



Fall 2023 Program Review Report

Division/Area Name: Social & Behavioral Sciences / Business & Computer Studies: ACCOUNTING	For Planning Years: 2024-2025
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Name of person leading this review: Stacey Adams

Names of all participants in this review: Stacey Adams, Megan Owens, Kent Moser

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

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

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

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

Use the following questions to guide your analysis:

Overall (Use the *Program Review* tab to inform your analysis)

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

Equity (Use the *S & R by Demographic Group* or the *Equity* tab to inform your analysis)

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

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

Consider the following questions:

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

Strengths and Accomplishment:

- Improved retention rates. Retention has improved slightly over last year (83.4% 2022-2023 vs 82.9% 2021-2022), but is still below the institutional average.
- Offering courses scheduled to meet the demands of students. Online courses continue to be in high demand. 19 of 31 (61%) sections offered in the 2022-2023 academic year were online classes, up from only 22% in the prior year. This is a notable shift and online classes continue to fill quickly, while in-person classes do not fill as consistently. We are aware that there is still a need and demand for courses to be offered in-person, so we need to proceed carefully and make sure that we are serving the students by providing them courses in the modality they want but also setting them up for success in each course here at AVC and as they move forward in their education.

- We continue to get excellent feedback from our program graduates that move on to pursue Bachelor's degrees in Accounting and careers in the Accounting field. While this is anecdotal, we consistently hear from students transferring to CSU programs that their Accounting education at AVC had them well-prepared for upper-division coursework.

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

Consider the following questions:

- What does your program/area need to do better to support/improve student success?
- What actions can be taken to help close equity gaps?
- The success rate in ACCT courses is down notably from the prior year (65.7 % 2022-2023 vs 70.3% 2021-2022) while retention is up slightly. Success in online courses seems to be the main issue (64.9 % 2022-2023 vs 76.1% 2021-2022), as success in traditional face to face classes increased (67% 2022-2023 vs 64.1% 2021-2022). We have more instructors teaching online and more courses and sections offered online. We need to make sure that all instructors are properly trained to teach online successfully. We may need to look at shifting back to more in-person classes to support student success.
- After a few years of steady increase, the success rate for African American / Black students in ACCT courses dropped drastically from the prior year (37.5 % 2022-2023 vs 60.5% 2021-2022). This is an alarmingly low success percentage and the lowest we've seen in years.
- We are not clear on how to close equity gaps within our discipline, but need more support from the institution overall. AVC needs to provide training for all faculty that includes actionable steps to close equity gaps without reducing academic rigor.
- Economically disadvantaged students need timely access to course materials paid for by the institution from the start of the semester. This aid is often coming too late in the semester to be meaningful.

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

Consider the following questions:

- What does your program/area want to be known for?
- What is a desired future?
- Desired future: Students who successfully complete the Professional Bookkeeping program are highly sought after and employable in quality job positions in the Antelope Valley and throughout the region.
- Desired future: Students who transfer to a university to pursue a bachelor's degree in Accounting find themselves extremely well-prepared for upper division accounting coursework.

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

From October 2023 ACCT Advisory Committee Meeting:

Recommendations:

- Continue to incorporate the use of Excel, QuickBooks, and the Internet into coursework.
- Provide students with access to computers in the classroom as much as possible.
- Promote work experience to help students gain necessary hard and soft skills for the job environment.
- Try to develop Work Experience / internship opportunities
- Continue holding ACCT Transfer & Career night each fall at AVC. Feedback is excellent and changing the career path and outlook of our students.

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.
 - Discuss the inclusion of "Feedback / Constructive Criticism in the workplace" in courses, possibly BUS 113.
 - Try to develop Work Experience / internship opportunities
 - Need increased marketing of our program to incoming AVC students and high school students.
 - Consider adding CA 121 to BusAdmin-T degree, maybe as a suggested elective for aspiring Accounting & Finance majors
- Next meeting to be held in Oct/Nov 2024

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

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



Projections of Employment by Occupation, 2018 - 2028

Selections:

TOP Code(s):
05200 Accounting

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)
132011	Accountants and Auditors	168,800	176,400
433031	Bookkeeping, Accounting, and Auditing Clerks	200,100	224,870
132031	Budget Analysts	6,400	5,700
132041	Credit Analysts	8,600	8,180
433051	Payroll and Timekeeping Clerks	23,300	24,670
132081	Tax Examiners, Collectors, and Revenue Agents	8,600	6,890
132082	Tax Preparers	11,500	13,870
	Total	427,300	460,580

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

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

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

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

Past Course Improvement Plans	Progress Made
1. Students need improved access to ACCT tutoring in the Learning Center.	No progress. Having trouble recruiting tutors that meet qualifications of the Learning Center. Tutoring needs to begin from Week 2 of each semester.
2. Students need ongoing access to computers in and out of the classroom.	Substantial progress made. ITS has provided laptops for ACCT courses taught in lecture classrooms (with no computers). Students need to have access to computers outside of classroom and more students have their own devices or are able to check them out from IMC.
3. Students need improved access to their instructors outside of class, during office hours.	Little progress made. We need support of full-time faculty in ACCT 111 & ACCT 113 courses in order to improve outcomes data.

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

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

Past Goal	Progress Made
1. To better prepare students for jobs in accounting by providing them with more access to computers and industry software in the classroom.	Substantial progress, many students have their own devices or have been issued school laptops / Chromebooks. The cart of laptops is somewhat sufficient, but does not entirely address the need for computers for all students in the classroom. Faculty need to incorporate use of industry software into the classroom.
2. To help students gain job skills and prepare them for industry employment by better utilizing ACCT work experience.	No progress
3. To increase awareness among prospective and incoming students of the ACCT program and job opportunities in the accounting field, promoting the program as a viable pathway to employment.	No progress
4. To improve student success and retention in ACCT courses.	Despite efforts, backwards progress (success rates declining). Tutoring has not been consistently available in the Learning Center. All ACCT faculty need to demonstrate their proven ability to teach online courses before being permitted to do so.

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

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 4. Career and Specialized Knowledge	ACCT PLO #4			Goal 5: Align instructional programs to the skills identified by the labor market	To better prepare students for jobs in accounting by providing them with more access to computers and industry software in the classroom.	<ol style="list-style-type: none"> 1. Work with ITS to find short-term and long-term solution for computers in lecture classrooms. 2. Explore grant-funding possibilities. 3. Collaborate with faculty to most effectively incorporate industry software into classroom lessons. 	<ul style="list-style-type: none"> -Acquisition of computers for lecture classrooms -Successful incorporation of course-appropriate industry software in all ACCT sections -Feedback from students regarding job readiness based on post-graduation survey
#2	ILO 4. Career and Specialized Knowledge	ACCT PLO #4			Goal 5: Align instructional programs to the skills identified by the labor market	To help students gain job skills and prepare them for industry employment by better utilizing ACCT work experience.	<ol style="list-style-type: none"> 1. Market the work experience program to students and potential employers. 2. Build more relationships with local accounting firms and other employers. 3. Provide administrative support to help the work experience program run smoothly. 	<ul style="list-style-type: none"> -Increase in enrollment in ACCT 199 -Feedback from students regarding job readiness based on post-graduation survey
#3	ILO 4. Career and Specialized Knowledge	ACCT PLO #4			Goal 5: Align instructional programs to the skills identified by the labor market	To increase awareness among prospective and incoming students of the ACCT program and job opportunities in the accounting field, promoting the program as a viable pathway to employment.	<ol style="list-style-type: none"> 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 	<ul style="list-style-type: none"> -Increase in enrollment in ACCT courses -Increase in completion of Professional Bookkeeping Degree and Certificate
#4	ILO 4. Career and Specialized Knowledge	ACCT PLOs #1, 2, 3			Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills	To improve student success and retention in ACCT courses.	<ol style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> -Increase in success & retention in ACCT courses

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

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

https://www.surveymonkey.com/r/2023PR_ResourceRequest

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

- Required:
- Program Review tab
 - S&R by Demographic Groups tab
- Optional:
- Other supporting data/information

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

Select Subject
ACCT

Select Subject **again**
ACCT

Select Program Major(s)
Multiple values

Academic Year
Multiple values



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



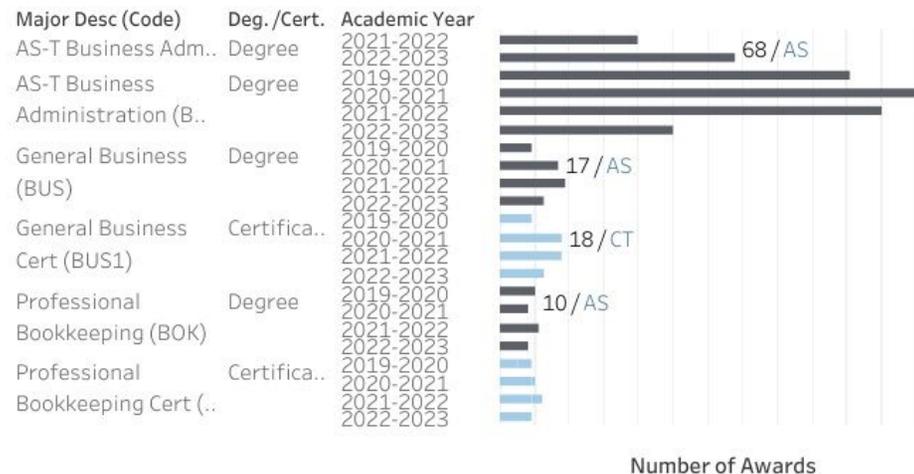
Enrollment and Number of Sections by **Modality** in ACCT

	Instr. Method	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	Online	4	3	7	19
	Other Indep Study	1	1	1	
	Traditional	30	28	24	12
Enrollment	Online	79	61	353	430
	Other Indep Study	1	1	2	
	Traditional	699	717	342	263

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

	Location	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	Lancaster	31	29	19	10
	Palmdale	4	3	13	21
Enrollment	Lancaster	694	705	224	227
	Palmdale	85	74	473	466

Number of Program Awards in **AS-T Business Admin 2.0 (BUS2), AS-T Business Administration (BUST), General Business (BUS) and 3 more**



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

	Fall 2019	Fall 2020	Fall 2021	Fall 2022
PT (Adjunct) FTEF	2	1	1	1
FT (Regular) FTEF	1	1	1	1
FT (Overload) FTEF	1	1	1	1
TOTAL FTEF	4	4	3	3
PT/FT FTEF Ratio	1	1	1	1
FTES	43	44	34	42
FTES/FTEF Ratio	12	12	10	12
WSCH/FTEF Ratio	372	364	302	361
WSCH	1,301	1,311	1,028	

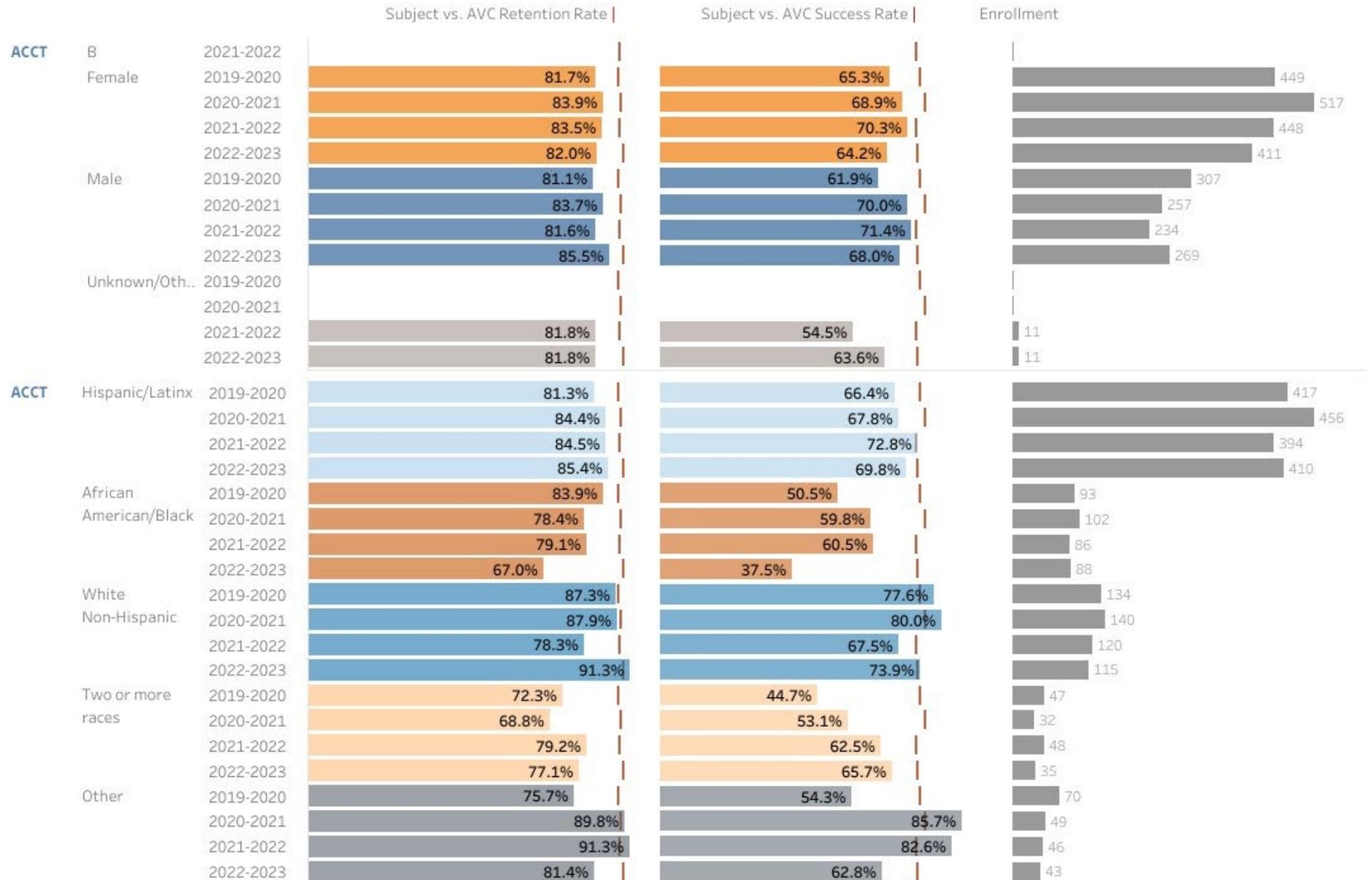
Click [here](#) to see AVC's Program awards dashboard

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

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

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

- What are the potential reasons for equity gaps? - What can my program implement to mitigate these gaps? (Consider such factors as curriculum design, teaching methods, campus climate, and support services.) - What resources/training are available/needed to support these efforts?





Fall 2023 Program Review Report

Division/Area Name: Administration of Justice For Planning Years: 2024-2025

Name of person leading this review: Carlos Pinho

Names of all participants in this review: Carlos Pinho, Argel Cardoniga, Henry Price, Cynthia Ware, David Harrison

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

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

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

In 2022-2023, the college awarded 62 AA AJ degrees and 56 AST AJ degrees for a total of 118 AJ degrees of the 1840 AA/AST total degrees awarded by the college. Administration of Justice is #6 in the Top Ten Declared Majors at AVC and the #3 Declared Major for new students in Spring 2023. Although enrollment decreased to a COVID pandemic low of 1233 students in 2021-2022, the student count is on the rebound to a post pandemic high of 1600 for 2022-2023. To accommodate the increase in students AJ increased its course offerings to 63 for 2022-2023 up from 51 course offerings in 2021- 2022. AJ posts an exceptionally high student retention and success rates as compared to other programs. The AJ Retention Rate was 90.3 % for 2022-2023 as compared to the AVC average of 89.2%. The AJ Students Success Rate was 78.0%, as compared to the AVC average of 72.6%.

The Administration of Justice Program offers both an AA and AST degree program with continual graduates coming from these programs. We continue our close connection with the Antelope Valley Unified School District through membership on the Advisory Committee for Public Safety and attending local outreach events at area high schools and local high school community events. We strive to build partnerships with the Los Angeles County Sheriff’s Department as well as the new City of Lancaster Police Department by assisting in community events. We continue our partnership with the City of Lancaster Department of Public Safety to address quality of life issues in the Antelope Valley such as the homeless crisis, mental health issues, the opiate crisis and a rise in the overall crime rate in the Antelope Valley.

The City of Lancaster has created employment and internships opportunities for students. The Administration of Justice program has become a liaison to the community and collaborates with both the Lancaster Police Department and the Lancaster Sheriff’s Community Advisory Committee. The committee works alongside the Dept. of Justice and the AV Monitoring Team addressing issues of social justice, community policing and police reform. The AJ program offers a variety of civic engagement opportunities for students. The AJ program also helps promote on-campus employment for students by the recruitment of Campus Safety Cadets which work alongside the Los Angeles County Sheriff’s Department to ensure safety on campus. The AJ program work experience course over doubled this past year from 4 in 2021-2022 to 9 in 2022-2023. AVC increased the staffing for Campus Safety Cadets from 15 – 20 due to the strong demand for services and popularity of the program.

Many law enforcement agencies have made hiring women and minorities a top priority. The demographics of AVC is a match to the needs of the workforce specifically with Hispanic females, which make up the majority of the AJ students and graduates. Currently the demographics of AVC AJ students is 65% female and 63% Hispanic. This data is alignment with the industry national goal of hiring 30% females as law enforcement officers by the year 2030. <https://30x30initiative.org/>

Effective January 1, 2023, SB 960 in accordance with Government Code Section 103, there are no longer specific citizenship requirements to become a police officer in California, Peace officers must be legally authorized to work in the United States under federal law. These changes create opportunities for students who aspire to serve their community. Additional recent bills in the State of California such as AB 89: "PEACE" Peace Officers Education and Age Conditions for Employment Act will soon have direct impact on the need to expand the existing college programs for future law enforcement officers. The Administration of Justice program is committed to diversity, equity, creating opportunities for students to success and meeting the needs of the community.

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

The AJ Program is proud to have an extremely high success rate of 78.0% which is far above (5.4%) than the AVC average success rate of 72.6%. The rationale for the high success rate is that the AJ program was one of the first programs to make the transition to Distance Learning and gain AP & P approval. AJ has significantly increased its online offerings over the last few years from having only 4 courses with 146 students in 2020-2021 to 13 courses with 712 students in 2021-2022 to now 40 courses serving 1100 students in 2022-2023.

The AJ program was one of the first programs to have most of its faculty be Online Certified by going through the OTT Online Teaching Training at AVC and most recently the OTT2 training. AJ is one of the few programs to submit all of the required core courses for the AA and AST degree for POCR certification along with several electives. With continued training and oversight AJ will continue with the program goal of offering a full range of AJ classes on the CVC Exchange.

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

AJ has the opportunity to better prepare students for employment by making them eligible candidates who are prepared mentally and physically for starting a career within the Criminal Justice System. Last year on June 4, 2022, AJ was able to pioneer a new community college testing model and hosted the first Jump Start Testing Event of any community college here at the Marauders Stadium. Candidates were able to take the written exam, P-Fit physical agility test, Live Scan and receive their background packet. The event was designed for them to embark on the path to a career. Unfortunately, many candidates were unsuccessful. What was discussed at the subsequent Advisory Committee Meeting was the lack of overall physical conditioning of candidates who failed the Physical Ability (P-Fit) Test. What came from this overview was the creation of a series of "Fitness for First Responders Courses" in which participants earn a Program Certificate. The program goal is to better equip candidates for employment. The challenge is the program will require additional staffing to make these opportunities a success for students.

Another opportunity which AJ has embarked on is teaching our Criminology Course to inmates at Lancaster State Prison. AJ 206 which is C-ID: SOCI 160 being taught by AJ Adjunct Faculty Associate Professors as part of the Prison Program. The course has been so well received by the learners at the prison that plans are in the process to create additional offerings. AJ believes education is the great equalizer and that our efforts are in alignment with the goals of Restorative Justice. Through our collective efforts our AJ team can have an impact on those returning into society, and in turn making a difference in our community. The challenge may be the lack of AJ personnel to staff the additional courses being proposed.

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

The AVC Program wants to be known as a leader in the state of California for its AJ program. As reported by the California Community Colleges Chancellors Office, AVC awarded 119 AA/AST AJ degrees as compared to Barstow College awarding 30 total degrees, Glendale College awarding 28 total degrees, Pasadena College awarding 62 total degrees, College of the Canyons awarding 86 total degrees, and Victor Valley College awarding 88 total degrees. AJ attributes its program success to being proactive with Distance Education, being inclusive of students by making accommodations such as Hyflex during COVID and having a robust offering of AJ courses from which to choose as compared to other colleges. The diverse and professional team of AJ instructors teach from experience. The AJ Faculty consists of active and retired Federal, State, County, City and Local law enforcement, probation and parole officers and a Judge. Their commitment to excellence, continuous outreach to the community, and hands on training in Distance Education has resulted in successful students as evidenced by the awarded degrees.

The future of law enforcement and reforms within the Criminal Justice System are evident. Currently applicants to a law enforcement agency must have attained either a high school diploma or GED. This is the standard for most agencies like LASD, LAPD and CDCR which we partner with at AVC. Recent bills in the State of California - AB 89: "PEACE" Peace Officers Education and Age Conditions for Employment Act will have direct impact on the need to expand existing program. Studies have shown that better educated officers perform better in the academy, receive higher supervisor evaluations, have fewer disciplinary problems and accidents, are assaulted less often, and miss fewer days of work than their counterparts. The aspiration is that AVC AJ staff will attempt to partner with the office of the Chancellor of the California Community Colleges to help proactively refine curriculum to be equivalent to the needs of a new proposed "modern policing" degree. The focus of the bill is ensuring enrollment in specific courses pertinent to law enforcement, which include, but not be limited to, psychology, communications, history, ethnic studies, and course determined to develop necessary critical thinking skills and emotional intelligence. These changes in requirements may lead to potentially developing a BA degree in this area to meet the everchanging needs of students seeking career opportunities in this field of study. Change to the current standard of education is coming in 2024-2025 and to be prepared the AJ staff must be poised to seize the opportunity to shape the future of law enforcement. Aspirations are to network the ICAP (International Association of Chiefs of Police) The AJ program intends to maximize its online potential and offer current courses on the CVC exchange.

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

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

Highlights from the AJ Advisory Committee meeting related to employment.

- Changes in citizenship requirements in law enforcement
- Online AJ AST degree options for students and existing law enforcement looking to promote or for pay enhancement
- Health and Fitness for First responders' credit and non-credit courses to prepare students for Physical Abilities Test required for employment.
- Planning for On-Campus Job Fair(s) Recruitment on Campus-Lancaster/Palmdale- LASD / LAPD/ BHPD/ CDCR/ LA County Probation (hiring incentives)
- New City of Lancaster Public Safety Program and upcoming opportunities
- Advisory and community engagement/volunteer/ ambassador opportunities with the City of Lancaster
- AVC Cadet/ enhanced student worker program and LASD Campus Safety work experience.
- Instructional Opportunities for AJ via the Prison Program which partners with CDCR

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

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

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

Projections of Employment by Occupation, 2018 - 2028

Selections:

TOP Code(s):

- 210510 Corrections

Geography: California

Includes: All California Counties

Annual Job Openings by Occupation

SOC Code	Occupation Title (Linked to "Occupation Profile")	2018 Employment	Annual Job Openings (1)
333012	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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Projections of Employment by Occupation, 2018 - 2028

Selections:

TOP Code(s):

- 210540 Forensics, Evidence, and Investigation

Geography: California

Includes: All California Counties

Annual Job Openings by Occupation

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



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



Jobs



Claims



Employers



Newsroom



Search



Projections of Employment by Occupation, 2018 - 2028

Selections:

TOP Code(s):

- 210500 Administration of Justice

Geography: California

Includes: All California Counties

Annual Job Openings by Occupation

SOC Code	Occupation Title (Linked to "Occupation Profile")	2018 Employment	Annual Job Openings (1)
251111	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



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Projections of Employment by Occupation, 2018 - 2028



Selections:

TOP Code(s):

- 210530 Industrial and Transportation Security



Geography: California

Includes: All California Counties

Annual Job Openings by Occupation

SOC Code	Occupation Title (Linked to "Occupation Profile")	2018 Employment	Annual Job Openings (1)
251111	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.


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Projections of Employment by Occupation, 2018 - 2028

Selections:

TOP Code(s):

149900 Other Law

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)
231021	Administrative Law Judges, Adjudicators, and Hearing Officers	1,900	900
231023	Judges, Magistrate Judges, and Magistrates	1,700	820
231011	Lawyers	106,100	61,520
	Total	109,700	63,240



(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 10/28/2023 6:05:00 AM

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

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

The AJ Success extremely high success rate of 78.0% is far above (5.4%) than the AVC average success rate of 72.6%. SLOs exceed expectations in all areas. The action plans reflect the efforts of instructors to engage with students and the dedication and professionalism of each instructor. It also reflects the individual willingness of AJ instructors to be willing and flexible to alternative scheduling models such as early start and late start F2F 8-week classes as well as continued expansion of the Online courses to include both 8 and 16 options in that modality. Suggestions made by students, faculty and industry professionals consist of continued expanding Distance Education Online Classes which offer flexibility for students especially returning students with full time employment.

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

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

Past Course Improvement Plans	Progress Made
Addition of F2F Short Term biweekly 8-week, A and B schedule start classes to enhance student learning with progressive classes within the recommended course of study being offered within the semester.	AJ 102 and AJ 103 offered as A & B scheduled F2F 8-week short term classes. This positively impacted student retention, success and allow for transitioning students to sequential courses
Addition of Online Asynchronous Short-Term biweekly 8-week, A and B schedule start classes to enhance student learning with progressive classes within the recommended course of study being offered within the semester.	AJ 203 and AJ 206 offered as A & B scheduled Online 8-week short term classes. Students were able to take more LHE because of the course scheduling.
Addition of Online Live Synchronous classes being added to meet the need of online learners that prefer the DE modality, but desire scheduled instruction via the LMS and Zoom.	AJ 101 class added in the ONLIVE Modality Alternative learners were accommodated which increased the success rate.
AVC expanded Distance Education	AVC awarded more AJ degrees than other similar area colleges. AJ instructors took the required individual training to meet program goals

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

The enrollment in AJ was projected to increase due to the introduction of Online Distance Education class offerings. The AJ Program exceeded this expectation as evidenced by the increase in the number of DE learners in the program. **712** students engaged in online courses in 2021-2022 to **1100** students in 2022-2023. Continued expansion of online education/ distance learning classes and transfer option was the goal. AJ now has a full online major option also offered on the CCC Exchange with most of the AJ faculty having POCR certification courses in process.

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

Hiring an additional 2 full-time instructors was a goal from the previous year which was partially met by the hiring of one Full Time Faculty. The justification for hiring an additional Full Time Faculty to the Administration of Justice Program is to increase student success. The commitment by AJ faculty is beyond the classroom and extends to the community. The lack of a replacement of a second full-time faculty position in 2022-2023 has created a void despite the overwhelming need which is limiting the ability of the program to operate efficiently and reach its full potential.

FTEF are responsible for the following duties:

- Assigned to Classroom and Online instruction.
- Student Learning Outcome development and assessment for all 14 courses and AJ Honors classes.
- Evaluation of all adjunct faculty in the program
- CTE 2-year course review for all courses to ensure compliance with local standards.
- Course Identification (C-ID) standards and Title 5 regulations.
- Program review and assessment
- Advisor to the student Pre-Law Club
- Law Scholar Program liaison
- The criminal justice subject matter changes on a regular basis driven by court decisions, regulatory changes.
- Ballot initiatives often require a curriculum revision several times a year in addition to the two-year review.

FTEF serve on the following campus committees:

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

FTEF as serve as:

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

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

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

There was overwhelming justification for hiring two additional full-time faculty members for the Administration of Justice Program and there was progress towards that goal this past year by the hiring of one full time faculty member.

Past Goal	Progress Made
Increase DE instruction	DE learners up from 712 students engaged in online courses in 2021-2022 to 1100 students in 2022-2023
Expansion of online education	AJ has a fully online major option offered on the CCC Exchange
Pre Law and Law Scholars Program Increased Student engagement	By the use of Hyflex technology for Pre Law-Club and Law Scholar meetings, student participation and attendance has flourished.
Hiring additional 2 Full Time Faculty	One Full Time faculty was hired which has bolstered the AJ program and student success.

Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:								
Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SL	O				
#1	ILO 3. Community/ Global Consciousness	Meeting diverse student demands in classes and advisory positions requires mandatory staffing			Goal 5: Align instructional programs to the skills identified by the labor market	<p>Continue and build on the exemplary level of education for students designed to prepare students to serve their community.</p> <p>Serve students in Law Scholars and Pre-Law which is focused on the field of law.</p> <p>Enhance the student experience at Civic Engagement Activities and Outreach events.</p>	<p>Provide a hiring committee to hire an additional full-time staff member by the end of the 2023-2043 school year.</p> <p>Increase faculty staffing by hiring a full-time faculty to serve in the positions required to meet student goals in the areas of Law Scholars, Pre-Law, Outreach, Civic Engagement, and Health and Fitness for First</p>	<p>Increased success rate, retention rate and class offerings.</p> <p>Additional participation in civic engagement and outreach opportunities.</p> <p>Increased membership and involvement with the Pathway to law school program, prelaw club.</p> <p>There would be additional AJ majors and additional students in the labor market taking work</p>

					<p>Offer Certificate Courses which will enhance employment eligibility for students.</p> <p>Assist incarcerated students in reaching educational goals as part of the Prison Program</p>	<p>Responder Certificate Courses.</p> <p>Increased staffing of instructors for the Prison Program.</p>	<p>experience as an elective to their AJ major.</p>
#2	ILO 2. Creative, Critical, and Analytical Thinking	Promote greater enrollment		<p>Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services</p>	<p>The goal of boosting enrollment by active recruitment in person via community partnerships and media.</p> <p>The enrollment in AJ is projected to increase since the citizenship requirements for being hired as a law enforcement officer were removed by SB 960 which took effect 01/01/2023. New Certificate courses will be offered both credit and non-credit courses to prepare candidates for employment. Addition of Prison Education Courses.</p> <p>The new option of a fully online program will continue to boost enrollment and success rates due to the appeal to working students, high gas prices and high inflation. The AVC AST degree is an excellent option for students looking to expedite the educational process. Continued expansion of online education/ distance</p>	<p>The first step in boosting enrollment is to have adequate staffing to physically accomplish the program goal. The hiring of an additional full-time staff would allow for greater consistency and increased interaction amongst all the area high schools as well as local partners consisting of the Department of Justice Advisory Committee, CA State Prisons, Los Angeles Sheriff's Department, local community members, civilian activist groups and external community outreach events.</p> <p>An additional full-time instructor would assist in internal outreach programs like the Law Scholars Committee, Pre-Law Club, AVC to CSU program and at SOAR as a liaison.</p> <p>Faculty as part of the "Achieving the Dream" would focus on closing equity gaps by</p>	<p>Increased overall enrollment due to the expansion of AJ courses offered locally in person, online and across the state on the CCC exchange, and in the community as non-credit.</p> <p>Potential new course offerings at area High School Public Safety Academies and SOAR as part of dual enrollment as well as additional course offerings as part of the Prison Education Program.</p> <p>New curriculum and course offerings due to upcoming AB 89: "PEACE" Peace Officers Education and Age Conditions for Employment bill requiring advanced education for new applicants and the development of a "modern policing degree". Curriculum in the areas of professional communications within an organization, an ethnic studies equivalency for the Police in Society course and curriculum development in the areas of critical</p>

					learning classes and transfer options are in place and most AJ courses have been submitted for POCR certification to be offered on the CVC exchange.	front loading career information into course work and expanded short-term courses. Courses would also feed into CTE credit and non-credit certificate courses.	thinking skills and emotional intelligence. The goal is to develop curriculum for a future AJ bachelor's degree program.
#3	ILO 1. Communication	Provide greater stability in the program for the students in the AJ program.		Goal 1: Commitment to strengthening institutional effectiveness measures and practices	<p>The AVC students are at AVC for a short period of time, 2 – 3 years. Faculty mentor students which require longevity and familiarity with both the program and the students. The goal of consistency in both staff and classrooms is needed.</p> <p>A centralized geographical area or main building in which most AJ classes are held should be considered, especially with the new buildings and classrooms under construction. Instructors that have back-to-back classes should be scheduled in the same room to increase contact time with students.</p> <p>Technology within the classrooms should also be consistent and adequate to accommodate all learning modalities. The goal of program stability would also include the expansion of online / distance learning</p>	<p>Identify and provide an area and classrooms on campus that students will recognize as the "AJ area". Equip those classrooms with the necessary technology to teach in the required modality.</p> <p>Expanding online / distance learning options by offering them on future class schedules.</p> <p>Provide a budget for the AJ 208 Classes, Forensics, and the AJ205 Criminal Investigations class for equipment and supplies needed for in-class crime scene investigations and analysis. VR headsets could enhance educational experiences and allow for virtual crime scene investigations.</p> <p>Provide a budget to hire and send faculty to Sacramento and IACP conferences to assist in curriculum related to changes and hiring</p>	<p>Student retention and success numbers would stay or exceed current levels of excellence.</p> <p>Students taking classes on campus would have a sense of unity.</p> <p>AVC would have courses on the CCC exchange and new curriculum relevant to the hiring needs of departments.</p> <p>Work and study spaces specifically could be established. Specific areas could be used for crime scenes staged for AJ 205 Criminal Investigations, 103 Criminal Evidence, and AJ 208 Forensics courses to collaborate on assignments using required equipment to facilitate learning. Students would get the experience needed while developing skills.</p> <p>A bachelor's degree program in AJ would have a long-term impact on student</p>

					to include students throughout the state.	requirements being put forth the State Chancellors office.	success and longevity in student retention.
#4	ILO 4. Career and Specialized Knowledge	Prepare students for career opportunities			<p>Goal 5: Align instructional programs to the skills identified by the labor market</p> <p>Preparing students to pass PAT (Physical Abilities Test) which is a required process for being hired in government and private positions related to this course of study.</p> <p>Offer students a Certificate of completion to enhance their eligibility for hire which is in alignment with the goals of "Achieving the Dream."</p> <p>Preparing students physically and mentally to complete required Academy training required to begin their career so students can start "Living the Dream".</p>	<p>A Certificate Program was created and submitted to AP & P with a target start date of Fall 2024.</p> <p>Partnering with the Kinesiology Department for assistance on offering credit and non- credit health and fitness so that students can earn a "certificate" after completing a series of 3 courses in "Health and Fitness for First Responders levels I, II, III.</p> <p>Sharing of AVC resources include staffing, facilities (i.e., track, weight room, pool, gymnasium, and common areas for group fitness classes.)</p>	<p>The number of Health and Fitness for First Responders Certificates issued for credit and non-credit.</p> <p>Students eligible for hire by being physically ready and prepared to pass PAT standard tests for Federal, State, County, and local employers.</p> <p>Invitations to Academy graduations by students who successfully begin their career in the criminal justice system and that are on the pathway to success and in turn serving their country and their community.</p>

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

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Faculty	AJ Full Time Faculty	Increased overall enrollment due to the expansion of AJ courses offered locally in person, online and on the CCC exchange. Increased success rate, retention rate. The goal is to develop curriculum for a future AJ bachelor's degree program	New	\$75,000 appx starting salary + benefits	Recurring	Carlos Pinho
Supplies	Display and Event Materials / Facilitate Logistics, Recruiting Materials, Storage of Supplies, Equipment and Supplies needed for in-class and virtual crime scene investigations.	Participation in civic engagement and outreach opportunities. Increased overall enrollment. Criminal Investigations, Criminal Evidence, and Forensics courses to using required equipment to facilitate learning high learning and development of skills.	New	\$4,227.00 Funding Application for SWP Funding Submitted	One-time	Carlos Pinho Hank Price Van H. Ride
Professional development	International Association of Chiefs of Police Memberships and Conference and Associate Academic Partner Fees	New curriculum and course offerings due to upcoming AB 89: "PEACE" Peace Officers Education and Age Conditions for Employment bill requiring advanced education for new applicants and the development of a "modern policing degree". The goal is to develop curriculum for a future AJ bachelor's degree program.	New	\$12,570.00 Funding Application for SWP Funding Submitted	One-time	Carlos Pinho Hank Price Van H. Ride
Choose an item.	Community Education and Outreach Events staffed by 3 faculty for 4 hours at 15 events annually paid at Non-Instructional Rate	Participation in civic engagement and outreach opportunities. Increased overall enrollment. Recruiting students to the CTE pathway for eventual hire in Federal, State, County, and local employment opportunities.	New	\$9,360.00 Funding Application for SWP Funding Submitted	One-time	Carlos Pinho Hank Price Van H. Ride
Choose an item.			Choose an item.		Choose an item.	

*****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:**
https://www.surveymonkey.com/r/2023PR_ResourceRequest

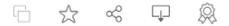
Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above).
 Required:

- Program Review tab
- S&R by Demographic Groups tab

Optional:

- Other supporting data/information

Program Review by IERP

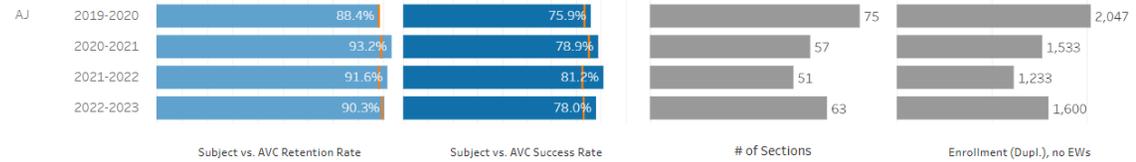


Program Review Data | S&R by Demographic Groups | Equity | With EW | Grade Distribution | PT/FT, FTES/FTEF | Access | Success & Retention | AVC Success and Retention

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

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

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



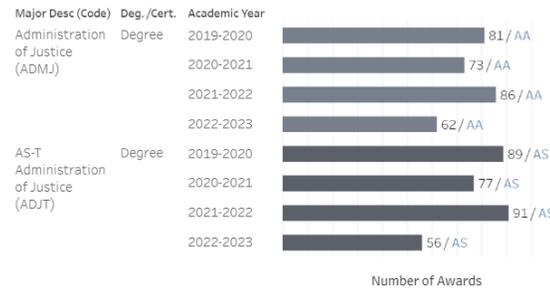
Enrollment and Number of Sections by Modality in AJ

Instr. Method	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections				
Online	4	4	13	40
Other Indep Study	3			
Traditional	66	53	36	20
Work Experience	2		2	3
Enrollment				
Online	155	146	712	1,100
Other Indep Study	3			
Traditional	1,909	1,388	518	491
Work Experience	7		4	9

Enrollment and Number of Sections by Location in AJ

Location	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections				
Lancaster	58	39	31	20
Palmdale	17	18	20	43
Enrollment				
Lancaster	1,581	1,051	439	473
Palmdale	493	483	795	1,127

Number of Program Awards 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 2019	Fall 2020	Fall 2021	Fall 2022
PT (Adjunct) FTEF	5	5	5	5
FT (Regular) FTEF	2	1	1	1
FT (Overload) FTEF	0	0	0	1
TOTAL FTEF	7	6	6	6
PT/FT FTEF Ratio	2	5	5	8
FTES	111	89	62	87
FTES/FTEF Ratio	16	15	10	15
WSCH/FTEF Ratio	490	443	310	452
WSCH	3,332	2,656	1,858	

Click [here](#) to see AVC's Program awards dashboard | Last Update: 09/30/2022. Data Sources: AVC's Banner, ARGOS reports

Details

☆ 4 | 👁 12,189

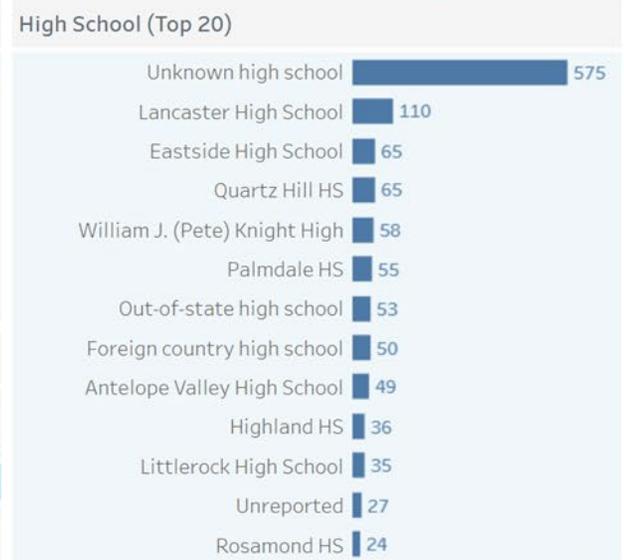
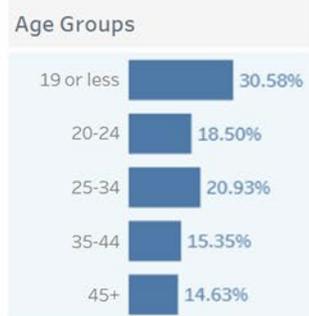
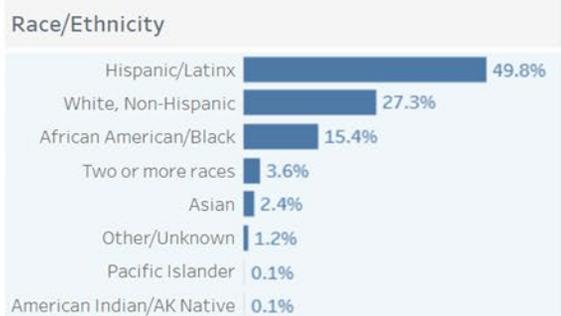
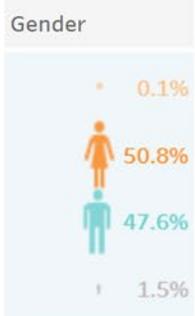
Program Review

Published: Nov 16, 2018 | Updated: Aug 8, 2023



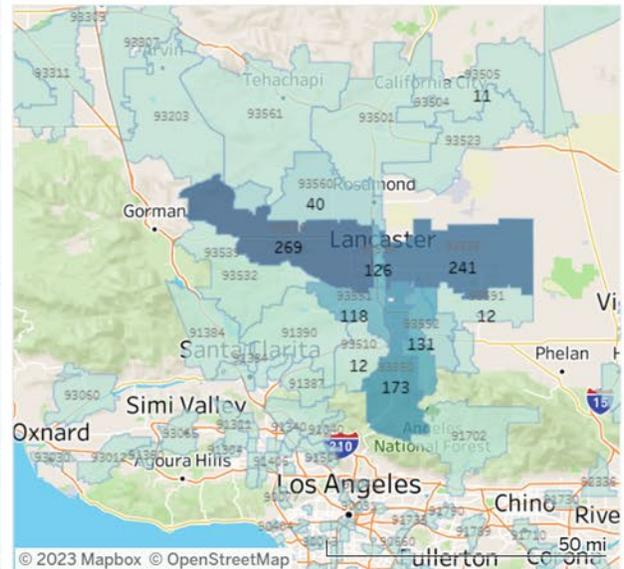
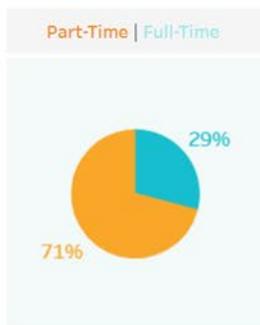
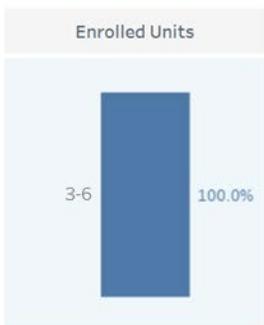
Spring 2023 New Students Profile (those who do not have prior Academic History at AVC)

New Students:
1,524



Ed Goal (Percentage) (N of students if more than 10)
Unknown: 80.4% (1,226)
Degree/Transfer Seeking: 16.5% (252)
Certificate/Career Planning: 2.8% (43)
Skills for Current Job: 0.1% (0)
Undecided: 0.1% (0)
Grand Total: 100.0% (1,524)

Top Declared Majors		
1	Undeclared	9.4%
2	Registered Nursing	9.2%
3	Administration of Justice & AS-T Admini..	6.6%
4	AA-T Psychology	5.4%
5	AS-T Biology & Biological Sciences	5.3%
6	Aircraft Fab & Assem Cert	5.0%
7	AA-T Kinesiology	4.8%
8	General Business	4.7%
9	AS-T Business Admin 2.0	3.6%
10	Radiologic Technology	3.2%
11	Aircraft Fabrication&Assembly	2.7%
12	AA-T Sociology	2.6%
13	Child & Family Education	2.5%
14	AS-T Computer Science	2.4%
15	AS-T Early Childhood Education	2.4%
16	AA-T Art History	1.8%
17	AA-T English	1.8%
18	AA-T Anthropology	1.7%
19	Real Estate	1.7%
20	Mechanical Engineering	1.6%





FALL 2023 Student Profile

Each bar works as Filter

Report date: August 14, 2023

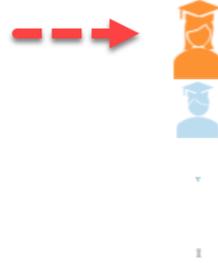
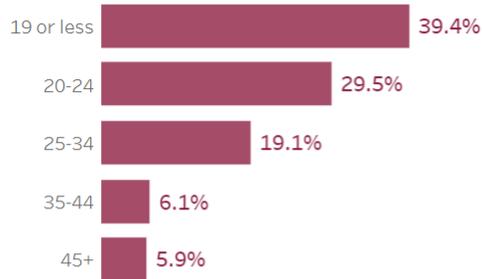


444

Cohort Selector (* Prior Term)

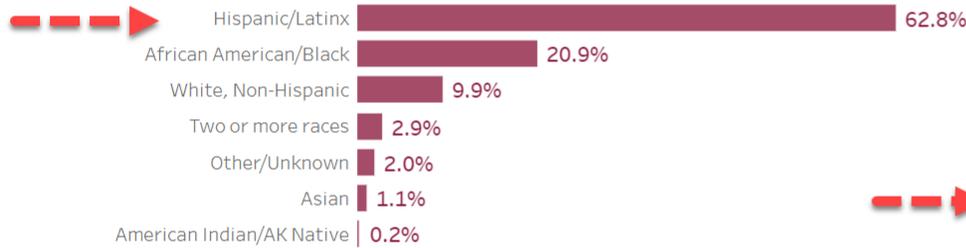
All Students

Age Groups Gender/Sex Metrics



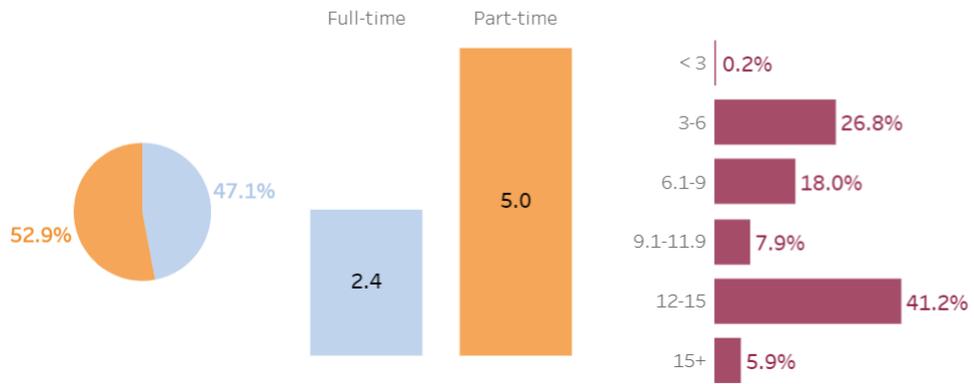
Metric	Value
Avg. # of Terms	3.8
Avg. GPA	2.58
Avg. AVC Earned Hours	36.5
Completion Rate	72.1%
Avg. Enrolled Units	10.0
Number of Students	444.0

Race/Ethnicity Top Majors (if more than 10)



Rank	Major	Percentage
1	Registered Nursing	11.9%
2	LAS: Arts and Humanities	5.5%
3	AS-T Business Admin 2.0, AS-T Business Admini..	4.9%
4	AA-T Psychology	4.5%
5	AS-T Biology & Biological Sciences	4.3%
6	Administration of Justice & AS-T Administration..	3.5%
7	Undeclared	3.4%
8	Aircraft Fabrication&Assembly	3.0%
9	Radiologic Technology	2.8%
10	General Business	2.7%
11	Child & Family Education	2.4%
12	Mechanical Engineering	2.2%
13	Aircraft Fab & Assem Cert	2.1%
14	AS-T Computer Science	2.1%
15	AS-T Early Childhood Education	2.1%
16	LAS: Social/Behavioral Science	1.9%
17	AA-T Sociology	1.8%
18	AA-T Kinesiology	1.7%
19	AA-T Communication Studies	1.4%
20	Electrical Engineering	1.3%

Part-Time | Full-Time AVG.# of Terms Enrolled Units



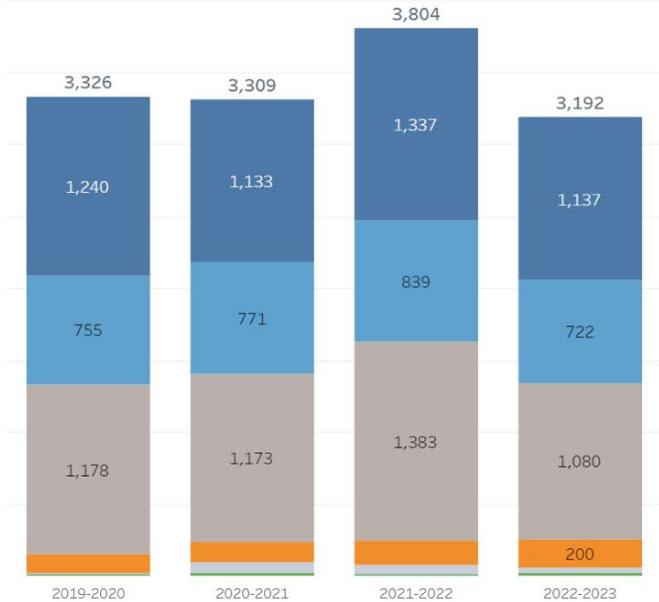
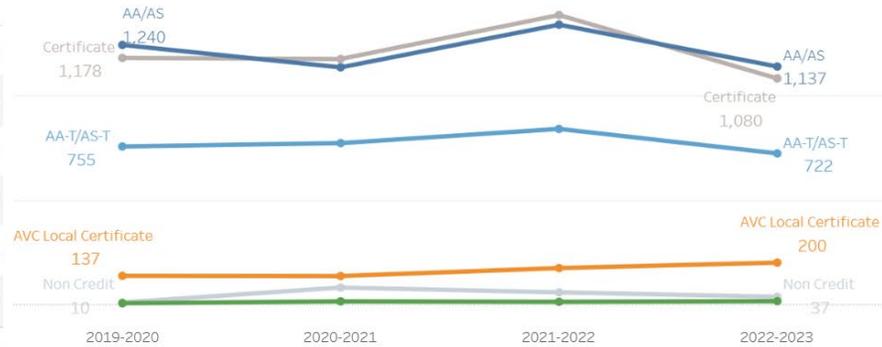
Program Awards Avg. Earned Hours



Program Awards (Last update: 8/7/23; Data Source: AVC Banner System) Click on any field to filter data

Major (All) Award (All) AY (Multiple ...)

	2019-2020	2020-2021	2021-2022	2022-2023
AA/AS	1,274	1,144	1,348	1,155
AA-T/AS-T	774	772	850	735
Certificate	1,189	1,180	1,400	1,099
AVC Local Certificate	140	138	177	200
Bachelor's	6	15	13	16
Non Credit	10	81	58	37
Total	3,393	3,330	3,846	3,242



Major	Degree or Certif.	2019-2020	2020-2021	2021-2022	2022-2023
CSU General Education Cert CS..	Certificate	490	491	479	337
LAS: Social/Behavioral Science ..	AA/AS	326	315	356	328
IGETC General Education Cert U..	Certificate	184	171	243	270
Blueprints & Structures LCert A..	AVC Local Certif..	135	132	172	187
LAS: Math and Sciences LAMS	AA/AS	137	127	182	167
AS-T Business Administration B..	AA-T/AS-T	101	121	110	51
Aircraft Fab & Assem Cert AFA1	Certificate	113	115	177	120
AA-T Psychology PSYT	AA-T/AS-T	100	109	97	100
Registered Nursing RN	AA/AS	111	102	71	70
LAS: Arts and Humanities LAAH	AA/AS	111	97	135	114
AA-T Sociology SOCT	AA-T/AS-T	67	87	69	36
Nursing Skills Lab Cert NSLC	Non Credit	75	55	32	32
AS-T Administration of Justice ..	AA-T/AS-T	89	72	91	56
Aircraft Fabrication&Assembly ..	AA/AS	59	71	97	73
Administration of Justice ADMJ	AA/AS	81	68	86	62
AS-T Mathematics MATT	AA-T/AS-T	62	46	36	38
AA-T Economics ECNT	AA-T/AS-T	18	39	34	30
AS-T Biology BIOT	AA-T/AS-T	31	38	44	37
AS-T Early Childhood Education ..	AA-T/AS-T	23	37	63	42
AA-T English ET	AA-T/AS-T	23	35	36	35
Avionics Technology Cert AVTE	Certificate	33	33	9	12
AS-T Physics PHYT	AA-T/AS-T	47	28	25	21



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

Values

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

Academic Excellence - We embrace the potential of all students, and we strive to uphold a transformative standard of academic excellence in their pursuit of certificates, degrees, transfer, and lifelong learning, as well as ongoing professional development for all employees.

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

Respect - We cultivate, embrace, nurture, and empower all individuals, regardless of race, ethnicity, ability, gender, age, sexual orientation, class status, or religious belief.

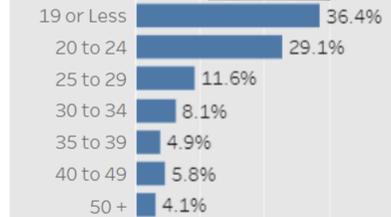
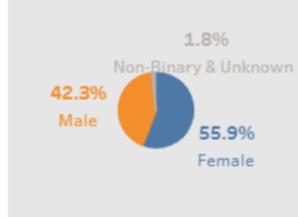
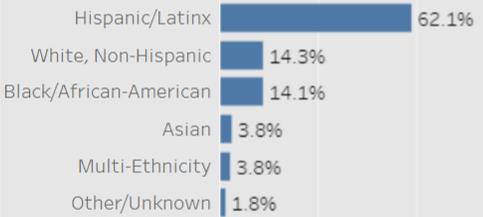
VISION: To provide quality education that transforms lives

OFFERINGS

- Bachelor's Degree Program in Airframe Manufacturing Technology (15 awarded in 2021; 13 in 2022; 16 in 2023)
- Associate Degree Programs
- Career Technical Programs
- Transfer Degree Programs
- General Education Courses
- Dual Enrollment
- Student Support Services
- Workforce Preparation
- Open Educational Resource Courses
- Non-credit Courses
- Honors Program



2022-2023 STUDENT DEMOGRAPHICS (15,723 STUDENTS)



TOP 10 DECLARED MAJORS, Fall 2022

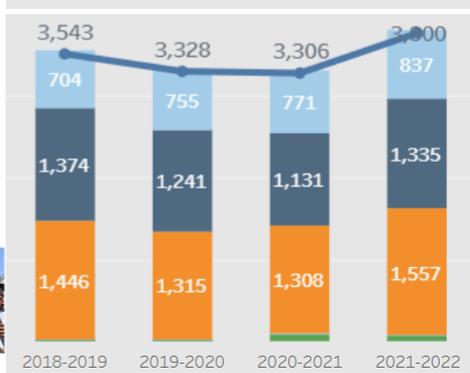
1. Registered Nursing
2. Business Administration
3. Psychology
4. Biology & Biological Sciences
5. LAS: Arts & Humanities
6. Administration of Justice
7. Aircraft Fabrication & Assembly
8. Child & Family Education
9. Radiologic Technology
10. Early Childhood Education

QUICK FACTS

Year Founded: 1929
 District Size: 1,945 Sq. Miles
 Program offering:
 Associate Degree (AA/AS): 55
 AA/AS for Transfer: 27
 Certificate: 72
 Bachelor Degree: 1



AWARDS AS-T/AA-T | AA/AS | Cert.



92% of Students would recommend AVC to Family and Friends (RISC 2021)



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

Program Awards Summary Report - Parameter Selection Area

Select State-District-College: Districtwide Search
 Select District-College: Antelope CCD/Barstow CCD
 Select Academic Year: Annual 2022-2023
 Select Award Type: Chancellor's Office Approved
 Select Program Type: 2105
 View Report

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

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

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

Program Awards Summary Report - Data & Format Area

Report Area		Annual 2022-2023 Award Count
Program Awards Summary		
<input type="checkbox"/> Antelope CCD Total		119
Associate in Science for Transfer (A.S.-T) Degree		57
Associate of Arts (A.A.) degree		62
<input type="checkbox"/> Barstow CCD Total		30
Associate in Science for Transfer (A.S.-T) Degree		15
Associate of Science (A.S.) degree		10
Certificate requiring 16 to fewer than 30 semester units		5
<input type="checkbox"/> Glendale CCD Total		28
Associate in Science for Transfer (A.S.-T) Degree		23
Associate of Science (A.S.) degree		1
Certificate requiring 30 to < 60 semester units		4
<input type="checkbox"/> Pasadena CCD Total		62
Associate in Science for Transfer (A.S.-T) Degree		60
Associate of Science (A.S.) degree		1
Certificate requiring 30 to < 60 semester units		1
<input type="checkbox"/> Santa Clarita CCD Total		86
Associate in Science for Transfer (A.S.-T) Degree		56
Associate of Science (A.S.) degree		22
Certificate requiring 16 to fewer than 30 semester units		8
<input type="checkbox"/> Victor Valley CCD Total		88
Associate in Science for Transfer (A.S.-T) Degree		47
Associate of Science (A.S.) degree		31
Certificate requiring 16 to fewer than 30 semester units		9
Certificate requiring 6 to fewer than 16 semester units		1

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

Row Options

District Name
 College Name

Award Type
 Program CDCP Status
 Program Type - Two Digits TOP
 Program Type - Four Digits TOP
 Program Type - Six Digits TOP

Update Report

Notes & Links

* Chancellor's Office approved awards are Baccalaureate of Arts, Baccalaureate of Science, Associate of Arts, Associate of Science, Certificate requiring 18 to fewer than 30 semester units, Certificate requiring 30 to fewer than 60 semester units and Certificate requiring 60 or more semester units.
 * For detailed definition of program award type (SPO2), please click here.



Fall 2023 Program Review Report

Division/Area Name: Social & Behavioral Sciences/Anthropology	For Planning Years: 2024-2025
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: <i>Briefly describe how the program contributes to the district <u>mission</u></i>	
<p>The mission of the Antelope Valley College district is to provide a quality, comprehensive education to a diverse population of learners and a commitment to student success offering value and opportunity, in service to our community. The anthropology program continues to meet these goals and increase course offerings to facilitate transfer courses for the ADT in Anthropology and the AA Liberal Arts in Social and Behavioral Sciences. All the courses in the Anthropology program fulfill transfer/general education degree requirements to four-year institutions. The Anthropology Associate degree program for transfer (AAT/ADT) 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. The main goal of the discipline is to stimulate student interest in the issue of human origin, embrace contemporary biological and cultural diversity, promote cross-cultural understanding, and human justice and equity for all human beings. Finally, the program is a key participant in spearheading the expansion of undergraduate research (UR) at AVC with faculty being active in mentoring students conducting UR.</p>	

Part 2A: Analyze the <u>program review data</u> (retrieval instructions), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:
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Since the last Program Review, the numbers of face-to-face, short term, and online sections have increased, and we have added sections to the Rising Scholars Prison Education Program. The number of students declaring anthropology as a major has remained steady (n=28). The number of AA-T in Anthropology degrees (n=4) was maintained; this appears to be part of the typical two-year cycle. There has been an overall consistent increase in retention and success rates over the past four years maintaining an average 77% success rate. For the 2022-2023 year, the Anthropology Department retention rate (93.5%) and success rate (79.3%) is higher than the AVC Annual retention and success rate of 72.6%. The department received UC Transferability approval for ETHS/ANTH 112H Ethic Studies: Native North Americans Honors and we received AP&P approval for ANTH 110 Latin American & Caribbean Cultures course to be added to the local Area F - Diversity Studies course for GE requirements. At the encouragement of the department several faculty have elected to adopt the recommended OER textbook, *Perspectives: An Open Invitation to Cultural Anthropology*, for all ANTH 102 Cultural Anthropology courses. Furthermore, the department took the lead in developing the Inaugural Majors Fair October 2022. It was highly successful with over 30 areas and departments represented. We were able to serve over 180 students at the event.

SEX: The average retention and success rate for female and male Anthropology students has continued to increase. Female students (58%) comprise most of the student population compared to male (39%) and unknown (3%). There has been a dramatic increase in “unknown” retention rates (+19%) and success rates (+34%) since last review. This is encouraging since these numbers were an area of concern as noted in last year’s review.

ETHNICITY: The overall retention and success rates for all ethnic groups in Anthropology courses continue to increase. The success rates continue to increase for students identifying as Hispanic/Latinx and White, Non-Hispanic are greater than AVC Annual benchmarks. Of note is the continuing increase in the success rates of

students of “Two or more Races” and students who are lumped into the “Other” category. These rates are higher than the AVC subgroup success rate for each (83.3% and 90.6%) respectively. An area of concern is the 4.6% decrease in the success rate for African American/Black students (68%) concurrently with a 6% increase in the retention rate from the previous Program Review. This continues to be an area of concern, as the numbers fluctuate yearly, but continue to improve ever so slightly. The department will continue to monitor and implement changes to improve success for African American/Black students.

AGE: Overall, 20-year-old to 49-year-old students are > 79% successful. However, students in the >50-year-old age group (69.2%/-3.4% PPG) are not as successful as the other age groups. The faculty have recognized that much of this is related to lack of technological knowledge and how to use LMS software. Even with assistance many still struggle. The success of the <19-year-old age group (74.2%) is of concern. While higher than the AVC Annual benchmark, it is less than the Anthropology success rate. These are the COVID generation students who are severely lacking in social skills, time management skills and staying focused on tasks.

Anthropology Alumni Students Survey:

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

End of Semester Student Surveys:

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

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

In summer 2023, we finally succeeded in hiring two new adjuncts after two years of a limited applicant pool and many applicants who did not meet the minimum qualifications. One adjunct is dedicated to teaching as part of the Rising Scholars Prison Education Program.

Two sections of Online late start 8-week Biological Anthropology (ANTH 101) and one section of Biological Anthropology Lab (ANTH 101L) were added Fall 2023 semester to fulfill need. The courses were immediately filled within two days.

The success rates continue to increase for students identifying as Hispanic/Latinx and White, Non-Hispanic which are greater than AVC Annual benchmark. Of note is the continuing increase in the success rates of students of “Two or more Races” and students who are lumped into the “Other” category. Furthermore, there has been an increase in the numbers of students who do not identify as female/male and their success rate is higher than either of the other two categories at 87%. Anthropology is a discipline that embraces diversity, human justice, and equity for all human beings. Therefore, we are pleased to see underrepresented students succeeding in our classes.

2 |

In Fall 2022, the newly developed ANTH 112H Native North American Honors class launched as a test class open to both Honors and non-Honors students. The course was successful. Over half of the students were not a part of the Honors TAP program. At the end of the semester six students were recommended by the professor to apply for the TAP program and four were subsequently accepted. Furthermore, all three SLO performances for the class were at 84%, 91% and 92% respectively.

In the End of Semester Student Surveys, students in the ANTH 101L classes requested more time to spend with the skeletal collections to become more familiar with required features/traits for the visual identification portion of labs and examinations. We have implemented weekly Open Lab hours and class sessions dedicated to Unit Exam Reviews are now part of the semester class schedule. Furthermore, the department did obtain an embedded tutor for two sections of ANTH 101L in Spring 2023. Unfortunately, the student has since graduated and a new student is being vetted by the Learning Center and we anticipate a Spring 2024 start. Implementation of these practices has increased student success. SLO1, SLO2 and SLO4 for ANTH 101L are 80%, 81% and 87% respectively. SLO3 is at 78%. In all cases the numbers are increasing.

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

Opportunities:

- The department continues to explore research opportunities for students. In the past few years there have been several students participating in undergraduate research (UR) that has resulted in them presenting at scientific conferences and publishing in peer review journals. Thanks to the STEM grant, we have joined the Counsel of Undergraduate Research (CUR) which allows us to explore resources to further develop UR in the Anthropology program. Two potential summer micro-internships have been identified and will be developed in summer 2024 for implementation in Summer 2025. Another goal is to develop CURE courses where research is embedded in our courses.
- Guided Pathways can provide the opportunity to increase enrollment in Anthropology courses, specifically ANTH 101 and ANTH 101L for students who are not in MSE. All the Anthropology courses are holistically based and provide a solid, broad foundation to assist students in the development of their academic and career choices. Furthermore, all the Anthropology courses fulfill General Education requirements; Area A - Natural Sciences (ANTH 101 and ANTH 101L) and Area B - Social & Behavioral Sciences (ANTH 102, 103, 110, 112, 140, 199) and are transferable to CSU and UC.

Challenges:

- We received UC Transfer approval for the revised ETHS/ANTH 112 Ethic Studies: Native North Americans course and the ETHS/ANTH 112H Ethic Studies: Native North Americans Honors courses, but CSU once again rejected this ethnic studies course for the CSU Area F Ethnic Studies even though we made the recommended changes. The department will once again revise and submit for approval. Third time is a charm.
- As noted above, a major area of concern is the up and down fluctuation of the retention and success rates for African American/Black students, which are the lowest across the ethnic groups at AVC. In this vein, the department is working with the UMOJA co-coordinators to develop UMOJA sections of ANTH 103 and ANTH 101 to be offered in the 2024-2025 academic year.
- A major challenge is hiring a replacement for the adjunct who retired at the end of Spring 2021. He taught a maximum load of three classes, all of which have had to be pulled from the course offerings. As all the other adjuncts are maxed. There have been very few applicants, and most have not met the minimum qualifications. Furthermore, there have been ongoing difficulties in getting Human Resources to (1) repost the job, (2) respond to email inquiries on the status of applications, and (3) lack of notification of received applicants for faculty and Dean review.
- Being able to address the diverse ways in which our students identify themselves is at the core of the discipline of Anthropology. The ethnicity categories of American Indian or Asian are no longer unique fields of data and appear to have been lumped into the “other” ethnicity category. The lack of access to this

data does not permit discussion of diversity of the student body in our courses, which is a bedrock of Anthropology. The Department of Anthropology finds this to be very troubling and requests that this data be made available. Furthermore, Sex and Gender are not the same thing. Sex (female/male) does not equal Gender (woman/man). The categories should reflect biological and socially appropriate categories that students can self-identify. The “unknown” category is discriminatory.

- While Guided Pathways and eLumen are commendable programs for assisting students in their academic goals, these programs greatly hinder the diversity of pathways/courses for students available in the Anthropology Department. While Anthropology is a "Social Science" with courses like Cultural Anthropology (ANTH 102) and Native North Americans (ANTH112), it is also a "Science" with courses like Biological Anthropology (ANTH 101 and ANTH 101L) and Archaeology (ANTH 140). Having said that, if a student was interested in Biological Anthropology, genetics or even primatology (all areas within Anthropology), they would never find it via the Area of Study in the Sciences. Furthermore, in the new online catalog which pulls information directly from eLumen, the LMI information for the Anthropology Program fails to even list any science related jobs. This is a major issue.
- For a second year, data to compare the retention & success rates by individual Anthropology classes is not available on the Program Review Data Page which makes addressing how best to revise courses and curriculum a challenge. Faculty must utilize eLumen and there are issues with the software system.

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

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

- Complete the USC Equity-Minded Teaching Institute in Fall 2023 to increase racial equity in the classroom and the AVC community.
- Revise and resubmit ETHS/ANTH 112 Ethic Studies: Nave North Americans course and the ETHS/ANTH 112H Ethic Studies: Nave North Americans Honors course for CSU Area F Ethnic Studies approval.
- Offer UMOJA sections of ANTH 103 and ANTH 101 in the 2024-2025 academic year.
- UR Students will gain first-hand practical experience and develop professional networks by attending and presenting at professional meetings.

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

Not applicable.

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

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

Past Course Improvement Plans	Progress Made
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<p>Increase the success rate of students enrolled in the Introduction to Biological Anthropology (ANTH 101) and Introduction to Biological Anthropology Lab (ANTH 101L) courses.</p>	<ul style="list-style-type: none"> • Maintain an 80% student success rate. All the SLOs for ANTH 101 are > 84% performance. SLO2 and SLO4 for ANTH 101L are > 80%, 81% and 87% respectively. SLO3 is at 78%. In all cases the numbers are increasing. • In the End of Semester Student Surveys, students in the ANTH 101L classes requested more time to spend with the skeletal collections to become more familiar with required features/traits for the visual identification portion of labs and examinations. We have implemented weekly Open Lab hours. Furthermore, some noted that a unit review before the examination would
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	<p>be helpful. Class sessions dedicated to Unit Exam Reviews are now part of the semester class schedule.</p>
<p>Increase the success rate of students enrolled in the Archaeology & World Prehistory (ANTH 103) course.</p>	<ul style="list-style-type: none"> • Increase the student success rate to 80%. SLO2 and SLO3 for are > 78%, 78% and 86% respectively. However, SLO3 is at 58%. In Fall 2021 it was at 92%. We have noticed over the course of several years that this SLO fluctuates greatly. • Faculty will continue to monitor the established assessment over the course of the 2023-2024 academic year. This course is offered every other year. The current assessment will be re-evaluated at the end of Fall 2023 term. It is anticipated that the assessment and/or the SLO will be revised.

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

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

Past Goal	Progress Made
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<p>#1 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.</p> <ul style="list-style-type: none"> • <u>Objective 1:</u> Complete the NAGPRA inventory by Fall 2023. • <u>Objective 2:</u> Continue inter-tribal consultation and repatriation with local Native American Tribes. • <u>Objective 3:</u> Continue to develop undergraduate research opportunities. • <u>Objective 4:</u> Obtain appropriate curation supplies, equipment, and storage facilities for the Antelope Valley College Archaeological Repository (AVCAR) archaeology collection. • <u>Objective 5:</u> Complete the stabilizing and movement of the archaeological collection currently housed in the container located in the North Athletic Field to Uhazy Hall to provide a safe and appropriate space for student learning and/or work environment. 	<ul style="list-style-type: none"> • <u>Objectives 1 and 2 Status:</u> Objective Partially Met— Inter-tribal consultation and repatriation with local Native American Tribes has begun. NAGPRA Inventory of the known NAGPRA associated sites has been completed. The Federal NAGPRA NOIC for Lindhurst Site (CA-YUB-164/581) has been submitted for publication in the Federal Register. Repatriation for CA-YUB-164/58-1 is pending. • <u>Objective 3 Status:</u> Objective Met — to date twelve students have been able to gain undergraduate research (UR) experience working on the NAGPRA Inventory. This includes review and assessment of the archaeological collection, documentation of inventory, attending professional meetings, networking, presenting original research and NAGPRA workshops. • <u>Objective 4 Status:</u> Objective Partially Met— To date, all requested curation supplies have been provided. • <u>Objective 5 Status:</u> Objective Partially Met — The preliminary inventory and reorganization of the archaeological collection currently housed in the container located in the North Athletic Field is completed. A portion of the archaeological collection has been moved from the container to Uhazy Hall.
<p>#2 Goal: Increase the success rate of students enrolled in the Introduction to Biological Anthropology (ANTH 101) and Introduction to Biological Anthropology Lab (ANTH 101L) courses.</p> <ul style="list-style-type: none"> • <u>Objective 1:</u> Maintain an 80% student success rate. • <u>Objective #2:</u> Hire new full-time anthropology faculty. • <u>Objective 3:</u> Increase the number of laboratory sections offered each semester to five. 	<ul style="list-style-type: none"> • <u>Objective 1 Status:</u> Objective Partially Met — The overall ANTH success rate (79.3%) continues to be above the AVC benchmark. Unfortunately, data to compare the retention & success rates by individual classes was not available on the Program Review Data Page. • <u>Objective 2 Status:</u> Objective Not Met — Anthropology did not make the short-list for new FT hires. • <u>Objective 3 Status:</u> Objective Partially Met — Two sections of Online late start 8-week Biological Anthropology (ANTH 101) and one section of

- Objective 4: Obtain funding to purchase primate, hominin and forensic skeletal casts.
- Objective 5: Request an embedded tutor for ANTH 101L.
- Objective 6: Revise instructional methodology to include inquiry-based learning.
- Objective 7: Research available OER textbooks for lecture.

Biological Anthropology Lab (ANTH 101L) were added Fall 2023 semester to fulfill need. The Biological Anthropology (ANTH 101) course was also added to the Rising Scholars Prison Education Program. The number of in-person lab classes offered remains at three.

- Objective 4 Status: In progress — An AVC Foundation proposal requesting primate, hominin and forensic skeletal casts was submitted October 2023. Approval pending.
- Objective 5 Status: Objective Partially Met — The department did obtain an embedded tutor for two sections of ANTH 101L. Unfortunately, the student has since graduated and a new student is being vetted by the Learning Center and we anticipate a Spring 2024 start.
- Objective 6 Status: Objective Partially Met — still in development.
- Objective 7 Status: Objective Partially Met — Faculty have identified several 101 and 101L OER that are available. Faculty are still reviewing and assessing the textbooks for adoptability.

#3 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.

- Objective 1: Increase Native American, Hispanic/ Latinx, African American/Black, and Asian student success to 80% by spring 2024.
- Objective 2: Hire new full-time anthropology faculty.
- Objective 3: Develop new relevant anthropology curriculum that represents and honors our diverse student body.
- Objective 4: Faculty will review current curriculum to identify areas that can be revised, and new content added to better reflect equitable presentations of the Native American, Asian, Hispanic/Latinx, and African American/Black communities.
- Objective 5: Work with Puente and UMOJA to develop curriculum that empowers students, promotes unity, and builds community and equity. Specifically, ANTH 103 and ANTH 110 curriculum.
- Objective 6: 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.
- Objective 7: 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 ethnicity.

- Objective 1 Status: Objective Partially Met — To date, the success rates continue to increase for students identifying as Hispanic/Latinx, “Two or more Races” and “Other” category students are greater than AVC annual benchmarks. The Hispanic/ Latinx (79%) and African American/Black (68%) students have not yet reached the 80% but are gradually increasing.
- Objective 2 Status: Objective Not Met — Anthropology did not make the short-list for new FT hires.
- Objectives 3, 4, 5 Status: Objective Partially Met — Faculty working with UMOJA counselors to revise current curriculum specifically, ANTH 103 and ANTH 101.
- Objectives 6 Status: Objective Partially Met — Faculty have not developed guests talks to UMOJA, but they have for PUENTE.
- Objectives 7 Status: Objective Not Met — A student Survey and Student Focus Group has not been completed.

<p>#4 Goal: Increase the number of Anthropology transfers to CSU’s via AA-T/ADT in Anthropology and via IGETC to UC’s.</p> <ul style="list-style-type: none"> • Objective 1: To have 40 AA-T in Anthropology graduates by spring 2025. • Objective 2: Continue to promote Anthropology as a Major. • Objective 3: Meet with Marketing, First/Second Year Experience, Student Success, STEM, Puente, UMOJA & various other campus programs. • Objective 4: Participate in the 2nd Annual Majors Fair. • Objective 5: Continue and further develop undergraduate research opportunities. • Objective 6: 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). • Objective 7: Continued development of the Annual Anthropology Open House, Anthropology Symposium, student Anthropology Club, and Faculty Professional Development presentations emphasizing developments in Anthropology. • Objective 8: Continued participation with Student Equity & First Year Experience; Student Success Kickoff and AVC school tours for local elementary, middle and high school students. 	<ul style="list-style-type: none"> • Objective 1 Status: Objective Partially Met — To date, 34 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. • Objectives 2, 3, 4, 7 Status: Objective Met — The department continues to promote Anthropology. The department took the lead in developing the Inaugural Majors Fair in October 2022. It was highly successful with over 30 areas and departments represented. We were able to serve over 180 students at the event. We continue to participate each semester. We held the 11th Annual Anthropology Open House, we have an active Anthropology student club, and six Faculty Professional Development presentations emphasizing developments in Anthropology were presented in 2022-2023. • Objective 5 Status: As noted in Goal #1 and Goal #5, the department continues to develop undergraduate research opportunities. • Objectives 6 Status: Objective Partially Met — We continue to develop community partnerships and internships opportunities for students. Currently we are negotiating an MOU with MOAH, and the Prime Desert Woodland Preserve (PDWP) for a field archaeological opportunity for students in the ANTH 140 class. • Objective 8 Status: Objective Met — the department participated in the Student Success Kickoff Spring 2023 and the Student Equity & First Year Experience Summer Bootcamp 2023.
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#5 Goal: Develop an Anthropology undergraduate research (UR) program.

- Objective 1: Continue and further develop UR projects for students to perform in majors' courses.
 - Objective 2: Faculty are collaborating with the newly initiated UR program at AVC.
 - Objective 3: Develop the culture of UR on campus.
 - Objective 4: Obtain funding for students to implement UR.
 - Objective 5: Organize an Inaugural UR Symposium at AVC.
- Objective 1 Status: Objective Met — To date, twelve students have been able to gain undergraduate research (UR) experience working on the NAGPRA Inventory and the Orphaned Collections housed in the AVC Archaeological Repository (AVCAR).
 - Objectives 2, 3, 4 Status: Objective Ongoing, Met —Faculty are collaborating with the newly initiated UR program at AVC developing two potential summer micro-internships for implementation in Summer 2025.
 - Objective 5 Status: Objective in Progress — initial collaboration has begun on organizing an Inaugural UR Symposium at AVC.

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

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

#1	ILO 2. Creative, Critical, and Analytical Thinking	#1-4			Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills	Complete the Native American Graves and Repatriation Act (NAGPRA) Inventory of the Antelope Valley College Archaeological Repository (AVCAR) archaeology collection with a focus on utilizing this mandated requirement as a learning opportunity for student involvement.	<p>Continue inter-tribal consultation and repatriation with local Native American Tribes.</p> <p>Continue to develop undergraduate research opportunities from NAGPRA inventory via ANTH 199 and Honors Options.</p> <p>Practice of “Community based Archaeology” for the AVCAR Orphaned Collections and NAGPRA inventory. Provides students with consultation and collaboration skills with local indigenous communities in the act of protecting, conserving, and interpreting cultural resources.</p> <p>Continue with the inventory and stabilizing of the archaeological collection housed in the container located in the North Athletic Field,</p> <p>Continue to obtain appropriate curation supplies, equipment, and storage facilities for the Antelope Valley College</p>	<p>When the tribal groups have taken possession of the repatriated collections. Anticipated completion date 2025.</p> <p>Maintain two students per semester practicing community-based archaeology and assisting with the NAGPRA inventory to gain professional skills.</p>
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							Archaeological Repository (AVCAR) archaeology collection as needed.	
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#2	ILO 2. Creative, Critical, and Analytical Thinking	#1-4			Goal 1: Commitment to strengthening institutional effectiveness measures and practices	Close the Gap for African American/Black students in Anthropology Courses.	<p>Hire new full-time anthropology BIPOC faculty.</p> <p>Complete the USC Equity Minded Teaching Institute in Fall 2023 to increase racial equity in the classroom and the AVC community. To apply practices such as race conscious grade and attendance mapping and how to develop a syllabus as a tool for racial equity.</p> <p>Faculty are working with UMOJA counselors to develop UMOJA sections of ANTH 103 and ANTH 101 to be offered in the 2024-2025 academic year.</p>	<p>Increase African American/Black student retention and success to a 75% student success rate by Spring 2024 and to increase the number of successful course completers to 6.</p> <p>Offer UMOJA sections of ANTH 103 and ANTH 101 in the 2024-2025 academic year.</p>
#3	ILO 4. Career and Specialized Knowledge				Goal 5: Align instructional programs to the skills identified by the labor market	Increase the ethnic diversity of students enrolled in Anthropology courses and the number of Anthropology transfers to CSU's via AA-T/ADT in Anthropology and via IGETC to UC's.	<p>Hire new full-time anthropology BIPOC faculty.</p> <p>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 ethnicity.</p> <p>Revise and resubmit ETHS/ANTH 112 Ethic Studies: Native North Americans course and the</p>	<p>Increase Native American, Hispanic/ Latinx, African American/Black, and Asian student success to 80% by spring 2024.</p> <p>Increase number of Native American, Hispanic/ Latinx, African American/Black, and Asian students declaring the CSU's via AA-T/ADT in Anthropology degree.</p> <p>The ethnic categories of American Indian and Asian</p>

						<p>ETHS/ANTH 112H Ethic Studies: Native North Americans Honors course For CSU Area F Ethnic Studies approval.</p> <p>Faculty will review current curriculum to identify areas that can be revised, and new content added to better reflect equitable presentations of the Native American, Asian, Hispanic/Latinx, and African American/Black communities.</p> <p>Request the ethnic categories of American Indian and Asian added back to the Dashboard. To provide faculty with data that permit discussion of diversity of the student body in ANTH courses.</p> <p>Work with Puente and UMOJA to develop curriculum that empowers students, promotes unity, and builds community and equity.</p> <p>Provide guest talks to UMOJA, PUENTE, and the Native American Student Council to promote awareness of Anthropology as a discipline and potential major that embraces diversity, promotes human</p>	<p>are discrete categories on the Dashboard.</p> <p>Receive CSU Area F Ethnic Studies approval for the revised ETHS/ANTH 112 Ethic Studies: Native North Americans course and the ETHS/ANTH 112H Ethic Studies: Native North Americans Honors courses.</p>
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							justice and equity for all human beings.	
#4	ILO 2. Creative, Critical, and Analytical Thinking	#1-4			Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills	Increase enrollment in Anthropology courses and the number of courses offered each semester, by adding more modalities (in person in Palmdale, Zoom, Online, late start eight-week classes.	<p>Hire new full-time anthropology BIPOC faculty.</p> <p>To have Academic Programs add/recommend Anthropology courses as viable options for students to fulfill their Program Plans of Study, e.g., Area A - Natural Sciences (ANTH 101 and ANTH 101L) and Area F - Diversity Studies and (ANTH 102, 110 & 112).</p> <p>The department will provide guest talks to HD101 classes, First Year Experience, Student Success, other campus programs to promote Anthropology courses.</p>	<p>Add two more ANTH 101 and ANTH 101L courses to the schedule by Fall 2024.</p> <p>Offer two Area F - Diversity Studies (ANTH 102, 110 & 112) classes each semester by Spring 2025.</p>

#5	ILO 2. Creative, Critical, and Analytical Thinking	#1-4			Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills	Increase the number of Anthropology transfers to CSU's via AA-T/ADT in Anthropology and via IGETC to UC's.	<p>Hire new full-time anthropology BIPOC faculty.</p> <p>Continue to develop a program to promote student interest in all aspects of and courses supporting the AA-T in Anthropology such as the Annual Anthropology Open House, Anthropology Symposium, student Anthropology Club, and Faculty Professional Development presentations emphasizing developments in Anthropology.</p>	<p>To have 50 AA-T in Anthropology graduates by spring 2025.</p> <p>The Guided Pathways crosslists Anthropology and the eLumen LMI information for the Anthropology Program correctly list job opportunities in both social sciences and the sciences.</p> <p>Finalize the MOU with MOAH/Prime Desert Woodland Preserve for the ANTH 140 class.</p>
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						<p>Correct the Guided Pathways and eLumen programs to correctly reflect the diversity of the Anthropology discipline and correct LMI data.</p> <p>Continued participation with Student Equity & First/Second Year Experience; Student Success Kickoff; Summer Bootcamps; and AVC school tours for local elementary, middle and high school students.</p> <p>Meet with Marketing and various other campus programs to develop a strategy to promote Anthropology 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.</p> <p>Continue and further develop undergraduate research opportunities.</p> <p>Continue and further develop community partnerships (e.g., AVIM, MOAH, Gibbon</p>	
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							Conservation Center, Lancaster, and Palmdale School Districts; Lancaster and Palmdale Parks and Recreation Departments).	
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Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Faculty	Anthropology Full-Time BIPOPC Faculty	Goals 2, 3, 4 & 5 Increased overall enrollment due to the expansion of ANTH courses offered in person, online, and at the Prison Program. Increased success and retention rates.	New	\$75,000 approx. starting salary + benefits.	Recurring	Dr. Darcy L. Wiewall
Physical/Facilities	Obtain funding to purchase primate, hominin and forensic skeletal casts.	Goals 2 & 4 to increase enrollment and student success and retention rates.	Repeat	\$8000	One-time	Dr. Darcy L. Wiewall
Professional development	Funding for keynote speakers for the Annual Anthropology Open House.	Goals 3, 4 & 5 to increase the ethnic diversity of students enrolled in Anthropology courses, the number of AAT/ADT in Anthropology, enrollment and number of courses offered each semester.	Repeat	\$500-1500	Recurring	Dr. Darcy L. Wiewall
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

*****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:**
https://www.surveymonkey.com/r/2023PR_ResourceRequest

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

- Program Review tab
- S&R by Demographic Groups tab

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

Select Subject
ANTH

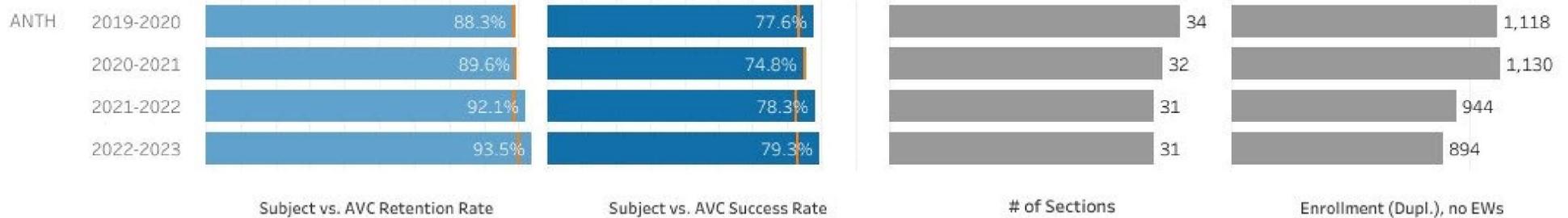
Select Subject again
ANTH

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

Academic Year
Multiple values



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



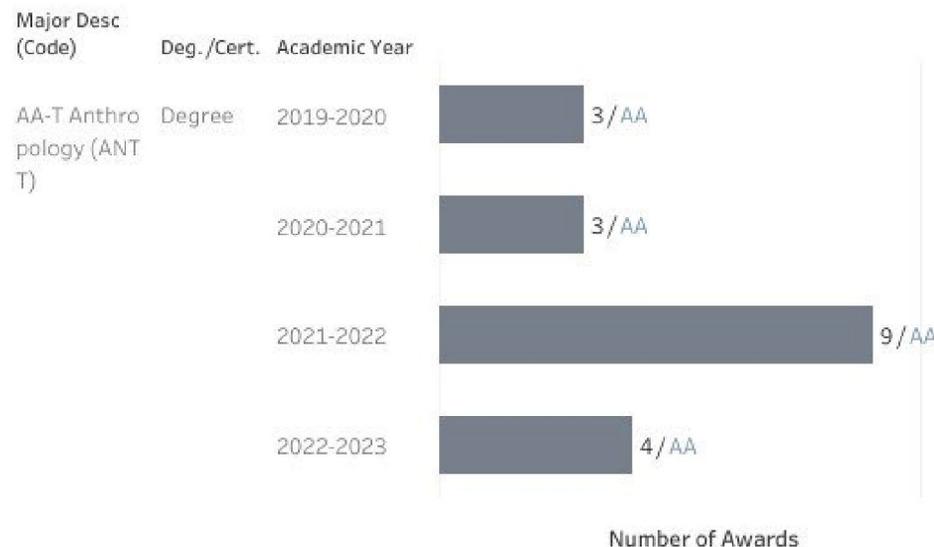
Enrollment and Number of Sections by *Modality* in ANTH

	Instr. Method	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	Online	3	4	7	9
	Traditional	28	27	23	19
	Work Experience	3	1	1	3
Enrollment	Online	136	184	447	381
	Traditional	1,027	946	497	507
	Work Experience	8	2	1	7

Enrollment and Number of Sections by *Location* in ANTH

	Location	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	Lancaster	29	26	21	19
	Palmdale	5	6	10	12
Enrollment	Lancaster	958	870	384	433
	Palmdale	213	262	561	462

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



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

	Fall 2019	Fall 2020	Fall 2021	Fall 2022
PT (Adjunct) FTEF	2	2	2	2
FT (Regular) FTEF	1	1	1	1
TOTAL FTEF	3	3	3	2
PT/FT FTEF Ratio	3	2	2	2
FTES	52	54	44	0
FTES/FTEF Ratio	17	17	14	0
WSCH/FTEF Ratio	506	495	428	0
WSCH	1,568	1,634	1,326	

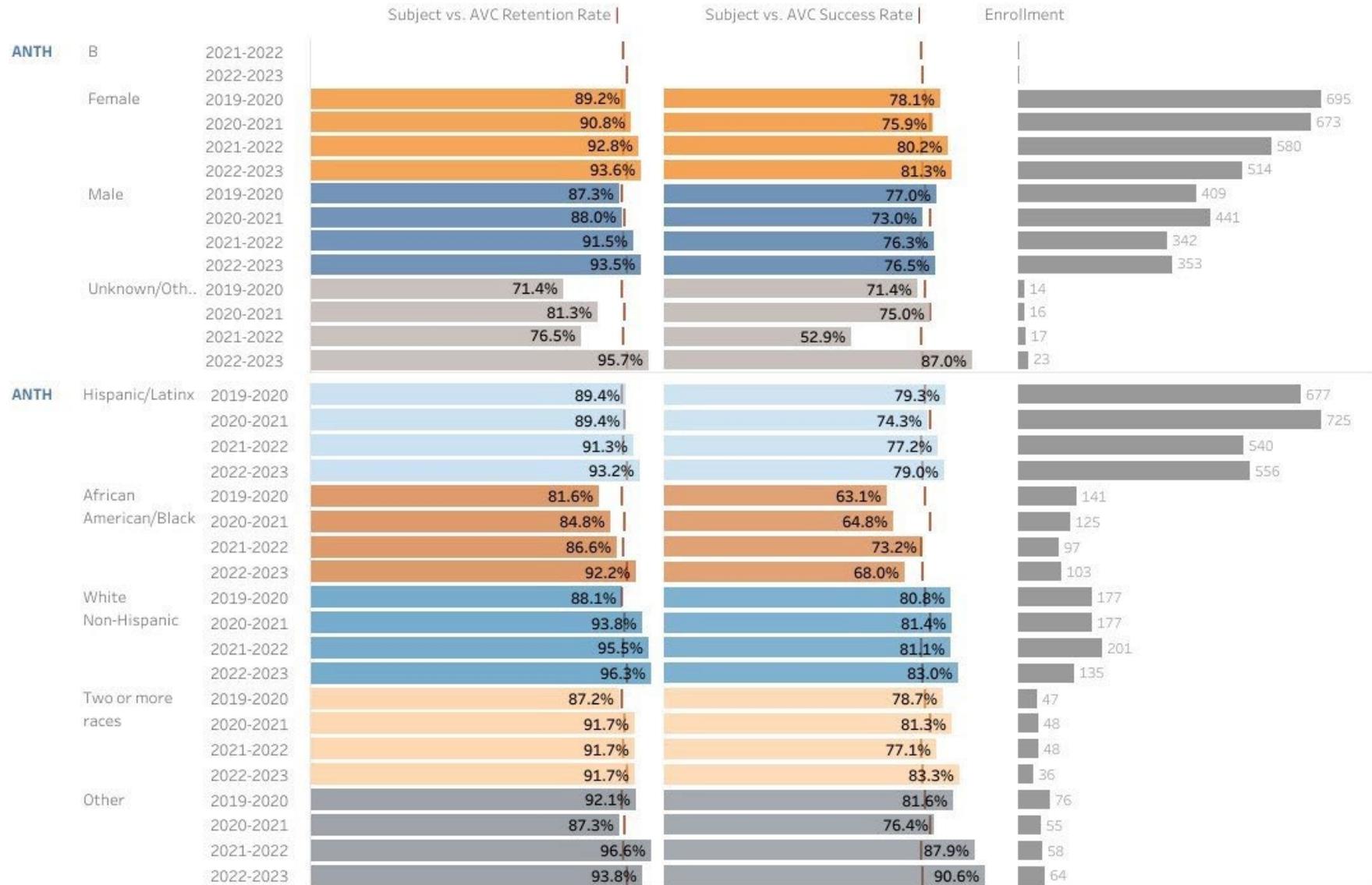
Click [here](#) to see AVC's Program awards dashboard

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

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

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

- What are the potential reasons for equity gaps?
- What can my program implement to mitigate these gaps? (Consider such factors as curriculum design, teaching methods, cam climate, and support services.)
- What resources/training are available/needed to support these efforts?



Division/Area Name: Social & Behavioral Sciences / Business & Computer Studies: Business Information Professional	For Planning Years: 2024-2025
Name of person leading this review: Megan Owens	
Names of all participants in this review: Kent Moser, Kathy Osburn	



Fall 2023 Program Review Report

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

The Business Information Professional program contributes to the district mission by providing a comprehensive range of courses that serve a diverse population of students. Our courses support those entering the workforce for the first time or those returning to the workforce. By offering hands-on training required for skill, certification, and professional development we strive to ensure each student's success here at Antelope Valley College.

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

Use the following questions to guide your analysis:

Overall (Use the *Program Review* tab to inform your analysis)

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

Equity (Use the *S & R by Demographic Group* or the *Equity* tab to inform your analysis)

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

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

Strengths and Accomplishments:

- Improved numbers for Retention, Success, and Enrollment.
- Offering online courses to meet the demands of students

We have gone from 223 enrolled in 2021 -2022 to 633 enrolled in the 2022-2023 school year. We have more than doubled our enrollment. While our Retention, going from 86% to 90% and Success, 63% to 73%, is modest compared to enrollment, there has been improvement in both areas. We have awarded our first certificate since the program started.

We have seen improvement in Retention and Success regarding equity as well. Hispanic/Latinx went from 65.9% to 76.8% in Success. White student Success rate went from 66.7% to 89.3%. Under Other the rate went from 54.2% to 80.6%. Enrollment for each of these groups increased significantly thereby contributing to the overall percentages.

With BIP being an all-online program, students from all walks of life and socio-economic backgrounds can participate and be successful in the higher education process. By having well trained instructors in the online space that consistently reach out to their students and are available to help, students can achieve career goals.

By continuing to market to and inform the community of the BIP program we have been able to increase enrollment and increase awards.

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

Opportunities and Challenges:

- Continuing to provide more outreach and marketing so that the students are aware of the programs in this discipline. Increased marketing and outreach to local businesses to encourage internship agreements so that students receive hands-on workplace experience.
- Continuing to research the best way to make our courses either ZTC or Low-Cost to better serve our students.
- To help close equity gaps, more training is needed and ways to measure potential equity gaps. To better understand what the data is telling us and training on how to better include all races/ethnic groups.

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

Aspirations:

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

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

During the past advisory committee meeting for business, marketing, management, and business information professional, there were several suggestions for skills and programs that Antelope Valley College should consider. The committee discussed the need for employees to have skills in telecommunication platforms, Microsoft Office Applications, and soft skills in customer service, hospitality, business etiquette and business ethics.

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

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

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

Past Course Improvement Plans	Progress Made
There is a need for more tutors for subjects involving computation and application software.	No progress has been made for this plan.
More marketing of the BIP program is needed to inform our community about the offerings of the program	Marketing has increased and enrollment has increased.
Access to more computer labs	We still do not have increased the number of labs for students

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

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

Past Goal	Progress Made

Marketing and outreach: Increase enrollment by increasing awareness of the programs that are offered under the BIP discipline.	Created an infographic for AVC website for the BIP program. Reached out to the counselors and gave them an equivalence matrix and information to help to facilitate the conversation between counselor and student. This goal is still in progress.
Internship Agreements: Establishing internship programs will provide students with skills vital to obtaining employment.	Worked on BIP 199. This goal is still in progress.
Tutors: Increase success and retention rates by providing tutors that have diverse experience and skills in the subjects required for the BIP discipline.	We are continuing to encourage faculty to ask their outstanding performing students to be tutors. This goal is still in progress.

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

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

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

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

*****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:**
https://www.surveymonkey.com/r/2023PR_ResourceRequest

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

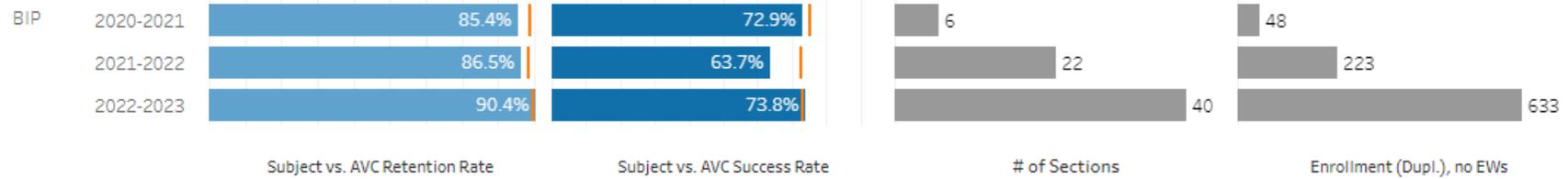
Required:

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

Select Subject: BIP | Select Subject again: BIP | Select Program Major(s): BUS Info Professional L1 (BIP1) | Academic Year: (Multiple values)



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



Enrollment and Number of Sections by *Modality* in BIP

	Instr. Method	2020-2021	2021-2022	2022-2023
Number of Sections	Online	5	22	40
	Traditional	1		
Enrollment	Online	38	224	633
	Traditional	10		

Enrollment and Number of Sections by *Location* in BIP

	Location	2020-2021	2021-2022	2022-2023
Number of Sections	Lancaster	6		
	Palmdale		22	40
Enrollment	Lancaster	48		
	Palmdale		224	633

Number of Program Awards in [BUS Info Professional L1 \(BIP1\)](#)

Major Desc (Code)	Deg./Cert.	Academic Year	Count
BUS Info Professional L1 (BIP1)	Certifica..	2022-2023	1/LC

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

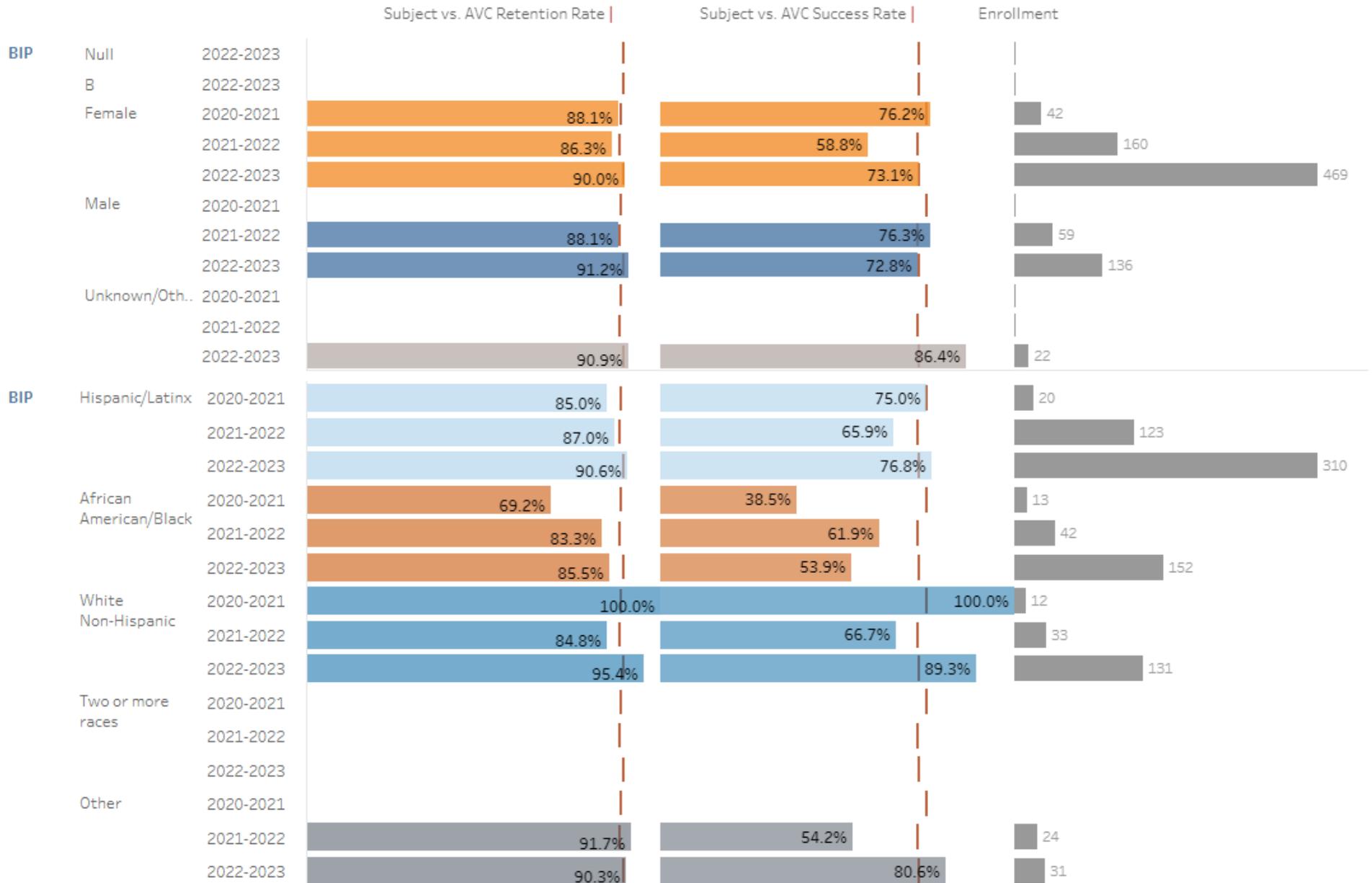
	Fall 2020	Fall 2021	Fall 2022
PT (Adjunct) FTEF		0.7	1.4
FT (Regular) FTEF		0.2	0.3
FT (Overload) FTEF		0.1	0.4
TOTAL FTEF	0.0	0.9	2.0
PT/FT FTEF Ratio		4.2	5.5
FTES		2.6	15.4
FTES/FTEF Ratio		2.7	7.8
WSCH/FTEF Ratio		81.8	233.3
WSCH		77.7	

[Click here](#)

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

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

- What are the potential reasons for equity gaps? - What can my program implement to mitigate these gaps? (Consider such factors as curriculum design, teaching methods, campus climate, and support services.) - What resources/training are available/needed to support these efforts?





Fall 2023 Program Review Report

Division/Area Name: Social & Behavioral Sciences / Business & Computer Studies: BUSINESS	For Planning Years: 2024-2025
Name of person leading this review: David Adams	
Names of all participants in this review: Gabby Poorman, Balbir Arora, Kent Moser	
Part 1. Program Overview: <i>Briefly describe how the program contributes to the district mission</i>	
<p>The Business Department strives to provide a comprehensive study of Business to meet the needs of our diverse student body. The Business Department makes a concerted effort to view the many aspects of Business from a broad perspective of viewpoints in order for our students to achieve their Business Degree and Certificate or to transfer under the Business Administration Transfer Degree by provided the required BUS coursework.</p> <p>The faculty and staff of the Business and Computer Studies Department are dedicated to providing students with hands-on training required for skill certification, continuing education classes, professional development, and the opportunity to learn the fundamentals necessary to be well-educated in a particular discipline. Courses are provided for students who wish to complete a two-year degree or certificate, transfer to a four-year university, enter the business workforce, or simply upgrade their skills.</p>	

Part 2A: Analyze the <u>program review data (retrieval instructions)</u>, including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:
<p>Use the following questions to guide your analysis:</p> <p>Overall (Use the <i>Program Review</i> tab to inform your analysis)</p> <ul style="list-style-type: none"> What are the success and retention rates (S&R) for your discipline? Did they decrease or increase in the last year? <p>For 2022-2023 school year, the retention rate was 88.2% and the success rate was 64.1%. Compared to last year (2021-2022), the retention rate increased slightly (86.6%) but the success rate decreased slightly (66.6%). However, the four-year trend appears to be stable both in regards to retention and success rates.</p> <ul style="list-style-type: none"> What are the trends for the number of awards granted? Are the number of awards going up or down? <p>Completion rates for the various Business degrees (including the AS-T) have significantly decreased during the 2022-2023 academic year. This decrease, in large part could be due to the number of students who are working more hours outside of their studies to cope with the general rise of goods and services.</p> <p>Equity (Use the <i>S & R by Demographic Group</i> or the <i>Equity</i> tab to inform your analysis)</p> <ul style="list-style-type: none"> Which racial/ethnic student groups complete their courses at the highest rates? <p>It appears that for the 2022-2023 academic year, whites (non-Hispanics) have the highest rate of retention (91.6%) and success (73.1%).</p>

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

African American/Black students appear to have the lowest retention (79.3%) and success rate (45.2%) for the 2022-2023 academic year. The numbers for this group have decreased over the previous academic year (2021-2022). One of the reasons for this decrease could be the increase in costs that may affect their ability to dedicate time and/or resources towards their academic endeavors.

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

Consider the following questions:

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

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

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

Retention rates may have increased during the last academic year due to the fact that our instructors were encouraged to work with their students in an effort to keep them in their courses.

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

Consider the following questions:

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

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

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

AVC can fund/provide more tutors at the learning center to assist our students succeed.

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

Consider the following questions:

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

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

- What is a desired future?

To increase enrollment as well as retention and success rates for our various degrees and certificates.

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

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

We have not had an Advisory Committee in the BUS program since the last Program Review.

[Insert Labor Market Data here:](#)

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

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

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

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

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

Past Goal	Progress Made
Increase Completion Rates	Completion rates decreased in 2022-2023.
Increase Enrollment	Enrollment in the BUS program increased from 913 in 2021-2022 to 1,222 in 2022-2023.
Provide More Technology to Students	None.

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

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

#1	ILO 4. Career and Specialized Knowledge				Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services	Provide More Technology to Students	Incentivize faculty to apply for grants and other funding sources to purchase the requisite technology.	We obtain the grant/other funding source to purchase the needed technology.
#2	Choose ILO				Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services	Provide More Tutors to Students	Faculty should be encouraged to seek-out high-performing students in a effort to have them work at the learning center.	Increase in both retention and success rates for our students.

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)						
Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Technology	Funds to Purchase Technology for Students	Goal #2	Repeat	\$100,000	One-time	David Adams
Other	Hire More Tutors	Goal #2	New	\$10,000	Recurring	David Adams
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

*****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:**
https://www.surveymonkey.com/r/2023PR_ResourceRequest

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

Required:

- Program Review tab
- S&R by Demographic Groups tab

Optional:

- Other supporting data/information

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

Select Subject
BUS

Select Subject **again**
BUS

Select Program Major(s)
Multiple values

Academic Year
Multiple values



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



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

	Instr. Method	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	Online	19	19	27	45
	Other Indep Study		1		
	Traditional	55	48	40	25
Enrollment	Online	423	484	913	1,222
	Other Indep Study		1		
	Traditional	1,416	1,187	610	645

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

	Location	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	Lancaster	58	54	38	26
	Palmdale	16	14	29	44
Enrollment	Lancaster	1,470	1,292	544	673
	Palmdale	369	380	979	1,194

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



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

	Fall 2019	Fall 2020	Fall 2021	Fall 2022
PT (Adjunct) FTEF	4	4	3	4
FT (Regular) FTEF	2	1	2	2
FT (Overload) FTEF	1	1	1	1
TOTAL FTEF	7	6	6	6
PT/FT FTEF Ratio	3	3	2	2
FTES	88	76	55	84
FTES/FTEF Ratio	13	12	10	14
WSCH/FTEF Ratio	398	363	286	420
WSCH	2,627	2,289	1,649	

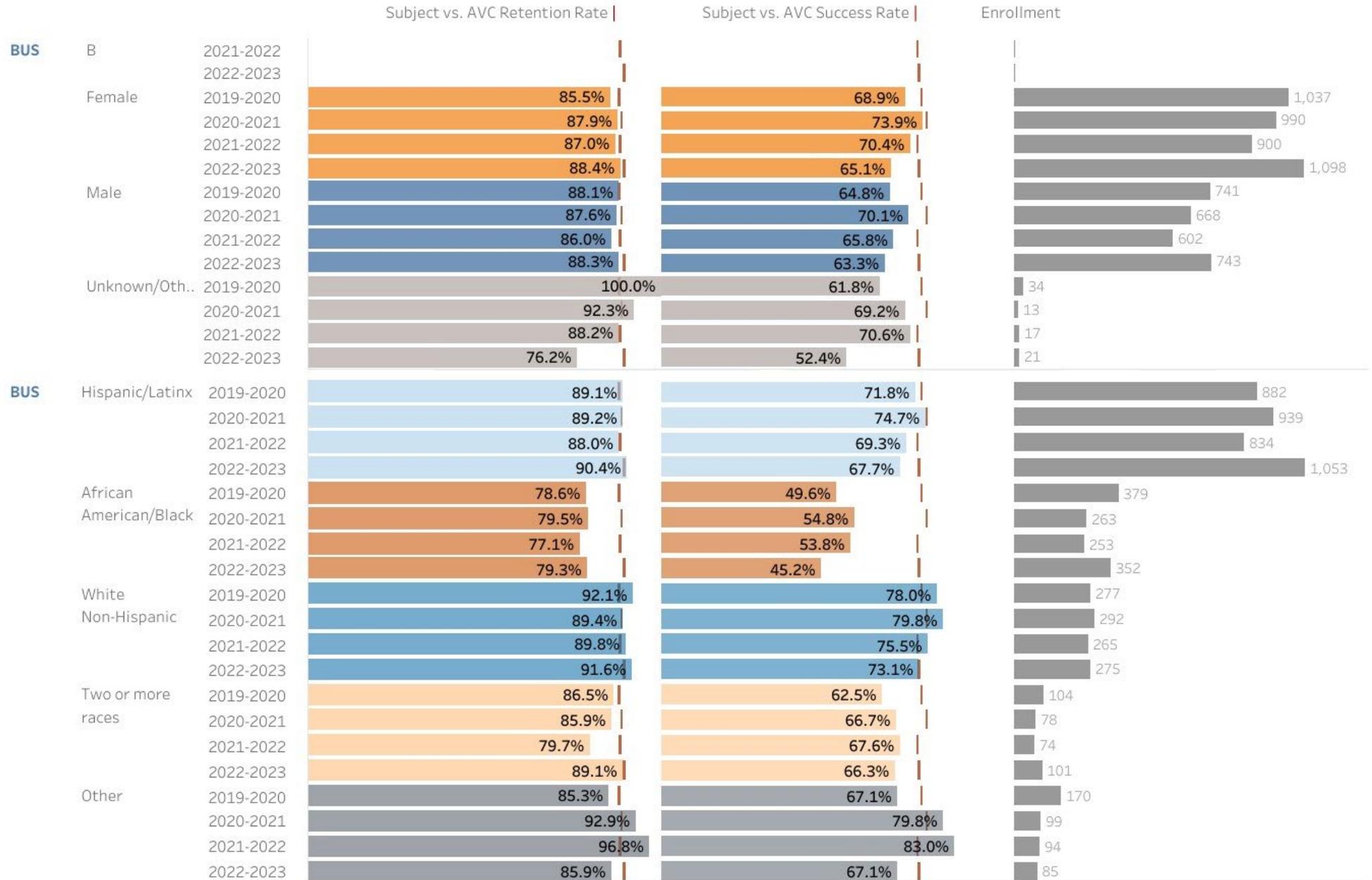
Click [here](#) to see AVC's Program awards dashboard

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

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

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

- What are the potential reasons for equity gaps? - What can my program implement to mitigate these gaps? (Consider such factors as curriculum design, teaching methods, campus climate, and support services.) - What resources/training are available/needed to support these efforts?





Fall 2023 Program Review Report

Division/Area Name: Social & Behavioral Sciences / Business & Computer Studies: COMPUTER APPLICATIONS	For Planning Years: 2024-2025
Name of person leading this review: Jimmie Bowen	
Names of all participants in this review: Kent Moser, Kathy Osburn	
Part 1. Program Overview: <i>Briefly describe how the program contributes to the district mission</i>	
<p>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 workforce, or simply upgrade their skills.</p>	
Part 2A: Analyze the <u>program review data (retrieval instructions)</u>, including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:	
Use the following questions to guide your analysis:	
Overall (Use the <i>Program Review</i> tab to inform your analysis)	
<ul style="list-style-type: none"> • What are the success and retention rates (S&R) for your discipline? Did they decrease or increase in the last year? • What are the trends for the number of awards granted? Are the number of awards going up or down? 	
Equity (Use the <i>S & R by Demographic Group</i> or the <i>Equity</i> tab to inform your analysis)	
<ul style="list-style-type: none"> • Which racial/ethnic student groups complete their courses at the highest rates? • Which racial/ethnic student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the <i>Strengths and Accomplishments</i> section. 	
Strengths and Accomplishments: <i>(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)</i>	
<p>The computer applications discipline has four certificates and three degrees to serve students and the community. Based on program review data, the CA discipline has had a slight decrease in retention and a slight decrease in success rate from the 2021-2022 to 2022-2023 time period. Computer application certificates and degrees have increased in completers from 2021-2022 to 2022-2023. The success and retention rates for females increased in the 2022/2023 academic year. Hispanic/LatinX retention rates increased as did students identified as two or more races. Enrollment has decreased by 2.6% from 2021-2022 to 2022-2023. Based on past advisory meetings, DOD and Aerospace organizations want more hands-on lab experience, virtualization, simulations, or real hands-on time. Also, based on communication with local employers, applicants need to gain skills in interviewing and communication. Also, employers want industry certifications for students who finish our programs before they apply for a position.</p>	
Opportunities and Challenges: <i>(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)</i>	
<p>Enrollment (in students and sections) has increased due to increased online opportunities. This will continue to be an opportunity to explore outreach and marketing tactics, pathways with high school and adult schools, and investigate partnerships with Microsoft, Google, AWS, and other industry partners. To keep up with the demand for skills necessary for the current and future work in this field, we need to update the curriculum to match the demand from employers and the industry when needed.</p>	
Aspirations: <i>(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)</i>	
<p>We will continue to work to improve enrollment, success and retention trends -- the goals for this discipline would be to have labs for the CA discipline, specifically dedicated cybersecurity and networking, and to have a teaching aid or certified lab technician for these labs. Investigate the new trend of Artificial Intelligence.</p>	

Creating pathways to local Cal State colleges like CSUN and CSUB is the desired goal because it would increase student transfer to these colleges and help with articulation.

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

Based on past advisory meetings, organizations want more hands-on lab experience, virtualization, simulations, or real hands-on time. Also, based on communication with local employers, applicants lack skills in interviewing and communication. Also, organizations want industry certifications for students who finish our programs before they apply for a position.

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

Based on the data from the Employment Development Department of the State of California, students pursuing a position in the CA field would expect an annual job opening of 59,900 position opportunities from 2018-2028

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

1. Hire a full-time faculty member to teach cybersecurity and offer additional sections for cybersecurity
2. Offer more networking, cloud, and AI courses
3. Evolve courses to meet the needs of cloud and future networking

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

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

Past Goal	Progress Made
<p>Goal # 1: To increase enrollment and student employability, we must review and update program offerings to align with industry.</p> <p>We have been continuously monitoring industry needs and upgrading courses to match needs and directives from the chancellor’s office.</p>	<p>Updated curriculum and text books to current editions. Instituted Cengage Unlimited and made available more online offerings.</p>
<p>Goal # 2: To increase enrollment, course offerings and student success, purchase computers for the BE building on the second floor. The CA discipline courses need to have more hands-on labs to meet the needs of students and employers.</p> <p>This is an ongoing goal that we hope to achieve by receiving funding and input from industry.</p>	<p>Failed to purchase more computers for the second floor of Mesquite Hall. Return to more hands-on simulations from text book publishers.</p> <p>Funds from industry and businesses pending.</p>

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

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1 Increasing Marketing and Outreach	ILO 4. Career and Specialized Knowledge				Goal 1: Commitment to strengthening institutional effectiveness measures and practices	Increase enrollment by increasing student awareness of the programs that are offered under the CA discipline including additional online sections	<ol style="list-style-type: none"> 1). Get approval from leadership about developing a stipend to incentivized faculty to conduct outreach and marketing. Work with marketing to develop flyers. 2). Map out schools and organizations to conduct marketing and outreach. 3). Working with Edwards to replace their in-house training. 	Based on AVC's tableau data, there would be an increase in enrollment, retention, success, and completers. Also, communicating with faculty and the community about the success of the outreach and marketing efforts.
#2 Partnerships with Organizations	ILO 4. Career and Specialized Knowledge				Goal 5: Align instructional programs to the skills identified by the labor market	To better prepare students for the workforce, partnerships with industry leaders is necessary	<ol style="list-style-type: none"> 1). Develop partnerships and apply for industry grants to work with Microsoft, Google, AWS, and other industry partners to better prepare students for employment. 2). Continue paying membership feeds to Cisco academy. 3). Continue working on Edwards (JT4) umbrella contract. 4). Applied for a grant from NSF/ATE organization in collaboration with the AV adult education. 5). Updating the skills of present teachers. 6). Using on demand training from the various organizations that we want to partner with and vice versa. 	Based on AVC's tableau data, there would be an increase in enrollment and completers. Also, keeping communication lines up with organizations that we are partnering with.

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

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

Complete Survey Monkey on 11-9-2023
*****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:**
https://www.surveymonkey.com/r/2023PR_ResourceRequest

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

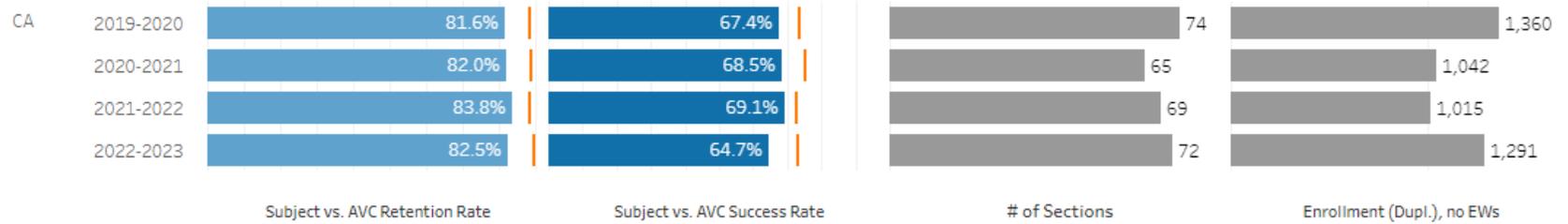
[Program Review Data](#) | [S&R by Demographic Groups](#) | [Equity](#) | [With EW](#) | [Grade Distribution](#) | [PT/FT, FTES/FTEF](#) | [Access](#) | [Success & Retention](#) | [AVC Success and Retention](#)

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

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



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



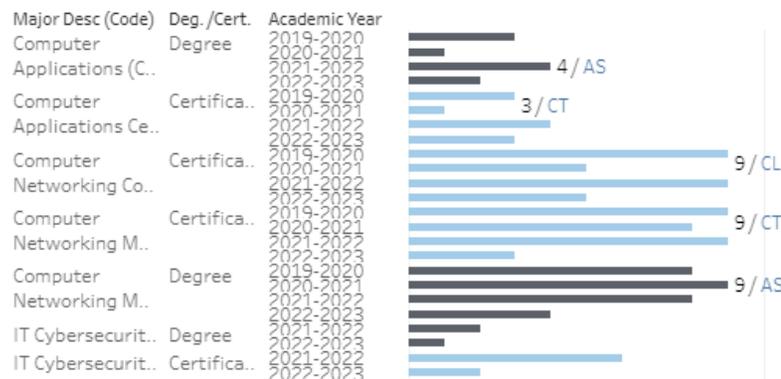
Enrollment and Number of Sections by *Modality* in CA

Instr. Method	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections				
Online	30	23	27	49
Other Indep Study	5	10	12	1
Traditional	39	32	30	22
Enrollment				
Online	570	434	607	865
Other Indep Study	15	23	16	1
Traditional	816	586	392	427

Enrollment and Number of Sections by *Location* in CA

Location	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections				
Lancaster	44	41	36	23
Palmdale	30	24	33	49
Enrollment				
Lancaster	830	586	318	435
Palmdale	571	457	697	858

Number of Program Awards in [Computer Applications \(CA\)](#), [Computer Applications Cert \(CA1\)](#), [Computer Networking Core Cert \(CNC1\)](#) and 4 more



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

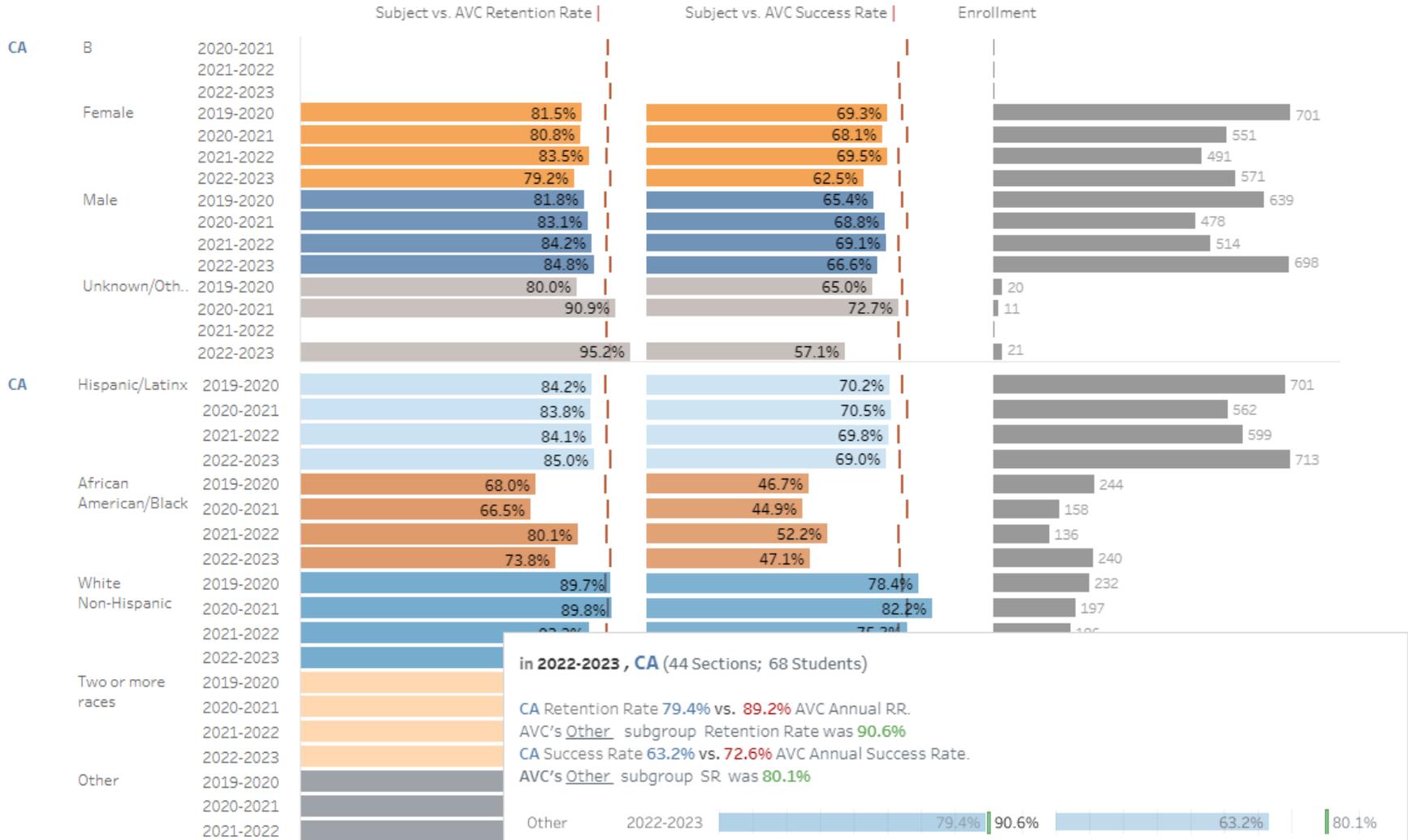
	Fall 2019	Fall 2020	Fall 2021	Fall 2022
PT (Adjunct) FTEF	4	3	3	3
FT (Regular) FTEF	2	2	2	3
FT (Overload) FTEF	2	2	2	3
TOTAL FTEF	8	7	6	8
PT/FT FTEF Ratio	3	1	1	1
FTES	68	48	40	72
FTES/FTEF Ratio	8	7	6	9
WSCH/FTEF Ratio	249	221	184	258
WSCH	2,026	1,435	1,188	

Click [here](#)

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

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

- What are the potential reasons for equity gaps? - What can my program implement to mitigate these gaps? (Consider such factors as curriculum design, teaching methods, camp climate, and support services.)
- What resources/training are available/needed to support these efforts?





Fall 2023 Program Review Report

Division/Area Name: Social & Behavioral Sciences / Child Development Center	For Planning Years: 2024-2025
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Name of person leading this review: Angelica Alvarez

Names of all participants in this review: Anita Davidson, Rebecca Fiske, Pablo Sales, Laura Burke

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

The CDC provides support to student with instruction, workforce preparation through personal growth and/or professional development by operating an on-campus lab school where students enrolled in Child and Family Education (CFE), Nutrition, Communication, and Nursing/LVN complete assignments and gain practical experience. It also provides no-cost childcare to the students and the community.

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

Use the following questions to guide your analysis:
 Overall (Use the *Program Review* tab to inform your analysis)

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

Equity (Use the *S & R by Demographic Group* or the *Equity* tab to inform your analysis)

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

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

Throughout 22-23 we eased back into providing field experiences to college students (CFE, Nursing, and Nutrition) in person, in line with required health protocols. College students participated and completed assignments in the classrooms, observation rooms as pre-Covid times. Early Childhood Education (ECE) teachers mentored college students enrolled in CFE 201 & 202 courses during their practicum hours in CDC classrooms. We served 83 children: 18% African American, 57% Hispanic, 17% Caucasian (non-Hispanic) and 2% other. 6% of the children spoke only “other than English language” at home.

2022-23 data collections showed children advancement in all pertinent developmental domains. Approaches to Learning Self-Regulation level Building Later and Integrating Earlier increased to 89% in spring 2023 from 49% in fall 2022; in social and Emotional Development from 47% in the fall to 90% in the spring; in Language Development from 44% in the fall to 81% in the spring; in Literacy Development from 23% in the fall to 68% in the spring; in Math from 29% in the fall to 86% in the spring; in Physical Development from 69% in the fall to 89% in the Spring; and in English Language Development from 94% in the fall to 100% in the Spring, all progress made from Building later and Integrating Earlier levels.

We continued harnessing resources and support for our staff. Staff were provided with training in Pre-K dimension guides and language Modeling sequenced in modules, thus enhancing our ECE teachers’ knowledge to support language and dual language learning.

Families and bilingual children are engaging well with our newer ECE teacher bilingual staff member.

Handbooks and forms updates continued in order to meet state requirements on-going changes.

Procedures and protocols changes are reviewed, and staff is updated on the new information.

Hybrid ways to engage parents continued, however, we engaged in more organic communication experiences.

The curriculum room has been reorganized after a required retrofitting, which provided opportunities to re-configure the working space. We cautiously transitioned to pre-covid standards and continued supporting families that preferred to continue wearing masks, as this was optional for all.

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

New requirements and data reporting have continued from the state. These requirements impact administration as well as Early childhood instructional specialists (ECE teachers), whose roles include providing high quality education service to the children and mentoring college students. Coaching, mentoring, and evaluating time needed is part of the existing challenge. Enrollment, services to families, child documentations requirements are amongst the new tasks added by the state. This results in teachers needing time outside their classroom, thus requiring qualified Instructional Specialists personnel and teacher aides in the classroom. Finding qualified personnel including student workers that meet the current student worker requirements is a compounded challenge.

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

The right of every child to develop to their full potential and to have free and open access to education and resources under equitable conditions, continue to be our aspiration. This aspiration includes for children to develop skills in critical thinking, problem solving, and social emotional competencies with a mindset of lifelong learning. We strive to model developmentally appropriate practices to meet the individual needs with intentional teaching methods that college students can experience in preparation as future educators.

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

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

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

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

List your past **Course Improvement Plans**

DRDP has turned into a main source of data for our program at multiple levels. It provides trends center-wide, at classroom/cohort level, and child-specific progress. This tool helped our continued work on language and social emotional development in the effort to counter pandemic impact to language and social-emotional development. Additionally, newer sources of data from recent state requirement collection provide insight into dual language demographics and needs. Home questionnaire tools provide an additional supporting measure for the individual child from a family perspective. Many of these data collecting practices are made possible using an engagement communication application. These data collections impact ECE teachers’ intentional teaching and learning planning and home-school support. Metrics from all sources corroborate needs, process, and progress in a timely manner for parent-teacher conferences.

During parent-teacher conferences, a parent-teacher collaborative plan is discussed. Referrals for further assessment are solidified if not already in progress. The annual parent survey informed a 100% rate of very satisfied or satisfied with the quality of the program. Ratings of 100% were expressed in the following areas: feeling their child was safe in the program, that their child was happy in the program. 100% indicated receiving information from the program about their child was growing and developing; how the child was doing in the program; what parents could do to help children learn and develop. 100% of the parents were satisfied/very satisfied regarding the hours of operations, the number of adults working with children, how program staff communicates with parents, meeting individual needs of their child, interactions between staff and children, equipment and materials, and environment. These accomplishments reflect the continued methods of parent engagement and communication efforts.

Two parent-teacher conferences were conducted on schedule with DRDP data metrics.

Four parent workshops were offered, two in person and two via zoom, during a.m. and p.m. hours to meet both preschool schedules.

The goal to focus on language development including dual language learners continued. Teacher received coaching and professional development to support this goal. Strides were made in Language Development with rates escalating from 44% in fall 2023 to 81% in spring 2023. The center cautiously returned to pre-Covid classroom standards in line with LA County Health Department directives.

Past Course Improvement Plans	Progress Made
Focus on Language & social emotional development	Metrics reflect significant improvement in both areas.

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

The identification and support for dual language learners is currently an implementation continuum as prescribed by the Early Education Division (California Department of Education). This holistic approach includes supporting children's language skills, supporting the home language from a cultural perspective. Affiliation with Quality Start Los Angeles program has provided support in this endeavor. We established a Quality Improvement Plan that entailed utilization of the Pre-K Dimension Guide (focused on Language Modeling). Virtual Professional development via California Early Childhood Online research and best practices on the subject, supplemented with coaching and training. The strategies toolkit provides instructional guidance in family engagement, social-emotional health and development classroom environment, oral language development, literacy development, bilingual classrooms, home language development, English Language development, contentment learning, and assessment. This plan/goal has been extended to the current school year 2023-24.

Past Goal	Progress Made
Professional Development on the subject of Dual Language Learners	Teachers completed professional development virtually at individual pace

Support dual language learners (DLLs) holistically & strategically	Implementation of DLL tool helped our program Identify & understand each child's language background in order to support and strengthened their language development.

Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:								
Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	Choose ILO				Goal 1: Commitment to strengthening institutional effectiveness measures and practices	A smooth operation during transition until a new and permanent CDC Director is in place.	Ensure that the department is adequately staffed to effectively operate program as outlined in the CSPP contract, including the adherence to governing processes, meeting requirements, and submitting reports to all relevant government agencies.	Meet deadlines accordingly. Maintain program's operating potential. Progress towards plans and goals.
#2	Choose ILO				Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services	To have a viable pool of CFE skilled student workers to fill teacher-assistants' positions.	Develop a collaborative plan with department academic leaders to efficiently recruit CFE student workers for the CDC.	Having a continues pool of qualified CFE student workers to fulfill CDC's needs each semester.
#3	Choose ILO				Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills	Identify and appropriately refer for comprehensive screening children displaying special needs.	Teachers will employ evidence-based instructional strategies and assessment tools to effectively support children and identify special needs screening.	Number of screening referrals and/or solidified Individualized Education Plans (IEP) by the appropriate agencies involved.
#4	Choose ILO				Goal 4: Advance more students to college-level coursework- Develop and implement effective placement tools	To maximize capacity of CFE practicum student placement in CDC classrooms to provide optimum field experience.	Coordinate classrooms' schedule to offer optimum Practicum placement for CFE AVC college students.	An increased number of CFE practicum students' placement in CDC classrooms

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

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Classified Staff	Temporary Hourly Clerical III staff	#1, #2, #3, #4, #5.	Repeat	(Utilize vacant position budget)	Recurring	Angelica Alvarez
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

*****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:**

https://www.surveymonkey.com/r/2023PR_ResourceRequest

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

Required:

- Program Review tab
- S&R by Demographic Groups tab

Optional:

- Other supporting data/information



Fall 2023 Program Review Report

Division/Area Name: **Economics** For Planning Years: **2024-2025**

Name of person leading this review: **Dr. Ibrahim Ganley**

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

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

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

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

Use the following questions to guide your analysis:

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

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

Executive Summary: The Economics Department met its Learning Objectives (SLOs & PLOs) in 2022-2023; has retention rates on par with AVC as a whole; has success rates that are higher than AVC as a whole; has increased online offerings; has higher enrollment; and has steady faculty retention. African-American/Black Economic students have lower retention and success rates than their peers but their equity rates are on the rise. For the last two years the number of AA-T degrees in Economics granted at AVC has declined. This is in line with a decline of college enrollment at both the state and national level. Specific data and analysis is below.

- **Learning Objectives.** In 2022-2023 academic year, all Economics Program PLOs and SLOs were met.
- **Retention.** The retention rate of students in Economics classes has rebounded to pre-pandemic levels. For the last four years, the retention rate in Economics has had a steady increased in recent years, from 82.4% (in 2019-2020), 86.2% (in 2020-2021), 88.8% (in 2021-2022) and 90.0% (in 2022-2023). Furthermore, the most recent 2022-2023 Economics retention rate of 90% is slightly higher than the 89.2% retention rate of AVC as a whole.

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

Academic Year	Retention Rate	
	Economics	AVC
2017-2018	<u>89.1%</u>	87.6%
2018-2019	<u>88.5%</u>	87.6%
2019-2020	82.4%	<u>87.9%</u>
2020-2021	86.2%	<u>88.6%</u>
2021-2022	<u>88.8%</u>	<u>88.0%</u>
2022-2023	<u>90.0%</u>	89.2%

- Retention Rate -- Gender. Both males and females in Economics are doing well in terms of retention. Furthermore, the rates in Economics were higher than AVC’s respective rates.
 - Females. The Economics retention rate of females has rebounded to pre-pandemic levels. Specifically, for the last four years, the retention rate of females in Economics has increased from 82.4% (in 2019-2020), 87.4% (in 2020-2021), 89.2% (in 2021-2022) to 89.3% (in 2022-2023). Furthermore, the most recent 2022-2023 Economics female retention rate of 89.3% is slightly higher than the 88.6% female retention rate of AVC as a whole.
 - Males. The Economics retention rate of males has rebounded to pre-pandemic levels. Specifically, for the last four years, the retention rate of males in Economics has increased from 82.4% (in 2019-2020), 84.3% (in 2020-2021), 88.5% (in 2021-2022) to 90.7% (in 2022-2023). Furthermore, the most recent 2022-2023 Economics male retention rate of 90.7% is slightly higher than the 89.3% male retention rate of AVC as a whole.

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

Academic Year	Male Retention		Female Retention		Unknown/Other Retention	
	Economics	AVC	Economics	AVC	Economics	AVC
2017-2018	90.3%	87.6%	88.0%	87.5%	92.3%	85.1%
2018-2019	87.5%	87.7%	89.0%	87.3%	-	-
2019-2020	82.4%	86.8%	82.4%	88.0%	-	-
2020-2021	84.3%	88.2%	87.4%	88.7%	-	-
2021-2022	88.5%	87.9%	89.2%	88.0%	-	-
2022-2023	<u>90.7%</u>	89.3%	<u>89.3%</u>	88.6%	<u>91.7%</u>	89.6%

- Retention Rate -- Ethnicity. Data released in 2022-2023 shows that all ethnic groups of Economics students have higher retention rates compared to AVC’s retention rates for the different demographic groups. The data also showed that not all students have comparable retention rates. Specifically, the data showed that White/Non-Hispanic and “Other” Economics students had the highest retention rates. African-American/Black Economics students had the lowest retention rates. Even though African-American/Black Economics students are having the lowest retention rates, their rates are on the rise.
 - Latinx/Hispanic. The Economics retention rate for Latinx/Hispanic students in 2022-2023 was 90.2%. This is slightly higher than the overall retention rate of Latinx/Hispanic students at AVC, which was 89.3%
 - African American/Black. The Economics retention rate for African American/Black students in 2022-2023 was 85.0%. This is basically on par with AVC’s overall retention rate for African American/Black students, which was 84.8%.

- White/Non-Hispanic. The Economics retention rate for White students in 2022-2023 was 92.0%. This is higher than AVC’s overall retention rate for White/Non-Hispanic students, which was 90.5%.
- 2+ Races. The Economics retention rate for students who identified as being 2+ Races was 89.6% in 2022-2023. This is higher than AVC’s overall retention rate for students who identify as being 2+ Races, which was 88.2%.
- Other. The Economics retention rate for students who identify as being “Other” was 93.5% in 2022-2023. This was higher than AVC’s overall retention rate for students who identify as being Other, which was 90.6%

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

Academic Year	Latinx/Hispanic Retention		African-American/Black Retention		White Non-Hispanic Retention		2+ Races Retention		Other Retention	
	Economics	AVC	Economics	AVC	Economics	AVC	Economics	AVC	Economics	AVC
2017-2018	88.1%	-	87.9%	-	90.4%	-	87.0%	-	96.2%	-
2018-2019	87.2%	-	82.1%	-	91.1%	-	95.2%	-	92.6%	-
2019-2020	83.1%	88.1%	70.8%	82.4%	86.1%	89.5%	86.0%	88.0%	84.0%	87.7%
2020-2021	86.3%	88.9%	80.0%	82.8%	90.2%	91.1%	83.3%	87.7%	89.7%	89.8%
2021-2022	89.3%	88.5%	80.9%	83.0%	90.7%	89.0%	91.2%	85.8%	91.2%	90.8%
2022-2023	<u>90.2%</u>	89.3%	<u>85.0%</u>	84.8%	<u>92.0%</u>	90.5%	<u>89.6%</u>	88.2%	<u>93.5%</u>	90.6%

- **Success.** While the Economics success rate increased for the last four years [from 71.6% (in 2019-2020), to 76.1% (in 2020-2021) and then to 80.2% (in 2021-2022)], it dropped in 2022-2023 to 78.2%. This success rate of 78.2% is higher than the 72.6% success rate of AVC as a whole in 2022-2023.

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

Academic Year	Success Rate	
	Economics	AVC
2017-2018	<u>78.1%</u>	72.4%
2018-2019	<u>76.3%</u>	72.1%
2019-2020	71.6%	73.3%
2020-2021	<u>76.1%</u>	74.8%
2021-2022	<u>80.2%</u>	72.4%
2022-2023	<u>78.2%</u>	72.6%

- **Success Rate -- Gender.** Both males and females in Economics are doing well in terms of the success rate. Male Economics students had higher success rates than AVC’s male students. The same is true for female Economics students.
 - Females. While the success rate of female Economics students increased for the last four years [from 71.7% (in 2019-2020), 78.0% (in 2020-2021) to 80.3% (in 2021-2022)], it decreased in 2022-2023 to 77.3%. This success rate of 77.3% is higher than the 72.5% female success rate of AVC as a whole.
 - Males. While the success rate of male Economics students increased for the last four years [from 71.5% (in 2019-2020), 73.4% (in 2020-2021) and 80.2% (in 2021-2022)], it decreased in 2022-2023 to 79.0%. This success rate of 79.0% is higher than the 73.1% male success rate of AVC as a whole.

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

Academic Year	Male Success Rate		Female Success Rate		Unknown/Other Success Rate	
	Economics	AVC	Economics	AVC	Economics	AVC
2017-2018	80.9%	72.1%	76.0%	72.7%	69.2%	71.4%
2018-2019	78.9%	72.0%	73.5%	72.4%	-	-
2019-2020	71.5%	70.2%	71.7%	72.3%	-	-
2020-2021	73.4%	73.8%	78.0%	75.4%	-	-
2021-2022	80.2%	71.8%	80.3%	72.6%	-	-
2022-2023	<u>79.0%</u>	73.1%	<u>77.3%</u>	72.5%	83.3%	73.8%

- **Success Rate -- Ethnicity.** Data released in 2022-2023 show that each ethnic group of Economics students had higher success rates compared to AVC's success rates for each ethnic group. The data also showed that not all ethnic groups have comparable success rates. Economic students who identify as either White/Non-Hispanic or having 2+ Races had the highest success rates. Economic students who identify as African-American/Black had the lowest success rates. Even though African-American/Black Economics students are having the least success, their rates are on the rise.
 - **Latinx/Hispanic.** The Economics success rate for Latinx/Hispanic students in 2022-2023 was 80.0%. This is higher than the overall success rate of Latinx/Hispanic students at AVC, which was 72.9%.
 - **African American/Black.** The Economics success rate for African American/Black students in 2022-2023 was 62.6%. This is higher than AVC's overall success rate for African American/Black students, which was 61.5%.
 - **White/Non-Hispanic.** The Economics success rate for White/Non-Hispanic students in 2022-2023 was 81.3%. This is higher than AVC's overall success rate for White/Hispanic students, which was 79.0%.
 - **2+ Races.** The Economics success rate for students who identified as being 2+ Races was 87.5% in 2022-2023. This is higher than AVC's overall success rate for students who identify as being 2+ Races, which was 72.7%.
 - **Other.** The Economics success rate for students who identify as being "Other" was 80.5% in 2022-2023. This is slightly higher than AVC's overall success rate for students who identify as being Other, which was 80.1%

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

Academic Year	Latinx/Hispanic Success Rate		African-American/Black Success Rate		White Non-Hispanic Success Rate		2+ Races Success Rate		Other Success Rate	
	Economics	AVC	Economics	AVC	Economics	AVC	Economics	AVC	Economics	AVC
2017-2018	-	-	-	-	-	-	-	-	-	-
2018-2019	-	-	-	-	-	-	-	-	-	-
2019-2020	69.3%	74.1%	57.5%	61.3%	81.3%	80.3%	82.5%	74.1%	78.7%	74.7%
2020-2021	77.5%	75.1%	56.8%	61.1%	86.3%	82.1%	68.5%	73.6%	83.3%	80.4%
2021-2022	80.9%	72.9%	60.9%	60.5%	85.4%	76.8%	86.0%	71.7%	91.2%	79.9%
2022-2023	<u>80.0%</u>	72.9%	<u>62.6%</u>	61.5%	<u>81.3%</u>	79.0%	<u>87.5%</u>	72.7%	<u>80.5%</u>	80.1%

- **Equity -- Ethnicity.** Data released in 2022-2023 show that each ethnic group of Economics students had positive equity except African-Americans/Black students. Even though African-American/Black Economics students are having the least equity, their equity rate is on the rise.

- Latinx/Hispanic. The equity rate for Economics Latinx/Hispanic students in 2022-2023 was 7.4%.
- African American/Black. The equity rate for Economics African American/Black students in 2022-2023 was -10.0%.
- White/Non-Hispanic. The equity rate for Economics White/Non-Hispanic students in 2022-2023 was 8.7%.
- 2+ Races. The equity rate for Economics students who identified as being 2+ Races in 2022-2023 was 14.9%.
- Other. The equity rate for Economics students who identify as being “Other” was in 2022-2023 was 7.9%.

Looking at the data above suggests that African-American/Black students were disproportionately impacted by the COVID pandemic.

AVC's Economics Department – Equity by Ethnicity

Academic Year	Disproportionate Impact (DI) as Percentage Point Gap (PPG)				
	Latinx/Hispanic	African-American/Black	White Non-Hispanic	2+ Races	Other
2017-2018	4.6%	-6.0%	11.4%	3.7%	19.9%
2018-2019	3.3%	-15.7%	9.7%	11.2%	14.9%
2019-2020	-4.0%	-15.8%	8.0%	9.2%	5.4%
2020-2021	2.7%	-18.0%	11.5%	-6.3%	8.5%
2021-2022	8.5%	-11.5%	13.0%	13.6%	18.8%
2022-2023	7.4%	-10.0%	8.7%	14.9%	7.9%

- **Enrollment & Modality**. Enrollments in Economics has increased. In 2022-2023, 1082 students were served by the Economics Department in 35 sections. The majority of Economics courses (approximately 75%, 26 sections) were online. Only 9 sections were traditional/on-campus. Compared to prior years, more students are being served by the Economics Department: In 2018-2019 there were 737 Economics students; in 2019-2020 there were 980 Economics students; in 2020-2021 there were 922 students; in 2021-2022 there were 921 Economics students. In terms of modality, there is a growing popularity for online sections: in 2019-2020, 16 out of 30 (53%) Economics sections were online. In 2022-2023, 26 of 35 Economics sections (approximately 75%) were online. It can be assumed that offering more online courses is contributing to enrollment growth.
- **AA-T Degrees in Economics**. The number of AA-T Economics degrees was on a steady rise between 2016 and 2021. With the start of the 2021-2022 academic year, there has been a decrease in the number of AA-T Economics degrees. The downward trend in AVC’s AA-T degree in Economics is in line with the downward trend in overall enrollment in the California State University (CSU) system and in overall undergraduate enrollment nationally. See the table below.

Transfer Rates: AVC AA-T Degree in Economics in Comparison to California and National Data

Academic Year	AA-T Degree Economics (AVC Data)	Bachelor’s Degree Economics ¹ (National Data)	General Enrollment CSU System ² (State Data)	Undergraduate Enrollment ³ (National Data)
2015-2016	1	33,474	-	-
2016-2017	1	34,056	-	-
2017-2018	18	35,324	484,297	16.8M
2018-2019	24	35,193	481,210	16.6M
2019-2020	18	34,992	481,929	16.6M
2020-2021	39	-	485,550	15.9M
2021-2022	34	-	477,466	-

2022-2023	30	-	457,992	-
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¹ https://nces.ed.gov/programs/digest/d21/tables/dt21_325.92.asp

² <https://www.calstate.edu/csu-system/about-the-csu/facts-about-the-csu/enrollment>

³ <https://educationdata.org/college-enrollment-statistics>

The downward trend in AT-T degrees in Economics can in part be attributed to the effects of falling birth rates and limited immigration (as these correlate with college-age population). Another factor to consider: the effects of emerging technologies (i.e., AI, ChatGPT) on the structure of labor markets and the future needs of the U.S. economy. (For more detailed insights, see <https://www.vox.com/the-highlight/23428166/college-enrollment-population-education-crash>.)

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

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

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

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

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

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

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

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

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

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

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

Past Course Improvement Plans	Progress Made																																																								
<p>Given the current student success, we will continue to utilize the following Course Improvement Plan (our best practices):</p> <ul style="list-style-type: none"> • <u>Focusing on solid instruction.</u> Class sections are structured around a specific topic; this topic is covered in both lecture/in-class activities and reinforced through homework assignments and readings. Lecture notes around the focused topic are prepared with care and shared with students. When mathematical problems are done, each step is addressed so that students can understand the process used to arrive at the answer. Lastly, instructors are cognizant of pace, leaving time for instructors to metacognate (when instructors think aloud to show students their inner thoughts while problem solving and sensemaking) and to address student questions. • <u>Office hours.</u> Faculty provide a mix of on-campus and virtual office hours to support the varied needs of students. Instructors often reference office hours and encourage students to utilize them. Students are told that if they are not available during posted/scheduled hours to make an appointment and/or send an email articulating their questions. • <u>Being responsive to students.</u> Students are encouraged to contact their instructors if they have a question. When questions come in, the questions are answered in a timely and respectful manner, thus giving students positive feedback for being willing to articulate their questions. Doing this also helps to establish that the faculty want students to learn and thrive. • <u>Providing supplemental online materials.</u> In this day and age, there is a plethora of high-quality videos that explain many key economic concepts. Faculty work to find the best of these resources to share with their students to supplement 	<p>The best measure of progress is to look at SLO and PLO data.</p> <p>In 2022-2023, the Economics Program met all its SLOs and PLOs. AVC’s Economic faculty will continue to build upon this success in future terms. Specifics are below.</p> <p>AVC’s Economics classes are currently being taught by one full-time faculty member and a small team of 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.</p> <p><u>Regarding SLOs for the Economics Program:</u> All ECON 101, 102 and 110 SLOs were met/exceeded successfully in the 2022-2023 academic year.</p> <p><i>AVC Economics Department -- SLO Data 2022-2023</i></p> <table border="1"> <thead> <tr> <th data-bbox="978 865 1108 1060">SLO Data for 2022-2023 Academic Year</th> <th colspan="2" data-bbox="1108 865 1409 1060">ECON 101 <i>Principles of Macroeconomics</i></th> <th colspan="2" data-bbox="1409 865 1709 1060">ECON 102 <i>Principles of Microeconomics</i></th> <th colspan="2" data-bbox="1709 865 2009 1060">ECON 110 <i>Economics of Underclass</i></th> </tr> <tr> <th></th> <th data-bbox="1108 1060 1220 1127">Success (%)</th> <th data-bbox="1220 1060 1409 1127">Target: (70%)</th> <th data-bbox="1409 1060 1520 1127">Success (%)</th> <th data-bbox="1520 1060 1709 1127">Target (0%)</th> <th data-bbox="1709 1060 1820 1127">Success (%)</th> <th data-bbox="1820 1060 2009 1127">Target (%)</th> </tr> </thead> <tbody> <tr> <td data-bbox="978 1127 1108 1161">SLO 1</td> <td data-bbox="1108 1127 1220 1161">88.85</td> <td data-bbox="1220 1127 1409 1161">Met/Exceeded</td> <td data-bbox="1409 1127 1520 1161">94.21</td> <td data-bbox="1520 1127 1709 1161">Met/Exceeded</td> <td data-bbox="1709 1127 1820 1161">95.83</td> <td data-bbox="1820 1127 2009 1161">Met/Exceeded</td> </tr> <tr> <td data-bbox="978 1161 1108 1195">SLO 2</td> <td data-bbox="1108 1161 1220 1195">90.18</td> <td data-bbox="1220 1161 1409 1195">Met/Exceeded</td> <td data-bbox="1409 1161 1520 1195">89.26</td> <td data-bbox="1520 1161 1709 1195">Met/Exceeded</td> <td data-bbox="1709 1161 1820 1195">91.67</td> <td data-bbox="1820 1161 2009 1195">Met/Exceeded</td> </tr> <tr> <td data-bbox="978 1195 1108 1229">SLO 3</td> <td data-bbox="1108 1195 1220 1229">88.93</td> <td data-bbox="1220 1195 1409 1229">Met/Exceeded</td> <td data-bbox="1409 1195 1520 1229">92.06</td> <td data-bbox="1520 1195 1709 1229">Met/Exceeded</td> <td data-bbox="1709 1195 1820 1229">83.33</td> <td data-bbox="1820 1195 2009 1229">Met/Exceeded</td> </tr> <tr> <td data-bbox="978 1229 1108 1263">SLO 4</td> <td data-bbox="1108 1229 1220 1263">89.01</td> <td data-bbox="1220 1229 1409 1263">Met/Exceeded</td> <td data-bbox="1409 1229 1520 1263">87.50</td> <td data-bbox="1520 1229 1709 1263">Met/Exceeded</td> <td data-bbox="1709 1229 1820 1263">83.33</td> <td data-bbox="1820 1229 2009 1263">Met/Exceeded</td> </tr> <tr> <td data-bbox="978 1263 1108 1297">SLO 5</td> <td data-bbox="1108 1263 1220 1297">92.01</td> <td data-bbox="1220 1263 1409 1297">Met/Exceeded</td> <td data-bbox="1409 1263 1520 1297">-</td> <td data-bbox="1520 1263 1709 1297">-</td> <td data-bbox="1709 1263 1820 1297">-</td> <td data-bbox="1820 1263 2009 1297">-</td> </tr> <tr> <td data-bbox="978 1297 1108 1331">SLO 6</td> <td data-bbox="1108 1297 1220 1331">88.89</td> <td data-bbox="1220 1297 1409 1331">Met/Exceeded</td> <td data-bbox="1409 1297 1520 1331">-</td> <td data-bbox="1520 1297 1709 1331">-</td> <td data-bbox="1709 1297 1820 1331">-</td> <td data-bbox="1820 1297 2009 1331">-</td> </tr> </tbody> </table> <p><u>Regarding PLOs for the Economics Program:</u> All PLOs were met/exceeded successfully in the 2022-2023 academic year.</p>	SLO Data for 2022-2023 Academic Year	ECON 101 <i>Principles of Macroeconomics</i>		ECON 102 <i>Principles of Microeconomics</i>		ECON 110 <i>Economics of Underclass</i>			Success (%)	Target: (70%)	Success (%)	Target (0%)	Success (%)	Target (%)	SLO 1	88.85	Met/Exceeded	94.21	Met/Exceeded	95.83	Met/Exceeded	SLO 2	90.18	Met/Exceeded	89.26	Met/Exceeded	91.67	Met/Exceeded	SLO 3	88.93	Met/Exceeded	92.06	Met/Exceeded	83.33	Met/Exceeded	SLO 4	89.01	Met/Exceeded	87.50	Met/Exceeded	83.33	Met/Exceeded	SLO 5	92.01	Met/Exceeded	-	-	-	-	SLO 6	88.89	Met/Exceeded	-	-	-	-
SLO Data for 2022-2023 Academic Year	ECON 101 <i>Principles of Macroeconomics</i>		ECON 102 <i>Principles of Microeconomics</i>		ECON 110 <i>Economics of Underclass</i>																																																				
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SLO 3	88.93	Met/Exceeded	92.06	Met/Exceeded	83.33	Met/Exceeded																																																			
SLO 4	89.01	Met/Exceeded	87.50	Met/Exceeded	83.33	Met/Exceeded																																																			
SLO 5	92.01	Met/Exceeded	-	-	-	-																																																			
SLO 6	88.89	Met/Exceeded	-	-	-	-																																																			

their instruction. Sometimes concepts and processes “click” when explained in multiple and varied ways. MyLab Economics (class management platform) is an excellent tool for online instructional materials.

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

AVC Economics Department -- PLO Data 2022-2023

PLO Data for 2022-2023 Academic Year	SLO Data Used	Success (%)	Target (70%)
PLO 1	SLO 1, 2, 3, 4, 5 and 6 for ECON 101 SLO 1, 2, 3 and 4 for ECON 102	90.09	Met/Exceeded
PLO 2	SLO 4 and 6 for ECON 101 SLO 1, 2, 3 and 4 for ECON 102	90.15	Met/Exceeded
PLO 3	SLO 1,3 and 5 for ECON 101 SLO 1, 2, 3 and 4 for ECON 102	90.4	Met/Exceeded
PLO 4	SLO 4, 5 and 6 for ECON 101 SLO 1 for ECON 102	91.03	Met/Exceeded

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

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

Past Goal	Progress Made
<p>1. To continue to shrink the gap between the success African American/Black students are having in the Economics Department in comparison to their non-African American/Black peers.</p>	<p>The data speaks to the need for this goal and the difficulty of breaking this trend. It should be noted that African-Americans/Blacks might have been (and possibly continue to be) disproportionately impacted by the COVID pandemic and its economic aftermath.</p> <p>Data show that the equity rate of African-American/Black Economic students has been on the rise for the last three academic years.</p> <p>We will continue to keep the goal of increasing the success and retention rates of all students and put extra attention on additionally shrinking the gap between the demographic groups.</p>
<p>2. To continue to help a greater number of AVC students transfer to 4-year institutions.</p>	<p>Data show that AAT-Degrees in Economics have decreased for the last two academic years. This decline corresponds with the decline in college enrollment at the state and national level.</p> <p>We will continue to keep this goal as we think an even greater number of students can and will want to earn the AAT-Degree in Economics.</p>

Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:								
Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
ILO	PLO	SLO	OO					
#1	ILO 2. Creative, Critical, and Analytical Thinking	All	All		Goal 1: Commitment to strengthening institutional effectiveness measures and practices	To continue to shrink the gap between the success African American/Black students are having in the Economics Department in comparison to their non-African American/Black peers.	<p>Extra effort on part of faculty to offer support to learn materials (i.e., test review sessions, tutoring, academic advising) during office hours.</p> <p>It is possible that additional economics and math tutors in the Learning Center will</p>	<p>Looking at retention and success rate data.</p> <p>Looking at equity data.</p>

							enable all AVC students – including African American/Black students- to have greater success.	
#2	ILO 4. Career and Specialized Knowledge	All	All		Goal 5: Align instructional programs to the skills identified by the labor market	To continue to help a greater number of AVC students transfer to 4-year institutions.	<p>During lectures, faculty will continue emphasis the benefits of having a 4-year degree.</p> <p>Faculty will continue to provide academic and career advisement to students.</p> <p>Faculty will continue to write letters of recommendation for students applying to 4-year institutions.</p> <p>It is possible that additional economics and math tutors in the Learning Center will enable AVC to have even higher numbers of AA-T Economics degrees.</p>	Looking at transfer degree data.
#3	Choose ILO				Choose an item.			
#4	Choose ILO				Choose an item.			

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

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Other	<p>To support the Goal 1 listed in Part 3, AVC should consider allocating funds to the Learning Center to hire high-quality economics tutors. Additionally, given the link between fundamental mathematic and graphing skills and economics, it would be beneficial to ensure there are adequate math tutors available. Lastly, if it has not been done before, AVC's Learning Center might consider sending a survey to AVC students asking them to identify the days/times that they would be most likely to take advantage of tutoring services and the preferred modality (on-campus or on-line) of tutoring services. It makes sense to</p>	Goal 1	New	The cost of additional support and tutors should be determined by AVC's Learning Center.	Recurring	AVC's Learning Center

	<p>have the most tutors available at the times when our students can utilize the services. It is possible that our students are working during the week and would benefit from evening or weekend tutoring sessions. Asking for demographic data on this survey might reveal that different student populations have different needs. Since we want to support the success of African American students, we'd want to make sure that we have tutors available when this sub-group can utilize them. The cost associated with this plan would need to be determined by the Learning Center.</p>					
Other	To support Goal 2 listed in Part 3, AVC should promote on social media the success of alumni who have started at AVC and then transferred (and were successful in) 4	Goal 2	New	The cost of social media posts should be determined by AVC's Office of Marketing & Public Information.	Recurring	AVC's Office of Marketing & Public Information

	year institutions. A positive buzz will create awareness of AVC's transfer degrees.					
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

*****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:**

https://www.surveymonkey.com/r/2023PR_ResourceRequest

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

Required:

- Program Review tab
- S&R by Demographic Groups tab

Optional:

- Other supporting data/information

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

Select Subject
ECON

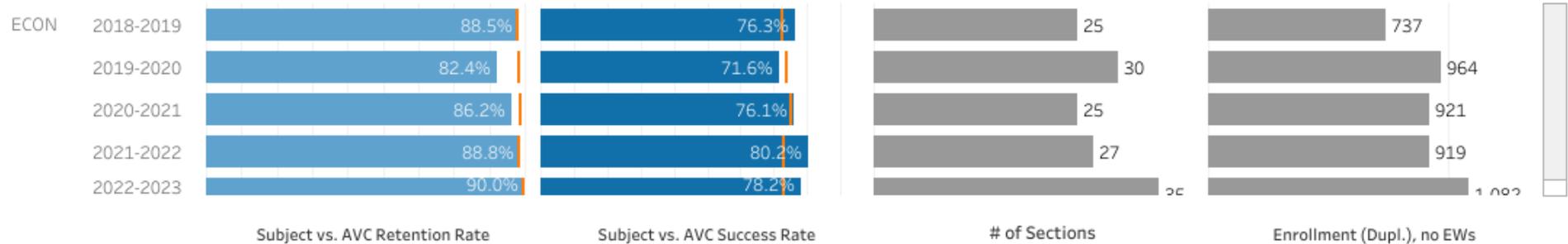
Select Subject again
ECON

Select Program Major(s)
AA-T Economics (ECNT)

Academic Year
Multiple values



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



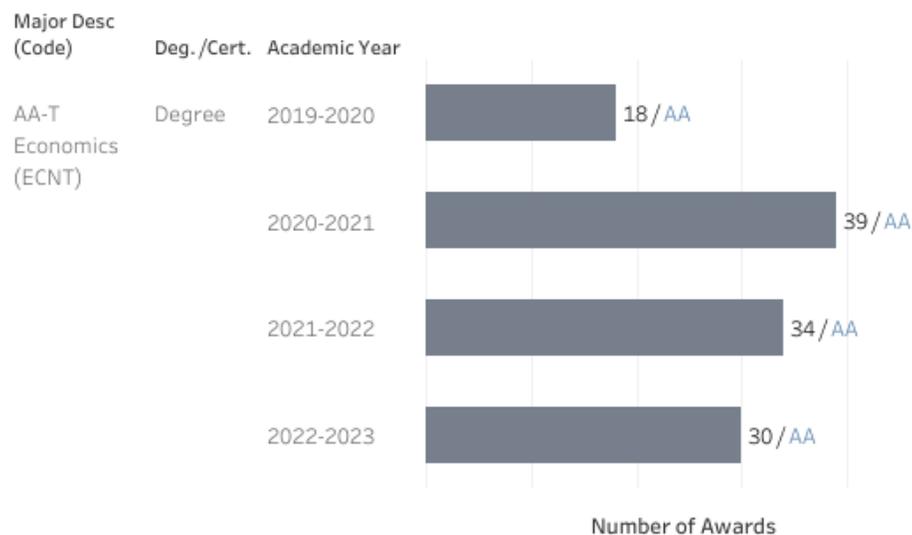
Enrollment and Number of Sections by **Modality** in **ECON**

	Instr. Method	2018-20..	2019-20..	2020-20..	2021-20..	2022-20..
Number of Sections	Online	13	16	15	17	26
	Other Indep Study		1			
	Traditional	12	13	10	10	9
Enrollment	Online	435	584	559	739	857
	Other Indep Study		1			
	Traditional	302	395	363	182	225

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

	Location	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	Lancaster	12	14	10	9	9
	Lancaster [O..	1	1	1		
	Palmdale	12	15	14	18	26
Enrollment	Lancaster	312	411	363	177	225
	Lancaster [O..	30	23	37		
	Palmdale	395	546	522	744	857

Number of Program Awards in **AA-T Economics (ECNT)**



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

	Fall 2019	Fall 2020	Fall 2021	Fall 2022
PT (Adjunct) FTEF	1	1	1	2
FT (Regular) FTEF	1	1	1	1
TOTAL FTEF	2	2	2	3
PT/FT FTEF Ratio	1	1	1	2
FTES	38	40	36	46
FTES/FTEF Ratio	16	17	15	16
WSCH/FTEF Ratio	476	506	451	493
WSCH	1,143	1,214	1,082	

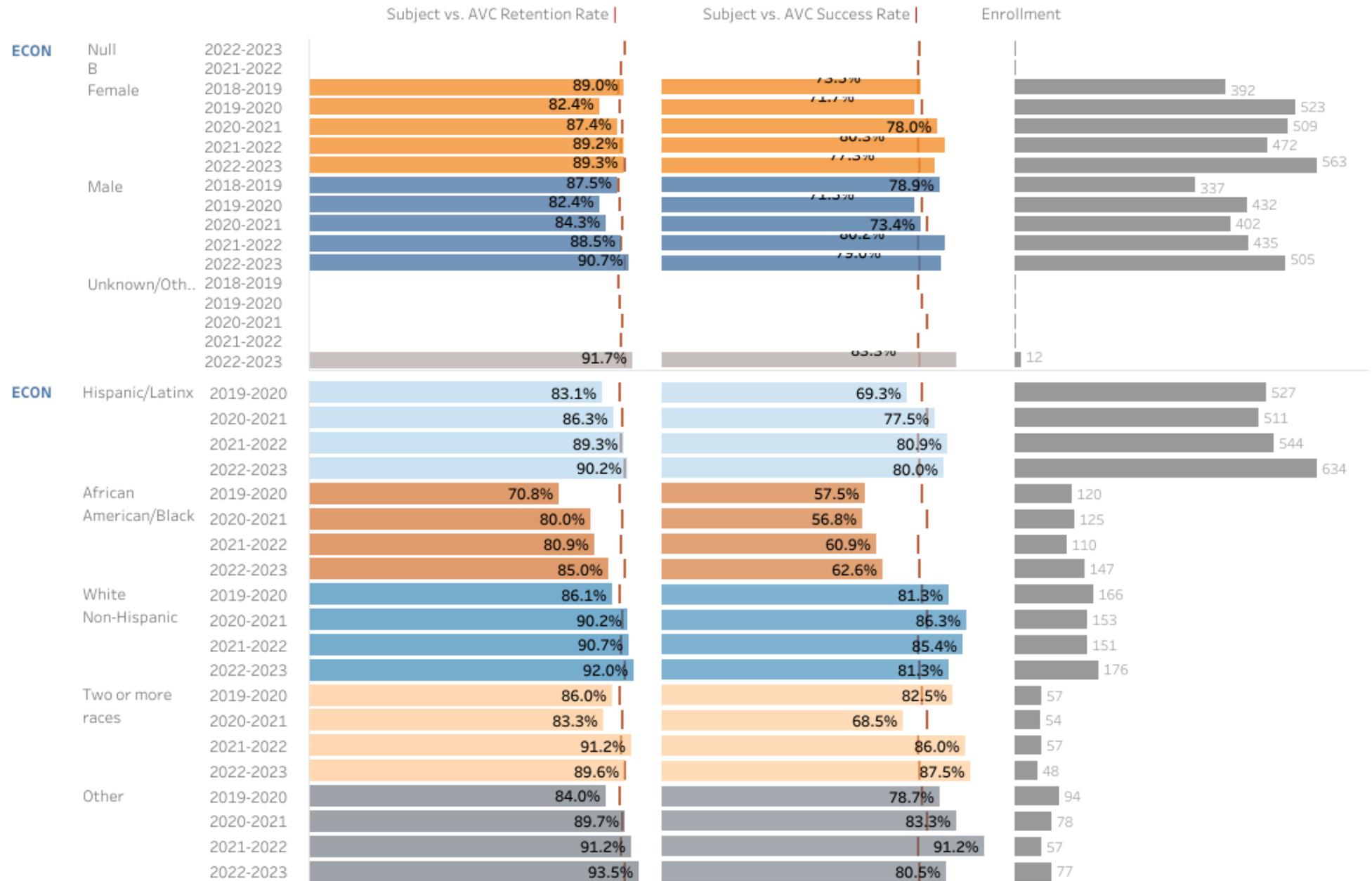
Click [here](#) to see AVC's Program awards dashboard

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

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

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

- What are the potential reasons for equity gaps? - What can my program implement to mitigate these gaps? (Consider such factors as curriculum design, teaching methods, campus climate, and support services.) - What resources/training are available/needed to support these efforts?



CIP for 2022-2023 (ECON) Latest Version

Course Improvement Plans for 2022-2023

Course Improvement Plan

Course Improvement Plan (Data) : Version by **Mendoza Gonzalez Larreynaga, Alberto** on 08/30/2023 21:00

Courses	Achievement Target	Actual Performance
ECON100 - Survey of Economics		
Be able to reason accurately and objectively about economic matters. (Active from Fall 2018)	70.00%	0.00%
ECON100 - Survey of Economics		
Summarize the principles essential for understanding the economic problems, specific economic issues, and policy alternatives. (Active from Summer 2021)	70.00%	0.00%
ECON101 - Principles of Macroeconomics		
Explain how the concepts of scarcity and opportunity cost affect consumer, business and government decision-making. (Active from Fall 2018)	70.00%	88.85%
Define, describe and calculate the basic nominal and real measures of aggregate economic activity, such as domestic product and income, unemployment and inflation. (Active from Fall 2018)	70.00%	90.18%
Describe, compare, differentiate, and evaluate classical, monetarist, Keynesian and supply-side macroeconomic theories. (Active from Fall 2018)	70.00%	88.93%
Explain the role of banking in the money creation process, and identify and explain the structure, function, and purpose of the Federal Reserve System. (Active from Fall 2018)	70.00%	89.01%
Identify the causes of economic growth, and propose and assess various fiscal and monetary macroeconomic policies that promote economic growth. (Active from Fall 2018)	70.00%	92.81%
Measure and evaluate the macroeconomic consequences of globalization. (Active from Fall 2018)	70.00%	88.89%
Describe and assess the role of a democratic government in a free market economy and the justifications to intervene to improve market outcomes. (Active from Fall 2018)	70.00%	0.00%
ECON102 - Principles of Microeconomics		
Identify and define the economic concepts of scarcity, efficiency, opportunity costs and comparative advantage and apply them to demonstrate the gains from specialization and trade. (Active from Fall 2018)	70.00%	94.21%
Describe the determinants of supply and demand, and examine and explain the market consequences of elasticity and changes in both unconstrained and government regulated markets. (Active from Fall 2018)	70.00%	89.26%
Apply the theory of profit-maximization to the decision making process of firms in various market structures. (Active from Fall 2018)	70.00%	92.06%
Define, demonstrate and compare and contrast the four basic market structures of perfect competition, monopoly, monopolistic competition and oligopoly. (Active from Fall 2018)	70.00%	87.50%
ECON110 - Economics of the Underclass		
Demonstrate communication, presentation and collaborative skills needed to function effectively as a team member in a diverse economic/business/and educational environment. (Active from Fall 2018)	70.00%	95.83%

Compare and contrast various economic theories of unemployment, poverty and discrimination. (Active from Fall2018)	70.00%	91.67%
Provide public policy solutions to socioeconomic problems related to such areas as unemployment, poverty, and discrimination using economic concepts and tools learned.(Active from Fall 2018)	70.00%	83.33%
Analyze and evaluate a real life scenario and apply the hidden rules that exist between and among groups and economic classes to resolve the situation presented. (Active from Fall 2018)	70.00%	83.33%

Course Improvement Plan Narrative

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

No Value

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

No Value

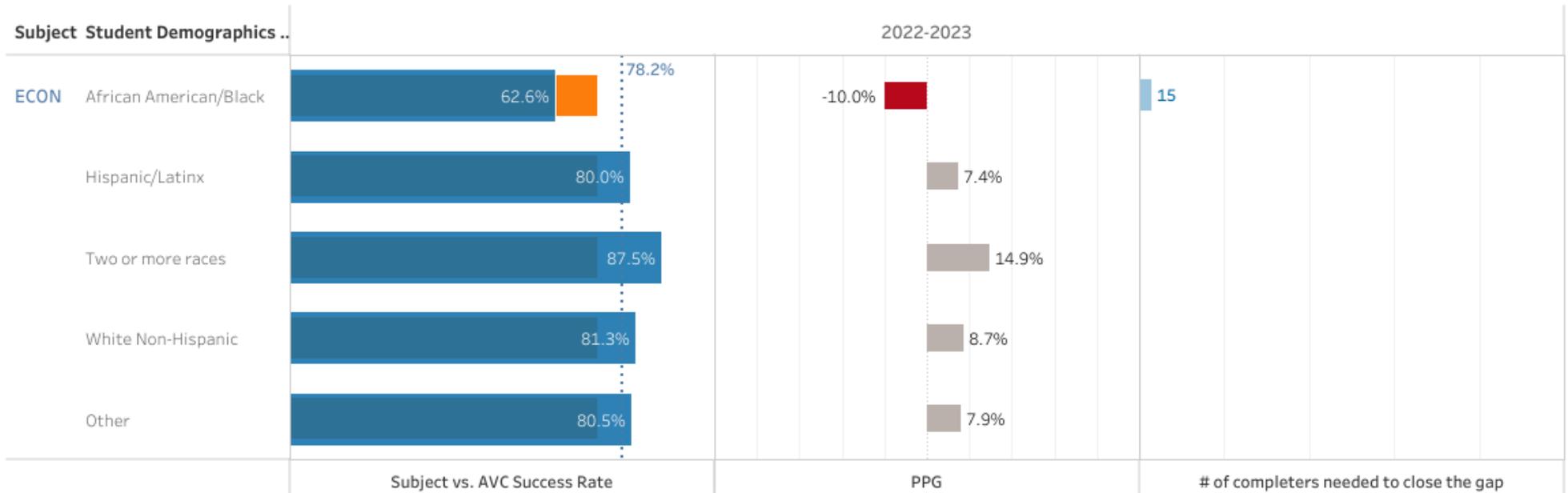
3. Indicate any additional resources needed to implement the changes.

No Value



2022-2023 Disproportionate Impact (DI) as Percentage Point Gap (PPG)

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



In 2022-2023, ECON's Success Rate was 78.2% vs. AVC's Annual rate of 72.6%

Overall Disproportionate Impact as percentage point gap was : 5.6%

In ECON, 1,082 was the enrollment count (duplicated headcount) (only shows if n > 10)

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

(For example, $(1,082 * |5.6\%|)=60$. it means that 60 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:

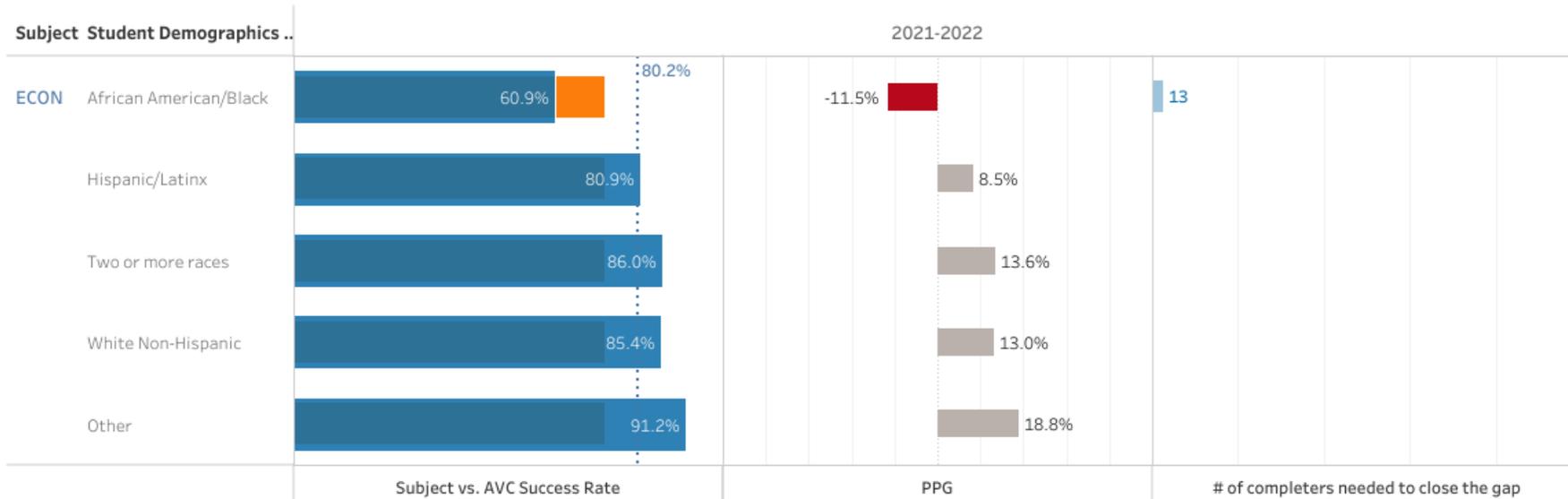
- What are the potential reasons for equity gaps?
- What can my program implement to mitigate these gaps?
- What resources are available to support these efforts?





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

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



In 2021-2022, ECON's Success Rate was 80.2% vs. AVC's Annual rate of 72.4%

Overall Disproportionate Impact as percentage point gap was : 7.8%

In ECON, 919 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, (919 * |7.8%|)=72. it means that 72 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:

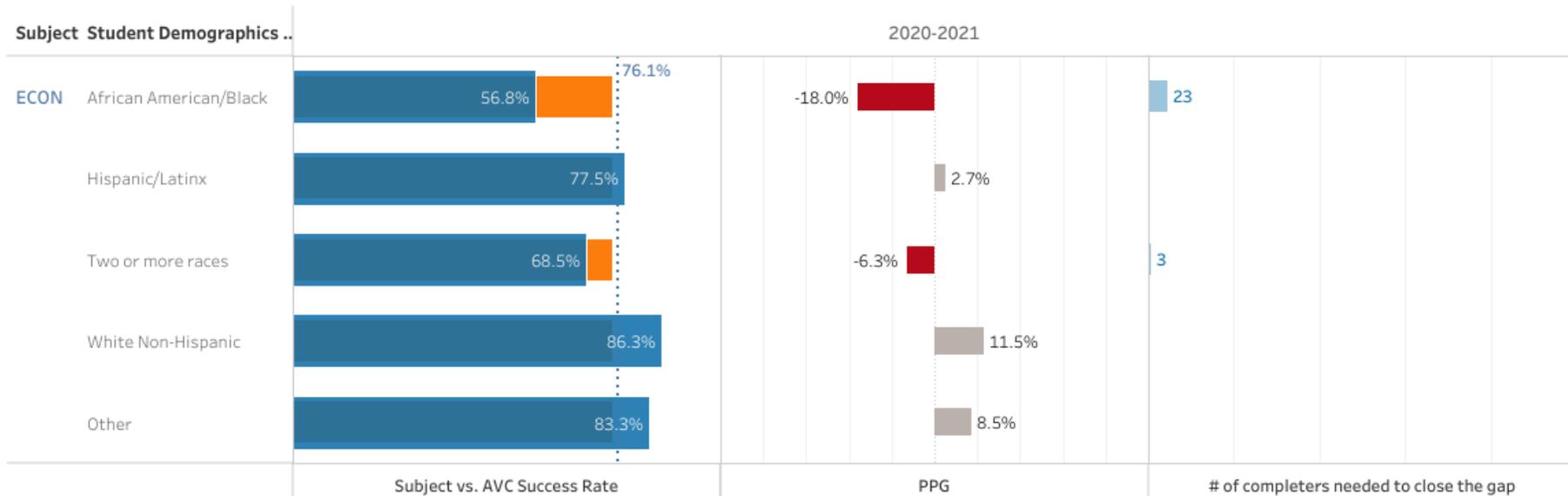
- What are the potential reasons for equity gaps?
- What can my program implement to mitigate these gaps?
- What resources are available to support these efforts?





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

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



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

Overall Disproportionate Impact as percentage point gap was : 1.3%

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

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

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

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

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

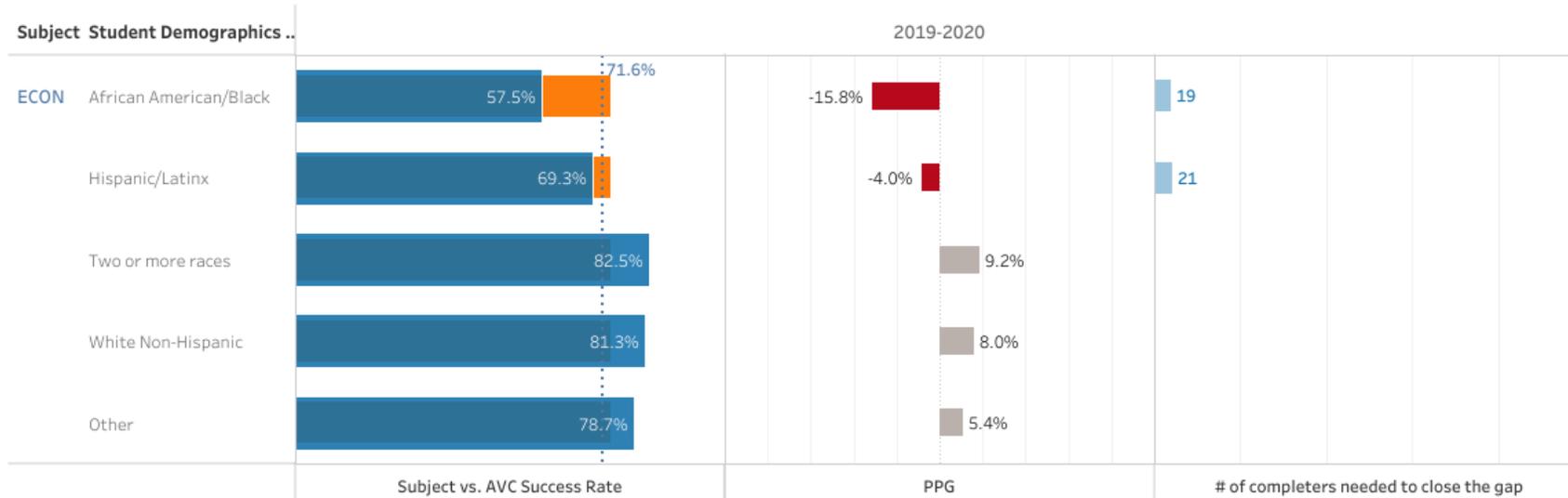
- What are the potential reasons for equity gaps?
- What can my program implement to mitigate these gaps?
- What resources are available to support these efforts?





2019-2020 Disproportionate Impact (DI) as Percentage Point Gap (PPG)

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



In 2019-2020, ECON's Success Rate was 71.6% vs. AVC's Annual rate of 73.3%

Overall Disproportionate Impact as percentage point gap was : -1.7%

In ECON, 964 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, $(964 * |-1.7\%|)=17$. it means that 17 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:

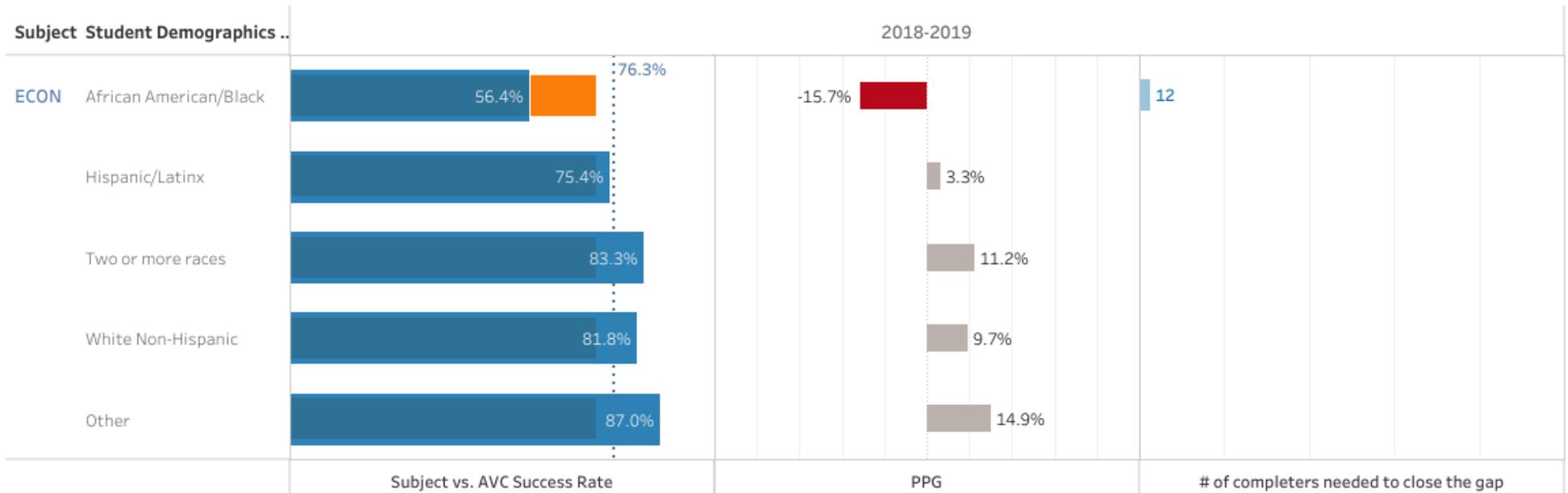
- What are the potential reasons for equity gaps?
- What can my program implement to mitigate these gaps?
- What resources are available to support these efforts?





2018-2019 Disproportionate Impact (DI) as Percentage Point Gap (PPG)

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



In 2018-2019, ECON's Success Rate was 76.3% vs. AVC's Annual rate of 72.1%

Overall Disproportionate Impact as percentage point gap was : 4.2%

In ECON, 737 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, $(737 * |4.2\%|) = 31$. it means that 31 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?





Fall 2023 Program Review Report

Division/Area Name: SBS/Ethnic Studies	For Planning Years: 2024-2025
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Name of person leading this review: Dr. Francisco Fuentes Jr.

Names of all participants in this review: N/A

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

The Ethnic Studies Program prepares students for civic engagement, interpersonal skills, communication, critical thinking, self-awareness, and global awareness in order to advance the contributions and understanding of, by, and for Native Americans, African Americans, Asian Americans, and Chicana, Chicano, Latina, Latino, and Latinx Americans in a increasingly diverse society. Students who earn a degree in Ethnic Studies at Antelope Valley College will be well prepared for careers in non-profit organizations, education, social work, human services, health care, law and/ or policy, community organizing and development. This degree can also serve as the basis for further undergraduate education in Chicano Studies and similar fields.

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

Use the following questions to guide your analysis:

Overall (Use the *Program Review* tab to inform your analysis)

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

Equity (Use the *S & R by Demographic Group* or the *Equity* tab to inform your analysis)

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

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

The Ethnic Studies Program and its courses are going through the approval process for the Fall 2024 semester.

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

One approved course in CSU Area F exists outside of Ethnic Studies.

- Per CSU Guiding Notes for GE Course Review (2023), “Courses without ethnic studies prefixes may meet this requirement if cross-listed with a course with an ethnic studies prefix.”

- Cross-list ENGL 257 with Ethnic Studies program to comply with the college’s articulations agreements for CSU GE Breadth Area F.

No approved courses in Ethnic Studies exist in the catalog until Fall 2024. Considering this,

- Spring: hire of adjunct faculty to teach the new catalog next academic year.
- Spring: utilize one-time funding from the Chancellor's Office for program outreach and student activities.
- Spring: facilitate faculty training on equity and cultural-responsiveness.

The number of total courses approved for CSU Area F is unknown. Considering this,

- Number of possible sections on campus - based on available hires - is unknown.
- Number of possible sections online - based on available hires - is unknown.

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

Considering one course in Ethnic Studies is required to graduate after 2025, the following is a brief three-year plan to develop Ethnic Studies at AVC:

- Aim to offer at least 20 sections in Fall 2024, and double by Fall 2025.
- Recruit from adjunct pool on an on-going basis, to add more sections every semester.
- Prioritize full-time faculty in Ethnic Studies for hire in Fall 2025.

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

N/A

Employment

SOC Code	Occupation Title: (Linked to "Occupation Profile")	2018 Employment	Annual Job Openings
251062	Area, Ethnic, and Cultural Studies Teachers, Postsecondary	1,400	1,440
	Total	1,400	1,440

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

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

Past Course Improvement Plans	Progress Made
There are no courses in the catalog at the moment.	
New courses approved by AP&P on 11/09/23, to be sent to CSU 12/01/23	

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

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

Past Goal	Progress Made
Not applicable	

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

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO #2. Creative, Critical, and Analytical Thinking ILO #3. Community/Global Consciousness	#1-4			Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills	Create a robust Ethnic Studies program at AVC.	Lead lunch-hour sessions on equity, mindfulness, and culturally-responsive pedagogy as a HSI for faculty, staff, and students. Organize cultural events for the community. Provide class presentations on CSU Area F requirement and Ethnic Studies program. Collaborate with Student Equity to develop equity-minded campus events.	Achieve an average fill-rate of 96% for all sections prior to Fall 2024.
#2	ILO #4. Career and Specialized Knowledge	#1-4			Goal 4: Advance more students to college-level coursework-Develop and implement effective placement tools	Increase the number of students who are able to enroll in a transferable Ethnic Studies course that meets CSU Area F.	Create and receive CSU articulation for new courses in Ethnic Studies. Hire new part-time faculty in Ethnic Studies.	Hire six part-time faculty in Ethnic Studies by May 2024. Offer at least 16 sections in Ethnic Studies by Fall 2024.

							<p>Ensure 2024-25 catalog includes Ethnic Studies.</p> <p>Schedule courses and sections for Fall 2024 in various modalities.</p>	
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Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

*****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:**

https://www.surveymonkey.com/r/2023PR_ResourceRequest

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

Required:

- Program Review tab
- S&R by Demographic Groups tab

Optional:

- Other supporting data/information

Currently, there is no data available as the Ethnic Studies Program and its courses are going through the approval process for the Fall 2024 semester.



Fall 2023 Program Review Report

Division/Area Name: SBS/HISTORY	For Planning Years: 2024-2025
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Name of person leading this review: All HIST faculty divided the work on this report

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

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

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

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

Use the following questions to guide your analysis:

Overall (Use the *Program Review* tab to inform your analysis)

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

Equity (Use the *S & R by Demographic Group* or the *Equity* tab to inform your analysis)

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

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

In the last two years we have seen a significant increase in our enrollment overall and are now very close to pre-COVID levels. Although our enrollment at the Lancaster campus declined during the remote learning phase due to the COVID shutdown, we are seeing steady increases in enrollment within the last two years, and we have moved to make our history courses more available through different modalities. For instance, in the last year we have nearly doubled our online offerings; this semester 65% of our total history courses are online. We have also increased our number of short-term courses (31% in the Fall of 2023). We are also working on increasing our Honors classes. In addition, we are now providing classes at the prison and at Rosamond High School, which we stopped doing because of the COVID shutdown. This has helped our FTES to increase consistently. Finally, I think it is also important to mention that our department is working to make our courses more accessible by increasing our Zero Cost Textbook courses; this semester we have 58% of our history courses as ZCT.

In terms of our retention rates, they have clearly outpaced that of AVC retention rates (89.6% to 66.1%). Our department also shows greater retention rates in the African American community (82% to 57.2%). Although our Hispanic and Latinx categories are still behind, our enrollment for History courses in every ethnic and gender background continues to rise. Last year we also doubled the number of History degrees awarded over the previous year to an all-time record (26 over the previous high of 17). These facts show that our courses are in great demand, that we have quality faculty, all of

which points to the need to hire another full-time instructor to direct the prison degree program, and perhaps the oral history program, in which students have shown interest.

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

Our goals for this school year should be to add tutors in the Learning Center to make sure our students get the help they need for writing essays and papers, which is the area where they struggle the most. As of the moment we have seven tutors at the Learning Center who can tutor students for history 107, 108, and 110. It would be great if we could have tutors for History 104 and History 105. We also need to start getting students with an interest in history together either by having a movie night once a month or by bringing speakers to campus. For example, we could bring an author of one of the textbooks that we use in our classes, or even local historians. Finally, we need to get our students involved in the community. We can do this by introducing them to local museums and organizations here in Lancaster by assigning them projects that will push our students to be involved in the community. We would also like to add more history databases available at our library, since the current collection is inadequate for any in-depth research.

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

Consider the following questions:

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

Students have shown interest in an oral history program. It would be great if we could hire another person not only to coordinate the prison program, but also to be in charge of creating the oral history program. The oral history program can be a great opportunity to get our students involved in the community by having them conduct interviews and by getting them involved with local organizations and museums.

- What is a desired future?

We would like to offer new courses on Cuba and Central America, to meet the interests of an increased student body who hail from that region. We would also like to complete the course offerings in the developing Ethnic Studies department.

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

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

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

Since nearly all positions of employment in the history field require more than an associate degree, our program is designed to prepare students for further study in the field at four-year colleges and universities.

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

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

Past Course Improvement Plans	Progress Made
Students are consistently meeting or exceeding the mastery level of 70% in our courses.	Our courses continue to reach the 70% mark or higher every year.
In class review sessions before every exam have helped with overall exam scores in many classes.	These increased exam scores have become more prevalent in many of our courses.
Provide discussion boards in our Canvas shells (both F2F and online) to encourage critical learning and conversation between students.	Many of our instructors are using Discussion Boards in Canvas to encourage student conversation on the material being discussed in class.
Offer writing workshops in class and refer students to the Writing Center to increase success on research projects.	Some instructors have employed this, but it needs to become more universal.
Increase the use of OER material.	Many of our courses use OER material, which is a huge savings to our students during this period of high inflation.

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

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

Past Goal	Progress Made
Create new courses and/or cross list current HIST courses to complement the Ethnic Studies curriculum currently in development.	We are working within our department and with the newly hired instructor in ETHN to discuss the major requirements of the new Ethnic Studies degrees that are being created. We hope to have our own courses included within those areas of study with our faculty who specialize in African American Studies and Chicano Studies.
Request funding to offer public history internships at local museums and historical points of interest for our HIST majors.	We have been discussing this goal this semester and we would need to rewrite the Work Experience course and get that approved through AP&P. We are still in the discussion stage regarding the arrangement of those internships and seeking input from our majors to see if there is interest in completing internships in this field.
Request tutors from the Learning Center that can be embedded in our courses to offer assistance to our students outside of class.	We have been in contact with the Learning Center this semester and are in the process of trying to get some of our current students to be embedded tutors in a variety of our HIST courses. The Learning Center has also supported our efforts to advertise for open positions as a tutor

	for all students who may be interested in that position. We hope to have at least a few embedded tutors in place within the next few weeks.

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

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 3. Community /Global Consciousness				Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills	Offer more courses at the prison and expand course offerings on our campus to help students complete GE requirements and the AA-T degree.	Based on increasing enrollment in History and more FTES, interview and hire an instructor who meets the overall needs of the department, division, and the new HIST degree to be offered at the prison.	Assess the subsequent enrollment in History courses and the continuing viability of the History courses offered through the Prison Program.
#2	ILO 2. Creative, Critical, and Analytical Thinking				Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills	Introduce students to the discipline of History and share knowledge of career opportunities open to them with a degree in this field of study.	Show movies a few times a semester, encourage students to attend with extra credit if needed, and invite relevant and interested faculty to also attend. See if funding is available from other organizations or programs on campus.	Compare the number of students who get History degrees, enroll in History courses. and display interest in History (Reg. Fest, Summer Block Party, and Majors Fair), before and after these events.
#3	ILO 2. Creative, Critical, and Analytical Thinking				Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills	Provide extra help to students to review course material and prepare for exams to improve overall course grades.	Request that an SI and tutors at the Learning Center be assigned to some of our courses.	Tutors will be available to assist students.
#4	ILO 3. Community /Global Consciousness				Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills	Offer History classes that fulfill the requirements of Area F for General Education.	Write new courses and/or cross list HIST courses to be offered in Ethnic Studies.	Get courses approved and offered for transfer.

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

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Faculty	Hire a full time HIST Instructor.	Goal #1	New	120,000.00	Recurring	Cynthia Lehman
Other	Host HIST Nights for students.	Goal #2	New	2000.00	One-time	Cynthia Lehman
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

*****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:**
https://www.surveymonkey.com/r/2023PR_ResourceRequest

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

Required:

- Program Review tab
- S&R by Demographic Groups tab

Optional:

- Other supporting data/information

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

Select Subject
HIST

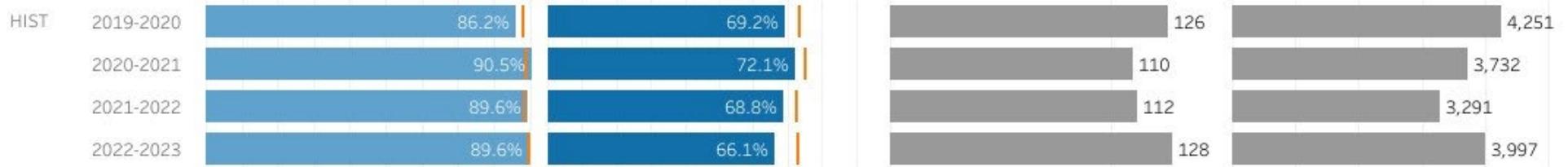
Select Subject again
HIST

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

Academic Year
Multiple values



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



Subject vs. AVC Retention Rate

Subject vs. AVC Success Rate

of Sections

Enrollment (Dupl.), no EWs

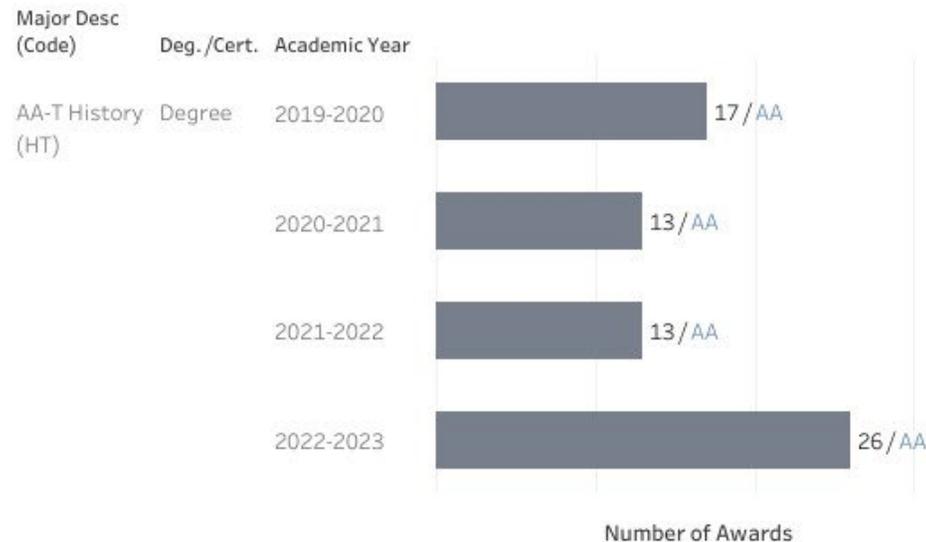
Enrollment and Number of Sections by **Modality** in HIST

	Instr. Method	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	Online	24	28	38	64
	Other Indep Study		2		
	Traditional	102	80	74	64
Enrollment	Online	707	905	1,888	2,004
	Other Indep Study		2		
	Traditional	3,662	2,828	1,407	1,996

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

	Location	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	Lancaster	83	71	63	56
	Lancaster [O..	6			4
	Palmdale	37	39	49	68
Enrollment	Lancaster	3,059	2,460	1,160	1,825
	Lancaster [O..	153			78
	Palmdale	1,157	1,275	2,135	2,097

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



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

	Fall 2019	Fall 2020	Fall 2021	Fall 2022
PT (Adjunct) FTEF	8	6	7	6
FT (Regular) FTEF	2	2	2	4
FT (Overload) FTEF	1	0	0	0
TOTAL FTEF	11	9	10	10
PT/FT FTEF Ratio	3	3	3	1
FTES	185	157	133	165
FTES/FTEF Ratio	17	17	14	17
WSCH/FTEF Ratio	516	513	406	496
WSCH	5,551	4,721	3,982	

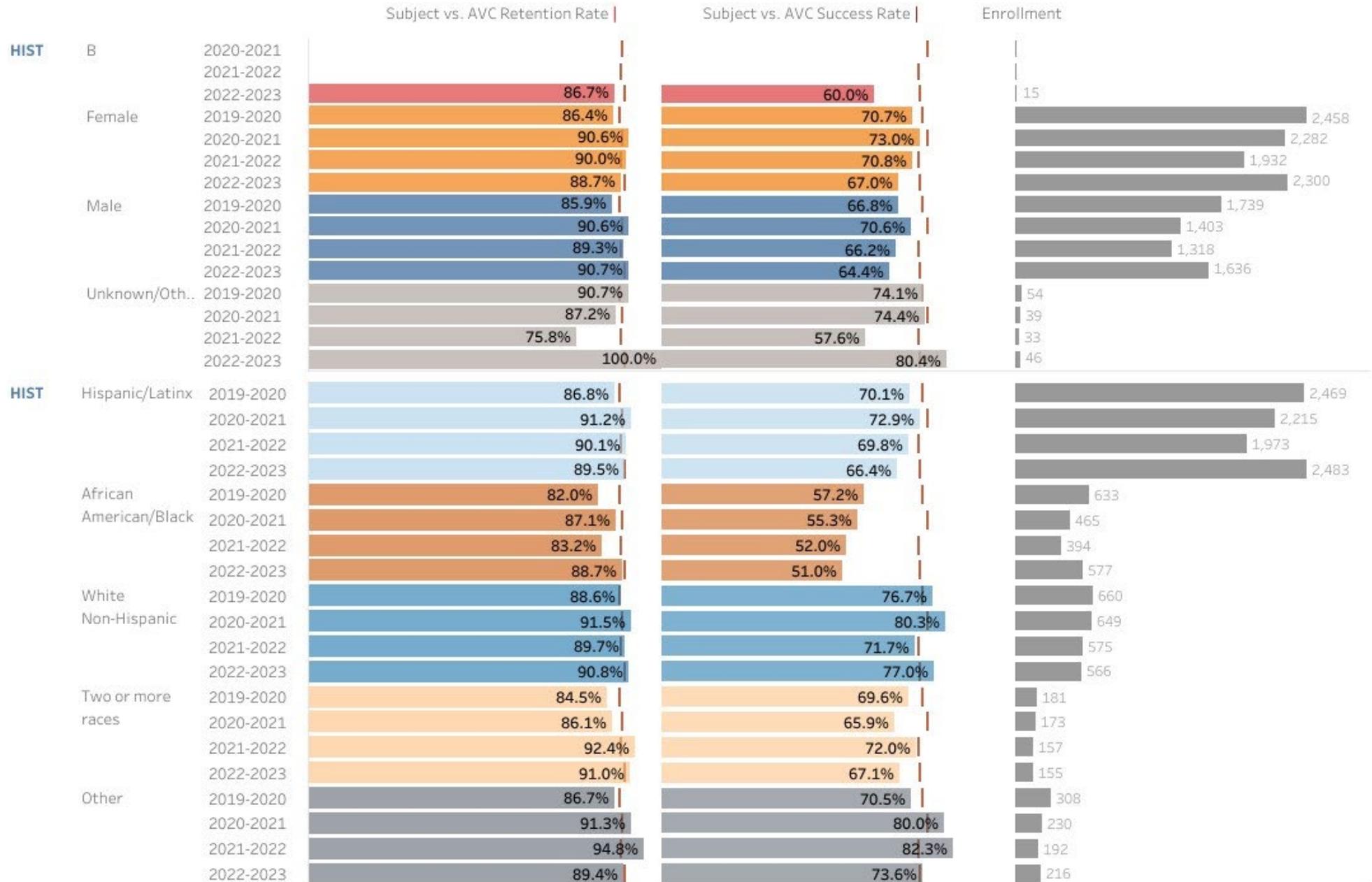
Click [here](#) to see AVC's Program awards dashboard

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

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

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

- What are the potential reasons for equity gaps?
- What can my program implement to mitigate these gaps? (Consider such factors as curriculum design, teaching methods, cam, climate, and support services.)
- What resources/training are available/needed to support these efforts?





2022-2023 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 2022-2023, HIST's Success Rate was 66.1% vs. AVC's Annual rate of 72.6%

Overall Disproportionate Impact as percentage point gap was : -6.5%

In HIST, 3,997 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, $(3,997 * |-6.5\%|)=260$. it means that 260 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?





Fall 2023 Program Review Report

Division/Area Name: Social & Behavioral Sciences / Business & Computer Studies: MANAGEMENT For Planning Years: 2024-2025

Name of person leading this review: Kathy Osburn

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

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

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

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

Use the following questions to guide your analysis:

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

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

The Business Administration associate degree for transfer is consistently one of the top five declared majors, and our management classes contribute to this degree.
Our management courses are now all online asynchronous courses. This shift is consistent with the overall demand for increased online sections. The majority of our courses are now offered in an 8-week format and are ZTC.
Our advisory committee, comprised of local industry leaders, recommended that we create a management certificate. We created the certificate and plan to offer it in Fall 2024.
Our retention rates improved significantly but our success rates decreased by 1%. At this time, management does not have a certificate or degree.
Our African American/Black students have seen an increase in both success and retention rates. Our Black students increased retention by 7.2 and success rates by 6.9%. This is an area of focus that is addressed at the institutional level via multiple excellent programs including First Year Experience,

UMOJA, and Second Year Experience. At the discipline level moved towards more ZTC courses and our faculty are seeking further professional development targeted to closing equity gaps.

Our Hispanic/LatinX students saw an increase in retentions rates and a slight increase in success rates. Retention rates increased by an impressive 8.9% and our success rates increased by 1%. Hispanic students are now our most successful racial/ethnic group.

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

We are not clear on how to close all equity gaps within our discipline, and need more support from the institution overall. AVC needs to provide training for all faculty that includes actionable steps to close equity gaps without reducing academic rigor. Economically disadvantaged students need timely access to course materials paid for by the institution from the start of the semester. This aid often comes too late in the semester to be meaningful.

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

We aspire to be the premier provider of management training for local employers. We currently have only management concentration, and we created a management certificate.

Our faculty are increasing their knowledge of and awareness of diversity, equity, inclusion, anti-racism, and accessibility through training with the USC Center for Equity and ACUE equity training courses. Hopefully these programs provide actionable steps faculty can implement to close equity gaps.

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

Insert Advisory Committee Recommendations here: Our advisory committee recommended we create certificates for management and for human resources technicians. We have created a management certificate and two stackable human resources professional certificates.

Insert Labor Market Data here <https://www.labormarketinfo.edd.ca.gov/commcolleges/> Job growth for general and operational managers is projected to increase modestly with annual job openings of 274,020

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

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

Past Course Improvement Plans	Progress Made
Review the SLOs for necessary revisions	Complete and course revisions submitted
Create a management certificate	Complete and moving through the approval process
Hire a full-time faculty member dedicated solely to management	No progress

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

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

Past Goal	Progress Made
Increase student success and retention rates	We have seen an increase in success and retention rates but continue to strive for greater success in this area
Increase enrollment rates	We significantly increased our enrollment by 133 students which is a 70% increase
Create new courses and a certificate	Complete. We added a new course and a new certificate
Close equity gaps	We saw improvement in our equity gaps with both Hispanic and Black students increasing their success and retention rates.

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

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 4. Career and Specialized Knowledge				Goal 5: Align instructional programs to the skills identified by the labor market	Increase success and retention rates	Hire a full-time faculty member to oversee and grow the program	Improved student success and retention rates
#2	ILO 4. Career and Specialized Knowledge				Goal 5: Align instructional programs to the skills identified by the labor market	Close equity gaps	Restructure our program into fully online and 8 week courses utilizing zero or low cost textbooks	Reduced equity gaps
#3	ILO 4. Career and Specialized Knowledge				Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services	Increase our presence in the community and with local employers	Creating and executing a marketing plan that targets local employers	Increased enrollment
#4	Choose ILO				Choose an item.			

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

*****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:**
https://www.surveymonkey.com/r/2023PR_ResourceRequest

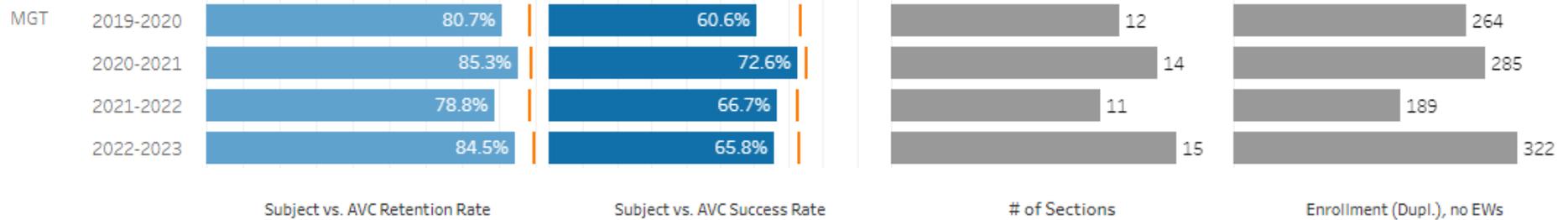
Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above).

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

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



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



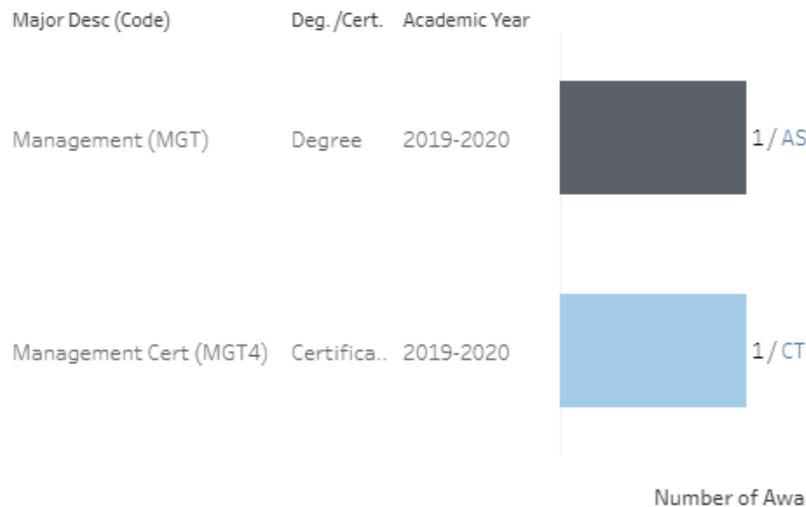
Enrollment and Number of Sections by *Modality* in MGT

	Instr. Method	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	Online	10	11	11	15
	Other Indep Study		1		
	Traditional	2	2		
Enrollment	Online	214	244	189	322
	Other Indep Study		1		
	Traditional	51	41		

Enrollment and Number of Sections by *Location* in MGT

	Location	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	Lancaster	7	9		
	Palmdale	5	5	11	15
Enrollment	Lancaster	153	160		
	Palmdale	112	126	189	322

Number of Program Awards in Management (MGT) & Management Cert (MGT4)



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

	Fall 2019	Fall 2020	Fall 2021	Fall 2022
PT (Adjunct) FTEF	0.8	0.6	0.4	0.4
FT (Regular) FTEF		0.2		0.2
FT (Overload) FTEF	0.4	0.4	0.4	0.6
TOTAL FTEF	1.2	1.2	0.8	1.2
PT/FT FTEF Ratio		3.0		2.0
FTES	10.9	11.0	3.9	18.7
FTES/FTEF Ratio	9.1	9.2	4.9	15.6
WSCH/FTEF Ratio	273.5	274.8	145.5	467.5
WSCH	328.2	329.7	116.4	

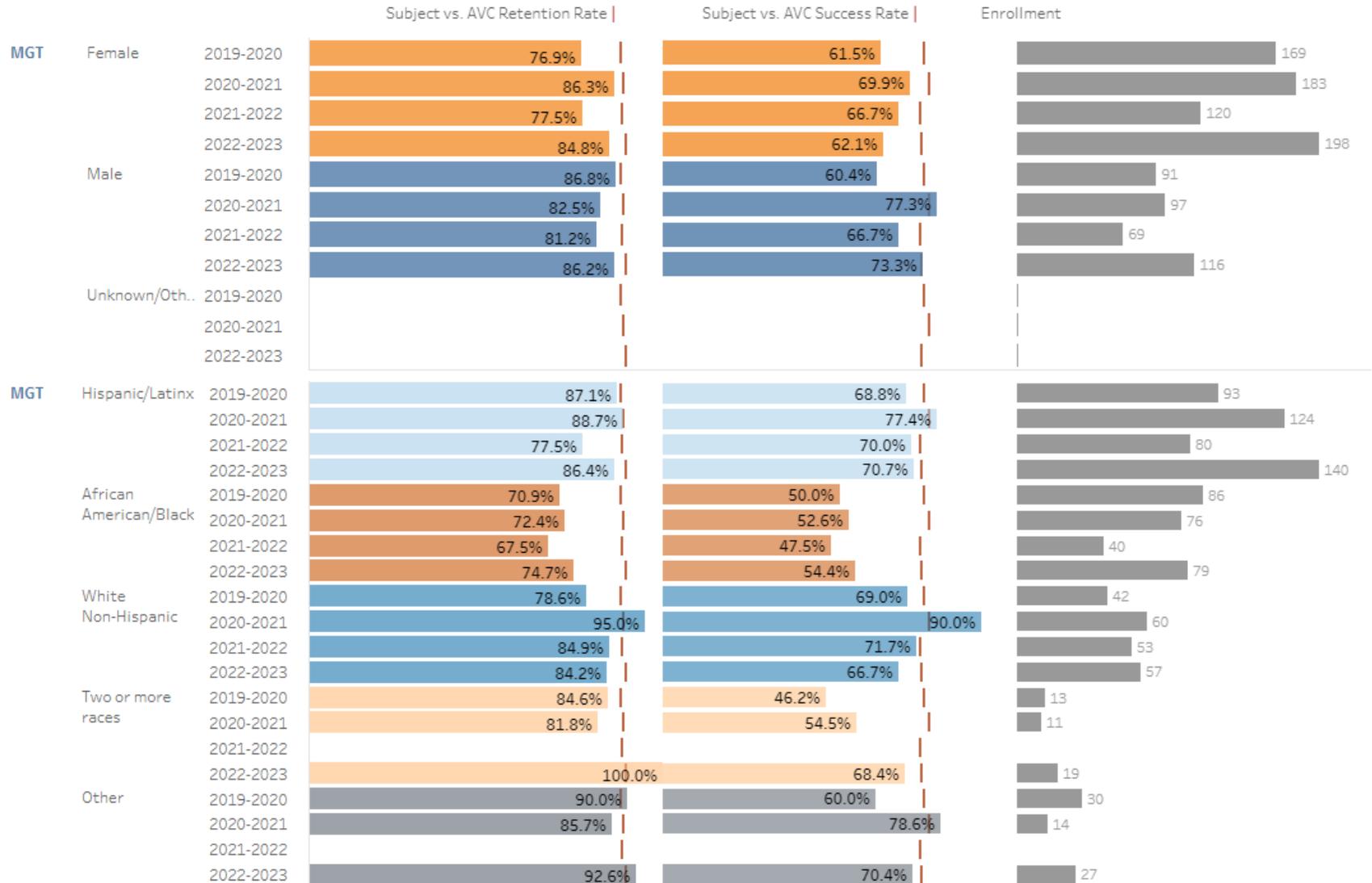
Click [here](#) to see AVC's Program

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

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

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

- What are the potential reasons for equity gaps? - What can my program implement to mitigate these gaps? (Consider such factors as curriculum design, teaching methods, campus climate, and support services.) - What resources/training are available/needed to support these efforts?





Fall 2023 Program Review Report

Division/Area Name: Social & Behavioral Sciences / Business & Computer Studies: MARKETING For Planning Years: 2024-2025

Name of person leading this review: Balbir Arora

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

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

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

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

Use the following questions to guide your analysis:

Overall (Use the Program Review tab to inform your analysis)

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

Equity (Use the S & R by Demographic Group or the Equity tab to inform your analysis)

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

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

The Business Administration associate degree for transfer is consistently one of the top five declared majors, and our marketing classes contribute to this degree.

In line with student needs, the majority of our marketing courses are now asynchronous online courses, and several are ZTC. This shift is consistent with the overall demand for increased online sections.

Our advisory committee, comprised of local industry leaders, recommended that we create a marketing certificate. We created the certificate and plan to offer it in Fall 2024.

Our retention rates improved significantly, but our success rates remained unchanged, i.e., 68.8% in 2022-2023 as compared to the previous year. In 2022-2023, marketing did not have a certificate or degree.

African American/Black students' retention rate for the program improved substantially, rising from 62.5% in 2021–2022, to 82.1% in 2022–2023. However, there was a slight decline in the success rate, which decreased from 58.3% to 56.4% over the same period. The possible reasons could be that the increase in costs may hinder individuals' ability to dedicate time and resources to academics, potentially leading to declining performance.

UMOJA and the Second Year Experience initiatives have led to increased adoption of Zero Textbook Cost (ZTC) courses at the discipline level. For Fall 2023, only one faculty member adopted the ZTC option to make the course resources free. Additionally, our faculty members are actively pursuing professional development opportunities aimed at addressing equity gaps.

In the 2022-2023 academic year, our Hispanic/Latinx students saw a decrease in the number of sections offered, with 8 sections compared to 11 in the previous year. However, the enrollment remained relatively stable, with 64 students compared to 73 in the previous year. Despite the reduction in sections, there was a noticeable improvement in both retention and success rates. The retention rate increased from 80.8% to 85.9%, and the success rate also improved from 69.9% to 71.9%. Hispanic students are now our most successful racial/ethnic group.

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

We are continually exploring new options on how to close all equity gaps within our discipline, More support from the institution overall is required. AVC needs to provide training for all faculty that includes actionable steps to close equity gaps without reducing academic rigor. Socioeconomically disadvantaged students need timely access to course materials paid for by the institution from the start of the semester. This aid often comes too late in the semester to be meaningful.

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

We aspire to be the premier provider of marketing training for local employers. We currently have only a marketing concentration, and to fill this void we have created a social media marketing certificate.

Our faculty are increasing their knowledge of and awareness of diversity, equity, inclusion, anti-racism, and accessibility through training with the USC Center for Equity and ACUE equity training courses. Hopefully these programs provide actionable steps faculty can implement to close equity gaps.

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

Insert Advisory Committee Recommendations here: Our advisory committee recommended we create certificates for marketing. We have created a marketing certificate.

Insert Labor Market Data here <https://www.labormarketinfo.edd.ca.gov/commcolleges/> The short-term outlook for job growth in marketing, promotions, and sales management indicates a modest increase, with an estimated job openings range of 164,600 to 168,100 from 2022 to 2024.

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

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

Past Course Improvement Plans	Progress Made
Review the SLOs for necessary revisions	Complete and course revisions submitted
Create a marketing certificate	Complete and moving through the approval process
Hire a full-time faculty member dedicated solely to management	No progress

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

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

Past Goal	Progress Made
Increase student success and retention rate	We have seen an increase in success and retention rates, and we continue to strive for greater success in this area.
Increase Enrollment	In the 2022-2023 academic year, our enrollment grew to 157 students, representing a 14% increase compared to the previous year, 2021-2022.
Create new courses and a certificate	Complete. We added a new course and a new certificate
Close equity gaps	We saw improvement in our equity gaps, with both Hispanic and Black students increasing their retention rates. Regarding the success rate of Hispanic students, it increased in 2022-2023 while the success rate of Black students declined marginally.

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

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

#1	ILO 4. Career and Specialized Knowledge				Goal 5: Align instructional programs to the skills identified by the labor market	Increase success and retention rates	Hire a full-time faculty member to oversee and grow the program	Improved student success and retention rates
#2	ILO 4. Career and Specialized Knowledge				Goal 5: Align instructional programs to the skills identified by the labor market	Close equity gaps	Restructure our program into fully online and 8-week courses utilizing zero or low cost textbooks	Reduced equity gaps
#3	ILO 4. Career and Specialized Knowledge				Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services	Increase our presence in the community and with local employers	Creating and executing a marketing plan that targets local employers	Increased enrollment
#4	Choose ILO				Choose an item.			

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

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Faculty	Hire a full-time faculty member	Goal #1	Repeat	Unknown	Recurring	Kathy Osburn
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

*****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:**
https://www.surveymonkey.com/r/2023PR_ResourceRequest

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

Required:

- Program Review tab
- S&R by Demographic Groups tab

Optional:

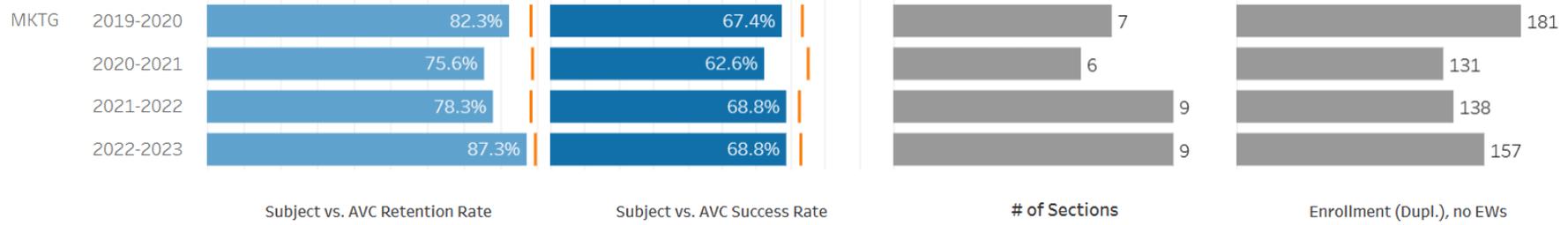
- Other supporting data/information

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

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



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



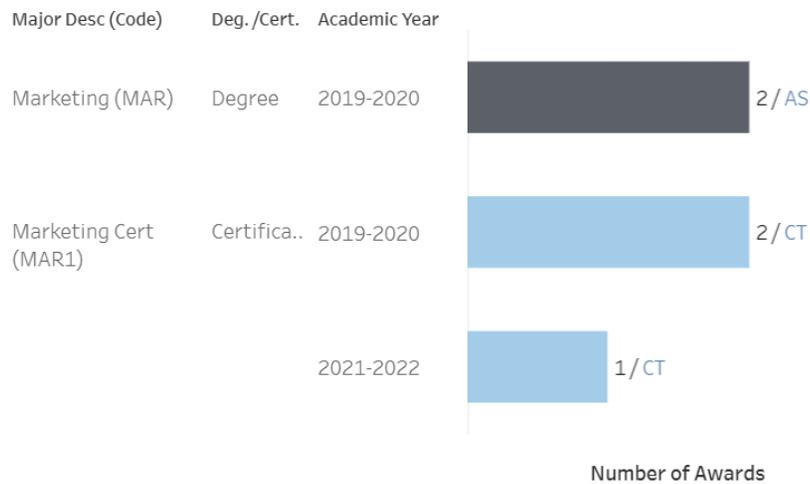
Enrollment and Number of Sections by *Modality* in MKTG

	Instr. Method	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	Online	4	4	6	6
	Other Indep Study				2
	Traditional	3	2	3	1
Enrollment	Online	114	94	107	137
	Other Indep Study				2
	Traditional	71	37	31	18

Enrollment and Number of Sections by *Location* in MKTG

	Location	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	Lancaster	3	2	3	3
	Palmdale	4	4	6	6
Enrollment	Lancaster	71	37	31	20
	Palmdale	114	94	107	137

Number of Program Awards in Marketing (MAR) & Marketing Cert (MAR1)



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

	Fall 2019	Fall 2020	Fall 2021	Fall 2022
PT (Adjunct) FTEF	0.8	0.6	0.6	0.4
FT (Regular) FTEF			0.4	0.2
TOTAL FTEF	0.8	0.6	1.0	0.6
PT/FT FTEF Ratio			1.5	2.0
FTES	8.7	5.5	5.4	7.4
FTES/FTEF Ratio	10.9	9.1	5.4	12.3
WSCH/FTEF Ratio	327.4	272.5	162.9	370.0
WSCH	261.9	163.5	162.9	

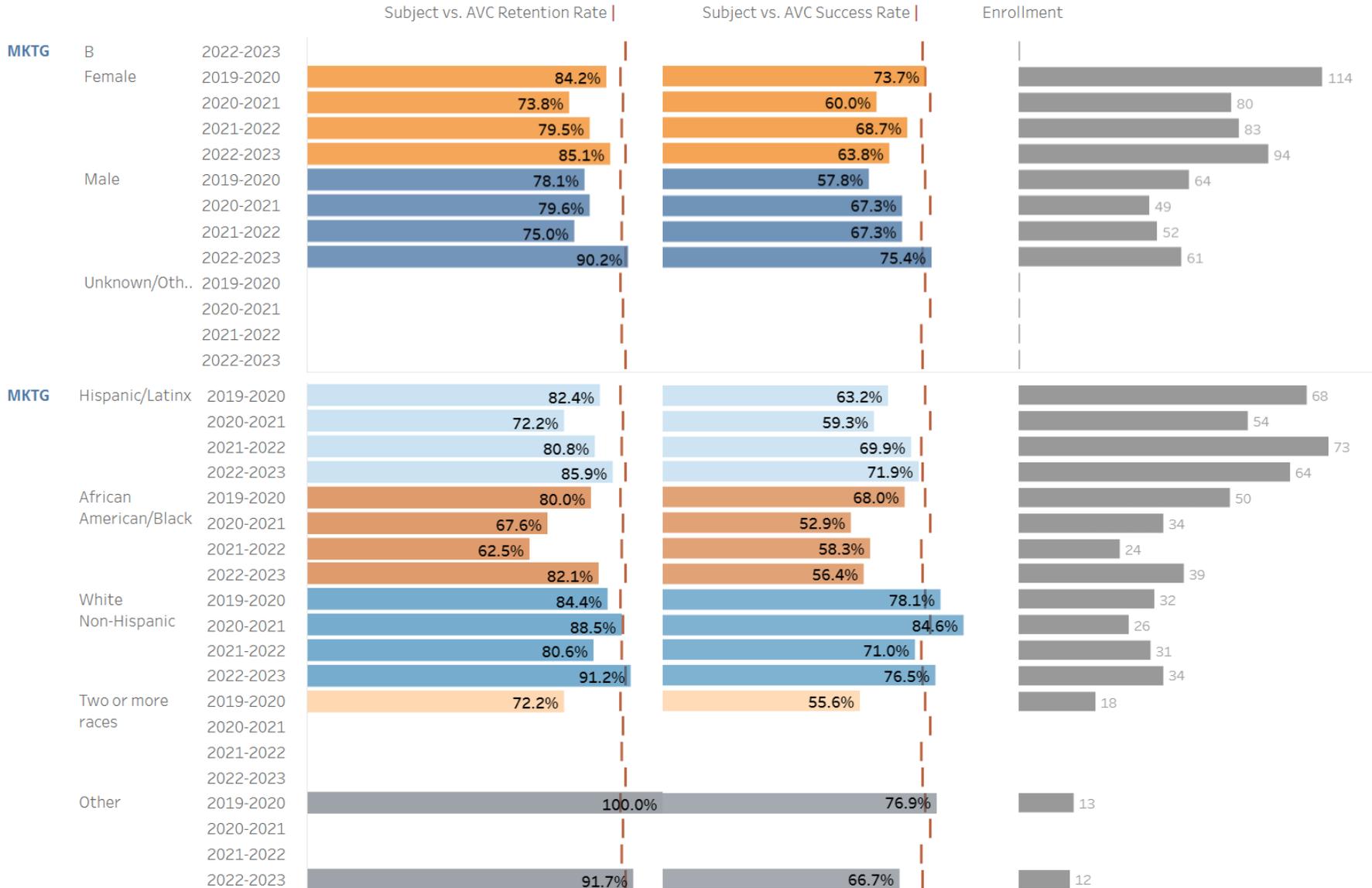
Click [here](#) to see AVC's Program awards dashboard

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

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

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

- What are the potential reasons for equity gaps? - What can my program implement to mitigate these gaps? (Consider such factors as curriculum design, teaching methods, campus climate, and support services.) - What resources/training are available/needed to support these efforts?





Fall 2023 Program Review Report

Division/Area Name: Social and Behavioral Sciences / Philosophy	For Planning Years: 2024-2025
Name of person leading this review: Alberto Mendoza González Larreynaga	
Names of all participants in this review: Dr. Claude Gratton, Dr. Sherri Zhu, and Dr. Estiphan Panoussi	
Part 1. Program Overview: <i>Briefly describe how the program contributes to the district mission</i>	
<p>(How does your program/area help the college meet its mission? ### Philosophy Program Overview</p> <p>The Philosophy Program at our college provides academic and practical education to the District by contributing significantly to the district's educational landscape. Our offerings are designed to impart subject-specific knowledge and cultivate essential lifelong skills that serve our students well beyond the confines of the classroom. The program's contributions are multifaceted:</p> <ol style="list-style-type: none"> 1. Development of Lifelong Skills: At the heart of the Philosophy Program is a commitment to nurturing critical lifelong skills. These include: <ol style="list-style-type: none"> a. Critical Thinking Skills: We equip students to analyze arguments, identify logical fallacies, and construct well-reasoned arguments. b. Intellectual Curiosity: Our curriculum fosters a deep-seated passion for inquiry, encouraging students to pursue knowledge and truth rigorously. c. Effective Communication and Expression: Students learn to articulate complex ideas clearly and persuasively in writing and orally. d. Research Skills: We train students in rigorous research methodologies, enabling them to analyze philosophical texts and ideas comprehensively. 2. Institutional Learning Outcomes (ILOs): Our program proudly upholds the college's commitment to achieving the four ILOs. Students demonstrate proficiency in analytic and creative thinking, effective communication, engaged citizenship, and learnedness across disciplines through an integrated approach. 3. Diverse Course Offerings: The curriculum is carefully designed to provide a breadth of knowledge. Courses range from those focusing on critical thinking, and reasoning, to those exploring the rich fields of axiology, religion, and theology. 4. Flexible Learning Modalities: Recognizing the diverse needs of our student body, we offer a mix of modalities in our logic courses, including traditional, hybrid, and online formats. The mix of modalities has now been expanded to all PHIL courses, including four new courses (three to meet the California Community College Chancellor's Office's Transfer-Model Curriculum and one to be a required course for the new B.S. Respiratory Care degree). Additionally, we have integrated short-term courses that cater to our students' varying schedules and learning preferences. <p>Preparation for the Job Market</p> <p>Beyond academic enrichment, the Philosophy Program is strategically designed to prepare students for the job market. The skills developed within our program are in high demand across various fields, particularly those requiring nuanced critical thinking and problem-solving abilities. Our graduates emerge as versatile thinkers who are well-prepared to navigate the complexities of contemporary work environments that prize analytical and ethical reasoning.</p>	

In summary, the Philosophy Program remains dedicated to enhancing the intellectual fabric of our district, fostering academic growth, and preparing students for successful careers and thoughtful citizenship.)

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

Use the following questions to guide your analysis:

Overall (Use the *Program Review* tab to inform your analysis)

- The success rates in the Philosophy discipline were:
- 2019-2020: 68.2%
- 2020-2021: 65.9%
- 2021-2022: 59.1%

So, the success rate decreased from 2019-2020 to 2021-2022.

The retention rates were fairly steady, around 80% each year.

The number of AA degrees awarded in Philosophy:

- 2019-2020: 3
- 2020-2021: 5
- 2021-2022: 4
- So, the number of awards increased from 2019-2020 to 2020-2021, then decreased slightly in 2021-2022. Overall, the trend seems flat or slightly increasing in awards over the 3-year period.

Equity (Use the *S & R by Demographic Group* or the *Equity* tab to inform your analysis)

- The racial/ethnic group with the highest course completion (success) rates in Philosophy was White non-Hispanic students. Their rates were:
- 2019-2020: 84.7%
- 2020-2021: 87.5%
- 2021-2022: 81.7%

- The groups with the largest gaps compared to White Non-Hispanic students were:

- African American/Black students:

- 2019-2020: Gap of -16.1% (84.7% vs 68.6%)
- 2020-2021: Gap of -18.5% (87.5% vs 69%)
- 2021-2022: Gap of -22.0% (81.7% vs 59.7%)

-

Hispanic/Latinx students:

- 2019-2020: Gap of -15.3% (84.7% vs 69.4%)
- 2020-2021: Gap of -20.2% (87.5% vs 67.3%)
- 2021-2022: Gap of -17.4% (81.7% vs 64.3%)

- So both African American/Black and Hispanic/Latinx students experienced persistent and sometimes widening gaps compared to the success rates of White Non-Hispanic students over the 3-year period. This indicates an equity gap in completion rates that needs to be addressed.

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

Strengths and Accomplishments:

- The Philosophy program has maintained relatively high retention rates, averaging 80% over the past 3 years (81.1% in 2019-2020, 81.2% in 2020-2021, 80.3% in 2021-2022). This indicates that once enrolled, most students persist in completing Philosophy courses.
- Full-time Philosophy faculty has remained stable at around 5 FTEF each year. The program has also maintained a robust number of course sections (61 in 2019-2020, 55 in 2020-2021, 51 in 2021-2022) and enrollment (1,712 students in 2019-2020, 1,626 in 2020-2021, 1,326 in 2021-2022) given the number of full-time faculty.
- Success rates, while needing improvement, have still been moderately strong with over half of students successfully completing courses each year (68.2% in 2019-2020, 65.9% in 2020-2021, 59.1% in 2021-2022).
- The program has continued to grant a steady number of AA degrees each year (3 in 2019-2020, 5 in 2020-2021, and 4 in 2021-2022), providing educational and career pathways for students.

Some practices that may have contributed to increasing success and retention rates include:

- Close monitoring of student progress and proactive communication/intervention with struggling students by faculty.
- Curriculum designed to build student skills incrementally and scaffold assignments.
- Smaller class sizes in many sections allowing for more individualized instruction and support.
- Strong advising and mentorship of philosophy majors by full-time faculty.
- Introduction of online course modalities to increase options and accessibility for students.
- Ongoing extensive revision in plain English to the feedback to each test item of each multiple-choice question (among 600) on Canvas for some of the PHIL 110 (Introduction to Logic) and PHIL 101 (Fundamental Reasoning Skills) courses.

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

- There are opportunities to further analyze and address the equity gaps in completion rates for African American/Black students (68.6% success rate in 2019-2020, 69% in 2020-2021, 59.7% in 2021-2022) and Hispanic/Latinx students (69.4% in 2019-2020, 67.3% in 2020-2021, 64.3% in 2021-2022) compared to their White Non-Hispanic peers (84.7% in 2019-2020, 87.5% in 2020-2021, 81.7% in 2021-2022). Additional student support services, culturally responsive teaching practices, and examining potential systemic biases in course design could help close these gaps.
- With the decrease in overall Philosophy success rates from 68.2% in 2019-2020 to 65.9% in 2020-2021 to 59.1% in 2021-2022, there is a need to re-evaluate instructional and support strategies to determine what enhancements may improve student learning and course completion. Exploration of innovations in teaching philosophy, as well as expanded tutoring/supplemental instruction could provide benefits. Instructors need to be made aware of referring their “A” and “B” students to become tutors at The Learning Center to help out students enrolled in PHIL courses.

- There is also the need to add more Peer Online Course Review (POCR) courses since it is the gold standard of online courses. Along with these courses for online modalities, there is a need to also include open-education resources so that philosophy instructors can offer zero-textbook cost courses and create a ZTC degree so some equity gaps that pertain to textbook costs is closed or becomes further diminished.

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

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

The philosophy program seeks to make a zero-textbook cost degree where open educational resources are provided to students; hence, students will not need to worry about the cost of textbooks. The program wants to be known for providing affordable, high-quality philosophical education. Additionally, the philosophy program wants to be known for integrating its courses into different programs through offerings like Bioethics, Symbolic Logic, History of Philosophy, Business Ethics, and Ethnic Studies. This will showcase the versatility and relevance of philosophical training.

What is a desired future?

A desired future is for the philosophy program to be a leader in providing zero-textbook cost, interdisciplinary education that prepares students with essential reasoning skills. The program will constantly reflect on equity gaps and implement new strategies to close them. For example, in 2021-2022, there was a 22% gap in success rates between White Non-Hispanic students (81.7%) and African American students (59.7%). There was also a 17.4% gap between White Non-Hispanic and Hispanic/Latinx students (64.3%). The program will continue to examine the root causes of these disparities and pilot interventions to promote equitable outcomes. With excellent teaching and student support, the program will achieve high success, retention, and completion for all demographic groups. Philosophy will be a thriving pathway for student achievement.

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

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

Per the California Employment Development Department (EDD), the Occupational Projections for TOP Code 150900 and SOC Code 251126, Philosophy and Religion Teachers, Postsecondary, there is an estimated annual 3,940 job openings. This projection of employment is from 2018 – 2028.

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

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

Based on a comparison of the past and current course improvement plans (CIPs) for Philosophy:

- In 2021-2022, the CIP discussed integrating Canvas tools like the gradebook, discussions, OER materials, and exams into Philosophy courses. This allowed for enhanced student engagement, progress tracking, and assessment.
- The use of Canvas permitted instructors to incorporate up-to-date material on current trends into critical thinking, introduction to philosophy, and ethics courses. This helped keep students interested in course content and seeing its relevance.
- The most recent 2022-2023 CIP shows all Philosophy SLOs now exceeding 70%, with the lowest at 73.91% for PHIL 108 Philosophy of Religion.
- The narrative states that effectively leveraging Canvas tools, along with clear communication, open resources, captivating activities, and extensive feedback contributed to meeting targets.

- For 2022-2023, no new practices are identified as needed since all SLOs met goals. Resources requested include expanding faculty and peer review capabilities to sustain gains made through Canvas integration and pedagogical improvements.

In summary, the philosophy discipline's strategic adoption of Canvas tools, along with other best practices, appears to have supported improved SLO performance from 2021-2022 to 2022-2023 based on the CIPs. The latest plan aims to build on this progress.

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

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

Past Goal	Progress Made
A continued offering of PHIL 201 (Critical Thinking)	PHIL 201 (Critical Thinking) is now being offered every spring and fall semester. Starting this fall semester, it was offered, for the first-time as a late-start asynchronous modality due to student demand.
Having all PHIL courses available to be taught with online modalities.	All PHIL courses, including four new PHIL courses available to be taught in the 2024 Fall semester, are, and will be, available to be taught with distance education modalities.
Create a PHIL course that will meet the ethnic studies requirement for local and transfer degrees.	A discussion is being had with the recently hired Ethnic Studies instructor to not overstep the courses in that program. Also to work with him in creating a PHIL course since he recently submitted courses to be reviewed and he will inform us what courses were accepted, if any, to follow such a model.
Offer more open educational resources (OER) so that zero-textbook cost (ZTC) courses can be offered.	PHIL 110 has two instructors who teach ZTC courses and a third one has expressed to change his course to a ZTC course as well. PHIL 106 currently has two instructors offering ZTC courses. Lastly, PHIL 105 has one instructor teaching the course as a ZTC course.

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

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 2. Creative, Critical, and Analytical Thinking	PHIL PLOs: All	PHIL 110 SLOs: All		Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills	Students will build transferable intellectual skills to apply formal and informal logic in evaluating arguments across academic disciplines and real-world contexts. Through executing natural deductions, constructing	The following are some steps to be taken to work towards the equity-focused goals: <ul style="list-style-type: none"> Review course materials and assignments to ensure they are culturally relevant and mitigate bias. 	The following are some measurements of success for the goals: <ul style="list-style-type: none"> Compare success rates between student demographic groups over time to identify closing of equity gaps

					<p>sound arguments, and fairly interpreting diverse positions, students will become critical thinkers prepared to excel in their educational and career paths after this course. A key focus will be on closing documented equity gaps in student achievement between demographic groups. For example, in 2021-2022, success rates in Introduction to Logic were 76.15% for White students compared to 59.4% for Hispanic/Latinx students and 57.7% for African American students. The goal is to implement supported instruction, mentoring, and tutoring initiatives that promote equitable outcomes for all students regardless of background. With an inclusive educational experience, the diversity of perspectives and abilities in the course will become an asset in shaping well-rounded logical skills.</p>	<ul style="list-style-type: none"> • Provide training/resources to faculty on inclusive and anti-racist teaching strategies. • Implement early alert systems to identify and proactively assist struggling students. • Increase availability of embedded tutors and Logic-focused tutoring support. • Foster faculty-student mentorship opportunities, especially for underrepresented groups. • Collect student feedback throughout the course to continually refine teaching practices. • Share best practices for achieving equity in logic courses through communities of practice. • Analyze disaggregated student performance data to identify persisting gaps. • Develop initiatives like peer study 	<ul style="list-style-type: none"> • Administer student surveys at end of course to gather feedback on sense of inclusiveness and belonging • Track utilization of academic support resources like tutoring by student demographics • Review grading distribution by demographic to ensure consistency • Conduct qualitative interviews with a sample of students on their perceived growth in logic skills • Follow-up surveys of past students on continued application of logic after the course • Monitor rates of students advancing to higher-level courses dependent on logic skills • Faculty communities of practice share effective teaching strategies for replicating • Student evaluations of how course activities and assignments promoted logic proficiency
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						<p>groups specifically targeting impacted student demographics.</p> <ul style="list-style-type: none"> Showcase diversity of applications of logic across fields and share stories of underrepresented groups. Partner with other disciplines and student services to provide holistic support systems. 	<ul style="list-style-type: none"> Rubric-based assessment of random sample of student work products from course <p>The goal would be considered successful if metrics indicate improved parity in achievement across student demographics over time. Both quantitative measures and qualitative insights will be useful in evaluating if the goal is being effectively met through the outlined strategies. Assessments can help determine adjustments needed to continue progress.</p>
#2	ILO 1. Communication	PHIL PLOs #1, 2, and 3		Goal 1: Commitment to strengthening institutional effectiveness measures and practices	<p>Philosophy students will develop strong communication skills to articulate philosophical positions and arguments clearly and persuasively in both writing and speaking. Through analytical reading, research, evaluation of arguments, and synthesizing positions, students will demonstrate critical thinking abilities aligned to institutional learning outcomes. The Philosophy program is committed to continuous improvement by assessing learning outcomes, analyzing</p>	<p>These are some of the primary ways this goal could be supported for the Philosophy program:</p> <ul style="list-style-type: none"> Professional development training for faculty on high-impact teaching practices, culturally responsive instruction, and assessing/using data to improve effectiveness. This will build evidence-based instructional skills. 	<p>The following are some ways the progress on this goal could be measured for the Philosophy program:</p> <ul style="list-style-type: none"> Student learning outcomes assessment data on communication skills in philosophy courses Student achievement data disaggregated by demographics to identify equity gaps Student surveys and focus groups to gather feedback on communication skills growth

					<p>student achievement data, and refining curriculum and instructional practices to advance institutional effectiveness. By applying evidence-based teaching methods, leveraging campus resources, closing equity gaps, and promoting a growth mindset, the program will achieve excellence and equitable outcomes in philosophic communication skills." The key additions to address institutional effectiveness:</p> <ul style="list-style-type: none"> • Aligning the philosophy program outcomes to institutional learning outcomes • Emphasizing continuous improvement through assessment, data analysis, refining curriculum/instruction • Stressing use of evidence-based teaching practices • Leveraging campus resources 	<ul style="list-style-type: none"> • Student success initiatives like supplemental instruction, embedded tutoring, early alert systems, and advising support. This will provide academic support to enhance learning. • Curriculum review and enhancement efforts to ensure alignment to ILOs, integrate communication skills development, and mitigate biases. This will improve course/program design. • Student engagement efforts like philosophy clubs, visiting speaker series, and community dialogues. This will provide communication skill-building co-curricular activities. • Collaboration with the communications and language arts disciplines to share best practices. This will strengthen a 	<ul style="list-style-type: none"> • Analysis of upper-division course enrollment and performance as a progression measure • Faculty surveys on effectiveness of communication-focused teaching practices • Institutional learning outcomes assessment incorporating philosophy student work samples • Longitudinal tracking of career outcomes for philosophy graduates • Monitoring of student participation and completion rates in communication-building activities • Alignment analysis of course learning outcomes to communication ILO • Faculty community of practice sharing of effective communication pedagogies • Participation rates, feedback, and outcomes for faculty development offerings • Grant project evaluation reports on
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					<p>to support student success</p> <ul style="list-style-type: none"> • Committing to close achievement gaps between student demographics • Fostering a growth mindset focused on advancement 	<p>cross-disciplinary approach.</p> <ul style="list-style-type: none"> • Resources for faculty communities of practice to share successful and equitable pedagogies. This will expand evidence-based improvements. • Grants and innovation funds to pilot new high-impact educational practices. This will enable experimentation with new models. 	<p>innovative teaching models piloted</p> <p>The assessments would focus on both qualitative and quantitative data to evaluate if the goal is being met. Progress can be determined by increases in measured communication competencies over time.</p>
#3	ILO 4. Career and Specialized Knowledge	PHIL PLOs #1, 2, and 3		Goal 5: Align instructional programs to the skills identified by the labor market	<p>Philosophy students will gain knowledge, abilities, and intellectual skills to think critically and communicate effectively in order to excel in their chosen career and transfer pathways. The program will consult industry experts and employers to identify high-demand skills and align curriculum to help students build proficiency in those areas. Students will apply philosophic principles, logical reasoning, analytical writing, ethical decision-making, and</p>	<p>These are some of the primary ways this goal could be supported for the Philosophy program:</p> <ul style="list-style-type: none"> • Conduct ongoing labor market research to identify in-demand skills and needs • Consult industry advisory boards annually to get employer perspective • Align curriculum review process to incorporating high-demand skills 	<p>The following are some ways the progress on this goal could be measured for the Philosophy program:</p> <ul style="list-style-type: none"> • Rates of students completing internships, capstone projects, research programs at the college, etc. that demonstrate relevant skills • Student achievement on program learning outcomes aligned to critical thinking, logic, communication, etc. • Longitudinal tracking of graduate

					<p>communication skills to real-world problems and situations. Through projects, internships, and experiential activities, they will develop career-ready competencies to achieve their professional and educational goals." Key points this goal aims to address:</p> <ul style="list-style-type: none"> • Preparing philosophy students for success in careers and transfer • Gaining knowledge and skills aligned to labor market needs • Developing critical thinking, logic, writing, ethics and communication • Applying philosophical training to real-world contexts • Acquiring competencies demanded by employers and universities • Providing experiential learning opportunities • Empowering student 	<ul style="list-style-type: none"> • Create new courses/assignments allowing application to real-world contexts • Develop partnerships with employers and universities for guest lectures • Build relationships with alumni to gather feedback on career impacts • Provide coaching for students on translating skills to workplace • Expand internship and experiential learning requirements and opportunities • Host networking events for students to interact with professionals • Showcase career paths and trajectories of philosophy graduates • Track longitudinal career outcomes data for graduates • Collaborate with career center on customized support for philosophy students 	<p>employment rates, salaries, satisfaction</p> <ul style="list-style-type: none"> • Employer surveys rating preparation of philosophy hires • Percentage of philosophy graduates pursuing advanced degrees • Student self-assessments of career readiness after completing program • Analysis of curriculum alignment to identified labor market skills • Growth in enrollment and completion for courses tied to in-demand skills • Feedback from industry advisors on effectiveness of partnerships • Participation rates and evaluations of networking/career events • Program review assessments focused on labor market alignment <p>The goal could be considered successful if the Philosophy program can demonstrate increased alignment to high-demand skills over time, translated into positive</p>
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						achievement of professional and academic goals		student career outcomes. A combination of qualitative and quantitative measures would provide a holistic view.
#4	ILO 3. Community /Global Consciousness	PHIL PLOs #1, 2, and 3			Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services	<p>Philosophy students will gain knowledge and skills to think critically about complex issues, act ethically, and contribute positively to local and global communities. The program will leverage technological tools, campus partnerships, and streamlined processes to provide engaging learning experiences efficiently. Students will apply philosophic principles to understanding diverse perspectives, analyzing societal problems, and advancing equity and sustainability. Through civic engagement activities, they will exemplify community consciousness while efficiently developing reasoning abilities for lifelong success."</p> <p>Key points this goal aims to address:</p> <ul style="list-style-type: none"> • Building critical thinking and ethics skills to address complex issues 	<p>These are some of the primary ways this goal could be supported for the Philosophy program:</p> <ul style="list-style-type: none"> • Implement technology tools like Canvas to enable blended learning where effective • Develop interdisciplinary collaborations with other departments to share resources • Schedule courses in patterns that optimize use of classrooms • Cross-train philosophy faculty to teach multiple courses • Create Zero Textbook Cost degrees to increase access and affordability • Infuse culturally responsive teaching practices into curriculum • Add community engagement components tied to 	<p>The following are some ways the progress on this goal could be measured for the Philosophy program:</p> <ul style="list-style-type: none"> • Student surveys and focus groups to gather feedback on resource accessibility and community engagement • Cost-per-student metrics compared over time and to peer institutions • Percentage of courses offered using OER/zero textbook cost resources • Number of co-curricular collaborations and events tied to diversity, equity, and inclusion • Participation rates and hours logged for community-based learning activities • Institutional learning outcomes assessment data related to ethics, cultural awareness

					<ul style="list-style-type: none"> • Contributing to community and society as engaged citizens • Developing appreciation for diverse cultures and viewpoints • Using resources wisely to provide effective educational experiences • Applying philosophical training to promote equity and sustainability • Participating in civic activities tied to curriculum • Becoming lifelong, self-directed learners 	<ul style="list-style-type: none"> • course learning outcomes • Partner with student services on event programming focused on diversity • Collaborate with sustainability office on projects tied to curriculum • Assess ILOs and PLOs focused on ethics, equity, cultural awareness • Provide training on practices promoting self-directed learning • Document resource allocation and instructional costs to identify efficiencies 	<ul style="list-style-type: none"> • Analysis of classroom utilization rates and scheduling efficiency • Cross-training participation rates for faculty teaching multiple courses • Qualitative feedback from students demonstrating growth in critical thinking • Student achievement of program learning outcomes related to reasoning skills • Implementation of self-directed learning tools and assessments <p>A combination of qualitative and quantitative data could evaluate if the goal is being met, with progress shown through increases in measured efficiencies, community engagement, and learning outcomes over time.</p>
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Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)						
Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Faculty	The hiring of a full-time tenure-track philosophy instructor.	All four, but mostly #1 and #2.	Repeat	125000	Recurring	Alberto Mendoza González Larreynaga
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

*****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:**
https://www.surveymonkey.com/r/2023PR_ResourceRequest

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

Required:

- Program Review tab
- S&R by Demographic Groups tab

Optional:

- Other supporting data/information

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

Select Subject: PHIL | Select Subject again: PHIL | Select Program Major(s): AA-T Philosophy (PHIT) | Academic Year: Multiple values



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



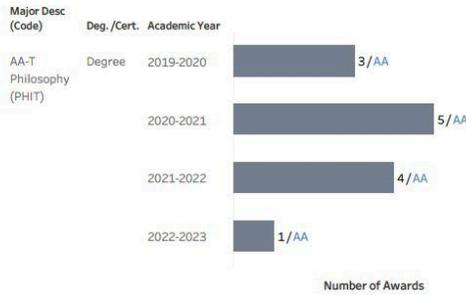
Enrollment and Number of Sections by **Modality** in PHIL

Instr. Method	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections				
Online	8	8	8	20
Traditional	53	47	43	31
Enrollment				
Online	280	300	657	504
Traditional	1,493	1,329	675	704

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

Location	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections				
Lancaster	50	45	38	28
Lancaster [O..	2	2	3	
Palmdale	9	8	10	23
Enrollment				
Lancaster	1,420	1,290	646	692
Lancaster [O..	60	58	81	
Palmdale	293	281	605	516

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



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

	Fall 2019	Fall 2020	Fall 2021	Fall 2022
PT (Adjunct) FTEF	3	3	3	2
FT (Regular) FTEF	2	2	2	2
FT (Overload) FTEF				0
TOTAL FTEF	5	5	5	4
PT/FT FTEF Ratio	1	1	1	1
FTES	70	69	50	48
FTES/FTEF Ratio	15	15	11	13
WSCH/FTEF Ratio	435	448	315	380
WSCH	2,089	2,060	1,514	

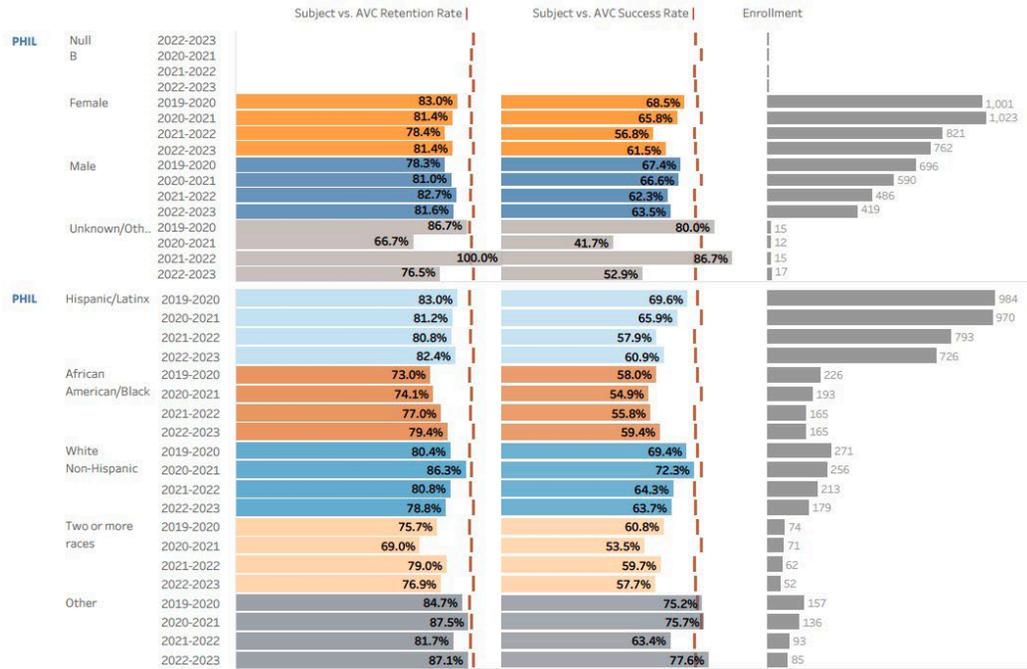
[Click here](#) to see AVC's Program awards dashboard

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

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

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

- What are the potential reasons for equity gaps? - What can my program implement to mitigate these gaps? (Consider such factors as curriculum design, teaching methods, cam, climate, and support services.) - What resources/training are available/needed to support these efforts?



Select Demographics
Age Groups



Academic Year Slider

Click to Include
EMs

2022-2023 Disproportionate Impact (DI) as Percentage Point Gap (PPG)
Blue Bars show Success Rate (SR) within the sub-Groups vs. AVC Annual SR (orange bar) vs. PHIL Annual SR (dotted line)



In 2022-2023, PHIL's Success Rate was 62.1% vs. AVC's Annual rate of 72.6%

Overall Disproportionate impact as percentage point gap was: -10.5%

In PHIL, 1,207 was the enrollment count (duplicated headcount) (only shows if $n > 10$)

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

(For example, $(1,207 * |-10.5\%|) = 126$. it means that 126 more successful course completers would help close the gap for this subject area)

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

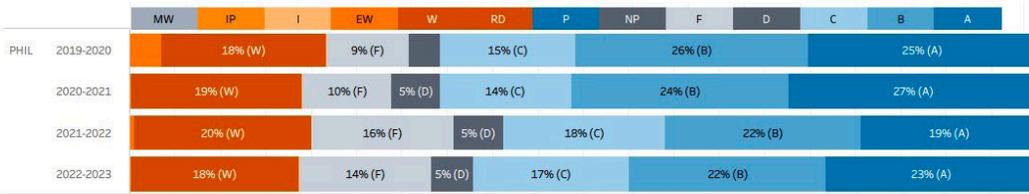
Some possible questions to ask when looking at the DI data:

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



Annual or Term Selector
Annual

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



PHIL (only shows if n >10)



Select Subject again
PHIL

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 PHIL

	Fall 2019	Fall 2020	Fall 2021	Fall 2022
PT (Adjunct) FTEF	3	3	3	2
FT (Regular) FTEF	2	2	2	2
FT (Overload) FTEF				0
TOTAL FTEF	5	5	5	4
PT/FT FTEF Ratio	1	1	1	1
FTES	70	69	50	48
FTES/FTEF Ratio	15	15	11	13
WSCH/FTEF Ratio	435	448	315	380
WSCH	2,089	2,060	1,514	

AVC Total

	Fall 2019	Fall 2020	Fall 2021	Fall 2022
PT (Adjunct) FTEF	188.5	164.9	158.1	146.5
FT (Regular) FTEF	151.2	153.7	141.7	152.1
FT (Overload) FTEF	38.0	35.3	37.6	44.3
TOTAL FTEF	377.6	353.9	337.3	342.9
PT/FT FTEF Ratio	1.2	1.1	1.1	1.0
FTES	4,884.4	4,255.1	3,524.1	4,074.0
FTES/FTEF Ratio	12.9	12.0	10.4	11.9
WSCH/FTEF Ratio	388.0	360.7	313.4	356.4
WSCH	146,531.7	127,651.8	105,723.0	

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://ohiolegacy.foundati.onccc.org/sites/default/files/ask/SEM_Understanding%20FTES_Spring2019.pdf

Academic Year
Multiple values

Subject
PHIL

Break by..
None



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

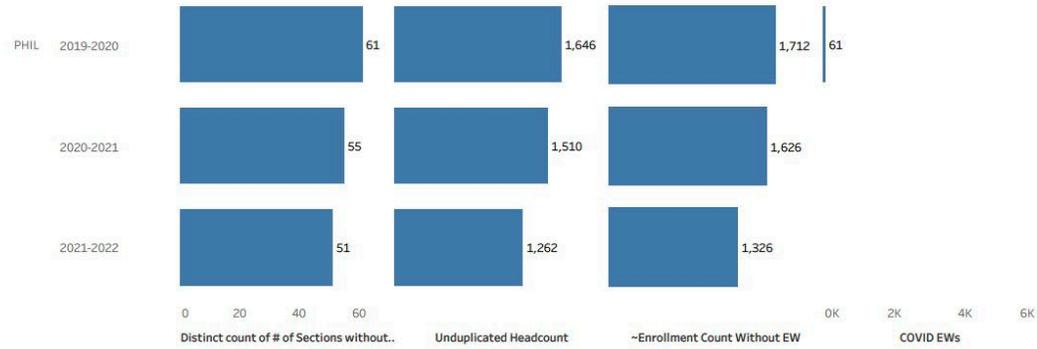
	2019-2020	2020-2021	2021-2022	2022-2023	Grand Total
PHIL	68.2% (1,712)	65.9% (1,626)	59.1% (1,326)	62.1% (1,207)	64.2% (5,871)
Grand Total	68.2% (1,712)	65.9% (1,626)	59.1% (1,326)	62.1% (1,207)	64.2% (5,871)

Enrollment, Number of Sections by Course Number

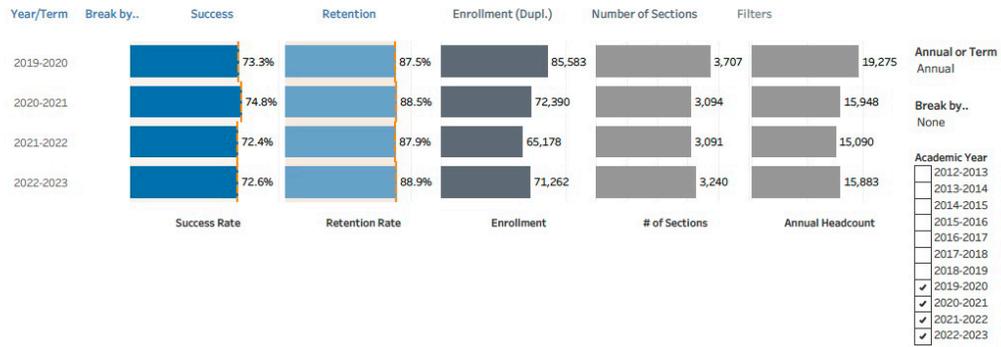
Annual or Term
Annual

Term
All

Select a Course Number
All



AVC Total Success and Retention Rate by Academic Year/Term





Fall 2023 Program Review Report

Division/Area Name: SBS/Political Science	For Planning Years: 2024-2025
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: <i>Briefly describe how the program contributes to the district mission</i>	
<p>The Political Science department offers a variety of high-quality and comprehensive courses to a diverse student body, enhancing their chances of transferring to a four-year college program. These courses, such as Introduction to American Government, Political Theory, Judicial Process, Comparative Politics, International Relations, and Ethnic Politics, engage students in discussions about democracy, the rule of law, discrimination, international relations, and justice. Additionally, the department collaborates with the Administration of Justice faculty to support the Law Scholars program, which allows additional students to earn an Associate of Arts in Political Science with an emphasis in law, society, and public policy.</p>	
Part 2A: Analyze the program review data (retrieval instructions), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:	
<p>Use the following questions to guide your analysis:</p> <p>Overall (Use the <i>Program Review</i> tab to inform your analysis)</p> <ul style="list-style-type: none"> • What are the success and retention rates (S&R) for your discipline? Did they decrease or increase in the last year? • What are the trends for the number of awards granted? Are the number of awards going up or down? <p>Equity (Use the <i>S & R by Demographic Group</i> or the <i>Equity</i> tab to inform your analysis)</p> <ul style="list-style-type: none"> • Which racial/ethnic student groups complete their courses at the highest rates? • Which racial/ethnic student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the <i>Strengths and Accomplishments</i> section. 	
Strengths and Accomplishments: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)	
<ul style="list-style-type: none"> • White Non-Hispanic and “Other” coded students complete POLS courses at the highest rate. • POLS closed its equity gap among Hispanic/Latinx and students reporting two or more races. • Awarded 15 AA-T Political Science degrees in Academic Year 2022-2023 • Hosted former White House Communication Anthony Scaramucci • Facilitated AVC’s Constitutional Essay Contest for the 10th straight year; on track to receive more than 100 submissions. • Political Science faculty continue to work with the Law Scholars program in conjunction with the Administration of Justice Department • Continued to offer POLS 101 and POLS 203 courses at California State Prison-Los Angeles and the Palmdale Center • Recruited students for internship opportunities for the following public offices: <ul style="list-style-type: none"> • LA County Board of Supervisors’ office Kathryn Barger • California State Assembly member Tom Lackey • California State Senator Scott Wilk • U.S. House of Representative Mike Garcia 	

- U.S. House of Representative Kevin McCarthy
- Number of sections offered in POLS now exceeds 2019-2020 levels
- POLS significantly expanded its asynchronous and synchronous online class offerings
- POLS has tripled (10 to 31) its online sections
- POLS success rate is equal to AVC's overall success rate

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

- African American/Black students have the lowest level of success in POLS courses, 10.1% the all-AVC average, though their rate has improved since 2021-2022.
- Political Science 200 was canceled due to low enrollment
- Political Science 203 was canceled due to low enrollment
- Total enrollment has not returned to 2019-2020 (though the trend line is positive year-over-year)
- Traditional (F2F) sections are down (58-42), though enrollment is up (1,171 to 1,232)
- POLS 202: Ethnic Politics does not currently meet CSU Area F requirements necessary for transfer

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

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

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

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

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

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

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

Past Course Improvement Plans	Progress Made
For POLS 103: Re-evaluate the educational materials provided	SLO's for POLS 103 now meet expectations.
For POLS 103: Re-evaluate the assessment	SLO's for POLS 103 now meet expectations.

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

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

Past Goal	Progress Made
Update AA-T Political Science Degree to ensure compliance with the University of California System	We are continuing to work on making sure that POLS 202: Ethnic Politics is Area F compliant
Provide additional pathways to graduation Develop interdisciplinary AA-T degree	ADT-LPPS has been created and it is now in implementation.
Provide specialized knowledge for students interested in pursuing a career in the Law or a Law adjacent field	We are working closely with the Law Scholars Committee
Improve SLO passing rate for Poli Sci 103	Completed. SLO passing rate for POLS 103 now meets expectations
Bring additional speakers to campus	We created two FPD (Faculty Professional Development) events: Brushing Back Jim Crow and Humor in the Classroom

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

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 4. Career and Specialized Knowledge	All	All	All	Goal 1: Commitment to strengthening institutional effectiveness measures and practices	Update POLS 202: Ethnic Politics so that it is CSU Area F. Compliant	Work with Ethnic Studies faculty to develop language and descriptions necessary for CSU approval	When the course has been approved by the CSU System for Area F transfer

#2	ILO 4. Career and Specialized Knowledge	All	All	All	Goal 5: Align instructional programs to the skills identified by the labor market	Provide specialized knowledge for students interested in pursuing a career in the Law or a Law adjacent field	We will continue to work with the Law Scholars committee to provide a pathway to Law School	AP&P will verify
#3	ILO 4. Career and Specialized Knowledge	All	All	All	Goal 1: Commitment to strengthening institutional effectiveness measures and practices	Increase enrollment for POLS 200 and POLS 203 so that they can be offered on a regular schedule	Use POLS 101 more effectively to “feed” into these two classes.	When POLS 200 and 203 “make” more than 80% of the times that they are offered
#4	ILO 3. Community /Global Consciousness	All	All	All	Goal 1: Commitment to strengthening institutional effectiveness measures and practices	Make AVC a greater and more regular part of the political landscape of the Antelope Valley	Invite more speakers, including candidates for office, to AVC, to be questioned by instructors and witnessed by students	When become a regular “stop” on the campaign trail for local elected officials

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

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Faculty	Hire an Ethnic Politics qualified Instructor	Update POLS 202 to be Area F compliant	New	\$120,000	Recurring	Fritz Hemker
Other	A bi-annual budget to bring more political speakers to campus	Make AVC a greater and more regular part of the political landscape of the Antelope Valley	New	\$10,000.00	Recurring	Fritz Hemker
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

*****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:**
https://www.surveymonkey.com/r/2023PR_ResourceRequest

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

Required:

- Program Review tab
- S&R by Demographic Groups tab

Optional:

- Other supporting data/information

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

Select Subject
POLS

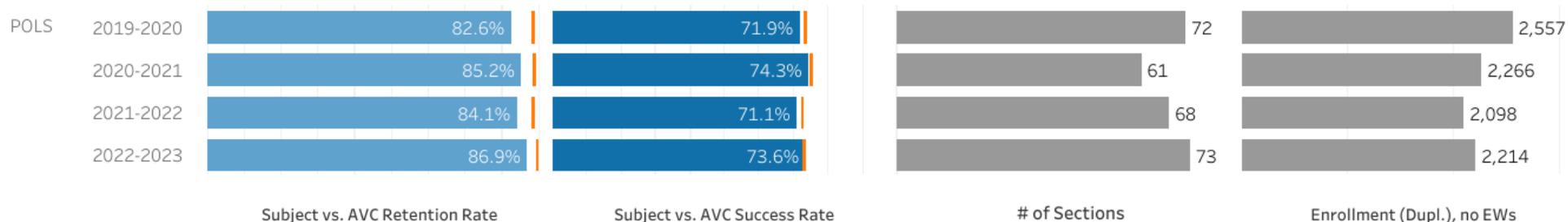
Select Subject **again**
POLS

Select Program Major(s)
AA-T Political Science (POST)

Academic Year
Multiple values



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



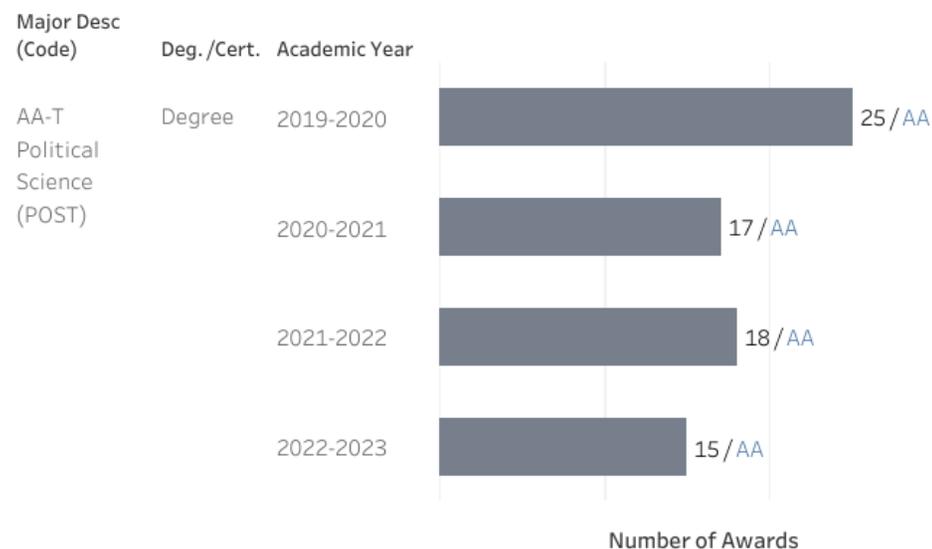
Enrollment and Number of Sections by **Modality** in **POLS**

	Instr. Method	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	Online	10	9	10	31
	Traditional	62	52	58	42
Enrollment	Online	309	283	930	983
	Traditional	2,313	1,984	1,171	1,232

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

	Location	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	Lancaster	49	43	47	36
	Lancaster [O..	4	1	3	6
	Palmdale	19	17	18	31
Enrollment	Lancaster	1,926	1,651	964	1,192
	Lancaster [O..	97	38	74	111
	Palmdale	599	578	1,063	912

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



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

	Fall 2019	Fall 2020	Fall 2021	Fall 2022
PT (Adjunct) FTEF	4	3	4	4
FT (Regular) FTEF	2	2	2	2
FT (Overload) FTEF	0	0	0	0
TOTAL FTEF	6	5	6	6
PT/FT FTEF Ratio	2	2	2	3
FTES	106	99	86	92
FTES/FTEF Ratio	17	18	15	16
WSCH/FTEF Ratio	511	549	445	474
WSCH	3,168	2,965	2,583	

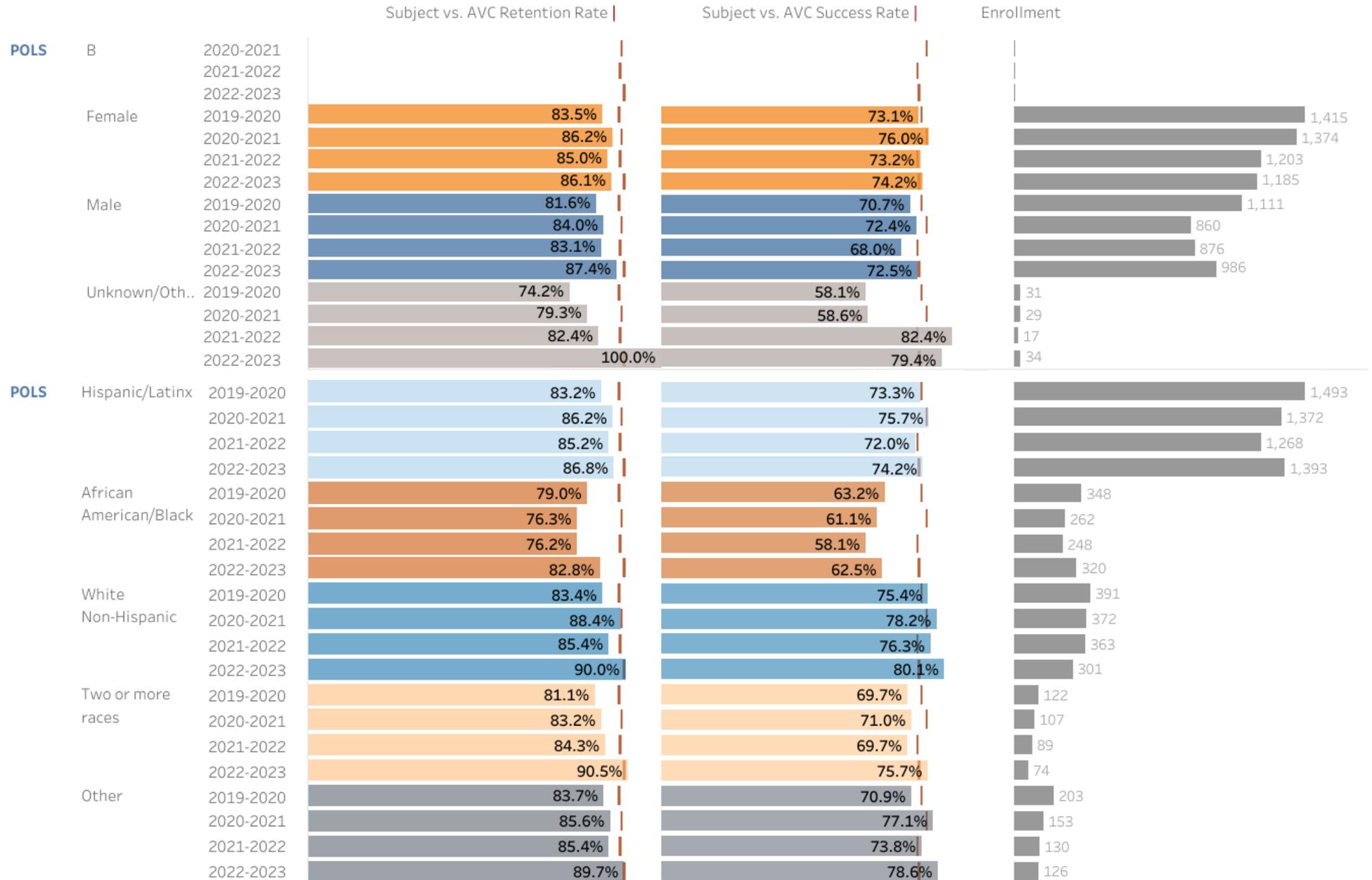
Click [here](#) to see AVC's Program awards dashboard

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

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

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

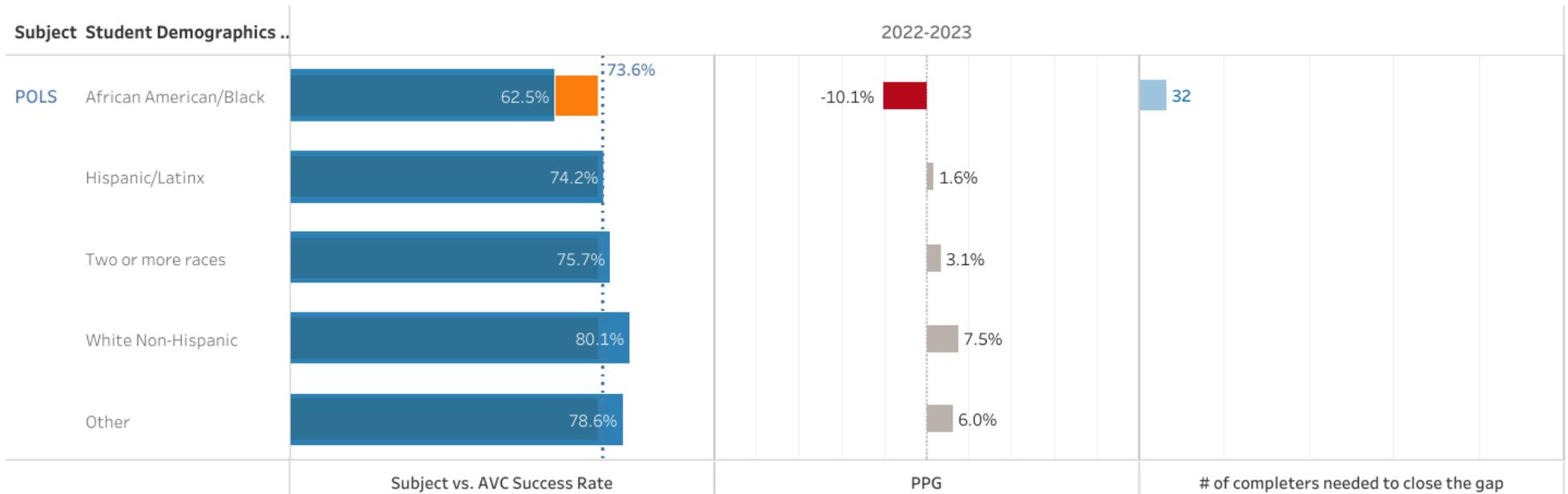
- What are the potential reasons for equity gaps? - What can my program implement to mitigate these gaps? (Consider such factors as curriculum design, teaching methods, campus climate, and support services.) - What resources/training are available/needed to support these efforts?





2022-2023 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. **POLS Annual SR (dotted line)**



In 2022-2023, POLS's Success Rate was 73.6% vs. AVC's Annual rate of 72.6%

Overall Disproportionate Impact as percentage point gap was : 1.0%

In POLS, 2,214 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, $(2,214 * |1.0\%|)=22$. it means that 22 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?



Fall 2023 Program Review Report

Division/Area Name: Psychology	For Planning Years: 2024-2025
Name of person leading this review: Fredy Aviles	
Names of all participants in this review: Fredy Aviles, Nouha Hallack, Duane Rumsey	
Part 1. Program Overview: <i>Briefly describe how the program contributes to the district mission</i>	
<p>Antelope Valley Community College, a public institution of higher education, provides a quality, comprehensive education to a diverse population of learners. We are committed to student success offering value and opportunity, in service to our community. The psychology program contributes to the district’s mission by providing a quality education in psychology for the purposes of transferring to a 4-year institution, job enhancement, or personal enrichment.</p> <p>We offer a certificate through the Alcohol and Other Drugs Studies (AODS) program. The program consists of an 11-course curriculum based on CAADE and CCAPP requirements. Course work focuses on introduction to alcohol and other drug studies, and prepares students to complete intake, assessment, treatment, relapse prevention, individual, group and family counseling in the area of substance related disorders.</p> <p>We also offer an Associate of Arts in Psychology for Transfer (AA-T in Psychology) degree that meets the requirements of SB 1440 for Associate Degrees for Transfer (ADT). These degrees are intended to make it easier for students to transfer to California State University campuses, but does not exclude admittance to other colleges or universities. We have awarded an increasing number of degrees every year.</p> <p>The department also has its own webpage that includes program and faculty information. The psychology department is committed to improving access to higher education and is increasingly offering online courses and traditional courses that make use of an OER (Open Educational Resource) textbook rather than a traditional textbook in order to save students money.</p>	

Part 2A: Analyze the <u>program review data</u> (retrieval instructions), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:
Use the following questions to guide your analysis:
Overall (Use the <i>Program Review</i> tab to inform your analysis)
<ul style="list-style-type: none"> • What are the success and retention rates (S&R) for your discipline? Did they decrease or increase in the last year? • What are the trends for the number of awards granted? Are the number of awards going up or down?
Equity (Use the <i>S & R by Demographic Group</i> or the <i>Equity</i> tab to inform your analysis)
<ul style="list-style-type: none"> • Which racial/ethnic student groups complete their courses at the highest rates? • Which racial/ethnic student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the <i>Strengths and Accomplishments</i> section.
Strengths and Accomplishments: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)
1) Success and retention rates have remained strong from 2018-2019 to 2022-2023. It is always in the high 80s to low 90s, while AVCs average is in the high 80s. In online classes, retention has hovered at about 90% while in traditional classes it is always in the high 80s. Success has also remained adequate from 2018-2019 to 2022-2023. It was in the mid 70s and is now in the low 70s. AVCs average has varied in the same way. Success in online classes has decreased slightly from about 73% in 2018-2019 to about 71% in 2022-2023 (this may have something to do with Covid as a lot of classes

were forced online that were not traditionally offered online). Success for traditional classes increased slightly from about 71% in 2018-2019 to about 74% in 2022-2023.

2) We have been offering a larger number of sections every year from 2018-2019 (both traditional and online) to 2022-2023. Our traditional course offerings have decreased while our online offerings have increased (thus online course sections are now 47% of the total). We offered 77 traditional courses and 17 online in 2018-2019, whereas we offered 55 traditional courses and 48 online in 2022-2023.

3) We had been serving an increasing number of students every year up until the 2019-2020 year when Covid became an issue. Our enrollment is now down significantly from a high of 4190 students in 2019-2020 to 3578 students three years later in 2022-2023. The number of students taking traditional classes has decreased while those taking online classes has increased.

4) The number of PSY AA-T degrees granted has decreased from a high of 111 in 2021-2022 to 97 in 2022-2023. This does not include the number of certificates granted in the AODS (Alcohol and Other Drug Studies) program. The AODS program awarded 11 certificates in 2021-2022.

5) We have adapted well to changes so far as students are demanding more online classes and we are offering more of them. We need to continue to do this remain competitive and keep our enrollment numbers up. 7) We need to increase success rates in online classes slightly. We have done a good job of maintaining retention rates high.

6) Success and retention rates vary by ethnicity. Retention rates are higher for whites and “other at about 91 %, followed by LatinX at 90%, then 2 or more races at 88%, AND THEN Black/African American at about 85%. Success rates vary in the same way: Whites at 82%, other 78%, Latino 73%, two or more races 70.6%, and Black/African American at 61.5%. These retention and success rates have varied only slightly over the last 4 years. This reflects consistent equity gaps across ethnicity.

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

Trends reveal opportunities and challenges. *Consider the following questions:*

- There is an opportunity to increase enrollment by offering more classes online as that is what students want. However, there is a challenge of increasing success rates in online classes. Perhaps this can be addressed by making online classes more accessible and user friendly through POCER certification.
- There is also a challenge of closing equity across ethnicity. More needs to be done to encourage Black/African American students to increase retention and success rates. This might include tutoring, basic needs, and communities on campus to foster inclusion. Economic challenges may need to be addressed.

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

- We want to be known for preparing students for transfer to a four-year institution by offering a transfer degree in psychology. We also want to be known for preparing students for a certificate in Alcohol and other Drug studies (AODs).
- In the future, we want to remain flexible in our mix of course offerings (traditional and online) and in our course offerings. We want to develop a new Wellness Coaching program that will offer a certificate.

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

The advisory committee's recommendation is to continue to try to increase the number of students completing the AODS certificate. In the past two years there have been 11 completers in AODS.

Here is the LMI data from: <https://labormarketinfo.edd.ca.gov/data/employment-projections.html>

SOC Code	Occupational Title	Base Year Employment Estimate 2020	Projected Year Employment Estimate 2030	Numeric Change 2020-2030	Percentage Change 2020-2030	Exits	Transfers	Total Job Openings	Median Hourly Wages	Median Annual Wages	Work Experience	On-the-Job Training
21-1018	Substance Abuse, Behavioral Disorder, and Mental Health Counselors	10,400	12,330	1,930	18.6%	3,700	6,730	12,360	\$24.72	\$51,414	None	None

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

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

Past Course Improvement Plans	Progress Made
Implement APA Tutorial and APA paper assignment	APA paper has been implemented in some courses, the APA tutorial in some
Hire additional faculty (especially full-time member)	No additional full-time member has been hired (we still have two)

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

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

Past Goal	Progress Made
Goal 1. Increase number of degrees granted in PSY every year.	This goal is ongoing and is no longer being met due to a decrease in enrollment.
Goal 2. Increase success rates on SLOs/PLO that involve APA style written reports and critical thinking.	This goal is ongoing. Most courses are now meeting SLO targets concerning APA formatting and critical thinking.
Goal 3. Close the equity gaps especially for African Americans	This goal is not being met and is ongoing.

--

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

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 4. Career and Specialized Knowledge				Goal 5: Align instructional programs to the skills identified by the labor market	Increase the number of PSY AAT-T degrees and AODS certificates granted	Increase enrollment by offering more classes online.	Increased numbers for PSY AAT degree and AODS certificate
#2	ILO 1. Communication				Goal 4: Advance more students to college-level coursework- Develop and implement effective placement tools	Increase success rates on SLOs/PLO that involve APA style written reports and critical thinking.	Create and utilize APA style tutorial.	Achieve 70% or higher on PLO and SLOs that concern an APA paper assignment.
#3	ILO 3. Community /Global Consciousness				Goal 4: Advance more students to college-level coursework- Develop and implement effective placement tools	Close the equity gaps especially for African Americans	Offer more one on one help, tutoring, encourage participation.	Success rates similar to other groups for African Americans.
#4	ILO 3. Community /Global Consciousness				Goal 5: Align instructional programs to the skills identified by the labor market	Plan and implement Coaching & Wellness Program	Identify existing and needed courses. Get new courses and program approved.	Program available as an area of study in the catalog.

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

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Choose an item.	Hire new PSY Full-Time Faculty	Goals 1-4	Repeat	\$80,000	Recurring	Nate Dillon
Choose an item.	Hire new adjunct faculty	Goals 1-4	Repeat	\$40,000	Recurring	Nate Dillon
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

*****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:**
https://www.surveymonkey.com/r/2023PR_ResourceRequest

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

Required:

- Program Review tab
- S&R by Demographic Groups tab

Optional:

- Other supporting data/information

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

Select Subject
PSY

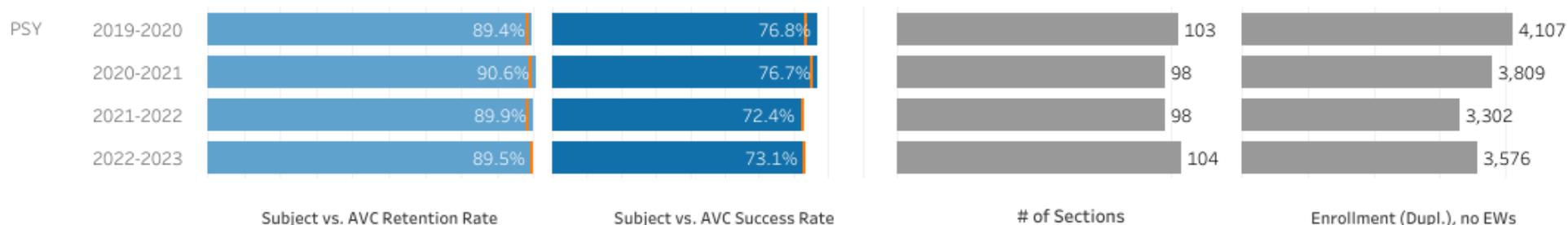
Select Subject *again*
PSY

Select Program Major(s)
AA-T Psychology (PSYT)

Academic Year
Multiple values



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



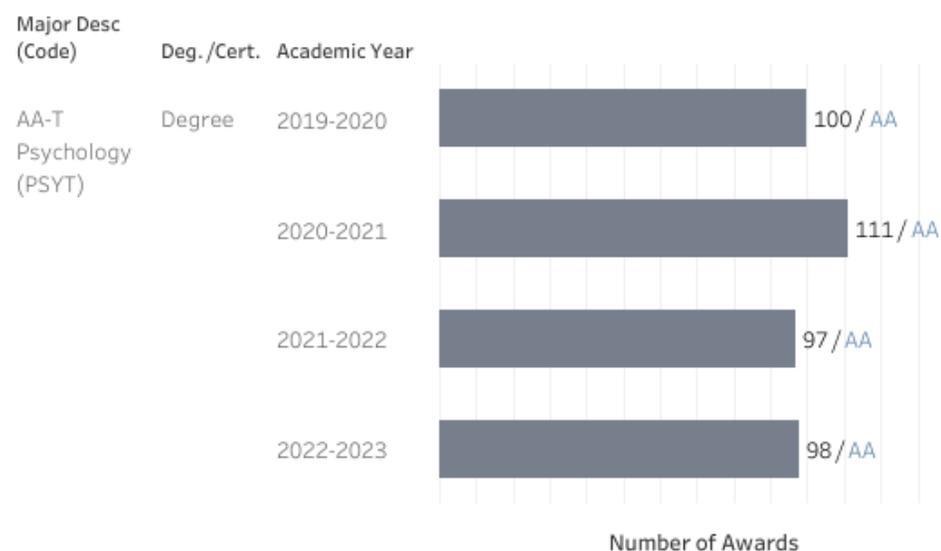
Enrollment and Number of Sections by *Modality* in PSY

	Instr. Method	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	Online	23	22	34	48
	Other Indep Study	1			1
	Traditional	79	76	64	55
Enrollment	Online	786	743	1,716	1,536
	Other Indep Study	2			1
	Traditional	3,402	3,067	1,590	2,041

Enrollment and Number of Sections by *Location* in PSY

	Location	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	Lancaster	67	67	59	45
	Lancaster [O..				6
	Palmdale	36	31	39	53
Enrollment	Lancaster	2,988	2,778	1,480	1,767
	Lancaster [O..				118
	Palmdale	1,202	1,032	1,826	1,693

Number of Program Awards in AA-T Psychology (PSYT)



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

	Fall 2019	Fall 2020	Fall 2021	Fall 2022
PT (Adjunct) FTEF	9	8	6	6
FT (Regular) FTEF	1	1	2	2
FT (Overload) FTEF	1	1	0	1
TOTAL FTEF	10	10	9	9
PT/FT FTEF Ratio	9	10	3	2
FTES	187	177	144	159
FTES/FTEF Ratio	18	19	17	18
WSCH/FTEF Ratio	553	558	502	528
WSCH	5,624	5,299	4,318	

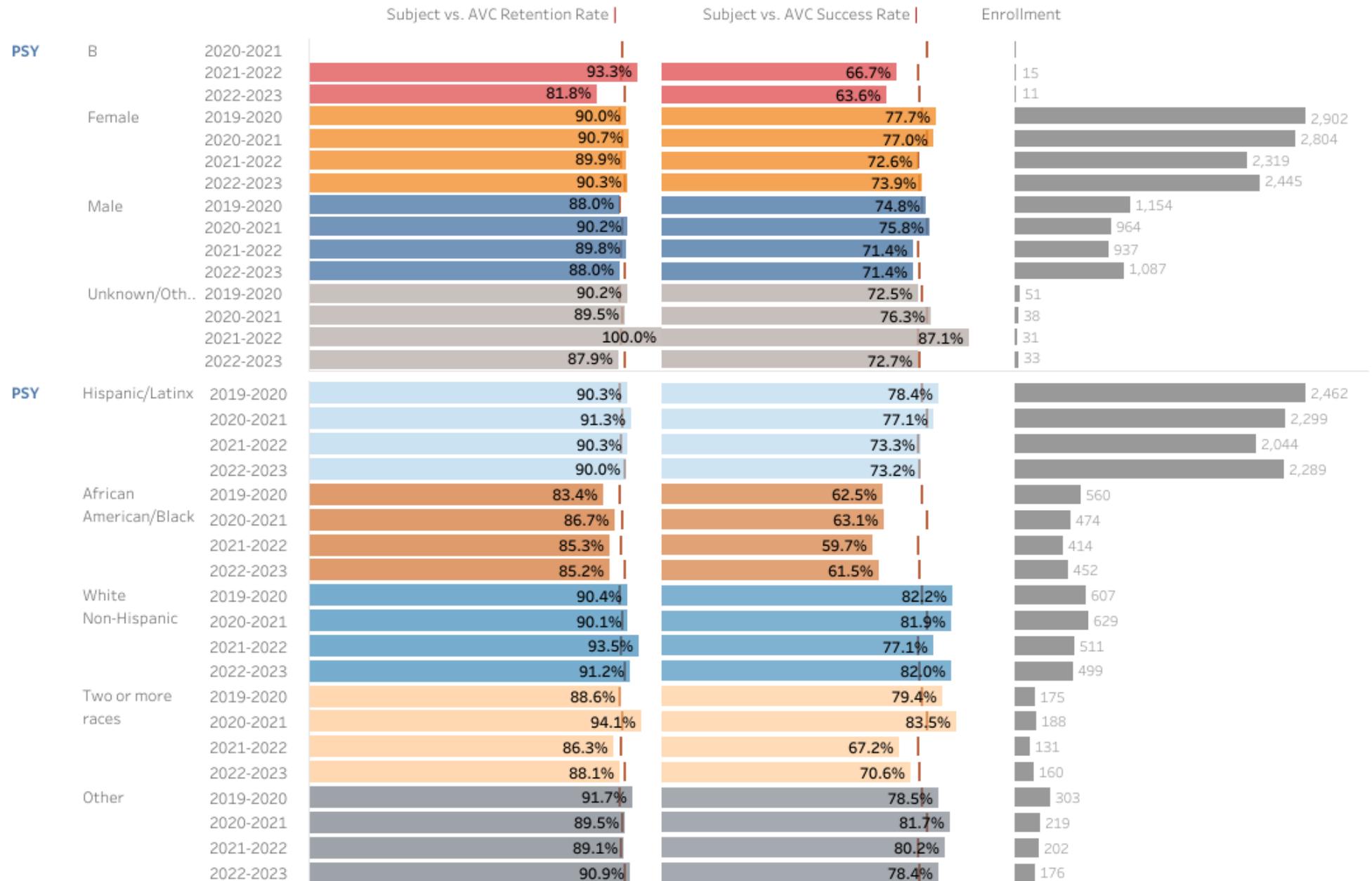
Click [here](#) to see AVC's Program awards dashboard

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

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

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

- What are the potential reasons for equity gaps? - What can my program implement to mitigate these gaps? (Consider such factors as curriculum design, teaching methods, campus climate, and support services.) - What resources/training are available/needed to support these efforts?





Fall 2023 Program Review Report

Division/Area Name: Social Behavior Sciences/Real Estate	For Planning Years: 2024-2025
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Name of person leading this review: Gabrielle Poorman
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Names of all participants in this review: David Adams, Balbir Arora, Kerri Jones, and David Ranish.
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Part 1. Program Overview: *Briefly describe how the program contributes to the district mission*

Real Estate program contributes to the district mission by supporting students in their career technical educational field, which could lead to state licensing, employment, skills, and knowledge that are essential for a workplace environment that involves Real Estate. Faculty and staff that teach and support the Real Estate discipline provide students with instruction and guidance that will lead to success in several career paths related to Real Estate. Programs offered in this discipline provide students with a broker associate degree, a broker certificate, or a salesperson certificate.

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

Use the following questions to guide your analysis:

Overall (Use the *Program Review* tab to inform your analysis)

- What are the success and retention rates (S&R) for your discipline? Did they decrease or increase in the last year?

Overall, the Real Estate discipline exceeds the AVC success and retention rates. The Real Estate discipline retention rate for the 2023-2022 period was 94.8% vs. 89.2% AVC Annual Retention Rate, and the Real Estate discipline success rate for 2023-2022 was 86.0% vs. 72.6% AVC annual success rate.

- What are the trends for the number of awards granted? Are the number of awards going up or down?

The data for awards granted shows a proximate increase in the Real Estate salesperson certificate of 10% from last year, a slight decrease in awards for the broker certificate of close to 10%, and the broker associate degree remains steady at 11 awards per year.

- Which racial/ethnic student groups complete their courses at the highest rates?

While the success and retention rates are similar across demographic groups, the demographic of students that have the highest rates of success and retention are Hispanic/Latinx students. In 2023-2022, Hispanic and Latinx students had retention rates of 95.5% and success rates of 87.1%.

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

Based on the Tableau data under the S&R demographic groups, White non-Hispanic demographics seemed to have the lowest success and retention rates compared to other demographics for this discipline. For 2023-2022, White Non-Hispanic demographics had retention rates of 93.2% and success rates of 86.4%. We may have some students who are socioeconomically disenfranchised and may have trouble affording textbook material as well as tuition. We need to create more FPD events and programs that educate, incentivize, and encourage faculty to explore developing OER courses to potentially help close equity gaps. Lastly, Real Estate concepts, procedures, and regulations may be challenging for students. Having tutors who can help answer and explain concepts from this discipline would support students' success and retention rates.

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

This program has two dedicated adjunct Real Estate faculty members who incorporate real work experiences and expertise into the classroom to educate and serve students; this is apparent in the success and retention rates from last year when compared to AVC's overall benchmark. The Real Estate discipline retention rate was 94.8% vs. 89.2% AVC Annual retention rate, and the Real Estate success rate was 86.0% vs. 72.6% AVC annual success rate. Completion rates seem to be

steady, if not increasing slightly, for the Real Estate salesperson certificate and the broker associate degree, which has a potential for growth because it shows that more students are completing this program.

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

The success rates are high and consistent for this program. However, the number of sections of Real Estate courses we offer is very limited because this discipline only has two adjunct Real Estate instructors leading this program, or the total FTEF is 1.2. Having a low inventory of faculty or a lack of a full-time real estate faculty member in this discipline requires students to stay enrolled in the program longer. It restricts opportunities and growth from new courses, scheduling options, and course modalities. We need more recruiting efforts for this discipline to offer more Real Estate courses.

We also have a challenge of solving the problem of equity gaps. Specifically, required textbooks are often expensive, and as noted above, online offerings are not widely available due to faculty shortages in this discipline. To address equity gaps, we should explore more affordable materials or OER options. We should include our marketing department and use social media “did you know” clips to inform students, faculty, and staff of the resources that AVC has to offer (like books help, basic needs, and more). There should be more programs and incentives for faculty to develop OER courses and to attend and be more familiar with DEIA teaching methodologies to be more inclusive and reach different learners and individuals of diverse backgrounds.

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

The Real Estate discipline would like to be known as the go-to place for developing Real Estate experts and professionals. We want to continuously strive to help students succeed in passing their Real Estate licensing exam for the first time and assisting students to be competent in the field. The Real Estate discipline desires growth and more opportunities to serve the community. This growth would include offering more sections of Real Estate courses with different modality options and the potential of developing new courses and programs. Having a low inventory of instructors or a full-timer restricts the development of new courses; It limits our options for adding more sections and modality options for our students.

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

Insert Advisory Committee Recommendations here: The advisory committee recommended developing a sales and network marketing course, coursework, and program in Commercial Real Estate, setting a noncredit short-term course in leases, including more sections of Real Estate courses every semester, and creating more internship opportunities for students.

[Labor Market Data](#)

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

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

Past Course Improvement Plans	Progress Made
Add sections of the introductory Real Estate courses, which will both serve the additional students who are interested in the program and feed the program with more successful students overall.	Progress has yet to be made because there are only two adjunct instructors, and as a result, there are only 5 to 7 Real Estate courses that are being taught every Fall and Spring semester.
Develop a capstone course for students to be challenged and prepared for the job field and licensing.	Some progress has been made regarding this plan. In the Fall 2023, a Real Estate capstone course was developed and will hopefully be offered in the Fall of 2024.
Hiring of either additional Adjunct personnel or one full time instructor.	Progress has yet to be made here. Last year, we had two adjunct Real Estate instructors, and this year, we will still have two Real Estate adjunct instructors for this discipline.

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

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

Past Goal	Progress Made
Expand the program offerings and develop new, pertinent courses.	We have limited instructors, so we could not offer as many courses as we would like; however, we did develop a new capstone course to challenge students to apply what they have learned.

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

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	O				

#1	ILO 4. Career and Specialized Knowledge	All of them	All of them	N/ A	Goal 1: Commitment to strengthening institutional effectiveness measures and practices	Provide more course options and accessibility to students.	<ol style="list-style-type: none"> 1. Offer more sections of Real Estate courses with different modality options. 2. Hire a full-time Real Estate faculty member who will monitor the Real Estate program and is qualified to teach face-to-face and online courses so that more Real Estate classes can be offered each semester. 3. Work with current Real Estate instructors to analyze effective teaching methodologies based on course curriculum and modality options. 4. Encourage faculty to get training in DEIA and Online teacher training. 	<p>-Number of sections would increase (including online).</p> <p>-Number of completers or awards for programs offered would increase.</p> <p>-Feedback from the full time hire who is overseeing the Real Estate discipline would exist.</p>
#2	ILO 2. Creative, Critical, and Analytical Thinking	All of them	All of them	N/ A	Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills	Eliminate academic barriers to students.	<ol style="list-style-type: none"> 1. Encourage and incentivize faculty to make course material affordable or OER. 2. Create a Canvas shell that will allow faculty to share online 	<p>-Retention and success would increase.</p> <p>-Enrollment in the program may increase.</p> <p>-Feedback from faculty involved or working on OER material.</p>

							<p>resources that they find that relate to the Real Estate curriculum.</p> <ol style="list-style-type: none"> Real Estate faculty can research what other schools are doing and provide free or cheaper options for students that may be available. Lastly, have Real Estate faculty attend conferences and FPD events relating to OER materials. 	
#3	ILO 2. Creative, Critical, and Analytical Thinking	All of them	All of them	N/A	Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services	Improve and support student learning of Real Estate courses.	<ol style="list-style-type: none"> Encourage and hire tutors for the Real Estate discipline. Have Real Estate faculty pinpoint and encourage students who have done well in their Real Estate courses to consider tutoring. Have the Learning Center hire, train, and acquaint new Real Estate tutors about how to assist students. Have tutors work with Real Estate faculty to cover any changes in 	<p>-Retention and success rates would increase.</p> <p>-Feedback from tutors would help Real Estate and Business faculty understand where most students may be struggling and how to help.</p> <p>-Feedback from faculty about students and their progress would be discussed.</p>

							Real Estate policies and regulations.	
#4	Choose ILO				Choose an item.			

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

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Faculty	Be able to offer students more Real Estate course options and modalities by hiring a full-time Real Estate instructor.	Goal 1: Commitment to strengthening institutional effectiveness measures and practices	Repeat	\$140,000.00	Recurring	Gabrielle Poorman
Professional development	Funding to incentivize faculty to make course material affordable or OER.	Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills	New	\$1,200.00 per course	Recurring	Gabrielle Poorman
Classified Staff	Encourage and hire tutors for the Real Estate discipline.	Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services	New	\$33,280.00	Recurring	Gabrielle Poorman
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

*****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:**
https://www.surveymonkey.com/r/2023PR_ResourceRequest

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

Required:

- Program Review tab
- S&R by Demographic Groups tab

Optional:

- Other supporting data/information

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

Select Subject
RE

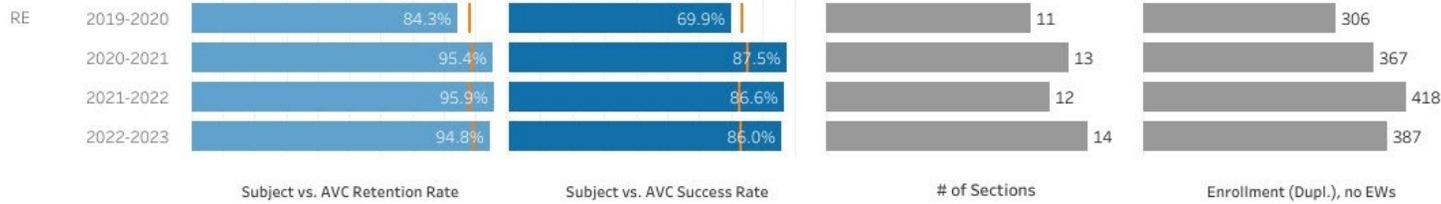
Select Subject **again**
RE

Select Program Major(s)
Multiple values

Academic Year
Multiple values



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



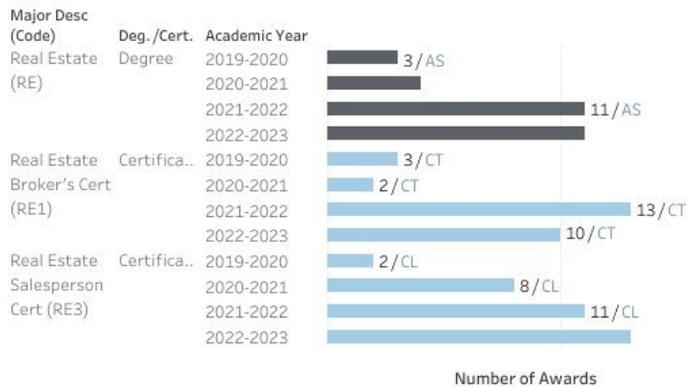
Enrollment and Number of Sections by **Modality** in RE

Instr. Method	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections				
Online			0	2
Other Indep Study		2	1	
Traditional	11	11	11	12
Enrollment				
Online			174	65
Other Indep Study		4	1	
Traditional	310	363	243	322

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

Location	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections				
Lancaster	11	13	11	11
Palmdale			1	3
Enrollment				
Lancaster	310	367	198	305
Palmdale			220	82

Number of Program Awards in **Real Estate (RE), Real Estate Broker's Cert (RE1), Real Estate Salesperson Cert (RE3)**



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

	Fall 2019	Fall 2020	Fall 2021	Fall 2022
PT (Adjunct) FTEF	1.0		1.0	1.2
FT (Regular) FTEF		1.0		
TOTAL FTEF	1.0	1.0	1.0	1.2
PT/FT FTEF Ratio		0.0		
FTES	15.7	17.9	17.0	18.3
FTES/FTEF Ratio	15.7	17.9	17.0	15.3
WSCH/FTEF Ratio	469.5	537.6	509.1	457.5
WSCH	469.5	537.6	509.1	

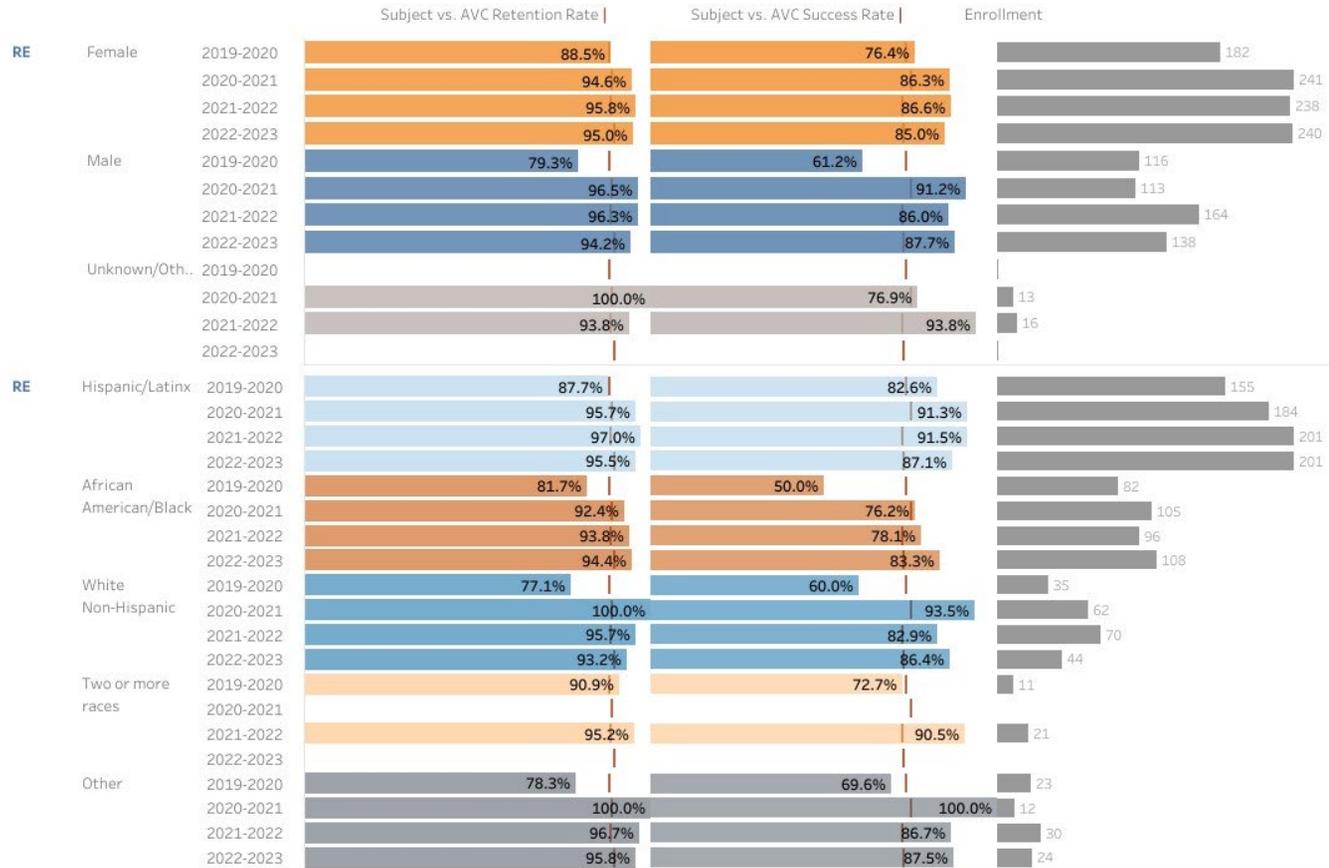
Click [here](#) to see AVC's Program awards dashboard

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

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

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

- What are the potential reasons for equity gaps? - What can my program implement to mitigate these gaps? (Consider such factors as curriculum design, teaching methods, campus climate, and support services.) - What resources/training are available/needed to support these efforts?





Fall 2023 Program Review Report

Division/Area Name: SOCIOLOGY DEPARTMENT	For Planning Years: 2024-2025
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Name of person leading this review: Dr. Carina Karapetian Giorgi

Names of all participants in this review: Dr. Amy Andrada and Dr. Carina Karapetian Giorgi

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

Overall Department Contributions:

- A. The sociology department helps meet the needs/requirements of 1,169 nursing students (2022-23) and 973 in (2021-22)--- as SOC 101 is required for transfer/degree attainment.
- B. The sociology department continues to support our drug and alcohol (AODS program) program- by offering elective course work towards AODS certification.
- C. Restarted Sociology Student Committee- in conjunction with beginning a new MENA (Middle Eastern North African) students committee with Prof. Sawsan Farrukh and Dr. Amy Andrada.
- D. Revising courses to meet area F ethnic studies standards.
- E. Revising courses to meet DE standards (SOC 105, 112, 120)
- F. Revising courses to meet revision standards (SOC 116, 110, 101)

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

- A. Attended/participated in the 2023 Umoja Conference as a supporting faculty member - serving with other faculty, staff, and students.
- B. Conducted FPD Safe Zone certification trainings for LGBTQIA students, staff and faculty members across campus.
- C. Planned/conducting commemoration for Antelope Valley College’s - “Day of Silence” supporting the trans community November 2023.
- D. Hosted and supported AVC’s first celebrity drag queen show performance via LGBTQIA+ faculty committee.
- E. Delivered an FPD lecture on difficult conversations in the classroom - re: race/racism (amongst other intersectionalities) in support of goals and mission of both Sociology and Student Equity.
- F. Hosting a day of tasseography and cultural celebrations with Middle Eastern student committee mid-November 2023.
- G. Conducted/facilitated college bridge program in the Antelope Valley.
- H. Served as an Elections Committee member for AVC’s faculty union (assisting in the implementation of all fair/transparent voting policies).

- I. Working with Jill Zimmerman/other faculty to organize a campus wide “rock the vote” campaign for 2024.
- J. Collected donations on behalf of the Sociology student committee/Middle Eastern student committee to send to Syrian feminist organization in for earthquake relief.
- K. Served as a liaison to AVC’s Native American Student Council in respect to community outreach and partnership opportunities - by connecting them to larger networks of Native American Initiatives programming.

Dr. C. Giorgi’s activities and/or efforts contribute to the District mission by:

- Student-Centered Learning and Diversity:** Activities like hosting the drag queen show, Safe Zone certification trainings, and supporting LGBTQIA+ initiatives focus on inclusive, student-centered learning experiences.
- Community Engagement and Professional Environment:** Dr. Giorgi’s involvement in community programs like the college bridge program and the Native American Student Council showcases a commitment to community engagement and professional development.
- Innovative and Inclusive Education:** Hosting cultural events and participating in faculty development programs align with the mission’s focus on innovative and inclusive educational practices.

Contributions via Dr. Amy Andrada/Sociology Department:

- A. **Hispanic Heritage Initiatives:** Actively participated in and contributed to various initiatives celebrating Hispanic heritage, including 'Café y Charla' events and Hispanic Heritage Month programming.
- B. **MENA/Sociology Club Co-Advisory:** Serving as a Co-Advisor, dedicated to delivering a comprehensive educational experience through active participation in diverse events such as LGBTQIA+ inclusive Drag Shows and earthquake relief efforts.
- C. **Pre-Law Club Mentorship:** Embraced the role of Co-Advisor to create a supportive environment for aspiring legal professionals, guiding their interests and development in the field of law.
- D. **Law Scholars Pathway Committee:** As a member of the committee, provided mentorship to aspiring law scholars and participated in the Law Scholars graduation ceremony at the AV Court House, marking milestones in student achievements.
- E. **Guided Pathways Project:** Contributed to the research and development phases, enhancing the strategic approach to student success and academic progression.
- F. **Undergraduate Research in Sociology:** Initiated a preliminary study of introductory sociology textbooks to elevate the standard and scope of academic research within the department.
- G. **Sociology 101 Course Enhancement:** Analyzed course-related data to improve Sociology 101 modules, focusing on cutting-edge student engagement strategies.
- H. **AI Senate Workshop Leadership:** Led the charge in data gathering and curated workshops tailored to harness Artificial Intelligence (AI) technology for academic enhancement.
- I. **Faculty Professional Development (FPD) Participation:** Actively contributed to, developed, and/or hosted events, such as workshops on "Hard-to-Teach Topics," "AI Elevate: Enhancing Student Writing and Trust with AI," and "AI and Plagiarism: Optimal AI Utilization in the Classroom.”

- J. **Campus Engagement:** Consistently facilitated and engaged in meaningful dialogues among faculty and students, fostering a unified and engaging learning environment. Topics included the Americans with Disabilities Act (ADA), online teaching best practices (POCR), and other teaching technologies (OTT).
- K. **POCR Training & Compliance:** Successfully completed POCR submissions for the entire sociology course catalog (9 courses), aligning with state regulations and ADA compliance.
- L. **Sociology Study Sessions:** Persistently led study sessions for sociology students, addressing and supporting diverse learning needs.
- M. **Outreach and Advocacy:** Delivered presentations on the sociology major to prospective students during SOAR sessions and high school visits, enhancing the department's outreach efforts.
- N. **Majors Fair Participation:** Teamed up with Instructor Siobhan Goldberg to engage with new and current students, providing insights into the sociology major.
- O. **'Reg Fest' Involvement:** Attended events aimed at promoting under-enrolled sociology courses and attracting interest in the sociology major among new and first-year students.
- P. **Graduation Presence:** Represented the Sociology Department at the 2022-2023 graduation ceremony, celebrating the accomplishments of sociology majors.
- Q. **Public Sociology Engagements:** Engaged the public through lectures/talks, and community projects, highlighting the department's commitment to applying sociology for public benefit (e.g., Damaged Good Organization, Gov. California Recognition).
- R. **'Reg Fest' Involvement:** Attended events aimed at promoting under-enrolled sociology courses and attracting interest in the sociology major among new and first-year students.
- S. **Graduation Presence:** Represented the Sociology Department at the 2022-2023 graduation ceremony, celebrating the accomplishments of sociology majors.
- T. **Public Sociology Engagements:** Engaged the public through lectures/talks, and community projects, highlighting the department's commitment to applying sociology for public benefit (e.g., Damaged Good Organization, Gov. California Recognition).

Dr.A. Andrada's activities and/or efforts contribute to the District mission by:

- Cultural and Academic Enrichment:** Initiatives like Hispanic Heritage events, Pre-Law Club mentorship, and participation in the Law Scholars Pathway Committee enrich the cultural and academic environment, aligning with the mission's focus on student-centered learning.
- Research and Innovation:** Undertaking research in sociology and enhancing courses with AI technology demonstrate a commitment to innovative teaching and learning methods.
- Community and Campus Engagement:** Activities like public sociology engagements, participation in campus events, and advocacy for the sociology major showcase a strong commitment to community and campus engagement, resonating with the mission's emphasis on a professional, team-driven environment.

Collective program contributions to the District mission:

- Student Success and Learning:** The department's support for nursing students and the AODS program directly contributes to student success by offering essential courses for degree attainment and certification. This aligns with the mission's focus on student success.
- Innovative Programs:** Initiating clubs like the SOC/MENA students committee and revising courses to meet various educational standards (ethnic studies, DE, revision standards) demonstrate innovation in program development, a key aspect of the mission.
- Team-Driven Environment:** Collaborative efforts in revising courses and starting student committees reflect a team-driven approach, resonating with the mission's emphasis on a professional, team-driven environment.

Collectively, these activities contribute significantly support the Antelope Valley College mission. They demonstrate a strong commitment to student success through innovative and inclusive educational practices, community engagement, and a focus on student-centered learning. The department's efforts in revising courses and initiating new programs, along with the individual contributions of Dr. Giorgi and Dr. Andrada in fostering an inclusive and diverse learning environment, align closely with the mission's emphasis on higher educational standards and a professional, team-driven environment. These collective efforts not only enhance the educational experience of students but also contribute to the broader goals of the college in serving the community effectively.

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

Use the following questions to guide your analysis:

Overall (Use the *Program Review* tab to inform your analysis)

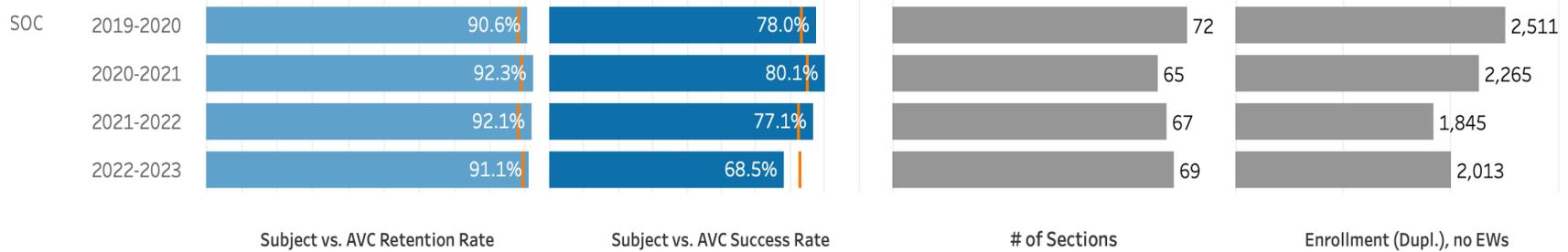
- What are the success and retention rates (S&R) for your discipline? Did they decrease or increase in the last year?
- What are the trends for the number of awards granted? Are the number of awards going up or down?

Equity (Use the *S & R by Demographic Group* or the *Equity* tab to inform your analysis)

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

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

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

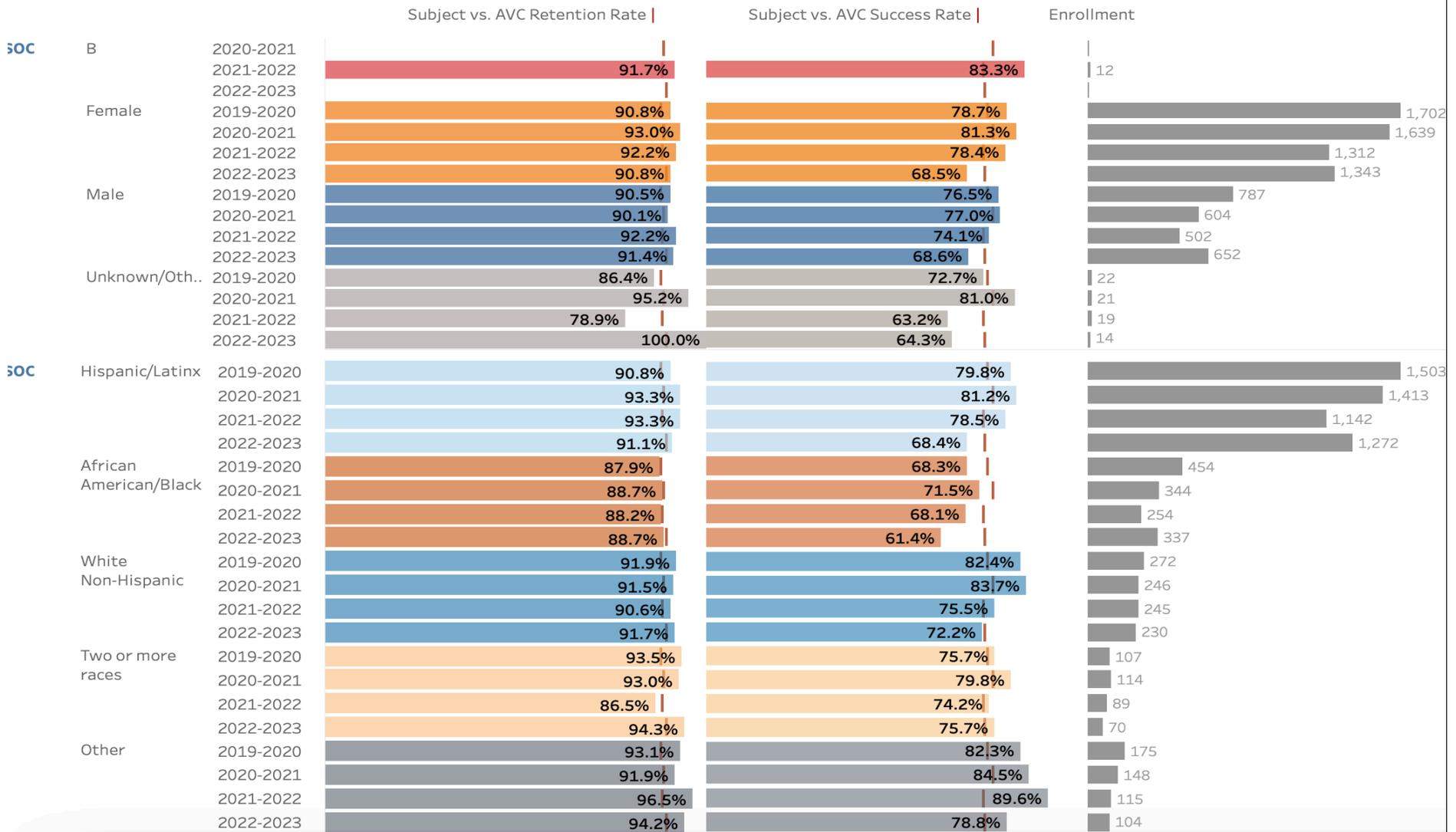
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Number of Sections	Online	17	15	20	32
	Traditional	55	50	47	37
Enrollment	Online	582	525	1,079	1,024
	Traditional	1,980	1,744	766	989

Enrollment and Number of Sections by *Location* in SOC

	Location	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	Lancaster	46	42	34	29
	Lancaster [O..	4	3		4
	Palmdale	22	20	33	36
Enrollment	Lancaster	1,734	1,508	577	801
	Lancaster [O..	103	84		101
	Palmdale	725	677	1,268	1,111

Retention Rates in Sociology

Year	African-American/Black	Hispanic/Latin x	White Non-Hispanic	2+ Races	Other
19-20	87.9%	90.8%	91.9%	93.5%	93.1%
20-21	88.7%	93.3%	91.5%	93.0%	91.9%
21-22	88.2%	93.3%	90.6%	86.5%	96.5%
22-23	88.7%	91.1%	91.7%	94.3%	94.2%



- a) Our student retention rates have been consistently high - above 90% from 2019 – 2022.
- b) The data shows that racial/ethnic/female students are exceeding student retention and success goals at a rate of approximately 90% overall from 2019-2023.
- c) The data shows that students who identify as female, unknown, other, two races or more and Latinx are seen to consistently do well and achieve success.
- d) Dr. Andrada has develop POCR certified coursework for our online sociology courses – which is highly in demand right now.
- e) Dr. Giorgi will begin training with Umoja to offer Umoja closed sections to students in Fall 2024.

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

- A. **CHALLENGES:** In SOC student retention rates were 77.1% in 2021-2022 and 68.5% from 2022- 2023. However, overall enrollment rates are still low from the pandemic (2511 in 2019 vs. 1845 in 2022) - which greatly impact overall retention and success rates.
- B. African American/Black students (specifically male) have some of the lower rates of success and enrollment at AVC (this is true across disciplines). It is important to note that the lack of consistent leadership within Student Equity also contributes to the destabilization of student success and retention amongst African American/black students.
- C. We are independently seeking to conduct research and develop new programming /connections with job opportunities for sociology students.
- D. With more faculty support we could develop new coursework that meets the standards of area F and/or opportunities for more job opportunities.
- E. We can increase course enrollment at the Palmdale location and provide my support for online courses as the waitlists have dictated higher demands for asynchronous courses that are flexible with student schedules.

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

Consider the following questions:

- A. Currently strategizing job pathways (sociology/social sciences related) via NGOs and non-NGOs
- B. We seek to increase retention and student success via higher rates of enrollment.

We also seek to foster educational initiatives that incorporate community based research and learning. We aim to enhance student success and enhance critical thinking by encouraging them to be agents of positive change, engage in leadership and embrace diversity/equity.

N/A

Data per (2023) <https://www.labormarketinfo.edd.ca.gov/commcolleges/>

Sociologists

(SOC Code : 19-3041)

in California

Study human society and social behavior by examining the groups and social institutions that people form, as well as various social, religious, political, and business organizations. May study the behavior and interaction of groups, trace their origin and growth, and analyze the influence of group activities on individual members.

Employers are usually looking for candidates with a Master's degree .

Occupational Wages

[\[Top\]](#)

Area	Year	Period	Hourly Mean	Hourly by Percentile		
				25th	Median	75th
California	2023	1st Qtr	\$53.91	\$42.10	\$53.69	\$59.87

[View Wages for All Areas](#) [About Wages](#)

Occupational Projections of Employment (also called "Outlook" or "Demand")

[\[Top\]](#)

Area	Estimated Year-Projected Year	Employment		Employment Change		Total Job Openings
		Estimated	Projected	Number	Percent	
California	2018 - 2028	1,100	1,300	200	18.2	1,590

Managers, All Other
 (SOC Code : 11-9199)
 in California
 All managers not listed separately.

Employers are usually looking for candidates with Work experience in a related occupation .

Occupational Wages

[\[Top\]](#)

Area	Year	Period	Hourly Mean	Hourly by Percentile		
				25th	Median	75th
California	2023	1st Qtr	\$90.71	\$55.58	\$79.77	\$0.00

[View Wages for All Areas](#) [About Wages](#)

Occupational Projections of Employment (also called "Outlook" or "Demand")

[\[Top\]](#)

Area	Estimated Year-Projected Year	Employment		Employment Change		Total Job Openings
		Estimated	Projected	Number	Percent	
California	2018 - 2028	160,400	179,000	18,600	11.6	147,200

Social Scientists and Related Workers, All Other

(SOC Code : 19-3099)

in California

All social scientists and related workers not listed separately.

Employers are usually looking for candidates with a Master's degree .

Occupational Wages [\[Top\]](#)

Area	Year	Period	Hourly Mean	Hourly by Percentile		
				25th	Median	75th
California	2023	1st Qtr	\$45.35	\$36.21	\$44.85	\$53.53

[View Wages for All Areas](#) [About Wages](#)

Occupational Projections of Employment (also called "Outlook" or "Demand") [\[Top\]](#)

Area	Estimated Year-Projected Year	Employment		Employment Change		Total Job Openings
		Estimated	Projected	Number	Percent	
California	2018 - 2028	4,600	5,300	700	15.2	6,390

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

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

Past Course Improvement Plans	Progress Made
Increase number of SOC AA-T honors courses.	We are still in the revision/submission process via AP&P.
Increase number of sociology student graduates	This will require 1-2 more years as the 2020-2021 cohorts dropped.
Increase success rates for marginalized/non-traditional students.	This has been achieved.
Add a SOC of African Americans and expand SOC 105 to encompass Latinx folks.	We are resubmitting for area F SOC 110 via AP&P December 2023 and based on this outcome we will anticipate a discussion about adding more equity/race/ethnicity classes.

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

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

Past Goal	Progress Made
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Reaching out to local NGOs/non-NGOs for job pathways.	Dr. Giorgi will be taking a sabbatical – to try and establish these connections in Spring 2024.
License the use of IBM SPSS statistical package for use in SOC 200.	This has not been purchased due to budget cuts.
Increase number of AA-T in Sociology degrees granted. Advertise degree to sociology students – opportunities	We have achieved this – enrollment increase from 1,845 (2021-22) to 2013 students in 2022-23. ILO 2. Creative, Critical, and

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

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 2. Creative, Critical, and Analytical Thinking				Goal 4: Advance more students to college-level coursework- Develop and implement effective placement tools	Increase student enrollment by providing more diverse and wide varying coursework in sociology.	Hire full-time faculty member in Sociology	By measuring enrollment rates, and success rates.
#2	ILO 4. Career and Specialized Knowledge				Goal 5: Align instructional programs to the skills identified by the labor market	Increase graduate student job placement rates. And the steps to achieve that goal would be purchase SPSS software.	Acquire SPSS software	By measuring pre and post degree success/retention rates along with post-graduate job placement rates.
#3	Choose ILO				Choose an item.			
#4	Choose ILO				Choose an item.			

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

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Technology	SPSS SOFTWARE PURCHASE	ILO 4. Career and Specialized Knowledge	New	\$2000 annually	Recurring	
Faculty	Hire of Full-time Faculty	ILO 2. Creative, Critical, and Analytical Thinking	Repeat	TBD	Recurring	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

*****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:**
https://www.surveymonkey.com/r/2023PR_ResourceRequest

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

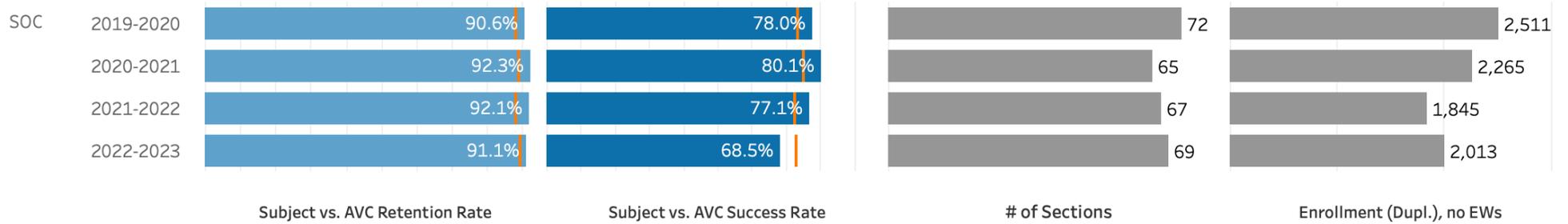
Required:

- Program Review tab
- S&R by Demographic Groups tab

Optional:

- Other supporting data/information

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



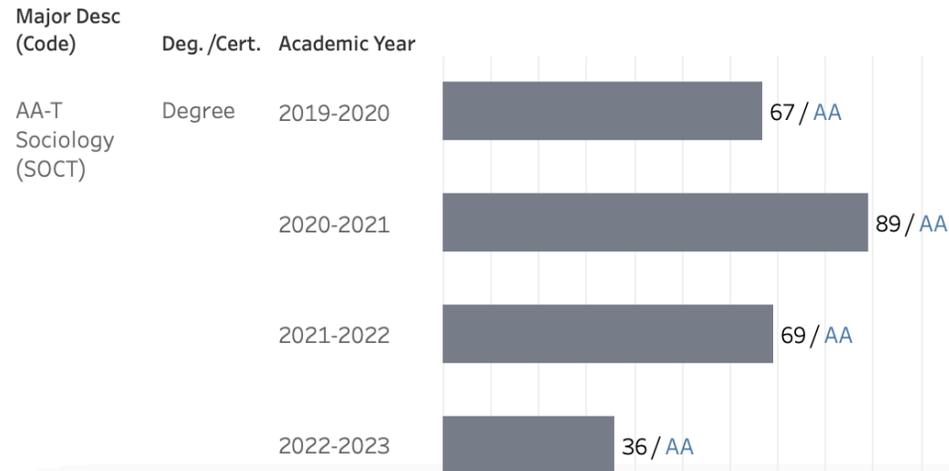
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Number of Program Awards in AA-T Sociology (SOCT)



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

	Fall 2019	Fall 2020	Fall 2021	Fall 2022
PT (Adjunct) FTEF	4	4	6	3
FT (Regular) FTEF	1	1	0	2
FT (Overload) FTEF	0	0	0	1
TOTAL FTEF	6	6	6	6
PT/FT FTEF Ratio	3	3	14	1
FTES	104	100	78	90
FTES/FTEF Ratio	17	16	13	15
WSCH/FTEF Ratio	521	483	379	457
WSCH	3,124	2,993	2,348	

