. Nearly all SLO and PLO achievement targets were met in 2020-2021. This discrepancy between SLO / PLO data and the success rate indicates that students are learning the required information and skills, but may not have willingness or focus to do the work necessary to successfully complete the course.
Weaknesses	Success and retention rates in ACCT are both still approximately 4-7% lower than the institutional average, but are increasing. Lack of access to technology, including computers and Internet, could put some students at a disadvantage. Success and retention both

	improved notably in 2019-2020 academic year, but the lack of preparedness for challenging and technical transfer level courses, and readiness for online learning continues to be problematic.
Opportunities	Job opportunities in accounting and bookkeeping continue to grow. Students can find employment with Professional Bookkeeping Degree/Certificate or continue on to a university to seek a bachelor's degree. Students with strong Accounting skills, paired with strong computer skills seems to be in high demand according to the Advisory Committee. Improved marketing, outreach and work experience would help students leverage this opportunity.
Threats	Competition from other unaccredited institutions and online programs may draw students away from AVC. AVC needs to keep up with other schools and industry in terms of computers and technology available to students in the classroom and convenience in the availability of the courses they need for completion.

Part 2.C. Review and comment on progress towards SLO/PLO/OO Outcomes Analysis (fka Action Plans):

While most of the Outcomes achievement targets for ACCT and Professional Bookkeeping have been met, the faculty have created 4 Outcomes Analysis plans to help ensure that these goals continue to be met in the future:

1) Students need to have regular access to computers in the classroom to be successful. Homework, curriculum and the skills demanded by the job market are increasingly computer-based, but holding all ACCT courses in computer labs is not possible due to scheduling limitations, and not practical due to enrollment caps. The ACCT program needs computers available for regular use in lecture classrooms. *NO PROGRESS: need funding and support from ITS*
2) Students need consistent access to tutoring at the Learning Center. *NO PROGRESS: need tutors for ACCT from the beginning of the semester. Currently no tutoring is available.*
3) Increase awareness of program and job opportunities in the accounting field among prospective and incoming students. *SOME PROGRESS: ACCT along with the other CTE disciplines, provided information to be used by an outside contractor who was hired to provide us with updated brochures, webpages, and marketing material. We have yet to see any of these new materials and continue to have no marketing or web presence in the meantime.*
4) Students would benefit from additional engagement and practical application of skills learned, through work experience opportunities or programs such as VITA. *IN PROGRESS: Accounting has received approval from both the IRS and the Board to establish a VITA tax preparation site for next year. This was put on hold during Covid-19 and should happen in Spring 2022. This will provide support to community members and students needing tax preparation assistance, as well as provide Accounting students with valuable skills and experience to help them in their career.*

From Fall 2020:
Faculty need training and assistance in developing more ACCT coursework to be offered online, focusing on delivery of lectures in online environment and student retention and success. *SOME PROGRESS: Some ACCT Faculty have acquired training in online teaching and course development on their own and some through AVC. Faculty still have serious concerns about student retention and success in online courses.*

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

In reviewing last year's Program Review goals, it seems that progress has been made on some goals, but others still need attention:
#1 Technology - *NO PROGRESS: need funding and support from ITS*
#2 Work Experience - *NO PROGRESS: need funding and support*
#3 Marketing & Outreach - *SOME PROGRESS: need funding and support*
#4 Improve Success & Retention - *SOME PROGRESS:* Success and retention have increased notably in ACCT courses, but are both still slightly below the institutional average. It seems that curriculum adjustments made in the prior year may have helped improve success. Tutoring for ACCT has not been available in the Learning Center. Faculty still have concerns about retention and success in online courses and adjunct faculty need more training for online teaching.

Part 3. Based on Part 2 above, please list program/area goals for 2021-2022:

Program/Area Goal #	***Goal supports which ILO/PLO/SLO/OO?***	***Description of Goal***	***Steps to be taken to achieve goal?***
#1 Technology in the Classroom	ILO #2 & #4 ACCT PLO Outcomes Analysis #1	To provide students with access to computers and software in the classroom so they are better prepared to utilize the technology used in industry and are therefore more employable.	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
#2 Work Experience	ILO #4 ACCT PLO Outcomes Analysis #4	To help students gain job skills and prepare them for industry employment by better utilizing ACCT work experience	1. Market the work experience program to students and potential employers 2. Provide administrative support to help the work experience program run smoothly.
#3 Marketing & Outreach	ILO #4 ACCT PLO Outcomes Analysis #3	To increase awareness among prospective and incoming students of the ACCT program and job opportunities in the accounting field. Promote the program as a viable pathway to employment.	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
#4 Improve Success & Retention	EMP Goal #3 ACCT 201 SLO Action Plan ACCT PLO Outcomes Analysis #1 & 2	To improve student success and retention in ACCT courses.	1. Collaborate with ACCT faculty regarding most effective teaching methods for particular courses and concepts.

			2. Work with Learning Center to ensure tutoring is available.

Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):

Type of Resource Request	*Summary of Request*	*New or Repeat Request*	*Amount of Request, $*	*One-Time or Recurring Cost, $*	*Contact's Name*
Faculty					
Classified Staff					
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.	Repeat	$250,000	One time	Kathy Osburn / Stacey Adams / Rich Fleishman
Physical/Facilities					
Supplies					
Professional Development					
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.	Repeat	Unknown	Recurring	Kathy Osburn / Stacey Adams / Rich Fleishman

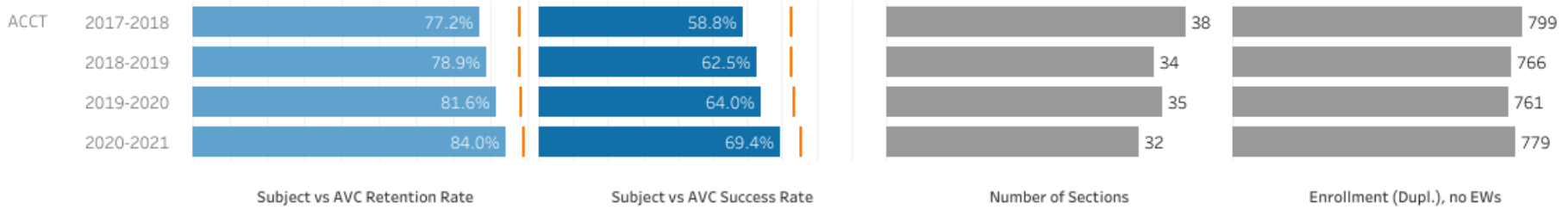
****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee: https://www.surveymonkey.com/r/20-21ProgramReview**

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

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

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

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



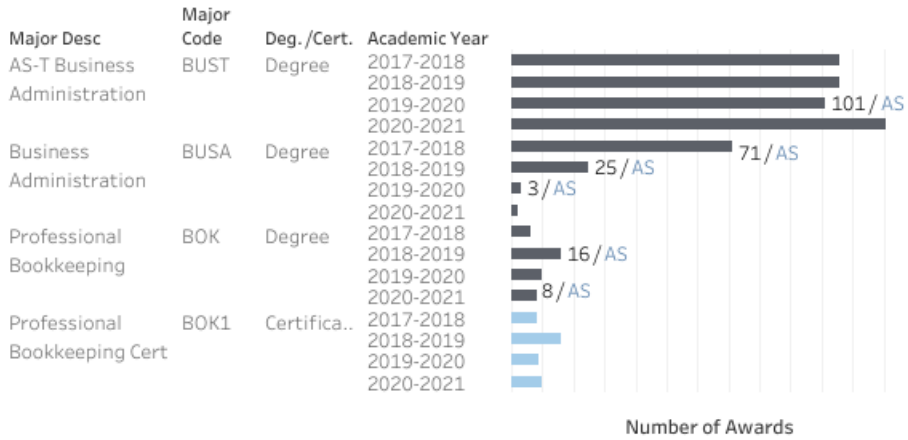
Enrollment and Number of Sections by *Modality* in ACCT

	Instr. Method	2017-2018	2018-2019	2019-2020	2020-2021
Number of Sections	Online	2	2	4	3
	Other Indep Study		1	1	1
	Traditional	36	31	30	28
Enrollment	Online	32	41	79	61
	Other Indep Study		2	1	1
	Traditional	767	723	699	717

Enrollment and Number of Sections by *Location* in ACCT

	Location	2017-2018	2018-2019	2019-2020	2020-2021
Number of Sections	Lancaster	36	31	31	29
	Palmdale	2	3	4	3
Enrollment	Lancaster	779	693	694	705
	Palmdale	20	73	85	74

Number of Degrees/Certificates Awarded in AS-T Business Administration (BUST), Business Administration (BUSA), Professional Bookkeeping (BOK) and 1 more



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

	Fall 2017	Fall 2018	Fall 2019	Fall 2020
PT (Adjunct) FTEF	1.9	1.6	1.6	1.3
FT (Regular) FTEF	1.8	1.6	1.3	1.3
FT (Overload) FTEF	0.5	0.3	0.5	1.0
TOTAL FTEF	4.2	3.5	3.5	3.6
PT/FT FTEF Ratio	1.1	1.0	1.2	1.0
FTES	45.5	42.7	43.4	43.7
FTES/FTEF Ratio	10.7	12.2	12.4	12.1
WSCH/FTEF Ratio	322.4	365.6	371.8	364.3

Click here to see AVC's Program awards dashboard

ANTELOPE VALLEY COLLEGE

MAJORS AMONG ENROLLED STUDENTS BY TERM

Hover over the numbers of majors to see trends

To see details for a report, **click** on the Major in the table below ↴

* Census Day Snapshot

Term
Multiple values

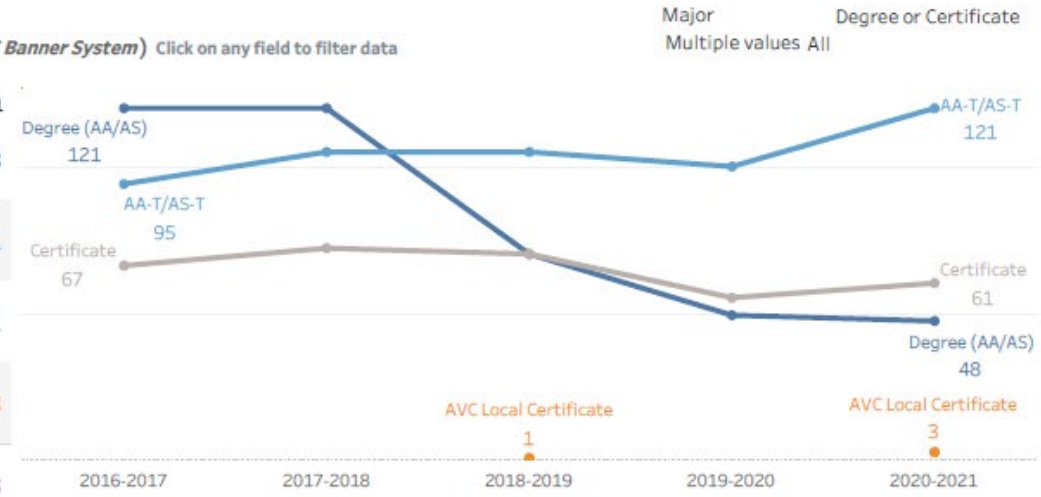
Major
Multiple values

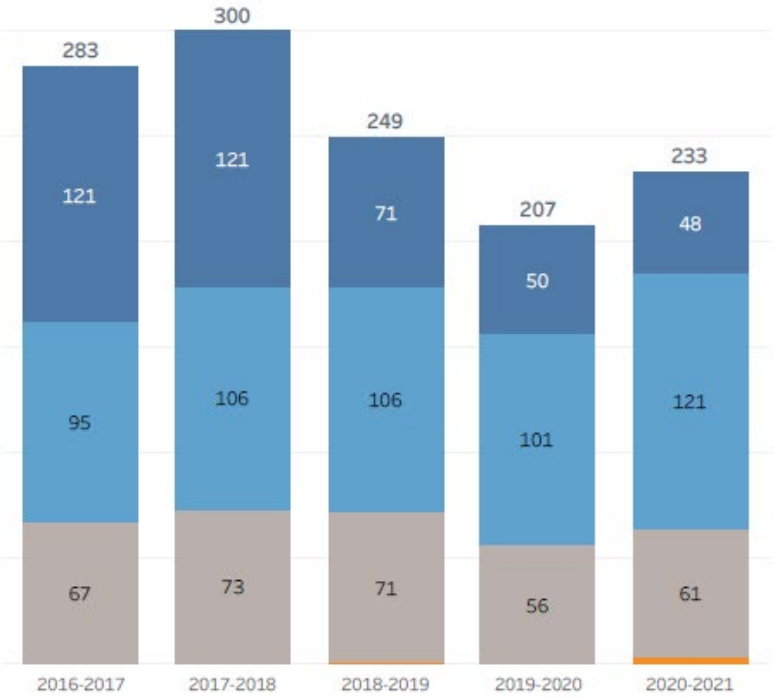
		Fall 2017	Fall 2018*	Fall 2019*	Fall 2020*	Fall 2021
BUST	AS-T Business Administration	394	637	777	701	532
BUS	General Business	220	278	317	267	264
BUS2	AS-T Business Admin 2.0					82
RE	Real Estate	60	57	57	49	74
BOK	Professional Bookkeeping	40	46	37	42	39
CA	Computer Applications	58	67	56	44	36
CN	Computer Networking Multi-Plat	78	71	65	53	35
BIP	Business Info Professional				16	32
BUS1	General Business Cert	33	36	50	39	27
RE1	Real Estate Broker's Cert	9	16	18	15	18
BOK1	Professional Bookkeeping Cert	14	17	14	15	15
CNC1	Computer Networking Core Cert	6	5	9	7	12
BUSA	Business Administration	514	263	72	19	10
OFS	Office Specialist	23	26	20	11	9
CA1	Computer Applications Cert	12	11	12	9	7
CNM1	Computer Networking Multi Cert	5	10	9	7	5
OFS1	Office Specialist Cert	9	14	12	6	4
SBM	Small Business Management	32	25	7		1
MGT	Management	34	21	5	1	1
SBM1	Small Business Management Cert	11	9	1		
OSX	Office Support Award LCert	2	1	2		
MOA	Medical Office Assistant				1	
MGT4	Management Cert	7	2			
MAR1	Marketing Cert	8	4	1		
MAR	Marketing	28	31	9	4	
Grand Total		1,597	1,647	1,550	1,306	1,203

ANTELOPE VALLEY COLLEGE

Program Awards (Last update: 9/20/21; Data Source: *AVC Banner System*) Click on any field to filter data

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Degree (AA/AS)	121	121	71	50	48
AA-T/AS-T	95	106	106	101	121
Certificate	67	73	71	56	61
AVC Local Certificate			1		3
Total	283	300	249	207	233





Major	Degree or Ce..	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
AS-T Business Administration| B..	AA-T/AS-T	95	106	106	101	121
Professional Bookkeeping| BOK	Degree (AA/..	8	6	16	10	8
Professional Bookkeeping Cert| ..	Certificate	8	8	16	9	10
General Business| BUS	Degree (AA/..	14	20	8	9	17
General Business Cert| BUS1	Certificate	13	18	8	9	18
Computer Networking Multi Cer..	Certificate	8	11	9	9	7
Computer Networking Core Cert..	Certificate	9	11	10	9	5
Office Specialist| OFS	Degree (AA/..	7	5	5	8	7
Computer Networking Multi-Pla..	Degree (AA/..	8	7	9	8	8
Office Specialist Cert| OFS1	Certificate	5	4	9	5	9
Small Business Management| S..	Degree (AA/..	5	2	2	3	1
Small Business Management Ce..	Certificate	4	3	2	3	1
Real Estate| RE	Degree (AA/..	4	3	1	3	4
Real Estate Broker's Cert| RE1	Certificate	4	3	2	3	2
Computer Applications| CA	Degree (AA/..	3	3	2	3	1
Computer Applications Cert| CA1	Certificate	3	4	2	3	1
Business Administration| BUSA	Degree (AA/..	66	71	25	3	2
Real Estate Salesperson Cert| R..	Certificate	6	7	4	2	7
Marketing| MAR	Degree (AA/..		1	1	2	
Marketing Cert| 1-Mar	Certificate		1	1	2	
Office Support Award LCert| OSX	AVC Local Ce..			1		3
	Certificate	2		5	1	1

2020-2021 Program Review Report

Division/Area Name: Administration of Justice	**For Planning Years: 2022-2023**
Name of person leading this review: Carlos Pinho	
Names of all participants in this review: Carlos Pinho, Argel Cardoniga, Willard Howard, Cynthia Ware, Henry Price	

Part 1. Program Overview:

1.1.Briefly describe how the program contributes to the district mission

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

1.2.State briefly program highlights and accomplishments

In 2020-2021, the college awarded 68 AA and 72 AST degrees for a total of 140 AJ degrees of the 1904 AA/AST degrees awarded by the college. This represents 13.6% of the degrees awarded by the college for the year. Administration of Justice is #3 in the Top Ten Declared Majors at AVC. Although enrollment decreased due to the COVID pandemic from 2074 students in 2019-2020 to 1534 students in 2020-2021, both the student success and retention rate dramatically increased over the previous year. The Success Rate increased to 78.9% which was 3% up over the previous year success rate of 75.9%. The Retention Rate of 93.2% for 2021 was also up from the previous rate of 88.6% which reflects a 4.8 % increase over the previous year.

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. In addition, we strive to build partnerships with the Los Angeles County Sheriff's Department by assisting in community events. The Administration of Justice program has become a liaison to the community and collaborates with the Lancaster Sheriff's Community Advisory Committee. The committee works

alongside the Dept. of Justice and the AV Monitoring Team addressing issues of social justice, community policing and police reform. The AJ program offers civic engagement opportunities for students. The AJ program also helps promote on-campus employment for students by the recruitment of Campus Safety Cadets.

1.3. Check each Institutional Learning Outcome (ILO) supported by the program. *Type an "X" if checkbox is unavailable.*	
X Communication	X Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. X Demonstrates listening and speaking skills that result in focused and coherent communications
X Creative, Critical, and Analytical Thinking	X Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. X Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
X Community/Global Consciousness	X Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well- being of society and the environment. X Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
X Career and Specialized Knowledge	X Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

1.4. Check each Educational Master Plan (EMP)/Strategic Plan Goal supported by the program. *Type an "X" if checkbox is unavailable.*
X **Goal 1:** Commitment to strengthening institutional effectiveness measures and practices.
X **Goal 2:** Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.
X **Goal 3:** Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
X **Goal 4:** Advance more students to college-level coursework-Develop and implement effective placement tools.
X **Goal 5:** Align instructional programs to the skills identified by the labor market.

Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:

AJ Advisory Division Committee meetings were held with industry partners in the community (LA Sheriff's Department, California Department of Corrections, Los Angeles Police Department, La County Probation, AVUHSD Public Service Academy and multiple Federal Law Enforcement Agencies). Program advisory groups also consist of Administration of Justice staff from both College of the Canyons and AVC.

Advisory recommendations were focused in addressing targeted changes in the workforce specifically regarding requirements of employment and education for law enforcement agencies. With more law enforcement agencies requiring college degrees and educational requirements, AVC recognizes the importance of enhancing our programs to meet changing industry standards especially by utilizing Distance Education. The widespread and careless use of social media was also identified as important as it many times is a disqualifier in background checks for many candidates. We continue to solidify collaborative partnerships with our community and career partners by consistent contact through onsite visits, School Advisory Committee meetings, Lancaster Sheriff's Station Community Advisory Committee Meetings mandated by Dept. of Justice. Events planned through the Law Scholars program in which faculty and students are heavily committed, continue to be offered and are a way to gather and offer additional data.

We have seen several dedicated students coming into the AJ program from these opportunities and organizations that might not have been involved otherwise. We assisted in facilitating opportunities for students to participate in civic engagement opportunities and on campus employment as Campus Safety Cadets. These opportunities were identified by the advisory committee as an important tool to be used by students to build references and referrals when applying for future employment.

Part 2.B. Analyze the program review data (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):

Strengths	The AJ Department is extremely supportive of students and is sensitive to their diverse needs. Instructors are encouraging and supportive which is reflected in student success and retention rates. Although enrollment decreased due to the COVID pandemic from 2074 students in 2019-2020 to 1534 students in 2020-2021, both the student success and retention rate dramatically increased over the previous years. The Success Rate increased to **78.9%** which was **3%** up over the previous year success rate of **75.9%.** The Retention Rate of **93.2%** for 2021 was also up from the previous rate of **88.6%** which reflects a **4.8 %** increase over the previous year. Instructors are in alignment with current trends in the hiring process. Adjunct Instructors which are actively employed by both the LAPD and LASD are in close communication with recruitment and offer the latest information on local employment opportunities.
Weaknesses	The biggest weakness in the program is loss of experienced personnel. The previous year the program loss one long-term Full-Time Faculty Member and 4 Adjunct staff members due to retirements and this year 3 other long-term adjuncts to medical issues. It will be challenging to increase the number of classes offered due to staffing shortages. Although 3 new adjuncts were hired to replace previous retirements this past year, the loss of a full-time faculty has hampered program growth. The goal to return to the previous number of 75 classes offered in 2019-2020 will not be achievable due to staffing shortages. Prior program success and growth is unachievable given the current level of staffing unless adjuncts are allowed to teach over the 67% limit.
Opportunities	The job market analysis shows current and future job opening connected to the course of study to have numerous future employment opportunities for students. EDD data specifically shows 54,640 police/ law enforcement positions, 27,670 correctional officer / jailer positions and 232,870 private security guard positions as annual openings in the state for employment. The Career Tree exemplifies the diverse career options offered to participants in the AJ program. The addition of fully online DEd classes and

	Hyflex classes are opportunities to grow enrollment by offering students the convenient and safe option of taking virtual classes in hopes to meet the high demands of the job market. The opportunity to teach and learn remotely will allow working students and students with transportation or childcare issues to continue and or complete educational goals. Program growth by recruitment of High School Students at SSK2021 events and through the AVUSD Public Service Academy has been effective in drawing students to our program. Active participation in Lancaster Sheriff's Station Community Advisory Committee Town Hall Meetings are additional opportunities to connect with families of potential students which brings a greater interest in higher education and the Administration of Justice Program. Continual efforts are made by staff to facilitate community engagement and outreach to promote the program. The shift to digital outreach resources was made by the Presidents Office in hopes to market the college to new students using social media.
Threats	The program lost a full-time instructor and 3 long term adjuncts (teaching 9 LHE each) in the Spring of 2020 with another 3 having health issues in 2021 which have left them disabled and unable to work. The previous staffing of 2 full time Faculty and 14 Adjunct Faculty teaching approximately 75 classes has been reduced to 1 full time faculty and 10 adjuncts teaching 57 classes this past year which is a loss of 18 classes. Previously two fulltime instructors were working on many different programs to boost the enrollment and provide degree opportunities. Dropping to only one new full-time instructor not to mention the additional loss of Adjunct Faculty, has had, and will continue to will have, a severe negative effect on the program. The solo Administration of Justice Full-time Faculty staff is involved as a club advisor for the pre-law club and is a committee member on the Law Scholars Committee as well as a liaison for the college at community and civic engagement events. The loss of staffing and supervision will negatively affect the students involved in the AJ program and in the Law Scholars Program. This will be magnified more as Campus fully reopens. Chaperons are frequently required for many off campus educational / vocational geared excursions to Jails, Courthouses, Colleges, Edwards Airforce Base JAG Unit, Police Station, and other locations of interest.

Part 2.C. Review and comment on progress towards SLO/PLO/OO Outcomes Analysis (fka Action Plans):

The action plans described maintaining the current efforts, and possibly having an off-site planning meeting with the AJ instructors and some of the graduating students, to conduct an in-depth review of the SLO's and PLO's. Results would then be taken to the next AJ Advisory meeting for review and the combining of suggestions. The Success rates increased from previous years and the SLOs exceed expectations in all areas. The action plans reflect the efforts of instructors to engage students and to provide on campus employment as Campus Safety Cadets. Suggestions made by students, faculty and industry professionals consist of continued expanding Distance Education Online Classes which offer flexibility for students especially returning students with full time employment. The AVC Administration of Justice Program excels over the local colleges of comparable size and enrollment in California offering both an AA and AST degree. Data compared programs @ AVC, Barstow, Canyons, Coastline, Pasadena, Glendale, and Victor Valley College. The AJ program at AVC continues to excel in SLO's, PLO's and degree awarded as supported by data.

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

Community Outreach and Civic Engagement Activities have been greatly enhanced through the collaborative partnership with the Los Angeles County Sheriff's Department. Pre-Law Club and Law Scholars Committee activities have significantly expanded by virtual guest speakers. Student participation has flourished this past year despite the COVID limitations. Funding and support through Students Services and Dr. Zimmerman's office now allow for the approval of guest speakers and will provide support for trip requests and the necessary transportation to facilitate an increase of student participation.

Hiring another 2 full-time instructors was a goal from the previous year which was not met. The Administration of Justice program has lost two more adjunct faculty due to health concerns which prevents them from teaching. The recent employment of three replacement Adjunct Faculty still leaves the department understaffed. There was a substantial reduction of class offerings due to the COVID crisis and staffing shortages which are scheduled to be restored by utilizing the Hyflex and DEd modalities of instruction. The goal of getting a budget increase did not happen, nor was any Grant applied for.

There is justification for hiring of a replacement Full Time Faculty and an additional FTEF for the Administration of Justice Program to increase student success, comply with Title 5, and comply with direction from the California Community College Chancellors' Office. California Code of Regulations - Title 5, Education Code, j Section 87482.6[a] states that "…at least 75 percent of the hours of credit instruction in the California Community Colleges, as a system, should be taught by full-time [FTEF] instructors." The California Community College Chancellor's Office 2020 data reports that the FTEF/adjunct faculty ratio system wide. Antelope Valley College has 47/53% compliance rate. The current Administration of Justice Department's ratio doubled in the wrong direction from 2.3 in 2019 to 4.8 in 2020 which is far below state minimum standards. The Antelope Valley College Administration of Justice Program is staffed by one full-time faculty and 10 adjunct faculty. Up until the 2019-2020 academic year, the Administration of Justice program had been routinely staffed with a minimum of two full-time faculty and 14 adjunct faculty. The lack of a replacement of a full-time faculty position in 2020-2021 has created a void despite the overwhelming need which is limiting the ability of the program to operate efficiently and reach its full potential.

The current FTEF are responsible for the following duties:

- Assigned to Classroom and Online instruction.
- Student Learning Outcome development and assessment for all 14 courses and AJ Honors classes.
- Evaluation of all adjunct faculty in the program
- CTE 2-year course review for all courses to ensure compliance with local standards.

- Course Identification (C-ID) standards and Title 5 regulations.
- Program review and assessment
- Advisor to the student Pre-Law Club
- Law Scholar Program liaison
- The criminal justice subject matter changes on a regular basis driven by court decisions, regulatory changes, and ballot initiatives often requiring curriculum revisions several times a year in addition to the two-year review.

The current FTEF also serve on the following campus committees:

- Law Scholars Committee
- Division Curriculum Committee
- Program Advisory Committee
- Ad-hoc hiring committees
- Online Teacher Trainer for OTT Certification Courses

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

- Lancaster Sheriff's Community Advisory Committee.
- California Peace Officers' Association
- Distance education professional development conferences
- Curriculum development and assessment

There is overwhelming justification for hiring two additional full-time faculty members for the Administration of Justice Program.

Part 3. Based on Part 2 above, please list program/area goals for 2021-2022:

Program/Area Goal #	***Goal supports which ILO/PLO/SLO/OO?***	***Description of Goal***	***Steps to be taken to achieve goal?***
#1 Meeting diverse student demands in	ILO: #4, Career and Specialized Knowledge. PLO #3	The program needs to continue the former levels of staffing and professionalism to continue with the exemplary level of education	Provide a hiring committee and hire a minimum of two more full-time staff members by the end of the 2021-2022 school year.

classes and in advisory positions		to the students and service to the community. Hiring 2 full time faculty to serve in Law Scholars, Pre-Law Club, Civic Engagement, Outreach, and to teach additional classes is required to rebuild the program to past standards prior to recent retirement of full-time faculty.	
#2 Promote greater student enrollment and student success	ILO's: #2, Creative, Critical, and Analytical Thinking., #3, Community/Global Consciousness. PLO's	The goal of boosting enrollment by active recruitment in person via community partnerships and social media is what is necessary to increase enrollment. Development of a fully online programs would boost enrollment and success rates due to the appeal to millennials, Generation Z students and working students. The goal of increasing the options for the AVC to CSU Program is also good for to students looking to enroll and expedite the educational process. The enrollment in AJ is projected to increase due to the introduction of Hyfelx and DEd class offerings. Continued expansion of online education/ distance learning classes and transfer options is targeted to include a fully online major option.	The first step in boosting enrollment is to have the staffing to physically accomplish the goal. The hiring of an additional full-time staff would allow for greater consistency and increased interaction amongst all the area high schools as well as local partners consisting of the Department of Justice Advisory Committee, CA State Prisons, Los Angeles Sheriff's Department, local community members and civilian activist groups. Assigning an additional full-time instructor to inhouse outreach programs like the Law Scholars Committee, Pre-Law Club, AVC to CSU program and SOAR is a required step in achieving the goal. An additional step forward in achieving the goal is to provide the online and Canvas training needed to proficiently expand the Distance

			Learning Program. Faculty should be compensated for Certification.
#3 Provide greater stability for the students in the AJ program.		The AVC students are at AVC for a short period of time, 2 – 3 years. Faculty mentor students which require longevity and familiarity with both the program and the students. The goal of consistency in both staff and classrooms is needed. A centralized geographical area or main building in which most AJ classes are held should be considered. With the Hyflex option instructors, that have back-to-back classes, should be scheduled in the same room as to increase contact time with students. Technology within the classrooms should also be consistent and adequate to accommodate both the Hyflex and OLI formats. The goal of program stability would also include the expansion of online / distance learning. The COR's, SLO's and PLO's are reviewed regularly, and the staff reports on the stability of the program annually. In the most recent Substantial Course Revisions, a DEd addition was submitted for all future AJ classes to have the option to be scheduled and taught in the asynchronous modality, which	1.Identify and provide an area and classrooms on campus that students will recognize as the "AJ area". Equip those classrooms with the necessary technology to teach in the required modality. 2. Expanding online / distance learning options by offering them on future class schedules. Course revisions have been made to comply with the requirements of Title 5 sections 55200, 55202, 55204, and 55206, as well as the requirements noted in Education Code 66700 and 70901. Some staff still require Canvas and DE/ OTT Certification training. Request for the required training & stipends for a minimum of 6 additional online DEd / OTT certifications is required to achieve set goals and compliance. 3. Provide a budget for the AJ 208 Classes, Forensics, and the AJ205 Criminal Investigations class for equipment and supplies needed for in class crime scene investigations and analysis.

		empowers the student with the option to achieve their education fully online.	

Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):

Type of Resource Request	*Summary of Request*	*New or Repeat Request*	*Amount of Request, $*	*One-Time or Recurring Cost, $*	*Contact's Name*
Faculty	Hire 2 Full Time AJ Faculty	New	$140, 000 ($70,000 each est. appx starting salary + benefits)	Recurring	Carlos Pinho, Faculty or Carina Giorgi, Dept. Chair
Classified Staff					
Technology					
Physical/Facilities			0	N/A	Carlos Pinho, Faculty
Supplies			$3000	Recurring	Carlos Pinho, Faculty
Professional Development			$13,200 (6 Stipends at a cost of $2200 each)		Rick Shaw, Executive Director, Technology or Alex Parisky, Manager, Instructional Resource & Design or Carlos Pinho, Faculty or Carina Giorgi, Dept. Chair
Other					

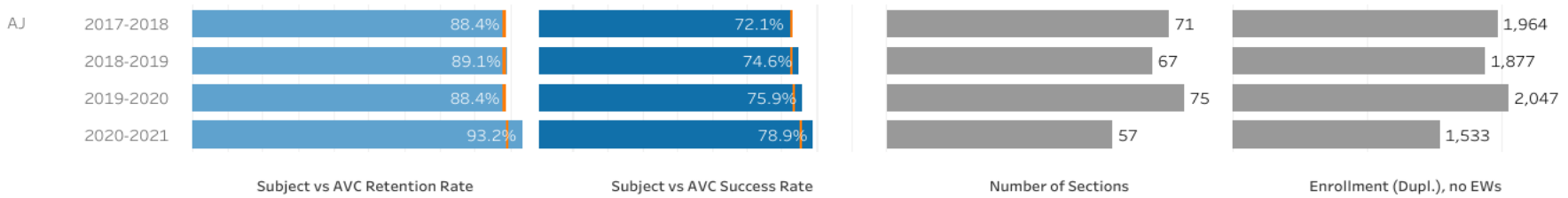
****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee: https://www.surveymonkey.com/r/20-21ProgramReview**

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

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

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

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



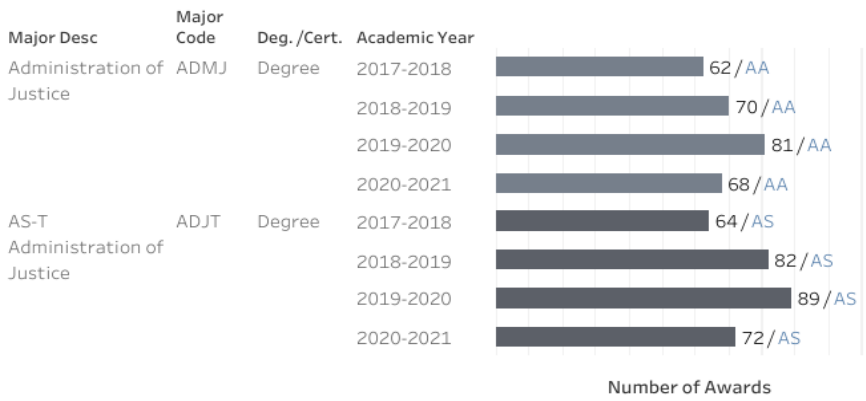
Enrollment and Number of Sections by ***Modality*** in AJ

	Instr. Method	2017-2018	2018-2019	2019-2020	2020-2021
Number of Sections	Online	4	4	4	4
	Other Indep Study			3	
	Traditional	65	61	66	53
	Work Experience	2	2	2	
Enrollment	Online	133	134	155	146
	Other Indep Study			3	
	Traditional	1,823	1,732	1,909	1,388
	Work Experience	8	11	7	

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

	Location	2017-2018	2018-2019	2019-2020	2020-2021
Number of Sections	Lancaster	55	51	58	39
	Palmdale	16	16	17	18
Enrollment	Lancaster	1,535	1,420	1,581	1,051
	Palmdale	429	457	493	483

Number of Degrees/Certificates Awarded in Administration of Justice (ADMJ) & AS-T Administration of Justice (ADJT)



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

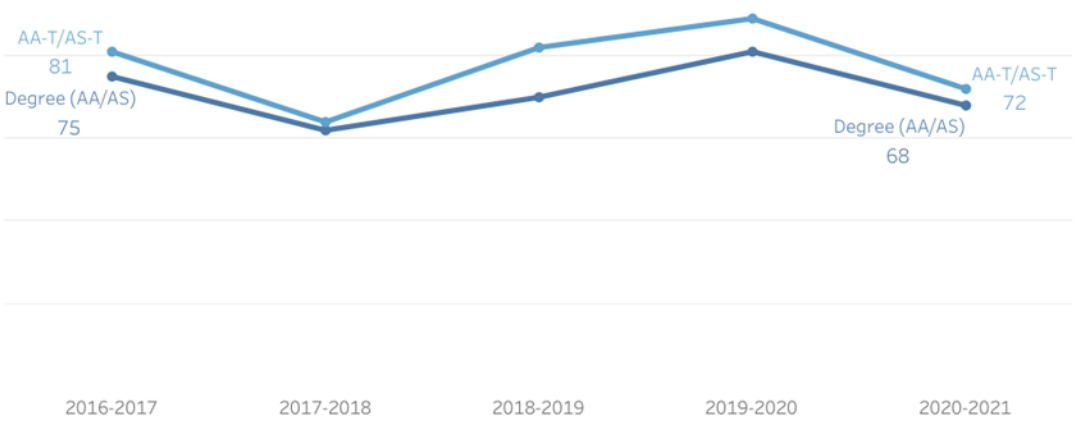
	Fall 2017	Fall 2018	Fall 2019	Fall 2020
PT (Adjunct) FTEF	5.0	4.6	4.6	4.8
FT (Regular) FTEF	2.0	1.6	2.0	1.0
FT (Overload) FTEF	0.2	0.2	0.2	0.2
TOTAL FTEF	7.2	6.4	6.8	6.0
PT/FT FTEF Ratio	2.5	2.9	2.3	4.8
FTES	105.7	95.6	111.1	88.5
FTES/FTEF Ratio	14.7	14.9	16.3	14.8
WSCH/FTEF Ratio	440.2	447.9	490.0	442.6

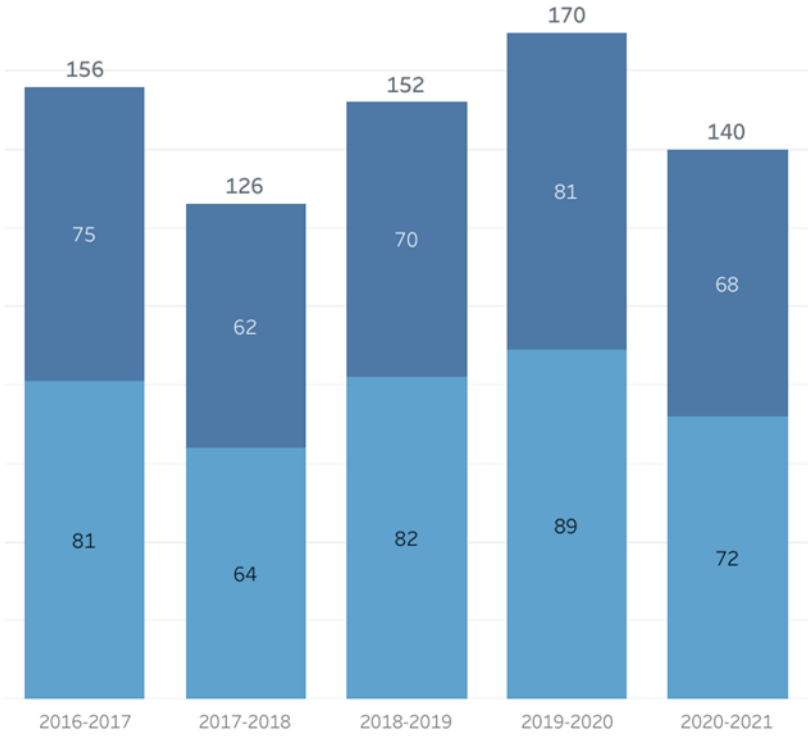
Click here to see AVC's Program awards dashboard

Program Awards (Last update: 9/20/21; Data Source: *AVC Banner System*) Click on any field to filter data

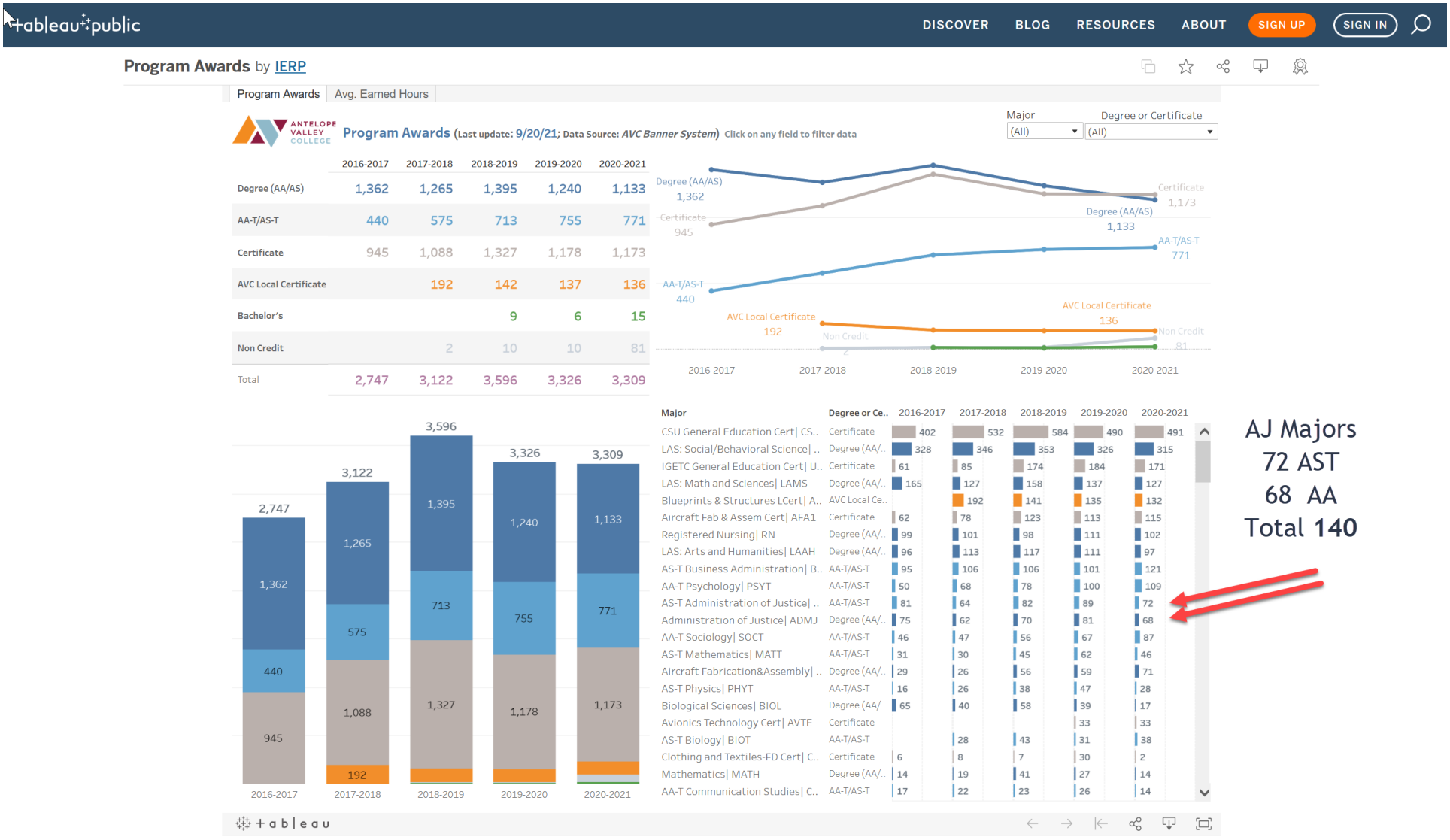
Major: Multiple values | Degree or Certificate: All

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Degree (AA/AS)	75	62	70	81	68
AA-T/AS-T	81	64	82	89	72
Total	156	126	152	170	140





Major	Degree or Ce..	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
AS-T Administration of Justice| ..	AA-T/AS-T	81	64	82	89	72
Administration of Justice| ADMJ	Degree (AA/..	75	62	70	81	68



AJ Majors
72 AST
68 AA
Total **140**

California Community Colleges Chancellor's Office
Management Information Systems Data Mart

Home | Students | Courses | Student Services | Outcomes | Faculty & Staff

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

Program Awards Summary Report - Parameter Selection Area

Select State-District-College: Collegewide Search
Select District-College: Antelope Valley;Barstow;Ca
Select Academic Year: Annual 2020-2021
Select Award Type: Chancellor's Office Approve
Select Program Type: 2105
View Report

Program Awards Summary for Special Population/Group, please click here.

Please note: Statewide results for the most recent term should not be considered complete until all districts have submitted data.

Export To -> Excel CSV Text Records Per Page: 50 Simple Layout Advanced Layout

Program Awards Summary Report - Data & Format Area

Report Area

Program Awards Summary

	Annual 2020-2021 Award Count
Antelope Valley Total	140
Associate in Science for Transfer (A.S.-T) Degree	72
Associate of Arts (A.A.) degree	68
Barstow Total	53
Associate in Science for Transfer (A.S.-T) Degree	30
Associate of Science (A.S.) degree	15
Certificate requiring 16 to fewer than 30 semester units	8
Canyons Total	141
Associate in Science for Transfer (A.S.-T) Degree	89
Associate of Science (A.S.) degree	30
Certificate requiring 16 to fewer than 30 semester units	22
Coastline Total	35
Associate of Arts (A.A.) degree	32
Certificate requiring 16 to fewer than 30 semester units	3
Glendale Total	47
Associate in Science for Transfer (A.S.-T) Degree	37
Associate of Science (A.S.) degree	5
Certificate requiring 30 to < 60 semester units	5
Pasadena Total	127
Associate in Science for Transfer (A.S.-T) Degree	118
Certificate requiring 30 to < 60 semester units	9
Victor Valley Total	104
Associate in Science for Transfer (A.S.-T) Degree	57
Associate of Science (A.S.) degree	47

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

	Row Options
District Name	Award Type
College Name	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.

2020 ANTELOPE VALLEY COLLEGE AT A GLANCE

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

VISION To provide quality education that transforms lives.

VALUES

Education—We are dedicated to students, faculty, staff, and alumni in their endeavor for lifelong learning.

Integrity—We expect honesty, trust, candor, and professionalism from one another.

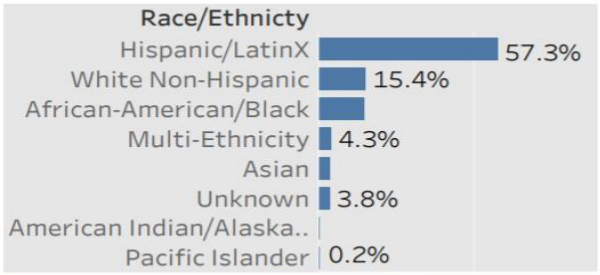
Excellence—We commit to the highest quality in all our endeavors, being responsive to our community in innovative ways.

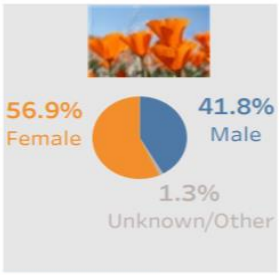
Community—We create and foster relationships between AVC and its diverse constituents: students, faculty, staff, alumni, and the community at large.

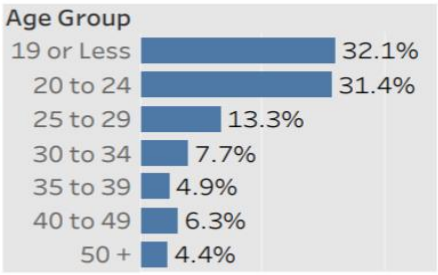
OFFERINGS

- Bachelor's Degree Program in Airframe Manufacturing Technology (**SIX** awarded in 2020)
- Associate Degree Programs
- Career Technical Programs
- Transfer Courses
- General Education Courses
- Dual Enrollment
- Student Support Services
- Workforce Preparation
- Personal Enrichment and Professional Development
- Open Educational Resource Courses
- Non-credit Courses
- Honors Program

2019-2020 STUDENT DEMOGRAPHICS (18,834 STUDENTS)





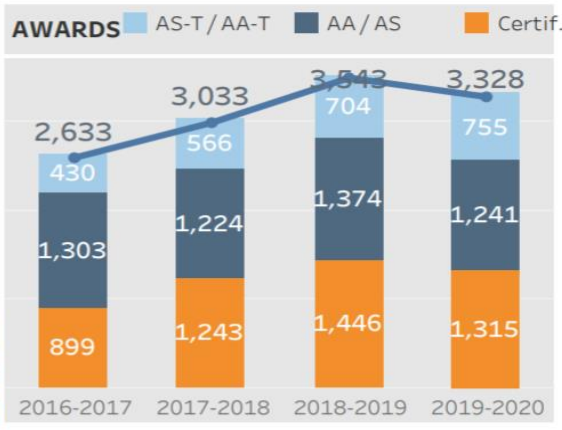


TOP 10 DECLARED MAJORS, Fall '19

1. Registered Nursing
2. Business Administration
3. Administration of Justice
4. Biology & Biological Sciences
5. Psychology
6. LAS: Arts & Humanities
7. Child & Family Education
8. Aircraft Fabrication & Assembly
9. Sociology
10. LAS: Social & Behavioral Sciences

QUICK FACTS

Year Founded: **1929**
District Size: **1,945 Sq. Miles**
Program offering:
Associate Degree (AA/AS): **67**
AA/AS for Transfer: **26**
Certificate: **60**
Bachelor Degree: **1**



- 210500 Administration of Justice

Geography: California

Includes: All California Counties

Annual Job Openings by Occupation

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

(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 10/23/2021 2:37:05 AM

Selections:

TOP Code(s):

- 210510 Corrections

Geography: California

Includes: All California Counties

Annual Job Openings by Occupation

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

(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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Selections:

TOP Code(s):

- 210530 Industrial and Transportation Security

Geography: California

Includes: All California Counties

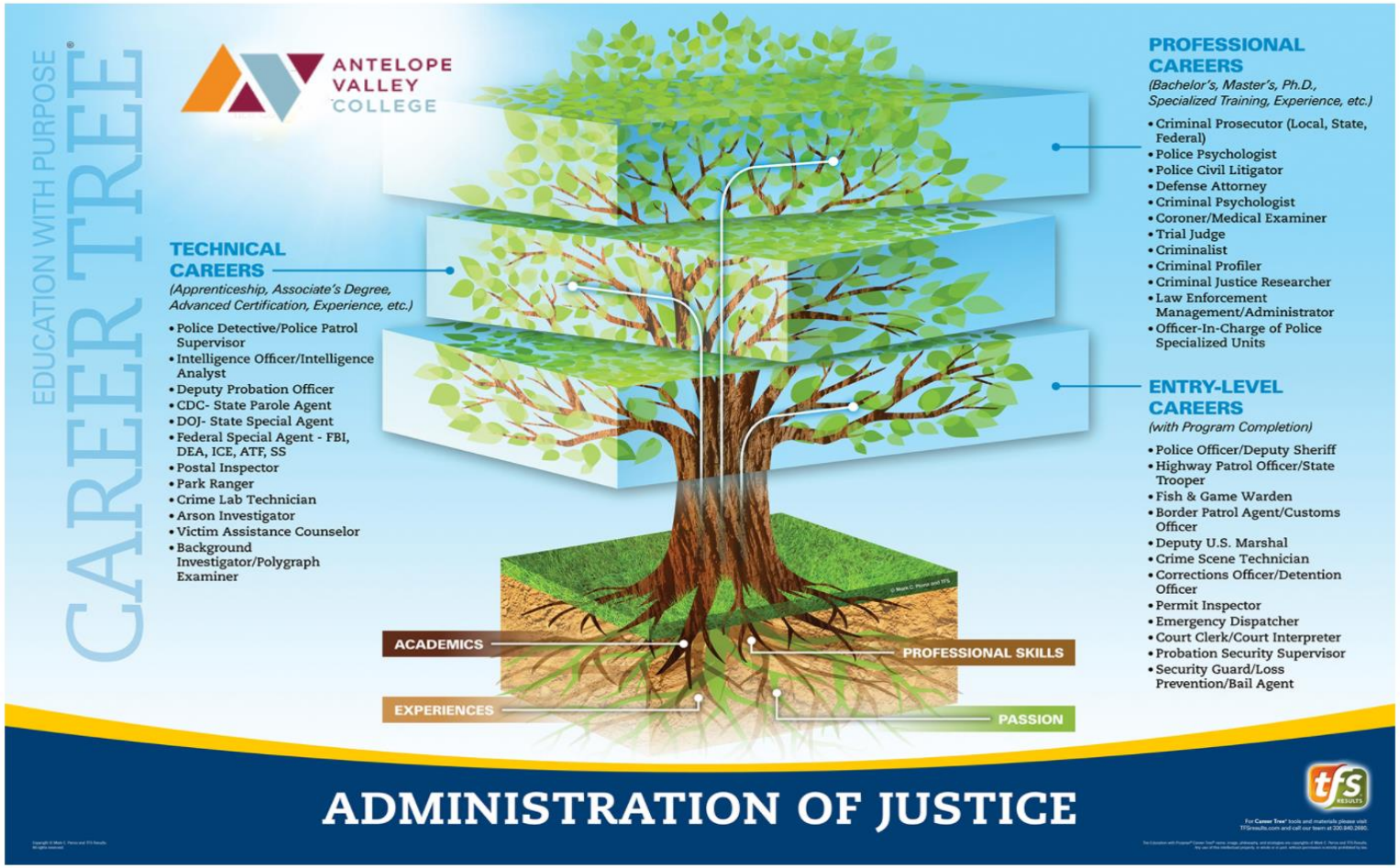
Annual Job Openings by Occupation

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

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

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

Career Focus: Prepare for Transfer and Pathway for Law School.



Level 1 - Associate's Degree

- Police Officer / Deputy Sheriff
- Highway Patrol Officer / State Trooper
- Fish & Game Warden
- Border Patrol Agent / Customs Officer
- Deputy U.S. Marshal
- Crime Scene Technician
- Corrections Officer / Detention Officer
- Permit Inspector
- Emergency Dispatcher
- Court Clerk / Court Interpreter
- Probation Security Supervisor
- Security Guard / Loss Prevention / Bail Agent

Level 2 - Bachelor's Degree

- Police Detective / Police Patrol Supervisor
- Intelligence Officer / Intelligence Analyst
- Deputy Probation Officer
- CDC - State Parole Agent
- DOJ - State Special Agent
- Federal Special Agent-FBI, DEA, ICE, ATF, SS
- Postal Inspector
- Park Ranger
- Crime Lab Technician
- Arson Investigator
- Victim Assistance Counselor
- Background Investigator / Polygraph Examiner

Level 3 - Graduate Degree

- Criminal Prosecutor (Local, State, Federal)
- Police Psychologist
- Police Civil Litigator
- Defense Attorney
- Criminal Psychologist
- Coroner / Medical Examiner
- Trial Judge
- Criminalist
- Criminal Profiler
- Criminal Justice Researcher
- Law Enforcement Management / Administrator
- Officer-In-Charge of Police Specialized Units

California Community Colleges
Fall 2020 Full-Time Faculty Obligation Compliance and Percentage

District	Fall 2020 Full-Time Faculty Obligation (a)	Total Full-Time Equivalent Faculty (FTEF) (b)	Over(Under) Obligation (c = b-a)	Total Part-Time Equivalent Faculty (d)	Total FTEF for Full-Time and Part-Time Faculty (e = b + d)	Percentage of FTEF to Full-Time Faculty (f = b/e)
Allan Hancock	127.6	154.3	26.7	121.4	275.7	56.0%
Antelope Valley	144.4	182.0	37.6	166.9	348.9	52.2%
Barstow	26.3	44.0	17.7	57.0	101.0	43.6%
Butte	146.5	192.2	45.7	130.1	322.3	59.6%
Cabrillo	160.8	185.2	24.4	83.8	269.0	68.8%
Cerritos	257.0	261.2	4.2	217.8	479.0	54.5%
Chabot-Las Positas	285.0	305.7	20.7	225.4	531.1	57.6%
Chaffey	225.6	231.3	5.7	342.2	573.5	40.3%
Citrus	166.0	170.0	4.0	118.9	288.9	58.8%
Coast	385.9	432.5	46.6	305.7	738.2	58.6%
Compton	27.0	138.1	111.1	61.8	199.9	69.1%
Contra Costa	341.0	494.4	153.4	335.7	830.1	59.6%
Copper Mt.	8.7	32.2	23.5	24.7	56.9	56.6%
Desert	116.8	132.7	15.9	134.4	267.1	49.7%
El Camino	320.0	335.0	15.0	185.5	520.5	64.4%
Feather River	17.3	31.5	14.2	20.9	52.4	60.1%
Foothill-DeAnza	367.6	423.2	55.6	376.3	799.5	52.9%
Gavilan Joint	64.5	65.0	0.5	76.4	141.4	46.0%
Glendale	193.1	234.6	41.5	139.9	374.5	62.6%
Grossmont-Cuyamaca	267.5	296.5	29.0	231.1	527.6	56.2%
Hartnell	105.0	126.3	21.3	85.2	211.5	59.7%
Imperial	103.1	135.1	32.0	74.8	209.9	64.4%
Kern	428.8	456.0	27.2	254.5	710.5	64.2%
Lake Tahoe	16.6	35.7	19.1	56.6	92.3	38.7%
Lassen	13.0	17.2	4.2	5.1	22.3	77.1%
Long Beach	311.0	332.0	21.0	233.9	565.9	58.7%

2020-2021 Program Review Report

Division/Area Name: SBS / Anthropology	**For Planning Years: 2022-2023**
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:

1.1.Briefly describe how the program contributes to the district mission

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

1.2.State briefly program highlights and accomplishments

The Anthropology Department continues to expand courses and sections available to students, as well as, increasing the number of students declaring Anthropology as their major. There has been an overall consistent increase in retention and success rates over the past four years maintaining an average 75.8% success. The Anthropology Department 2020-2021 retention rate (89.6%) is higher than the Total AVC Annual rates and the success rate (74.8%) is equal to the Total AVC Annual success rate.

1.3. Check each Institutional Learning Outcome (ILO) supported by the program. *Type an "X" if checkbox is unavailable.*

X Communication	X Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis.

	X Demonstrates listening and speaking skills that result in focused and coherent communications
X Creative, Critical, and Analytical Thinking	X Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. X Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
X Consciousness	X Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment. X Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
X Knowledge	X Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

1.4. Check each Educational Master Plan (EMP)/Strategic Plan Goal supported by the program. *Type an "X" if checkbox is unavailable.*
X **Goal 1:** Commitment to strengthening institutional effectiveness measures and practices.
X **Goal 2:** Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.
X **Goal 3:** Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
X **Goal 4:** Advance more students to college-level coursework-Develop and implement effective placement tools.
X **Goal 5:** Align instructional programs to the skills identified by the labor market.

Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:

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; specifically first-hand experience managing cultural collections and independent scientific research projects, as well as attendance and presentation of their research at Professional Anthropology meetings, placed them at a more competitive level than other junior level students at four-year institutions.

End of Semester Student Surveys:

- A commonality across the Anthropology courses, was the request that faculty have exam review sessions. Several faculty have implemented exam review sessions outside of the regularly scheduled class and others have incorporated review sessions into their class schedules.
- Attendance at the annual Anthropology Open House was beneficial to their understanding of what to expect at four-year institutions and the wide variety of employment opportunities available to someone with a degree in Anthropology.
- ANTH 101L: Students requested that there be more skeletal casts available during the lab sessions. Identifying traits and characteristics with photos and line drawings is very difficult. Faculty continues to request funds to obtain more primate, hominin, and forensic skeletal casts. Students suggested that more time be given to completing some of the required lab exercises. Faculty determined that if students would like to complete the concept application sections of the lab that it would be acceptable to have the lab submitted during the following class time.

- ANTH 101, ANTH 101L, ANTH 102, ANTH 112 and ANTH 140 courses: Students enjoy the assignments that require them to participate in on-campus and off-campus anthropological events. They feel this provides them with real world experiences in Anthropology.
- ANTH 140 and ANTH 199: Students stated that participating in inquiry-based research and first-hand experience managing cultural collections was more interesting and fulfilling than a pure lecture-based course. The opportunity to attend professional Anthropology meetings also allowed them to see 'real world" application of the materials covered in lecture.

Part 2.B. Analyze the program review data (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):

Strengths	Since the last Program Review, the numbers of sections Online Sections have increased. The number of students declaring Anthropology as a major has slightly increased. The number of AA-T in Anthropology degrees (n=3) was maintained, this appears to be part of the typical two-year cycle. Over the past four years the Anthropology Department has maintained an average 75.8% success rate. The 2020-2021 retention rate (89.6%) is higher than the Total AVC Annual rate and the success rate (74.8%) is equal to the Total AVC Annual success rate. Furthermore, our total FTES increase by 2.3%. Over the past four years, there has been an overall consistent increase in retention and success rates based on sex and ethnicity across Anthropology courses. Most important was an increase in retention and success rates in 2020-2021 for African American/Black students and students who identify as "Two or more races", a weakness noted in the 2019-2020 Program Review. **SEX:** The average retention and success rate for female, male and unknown Anthropology students has increased. Female students (60%) comprise most of the student population compared to male (39%) and unknown (1%). There has been an increase in "unknown" retention rates (10%), but success rates have increased (4%). Retention rates are below the AVC benchmark, but the success rates are 2% higher in Anthropology than AVC success benchmark. **ETHNICITY:** The overall retention and success rates for all ethnic groups in Anthropology courses have increased in the past four years. The department continues to meet the AVC Institutional Standard success benchmark of 69.1% established in 2018-2019. Of note is the 1.5-3% increase in the success rate for African American/Black students (64.81%) and students who identify as "Two or more races" (81.3%) from the previous Program Review. These rates are higher than the AVC subgroup success rate for each (61.1% and 73.6%) respectively. The success rates for students identifying as Hispanic/Latinx and White, Non-Hispanic are equal to or greater than AVC Annual benchmarks.
Weaknesses	• For 2020-2021, the overall Anthropology Department success rates (74.8%) decreased by 3% since last Program Review. This decreased occurred among Hispanic/Latinx and "Other" ethnic student populations. Their success rates have decreased by 5% since the 2019-2020 Program Review. A likely explanation for this change is the ongoing COVID-19 pandemic situation during the academic year. In particular, faculty noted that Hispanic/Latinx and "Other" ethnic students reported they and their family members contracted COVID. • There is a disproportionate impact (PPG -10.0%) for African American/Black students in Anthropology Courses. We need to increase our successful course completers by 13 to close the gap for these students. • ANTH 101L Biological Laboratory classes have a 65.8% success rate compared to the Anthropology Department and AVC Annual benchmark of 74.8%.

Opportunities	• We anticipate UC approval of Honor CORs for ANTH 101, ANTH 102 and ANTH 110 and ANTH 112 this upcoming year. • Guided Pathways can provide the opportunity to increase enrollment in Anthropology courses. All the Anthropology courses are holistically based and provide a solid, broad foundation to assist students in the development of their academic and career choices. Furthermore, all of the Anthropology courses fulfill General Education requirements; Area A - Natural Sciences (ANTH 101 and ANTH 101L) and Area B - Social & Behavioral Sciences (ANTH 102, 103, 110, 112, 140) and are transferable to CSU and UC.
Threats	• One adjunct who taught a maximum load for Anthropology retired at the end of Spring 2021. There have been ongoing difficulties in getting Human Resources to (1) initiate a call for Anthropology Adjuncts, (2) respond to email inquiries on the status of applications, and (3) lack of notification of received applicants for faculty and Dean review. As a result, two anthropology classes had to be pulled from both the Fall 2021 and Spring 2022 schedule. • The federally mandated NAGPRA Inventory, inter-tribal consultation and repatriation process is extremely difficult for the single full-time faculty member to juggle with the contractually required 15 LHE load. • Data to compare the 2020-2021 retention & success rates by individual Anthropology classes is not available on the Program Review Data Page. • 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. • The ethnicity categories of American Indian or Asian appear to have been lumped into the "other" ethnicity category. The lack of access to this data does not permit discussion of diversity in our courses, which is a bedrock of Anthropology. The Department of Anthropology finds this to be troubling and requests that this data be made available.

Part 2.C. Review and comment on progress towards SLO/PLO/OO Outcomes Analysis (aka Action Plans):

To date, faculty are making progress to increase student's success via the ongoing review and assessment of SLO/PLO Action Plans. We can see this reflected in the retention and success rates which are equal to or higher than the Total AVC Annual rates. Furthermore, the increase in the success rate for African American/Black students (64.81%) and students who identify as "Two or more races" (81.3%) from the previous Program Review is indicative that review and assessment can result in increased success for students.

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

#1 Goal: Increase the number of Anthropology transfers to CSU's via AA-T/ADT in Anthropology and via IGETC to UC's.
Objectives: To have 25 AA-T in Anthropology graduates by spring 2023.
Status: In Progress —To date, 21 students have received the AA-T in Anthropology and six other students completed the requirements for the AA-T, but for various reasons did not receive the requested AA-T in Anthropology.

#2 Goal: Increase the ethnic diversity of students enrolled in Anthropology courses and Anthropology transfer students to CSU's via the AA-T in Anthropology and via IGETC to UC's.
Objectives: Develop new Anthropology curriculum that is focused on underrepresented ethnic groups and that meets GE requirements and is transferable to CSU and UC. Increase Hispanic, Native American, African American and Asian student success to meet the AVC Institutional Standard benchmark of 69.1% by spring 2023.

Status: In Progress —To date, based on student surveys and a Student Focus Group during 2018-2019, students identified most interest in new curriculum focused on (1) Latin America & Caribbean Cultures, (2) Ritual, Supernatural & Religion from a cross-cultural perspective, and (3) Archaeology Laboratory class. Faculty developed a new course, ANTH 110: Latin American and Caribbean Cultures in Fall 2019. The course was approved by the Chancellor's Office and for transfer to CSU GE and UC IGETC approval.

#3 Goal: Increase the success rate of students enrolled in the Introduction to Biological Anthropology (ANTH 101) and Introduction to Biological Anthropology Lab (ANTH101L) courses. These courses fulfill the General Education Area A - Natural Sciences pattern for non-science majors. A main goal is to stimulate student interest in the issue of human origin and diversity and to promote cross-cultural understanding.
Objective 1: Increase student success to meet the AVC Institutional Standard benchmark of 69.1% by spring 2023.
Status: In Progress — In the 2018-2019 program review both the retention and success rates for ANTH 101 and ANTH 101L had increased. Student success in ANTH 101 increased by 4.2% and an increase of 8.9% success rate for the ANTH 101L classes. Data to compare the 2019-2020 retention & success rates by individual classes was not available on the Program Review Data Page. For 2020-2021, success rates continued to increase (+2%), however the ANTH 101L Biological Laboratory classes success rate has diminished to a 65.8% success rate below the department and AVC benchmark. A likely explanation for this change is the ongoing COVID-19 pandemic situation during the academic year and the difficulties in teaching a science lab class via Zoom.
Objective 2: Increase the number of laboratory sections offered each semester to four.
Status: In Progress — Again — This objective was met (a section of ANTH 101L was added to the Fall 2020), but with the loss of an adjunct faculty member the number of lab classes offered has been decreased to three.

#4 Goal: Obtain appropriate curation supplies, equipment, and storage facilities for the Antelope Valley College Archaeological Repository (AVCAR) archaeology collection.
Objectives: Student's success can be increased by continuing to develop undergraduate research opportunities specifically by obtaining funding to purchase equipment and supplies to maintain the archaeology collections and to prevent further environmental degradation to the collection. Increase student success to meet the AVC Institutional Standard benchmark of 69.1% by spring 2023.
Status: In Progress — Some funding has been obtained to purchase supplies related to the curation of archaeological collections. Furthermore, appropriate curation space in Uhazy Hall has been identified and a portion of the collection was moved from the outdoor curation container located in the North Athletic Field providing a safe and appropriate space student learning and/or work environment.

#5 Goal: Complete the Native American Graves and Repatriation Act (NAGPRA) Inventory of the Antelope Valley College Archaeological Repository (AVCAR) archaeology collection, including the newly returned cultural items and initiate repatriation.
Objectives: Complete the NAGPRA inventory by Fall 2021. Initiate inter-tribal consultation and repatriation with local Native American Tribes by Fall 2021. Develop undergraduate research opportunities.
Status: In Progress — The NAGPRA Inventory was initiated in Fall 2019 with assistance of students enrolled in the ANTH 199 Work Experience. The inventory and inter-tribal consultation were halted in March 2020 due to the COVID stay at home restrictions. Currently, the inventory is in progress. Inter-tribal consultation in regard to identified NAGPRA items from several archaeological sites have been initiated.

#6 Goal: Increase enrollment in Anthropology courses by having courses listed in other discipline areas as recommended courses to fulfill Program Plans of Study and Guided Pathways. 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 across disciplines. A main goal is to stimulate student interest in the issue of human origin and diversity and to promote

cross-cultural understanding. All the Anthropology courses fulfill General Education requirements; Area A - Natural Sciences (ANTH 101 and ANTH 101L) and Area B - Social & Behavioral Sciences (ANTH 102, 103, 110, 112, 140) and are transferable to CSU and UC.
Objectives: To have Academic Programs add/recommend Anthropology courses as viable options for students to fulfill their Program Plans of Study. Important to highlight to non-science majors Biological Anthropology (ANTH 101) and Biological Anthropology Lab (ANTH101L) courses which fulfill the General Education Area A - Natural Sciences pattern for non-science majors.
Status: In Progress — due to the COVID stay at home restrictions this goal was not implemented during the 2020 -2021 year. With the return to campus Fall 2021, faculty have begun to reach out to leadership on campus to promote Anthropology courses (e.g., First Year Experience, Student Success, & UMOJA).

#7 Goal: Close the Gap for African American/Black students in Anthropology Courses.
Objectives: Increase African American/Black student retention and success to meet the AVC Institutional Standard benchmarks by spring 2023. Increase the number of successful course completers to 14.
Status: Partially Met — Of note is the 1.5-3% increase in the success rate for African American/Black students (64.81%) and students who identify as "Two or more races" (81.3%) from the previous Program Review. The number of successful completers needed has decreased to 13. Faculty have reviewed current curriculum to identify areas that can be revised, and new content added to better reflect equitable presentations of the African American/Black community. For example, further developing curriculum in World Prehistory related to the development of cultural achievements and the rise of complex African societies in prehistory. We will be collaborating with UMOJA to further develop this curriculum.

#8 Goal: Investigate the development of a full-scale simulated archaeological excavation at the AVC campus/Barrel Springs location.
Objectives: To increase student success in ANTH 140 and ANTH 103 archaeology courses to meet the AVC Institutional Standard benchmark of 69.1% by spring 2023. Provides support to student educational plans, higher education options, and career opportunities.
Status: In Progress — Faculty began discussions with the Dean of SBS and with other CCC colleagues in Fall 2019. Progress has been halted due to the COVID stay at home restrictions. Faculty anticipate moving this discussion forward in Summer 2022.

Part 3. Based on Part 2 above, please list program/area goals for 2021-2022:

Program/Area Goal #	***Goal supports which ILO/PLO/SLO/OO?***	***Description of Goal***	***Steps to be taken to achieve goal?***
#1 Goal: Ongoing Increase the number of Anthropology transfers to CSU's via AA-T in Anthropology and via IGETC to UC's.	ILOs -- #1-4 Communication, Creative, Critical, and Analytical Thinking, Community/Global Consciousness and Career and Specialized Knowledge. Anthropology PLOs -- #1-4 PLO #1: Demonstrate understanding of the processes of science, the scientific method, and the relationship between scientific research and established knowledge. PLO #2: Clearly express	**Objectives:** To have 25 AA-T in Anthropology graduates by spring 2023.	Continue to develop a program to promote student interest in all aspects of and courses supporting the AA-T/ADT in Anthropology. Continue to promote Anthropology as a Major. Meet with Marketing, First Year Experience, Student Success, STEM,

	self when writing or speaking about anthropology demonstrating knowledge of basic anthropological terminology and understanding major anthropological concepts. PLO, #3: Evaluate anthropological data draw reasonable conclusions, recognize ethical implications of these conclusions and apply these conclusions to personal, community and scientific problems. PLO #4: Utilize appropriate fieldwork techniques for anthropology.		UMOJA & various other campus programs to develop a strategy to promote the discipline via guest talks on campus and in the community, including local elementary, middle & high schools. A major focus of such promotional activities will be to expand and encourage participation of underrepresented ethnic groups. Development of a "Majors Fair" for students. Continue and further develop undergraduate research opportunities. Continue and further develop community partnerships (e.g., AVIM, MOAH, Gibbon Conservation Center, Lancaster and Palmdale School Districts; Lancaster and Palmdale Parks and Recreation Departments). Continued development of the Annual Anthropology Open House, Anthropology Symposium, student Anthropology Club, and Faculty Professional Development presentations emphasizing developments in Anthropology. Continued participation with Student Equity & First Year Experience; Student Success Kickoff and AVC school tours for local elementary, middle and high school students.

#2 Goal: Ongoing Increase the ethnic diversity of students enrolled in Anthropology courses and Anthropology transfer students to CSU's via the AA-T in Anthropology and via IGETC to UC's.	ILOs -- #1-4 Communication, Creative, Critical, and Analytical Thinking, Community/Global Consciousness and Career and Specialized Knowledge. Anthropology PLOs -- #1-3 PLO #1: Demonstrate understanding of the processes of science, the scientific method, and the relationship between scientific research and established knowledge. PLO #2: Clearly express self when writing or speaking about anthropology demonstrating knowledge of basic anthropological terminology and understanding major anthropological concepts. PLO, #3: Evaluate anthropological data draw reasonable conclusions, recognize ethical implications of these conclusions, and apply these conclusions to personal, community and scientific problems.	**Objectives:** Develop new Anthropology curriculum that is focused on underrepresented ethnic groups and that meets GE requirements and is transferable to CSU and UC. Increase Hispanic/Latinx, Native American, African American and Asian student success to meet the AVC Institutional Standard benchmark of 69.1% by spring 2023.	Develop relevant curriculum that represents and honors our diverse student body. Work with the UMOJA, FYE, and Puente programs to develop curriculum that empowers students, promotes unity, and builds community and equity. Develop other new curriculum identified in the 2018-2019 Student Survey and Student Focus Group. Meet with Marketing, First Year Experience, Student Success, STEM, UMOJA & various other campus programs to develop a strategy to promote the discipline via guest talks on campus and in the community, including local elementary, middle & high schools. A major focus of such promotional activities will be to expand and encourage participation of underrepresented ethnic groups. Faculty will meet with colleagues at other CCC's to discuss how their districts have increased their success rates for underrepresented groups.
#3 Goal: Ongoing Increase the success rate of students enrolled in the Introduction to Biological Anthropology (ANTH 101) and Introduction to Biological Anthropology Lab (ANTH101L) courses that fulfill the General	ILOs -- #1-4 Communication, Creative, Critical, and Analytical Thinking, Community/Global Consciousness and Career and Specialized Knowledge. Anthropology PLOs -- #1-3 PLO #1: Demonstrate understanding of the processes of science, the scientific method, and the relationship between scientific research and established knowledge. PLO #2: Clearly express	**Objectives:** Increase the number of laboratory sections offered each semester to five. Increase student success to meet the AVC Institutional Standard benchmark of 69.1% by spring 2023.	Hire one part-time lab technician--instructional assistant. Currently, the department is unable to schedule a sufficient number of laboratory sections to meet demand. Primarily due to the extensive amount of preparation for bi-weekly labs. Obtain funding to purchase primate, hominin and forensic skeletal casts.

Education Area A - Natural Sciences pattern for non-science majors. Both courses are transferable to CSU & UC. A main goal is to stimulate student interest in the issue of human origins and diversity and to promote cross-cultural understanding. Increase student success by promoting an understanding of science, the scientific method, critical thinking, and mathematical skills.	self when writing or speaking about anthropology demonstrating knowledge of basic anthropological terminology and understanding major anthropological concepts. PLO, #3: Evaluate anthropological data draw reasonable conclusions, recognize ethical implications of these conclusions and apply these conclusions to personal, community and scientific problems.		Provide students with primate and hominin casts in order for them to (1) evaluate the evolutionary significance of morphological changes in the primate and hominin record; (2) to evaluate the processes of natural selection as seen in the Order of Primates; (3) to evaluate trauma, pathologies and cultural modifications to human skeletons. Obtain funding for osteometric boards and spreading calipers.
#4 Goal: Ongoing Obtain appropriate curation supplies, equipment, and storage facilities for the Antelope Valley College Archaeological Repository (AVCAR) archaeology collection. This goal will provide students with undergraduate research opportunities; specifically first-hand experience of managing cultural	ILOs -- #1-4 Communication, Creative, Critical, and Analytical Thinking, Community/Global Consciousness and Career and Specialized Knowledge. Anthropology PLOs -- #1, 3 & 4 PLO #1: Demonstrate understanding of the processes of science, the scientific method, and the relationship between scientific research and established knowledge. PLO, #3: Evaluate anthropological data draw reasonable conclusions, recognize ethical implications of these conclusions and apply these conclusions to personal, community and scientific problems. PLO #4: Utilize appropriate fieldwork techniques for anthropology.	**Objectives:** Student's success can be increased by continuing to develop undergraduate research opportunities specifically by obtaining funding to purchase equipment and supplies to maintain the archaeology collections and to prevent further environmental degradation to the collection.	Obtain funding for Color Photo, Image, Film, Negative & Document Scanner to document, curate and preserve the archaeological collection. Obtain funding for supplies related to curation of archaeological collections (archival boxes, collection bins, labels, binders, database, etc.). Complete the stabilizing and movement of the archaeological collection currently housed in the container located in the North Athletic Field to Uhazy Hall to provide

collections and independent scientific research projects. Supports the Anthropology 199 Work Experience and the ANTH 140 Archaeology courses.			a safe and appropriate space for student learning and/or work environment. Maintains the collection as per Federal Curation Standards, as outlined in 36CFR79 of the Federal Register (1990) and the Accreditation Standards of the American Association of Museums (AAM) for archaeological curation and collections management.
#5 Goal: NEW as of 2019-2020 Complete the Native American Graves and Repatriation Act (NAGPRA) Inventory of the Antelope Valley College Archaeological Repository (AVCAR) archaeology collection, including the newly returned cultural items and initiate repatriation.	ILOs -- #1-4 Communication, Creative, Critical, and Analytical Thinking, Community/Global Consciousness and Career and Specialized Knowledge. Anthropology PLOs #1-3 PLO #1: Demonstrate understanding of the processes of science, the scientific method, and the relationship between scientific research and established knowledge. PLO #2: Clearly express self when writing or speaking about anthropology demonstrating knowledge of basic anthropological terminology and understanding major anthropological concepts. PLO, #3: Evaluate anthropological data draw reasonable conclusions, recognize ethical implications of these conclusions and apply these conclusions to personal, community and scientific problems.	**Objectives:** Complete the NAGPRA inventory by Fall 2021. Initiate inter-tribal consultation and repatriation with local Native American Tribes by Fall 2021. Develop undergraduate research opportunities.	In Spring 2019 the US Federal NAGPRA office contacted the district requesting clarification of the status of the archaeological collection. It came to the attention of the department that the former head of the department had not completed the NAGPRA Inventory as required by federal law. NAGPRA was initiated in Fall 2019 with assistance of students enrolled in the ANTH 199 Work Experience. During this time, it came to the attention of the faculty that prior to July 2007, NAGPRA cultural items were removed from Antelope Valley College by the former head of the department to his personal residence in Lancaster, CA. The district took possession of these items in Fall 2019 and they have been added to the AVCAR collection.

			The inventory and inter-tribal consultation have been halted due to the COVID stay at home restrictions.
#6 Goal: NEW as of 2019-2020 Increase enrollment in Anthropology courses by having courses listed in other discipline areas as recommended courses to fulfill Program Plans of Study and Guided Pathways. 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 across disciplines. A main goal is to stimulate student interest in the issue of human origin and diversity and to promote cross-cultural understanding. All the Anthropology courses fulfill General Education requirements; Area A - Natural Sciences (ANTH 101 and ANTH 101L) and Area B - Social & Behavioral Sciences	ILOs -- #1-4 Communication, Creative, Critical, and Analytical Thinking, Community/Global Consciousness and Career and Specialized Knowledge. Anthropology PLOs #1-3 PLO #1: Demonstrate understanding of the processes of science, the scientific method, and the relationship between scientific research and established knowledge. PLO #2: Clearly express self when writing or speaking about anthropology demonstrating knowledge of basic anthropological terminology and understanding major anthropological concepts. PLO, #3: Evaluate anthropological data draw reasonable conclusions, recognize ethical implications of these conclusions and apply these conclusions to personal, community and scientific problems.	**Objectives:** To have Academic Programs add/recommend Anthropology courses as viable options for students to fulfill their Program Plans of Study. Important to highlight to non-science majors Biological Anthropology (ANTH 101) and Biological Anthropology Lab (ANTH101L) courses which fulfill the General Education Area A - Natural Sciences pattern for non-science majors.	Provide guest talks at Division Meetings to promote Anthropology courses. Provide guest talks to First Year Experience, Student Success, UMOJA & various other campus programs to promote Anthropology courses. Focus on the Top Ten Declared Majors, such as Business Administration, Administration of Justice, LAS: Arts & Humanities, Child & Family Education, LAS: Social & Behavioral Sciences.

(ANTH 102, 103, 110, 112, 140) and are transferable to CSU and UC.			
#7 Goal: NEW as of 2019-2020 Close the Gap for African American/Black students in Anthropology Courses.	ILOs -- #1-4 Communication, Creative, Critical, and Analytical Thinking, Community/Global Consciousness and Career and Specialized Knowledge. Anthropology PLOs -- #1-4 PLO #1: Demonstrate understanding of the processes of science, the scientific method, and the relationship between scientific research and established knowledge. PLO #2: Clearly express self when writing or speaking about anthropology demonstrating knowledge of basic anthropological terminology and understanding major anthropological concepts. PLO, #3: Evaluate anthropological data draw reasonable conclusions, recognize ethical implications of these conclusions and apply these conclusions to personal, community and scientific problems. PLO #4: Utilize appropriate fieldwork techniques for anthropology.	**Objectives:** Increase African American/Black student retention and success to meet the AVC Institutional Standard benchmarks (87% and 69.1% respectively) by spring 2023. Increase the number of successful course completers to 14.	Faculty will review current curriculum to identify areas that can be revised, and new content added to better reflect equitable presentations of the African American/Black community. Develop relevant curriculum that represents and honors our diverse student body. Work with the UMOJA to develop curriculum that empowers students, promotes unity, and builds community and equity. Specifically, ANTH 103 and ANTH 110 curriculum. Provide guest talks to UMOJA students to promote awareness of Anthropology as a discipline and potential major that embraces diversity, promotes human justice and equity for all human beings. A key focus is that there is one race, the Human race, and that all other constructions of so-called races are biologically invalid. Student Survey and Student Focus Group: Put together a student survey and student focus group to discuss what topics would be of most interest to students. Students participate in topics/courses that relate to their own ethnic

			backgrounds and therefore will more successful. Faculty will subsequently implement changes to their classrooms in collaboration with their students.
#8 Goal: Ongoing Investigate the development of a full-scale simulated archaeological excavation at the AVC campus/Barrel Springs location. Provides support to student educational plans, higher education options, and career opportunities.	ILOs -- #1-4 Communication, Creative, Critical, and Analytical Thinking, Community/Global Consciousness and Career and Specialized Knowledge. Anthropology PLOs -- #1-4 PLO #1: Demonstrate understanding of the processes of science, the scientific method, and the relationship between scientific research and established knowledge. PLO #2: Clearly express self when writing or speaking about anthropology demonstrating knowledge of basic anthropological terminology and understanding major anthropological concepts. PLO, #3: Evaluate anthropological data draw reasonable conclusions, recognize ethical implications of these conclusions and apply these conclusions to personal, community and scientific problems. PLO #4: Utilize appropriate fieldwork techniques for anthropology.	**Objectives:** To increase student success in ANTH 140 and ANTH 103 archaeology courses to meet the AVC Institutional Standard benchmark of 69.1% by spring 2023.	Faculty will meet with colleagues at other CCC's to discuss how their districts have developed simulated archaeological excavations. Faculty will discuss this with AVC administration and determine an initial plan for implementation. Faculty will discuss the feasibility of this plan with community partners. Continue and further develop undergraduate research opportunities.

Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):

Type of Resource Request	*Summary of Request*	*New or Repeat Request*	*Amount of Request, $*	*One-Time or Recurring Cost, $*	*Contact's Name*
Faculty	Hire new Full-Time Faculty. The Department continues to increase headcount and FTES. Every semester most courses are filled during priority registration. Waitlists are always full and most students are not able to add needed	New		Recurring	Dr. Darcy L. Wiewall

	classes. We have lost an adjunct faculty with a maximum load and subsequently are having a very difficult time finding qualified applicants for the Adjunct pool.				
Classified Staff	Hire one part-time lab technician--instructional assistant. Currently, the department is unable to schedule a sufficient number of laboratory sections to meet demand. Primarily due to the extensive amount of preparation for bi-weekly labs.	Repeat		Recurring	Dr. Darcy L. Wiewall
Technology	Obtain a Color Photo, Image, Film, Negative & Document Scanner	Repeat	$500.00	One time	Dr. Darcy L. Wiewall
Physical/Facilities	1) Obtain funding to purchase primate, hominin, and forensic skeletal casts. 2) Obtain funds to purchase spreading calipers.	Repeat Repeat	$8000.00 $1000.00	One time One time	Dr. Darcy L. Wiewall
Supplies	Obtain funding for supplies related to NAGPRA inventory and curation of archaeological collections (archival boxes, collection bins, labels, binders, database, etc.)	Repeat	$5000.00	One time	Dr. Darcy L. Wiewall
Supplies	Obtain funding for supplies related to ANTH 101L Biological Laboratory class (fake blood sampling, DNA sampling).	New	$500	Recurring	Dr. Darcy L. Wiewall
Professional Development	Funding for keynote speakers for the Annual Anthropology Open House and Expo.	Repeat	$500-1000	Recurring	Dr. Darcy L. Wiewall
Other					

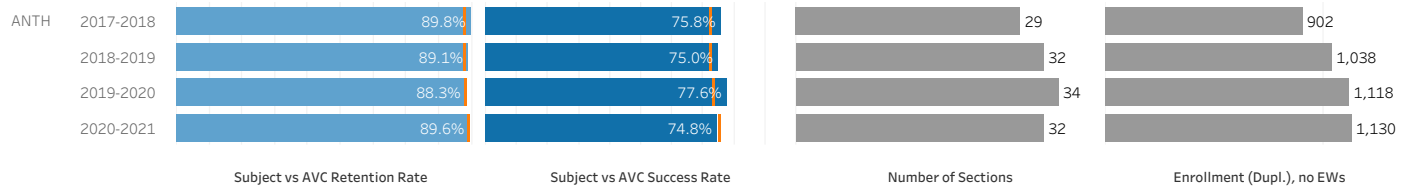
****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee: https://www.surveymonkey.com/r/20-21ProgramReview**

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

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

Select Subject	Select Subject again	Select Program Major(s)	Academic Year
ANTH	ANTH	AA-T Anthropology (ANTT)	Multiple values

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



Enrollment and Number of Sections by *Modality* in ANTH

	Instr. Method	2017-2018	2018-2019	2019-2020	2020-2021
Number of Sections	Online	3	3	3	4
	Traditional	24	26	28	27
	Work Experience	2	3	3	1
Enrollment	Online	133	138	136	184
	Traditional	765	891	1,027	946
	Work Experience	4	9	8	2

Enrollment and Number of Sections by *Location* in ANTH

	Location	2017-2018	2018-2019	2019-2020	2020-2021
Number of Sections	Lancaster	24	27	29	26
	Lancaster [Off Ca..	2			
	Palmdale	3	5	5	6
Enrollment	Lancaster	751	830	958	870
	Lancaster [Off Ca..	25			
	Palmdale	126	208	213	262

Number of Degrees/Certificates Awarded in AA-T Anthropology (ANTT)

Major Desc	Major Code	Deg. /Cert.	Academic Year	
AA-T Anthropology	ANTT	Degree	2017-2018	8 / AA
			2018-2019	6 / AA
			2019-2020	3 / AA
			2020-2021	3 / AA

Number of Awards

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

	Fall 2017	Fall 2018	Fall 2019	Fall 2020
PT (Adjunct) FTEF	1.6	2.0	2.4	2.2
FT (Regular) FTEF	0.7	0.7	0.7	1.1
TOTAL FTEF	2.3	2.7	3.1	3.3
PT/FT FTEF Ratio	2.2	2.7	3.2	2.0
FTES	38.9	46.6	52.3	54.5
FTES/FTEF Ratio	16.7	17.1	16.9	16.5
WSCH/FTEF Ratio	500.0	511.8	505.8	495.1

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Subject-Level Retention, Success, and Enrollment by Gender & Race/Ethnicity as Compared to AVC's Rates (|)

			Subject vs AVC Retention Rate	Subject vs AVC Success Rate	Enrollment
ANTH	Female	2017-2018	91.1%	77.6%	526
		2018-2019	88.9%	74.5%	619
		2019-2020	89.2%	78.1%	695
		2020-2021	90.8%	75.9%	673
	Male	2017-2018	87.9%	72.8%	364
		2018-2019	89.4%	76.1%	406
		2019-2020	87.3%	77.0%	409
		2020-2021	88.0%	73.0%	441
	Unknown/Oth..	2017-2018	91.7%	91.7%	12
		2018-2019	92.3%	61.5%	13
		2019-2020	71.4%	71.4%	14
		2020-2021	81.3%	75.0%	16
ANTH	Hispanic/Latinx	2017-2018	88.8%	74.2%	472
		2018-2019	88.7%	73.3%	600
		2019-2020	89.4%	79.3%	677
		2020-2021	89.4%	74.3%	725
	African American/Black	2017-2018	92.0%	69.6%	112
		2018-2019	88.7%	69.2%	133
		2019-2020	81.6%	63.1%	141
		2020-2021	84.8%	64.8%	125
	White Non-Hispanic	2017-2018	90.5%	81.0%	221
		2018-2019	88.6%	78.2%	193
		2019-2020	88.1%	80.8%	177
		2020-2021	93.8%	81.4%	177
	Two or more races	2017-2018	87.5%	73.2%	56
		2018-2019	93.9%	84.8%	66
		2019-2020	87.2%	78.7%	47
		2020-2021	91.7%	81.3%	48
	Other	2017-2018	95.1%	87.8%	41
		2018-2019	91.3%	84.8%	46
		2019-2020	92.1%	81.6%	76
		2020-2021	87.3%	76.4%	55

ANTELOPE VALLEY COLLEGE

2020-2021 Program Review Report

Division/Area Name: CTE / BCS / Office Technology & Business Information Professional	**For Planning Years: 2022-2023**
Name of person leading this review: Kent Moser and Gabrielle Poorman.	
Names of all participants in this review: Kent Moser, Kathy Osburn, Megan Owens, and Gabrielle Poorman.	

Part 1. Program Overview:

1.1. Briefly describe how the program contributes to the district mission
The Office Technology Program consists of four certificates and three local Associate degrees in Office Support, Office Specialist, Administrative Assistant, and Administrative Medical Assistant. The Business Information Professional discipline has three certificates and a local Associate degree. These certificates and degrees are designed to equip students with the knowledge and necessary hands-on training and skills required to obtain entry-level and mid-level employment in the fields of clerical, administrative, secretarial, and medical billing (front office) support. Courses provided allow students to complete a two-year degree, transfer to a four-year university, or seek immediate employment in support of Career Technical Education.
1.2. State briefly program highlights and accomplishments
The Office Technology and Business information Programs have had several accomplishments. For the 2020 academic year alone, the office technology program courses have averaged a 94.7% fill rate, and the Social Behavioral division courses were a consistent 90.9%. Also, for the 2020 academic year, the Office Technology program achieved a student success rate of 88.3% and a retention rate of 95.0%, which exceeds Antelope Valley College's overall average for that year (AVC average was 74.8% for success rate and 88.6% retention rate). For a small department, in terms of the number of full-time faculty, we have met the needs of our community and our students by helping them move forward in their career and educational goals. We are able to constantly improve and understand what our students and community need by having and communicating with companies and individuals in the business and office technology industry during our Office Technology Advisory Committee Meetings that are held every year. From the last advisory meeting, businesses from the community have stressed the need for an accelerated office administrative technology program. The business information professional program is based on approved model curriculum and will meet the needs that have been voiced during the 2021 advisory meeting. For a program that is a little over a year old, the business information professional program, for the period 2020-2021, achieved a retention rate of 85.4% and a success rate of 72.9%.

1.3. Check each Institutional Learning Outcome (ILO) supported by the program. *Type an "X" if checkbox is unavailable.*	
X Communication	X Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. X Demonstrates listening and speaking skills that result in focused and coherent communications

X **Creative, Critical, and Analytical Thinking**	x Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. x Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
X **Community/Global Consciousness**	x Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment. x Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
X **Career and Specialized Knowledge**	x Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

1.4. Check each Educational Master Plan (EMP)/Strategic Plan Goal supported by the program. *Type an "X" if checkbox is unavailable.*

x **Goal 1*:** Commitment to strengthening institutional effectiveness measures and practices.
x **Goal 2*:** Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.
x **Goal 3:** Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
x **Goal 4*:** Advance more students to college-level coursework-Develop and implement effective placement tools.
x **Goal 5:** Align instructional programs to the skills identified by the labor market.

Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:

In the 2021 advisory meeting, the need for stackable accelerated degree and certificates program that provides individuals with the entering the administrative office field with the skills that are needed for the workplace. According to the Employment Development of California for 2018-2028, annual job openings in the administrative support and office management field are 53,010.

Part 2.B. Analyze the program review data (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):

Strengths	From 2017 to 2021, the Office Technology program success rate increased by 21% and the retention rate increased by 11%. It was noted in last years' review, that the business information professional program would be available in Spring 2021 which coincides with the 2021 advisory meeting that discussed the need for an accelerated admirative office technology program to ready individuals for the demands of the office environment. For a program that is a little over a year old, the business information professional program, for the period 2020-2021, achieved a retention rate of 85.4% and a success rate of 72.9% which indicates that students are enrolling less in the office technology program and pursuing the Business information Professional program. All OT and BIP courses are distance education approved, and faculty that teach these courses also have the credentials to teach online.
Weaknesses	The PT/FT ratio for the last 3 years is less than 1 indicating almost all OT courses are taught by part time faculty.

Opportunities	Modality has reduced for on-campus instruction and increased for online instruction which is a great benefit for working students and other students not located in close driving distance to the college campus.
Threats	From 2020 to 2021, the Office Technology program has decreased in enrollment by 39% indicating that students have decreased in enrolling in this program.

Part 2.C. Review and comment on progress towards SLO/PLO/OO Outcomes Analysis (aka Action Plans):

The main issue from the outcomes analysis was to pursue regarding action plans was to hire at least another full-time instructor to help lead the program to be more successful and currently relevant. There was one full-time tenure track employee hired in the 2021 year. However, the need for access to computer labs and more marketing of the Business Information Professional discipline is still a necessity in order to best serve our students and community.

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

Past outcome analysis goals involved the recommendation to hire a full-time instructor which was satisfied this year. Program Review goals from last years and currently the year is to increase student success and job readiness by updating curriculum and offering a consistent, quality education utilizing professionals that are dedicated to the institution and to increase certificate completion and job readiness by completing development of second tier Business Information Professional Certificate and creation of newer courses to support the certificate. To accomplish these goals, there needs to be an increase in access to computer labs at the Palmdale campus, further development in the BIP certificate plan, and an increase in marketing and outreach efforts of the BIP discipline to bring awareness of its existence.

Part 3. Based on Part 2 above, please list program/area goals for 2021-2022:

Program/Area Goal #	***Goal supports which ILO/PLO/SLO/OO?***	***Description of Goal***	***Steps to be taken to achieve goal?***
#1	ILO 2, 4, 6	Increase student success and job readiness by updating curriculum and offering a consistent, quality education utilizing professionals that are dedicated to the institution.	Increase access to computer labs at Palmdale Campus to support expanded OT/BIP course offerings.
#2	ILO 2, 4, 6	Increase awareness of the BIP certificates and degree.	Work with Antelope Valley College's marketing department to explore and utilized different channels to communities to the community about BIP, and to

			perform more outreach to local businesses.

Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):

Type of Resource Request	*Summary of Request*	*New or Repeat Request*	*Amount of Request, $*	*One-Time or Recurring Cost, $*	*Contact's Name*
Faculty					
Classified Staff					
Technology					
Physical/Facilities	Increase access to computer labs at Palmdale Campus to support expanded BIP course offerings	Repeat	UNKNOWN	One-time	Rick Shaw
Supplies					
Professional Development					
Other	More marketing efforts from AVC's marketing department for the BIP discipline	New	UNKNOWN	Recurring	Betsey Sanchez

****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee: https://www.surveymonkey.com/r/20-21ProgramReview**

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

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

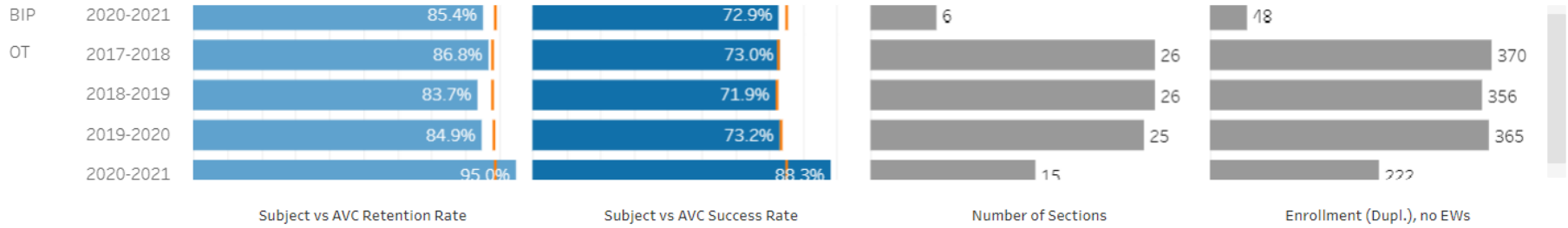
Select Subject: (Multiple values)

Select Subject again: (Multiple values)

Select Program Major(s): (Multiple values)

Academic Year: (Multiple values)

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



Enrollment and Number of Sections by *Modality* in All

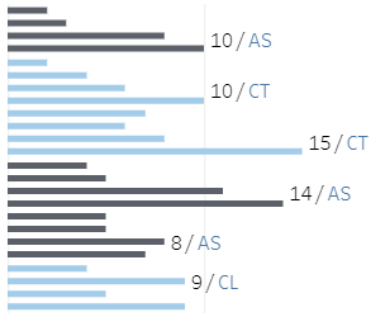
	Instr. Method	2017-2018	2018-2019	2019-2020	2020-2021	
Number of Sections	Online	5	6	7	5	8
	Other Indep Study	1	2	3		5
	Traditional	20	16	14	1	2
	Work Experience		2	1		
Enrollment	Online	97	113	128	38	157
	Other Indep Study	1	3	9		18
	Traditional	272	238	235	10	47
	Work Experience		2	1		

Enrollment and Number of Sections by *Location* in All

	Location	2017-2018	2018-2019	2019-2020	2020-2021	
Number of Sections	Lancaster	26	26	24	6	15
	Palmdale			1		
Enrollment	Lancaster	370	356	354	48	222
	Palmdale			19		

Number of Degrees/Certificates Awarded in Administrative Assistant (ADA), Administrative Assistant Cert (ADA1), Administrative Med Assist Cert (MAA1) and 3 more

Major Desc	Major Code	Deg. /Cert.	Academic Year
Administrative A..	ADA	Degree	2017-2018, 2018-2019, 2019-2020, 2020-2021
Administrative A..	ADA1	Certifica..	2017-2018, 2018-2019, 2019-2020, 2020-2021
Administrative ..	MAA1	Certifica..	2017-2018, 2018-2019, 2019-2020, 2020-2021
Administrative ..	MAA	Degree	2017-2018, 2018-2019, 2019-2020, 2020-2021
Office Specialist	OFS	Degree	2017-2018, 2018-2019, 2019-2020, 2020-2021
Office Specialist ..	OFS1	Certifica..	2017-2018, 2018-2019, 2019-2020, 2020-2021



Number of Awards

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

	Fall 2020	Fall 2017	Fall 2018	Fall 2019	Fall 2020
PT (Adjunct) FTEF		2.2	2.0	1.8	1.3
FT (Regular) FTEF		0.5			
TOTAL FTEF	0.0	2.7	2.0	1.8	1.3
PT/FT FTEF Ratio		4.0			
FTES		23.5	18.5	18.3	11.5
FTES/FTEF Ratio		8.7	9.4	10.3	8.9
WSCH/FTEF Ratio		260.7	282.6	308.3	266.3

Click here to see AVC's Program

ANTELOPE VALLEY COLLEGE

2020-2021 Program Review Report

Division/Area Name: : Career Technical Education/Business & Computer Studies/Business	**For Planning Years: 2022-2023**
Name of person leading this review: David Adams	
Names of all participants in this review: David Adams, Kathy Osburn, Kent Moser, Gabby Poorman	

Part 1. Program Overview:

1.1.Briefly describe how the program contributes to the district mission
The faculty and staff of the Business & Computer Studies Department are dedicated to providing students with hands-on training required for skill certification, continuing education classes, professional development, and the opportunity to learn the fundamentals necessary to be well educated in a particular discipline. Courses are provided for students who wish to complete a two-year degree or certificate, transfer to a four-year university, enter the business workforce, or simply upgrade their skills. The BUS program specifically contributes to the district mission by supporting students seeking technical education to enter the workforce (Business Degree & Certificate).
1.2.State briefly program highlights and accomplishments
The Business & Computer Studies Department produced approximately 7% (233 of 3,309) of AVC degrees and certificates awarded last academic year. As of fall 2021, 1,203 students had declared majors in the Business Department, with Business Administration for Transfer being the second most popular major at AVC, with 614 students currently. As a small department in terms of number of full-time faculty, we are meeting the needs of our community and our students by helping them move forward in their career and educational goals.

1.3. Check each Institutional Learning Outcome (ILO) supported by the program. *Type an "X" if checkbox is unavailable.*	
X Communication	X Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. X Demonstrates listening and speaking skills that result in focused and coherent communications
X Creative, Critical, and Analytical Thinking	X Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. X Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
☐ Community/Global Consciousness	☐ Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-

	being of society and the environment. ☐ Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
x Career and Specialized Knowledge	x Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

1.4. Check each Educational Master Plan (EMP)/Strategic Plan Goal supported by the program. *Type an "X" if checkbox is unavailable.*
x **Goal 1:** Commitment to strengthening institutional effectiveness measures and practices.
x **Goal 2:** Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.
x **Goal 3:** Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
☐ **Goal 4:** Advance more students to college-level coursework-Develop and implement effective placement tools.
x **Goal 5:** Align instructional programs to the skills identified by the labor market.

Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:

During 2021 Business, Marketing and Management Advisory Committee Meeting on October 4th, 2021, it was decided that students needed more access to technology in order to be better prepared for the external business environment. The California Employment Development Department data for the Business industry shows an overall 10.5% increase in jobs from 2018 through 2028. This plus enrollment data supports the plan to expand the program in the future.

Part 2.B. Analyze the program review data (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):

Strengths	More students have earned degrees in AS-T for Business Administration in recent years (106—2017- 2018), (106—2018- 2019), (121—2019- 2020).
Weaknesses	A thriving economy has traditionally meant decreased enrollment in community colleges. Enrollment had been increasing, but has recently declined most likely due to the pandemic (1,743 for 2017-2018), (1,791 for 2018-2019), (1,839 for 2019-2020), (1,672 for 2020-2021).
Opportunities	Reach out to local high schools to create interest in our Business degrees and certificates.
Threats	Low enrollment due the continued effects of the pandemic.

Part 2.C. Review and comment on progress towards SLO/PLO/OO Outcomes Analysis (fka Action Plans):

We are continuing to work to integrate more technology in the classroom and course curriculum. More coursework is assigned and remitted electronically and more students are accessing their textbooks electronically.

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

Goal #1: Increase completion rates—More students completed their AS-T in Business (121 for 2020-2021 from 101 in 2019-2020).
Goal #2: Increase enrollment—Enrollment has been going up each of the past few years prior to the onset of the pandemic.
Goal #3: Create a pathway from K-12 to AVC—The pathway has been logistically difficult to implement due to complications from the pandemic.

Part 3. Based on Part 2 above, please list program/area goals for 2021-2022:

Program/Area Goal #	***Goal supports which ILO/PLO/SLO/OO?***	***Description of Goal***	***Steps to be taken to achieve goal?***
Goal #1—Provide more technology to students	ILO—Communication ILO—Career and Specialized Knowledge	A complete grasp of technology is essential to be successful in the business environment. Our students need more time with computers to learn various word-processing and other skills.	Work with ITS to install computers in the 2nd story of Mesquite Hall classrooms.
Goal #2—Increase Enrollment	ILO—Communication ILO—Creative, Critical, and Analytical Thinking ILO—Career and Specialized Knowledge	Many students on campus are not aware of how important business courses are to their degrees. We need to initiate a program to inform students in other programs how business courses support their future career goals.	Partner with faculty in other departments to educate faculty and students on how business classes can enhance their current program of study and future careers. Hire at least one full-time faculty member.
Goal #3—Increase Outreach	ILO—Communication ILO—Career and Specialized Knowledge	Many students and/or community members are not aware that obtaining a business degree/certificate can increase their income-earning potential.	Utilizing our outreach department, faculty will participate in outreach events specifically designed to inform local K-12 students about our programs. Hire an administrative assistant or program specialist to aide in outreach programs.

Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):

Type of Resource Request	*Summary of Request*	*New or Repeat Request*	*Amount of Request, $*	*One-Time or Recurring Cost, $*	*Contact's Name*
Faculty	Hire at least one full-time faculty member.	New	$65,000.00	Recurring	David Adams
Classified Staff	Hire an administrative assistant or program specialist assigned to our department.	Repeat	$50,000.00	Recurring	David Adams
Technology	Create smart classrooms on the 2nd floor of the MH building.	Repeat	$200,000.00	One-time	David Adams
Physical/Facilities					
Supplies					
Professional Development					
Other					

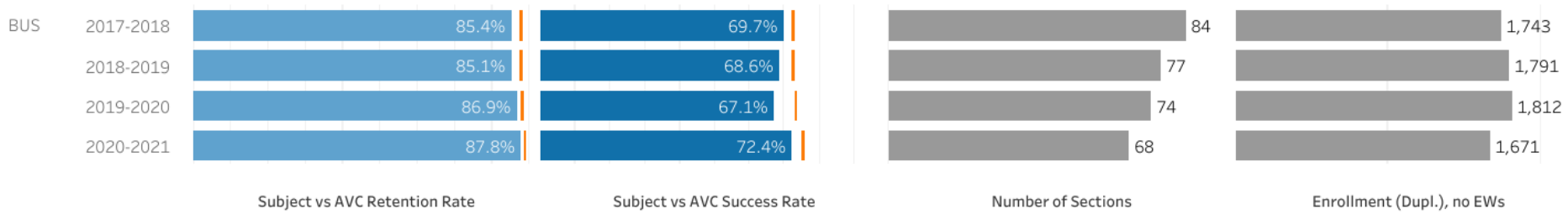
****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee: https://www.surveymonkey.com/r/20-21ProgramReview**

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

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

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

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



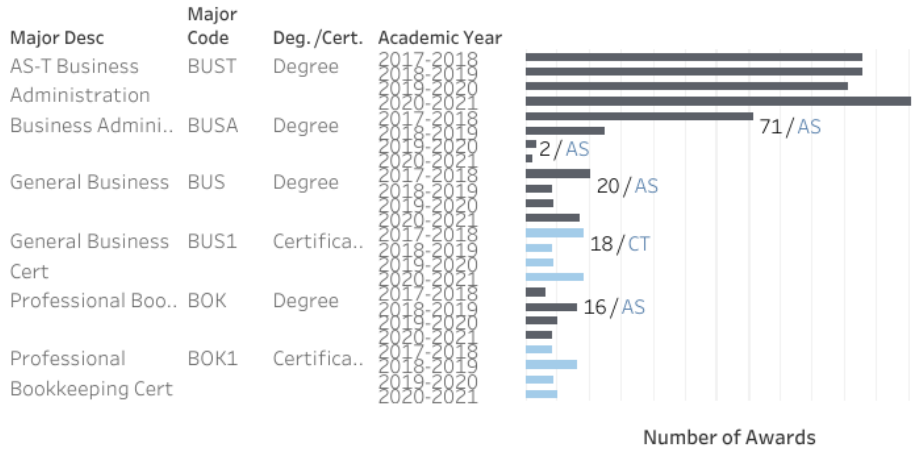
Enrollment and Number of Sections by *Modality* in BUS

	Instr. Method	2017-2018	2018-2019	2019-2020	2020-2021
Number of Sections	Online	15	15	19	19
	Other Indep Study	2	1		1
	Traditional	65	60	55	48
	Work Experience	2	1		
Enrollment	Online	313	329	423	484
	Other Indep Study	2	1		1
	Traditional	1,417	1,460	1,416	1,187
	Work Experience	11	1		

Enrollment and Number of Sections by *Location* in BUS

	Location	2017-2018	2018-2019	2019-2020	2020-2021
Number of Sections	Lancaster	70	63	58	54
	Lancaster [Off Ca..	2			
	Palmdale	12	14	16	14
Enrollment	Lancaster	1,475	1,477	1,470	1,292
	Lancaster [Off Ca..	50			
	Palmdale	218	314	369	380

Number of Degrees/Certificates Awarded in AS-T Business Administration (BUST), Business Administration (BUSA), General Business (BUS) and 3 more



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

	Fall 2017	Fall 2018	Fall 2019	Fall 2020
PT (Adjunct) FTEF	4.6	3.4	4.2	3.7
FT (Regular) FTEF	2.0	2.6	1.6	1.4
FT (Overload) FTEF	0.8	0.8	0.8	1.2
TOTAL FTEF	7.4	6.8	6.6	6.3
PT/FT FTEF Ratio	2.3	1.3	2.6	2.6
FTES	87.8	87.8	87.6	76.3
FTES/FTEF Ratio	11.9	12.9	13.3	12.1
WSCH/FTEF Ratio	355.9	387.2	398.0	363.3

Click here
to see AVC's Program
awards dashboard

ANTELOPE VALLEY COLLEGE

2020-2021 Program Review Report

Division/Area Name: CTE / BCS / Computer Applications	**For Planning Years: 2022-2023**
Name of person leading this review: Jimmie Bowen	
Names of all participants in this review: Jimmie Bowen, Kent Moser, Gabrielle Poorman and Kathy Osburn	

Part 1. Program Overview:

1.1. Briefly describe how the program contributes to the district mission
The faculty and staff of the Business & Computer Studies Department are dedicated to providing students with hands-on training required for skill certification, continuing education classes, professional development, and the opportunity to learn the fundamentals necessary to be well educated in a particular discipline. Courses are provided for students who wish to complete a two-year degree or certificate, transfer to a four-year university, enter the business workforce, or simply upgrade their skills.
1.2. State briefly program highlights and accomplishments
As a small department in terms of number of full-time faculty, we are meeting the needs of our community and our students by helping them move forward in their career and educational goals. The Computer Applications discipline consistently meets student learning outcomes thresholds, and the CA discipline has developed both cybersecurity program degree and certificate. The Business and Computer Studies Department has produced approximately 8% (282 of 3309) of AVC degrees and certificates awarded last academic year. Lastly, the Computer Applications discipline courses have averaged a 88% fill rate.

1.3. Check each Institutional Learning Outcome (ILO) supported by the program. *Type an "X" if checkbox is unavailable.*	
X Communication	x Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. x Demonstrates listening and speaking skills that result in focused and coherent communications
X Creative, Critical, and Analytical Thinking	x Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. x Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
X Community/Global Consciousness	x Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment. x Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
X Career and Specialized Knowledge	x Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

1.4. Check each Educational Master Plan (EMP)/Strategic Plan Goal **supported by the program.** *Type an "X" if checkbox is unavailable.*
x **Goal 1*:** Commitment to strengthening institutional effectiveness measures and practices.
x **Goal 2*:** Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.
x **Goal 3:** Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
x **Goal 4*:** Advance more students to college-level coursework-Develop and implement effective placement tools.
x **Goal 5:** Align instructional programs to the skills identified by the labor market.

Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:

From the most recent advisory meeting, the participants from industry were very pleased with our programs. However, employers want to have more advanced courses for their employees to upgrade their skills and certifications. According to Employment Development Department for California, for 2018-2028, it is estimated that there will be 19,900 total job openings for network and computer systems administrators.

Part 2.B. Analyze the program review data (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):

Strengths	We have update certificate and degrees that specialize in training depending on the field of study. We are consistently outreaching and communicating with employers about how to update and improve our degrees and certificates. We have entry level students and returning students, and our fill rate for CA discipline courses are consistently high. We are increasing our online courses to meet the needs of the students and their work schedules. Our faculty that teach online are certified to teach online.
Weaknesses	The Computer Applications discipline has a new Cybersecurity degree and certificate, and this discipline is going to keep growing. The Computer Applications discipline continues to struggle due mainly to a fulltime staff that remains at an absolute minimum, but our demand for the CA discipline keeps growing. There is a continuous cry from employers that students need more hands-on training. This lack of training is due to not having enough dedicated labs and virtualize labs.
Opportunities	Because of the nature of the industry we will have a chance to increase our enrollment by bringing in past student to update their skills and new students to obtain new skills.
Threats	Decreasing or stagnant course offerings due to extremely low staff levels, we need another full-time faculty in the CA discipline. If we cannot meet instructional needs of the local employers they are forced to look for support at other schools.

Part 2.C. Review and comment on progress towards SLO/PLO/OO Outcomes Analysis (aka Action Plans):

We continue to consistently meet our SLO achievement targets for our courses. However, we are not able to offer Cybersecurity courses and additional sections because we do not have a full-time faculty member to teach these courses and to create and update curriculum. According to Pasadena Star-news, there are 3.5 million job opening in the US for Cybersecurity positions. Also, computer networking positions, according to the Business Labor Statistics, state that there are 350,300 job openings in the year of 2020 in the US.

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

Previous CA Goal #1: "Prior to the next program review, identify quantifiable data to help examine the success/retention of our CA students." To complete this goal a student survey was supposed to be developed and implemented. Due to COVID, and the transition in regards to teaching methodology, this survey was unable to be administered.

Previous CA Goal #2: "Review and update program offerings to align with industry demand and increase enrollment." This is a continuous goal in order to best serve students and employers demand.

Previous CA Goal #3: "Continue to develop OEI aligned courses to improve online course success/retention rates." Antelope Valley College developed an online instructor training certification for instructors to understand the requirements to teach online. Instructors that teach online courses, are required to be certified to teach online.

Part 3. Based on Part 2 above, please list program/area goals for 2021-2022:

Program/Area Goal #	*Goal supports which ILO/PLO/SLO/OO?*	*Description of Goal*	*Steps to be taken to achieve goal?*
#1	ILO #4	To increase enrollment and student employability, we must review and update program offerings to align with industry.	Conduct a thorough review of course offerings and enrollment trends to maximize student success.
#2	ILO #4	To increase enrollment, course offerings and student success, purchase computers for the BE building on the second floor. The CA discipline courses need to have more hands-on labs to meet the needs of students and employers.	Reach out to funding sources such as strong workforce, Perkins, other grants, and local partnerships with businesses.

Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):

Type of Resource Request	*Summary of Request*	*New or Repeat Request*	*Amount of Request, $*	*One-Time or Recurring Cost, $*	*Contact's Name*
Faculty	Full-time Computer Applications instructor (can teach Cyber and Computer Applications)	Repeat	65,000	Recurring	Jimmie Bowen
Classified Staff					
Technology	Dedicated lab.	New	Unknown	One-Time	Jimmie Bowen

Physical/Facilities					
Supplies					
Professional Development					

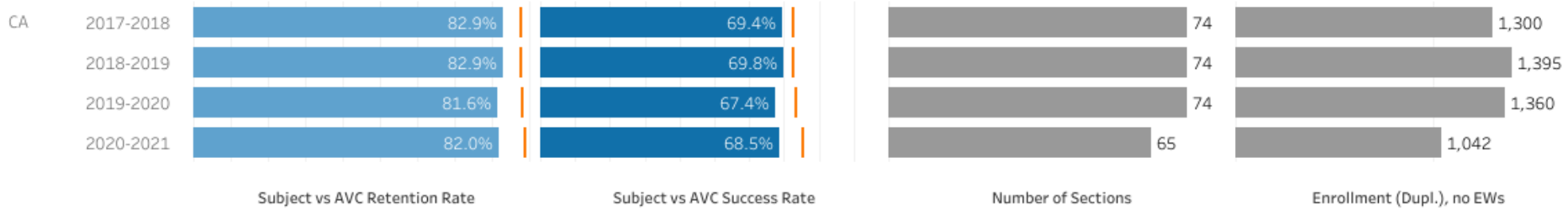
****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee: https://www.surveymonkey.com/r/20-21ProgramReview**

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

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

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

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



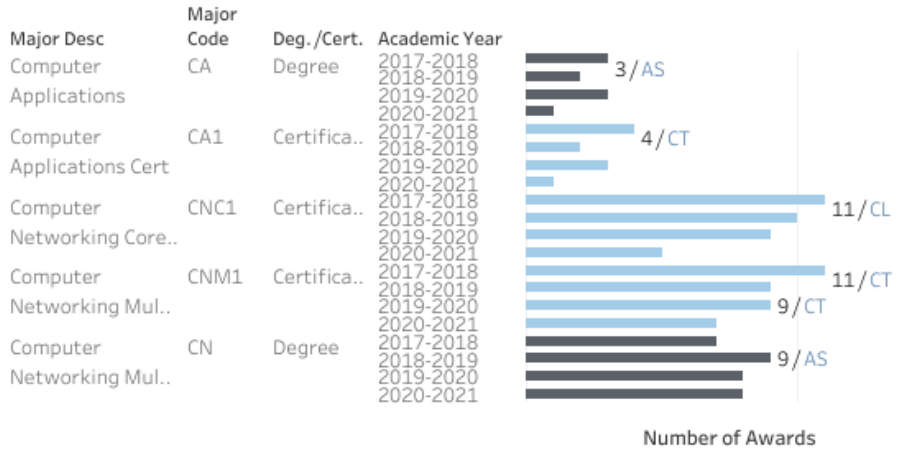
Enrollment and Number of Sections by *Modality* in CA

	Instr. Method	2017-2018	2018-2019	2019-2020	2020-2021
Number of Sections	Online	25	29	30	23
	Other Indep Study	4	4	5	10
	Traditional	45	41	39	32
Enrollment	Online	479	563	570	434
	Other Indep Study	5	7	15	23
	Traditional	816	825	816	586

Enrollment and Number of Sections by *Location* in CA

	Location	2017-2018	2018-2019	2019-2020	2020-2021
Number of Sections	Lancaster	53	44	44	41
	Palmdale	21	30	30	24
Enrollment	Lancaster	913	807	830	586
	Palmdale	387	588	571	457

Number of Degrees/Certificates Awarded in Computer Applications (CA), Computer Applications Cert (CA1), Computer Networking Core Cert (CNC1) and 2 more



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

	Fall 2017	Fall 2018	Fall 2019	Fall 2020
PT (Adjunct) FTEF	4.8	4.5	4.3	2.7
FT (Regular) FTEF	2.4	2.3	1.6	1.9
FT (Overload) FTEF	1.2	0.8	2.3	1.9
TOTAL FTEF	8.5	7.6	8.1	6.5
PT/FT FTEF Ratio	2.0	2.0	2.7	1.4
FTES	74.1	69.3	67.5	47.8
FTES/FTEF Ratio	8.8	9.1	8.3	7.4
WSCH/FTEF Ratio	262.7	273.4	249.0	220.8

Click here
to see AVC's Program
awards dashboard

2020-2021 Program Review Report

Division/Area Name: Child Development Center	For Planning Years: 2022-2023
Name of person leading this review: Katarina Orlic-Babic	
Names of all participants in this review: Angelica Alvarez, Anita Davidson, Laura Burke, Rebecca Fiske	

Part 1. Program Overview:

1.1.Briefly describe how the program contributes to the district mission

Child Development Center is an early learning program/child development lab school that provides on campus early childhood education services to the children of college students, faculty, staff, and community members. The program administers subsidized and fee-based services to eligible participants. It also serves as a professional development site for the students enrolled in Child and Family Education, Nutrition, and Nursing classes. With this dual role, the center provides support to the students, instruction, workforce preparation, personal enhancement and/or professional development.

1.2.State briefly program highlights and accomplishments

In 2020/21 the center was physically open and provided in-person services to 38 state preschool children, 14 tuition (including CCRC and Equity-funded) children and 18 distance learning children.

Our number one priority was to keep children safe and healthy during the Covid-19 pandemic. We made multiple modifications: drop off/pick up procedures, the environment, curriculum, program structure and interactions. The environment was modified in order to comply with the directives from Los Angeles Health Department, Center for Disease Control, and Community Care Licensing in ways that the number of children per classroom was decreased, children had to stay in cohorts and not mix with other cohorts, wear masks at all times, physical distance among children had to be maintained, the space had to be cleaned and disinfected between the sessions, etc. Children had their own materials (not shared) in order to complete activities. Even in these out-of-ordinary circumstances teachers provided children with a high-quality curriculum while focusing on health and safety. The Parent Survey indicated that 100% of the parents who completed the survey felt that their child was safe in the program.

Our main focus in 2020/21 year was social/emotional development of children while building and strengthening home-school relations.

Teachers used Learning Genie to communicate with the parents and provide them with information on classroom activities and children's progress.

Staff partnered with families to support their child's learning and development through Desired Results Developmental Profiles and ABC Mouse.

The CDC also provided distance learning experiences to the children whose parents decided to shelter in place. Each week the teacher emailed remote learning plans for daily activities, three zoom class sessions were conducted with teacher per week, including virtual field trips, as well as free access to the online learning platform ABC Mouse with lessons assigned by the teacher. We also mailed materials to the children's homes.

Children continued participating in bi-weekly Story Time from LA County Library (via zoom).

Students enrolled in a Nutrition class provided nutrition lessons to the children (via zoom).

During the pandemic technology supported ongoing meetings with the practicum students were conducted. Through virtual interactions teachers analyzed proposed projects, connected content to learning standards, and implemented some of the projects in the classroom in order to provide feedback. Though in-person mentoring was canceled, learning continued through reflective discussions via zoom meetings.

The center received funding from Quality Start Los Angeles Program (QSLA) and purchased books and materials for every child (attending in person and remotely) and sent them home.

The center surveyed parents on family needs and provided information on training/education, child care, nutrition, employment, health/social and community services.

1.3. Check each Institutional Learning Outcome (ILO) supported by the program. *Type an "X" if checkbox is unavailable.*	
X **Communication**	X Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. X Demonstrates listening and speaking skills that result in focused and coherent communications
X **Creative, Critical, and Analytical Thinking**	X Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. X Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
X **Community/Global Consciousness**	X Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment. X Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.

X **Career and Specialized Knowledge**	X Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

1.4. Check each Educational Master Plan (EMP)/Strategic Plan Goal supported by the program. *Type an "X" if checkbox is unavailable.*

- X **Goal 1:** Commitment to strengthening institutional effectiveness measures and practices.
- ☐ **Goal 2:** Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.
- X **Goal 3:** Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
- ☐ **Goal 4:** Advance more students to college-level coursework-Develop and implement effective placement tools.
- X **Goal 5:** Align instructional programs to the skills identified by the labor market.

Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:

The modified Self-Evaluation was completed in May 2021 (as directed by California Department of Education). The self-evaluation assessed the following:

#1

Governance and Administration (Program Review Instrument):

- Family data files were reviewed twice during the year and the records of eligibility, family size and residency met all of the standards.
- Child data files were reviewed and updated accordingly (e.g., divorce, change of address, immunization updates, restraining orders, etc.).

 # 2

Teaching and Learning (Desired Results Developmental Profile Modified Essential View).

Due to Covid-19 instead of using the DRDP-2015, the DRDP Modified Essential View was used which primarily focused on: Child's Identity of Self in Relation to Others, Social and Emotional Understanding, Relationships and Social Interactions with Familiar Adults, Understanding of Language (Receptive), Communication and Use of Language (Expressive), and Reciprocal Communication and Conversation. Children were assessed in all of these areas 90 days upon enrollment, provided with activities that specifically focused on these areas and then reassessed in 6 months. Every child progressed individually and classes as a whole progressed from "Exploring" to "Building" and "Integrating".

#3

Staffing and Professional Development

Staff participated in numerous trainings (mandatory and voluntary) that addressed the current pandemic situation as well as specific needs of the children.

- Coronavirus Awareness
- Cleaning and Disinfecting Your Workplace
- Managing Stress and Anxiety
- Child Abuse and Neglect

- Bracing for Covid-19: What Early Childhood Programs Need to Know and Consider Now
- Working with Young Children During Covid-19
- Redefining Normal with Covid-19
- Classroom Safety Tips for Reopening
- Preventive Health and Safety for Child Care Providers
- Mental Health and Covid-19
- 7 Creative Ways to Keep Families Engaged with Your Child Care Center During Covid-19
- Understanding the Impact of Trauma on Behavior
- Attuned Interactions and Healthy Relationships Support Early Development
- Childhood Stress: Reducing the Risk and Building Resiliency
- Helping Little People with Big Feelings
- 4Cs for Trauma Informed Approach: Comprehensive, Connection, Cooperation and Community
- Supporting Young Children in Social Emotional Development
- How to Run Virtual Circle Time
- Distance Learning: How to Read Books
- Facilitating Meaningful Online Experiences with Young Children
- Learning Genie Distance Learning Webinar Series
- How to Move your Parent Orientation Online Quickly
- Strengthening Families During Times of Crisis
- Strategies for Teachers to Support Parent/Child Interactions at Home
- Supporting Young Dual Language Learners' Growth in English Language Skills
- Understanding Inequities to Support the Whole Child
- Justice from the Streets to the Early Childhood Classroom
- Pacific Oaks Anti-Bias Education Symposium: Fighting Against Racism
- Effective Culturally and Developmentally Appropriate Practices to Support Early Learning
- Asking and Answering Difficult Questions About the Impact of Racism in Early Childhood Education
- Leaning into Culturally-Grounded Anti-Bias Child Assessment.

#4

Parent Involvement (Parent Survey Instrument). This instrument had not been modified by the Department of Education with an understanding that the programs would not meet some of the requirements during the pandemic.

Parent surveys indicated that the parents were extremely satisfied with the program.

Parent teacher conferences were completed on time in person (outdoors) or via zoom.

Teachers and parents used Learning Genie to communicate daily. However, 24% indicated that they were not satisfied with the parent involvement in the classroom while emphasizing that due to the health/safety precautions they understood that it was not possible.

Part 2.B. Analyze the program review data (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):

Strengths	
Weaknesses	
Opportunities	
Threats	

Part 2.C. Review and comment on progress towards SLO/PLO/OO Outcomes Analysis (fka Action Plans):

PLO #1: Promote access to higher education by providing students with an on-campus lab school where they can further their knowledge in child development and gain experience in working with young children through the following:

- CDC teachers work closely with the students (teacher assistants) and mentor them while they work in the classroom;
- CFE students can observe children outdoors as these in-person observations depict children's typical and atypical behaviors in the most authentic and organic way.

PLO #2: Promote access to higher education to students/parents by providing an on-campus high quality preschool program at no cost to eligible parents:

- The center has a state preschool contract with the Department of Education;
- The center receives Equity child care funding for eligible parents;
- The staff complete all of the mandates, stay in compliance, and seek additional enhancement funding.

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

Our goal was to: 1) Increase teachers' knowledge in trauma informed care and strategies to work with children who have experienced trauma.
Teachers have completed multiple trainings on trauma informed care.
Teachers have participated in individual children's IEP meetings.
The center has started collaboration with the Quality Behavior Solutions for observations of the children, development of behavior modification plans, staff development and parent education.

Part 3. Based on Part 2 above, please list program/area goals for 2021-2022:

Program/Area Goal #	*Goal supports which ILO/PLO/SLO/OO?*	*Description of Goal*	*Steps to be taken to achieve goal?*
#1	1 and 2	Promote high-quality teaching of dual language learners by meaningfully identifying dual language learners, building on their strengths and meeting their needs.	Professional growth activities in teaching dual language learners; Recruitment of bilingual staff; Purchase of materials in Spanish (books, music, software).
#2			
#3			

Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):

Type of Resource Request	*Summary of Request*	*New or Repeat Request*	*Amount of Request, $*	*One-Time or Recurring Cost, $*	*Contact's Name*
Faculty					
Classified Staff	50% early childhood specialist	R	$ 35,000	Recurring	Katarina Orlic-Babic
Technology					
Physical/Facilities					

Supplies	Purchase educational materials to support dual language learners	N	$ 5,000	One time	Katarina Orlic-Babic
Professional Development	Augment professional growth funding	R	$ 5,000	Recurring	Katarina Orlic-Babic
Other	Augment funding for assistants to provide more one-on-interaction with children who are dual language learners	N	$ 15,000	Recurring	Katarina Orlic-Babic

****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee: https://www.surveymonkey.com/r/20-21ProgramReview**

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

ANTELOPE VALLEY COLLEGE

2020-2021 Program Review Report

Division/Area Name: Social & Behavioral Science Child & Family Education/Education	**For Planning Years: 2022-2023**
Name of person leading this review: Ande Sanders	
Names of all participants in this review: Ande Sanders, Geri Terranova, Bailey Kaufman, Kimberly Barker	

Part 1. Program Overview:

1.1.Briefly describe how the program contributes to the district mission
The CFE/ED department provides numerous educational courses, teacher preparation, a transfer degree program, and certificates for a diverse student population of educational learners. Our instructors do so within the AVC District's values of education, integrity, excellence and community.

1.2.State briefly program highlights and accomplishments
Highlights include the transfer degree in Child & Family Education/Education along with tutorial and educational support given to over 500 students so they can obtain their Child Development Permit, allowing them to qualify for the workforce in the field of Early Childhood Education. Also, support was given to participants in the CA Early Childhood Mentor Program. The CFE/ED program continues to support students' professional pathways with tutorial, financial and career development. Since our last report, new and ongoing grant funds continue to provide opportunities for a successful return to/or employment in the Early Childhood Education/Education field. Also, the CFE/ED Campus Club is still growing with an active membership of 400 members who are receiving the benefits of membership, workshops on trends and issues in Early Childhood, career development and career guidance.

1.3. Check each Institutional Learning Outcome (ILO) supported by the program. *Type an "X" if checkbox is unavailable.*	
☐ **Communication**	x Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. x Demonstrates listening and speaking skills that result in focused and coherent communications
☐ **Creative, Critical, and Analytical Thinking**	x Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills.

	x Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
☐ **Community/Global Consciousness**	x Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well- being of society and the environment. x Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
☐ **Career and Specialized Knowledge**	X Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

1.4. Check each Educational Master Plan (EMP)/Strategic Plan Goal supported by the program. *Type an "X" if checkbox is unavailable.*
x **Goal 1:** Commitment to strengthening institutional effectiveness measures and practices.
x **Goal 2:** Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.
x **Goal 3:** Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
x **Goal 4:** Advance more students to college-level coursework-Develop and implement effective placement tools.
x**Goal 5:** Align instructional programs to the skills identified by the labor market.

Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:

Student surveys were conducted to provide information on course preferences and time frames most preferred by students.

Part 2.B. Analyze the program review data (please see on course the program review data retrieval instructions and attach your program review data page with any other supporting documents), the abfaculty ove environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):

Strengths	Success has occurred by utilizing our talented CFE/Ed adjunct and full- time faculty to provide the available course work in CFE/ED courses. Workshops, career development and providing resources have continued to highlight our students' success.
Weaknesses	The CFE/ED Department has identified weaknesses in not having enough adjunct and fulltime faculty to meet the needs of the growth rate of the CFE/ED programs.
Opportunities	The opportunities remain the same as our last report, without the addition of more full time faculty, it is difficult to meet the growing demands of the need for more qualified teachers in the workforce.
Threats	Without more full time faculty in the CFE/ED Department, students will not be able to complete coursework, certificates and/or transfer requirements.

Part 2.C. Review and comment on progress towards SLO/PLO/OO Outcomes Analysis (fka Action Plans):

Faculty In a continued effort are reviewing courses to analyze trends, survey results and data.

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

Accomplished was the goal of establishing a CFE/ED Club this due to the Pandemic has ceased group meetings and is using other modalities of communication to keep members informed. We still need to update course material and make sure all video clips are closed captioned as well as continue professional development support.

Part 3. Based on Part 2 above, please list program/area goals for 2021-2022:

Program/Area Goal #	***Goal supports which ILO/PLO/SLO/OO?***	***Description of Goal***	***Steps to be taken to achieve goal?***
#1	ILO/PLO/SLO	More full-time faculty is a crucial need if we are to expand CFE/ED Department so that a degree can be obtained at both Lancaster and Palmdale campuses.	Support from AVC's Administration to hire more full-time faculty to provide on-going student support, class stability and scheduling as well as office hour support
#2	ILO/PLO/SLO	Additional online and face to face coursework will allow CFE/ED students to obtain certificates, permits, and degrees that are required for employment.	Continue to request full time faculty for the CFE/ED Departments.
#3	ILO/PLO/SLO	The CFE/ED Departments demonstration classroom needs to be equipped with technology that has both sound and visual capability and capacity so that students can complete observations and classroom assignments.	Additional resources and grants are needed.

Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):

Type of Resource Request	*Summary of Request*	*New or Repeat Request*	*Amount of Request, $*	*One-Time or Rcurring Cost, $*	*Contact's Name*
Faculty	Addition of 1-2 full time faculty	Repeat	80,000	Recurring	Duane Rumsey
Classified Staff	n/a				
Technology	Technology for CFE/ED Demonstration Classroom	Repeat	35,000	Recurring	Duane Rumsey and Ande Sanders, Kimberly Barker
Physical/Facilities	n/a				
Supplies	n/a				
Professional Development	Workshops, Conference and Distance Ed training for all adjunct and full time teaching online	Repeat	5,000 to 20,000	Recurring	Duane Rumsey, Ande Sanders, Kimberly Barker
Other					

****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee: https://www.surveymonkey.com/r/20-21ProgramReview**

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

ANTELOPE VALLEY COLLEGE

2020-2021 Program Review Report

Division/Area Name: Economics	For Planning Years: 2022-2023
Name of person leading this review: Dr. Ibrahim Derin Ganley	
Names of all participants in this review: Dr. Ibrahim Derin Ganley	

Part 1. Program Overview:

1.1.Briefly describe how the program contributes to the district mission

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

1.2.State briefly program highlights and accomplishments

The most notable accomplishments for the Economics Program for the 2020-2021 academic year are:

- In 2020-2021, all Economics Program PLOs and SLOs were met.
- The success rate of students in economics classes was 76.1%, which was higher than the AVC success rate of 74.8%.
    - In terms of gender, the success rate of females in economics classes was 78%, which was higher than the AVC success rate for females of 75.4%. The success rate of males in economics classes was comparable to the AVC success rate for males (73.4% and 73.8% respectively).
- The retention rate of students in economics classes increased in 2020-2021 to 86.2% and is approaching AVC's retention rate of 88.6%.
- Enrollment, based on *Modality*, in economics classes have significantly increased from 2018-2019 (when it was 737). In 2019-2020 enrollment in economics classes was 980 students. In 2020-2021 enrollment in economics classes was 922. It can be assumed that this jump correlates with the additional number of on-line classes being taught. Note: Students are showing a preference for enrolling in on-line economics classes (as opposed to traditional, face-to-face economics classes).
- The number of AA-T Economics degrees has been on a steady rise. Consider these numbers:
    - 2015-2016: 1
    - 2016-2017: 1
    - 2017-2018: 18
    - 2018-2019: 24

- 2019-2020: 18
- 2020-2021: 39

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

1.3. Check each Institutional Learning Outcome (ILO) supported by the program. *Type an "X" if checkbox is unavailable.*	
X Communication	X Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. ☐ Demonstrates listening and speaking skills that result in focused and coherent communications
X Creative, Critical, and Analytical Thinking	X Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. X Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
Community/Global Consciousness	Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment. ☐ Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
X Career and Specialized Knowledge	X Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

1.4. Check each Educational Master Plan (EMP)/Strategic Plan Goal supported by the program. *Type an "X" if checkbox is unavailable.*
X **Goal 1*:** Commitment to strengthening institutional effectiveness measures and practices.
☐ **Goal 2*:** Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.
X **Goal 3:** Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
X **Goal 4*:** Advance more students to college-level coursework-Develop and implement effective placement tools.
X **Goal 5:** Align instructional programs to the skills identified by the labor market.

Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:

AVC's Economics Program is not reviewed by an external agency. Furthermore, there are no licensure exams. Likewise, there are no advisory groups.

A. Occupational Outlook for Economists

Tables 1 and 2 show the occupational outlook for economists at the national, state, and regional level.

Table 1 shows the occupational outlook for economists at the national level. According to Table 1, the median pay for an economist with a MA degree in 2020 was $108,350/year and there was an estimated 18,600 job openings for people with an MA in economics. Also according to Table 1, the number of jobs for economists in the coming decade is expected to rise by 13%.

Table 1. National Occupational Outlook for Economists, 2020

Median Pay	$108,350 per year
Typical Entry-Level Education	Master Degree
Number of Jobs	18,600
Job Outlook, 2020-30	+13%
Employment Change, 2020-30	+2,400

Source: https://www.bls.gov/ooh/life-physical-and-social-science/economists.htm#tab-1

Table 2 shows the occupational outlook for economists at state and regional level. According to Table 2, the annual mean wage for economists in California is $131,500, which is higher than the national annual mean wage of $120,880. The annual mean wage for economists in the Los Angeles-Long Beach-Anaheim region is $132,430, which is slightly higher than the state average. The annual mean wage for economists in the Riverside-San Bernardino-Ontario region is $92,340, which is lower than both the national and state annual mean wage. These figures show that the size, diversification, and sophistication of California's economy provide high-paying careers for those with an economics degree.

Table 2. May 2020 National Occupational Employment and Wage Estimates for Economists

	Level	Employment	Employment RSE	Employment Per 1,000 Jobs	Median Hourly Wage	Mean Hourly Wage	Annual Mean Wage	Mean Wage RSE
National[1]	detail	17,520	3.3%	0.126	$52.09	$58.11	$120,880	1.5%
California[2]	detail	2,020	18.1%	0.123	$53.97	$63.22	$131,500	4.8%
LA-LB – Anaheim[3]	detail	490	20.5%	0.084	$62.26	$63.67	$132,430	6.8%
Riverside-SB-Ontario[4]	detail	100	23.1%	0.067	$43.54	$44.40	$92,340	6.3%

The Bureau of Labor Statistics (BLS) defines employment, employment RSE, employment per 1000 jobs, median hourly wage, and mean RSE as follows :

"• **Employment**: the estimated total occupational employment (not including self-employed).

• **Employment RSE**: the Relative Standard Error of the employment estimate, a measure of the reliability or precision of the employment estimate. The relative standard error is defined as the ratio of the standard error to the survey estimate. For example, a relative standard error of 10 percent implies that the standard error is one-tenth as large as the survey estimate.

• **Employment per 1000 jobs**: the number of jobs (employment) in the given occupation per 1,000 jobs in the given area.

• **Median Hourly Wage**: the estimated 50th percentile of the distribution of wages based on data collected from employers in all industries; 50 percent of workers in an occupation earn less than the median wage, and 50 percent earn more than the median wage.

• **Mean RSE**: the relative standard error of the mean wage estimates, a measure of the reliability or precision of the mean wage estimates. The relative standard error is defined as the ratio of the standard error to the survey estimate. For example, a relative standard error of 10 percent implies that the standard error is one-tenth as large as the survey estimate. **" [5]**

[1] https://www.bls.gov/oes/current/oes_nat.htm#00-0000,
[2] https://www.bls.gov/oes/current/oes_ca.htm#00-0000,
[3] https://www.bls.gov/oes/current/oes_31080.htm#00-0000
[4] https://www.bls.gov/oes/current/oes_40140.htm
[5] https://www.bls.gov/oes/current/oes_abo.htm

The data in Tables 1 and 2 provide a reassurance for students at AVC who are interested in earning an economics degree. There are jobs out there, and they pay well.

B. Transfers to UC and CSU Systems – Economics & Economics-related Majors

Tables 3, 4 and 5 show data related to transfers to UC and CSU systems by economics and economics-related majors.

Table 3 shows that, between Fall 2017 and Fall 2020, the numbers of transfer applicants and transfer enrollments to the UC System (from various places) were the highest in Fall 2018. The 6.11% decline in the numbers of transfer enrollments between Fall 2019 and Fall 2020 is likely connected to COVID-19, which hit the U.S. in earnest in Spring 2019.

Table 3. Economics & Economics Related Majors Transfers to UC System, Fall 2017-Fall 2020

	Fall 2017			Fall 2018			Fall 2019			Fall 2020		
Campus	Applicants	Admits	Enrolls	Applicants	Admits	Enrolls	Applicants	Admits	Enrolls	Applicants	Admits	Enrolls
UCB	1,551	443	337	1,553	360	256	1,488	313	240	1,508	230	154
UCD	2,526	2,056	551	2,728	1,980	521	2,538	1,874	516	2,792	1,828	377
UCI	1,615	915	172	1,773	732	185	1,720	753	224	1,925	829	257
UCLA	3,489	455	214	3,688	470	249	3,564	416	231	3,518	511	319
UCM	227	119	7	536	357	13	527	304	7	477	251	8
UCR	803	690	90	961	743	124	941	712	104	1,020	759	107
UCSB	3,080	1,861	492	3,337	1,984	541	3,221	1,740	471	3,034	1,964	437
UCSC	1,449	846	85	1,632	1,067	134	1,741	961	97	1,686	967	106
UCSD	2,287	1,226	352	2,393	1,093	403	2,186	1,198	418	1,888	1,159	410
Total	**17,027**	**8,611**	**2,300**	**18,601**	**8,786**	**2,426**	**17,926**	**8,271**	**2,308**	**17,848**	**8,498**	**2,175**

Source: https://www.universityofcalifornia.edu/infocenter/transfers-major

Table 4 shows that between 2013-2014 and 2020-2021, the number of transfers by economics and economics-related majors ranged from 628 to 751 annually. The number peaked at 751 in 2019-2020. The 12.3% decline for CSU transfers between 2019-2020 and 2020-2021 is more significant than the 6.11% decline for UC transfers in the number of transfer enrollments between Fall 2019 and Fall 2020.

Table 4. California Community College Transfers to CSU System

Academic Year	Economics Major	Business Economics Major	Combined
2013-2014	658	52	710
2014-2015	588	40	628
2015-2016	683	49	732
2016-2017	656	43	699
2017-2018	615	48	663
2018-2019	598	56	654
2019-2020	711	40	751
2020-2021	636	33	669
Total (From 2013-2014 to 2020-2021)	**5,145**	**361**	**5,506**

Source: https://www.calstate.edu/data-center/institutional-research-analyses/Pages/reports-and-analytics.aspx

Table 5 shows the number of AA-T Economics degrees awarded at AVC between 2015-2016 and 2020-2021 ranged between 1 and 39. The table shows that there was a significant increase in AA-T transfers between 2016-2017 and 2017-2018, moving from 1 degree to 18 degrees. Since 2017-2018, there has been a steady commitment to and interest in AA-T Economic degrees. Faculty at AVC's Economics Department are committed to keep this interest alive by continuing to engage students in discussions regarding the benefits of earning a BA/BS in economics or economics-related degree.

Table 5. Number of Degrees Awarded in AA-T Economics. Antelope Valley College

Academic Years					
2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
1	1	18	24	18	39

Source: https://public.tableau.com/app/profile/svetlana6591/viz/ProgramReview_10/ProgramReviewData

Part 2.B. Analyze the program review data (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):

Strengths	**OVERVIEW OF REVIEW DATA** **Enrollment.** Data are available from 2016-2017 to 2020-2021. Looking at these data show an increase in enrollment in economic classes. In 2016-2017, 755 students took economic classes. In 2020-2021, the number rose to 922 students.

Retention.

- ETHNICITY**.** Data are available from 2017-2018 to 2020-2021:
  - African American/Black Students. In 2017-2018, the retention rate for African American/Black students in economics classes was 87.9%, significantly above the 83% AVC retention rate at the time for African American/Black students. In 2020-2021, the retention rate for African American/Black students in economics classes declined, dropping to 80%, well below the 82.8% AVC retention rate for African American/Black students.
  - Hispanic/Latinx Students. In 2017-2018, the retention rate for Hispanic/Latinx students in economics classes was 88.1%, which is comparable to the 87.9% AVC retention rate at the time for Hispanic/Latinx students. In 2020-2021, the retention rate for Hispanic/Latinx students in economics classes declined, dropping to 86.3%, below the 88.9% AVC retention rate for Hispanic/Latinx students.
  - White Non-Hispanic Students. In 2017-2018, the retention rate for White Non-Hispanic students in economics classes was 90.4%, which slightly exceeds the 89.2% AVC retention rate at the time for White Non-Hispanic students. In 2020-2021, the retention rate for White Non-Hispanic students in economics classes was 90.2%, which was slightly below the 91.1% AVC retention rate for White Non-Hispanic students.
  - Students of Two or More Races. There is no clear trend for this group of students. In 2017-2018, the retention rate for students of two or more races taking economics classes was 87%, nearly mirroring the 87.3% AVC retention rate at this time for students of two or more races. In 2020-2021, the retention rate for students of two or more races in economics classes was 83.3%, which is lower than the 87.7% AVC rate at this time for students of two or more races.
  - Students of Other Races. There is no clear trend for this group of students. In 2017-2018, the retention rate for students of other races taking economics classes was 96.2%, which was above the 92% AVC retention rate at this time for students of other races. In 2020-2021, the retention rate for students of other races in economics classes was 89.7%, which mirrored the 89.8% AVC rate at this time for students of other races.
- GENDER**.** There is data disaggregated on gender for 2016-2017 to 2020-2021:
  - Females. In 2016-2017, the retention rate for females in economics classes was 86%, which is comparable to the 86.9% AVC retention rate at the time for females. In 2020-2021, the retention rate for females rose to 87.4%, which was slightly lower than the 88.7% AVC retention rate at this time for females.
  - Males. In 2016-2017, the retention rate for males in economics classes was 89.7%, which was above the 87.2% AVC retention rate for males at this same time. In 2020-2021, the retention rate for males dropped to 84.3%, which was below the 88.2% for males at AVC at this same time.
  - Unknown/Other. In 2017-2018, the retention rate for unknown/other genders in economics classes was 92.3%, which was significantly above the 85.1% AVC retention rate for unknown/other genders at this same time. Data for other years are not available. The number of people in this category is small so fluctuations to the data can be significant based upon the experiences of a few.

Success Rate.

- ETHNICITY**.** Data are available from 2017-2018 to 2020-2021:
  - African American/Black Students. In 2017-2018, the success rate for African American/Black students in economics classes was 66.4%, which was above the 60.2% AVC success rate at the time for African American/Black students. In 2020-2021, the success rate for African American/Black students in economics classes declined, dropping to 56.8%, well below the 61.1% AVC success rate for African American/Black students.
  - Hispanic/Latinx Students. In 2017-2018, the success rate for Hispanic/Latinx students in economics classes was 77%, which is above the 72.9% AVC success rate at the time for Hispanic/Latinx students. In 2020-2021, the success rate for Hispanic/Latinx students in economics classes slightly increased, rising to 77.5%, which is higher than the 75.1% AVC success rate for Hispanic/Latinx students.
  - White Non-Hispanic Students. In 2017-2018, the success rate for White Non-Hispanic students in economics classes was 83.8%, which exceeds the 78.7% AVC success rate at the time for White Non-Hispanic students. In 2020-2021, the success rate for White Non-Hispanic students in economics classes increased to 86.3%, which is above the 82.1% AVC success rate for White Non-Hispanic students.
  - Students of Two or More Races. In 2017-2018, the success rate for students of two or more races taking economics classes was 76.1%, which is notably higher than the 73.1% AVC success rate at this time for students of two or more races. In 2020-2021, the success rate for students of two or more races in economics classes was 68.5%, which is notably below the 73.6 % AVC rate at this time for students of two or more races.
  - Students of Other Races. In 2017-2018, the success rate for students of other races taking economics classes was 92.3%, which is notably higher than the 80.9% AVC success rate at this time for students of other races. In 2020-2021, the success rate for students of other races in economics classes dropped to 83.3%, which is higher than the 80.4% AVC rate at this time for students of other races.
- GENDER**.** There is data disaggregated on gender from 2016-2017 to 2020-2021.
  - Females. In 2016-2017, the success rate for females in economics classes was 71.5%, which is slightly above the 70.8% AVC success rate at the time for females. In 2020-2021, the success rate for females rose to 78%, which was higher than the 75.4% AVC success rate at this time for females.
  - Males. In 2016-2017, the success rate for males in economics classes was 79.7%, which was above the 70.8% AVC success rate for males at this same time. In 2020-2021, the success rate for males dropped to 73.4%, which was comparable to the 73.8% for males at AVC at this same time.
  - Unknown/Other. Only 2017-2018 data are available for this category. At that time, the success rate for unknown/other genders in economics was 69.2%, compared to the 71.4% success rate for unknown/other genders at AVC during this time period. The number of people in this category is small so fluctuations to the data can be significant based upon the experiences of a few.

Grade Distribution. The data are available from 2017-2018 to 2020-2021.

- PASSING. In 2017-2018, 78.1% of the grades in economics classes were passing. In 2020-2021, the passing rate dropped to 76%.
- FAILING. In 2017-2018, 10.9% of the grades in economics classes were failing. In 2020-2021, the failing rate dropped slightly to 10.1%.
- WITHDRAWS. In 2017-2018, 10.9% of the students in economics classes withdrew. In 2020-2021, the withdraw rate increased to 13.8%. It can likely be assumed this increase in the withdraw rate can be attributed to the COVID pandemic.

Modality. When comparing enrollment in traditional classes and on-line classes, there is an upward trend in terms of the number of students enrolling in on-line classes. The data are available 2016-2017 to 2020-2021. In 2016-2017, 264 students enrolled in on-line economics classes. This was approximately 35% of the 755 students who enrolled in economics classes in that year. In 2020-2021, 559 students enrolled in on-line economics classes. This was 60.6% of the 922 students who enrolled in economics classes in that year. This means that the major of students who are taking economics are now taking economics on-line.

Instructional Personnel. The faculty of the Economics Department has been stable in terms of FTES and in terms of FTES/FTE and in terms of personnel. Since 2014-2015, the Economics Department has been staffed by the same dedicated and knowledgeable faculty: 1 full-time faculty member and the same 4 adjunct faculty members. Between Fall 2017and Fall 2020, FFTE for adjunct faculty in economics has been stable at 1.4 FFTE. FFTE for full time faculty in economics declined from 1.1 to 1 FFTE.

AA-T Transfer Rates. The number of AA-T Economic degrees is on the rise. Consider these data:

- 2016-2017: 1
- 2017-2018: 18
- 2018-2019: 24
- 2019-2020: 18
- 2020-2021: 39

STRENGTHS

- Enrollment. Enrollments in economics classes has notably increased between 2016-2017 (755 students) and 2020-2021 (922 students).
- Retention. Female retention rates have been strengthening, albeit slowly. In 2016-2017, the retention rate for females in economics classes was 86% (compared to 86.9% at AVC) and rose to 87.4% in 2020-2021 (compared to 88.7% at AVC).

	• Success Rate. Female success rates have been strengthening. In 2016-2017, the success rate for females in economics classes was 71.5%. In 2020-2021, the success rate for females in economics classes rose to 78%, which was higher than the 75.45% AVC success rate at this time for females. • AA-T Transfer Rates. The AA-T Economics degree is increasingly popular. In 2016-2017, only one student earned an AA-T Economics degree. In 2020-2021, 39 students earned the AA-T Economics degree.
Weaknesses	• **Retention.** ○ **African American/Black**. Retention for African American/Black students in economics has dropped. African American students in economics classes had a retention rate of 87.9% in 2017-2018 (87.9%) and a rate of 80% in 2020-2021. ○ **Hispanic/Latinx**. Retention for Hispanic/Latinx students in economics is lower than the AVC retention rate for Hispanic/Latinx students and has declined between 2017-2018 (88.1%) and 2020-2021 (86.3%). ○ **Males**. Retention rates for males in economics is lower than the AVC retention rate for males and has declined between 2017-2018 (90.3%) and 2019-2020 (84.3%). • **Success Rate.** ○ **African American/Black**. The Success rate for African American/Black students in economics is lower than the AVC success rate for African American/Black students and has declined between 2017-2018 (66.4%) and 2020-2021 (56.8%). ○ **Males**. Success rates for males in economics has declined between 2017-2018 (80.9%) and 2020-2021 (73.4%). These rates aren't too notably different for the success rates of males at AVC at large (which was 73.8% in 2020-2021).
Opportunities	Enrollments (especially in on-line classes) and AA-T transfer rates for economics are on the rise. • Enrollment. As noted above, enrollment, based on *Modality*, in economics classes is on the rise. Enrollments in economics classes has notably increased between 2016-2017 (755 students) and 2020-2021 (922 students). • On-line classes. In 2016-2017, approximately 35% of the 755 students enrolled in on-line economics classes. In 2020-2021, approximately 60.6% of the 922 economics students enrolled in on-line economics classes. This means that as of 2020-2021, the majority of students in economics opted to take their economics classes on-line. • AA-T Transfer Rates. The AA-T Economics degree is increasingly popular. In 2016-2017, only one student earned an AA-T Economics degree. In 2020-2021, 39 students earned the AA-T Economics degree. This trend suggests that AVC leadership should continue to promote the AA-T Economics degree and on-line economics course offerings if they want to continue to yield high enrollment numbers in the economics program.

Threats	The major threat stems from the uncertainty and economic hardship and increased family responsibility created by the COVID-19 pandemic. Since AVC is serving a high percentage of economically vulnerable populations, AVCs students are disproportionally impacted by the COVID-19 pandemic.

Part 2.C. Review and comment on progress towards SLO/PLO/OO Outcomes Analysis (fka Action Plans):

In 2020-2021, all SLOs and PLOs were met.

To sustain or even build upon this success, AVC economics faculty will:

1. Encourage students to utilize office hours and ask questions during class.
2. Give students more readings from popular texts, periodicals, and on-line sources.
3. Continue to provide their students with tutoring during office hours, study guides, and test review sessions.
4. Utilize the plethora of resources (additional lecture videos, games related to applied economics, simulation activities, etc.) provided on the publisher learning management systems (Pearson's MyLab Economics, McGraw Hill's Connect).

Action Reports for ECON 101 and ECON 102 are attached to this report. We will continue to utilize best practices to foster student success.

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

In 2017/2018, we identified two goals:

1. To increase the success of African American students in the Economics Department.
2. To help a greater number of AVC students transfer to 4-year institutions.

Regarding Goal #1:

We have not met this goal. In fact, the success of the African American/Black students has further declined. Consider the following:

Enrollments, Retention Rates and Success Rates for African American/Black students in Economics Program and AVC at large.

Academic Year	Enrollment	Economics Retention Rate (%)	Economics Success Rate (%)	AVC's A.A./B Retention rate (%)	AVC's A.A./B Success Rate (%)
2016-2017	116	83.6	62.9	82.9	58.8
2017-2018	116	87.9	66.4	83.0	60.2
2018-2019	78	82.1	56.4	83.3	60.3
2019-2020	120	70.8	57.5	82.3	61.3
2020-2021	126	80	56.8	82.8	61.1

It is possible that the COVID-19 pandemic impacted the African American/Black community significantly.

It is also possible that removal of the math prerequisite (MATH 102) has made some students (including African American males) feel unprepared for the mathematical underpinnings found in economics classes.

Note: AVC's full-time economics faculty member (Dr. Ibrahim Ganley) believes that removing the mathematics prerequisite (MATH 102) will diminish the success rate of students enrolled in economics because having a strong foundation in intermediate algebra is necessary for understanding the quantitively oriented aspects of the field. Furthermore, college-level introductory economics textbooks assume that readers have a foundational background in intermediate algebra – but without the prerequisite math classes, many students lack this foundation.

Regarding Goal #2:

We made significant progress on Goal #2. Consider the upward trend presented in the following data:

Number of Degrees/Certificates Awarded *in* ***AA-T Economics (ECNT)***

2016-2017: 1
2017-2018: 18
2018-2019: 24
2019-2020: 18
2020-2021: 39

This shows that in five academic years (between 2016-2017 and 2020-2021), the number of AA-T Economics degree certificates awarded has gone up significantly. This positive increase reflects the emphasis AVC's full-time Economics faculty member places on transfer and the benefits of earning a four year and/or graduate degree. He is always giving pep talks and encouraging his students to earn their AA-T degree and then to pursue their BA/BS and beyond.

Part 3. Based on Part 2 above, please list program/area goals for 2021-2022:

Program/Area Goal #	***Goal supports which ILO/PLO/SLO/OO?***	***Description of Goal***	***Steps to be taken to achieve goal?***
To continue to shrink the gap between the success African American/Black students are having in the Economics Department in	For ILOs, this continued goal relates most directly to ILO 1 and 3. For PLOs and SLOs, this continued goal relates directly to all PLOs and SLOs.	The success rate of African American/Black students is still lower than the success rates of their non-African American/Black peers. Stated different, the gap has not yet closed. We want to shrink the gap.	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 economics tutors in the Learning Center will enable all AVC

comparison to their non-African American/Black peers.			students –including African American/Black students- to have greater success.
To continue to help a greater number of AVC students transfer to 4-year institutions.	For ILOs, this continued goal relates most directly to ILO 1, 3, 4, and 6. For PLOs and SLOs, this continued goal relates directly to all PLOs and SLOs.	The faculty of the Economics Department are committed to helping students from AVC enroll in 4-year programs, especially those at Cal State and UC campuses.	During lectures, faculty will continue emphasis the benefits of having a 4-year degree. Faculty will continue to provide academic and career advisement to students. Faculty will continue to write letters of recommendation for students applying to 4-year institutions. It is possible that additional economics tutors in the Learning Center will enable AVC to have even higher numbers of AA-T Economics degrees.

Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):

Type of Resource Request	*Summary of Request*	*New or Repeat Request*	*Amount of Request, $*	*One-Time or Recurring Cost, $*	*Contact's Name*
Faculty	Not requesting change at this time				
Classified Staff	Not requesting change at this time				
Technology	Not requesting change at this time				
Physical/Facilities	Not requesting change at this time				
Supplies	Not requesting change at this time				
Professional Development	Not requesting change at this time				

Other	Not requesting change at this time				

****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee: https://www.surveymonkey.com/r/20-21ProgramReview**

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

1. Enrollment, Retention Rate and Success Rate by Gender in Economics Program

Academic Year	Enrollment	Economics Retention Rate (%)	Economics Success Rate (%)	AVC Retention Rate (%)	AVC Success Rate (%)
2016-2017	755	87.5	75.1	87.4	70.4
2017-2018	790	89.1	78.1	87.6	72.4
2018-2019	737	88.5	76.3	87.6	72.1
2019-2020	964	82.4	71.6	87.9	73.2
2020-2021	921	86.2	76.1	88.6	74.8

FEMALE					
Academic Year	Enrollment	Economics Retention Rate (%)	Economics Success Rate (%)	AVC's Female Retention Rate (%)	AVC' s Female Success Rate (%)
2016-2017	400	86.0	71.5	86.9	70.8
2017-2018	416	88.0	76.0	87.5	72.7
2018-2019	392	89.0	73.5	87.3	72.4
2019-2020	523	82.4	71.7	87.9	72.3
2020-2021	509	87.4	78.0	88.7	75.4

MALE					
Academic Year	Enrollment	Economics Retention Rate (%)	Economics Success Rate (%)	AVC's Male Retention Rate (%)	AVC's Male Success Rate (%)
2016-2017	349	89.7	79.7	87.2	70.8
2017-2018	361	90.3	80.9	87.6	72.1
2018-2019	337	87.5	78.9	87.7	72.0
2019-2020	432	82.4	71.5	86.8	70.2
2020-2021	402	84.3	73.4	88.2	73.8

UNKNOWN/OTHER					
Academic Year	Enrollment	Economics Retention Rate (%)	Economics Success Rate (%)	AVC's Unknown Retention rate (%)	AVC's Unknown Success Rate (%)
2016-2017	-	66.7	50.0	85.3	68.0
2017-2018	13	92.3	69.2	85.1	71.4
2018-2019	-	100.0	100.0	86.0	70.1
2019-2020	-	77.8	66.7	86.0	67.7
2020-2021	-	100.0	90.0	87.7	73.5

2. Enrollment, Retention Rate and Success Rate by Ethnicity in Economics Program

A. African American/Black

Academic Year	Enrollment	Economics Retention Rate (%)	Economics Success Rate (%)	AVC's A.A./B Retention rate (%)	AVC's A.A./B Success Rate (%)
2016-2017	116	83.6	62.9	82.9	58.8
2017-2018	116	87.9	66.4	83.0	60.2
2018-2019	78	82.1	56.4	83.3	60.3
2019-2020	120	70.8	57.5	82.3	61.3
2020-2021	126	80	56.8	82.8	61.1

B. Hispanic/Latinx

Academic Year	Enrollment	Economics Retention Rate (%)	Economics Success Rate (%)	AVC's Hispanic Retention rate (%)	AVC's Hispanic Success Rate (%)
2016-2017	363	87.9	77.4	87.5	70.9
2017-2018	378	88.1	77.0	87.9	72.9
2018-2019	382	87.2	75.4	87.9	72.3
2019-2020	527	83.1	69.3	88.1	74.0
2020-2021	511	86.3	77.5	88.9	75.1

C. White Non-Hispanic

Academic Year	Enrollment	Economics Retention Rate (%)	Economics Success Rate (%)	AVC's W.N-H Retention rate (%)	AVC's W.N-H Success Rate (%)
2016-2017	196	89.3	82.7	88.4	77.2
2017-2018	198	90.4	83.8	89.2	78.7
2018-2019	181	91.2	81.8	88.8	79.2
2019-2020	166	86.1	81.3	89.5	80.1
2020-2021	153	90.2	86.3	91.1	82.1

D. Two or More Races

Academic Year	Enrollment	Economics Retention Rate (%)	Economics Success Rate (%)	AVC's T.M.R Retention rate (%)	AVC's T.M.R Success Rate (%)
2016-2017	35	85.7	65.7	86.9	70.4
2017-2018	46	87.0	76.1	87.3	73.1
2018-2019	42	95.2	83.3	87.8	74.1
2019-2020	57	86.0	82.5	88.0	74.1
2020-2021	54	83.3	68.5	87.7	73.6

E. Other

Academic Year	Enrollment	Economics Retention Rate (%)	Economics Success Rate (%)	AVC's Other Retention rate (%)	AVC's Other Success Rate (%)
2016-2017	45	88.9	62.2	89.8	76.5
2017-2018	52	96.2	92.3	92.0	80.9
2018-2019	54	92.6	87.0	89.5	77.5
2019-2020	94	84.0	78.7	87.7	74.7
2020-2021	78	89.7	83.3	89.8	80.4

3. Grade Distribution (as a percentage) in Economics Program

Academic Year	A, B, C & P	D & F	W	I, IP, RD	EW
2017-2018	78.1	10.9	10.9	-	-
2018-2019	76.3	12.1	11.5	-	-
2019-2020	70.4	10.5	17.2	-	1.6
2020-2021	76.0	10.1	13.8	-	-

Academic Year	A	B	C	D	F	W
2017-2018	32	27	19	-	7	11
2018-2019	28	23	25	6	6	12
2019-2020	28	21	21	5	6	17
2020-2021	36	25	15	4	6	14

4. Enrollment and Number of Sections by *Modality* in Economics Program

Academic Year	Online (Number of Sections)	Traditional (Number of Sections)	Online (Enrollment)	Traditional (Enrollment)
2016-2017	8	16	264	491
2017-2018	9	16	322	468
2018-2019	13	12	435	302
2019-2020	16	13	584	395 (+1)
2020-2021	15	10	559	363

SLO & PLO DATA

Regarding SLOs in Economics 101. In 2020-2021 cycle, based on data from Economics 101, all SLOs were successfully met at a rate above the target rate of 70%. Specifically:

- SLO 1. 87.31% of the students assessed successfully met the SLO.
- SLO 2. 84.55% of the students assessed successfully met the SLO.
- SLO 3. 86.64% of the students assessed successfully met the SLO.
- SLO 4. 91.07% of the students assessed successfully met the SLO.
- SLO 5. 90.37% of the students assessed successfully met the SLO.
- SLO 6. 82.37% of the students assessed successfully met the SLO.

Regarding SLOs in Economics 102. In 2020-2021 cycle, based on data from Economics 102, all SLOs were successfully met at a rate above the target rate of 70%. Specifically:

- SLO 1. 90.31% of the students assessed successfully met the SLO.
- SLO 2. 89.06% of the students assessed successfully met the SLO.
- SLO 3. 90.94% of the students assessed successfully met the SLO.
- SLO 4. 89.32% of the students assessed successfully met the SLO.

Regarding PLOs. In the 2020-2021 Cycle, data from Econ 101 and 102 were collected and analyzed to assess these PLOs. In summary, given that all the PLOs were met at a 88.17 or higher rate and the cut off for being adequately met was 70%, this data indicates that all four PLOs were met successfully during the 2020-2021 Cycle.

- Regarding PLO #1: To assess the achievement of PLO #1, SLO data from both ECON 101 and ECON 102 are collected and analyzed. For ECON 101, SLOs 1, 2, 3, 4, 5 and 6 are used. For ECON 102, SLOs 1, 2, 3, and 4 are used. The data indicates that 88.17% of the students met PLO #1.
- Regarding PLO#2: To assess the achievement of PLO #2, SLO data from both ECON 101 and ECON 102 are collected and analyzed. For ECON 101, SLOs 4 and 6 are used. For ECON 102, SLOs 1,2, 3, and 4 are used. The data indicates that 88.84% of the students met PLO #2.
- Regarding PLO#3: To assess the achievement of PLO #3, SLO data from both ECON 101 and ECON 102 are collected and analyzed. For ECON 101, SLOs 1,3, and 5 are used. For ECON 102, SLOs 1,2, 3, and 4 are used. The data indicates that 89.11% of the students met PLO #3.
- Regarding PLO#4: To assess the achievement of PLO #4, SLO data from both ECON 101 and ECON 102 are collected and analyzed. For ECON 101, SLOs 4, 5 and 6 are used. For ECON 102, SLO1 is used. The data indicates that 88.56% of the students met PLO #4.

ACTION PLAN FOR ECONOMICS PROGRAM
Academic Year 2021/2022 (based on data from 2020/2021)

Class: ECON 101 Principles of Macroeconomics

Learning Outcome: SLO 1: Explain how the concepts of scarcity and opportunity cost affect consumer, business and government decision-making.

Data: Summer 2020, Fall 2020 & Spring 2021

Semester	Meets and Exceeds		Meets		Does not meet		N/A		Total	
Spring 2021	92	73.02%	18	14.29%	16	12.70%	-	-	126	100%
Fall 2020	96	64.00%	35	23.33%	19	12.67%	-	-	150	100%
Summer 2020	-	-	-	-	-	-	-	-	-	-
Total	188	68.11%	53	19.20%	35	12.68%			276	100%

Type of Action Plan: Direct Curriculum **_X_**
Intra Curriculum ___
Inter Curriculum ___

Action Plan: During Summer 2020, Fall 2020 and Spring 2021, 276 students were assessed in terms of SLO 1. 87.31% of the assessed students either met (19.20%) or exceeded (68.11%) the standard. This far surpasses the goal of having 70% of the assessed students at this threshold. This class is currently being taught by one full-time faculty and four long-time adjunct faculty members. The strong achievements of the student can directly be linked to the faculty's work, expertise, and availability to the students. Given the current student success, AVC economics faculty will:

1. Encourage students to utilize office hours and ask questions during class.
2. Give students more readings from popular texts, periodicals, and on-line sources.
3. Continue to provide their students with tutoring during office hours, study guides, and test review sessions.
4. Utilize the plethora of resources (additional lecture videos, games related to applied economics, simulation activities, etc.) provided on the publisher learning management systems (Pearson's MyLab Economics, McGraw Hill's Connect).

ACTION PLAN FOR ECONOMICS PROGRAM
Academic Year 2021/2022 (based on data from 2020/2021)

Class: ECON 101 Principles of Macroeconomics

Learning Outcome: SLO 2:Define, describe and calculate the basic nominal and real measures of aggregate economic activity, such as domestic product and income, unemployment and inflation.

Data: Summer 2020, Fall 2020 & Spring 2021

Semester	Meets and Exceeds		Meets		Does not meet		N/A		Total	
Spring 2021	83	67.48%	21	17.07%	19	15.45%	-	-	123	100%
Fall 2020	84	56.38%	42	28.19%	23	15.44%	-	-	149	100%
Summer 2020	-	-	-	-	-	-	-	-	-	-
Total	167	61.39%	63	23.16%	42	15.44%	-	-	272	100%

Type of Action Plan: Direct Curriculum **_X_**
Intra Curriculum ___
Inter Curriculum ___

Action Plan: During Summer 2020, Fall 2020 and Spring 2021, 272 students were assessed in terms of SLO 2. 84.55% of the assessed students either met (23.16%) or exceeded (61.39%) the standard. This far surpasses the goal of having 70% of the assessed students at this threshold. This class is currently being taught by one full-time faculty and four long-time adjunct faculty members. The strong achievements of the student can directly be linked to the faculty's work, expertise, and availability to the students. Given the current student success, AVC economics faculty will:

1. Encourage students to utilize office hours and ask questions during class.
2. Give students more readings from popular texts, periodicals, and on-line sources.
3. Continue to provide their students with tutoring during office hours, study guides, and test review sessions.
4. Utilize the plethora of resources (additional lecture videos, games related to applied economics, simulation activities, etc.) provided on the publisher learning management systems (Pearson's MyLab Economics, McGraw Hill's Connect).

ACTION PLAN FOR ECONOMICS PROGRAM
Academic Year 2021/2022 (based on data from 2020/2021)

Class: ECON 101 Principles of Macroeconomics

Learning Outcome: SLO 3: Describe, compare, differentiate, and evaluate Classical, Monetarist, Keynesian and Supply-Side macroeconomic theories.

Data: Summer 2020, Fall 2020 & Spring 2021

Semester	Meets and Exceeds		Meets		Does not meet		N/A		Total	
Spring 2021	77	65.81%	18	15.38%	22	18.80%	-	-	117	100%
Fall 2020	106	73.10%	26	17.93%	13	8.97%	-	-	145	100%
Summer 2020	-	-	-	-	-	-	-	-	-	-
Total	183	69.84%	44	16.79%	35	13.35%	-	-	262	100%

Type of Action Plan: Direct Curriculum **_X_**
Intra Curriculum ___
Inter Curriculum ___

Action Plan: During Summer 2020, Fall 2020 and Spring 2021, 262 students were assessed in terms of SLO 3. 86.64% of the assessed students either met (16.79%) or exceeded (69.84%) the standard. This far surpasses the goal of having 70% of the assessed students at this threshold. This class is currently being taught by one full-time faculty and four long-time adjunct faculty members. The strong achievements of the student can directly be linked to the faculty's work, expertise, and availability to the students. Given the current student success, AVC economics faculty will:

1. Encourage students to utilize office hours and ask questions during class.
2. Give students more readings from popular texts, periodicals, and on-line sources.
3. Continue to provide their students with tutoring during office hours, study guides, and test review sessions.
4. Utilize the plethora of resources (additional lecture videos, games related to applied economics, simulation activities, etc.) provided on the publisher learning management systems (Pearson's MyLab Economics, McGraw Hill's Connect).

ACTION PLAN FOR ECONOMICS PROGRAM
Academic Year 2021/2022 (based on data from 2020/2021)

Class: ECON 101 Principles of Macroeconomics

Learning Outcome: SLO 4: Explain the role of banking in the money creation process, and identify the structure, function, and purpose of the Federal Reserve System.

Data: Summer 2020, Fall 2020 & Spring 2021

Semester	Meets and Exceeds		Meets		Does not meet		N/A		Total	
Spring 2021	98	81.67%	10	8.33%	12	10.00%	-	-	120	100%
Fall 2020	107	71.81%	30	20.13%	12	8.05%	-	-	149	100%
Summer 2020	-	-	-	-	-	-	-	-	-	-
Total	205	76.20%	40	14.86%	24	0.089%	-	-	269	100%

Type of Action Plan: Direct Curriculum **_X_**
Intra Curriculum ___
Inter Curriculum ___

Action Plan: During Summer 2020, Fall 2020 and Spring 2021, 269 students were assessed in terms of SLO 4. 91.07% of the assessed students either met (14.86%) or exceeded (76.20%) the standard. This far surpasses the goal of having 70% of the assessed students at this threshold. This class is currently being taught by one full-time faculty and four long-time adjunct faculty members. The strong achievements of the student can directly be linked to the faculty's work, expertise, and availability to the students. Given the current student success, AVC economics faculty will:

1. Encourage students to utilize office hours and ask questions during class.
2. Give students more readings from popular texts, periodicals, and on-line sources.
3. Continue to provide their students with tutoring during office hours, study guides, and test review sessions.
4. Utilize the plethora of resources (additional lecture videos, games related to applied economics, simulation activities, etc.) provided on the publisher learning management systems (Pearson's MyLab Economics, McGraw Hill's Connect).

ACTION PLAN FOR ECONOMICS PROGRAM
Academic Year 2021/2022 (based on data from 2020/2021)

Class: ECON 101 Principles of Macroeconomics

Learning Outcome: SLO 5: Identify the causes of the economic growth, propose and asses various fiscal and monetary macroeconomic policies that promote economic growth.

Data: Summer 2020, Fall 2020 & Spring 2021

Semester	Meets and Exceeds		Meets		Does not meet		N/A		Total	
Spring 2021	93	76.86	15	12.40	13	10.74	-	-	121	100%
Fall 2020	108	72.48	28	18.79	13	8.72	-	-	149	100%
Summer 2020	-	-	-	-	-	-	-	-	-	-
Total	201	74.44%	43	15.92%	26	9.62%	-	-	270	100%

Type of Action Plan: Direct Curriculum **_X_**
Intra Curriculum ___
Inter Curriculum ___

Action Plan: During Summer 2020, Fall 2020 and Spring 2021, 270 students were assessed in terms of SLO 5. 90.37% of the assessed students either met (15.92%) or exceeded (74.44%) the standard. This far surpasses the goal of having 70% of the assessed students at this threshold. This class is currently being taught by one full-time faculty and four long-time adjunct faculty members. The strong achievements of the student can directly be linked to the faculty's work, expertise, and availability to the students. Given the current student success, AVC economics faculty will:

1. Encourage students to utilize office hours and ask questions during class.
2. Give students more readings from popular texts, periodicals, and on-line sources.
3. Continue to provide their students with tutoring during office hours, study guides, and test review sessions.
4. Utilize the plethora of resources (additional lecture videos, games related to applied economics, simulation activities, etc.) provided on the publisher learning management systems (Pearson's MyLab Economics, McGraw Hill's Connect).

ACTION PLAN FOR ECONOMICS PROGRAM
Academic Year 2021/2022 (based on data from 2020/2021)

Class: ECON 101 Principles of Macroeconomics

Learning Outcome SLO 6: Measure and evaluate the macroeconomic consequences of globalization.

Data: Summer 2020, Fall 2020 & Spring 2021

Semester	Meets and Exceeds		Meets		Does not meet		N/A		Total	
Spring 2021	71	61.21%	20	17.24%	25	21.55%	-	-	116	100%
Fall 2020	82	56.55%	42	28.97%	21	14.48%	-	-	145	100%
Summer 2020	-	-	-	-	-	-	-	-		-
Total	153	58.62%	62	23.75%	46	17.62%	-	-	261	100%

Type of Action Plan: Direct Curriculum **_X_**
Intra Curriculum ___
Inter Curriculum ___

Action Plan: During Summer 2020, Fall 2020 and Spring 2021, 261 students were assessed in terms of SLO 6. 82.37% of the assessed students either met (23.75%) or exceeded (58.62%) the standard. This far surpasses the goal of having 70% of the assessed students at this threshold. This class is currently being taught by one full-time faculty and four long-time adjunct faculty members. The strong achievements of the student can directly be linked to the faculty's work, expertise, and availability to the students. Given the current student success, AVC economics faculty will:

1. Encourage students to utilize office hours and ask questions during class.
2. Give students more readings from popular texts, periodicals, and on-line sources.
3. Continue to provide their students with tutoring during office hours, study guides, and test review sessions.
4. Utilize the plethora of resources (additional lecture videos, games related to applied economics, simulation activities, etc.) provided on the publisher learning management systems (Pearson's MyLab Economics, McGraw Hill's Connect).

ACTION PLAN FOR ECONOMICS PROGRAM
Academic Year 2021/2022 (based on data from 2020/2021)

Class: ECON 102 Principles of Microeconomics

Learning Outcome: SLO 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.

Data: Summer 2020, Fall 2020 & Spring 2021

Semester	Meets and Exceeds		Meets		Does not meet		N/A		Total	
Spring 2021	85	85.86%	12	12.12%	2	2.02%	-	-	99	100%
Fall 2020	77	62.10%	25	20.16%	22	17.74%	-	-	124	100%
Summer 2020	24	68.57%	10	28.57%	1	2.86%	-	-	35	100%
Total	186	72.09%	47	18.21%	25	9.68%	-	-	258	100%

Type of Action Plan: Direct Curriculum **_X_**
Intra Curriculum ___
Inter Curriculum ___

Action Plan: During Summer 2020, Fall 2020 and Spring 2021, 258 students were assessed in terms of SLO 1. 90.31% of the assessed students either met (18.21%) or exceeded (72.09%) the standard. This far surpasses the goal of having 70% of the assessed students at this threshold. This class is currently being taught by one full-time faculty and four long-time adjunct faculty members. The strong achievements of the student can directly be linked to the faculty's work, expertise, and availability to the students. Given the current student success, AVC economics faculty will:

1. Encourage students to utilize office hours and ask questions during class.
2. Give students more readings from popular texts, periodicals, and on-line sources.
3. Continue to provide their students with tutoring during office hours, study guides, and test review sessions.
4. Utilize the plethora of resources (additional lecture videos, games related to applied economics, simulation activities, etc.) provided on the publisher learning management systems (Pearson's MyLab Economics, McGraw Hill's Connect).

ACTION PLAN FOR ECONOMICS PROGRAM
Academic Year 2021/2022 (based on data from 2020/2021)

Class: ECON 102 Principles of Microeconomics

Learning Outcome: SLO 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.

Data: Summer 2020, Fall 2020 & Spring 2021

Semester	Meets and Exceeds		Meets		Does not meet		N/A		Total	
Spring 2021	66	67.35%	26	26.53%	6	6.12%	-	-	98	100%
Fall 2020	75	60.48%	31	25.00%	18	14.52%	-	-	124	100%
Summer 2020	17	50.00%	13	38.24%	4	11.76%	-	-	34	100%
Total	158	61.71%	70	27.34%	28	10.93%			256	100%

Type of Action Plan: Direct Curriculum **_X_**
Intra Curriculum ___
Inter Curriculum ___

Action Plan: During Summer 2020, Fall 2020 and Spring 2021, 256 students were assessed in terms of SLO 2. 89.06% of the assessed students either met (27.34%) or exceeded (61.71%) the standard. This far surpasses the goal of having 70% of the assessed students at this threshold. This class is currently being taught by one full-time faculty and four long-time adjunct faculty members. The strong achievements of the student can directly be linked to the faculty's work, expertise, and availability to the students. Given the current student success, AVC economics faculty will:

1. Encourage students to utilize office hours and ask questions during class.
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4. Utilize the plethora of resources (additional lecture videos, games related to applied economics, simulation activities, etc.) provided on the publisher learning management systems (Pearson's MyLab Economics, McGraw Hill's Connect).

ACTION PLAN FOR ECONOMICS PROGRAM
Academic Year 2021/2022 (based on data from 2020/2021)

Class: ECON 102 Principles of Microeconomics

Learning Outcome: SLO 3: Apply the theory of profit-maximization to the decision-making process of firms in various market structures.

Data: Summer 2020, Fall 2020 & Spring 2021

Semester	Meets and Exceeds		Meets		Does not meet		N/A		Total	
Spring 2021	64	66.67%	26	27.08%	6	6.25%	-	-	96	100%
Fall 2020	61	49.19%	50	40.32%	13	10.48%	-	-	124	100%
Summer 2020	19	55.88%	11	32.35%	4	11.76%	-	-	34	100%
Total	144	56.69%	87	34.25%	23	9.05%	-	-	254	100%

Type of Action Plan: Direct Curriculum **_X_**
Intra Curriculum ___
Inter Curriculum ___

Action Plan: During Summer 2020, Fall 2020 and Spring 2021, 254 students were assessed in terms of SLO 3. 90.94% of the assessed students either met (34.25%) or exceeded (56.69%) the standard. This far surpasses the goal of having 70% of the assessed students at this threshold. This class is currently being taught by one full-time faculty and four long-time adjunct faculty members. The strong achievements of the student can directly be linked to the faculty's work, expertise, and availability to the students. Given the current student success, AVC economics faculty will:

1. Encourage students to utilize office hours and ask questions during class.
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3. Continue to provide their students with tutoring during office hours, study guides, and test review sessions.
4. Utilize the plethora of resources (additional lecture videos, games related to applied economics, simulation activities, etc.) provided on the publisher learning management systems (Pearson's MyLab Economics, McGraw Hill's Connect).

ACTION PLAN FOR ECONOMICS PROGRAM
Academic Year 2021/2022 (based on data from 2020/2021)

Class: ECON 102 Principles of Microeconomics

Learning Outcome: SLO 4: Define, demonstrate and compare and contrast the four basic market structures of perfect competition, monopoly, monopolistic competition and oligopoly.

Data: Summer 2020, Fall 2020 & Spring 2021

Semester	Meets and Exceeds		Meets		Does not meet		N/A		Total	
Spring 2021	71	73.20%	20	20.62%	6	6.19%	-	-	97	100
Fall 2020	59	48.36%	48	39.34%	15	12.30%	-	-	122	100
Summer 2020	12	35.29%	16	47.06%	6	17.65%	-	-	34	100
Total	142	56.12%	84	33.20%	27	10.67%	-	-	253	100

Type of Action Plan: Direct Curriculum **_X_**
Intra Curriculum ___
Inter Curriculum ___

Action Plan: During Summer 2020, Fall 2020 and Spring 2021, 253 students were assessed in terms of SLO 4. 89.32% of the assessed students either met (33.20%) or exceeded (56.12%) the standard. This far surpasses the goal of having 70% of the assessed students at this threshold. This class is currently being taught by one full-time faculty and four long-time adjunct faculty members. The strong achievements of the student can directly be linked to the faculty's work, expertise, and availability to the students. Given the current student success, AVC economics faculty will:

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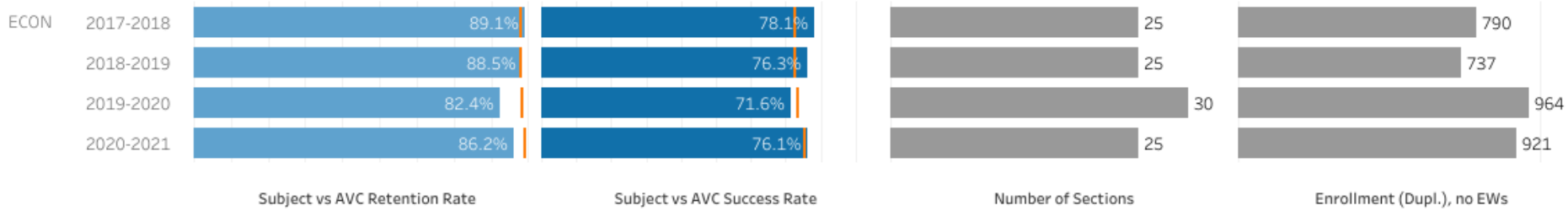
4. Utilize the plethora of resources (additional lecture videos, games related to applied economics, simulation activities, etc.) provided on the publisher learning management systems (Pearson's MyLab Economics, McGraw Hill's Connect).

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

Select Subject	Select Subject again	Select Program Major(s)	Academic Year
ECON	ECON	AA-T Economics (ECNT)	Multiple values

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



Enrollment and Number of Sections by *Modality* in ECON

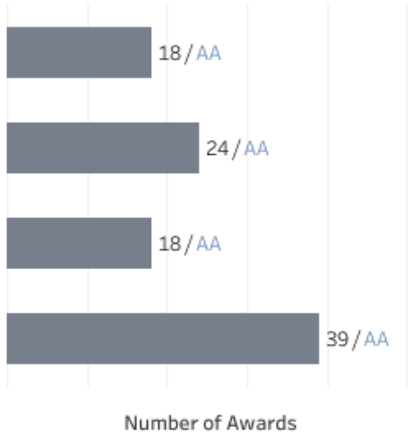
	Instr. Method	2017-2018	2018-2019	2019-2020	2020-2021
Number of Sections	Online	9	13	16	15
	Other Indep Study			1	
	Traditional	16	12	13	10
Enrollment	Online	322	435	584	559
	Other Indep Study			1	
	Traditional	468	302	395	363

Enrollment and Number of Sections by *Location* in ECON

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

Number of Degrees/Certificates Awarded in AA-T Economics (ECNT)

Major Desc	Major Code	Deg./Cert.	Academic Year
AA-T Economics	ECNT	Degree	2017-2018
			2018-2019
			2019-2020
			2020-2021

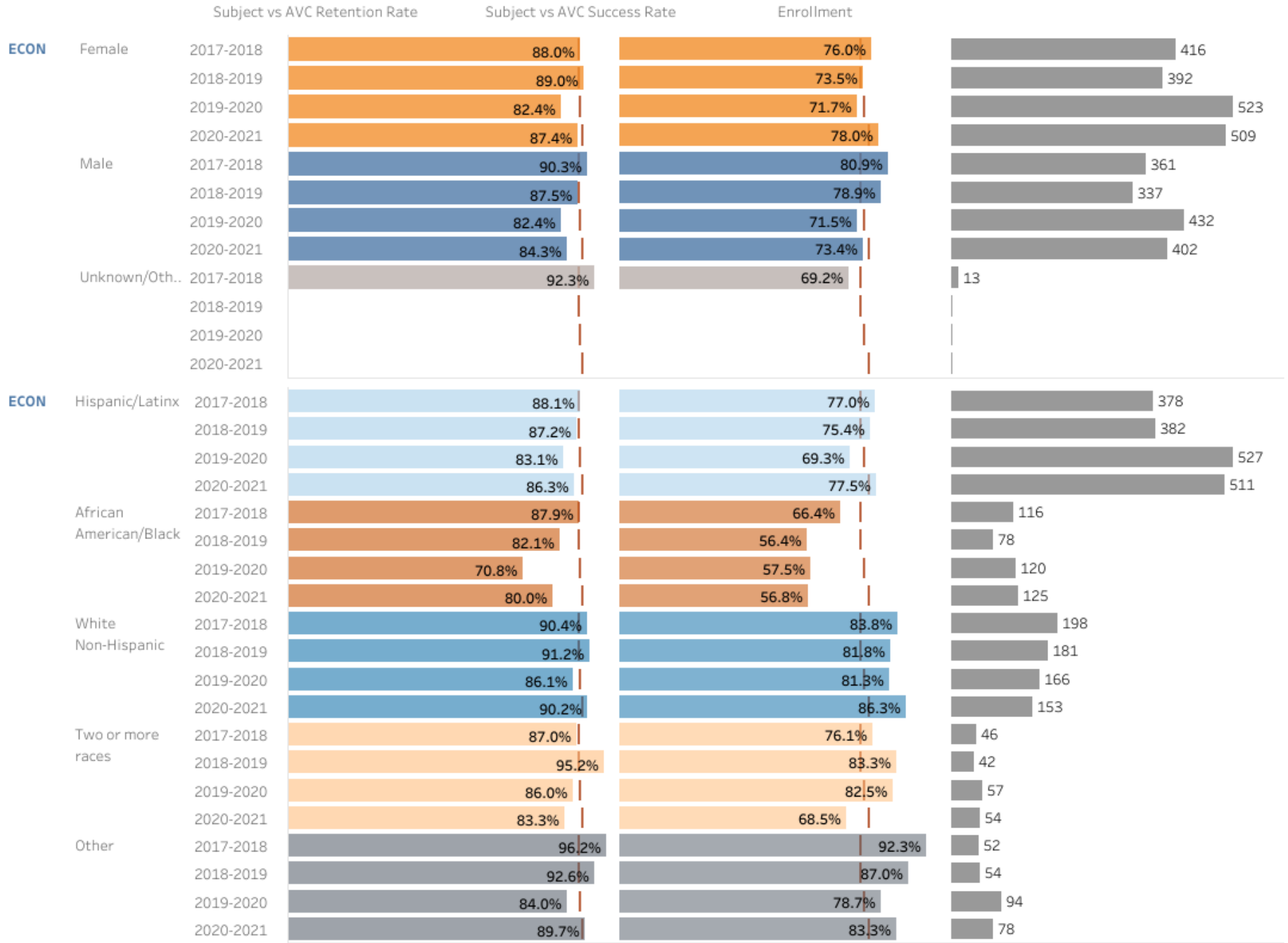


FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in ECON

	Fall 2017	Fall 2018	Fall 2019	Fall 2020
PT (Adjunct) FTEF	1.4	1.2	1.4	1.4
FT (Regular) FTEF	1.1	0.8	1.0	1.0
FT (Overload) FTEF	0.2	0.2		
TOTAL FTEF	2.7	2.2	2.4	2.4
PT/FT FTEF Ratio	1.3	1.5	1.4	1.4
FTES	39.0	30.1	38.1	40.5
FTES/FTEF Ratio	14.5	13.7	15.9	16.9
WSCH/FTEF Ratio	433.7	410.6	476.4	506.0

Click here
to see AVC's Program
awards dashboard

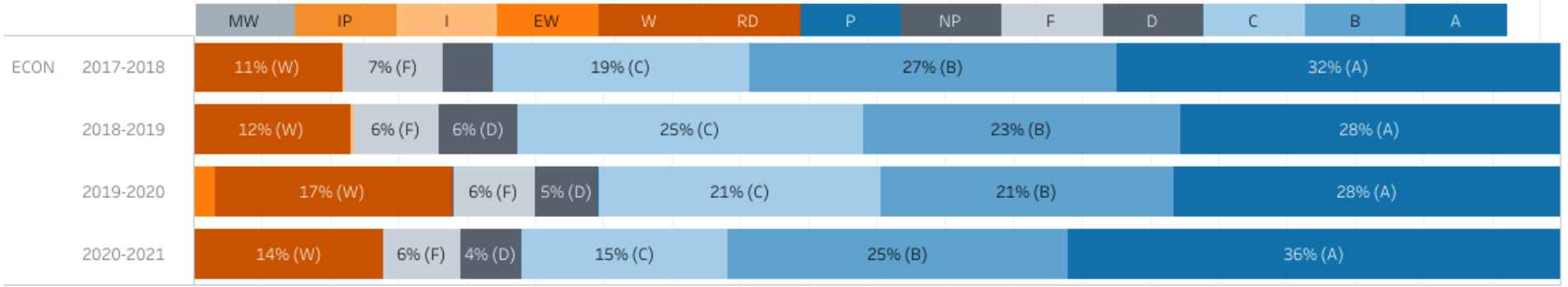
Subject-Level Retention, Success, and Enrollment by Gender & Race/Ethnicity as Compared to AVC's Rates (|)



Annual or Term Selector
Annual

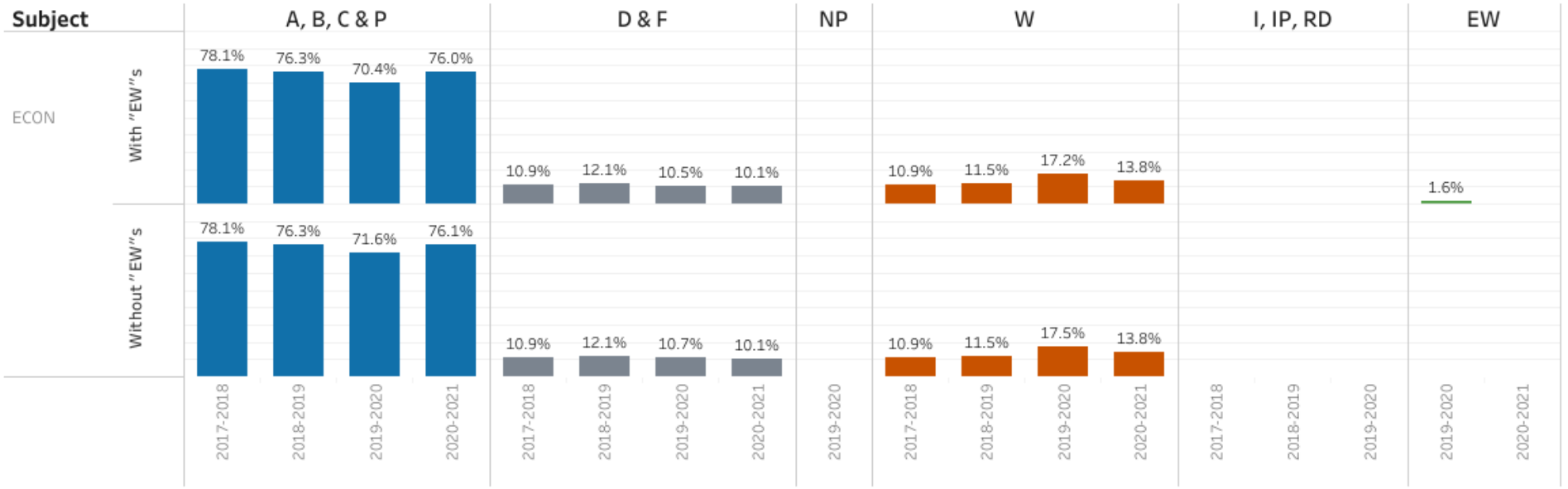
Term
All

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



ECON (only shows if n >10)

Minor variation in numbers might occur due to rounding



Select Subject again
ECON

FTEF, FTES, FTES/FTEF, & WSCH/FTEF by Major Term (AVC vs. Subject)

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

	Fall 2017	Fall 2018	Fall 2019	Fall 2020
PT (Adjunct) FTEF	1.4	1.2	1.4	1.4
FT (Regular) FTEF	1.1	0.8	1.0	1.0
FT (Overload) FTEF	0.2	0.2		
TOTAL FTEF	2.7	2.2	2.4	2.4
PT/FT FTEF Ratio	1.3	1.5	1.4	1.4
FTES	39.0	30.1	38.1	40.5
FTES/FTEF Ratio	14.5	13.7	15.9	16.9
WSCH/FTEF Ratio	433.7	410.6	476.4	506.0

AVC Total

	Fall 2017	Fall 2018	Fall 2019	Fall 2020
PT (Adjunct) FTEF	191.5	187.9	188.5	164.9
FT(Regular) FTEF	161.1	163.9	151.2	153.7
FT (Overload) FTEF	27.3	27.6	38.0	35.3
TOTAL FTEF	380.6	379.5	377.6	353.9
PT/FT FTEF Ratio	1.2	1.1	1.2	1.1
FTES	4,947.2	4,929.1	4,884.4	4,255.1
FTES/FTEF Ratio	13.0	13.0	12.9	12.0
WSCH/FTEF Ratio	390.0	389.7	388.0	360.7

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

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

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

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

FTES / FTEF reflects how much FTES each FTEF is generating. An FTES / FTEF Ratio of **17.5** is the equivalent of WSCH / FTEF ratio of 525 and is another productivity measure. For more info, please refer to http://plnlegacy.foundationccc.org/sites/default/files/asks/SEMUnderstandingCalculatingFTES_Spring2019.pdf

ANTELOPE VALLEY COLLEGE

2020-2021 Program Review Report

Division/Area Name: Social & Behavioral Sciences/History	**For Planning Years: 2022-2023**
Name of person leading this review: Dr. Ken Shafer	
Names of all participants in this review: Dr. Ken Shafer, Dr. Matthew Jaffe, Dr. Cynthia Lehman	

Part 1. Program Overview:

1.1.Briefly describe how the program contributes to the district mission
The History Department contributes to the mission of the District by offering our community a program of study which instructs students in lifelong skills such as intellectual curiosity and critical thinking. History contributes to the mission of the college by offering a diversity of courses on the histories of people and cultures that comprise the diversity of our student/community population. Our courses reinforce the concepts of respecting diversity, human understanding, and responsible citizenship. With a solid background in history and through our major program, our students are prepared for employment or transfer degree completion in any subject in the Social Sciences and Humanities.
1.2.State briefly program highlights and accomplishments
Our degree completion rates for the AA-T History have remained roughly the same in the past two cycles. We have more than quadrupled the number of sections of HIST courses through Distance Education since 2016, thus allowing more students the flexibility to fit our courses into their schedules. We currently offer 48 courses in History. At the Palmdale satellite 39 courses are offered and overall, which is an all-time high, and 16 courses are fully online. We are still attempting to meet the needs of the south side of our district. History courses are offered in a variety of modalities to meet the ever-changing needs of students as well as to meet concerns regarding the Covid pandemic. With that in mind, all instructors who choose to teach distance education courses will be certified by the end of Spring 2022 semester.

1.3. Check each Institutional Learning Outcome (ILO) supported by the program. *Type an "X" if checkbox is unavailable.*	
X Communication	X Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. X Demonstrates listening and speaking skills that result in focused and coherent communications
X Creative, Critical, and Analytical Thinking	X Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. X Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.

X Community/Global Consciousness	X Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well- being of society and the environment. X Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
X Career and Specialized Knowledge	X Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

1.4. Check each Educational Master Plan (EMP)/Strategic Plan Goal supported by the program. *Type an "X" if checkbox is unavailable.*
☐ **Goal 1:** Commitment to strengthening institutional effectiveness measures and practices.
X **Goal 2:** Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.
X **Goal 3:** Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
X **Goal 4:** Advance more students to college-level coursework-Develop and implement effective placement tools.
X **Goal 5:** Align instructional programs to the skills identified by the labor market.

Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:

Our primary focus since March 2020 has been to deliver the same quality material and educational choices in various modes of distance education, to meet state and county health requirements. This need has prompted the creation of classes synchronous and asynchronous, as well as in the Hyflex mode. By the end of 2021, all our instructors will have received the required training to teach distance education. It is suggested that frequent surveys of students be made to assure that we are meeting those needs as best possible.
AVC has recently given approval for our division to hire another full-time historian, a request that has consistently been made over a nine-year period in program review. The plan is to hire a Latin American specialist is partly to meet the state mandate to teach ethnic studies, but just as importantly for our staff, to address the student body and our local community, which is nearly 60% Hispanic/Latino. This hire should lure additional students to AVC, and to further strengthen our already diverse course offerings.

Part 2.B. Analyze the program review data (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):

Strengths	Our success and retention rates have remained in the mid 70% and high 80% mark since 2016. Grade distribution improved other the last two years. Through our online offerings, enrollment in history classes have increased, which means we are meeting the local demands to meet modality needs. We believe that our department has made a solid commitment to distance education through training and changing teaching styles over the past year.

Weaknesses	A continued weakness in our department is the retention and success rates of African-American students, which has consistently stayed in the 53%-57% range, a full ten points below the next lowest ethnic/gender group. With this in mind, we continue to call for more assistance in the Student Learning Center in the Social Sciences, which has always been lacking.
Opportunities	It is still a goal of our department to begin a History Club at AVC, to heighten interest in history, as well as encourage students to enroll in our courses and perhaps even become history majors. There are a wide variety of historical sites and museums to visit, as well as to combine with the Film Studies to organize FPD events on historically relevant films, which are always popular.
Threats	Enrollment drops and possible drops in state allocations, both related to the Covid pandemic are still troublesome to the immediate future of our department. Recent student preference to remain online continues to challenge our scheduling and teaching methods

Part 2.C. Review and comment on progress towards SLO/PLO/OO Outcomes Analysis (fka Action Plans):

We have discussed at length some strategies to improve on our SLO and PLO scores. Some instructors have provided additional in-class review sessions and they have helped students master the material. We have also discussed encouraging faculty to partner with the library and the Learning Center on campus for out of class instructional needs. We have found that some students really struggle with writing a research paper. Some instructors have begun referring students to the Writing Center on campus and also workshopping papers in class. The librarians have also been a great resource for the History Department by providing workshops on conducting research. Students have done better on the research paper in those classes where the instructor provides more in-depth assistance on that project.

Specifically looking at the data for 2020-2021, a total of 38 courses reported data. 21 of those courses reported 75% of better success rate, but nearly half did not. Surprisingly, the Summer Semester 2021 data records three courses reporting over 75% success rate. This reflects the regular semesters. In short, the length of the course had no clear impact on the success rates. On one last level, seven of the nine African-American History courses report below the 75% threshold. These numbers reflect our call for a success/tutor specialist be hired in the Learning Center, particularly to increase scores of African-American Students.

In comparison to previous years, SLO assessments over several years are very inconsistent, with number fluctuating up and down through the semesters, regardless of the length of the course. As we become more familiar with Elumen, we may be able to detect more precise findings. Regardless, the erratic numbers further reinforce the need for a success/tutor specialist in the Learning Center to teach more effective study skills.

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

The recent news to hire another historian, specializing in Latin American studies, is a long overdue fulfillment of a significant need for our college and community. We are excited what that addition will bring to our college. We are also currently working on making HIST 116, U.S. Contemporary History, from Vietnam-Iraq, ready for distance learning, as well as making that class an option towards obtaining a degree or transferring to a four-year institution. This should make the class not only more appealing, but that the class itself can be offered more successfully and more often. Finally, with the change of the academic calendar, California History is being offered all year round, since it fulfills requirements for multiple degrees. This change in calendar has also allowed the History Department able to cover a greater variety of courses as sixteen-week courses, as an accelerated course, and as viable choice for distance education, further catering to student needs.

Part 3. Based on Part 2 above, please list program/area goals for 2021-2022:

Program/Area Goal #	***Goal supports which ILO/PLO/SLO/OO?***	***Description of Goal***	***Steps to be taken to achieve goal?***
Increase success rates for African-American Students and other under-represented minorities.	ILO #2A	Provide more in class and out of class opportunities for review of course material. Offer study help in HIST to improve student success.	Staff the Student Learning Center with a consistent tutor and possibly a SI Leader. In addition, re-evaluation of courses and assignments to carry this demographic group through and increase success rates.
Continue to build research, analytical, and critical thinking skills in the classroom utilizing new technology, webinars, and historical research-based databases.	ILO #1A and #3A	Our current emphasis on primary resources and evaluating historians achieves part of this. Expansion of other resources including digital access to academic journals and historiography will promote more critical thinking and analytical skills.	Would like Division instructors to evaluate technology and computer programs to purchase to future enhance student interest and learning. Ask the library to review their current journal subscriptions that support historical research.
Promote an interest in cultural diversity, expressions, and traditions in our course offerings and student activities on campus.	ILO #2A and #2B	Expand awareness of other cultures, history, cuisine, fashions, and traditions.	Hire a full-time History Instructor with a specialty in Latin American Studies so that we can expand our course offerings. Now that CA requires Ethnic Studies as a high school graduation requirement and the CSU system also requires an Ethnic Studies course it is imperative that AVC begin to

			create our own Ethnic Studies curricula. Cooperate with Umoja, Hola, and other student groups on campus to demonstrate how different cultures practice and celebrate traditions. Could also coordinate with area cultural museums to bring artifacts to the college as part of a campaign to increase awareness to the subject of history as local conditions may allow.

Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):

Type of Resource Request	*Summary of Request*	*New or Repeat Request*	*Amount of Request, $*	*One-Time or Recurring Cost, $*	*Contact's Name*
Faculty	Hire a Latin American specialist to align with the new statewide Ethnic Studies requirements for graduation.	Repeat	$80-100,000	Recurring	Ken Shafer
Classified Staff	Fund a second full time clerical position.	Repeat	$30-35,000	Recurring	Division Dean
Technology	Update older classrooms with smart technology.	Repeat	Unknown cost	One time	ITS/Ken Shafer
Physical/Facilities	Maintain existing facilities.	Repeat	Unknown cost	Recurring	Facilities
Supplies	Office supplies are adequate.	Repeat	Unknown cost	Recurring	Division Dean
Professional Development	Fund travel to conferences.	Repeat	Variable cost, depends on travel destination.	Recurring	History faculty, VP, FPD Committee
Other	Fund student research and a tutor for HIST.	Repeat	$5-10,000	Recurring	History faculty

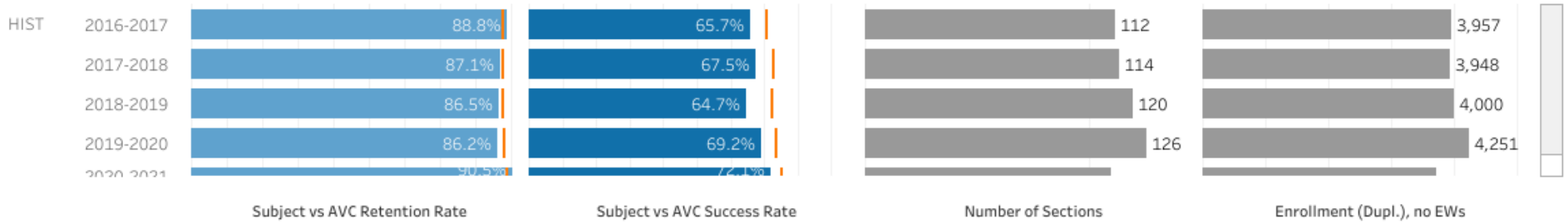
****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee: https://www.surveymonkey.com/r/20-21ProgramReview**

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

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

Select Subject	Select Subject again	Select Program Major(s)	Academic Year
HIST	HIST	AA-T History (HT)	Multiple values

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



Enrollment and Number of Sections by *Modality* in HIST

	Instr. Method	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Number of Sections	Online	5	12	22	24	28
	Other Indep Study					2
	Traditional	107	102	98	102	80
Enrollment	Online	150	326	596	707	905
	Other Indep Study					2
	Traditional	3,807	3,622	3,404	3,662	2,828

Enrollment and Number of Sections by *Location* in HIST

	Location	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Number of Sections	Lancaster	88	85	82	83	71
	Lancaster ..	2	2	2	6	
	Palmdale	22	27	36	37	39
Enrollment	Lancaster	3,237	3,136	2,904	3,059	2,460
	Lancaster ..	56	62	59	153	
	Palmdale	664	750	1,037	1,157	1,275

Number of Degrees/Certificates Awarded in AA-T History (HT)

Major Desc	Major Code	Deg./Cert.	Academic Year	
AA-T History	HT	Degree	2016-2017	10 / AA
			2017-2018	16 / AA
			2018-2019	17 / AA
			2019-2020	17 / AA
			2020-2021	12 / AA

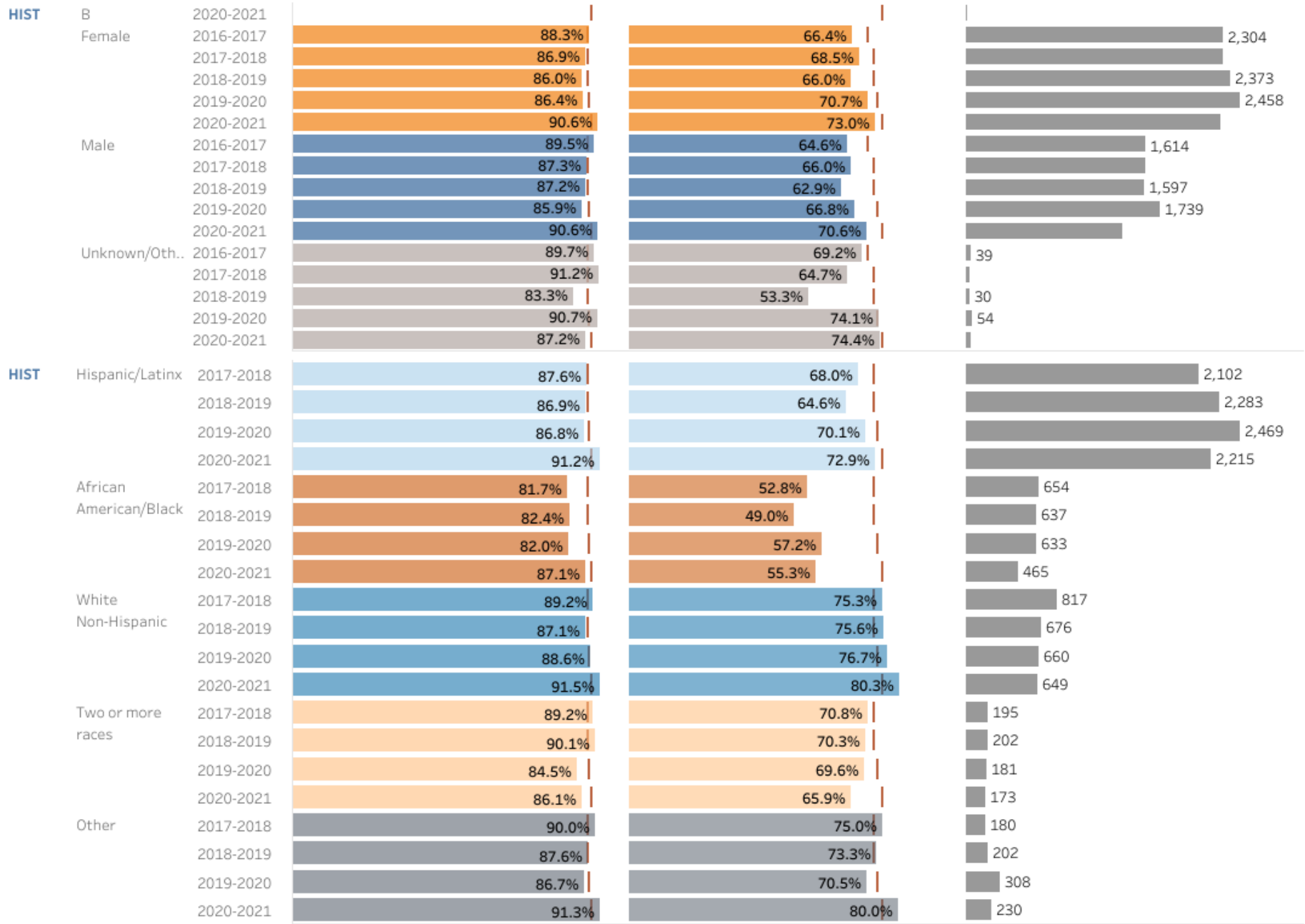
Number of Awards

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

	Fall 2017	Fall 2018	Fall 2019	Fall 2020
PT (Adjunct) FTEF	6.9	7.6	7.8	6.4
FT (Regular) FTEF	2.6	2.8	2.4	2.4
FT (Overload) FTEF	0.4	0.2	0.6	0.4
TOTAL FTEF	9.9	10.6	10.8	9.2
PT/FT FTEF Ratio	2.7	2.7	3.2	2.7
FTES	170.4	175.6	185.0	157.4
FTES/FTEF Ratio	17.2	16.6	17.2	17.1
WSCH/FTEF Ratio	514.5	498.6	515.6	513.1

Click here
to see AVC's Program
awards dashboard

Subject-Level Retention, Success, and Enrollment by Gender & Race/Ethnicity as Compared to AVC's Rates (|)



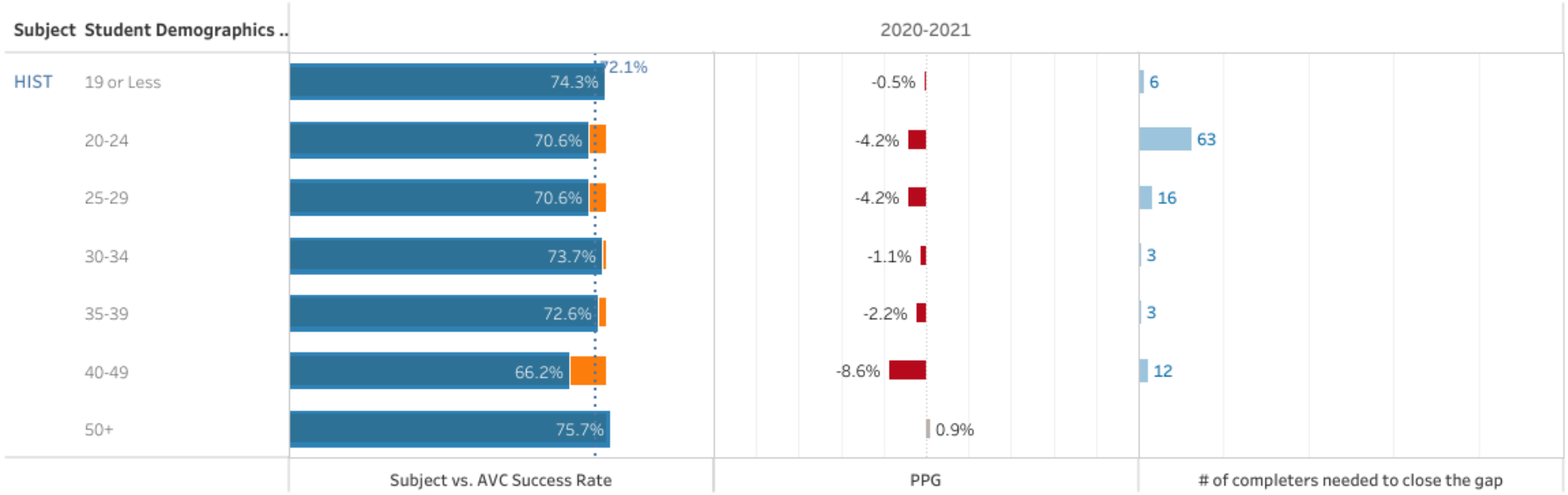
Select Demographics
Age Groups

Academic Year Slider

Click to Include EWs

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

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



In 2020-2021, HIST's Success Rate was 72.1% vs. AVC's Annual rate of 74.8%

Overall Disproportionate Impact as percentage point gap was : -2.7%

In HIST, 3,732 was the enrollment count (duplicated headcount) (only shows if *n* > 10)

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

(For example, (3,732 * |-2.7%|)=102*. it means that 102 more successful course completers would help close the gap for this subject area)*

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

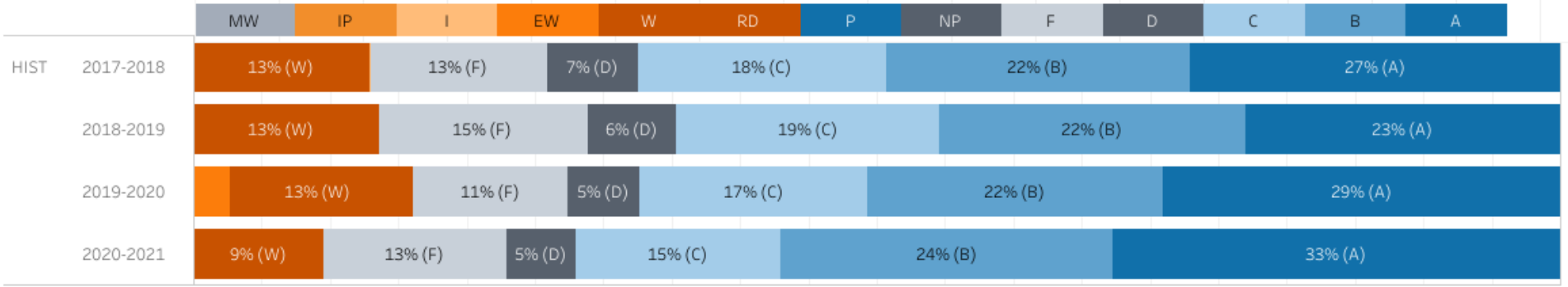
Some possible questions to ask when looking at the DI data:

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

Annual or Term Selector
Annual

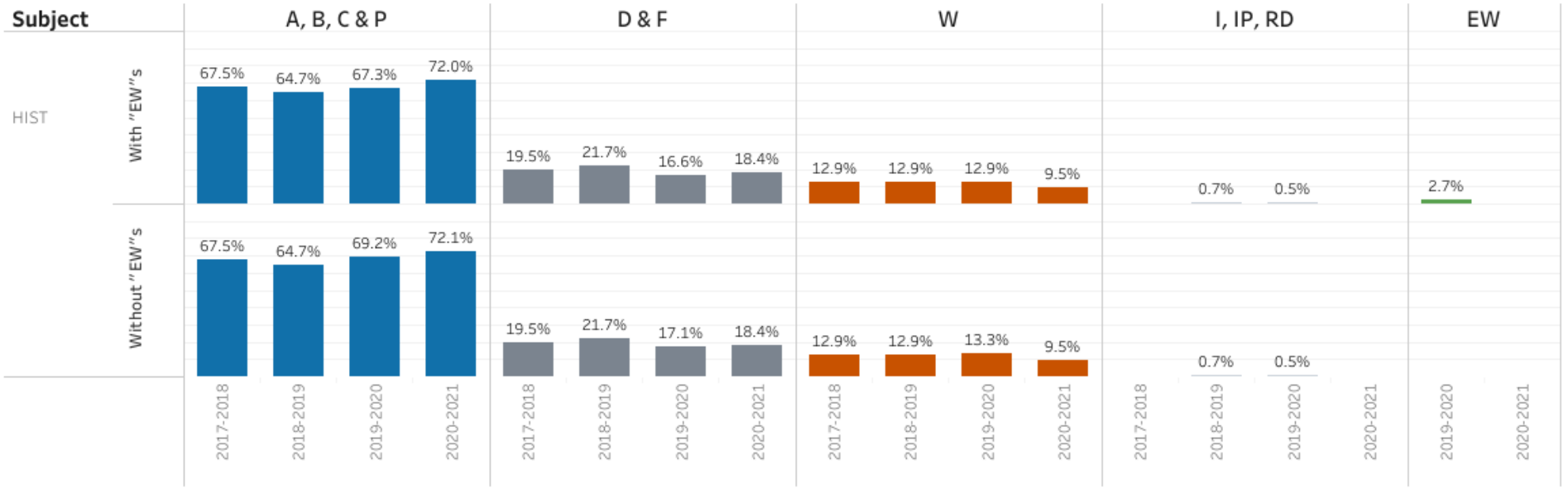
Term
All

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



HIST (only shows if n >10)

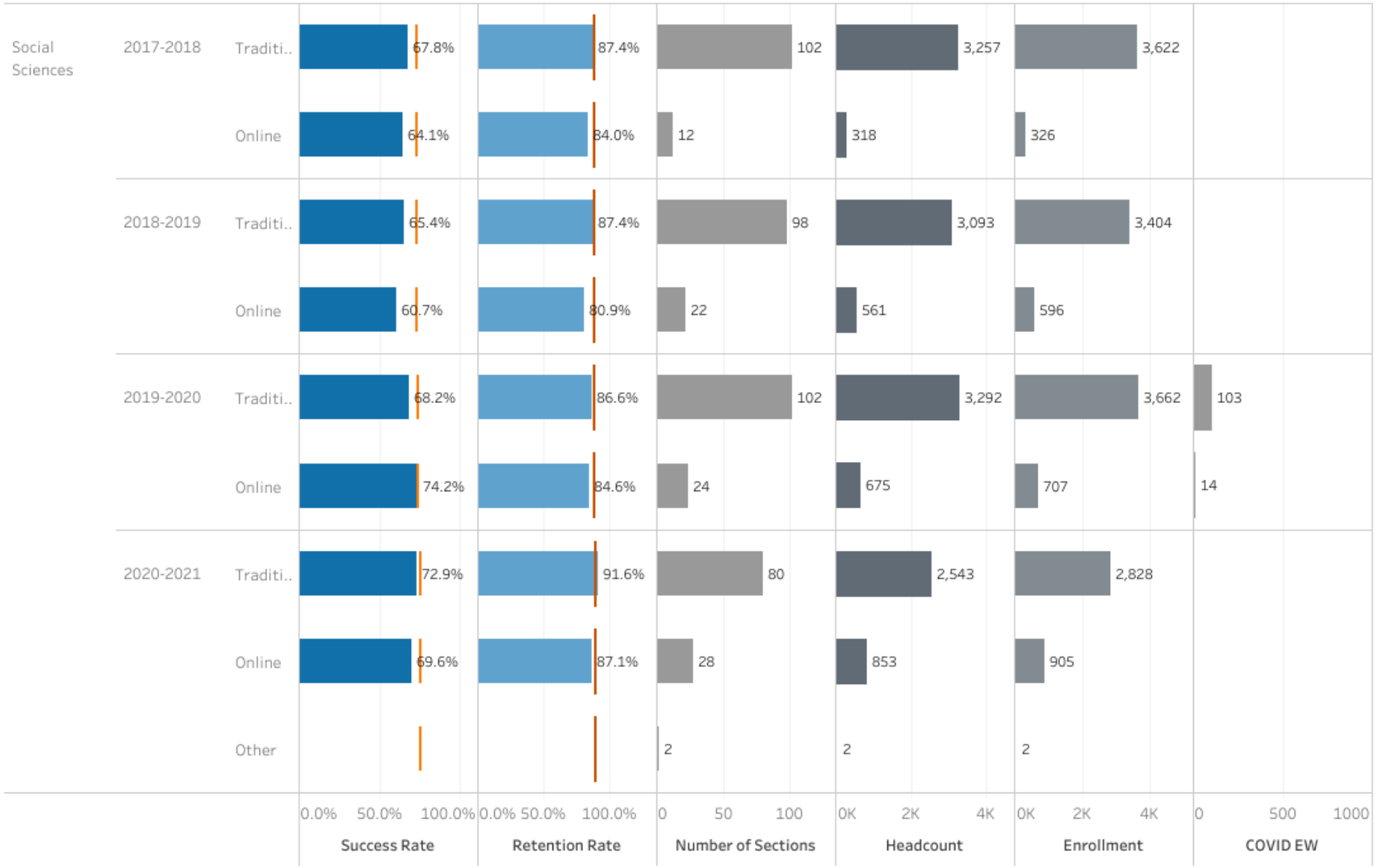
Minor variation in numbers might occur due to rounding



Success and Retention for Comprehensive Program Review

1. Select your view by **Subject, Division, or Department**.
2. Depending on your selection, choose your **Subject(s), Division or Department** among the filters.
3. To break by *Modality, Location or Time* , go to the **Break by..** to make your selection.

Subject/Division/Dept View Sele.. Department | **Division** Multiple values | **Departme..** Social Sciences | **Subject** HIST | **Break by..** Scheduling / Modality | **Academic Year** Multiple values



Select Subject again
HIST

FTEF, FTES, FTES/FTEF, & WSCH/FTEF by Major Term (AVC vs. Subject)

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

	Fall 2017	Fall 2018	Fall 2019	Fall 2020
PT (Adjunct) FTEF	6.9	7.6	7.8	6.4
FT (Regular) FTEF	2.6	2.8	2.4	2.4
FT (Overload) FTEF	0.4	0.2	0.6	0.4
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AVC Total

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

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FTES / FTEF reflects how much FTES each FTEF is generating. An FTES / FTEF Ratio of **17.5** is the equivalent of WSCH / FTEF ratio of 525 and is another productivity measure. For more info, please refer to http://plnlegacy.foundationccc.org/sites/default/files/asks/SEMUnderstandingCalculatingFTES_Spring2019.pdf

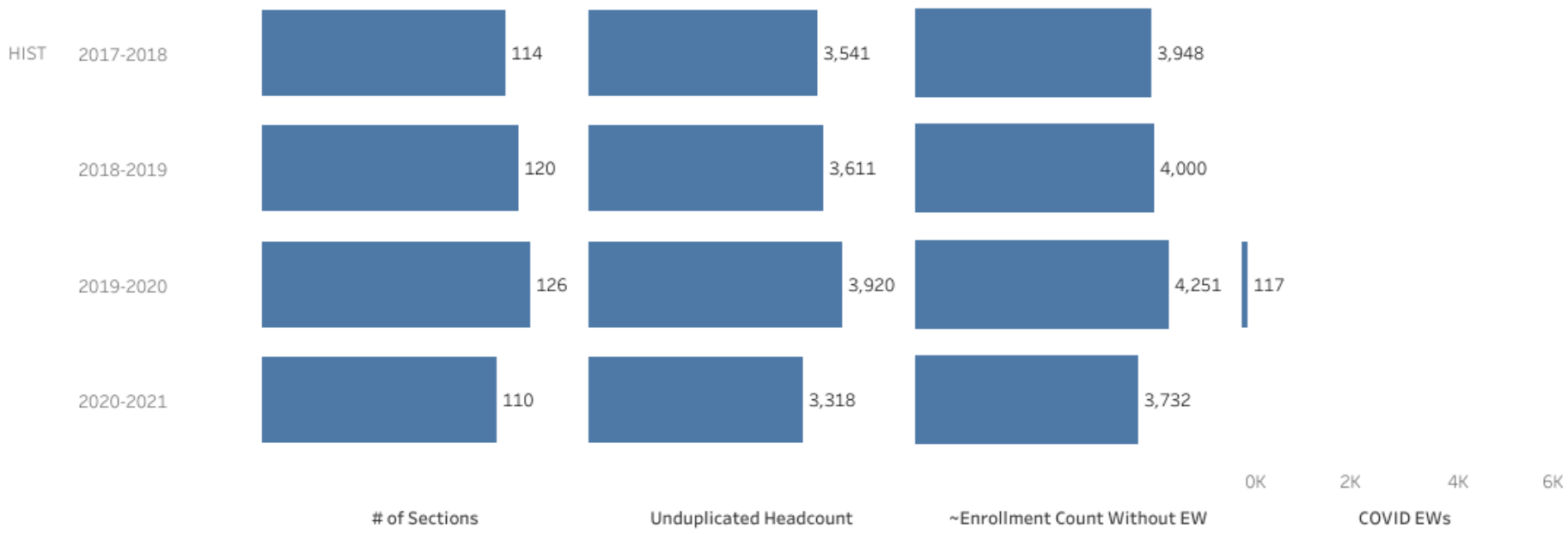
Academic Year	Subject	Break by..
Multiple values	HIST	None

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

	2017-2018	2018-2019	2019-2020	2020-2021	Grand Total
HIST	67.5% (3,948)	64.7% (4,000)	69.2% (4,251)	72.1% (3,732)	68.3% (15,931)
Grand Total	67.5% (3,948)	64.7% (4,000)	69.2% (4,251)	72.1% (3,732)	68.3% (15,931)

Enrollment, Number of Sections by Course Number

Annual or Term	Term	Select a Course Number
Annual	All	All



Select Subject(s)	Contract Type	Term	Course Number	Location/Modality
HIST	All	Multiple values	All	Modality/Scheduling

Annualized FTEF by Contract Type (Part-Time, Full-Time, FT/Overload, Total) in Major Terms.
[(Fall LHE + Spring LHE)/30]

		2017-2018				2018-2019				2019-2020				2020-2021			
		PT/Adjun..	FT/Regul..	FT/Overl..	Total	PT/Adjun..	FT/Regul..	FT/Overl..	Total	PT/Adjun..	FT/Regul..	FT/Overl..	Total	PT/Adjun..	FT/Regul..	FT/Overl..	Total
HIST	Online	0.5		0.4	0.9	1.1	0.2	0.2	1.5	1.2		0.4	1.6	1.8	0.2	0.2	2.2
	Other I..													0.0	0.0		0.0
	Traditi..	6.5	2.6		9.1	6.1	2.4	0.1	8.6	6.2	2.4	0.2	8.8	4.7	2.2	0.2	7.1
Grand Total		7.0	2.6	0.4	10.0	7.2	2.6	0.3	10.1	7.4	2.4	0.6	10.4	6.5	2.4	0.4	9.3

Select Subject(s)	Location/Modality	Contract Type	Term
HIST	Modality/Scheduling	All	Multiple values

Full Time Equivalent Faculty (FTEF) by Contract Type (Part-Time, Full-Time, FT/Overload) and by Term

(FTEF = LHE/15)

(The calculations exclude reassigned time)

	2017-2018						2018-2019						2019-2020						2020-2021					
	Fall 2017			Spring 2018			Fall 2018			Spring 2019			Fall 2019			Spring 2020			Fall 2020			Spring 2021		
	PT/Adj..	FT/Reg..	FT/Ove..	PT/Adj..	FT/Reg..	FT/Ove..	PT/Adj..	FT/Reg..	FT/Ove..	PT/Adj..	FT/Reg..	FT/Ove..	PT/Adj..	FT/Reg..	FT/Ove..	PT/Adj..	FT/Reg..	FT/Ove..	PT/Adj..	FT/Reg..	FT/Ove..	PT/Adj..	FT/Reg..	FT/Ove..
HIST	6.9	2.6	0.4	7.1	2.6	0.4	7.6	2.8	0.2	6.8	2.4	0.4	7.8	2.4	0.6	7.0	2.4	0.6	6.4	2.4	0.4	6.6	2.4	0.4
Grand..	6.9	2.6	0.4	7.1	2.6	0.4	7.6	2.8	0.2	6.8	2.4	0.4	7.8	2.4	0.6	7.0	2.4	0.6	6.4	2.4	0.4	6.6	2.4	0.4

ANTELOPE VALLEY COLLEGE

2020-2021 Program Review Report

Division/Area Name: Management	**For Planning Years: 2022-2023**
Name of person leading this review: Kathy Osburn	
Names of all participants in this review: Kathy Osburn, Gabrielle Poorman, Violet Christopher	

Part 1. Program Overview:

1.1.Briefly describe how the program contributes to the district mission
The faculty and staff of the Business & Computer Studies Department are dedicated to providing students with hands-on training required for skill certification, continuing education classes, professional development, and the opportunity to learn the fundamentals necessary to be well educated in a particular discipline. Courses are provided for students who wish to complete a two-year degree or certificate, transfer to a four-year university, enter the business workforce, or simply upgrade their skills. The BUS program specifically contributes to the district mission by supporting students seeking technical education to enter the workforce (Business Degree & Certificate).
1.2.State briefly program highlights and accomplishments
The Business & Computer Studies Department produced approximately 7% (233 of 3,309) of AVC degrees and certificates awarded last academic year. As of Fall 2021, 1,203 students had declared majors in the Business Department, with Business Administration for Transfer being the second most popular major at AVC, with 614 students currently. As a small department in terms of number of full-time faculty, we are meeting the needs of our community and our students by helping them move forward in their career and educational goals.

1.3. Check each Institutional Learning Outcome (ILO) supported by the program. *Type an "X" if checkbox is unavailable.*	
X☐ Communication	☐ Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. ☐ Demonstrates listening and speaking skills that result in focused and coherent communications
X☐ Creative, Critical, and Analytical Thinking	☐ Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. ☐ Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.

X☐ **Community/Global Consciousness**	☐ Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment. ☐ Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
X☐ **Career and Specialized Knowledge**	☐ Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

1.4. Check each Educational Master Plan (EMP)/Strategic Plan Goal supported by the program. *Type an "X" if checkbox is unavailable.*

☐X **Goal 1:** Commitment to strengthening institutional effectiveness measures and practices.
☐ **Goal 2:** Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.
☐X **Goal 3:** Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
☐ **Goal 4:** Advance more students to college-level coursework-Develop and implement effective placement tools.
☐X **Goal 5:** Align instructional programs to the skills identified by the labor market.

Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:

Our advisory committee strongly encourages a management certificate and emphasizes. A management certificate would help with both employment attainment and promotion. The advisory committee also feels strongly that our students need computerized classrooms

Part 2.B. Analyze the program review data (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):

Strengths	We continue to increase the number of degrees and certificates awarded each year
Weaknesses	Due to administration limiting the number of LHE that faculty can teach online, we struggle to expand our online program
Opportunities	Increase our online course offerings to better meet the needs of working students and students with children
Threats	We run the risk of losing students to schools with fully online programs

Part 2.C. Review and comment on progress towards SLO/PLO/OO Outcomes Analysis (aka Action Plans):

We continue to consistently meet our SLO achievement targets. We have not fully met our goal to move the majority of our management classes to OER. Lack of full-time faculty make it very difficult to fully achieve our goals. We have integrated more online tools into our courses via Knowmia and Zoom.

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

Last year's goal to increase student success rates by increasing availability to technology via updating our second-floor classrooms has not been met because the classrooms have not been updated. Our goal to increase online offerings has been met, but only because of COVID moving our programs to distance education.

Part 3. Based on Part 2 above, please list program/area goals for 2021-2022:

Program/Area Goal #	***Goal supports which ILO/PLO/SLO/OO?***	***Description of Goal***	***Steps to be taken to achieve goal?***
1. Increase student success rates by increasing availability to technology in the classroom.	ILO—Communication ILO—Creative, Critical and Analytical Thinking ILO—Career and Specialized Knowledge	Purchasing computers for the computers on the second floor will save students money and increase success rates allowing real-time research and data analysis	Obtain funding and administrative buy-in to purchase computers for second floor classrooms
#2 Increase enrollment	ILO—Communication ILO—Creative, Critical and Analytical Thinking ILO—Career and Specialized Knowledge	Online management classes are in extremely high demand. Increase the number of online sections to meet student needs	Remove the modality load limit so that our qualified subject matter experts can teach our program via asynchronous distance education.

Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):

Type of Resource Request	***Summary of Request***	***New or Repeat Request***	***Amount of Request, $***	***One-Time or Recurring Cost, $***	***Contact's Name***
Faculty					
Classified Staff					
Technology	Create smart classrooms on the 2nd floor of the BE building	Repeat	$250,000	One-time	Kathy Osburn
Physical/Facilities					
Supplies					

Professional Development					
Other					

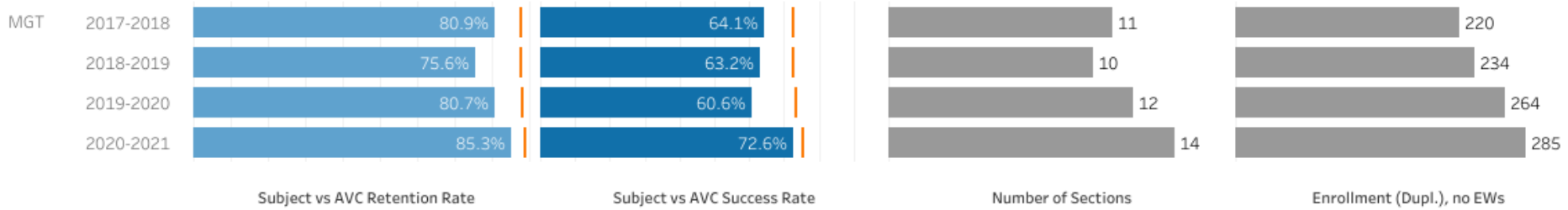
****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee: https://www.surveymonkey.com/r/20-21ProgramReview**

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

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

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

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



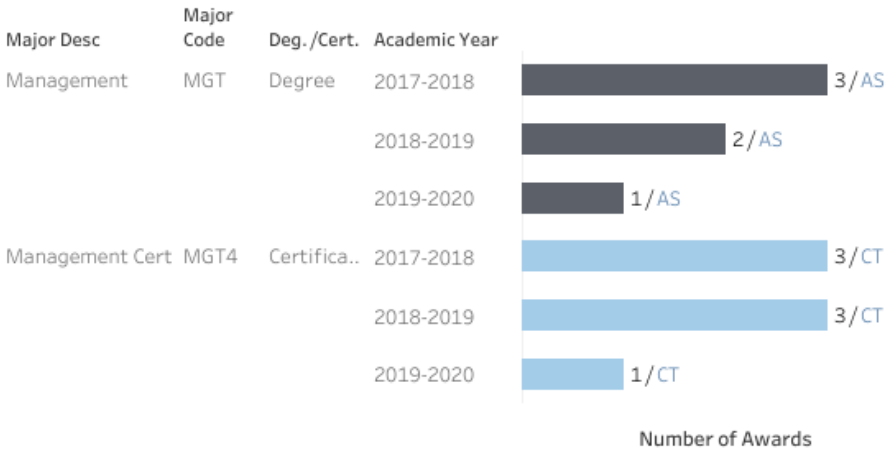
Enrollment and Number of Sections by *Modality* in MGT

	Instr. Method	2017-2018	2018-2019	2019-2020	2020-2021
Number of Sections	Online	6	8	10	11
	Other Indep Study	1			1
	Traditional	4	2	2	2
Enrollment	Online	149	184	214	244
	Other Indep Study	2			1
	Traditional	69	50	51	41

Enrollment and Number of Sections by *Location* in MGT

	Location	2017-2018	2018-2019	2019-2020	2020-2021
Number of Sections	Lancaster	8	7	7	9
	Palmdale	3	3	5	5
Enrollment	Lancaster	146	163	153	160
	Palmdale	74	71	112	126

Number of Degrees/Certificates Awarded in Management (MGT) & Management Cert (MGT4)



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

	Fall 2017	Fall 2018	Fall 2019	Fall 2020
PT (Adjunct) FTEF	0.6	0.8	0.8	0.6
FT (Regular) FTEF	0.2	0.2		0.2
FT (Overload) FTEF	0.2		0.4	0.4
TOTAL FTEF	1.0	1.0	1.2	1.2
PT/FT FTEF Ratio	3.0	4.0		3.0
FTES	9.6	8.4	10.9	11.0
FTES/FTEF Ratio	9.6	8.4	9.1	9.2
WSCH/FTEF Ratio	288.3	251.7	273.5	274.8

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awards dashboard

2020-2021 Program Review Report

Division/Area Name: SBS-Marketing	**For Planning Years: 2022-2023**
Name of person leading this review: Gabrielle Poorman	
Names of all participants in this review: Gabrielle Poorman, Kent Moser, Kathy Osburn, David Adams, Richard Fleishman, Stacey Adams, and Jimmie Bowen	

Part 1. Program Overview:

1.1.Briefly describe how the program contributes to the district mission
The faculty and staff of the Business & Computer Studies Department are dedicated to providing students with hands-on training required for skill certification, continuing education classes, professional development, and the opportunity to learn the fundamentals necessary to be well educated in a particular discipline. Courses are provided for students who wish to complete a two-year degree or certificate (Degrees and Certificates in Marketing have been discontinued), transfer to a four-year university, enter the business workforce, or simply upgrade their skills. The Marketing program specifically contributes to the district mission by supporting students seeking technical education to enter the workforce (Business Degree & Certificate).
1.2.State briefly program highlights and accomplishments
The Business Administration Associate's degree for transfer is the second most declared major, and our marketing classes contribute to this degree. The Business and Computer Studies Department has produced approximately 7% (233 of 3,309) of AVC degrees and certificates awarded last academic year. As a small department in terms of number of full-time faculty, we have met the needs of our community and our students by helping them move forward in their career and educational goals. Despite COVID, the marketing classes averaged an increase in the fill rate by 8.4%.

1.3. Check each Institutional Learning Outcome (ILO) supported by the program. *Type an "X" if checkbox is unavailable.*	
X **Communication**	X Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. X Demonstrates listening and speaking skills that result in focused and coherent communications
X **Creative, Critical, and Analytical Thinking**	X Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. X Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.

X **Community/Global Consciousness**	X Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment. X Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
X **Career and Specialized Knowledge**	X Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

1.4. Check each Educational Master Plan (EMP)/Strategic Plan Goal supported by the program. *Type an "X" if checkbox is unavailable.*

X **Goal 1:** Commitment to strengthening institutional effectiveness measures and practices.
X **Goal 2:** Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.
X **Goal 3:** Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
X **Goal 4:** Advance more students to college-level coursework-Develop and implement effective placement tools.
X **Goal 5:** Align instructional programs to the skills identified by the labor market.

Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:

In the 2020 advisory committee meeting, it was recommended that a social media marketing certificate be created to address the need for these skills in the workplace. According to the Employment Development Department, projections of employment by occupation, 2018 – 2028, the annual job openings the marketing discipline are 9,360 just in the Los Angeles county alone.

Part 2.B. Analyze the program review data (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):

Strengths	The marketing discipline from 2017 to 2021 success rates increased by 16% and the enrollment 37%. All marketing courses are distance education approved, and faculty that teach these courses also have the credentials to teach online.
Weaknesses	The marketing discipline does not have a full-time marketing faculty member.
Opportunities	Based on the 2020 advisory committee meeting, there is a need for a social media marketing certificate; this is an opportunity because a certificate could be developed to address the needs of our students and community.
Threats	Other schools have fully online programs (certs and degrees) and AVC currently does not. Also, there are currently no degrees or certs that specialize in marketing. As a result, students may go to other colleges if they want t a degree that is more specific to the marketing discipline.

Part 2.C. Review and comment on progress towards SLO/PLO/OO Outcomes Analysis (fka Action Plans):

We are continuing to work to integrate more technology in the classroom and course curriculum. More coursework is assigned and remitted electronically and more students are accessing their textbooks electronically

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

1. Goal # 1: Partner with faculty in other departments to educate faculty and student on how Marketing courses can enhance their current program of study and future careers. Hire at least one full-time faculty member. We did hire a full-time faculty member in the business computer applications department, but we need a full time hire to oversee the marketing discipline.
2. Utilizing our outreach department, faculty will participate in outreach events specifically designed to inform local K-12 students about our programs. Hire an administrative assistant to aide faculty in administering a K-12 pathway program. Outreach is essential to increase enrollment and to introduce students to the marketing discipline that we offer at the school. An admin assistant has yet to be hired to help with this, and as a result, there has not been as much outreach.
3. Work with faculty to discuss possible new courses to assist our students with their future careers in the marketing field. From the 2020 advisory committee, employers are looking for future employees in the marketing field to have skill sets in social media, analytics, and content marketing. As a result, a social media marketing certificate is necessary for AVC students and for the community.

Part 3. Based on Part 2 above, please list program/area goals for 2021-2022:

Program/Area Goal #	***Goal supports which ILO/PLO/SLO/OO?***	***Description of Goal***	***Steps to be taken to achieve goal?***
#1	ILO—Communication ILO—Creative, Critical and Analytical Thinking ILO—Career and Specialized Knowledge	Increase Enrollment Many students on campus are not aware of how important Marketing courses are to their overall education. We need to initiate a program to inform students in other programs how Marketing courses support their future career goals	Partner with faculty in other departments to educate faculty and student on how Marketing courses can enhance their current program of study and future careers. Hire at a full-time faculty member to oversee the marketing discipline.
#2	ILO—Communication ILO—Career and Specialized Knowledge	Curriculum Development	Work with faculty and create a social media certificate program to assist students with their future careers and skills in the marketing discipline. Also work with faculty and Admisntration to create an up-

			to-date handbook that explains the work experience process.
#3	ILO—Communication ILO—Career and Specialized Knowledge	Create a pathway from K-12 to AVC. Increasing outreach to our K-12 partners will increase enrollment in our programs.	Utilizing our outreach department, faculty will participate in outreach events specifically designed to inform local K-12 students about our programs. Hire an administrative assistant to aide faculty in administering a K-12 pathway program.

Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):

Type of Resource Request	*Summary of Request*	*New or Repeat Request*	*Amount of Request, $*	*One-Time or Recurring Cost, $*	*Contact's Name*
Faculty	Hire a new Full-Time Instructor	Repeat	$65,000	Recurring	Gabrielle Poorman
Classified Staff	Hire an administrative assistant assigned to our department	Repeat	$50,000	Recurring	Gabrielle Poorman
Technology					
Physical/Facilities					
Supplies					
Professional Development	Subcommittee to revise the work-experience handbook	New	Unknown	One time	Gabrielle Poorman
Other					

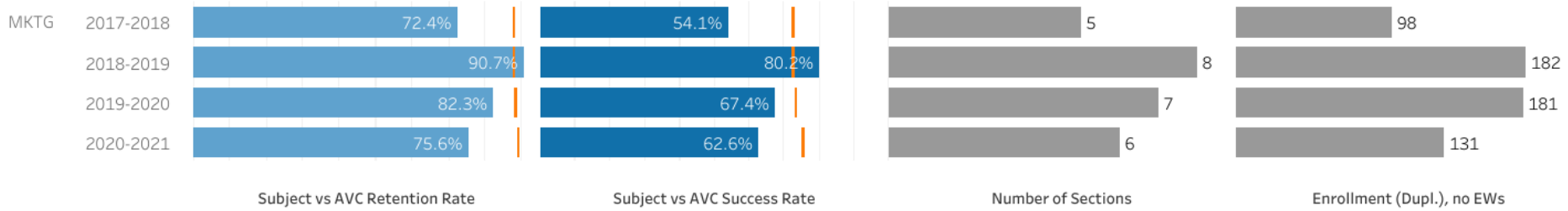
****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee: https://www.surveymonkey.com/r/20-21ProgramReview**

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

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

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

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



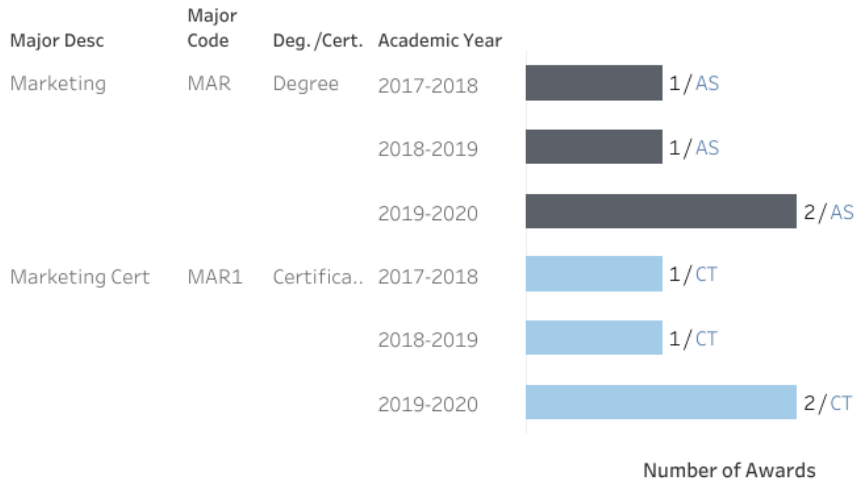
Enrollment and Number of Sections by *Modality* in MKTG

	Instr. Method	2017-2018	2018-2019	2019-2020	2020-2021
Number of Sections	Online			4	4
	Traditional	5	8	3	2
Enrollment	Online			114	94
	Traditional	98	182	71	37

Enrollment and Number of Sections by *Location* in MKTG

	Location	2017-2018	2018-2019	2019-2020	2020-2021
Number of Sections	Lancaster	5	6	3	2
	Lancaster [Off Ca..		2		
	Palmdale			4	4
Enrollment	Lancaster	98	124	71	37
	Lancaster [Off Ca..		58		
	Palmdale			114	94

Number of Degrees/Certificates Awarded in Marketing (MAR) & Marketing Cert (MAR1)



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

	Fall 2017	Fall 2018	Fall 2019	Fall 2020
PT (Adjunct) FTEF	0.6	0.6	0.8	0.6
FT (Regular) FTEF				
TOTAL FTEF	0.6	0.6	0.8	0.6
PT/FT FTEF Ratio				
FTES	5.8	7.5	8.7	5.5
FTES/FTEF Ratio	9.7	12.4	10.9	9.1
WSCH/FTEF Ratio	290.5	373.0	327.4	272.5

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2020-2021 Program Review Report

Division/Area Name: Social and Behavioral Science/Political Science	**For Planning Years: 2022-2023**
Name of person leading this review: Frederick "Fritz" Michael Hemker IV	
Names of all participants in this review: Dr. Ellen Coleman, Dr. Don Ranish, Steven Jaworowski, Samuel John, Derek Carver, Amaka Donn, Larry Ramirez, and John Vento	

Part 1. Program Overview:

1.1.Briefly describe how the program contributes to the district mission
The Political Science department offers several quality and comprehensive classes to a diverse student population that enhances their opportunities to transfer to a 4-year college program. Courses such as *Introduction to American Government*, *Political Theory*, *Judicial Process*, Comparative *Politics*, *International Relations*, and *Ethnic Politics* (to name a few) engage students in discussions concerning democracy, the rule of law, discrimination, international relations, and justice. In addition, our department works in cooperation with the Administration of Justice faculty to support the Law Scholars program which allows additional students to earn an AA-T Degree in Political Science with an emphasis in law, society, and public policy.
1.2.State briefly program highlights and accomplishments
• Awarded 25 AA-T Political Science degrees in 2020, the most ever in one year • Political Science faculty continue to work with the Law Scholars program in conjunction with the Administration of Justice Department • Provided Political Science 101 courses at California State Prions-Los Angeles and the Palmdale Center • Hosted Dr. Andrea Campbell's presentation *Vaccinating an Expansive Nation: COVID-19, Public Opinion, and the Complications of Federalism* on Thursday, February 11, 2021 • Professor John Vento is a Commissioner on the Los Angeles County Citizens Redistricting Commission

1.3. Check each Institutional Learning Outcome (ILO) supported by the program. *Type an "X" if checkbox is unavailable.*	
X Communication	X Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. ☐ Demonstrates listening and speaking skills that result in focused and coherent communications
X Creative, Critical, and Analytical Thinking	X Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of

	knowledge and skills. ☐ Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
X **Community/Global Consciousness**	X Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment. X Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
X **Career and Specialized Knowledge**	X Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

1.4. Check each Educational Master Plan (EMP)/Strategic Plan Goal supported by the program. *Type an "X" if checkbox is unavailable.*

X **Goal 1:** Commitment to strengthening institutional effectiveness measures and practices.
☐ **Goal 2:** Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.
X **Goal 3:** Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
☐ **Goal 4:** Advance more students to college-level coursework-Develop and implement effective placement tools.
☐ **Goal 5:** Align instructional programs to the skills identified by the labor market.

Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:

Through ongoing informal surveys, Political Science had more than 30 students transfer to UC-Berkeley, UC-Los Angeles, UC-Irvine, UC-Riverside, and California State Universities such as Northridge, Fullerton, Long Beach, and San Diego State. AVC students who earned Bachelor of Arts degrees in Political Science have worked for California State Assembly members such as Tom Lackey and Scott Wilk as well as in the offices of U.S. Representatives Kevin McCarthy and Mike Garcia and former Representative Katie Hill. Additionally, we have had former students complete UC/DC internships with various think tanks, U.S. Senator Diane Feinstein's office, and the Executive Branch. In fact, former AVC Alumnae gained full-time employment with the Obama and Trump administrations. Past AVC students are working in the Antelope Valley as lawyers, LAC Sheriff's deputies, city employees of Lancaster and Palmdale, as well as analysists for Northrop Grumman.

Part 2.B. Analyze the program review data (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):

Strengths	• Awarded 25 AA-T degrees in 2020 • Continued to offer course offerings at California State Prison-Los Angeles
Weaknesses	• Over the last two years, Political Science's retention rate (85.2%) has been slightly lower than the all-college average (88.6%) • Political Science success rate for African American students still lags the all-college rate by 13.7%
Opportunities	• Expand opportunities for more guest speakers to come to AVC to discuss current local, state, and national issues

	• Expand the opportunity for students to engage in civic activities and internships by partnering with local elected officials and organizations • Develop an interdisciplinary AA-T degree called Law, Public Policy, and Society to provide a pathway to law school and other fields
Threats	• Sections offered and total enrollment are down year-over-year

Part 2.C. Review and comment on progress towards SLO/PLO/OO Outcomes Analysis (fka Action Plans):

Both SLO and PLO targets have been met for all 101, 103, 200, 201, and 203 courses

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

- We are now offering POLS 203 in the evening for both Fall and Spring semesters
- We have revised POLS 203 to fall more in-line with the equivalent UC and CSU courses
- We have submitted POLS 203 for CI-D approval
- Because of challenges presented by COVID19 and the online learning environment, we have not improved student success or expanded the student tutor program for POLS 101 courses

Part 3. Based on Part 2 above, please list program/area goals for 2021-2022:

Program/Area Goal #	***Goal supports which ILO/PLO/SLO/OO?***	***Description of Goal***	***Steps to be taken to achieve goal?***
#1 Degree Pathway	Political Science's PLO #1, #2, and #3. AVC ILO #4 (Career and Specialized Knowledge)	1. Provide additional pathways to graduation Develop interdisciplinary AA-T degree 2. Provide specialized knowledge for students interested in pursuing a career in the Law or a Law adjacent field	1. Work with the relevant committees, including AP&P.
#2 Tutors	Political Science's PLO #1, #2, and #3	1. To improve success and retention in POLS 101 courses	1. Collaborate with POLS faculty regarding the most effective teaching methods for POLS 101

		2. Imbed tutors in all POLS 101 courses	2. Work closely with the Learning Center. 3. Recommend and encourage advanced POLS students to pursue these opportunities.
#3 Guest Speakers	Political Science PLO #1	1. Bring additional speakers to campus	1. Work closely with Political Science faculty to develop a plan of action, including: 2. Types of speakers 3. Topics they are to cover, and 4. How they are to be supported on campus

Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):

Type of Resource Request	*Summary of Request*	*New or Repeat Request*	*Amount of Request, $*	*One-Time or Recurring Cost, $*	*Contact's Name*
Faculty					
Classified Staff					
Technology					
Physical/Facilities					
Supplies	Additional textbooks and access to InQuizitive for students of limited means	New	$200.00	One-Time	Frederick M. Hemker IV, Instructor
Professional Development					
Other	Budget for hiring guest speakers, providing transportation, lodging, etc…	New	$5,000.00	Recurring	Frederick M. Hemker IV, Instructor

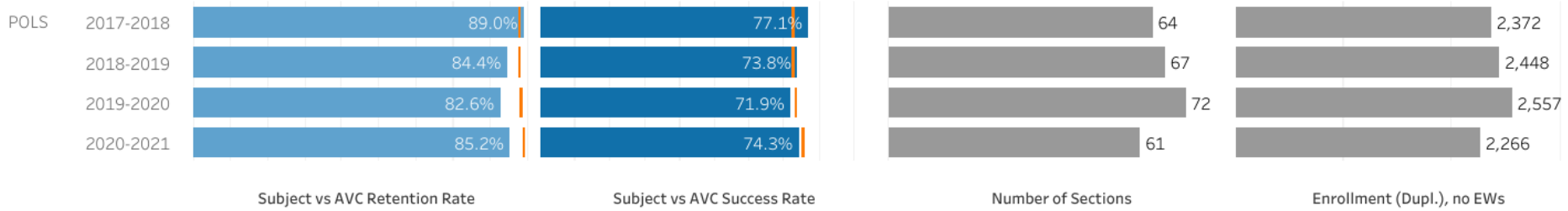
****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee: https://www.surveymonkey.com/r/20-21ProgramReview**

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

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

Select Subject	Select Subject again	Select Program Major(s)	Academic Year
POLS	POLS	AA-T Political Science (POST)	Multiple values

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



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

	Instr. Method	2017-2018	2018-2019	2019-2020	2020-2021
Number of Sections	Online	11	12	10	9
	Traditional	53	55	62	52
Enrollment	Online	353	411	309	283
	Traditional	2,019	2,037	2,313	1,984

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

	Location	2017-2018	2018-2019	2019-2020	2020-2021
Number of Sections	Lancaster	41	43	49	43
	Lancaster [Off Ca..	2	2	4	1
	Palmdale	21	21	19	17
	Palmdale [Off Ca..		1		
Enrollment	Lancaster	1,690	1,690	1,926	1,651
	Lancaster [Off Ca..	71	52	97	38
	Palmdale	611	689	599	578
	Palmdale [Off Ca..		17		

Number of Degrees/Certificates Awarded in AA-T Political Science (POST)

Major Desc	Major Code	Deg. /Cert.	Academic Year	
AA-T Political Science	POST	Degree	2017-2018	21 / AA
			2018-2019	23 / AA
			2019-2020	25 / AA
			2020-2021	17 / AA

Number of Awards

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

	Fall 2017	Fall 2018	Fall 2019	Fall 2020
PT (Adjunct) FTEF	3.6	3.6	4.0	3.2
FT (Regular) FTEF	2.0	2.2	2.0	2.0
FT (Overload) FTEF	0.4	0.4	0.2	0.2
TOTAL FTEF	6.0	6.2	6.2	5.4
PT/FT FTEF Ratio	1.8	1.6	2.0	1.6
FTES	101.8	103.5	105.6	98.8
FTES/FTEF Ratio	17.0	16.7	17.0	18.3
WSCH/FTEF Ratio	509.0	500.8	511.0	549.1

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ANTELOPE VALLEY COLLEGE

2020-2021 Program Review Report

Division/Area Name: Psychology	**For Planning Years: 2022-2023**
Name of person leading this review: Fredy Aviles	
Names of all participants in this review: Fredy Aviles	

Part 1. Program Overview:

1.1.Briefly describe how the program contributes to the district mission
Antelope Valley Community College, a public institution of higher education, provides a quality, comprehensive education to a diverse population of learners. We are committed to student success offering value and opportunity, in service to our community. The psychology program contributes to the district's mission by providing a quality education in psychology for the purposes of transferring to a 4 year institution, job enhancement, or personal enrichment.
1.2.State briefly program highlights and accomplishments
The program has improved over the last several years. We now 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. We also offer an Associate of Arts in Psychology for Transfer (AA-T in Psychology) degree that meets the requirements of SB 1440 for Associate Degrees for Transfer (ADT). These degrees are intended to make it easier for students to transfer to California State University campuses, but does not exclude admittance to other colleges or universities. We have awarded an increasing number of degrees every year. The department also has its own webpage that includes program and faculty information. The psychology department is committed to improving access to higher education and is increasingly offering online courses and traditional courses that make use of an OER (Open Educational Resource) textbook rather than a traditional textbook in order to save students money.

1.3. Check each Institutional Learning Outcome (ILO) supported by the program. *Type an "X" if checkbox is unavailable.*	
☐ **Communication**	X☐ Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. X☐ Demonstrates listening and speaking skills that result in focused and coherent communications

☐ **Creative, Critical, and Analytical Thinking**	X☐ Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. X☐ Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
☐ **Community/Global Consciousness**	X☐ Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment. X☐ Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
☐ **Career and Specialized Knowledge**	X☐ Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

1.4. Check each Educational Master Plan (EMP)/Strategic Plan Goal supported by the program. *Type an "X" if checkbox is unavailable.*
☐ **Goal 1:** Commitment to strengthening institutional effectiveness measures and practices.
X☐ **Goal 2:** Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.
X☐ **Goal 3:** Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
X☐ **Goal 4:** Advance more students to college-level coursework-Develop and implement effective placement tools.
X☐ **Goal 5:** Align instructional programs to the skills identified by the labor market.

Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:

A certificate in AODS will allow students to obtain immediate employment in drug rehabilitation programs in the Antelope Valley. There is also ongoing conversation with LA county Social Services to expand training, internships (paid) and employment opportunities for our current social science students including psychology majors.

Part 2.B. Analyze the program review data (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):

Strengths	1) Retention has improved slightly from 2017-2018 to 2020-2021 (From high 80s to low 90s). 2) Success has improved from 2017-2018 (about 70%) to 2020-2021 (about 76%) overall. 3) We were offering an increasing number of sections (both traditional and online) and serving an increasing number of students every year up until last year when Covid became an issue. 4) We are awarding more degrees every year.
Weaknesses	Enrollment has declined in the last year (probably Covid related) There is a high number of part time to full time faculty members teaching psychology (We now have two full time faculty).

Opportunities	It is now possible for students to earn a certificate in the Alcohol and Other Drug Studies (AODS) program. It may be possible to expand opportunities by allowing students to present research conducted in our Intro to Research Methods class and in Honors classes (or those that do Honors options) when Covid subsides. This can be done at conferences or FPD events.
Threats	Extracurricular events like conferences require funding which is hard to get. Only one full-time faculty member remains to run the program while another will run the AODS program. If either faculty member should become ill or have an emergency, the program may suffer.

Part 2.C. Review and comment on progress towards SLO/PLO/OO Outcomes Analysis (fka Action Plans):

All of our courses have established SLOs, data, and action plans. Most of courses are meeting their SLOs. Some courses are not meeting SLO criteria when the SLO entails writing an APA paper (PSY 101 and PSY 200), thinking critically (PSY 200). Retaining and application of general knowledge has been inadequate in PSY 236 and trending downward (faculty may not be covering these topics or maybe the assessments are bad) . It is currently difficult to determine whether data in Elumen is accurate because some faculty may not have submitted data. Action plans have been developed to address this. Our program also has established PLOs, data, and action plans though this is not reflected in Elumen due to lack of training.

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

Goal 1. Create Z AA-T degree for psychology (transfer degree in PSY with no textbook cost to students): This goal will likely be abandoned. OERs (Open Educational Resources) which are often free and not always available, updated, or of good quality.
Goal 2. Increase number of degrees granted in PSY every year. This goal is ongoing and is being met.
Goal 3. Increase success rates on SLO and PLO #1 (APA Paper) and update curriculum as well as close the equity gaps especially for African Americans. This ongoing. Students are doing better on PLO #1 but we are still not meeting the criteria. African American success rate continues to improve.
Goal 4. Continue planning Drug and Alcohol Certificate Program: This goal has been met. Courses for the program are now being offered.
Goal 5. Increase efficiency of adjuncts and classroom space for Psychology 101. Ongoing. We are still in process of scheduling classes that combine sections and that can be taught in bigger classrooms in buildings that are under construction.

Part 3. Based on Part 2 above, please list program/area goals for 2021-2022:

Program/Area Goal #	***Goal supports which ILO/PLO/SLO/OO?***	***Description of Goal***	***Steps to be taken to achieve goal?***
Goal 1. Goal 2. Increase number of PSY AA-T degrees granted.	ILO 1-6	Have more students earn the PSY AA-T degree every year.	Keep offering needed PSY courses. Ensure students know path to earn PSY AA-T degree.
Goal 2. Increase success rates on SLOs/PLO that involved APA style and critical thinking.	ILO 1-6	Have more students score 70% or more on research papers.	Hire tutors and hire two additional full-time PSY faculty that can provide individual assistance.
Goal 3. Grant degrees in AODS.	ILO 1-6	Have students finish AODS program.	Hire more full-time and adjunct instructors to teach AODS classes.

Goal 4. Increase efficiency of adjuncts and classroom space for Psychology 101.	ILO 1-6	Schedule more classes that combine 2 or more PSY 101 sections.	Combine several PSY 101 sections into one to be taught in bigger classrooms in newer buildings.
	ILO 1-6		

Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):

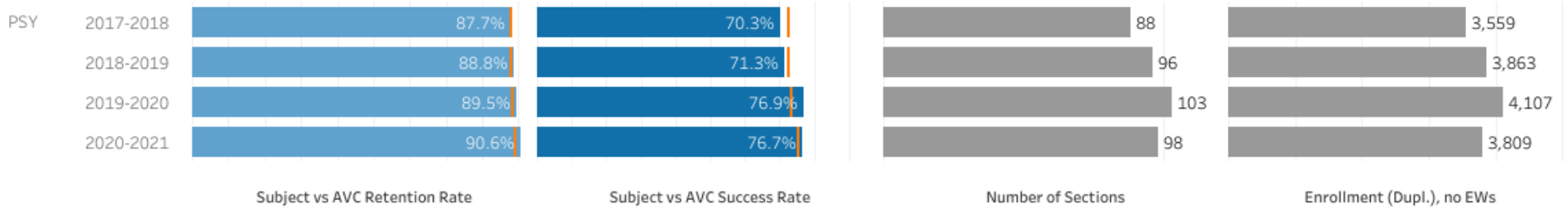
Type of Resource Request	*Summary of Request*	*New or Repeat Request*	*Amount of Request, $*	*One-Time or Recurring Cost, $*	*Contact's Name*
Faculty	Hire 2 new full-time faculty for PSY	repeat	$110,000	recurring	Dean Rumsey
Classified Staff	Hire more adjunct faculty for PSY and AODS	repeat	$100,000	recurring	Dean Rumsey
Technology					
Physical/Facilities	Permission to teach PSY 101 in newer buildings	repeat		recurring	Dean Rumsey
Supplies					
Professional Development					
Other					

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

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

Select Subject	Select Subject again	Select Program Major(s)	Academic Year
PSY	PSY	AA-T Psychology (PSYT)	Multiple values

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



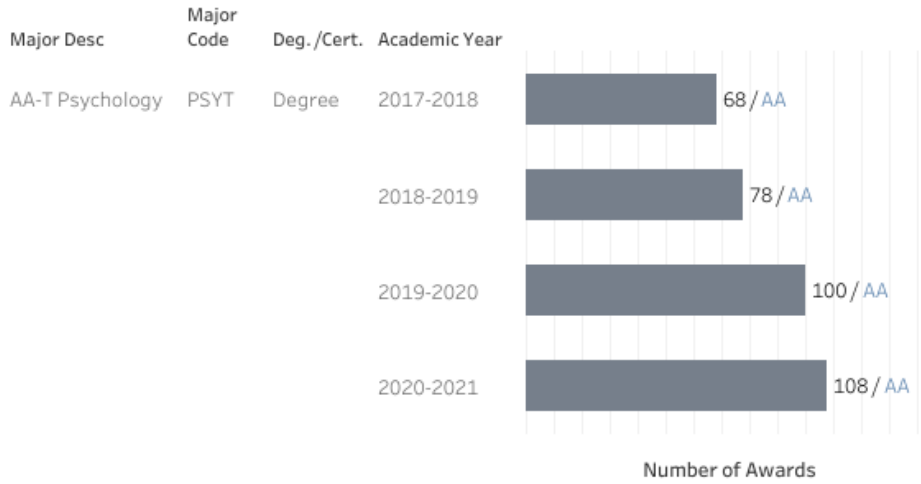
Enrollment and Number of Sections by *Modality* in PSY

	Instr. Method	2017-2018	2018-2019	2019-2020	2020-2021
Number of Sections	Online	13	19	23	22
	Other Indep Study	2	1	1	
	Traditional	73	76	79	76
Enrollment	Online	457	627	786	743
	Other Indep Study	2	3	2	
	Traditional	3,100	3,233	3,402	3,067

Enrollment and Number of Sections by *Location* in PSY

	Location	2017-2018	2018-2019	2019-2020	2020-2021
Number of Sections	Lancaster	65	65	67	67
	Lancaster [Off Ca..	1			
	Palmdale	22	31	36	31
Enrollment	Lancaster	2,797	2,826	2,988	2,778
	Lancaster [Off Ca..	33			
	Palmdale	729	1,037	1,202	1,032

Number of Degrees/Certificates Awarded in AA-T Psychology (PSYT)

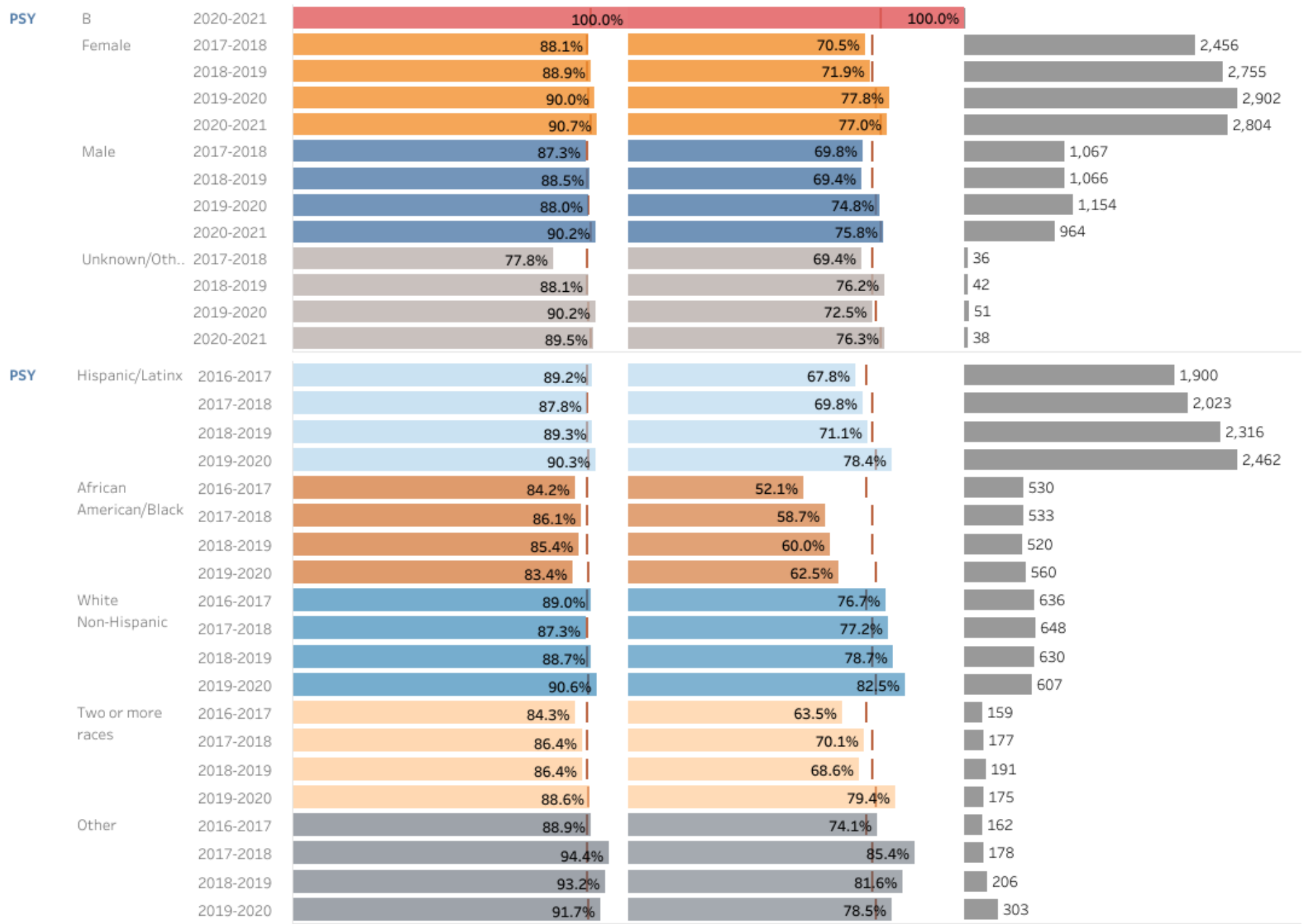


FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in PSY

	Fall 2017	Fall 2018	Fall 2019	Fall 2020
PT (Adjunct) FTEF	7.2	8.4	8.6	7.9
FT (Regular) FTEF	1.8	1.0	1.0	0.8
FT (Overload) FTEF	0.5	0.4	0.6	0.8
TOTAL FTEF	9.5	9.8	10.2	9.5
PT/FT FTEF Ratio	4.0	8.4	8.6	9.9
FTES	172.1	173.1	187.5	176.6
FTES/FTEF Ratio	18.1	17.7	18.4	18.6
WSCH/FTEF Ratio	543.3	529.8	553.2	557.7

Click here
to see AVC's Program
awards dashboard

Subject-Level Retention, Success, and Enrollment by Gender & Race/Ethnicity as Compared to AVC's Rates (|)



ANTELOPE VALLEY COLLEGE

2020-2021 Program Review Report

Division/Area Name: SBS / Real Estate	**For Planning Years: 2022-2023**
Name of person leading this review: Richard E Fleishman	
Names of all participants in this review:	

Part 1. Program Overview:

1.1.Briefly describe how the program contributes to the district mission
The Real Estate faculty are industry professionals dedicated to providing students with hands-on training required for certification, continuing education classes, professional development, and the opportunity to learn the fundamentals necessary to be successful in the industry. Courses are provided for students who wish to advance their current skills or complete a two-year degree or certificate leading to transfer to a four year-year university or entering the business workforce.
1.2.State briefly program highlights and accomplishments
Degrees and Salesperson's certificates awarded increased by a small amount. Enrollment and number of sections increased to the highest level in 4 years despite the loss of a long time Professor and the Covid shutdown. Retention and success rates amongst African American and Hispanic students increased by 10%+. The program, overall, exceeded the total college retention rate by 7.6% and in success by 17%. These numbers reflect AVC's continuing contribution of qualified applicants to the Real Estate field in the valley.

1.3. Check each Institutional Learning Outcome (ILO) supported by the program. *Type an "X" if checkbox is unavailable.*	
Communication	X Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. X Demonstrates listening and speaking skills that result in focused and coherent communications
Creative, Critical, and Analytical Thinking	X Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. X Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
Community/Global Consciousness	X Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment. ☐ Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.

☐ **Career and Specialized Knowledge**	X Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

1.4. Check each Educational Master Plan (EMP)/Strategic Plan Goal supported by the program. *Type an "X" if checkbox is unavailable.*

X **Goal 1:** Commitment to strengthening institutional effectiveness measures and practices.
X **Goal 2:** Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.
X **Goal 3:** Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
☐ **Goal 4:** Advance more students to college-level coursework-Develop and implement effective placement tools.
X **Goal 5:** Align instructional programs to the skills identified by the labor market.

Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:

The Real Estate advisory committee first agreed that the course offerings continue to be adequate for both the broker and agent licenses. Education for the exams is the primary motivation for about 70% of our students. Once again, the idea of a capstone course was brought up and both Kerri and Rebecca agreed that it would be an excellent addition as would a course in personal marketing. This could be a tie in with the Marketing or Entrepreneurship programs at the college. Even with the dearth of homes for sale, opportunities exist for career minded Real Estate students.

Part 2.B. Analyze the program review data (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):

Strengths	Dr. Kerri Jones, newly hired Adjunct, has smoothly transitioned and is getting positive feedback from students. As the enrollment numbers showed, the program is growing in interest amongst the student community including a significant equity balance.
Weaknesses	We still don't have a full-time instructor to drive improvements and course offerings. The computer-less, traditional classrooms continue to be a hindrance to teaching how to use technology as it plays a larger, and more integral role in being successful in the field.
Opportunities	The growing interest in our course offerings provides an opportunity to overtake the private broker programs and become the premiere source of real estate education.
Threats	The lack of someone in the field leading the program in new directions opens the door to competitors.

Part 2.C. Review and comment on progress towards SLO/PLO/OO Outcomes Analysis (fka Action Plans):

The Outcomes Analysis focused on two items, increased Internet experience, and the hiring of a full-time Instructor. There are still no plans to computerize the traditional classrooms on the second floor of the BE building which stands in the way of achieving the first item. The second is dependent on budgetary constraints.

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

The Action Plans focused on two items, increased Internet experience, possible addition of 8-week courses during the new summer schedule and a Capstone course for the Broker Certificate. The Capstone is still in development, although a textbook has already been chosen. There are still no plans to computerize the traditional classrooms on the second floor of the BE building.	

Part 3. Based on Part 2 above, please list program/area goals for 2021-2022:

Program/Area Goal #	***Goal supports which ILO/PLO/SLO/OO?***	***Description of Goal***	***Steps to be taken to achieve goal?***
#1 Additional technology	ILO #2 & #5 All RE action plans, RE PLO Action Plan	Students need to be prepared to utilize the technology used in industry in order to be employable and accordingly need access to computers in the classroom. RE and the Business Department overall, need lecture classrooms with computers throughout the second floor of the MH building, approx. 160 computers.	Acquire computers for MH lecture classrooms.
#2 Provide expanded and quality offerings	ILO #1,3,5 RE PLO Outcomes Analysis	The RE program needs the consistent support of a full-time faculty to update curriculum, provide support to students, research textbooks, and create connections in the community.	Hire a full-time instructor
#3			

Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):

Type of Resource Request	*Summary of Request*	*New or Repeat Request*	*Amount of Request, $*	*One-Time or Recurring Cost, $*	*Contact's Name*
Faculty	Hiring of full-time Instructor	Repeat	$70,000	Recurring	
Classified Staff					
Technology					
Physical/Facilities	Computers for the traditional classrooms in the MH building	Repeat	$1M (This can be done incrementally)	One-time	
Supplies					
Professional Development					
Other					

****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee: https://www.surveymonkey.com/r/20-21ProgramReview**

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

Location 2017-2018 2018-2019 2019-2020 2020-2021

s Program
awards dashboard

2020-2021 Program Review Report

Division/Area Name: Social & Behavioral Sciences/Sociology	**For Planning Years: 2022-2023**
Name of person leading this review: Dr. Carina Karapetian Giorgi	
Names of all participants in this review: Dr. Carina Karapetian Giorgi	

Part 1. Program Overview:

1.1.Briefly describe how the program contributes to the district mission

Currently, Carina Giorgi is attending the AVC's Stakeholder meetings (tri-annually) and working directly with local businesses, Los Angeles county's several lines of human resource departments and politicians to establish certificate/employment pathways rooted in Sociology, Psychology and Child Development for AVC A.A. degree attaining students -- as these employment pathways are generally held by B.A./M.A. graduates. The reason why local community leaders/members are negotiating for new employment pathways via the department of sociology/social sciences is due to the fact that Antelope Valley has had a tremendous problem in retaining qualified/skilled employees in most sectors of human services. We are currently creating new job pathways (which has also included student scholarships/stipends via LA County) – we anticipate an increase in the number of sociology students in the next few years. Our department is already one of the top several majors at AVC and we foresee even higher enrollment rates as these certificate programs that are currently being negotiating require classes like: Sociology 101, 110 and 200.

A working meeting took place on 3/12/2020, attended by Dr. Giorgi, resulted in a $3 million grant to develop an apprenticeship program including the AVC Sociology, Child and Family Education, and Psychology departments. Fall 2021 is the first semester of the Home Visitor Apprenticeship Cohort offering SOC 101 and Spring 2022 will include both the Home Visitor Apprenticeship Cohort as well as the Youth Apprenticeship cohort offering multiple sections of SOC 110. Furthermore SOC 101 continues to support the nursing/medical student transfers and requirements.

Additionally, we are gearing up to possibly expand and develop additionally courses that will support California's upcoming ethnic studies mandate as well as supporting AVC's AODS program.

1.2.State briefly program highlights and accomplishments

a) As state above in section 1.1 – the sociology department is actively and successfully negotiated certificate programs rooted in the social sciences. Currently, we have established a certificate line via the Department of Family and Children's Services in the AVC area that requires trainees to successfully take/pass SOC 101 & 110. This, however, is just one example of multiple contracts currently being negotiated.

b) In SOC student retention rates has increased from 87% in 2017-2018 to 92% in 2020-2021.

c) For 2019-2020 student success rate has increased from 69% in 2017-2018 to 80% in 2020-2021.

d) Since 2017 to 2021 we have nearly doubled are degree attainment rate in AA-T Sociology from 47 (2017) to 87 (2021).

e) We have increased honors courses as well as honors options in classes such as SOC 101, 110 and 116- which has successfully supported the honors program.

1.3. Check each Institutional Learning Outcome (ILO) supported by the program. *Type an "X" if checkbox is unavailable.*	
X Communication	**X** Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. **X** Demonstrates listening and speaking skills that result in focused and coherent communications
X Creative, Critical, and Analytical Thinking	**X** Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. **X** Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
X Community/Global Consciousness	**X** Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment. **X** Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
X Career and Specialized Knowledge	**X** -Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

1.4. Check each Educational Master Plan (EMP)/Strategic Plan Goal supported by the program. *Type an "X" if checkbox is unavailable.*
X **Goal 1*:** Commitment to strengthening institutional effectiveness measures and practices.
X **Goal 2*:** Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.
X **Goal 3:** Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
X **Goal 4*:** Advance more students to college-level coursework-Develop and implement effective placement tools.
☐ **Goal 5:** Align instructional programs to the skills identified by the labor market.

*Indicates College-Wide Priorities for 2019-2020

Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:

None

Part 2.B. Analyze the program review data (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):

Strengths	a) As state above in section 1.1 – the sociology department is actively and successfully negotiated certificate programs rooted in the social sciences as well as a support to the AODS program. Currently, we have established a certificate line via the Department of Family and Children's Services in the AVC area that requires trainees to successfully take/pass SOC 101 & 110. This, however, is just one example of multiple contracts currently being negotiated. b) In SOC student retention rates has increased from 87% in 2017-2018 to 92% in 2020-2021. c) For 2019-2020 student success rate has increased from 69% in 2017-2018 to 80% in 2020-2021. d) Since 2017 to 2021 we have nearly doubled are degree attainment rate in AA-Sociology from 47 (2017) to 87 (2021). e) Full transfer credit was achieved for SOC 200.
Weaknesses	The enrollment for 2017-2018 was of 2712, 2511 in 2019-2020 and a low of 2265 in 2020-21 - however this drop also correlates with a drop in SOC sections offered which went from 79 sections offered in 2017-2018 to 72 in 2019-2020 and 65 in sections in 2020-2021.
Opportunities	As noted rates of student retention, success and the doubling of degree attainment in the past four years. Opportunities include an increase of sociology students due to popular demand trends, ethnic studies requirements, the AODS certification program and two new apprenticeship programs. SOC 101 continues to be one of the most popular (based on recent action plans) courses on campus due to the fact that it is a requirement for nursing and medical students. Based on a small sample Hyflex Survey conducted in the summer of 2021 – 60 to 80 percent of students opted for online synchronous instruction.
Threats	As noted in the "Weaknesses" section – enrollment will continue to drop if SOC offers less sections due to section cut and lack of proper staffing/faculty to instruct SOC courses overall. There has also been a slight decrease of online classes offered – we need to be able to offer flexible modes of instruction to be competitive with other colleges that offer online synchronous instruction especially during the pandemic. We also require SPSS application software in order to support the full credited transfer of SOC 200.

Part 2.C. Review and comment on progress towards SLO/PLO/OO Outcomes Analysis (fka Action Plans):

a) Complete approval of Sociology transfer degree – completed.

b) Full transfer credit was achieved for SOC 200.
c) Increase number of **SOC AA-T** degrees granted - since 2017 to 2021 we have nearly doubled are degree attainment rate in **AA-T Sociology** from **47** (2017) to **87** (2021).

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

1. Create a AA-T in Sociology degree with limited and/or zero textbook cost to student. – increase the number of SOC courses that use OER or zero cost textbooks. ***Update:*** *Zero Cost textbooks have been adopted in most sections of SOC 101 and two sections of SOC 110.*

2. Increase number of AA-T in Sociology degrees granted. Advertise degree to sociology students – opportunities – widely.

3. Increase number of SOC AA-T honors courses. Ensure that students know that there is an articulation agreement with the honors program and the sociology department. We are currently doing this with SOC 101, 110, 115 and 116.

4. Increase success rates for marginalized/non-traditional students. Hire one more full-time faculty and hire additional instructors to support non-traditional students (thereby closing equity gap). ***Update:*** *1) SOC continues to see an uptick in equity trends and female student enrollments above the average. We received approval for a new full-time faculty hire.*

5. Increase ties in the community with jobs/work/internships via the sociology department. Ensure that students have a pathway to job placement via the SOC AA/AA-T program. We are currently working closely with L.A. County's human services sector (specifically focused with the Antelope Valley area). **Update:** *We have two apprenticeship programs, SOC is tied to the AODS counseling certification program, and continues to support the nursing/medical student transfers.*

6. Increase the annual number of graduates for 2020. **Update:** Doubled graduation/AA-T SOC degrees since 2017.

7. License the use of IBM SPSS statistical package for use in SOC 200. **Update:** *SPSS has not been obtained. The request is suspended pending increase in student enrollment.*

8. Provide student transportation to facilitate enhanced filed experience for students in SOC 120 and SOC 111. **Update:** *Transportation for student field trips in SOC 120 and SOC 111 has not been obtained and has been put on hold due to the pandemic.*

9. Add a SOC of African Americans and expand SOC 105 to encompass Latinx folks.

Part 3. Based on Part 2 above, please list program/area goals for 2021-2022:

Program/Area Goal #	***Goal supports which ILO/PLO/SLO/OO?***	***Description of Goal***	***Steps to be taken to achieve goal?***
1: Reduce education costs to students	EMP 2 and ALL/1-4/ALL/na	Create a SOC AA-T degree with limited and/or zero textbook cost to student.	An increase the number of SOC courses that use OER or zero cost textbooks. Currently 3 out of 9 courses use OER. Material needs developing for courses other than SOC 101, SOC 110, and SOC 116.

2 : Increase number of SOC AA-T degrees granted. Advertise degree to sociology students and add sections	EMP 4 and ALL/1-4/ALL/na	Increase the annual number of graduates for 2020 and 2021.	Promote sociology as a major and restore the sociology club. Also offer more SOC sections.
3: Increase opportunities for exceptionally motivated students to enrich their learning experience.	EMP 3 and ALL/1-4/ALL/na	Increase number of SOC AA-T honors courses.	Ensure that students know that there is an articulation agreement with the honors program and the sociology department. We are currently doing this with SOC 101, 110, 115 and 116.
4: Increase success rates for marginalized/non-traditional students.	EMP 4 and ALL/1-4/ALL/na	Hire additional instructors to support non-traditional students (thereby closing equity gap).	Continue to monitor the equity gap between student groups by ethnicity and sex. Collaborate with AVC Student Equity to promote Sociology.
5: Ensure that students have a pathway to job placement via the SOC AA/AA-T program.	EMP 5 and ALL/1-4/ALL/na	Increase ties in the community with jobs/work/internships via the sociology department.	Continue to work closely with L.A. County's Human Services sector (specifically focused with the Antelope Valley area).
6: Increase graduation rate	EMP 2 and ALL/1-4/ALL/na	Increase course offerings	Recruit and track SOC students
7: Acquirement of SPSS and increase effective student participation in coursework	EMP 4 and ALL/1-4/SOC 200(1-2)/na	License the use of IBM SPSS statistical package for use in SOC 200.	Not currently budgeted. Math faculty discussing options for MATH 115/116. Other, open-source, platforms advocated.

8: Increase effective student participation in coursework	EMP 1 and ALL/1-4/SOC 120(3); SOC 111(1-4)/na	Provide student transportation to facilitate enhanced filed experience for students in SOC 120 and SOC 111.	No current grant application pending. No current liaison with Facilities.
8: Increase and diversify course options	EMP 4 and ALL/1-4/ SOC 105 (1-4)/na	Provide students with more diversity/ethnic studies options.	Draft new course outlines and submit to AP&P for approval.

Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):

Type of Resource Request	*Summary of Request*	*New or Repeat Request*	*Amount of Request, $*	*One-Time or Recurring Cost, $*	*Contact's Name*
Faculty	Hire one full-time faculty member	repeat request	$100,000	recurring	Human Resources
Classified Staff					
Technology	License IBM SPSS statistics to support SOC 200	repeat request	$2610.00	recurring	Purchasing
Physical/Facilities	Repeat Bus transportation to support SOC 120 and SOC 111	repeat request	$2000.00	recurring	Facilities
Supplies					
Professional Development					
Other					

****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee: https://www.surveymonkey.com/r/20-21ProgramReview**

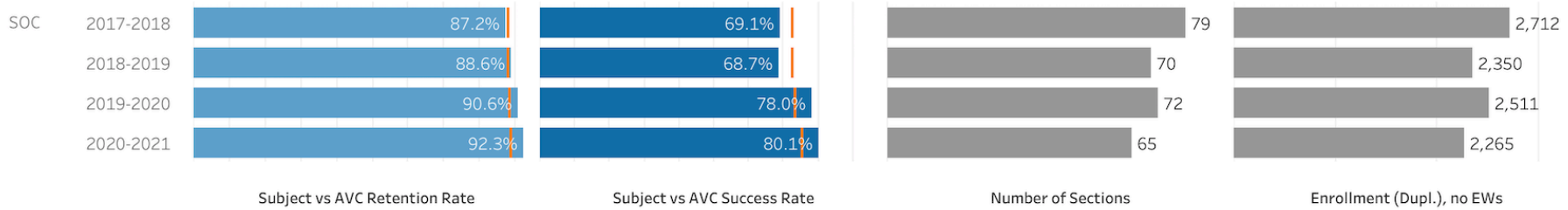
Part 5. Insert your Program Review Data here, as well as any other supporting data. (See Part 2.B above.)

2017 – 2018, 2018 – 2019, 2019 – 2020, 2020 – 2021 data

Please Select **Subject** area (t Share d
Program Major(s) to get your data --->

Select Subject	Select Subject again	Select Program Major(s)	Academic Year
SOC	SOC	AA-T Sociology (SOCT)	Multiple values

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



Enrollment and Number of Sections by *Modality* in SOC

	Instr. Method	2017-2018	2018-2019	2019-2020	2020-2021
Number of Sections	Online	16	16	17	15
	Other Indep Study	1	1		
	Traditional	62	53	55	50
Enrollment	Online	601	578	582	525
	Other Indep Study	2	1		
	Traditional	2,109	1,771	1,980	1,744

Enrollment and Number of Sections by *Location* in SOC

	Location	2017-2018	2018-2019	2019-2020	2020-2021
Number of Sections	Lancaster	53	45	46	42
	Lancaster [Off Ca..	3	1	4	3
	Palmdale	23	24	22	20
Enrollment	Lancaster	1,843	1,544	1,734	1,508
	Lancaster [Off Ca..	85	21	103	84
	Palmdale	784	785	725	677

Number of Degrees/Certificates Awarded in AA-T Sociology (SOCT)

Major Desc	Major Code	Deg. /Cert.	Academic Year	
AA-T Sociology	SOCT	Degree	2017-2018	47 / AA
			2018-2019	56 / AA
			2019-2020	67 / AA
			2020-2021	87 / AA

Number of Awards

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

	Fall 2017	Fall 2018	Fall 2019	Fall 2020
PT (Adjunct) FTEF	5.6	4.0	4.4	4.4
FT (Regular) FTEF	2.0	2.0	1.4	1.4
FT (Overload) FTEF	0.2	0.4	0.2	0.4
TOTAL FTEF	7.8	6.4	6.0	6.2
PT/FT FTEF Ratio	2.8	2.0	3.1	3.1
FTES	129.4	105.4	104.1	99.8
FTES/FTEF Ratio	16.7	16.6	17.4	16.1
WSCH/FTEF Ratio	499.9	496.8	520.7	482.8

Click here
to see AVC's Program
awards dashboard

2019 – 2020 data

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

Select Subject	Select Subject again	Select Program Major(s)	Academic Year
SOC	SOC	AA-T Sociology (SOCT)	2019-2020

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

Enrollment and Number of Sections by *Modality* in SOC

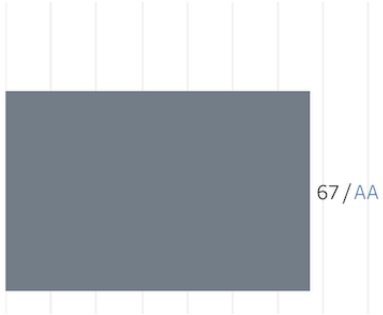
	Instr. Method	2019-2020
Number of Sections	Online	17
	Traditional	55
Enrollment	Online	582
	Traditional	1,980

Enrollment and Number of Sections by *Location* in SOC

	Location	2019-2020
Number of Sections	Lancaster	46
	Lancaster [Off Campus]	4
	Palmdale	22
Enrollment	Lancaster	1,734
	Lancaster [Off Campus]	103
	Palmdale	725

Number of Degrees/Certificates Awarded in AA-T Sociology (SOCT)

Major Desc	Major Code	Deg. /Cert.	Academic Year
AA-T Sociology	SOCT	Degree	2019-2020



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

	Fall 2017	Fall 2018	Fall 2019	Fall 2020
PT (Adjunct) FTEF	5.6	4.0	4.4	4.4
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