

### Program Review Annual Update

1. Discipline/Area Name: Administration of Justice	2. Year: 2016
3. Name of person leading this review: Tim Lynskey and Dexter Cummins	
4. Names of all participants in this review: Tim Lynskey and Dexter Cummins	
5. Status Quo option: Year 1: Comprehensive review Year 2: Annual update or status quo option Year 3: Annual update Year 4: Annual update or status quo option	In years two and four of the review cycle, programs may determine that the program review conducted in the previous year will guide program and district planning for another year. <input type="checkbox"/> Check here to indicate that the program review report written last year accurately reflects program planning for the current academic year. (Only programs with no updates or changes may exercise the status quo option. All others will respond to questions 6 – 13.)

### Data/Outcome Analysis and Use

**Please review and interpret data by following the provided links:**

#	Indicator	Comments and Trend Analysis
6.	Please review the FTES and enrollment (headcount) data. If applicable, please also review <a href="#">division</a> or department data.	<p>Comments on trends over the past five years and how they affect your program:            The AJ program’s FTES have remained either at or above the Social and Behavioral Sciences Division averages. This indicates that we have experienced similar trends in the number of students enrolled in courses at the same periods. The trend over the past year has been a reduction in the number of students registering for classes.</p> <p>During this period we have put together several programs to strengthen the AJ program’s registration numbers.</p> <p style="margin-left: 40px;">a. First a transfer degree program that will help students move to the next logical step in their educational goals.</p>

		<ul style="list-style-type: none"> <li>b. Another program is the “Pathway to Law School” program with a degree path in the AJ program. This funnels some of the students who eventually hope to have a career as an attorney into an AJ degree.</li> <li>c. The “CSU in 2” program has four cohort paths to get students through the Community College in two years and into a CSU. We have connected this program and our “Pathway to Law School” program to help solidify our program and grow it over the next few years.</li> <li>d. We continue to be members of the “Highland High School Law and Government” advisory committee, to build a resource for future AJ students.</li> <li>e. We have also launched the first online AJ 102 Criminal Law course during Spring 2016 Semester. The Second online class, AJ 101 Introduction to Administration of Justice will be launched during the Fall 2016 Semester.</li> </ul>
7.	<p>Report program/area data showing the quantity of services provided over the past five years (e.g. number transactions, acreage maintained, students served, sales figures)</p>	<p>Comment on trends and how they affect your program:  The number of students during the five year period has grown, even with a downturn in all other disciplines. The major reason that there are fewer sections offered is that the class size has grown over this period. The time needed to accommodate the programs described above is greater than normal expectations for 4 full-time instructors with the same committee and FPD considerations for all full-time instructors.</p>
8.a.	<p>Student Equity groups within discipline</p>	<p>Review and interpret data by race/ethnicity and gender or both together. Identify what actions are planned to meet the Institutional Standard of <b>68%</b> for student success and to close achievement gaps:  Each year for this period, the AJ program has met the Institutional standard for 68% student success. The only ethnic group that did not meet the standard was African American. This group had a 60 percent student success rate for the five year period. Our plan at this time is to continue to encourage those students to utilize the Learning Center (offering extra credit for completing workshops), Study groups, individualized help during office hours, and collaborating with colleagues.</p>

		The action plans in Outcomes for the program as well as annual reviews have identified the need for four additional full-time instructors to improve the program, this could be an area that adding the additional instructors would allow time to be focused on this issue.
8.b.	Number of Sections by <a href="#">Location</a> and <a href="#">Modality</a> .	<p>Comment on trends:</p> <p>The AJ program offers the same schedule of courses each semester. Palmdale campus has six sections, Lancaster campus has 32 sections, and one online section. The number of sections offered in AJ have decreased. Partially to the downturn in number of students enrolling in courses. The greatest effect comes from the change of classroom size from 28 to 40. This 43 percent increase in classroom size should have had a greater effect than dropping the number of sections from 46 to 39 (instead of 46 to 27). The program has actually grown over the five year period when the number of students is counted.</p>
9.	Career Technical Education (CTE) programs: Review the labor market data on the <a href="#">California Employment Development Department</a> website for jobs related to your discipline.	<p>Comment on the <a href="#">occupational projections</a> for employment in your <a href="#">discipline</a> for the next two years and how the projections affect your planning:</p> <p>The Los Angeles County Probation estimates 1200 hires for probation officers in the next two years indicates a need for educated (Associate and Bachelor degrees). With our programs, already listed, the AJ program is ahead of the wave of need. In addition, the CEDD estimates the hiring of 14690 people in this discipline over the next two years.</p> <p>Again, the changes in the AJ program have been added, and will help meet some of this growth. The need to hire four more full-time instructors for the AJ program is becoming a dire need. The two current full-time instructors are being overwhelmed with the need to provide the systems put in place and the time needed to administrate these systems. With the anticipated growth in the industry, the need for degrees is also growing.</p>

10. Cite examples of using outcome (PLO, SLO, and/or OO) action plans as the basis for resource requests and the allocation of those requests (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved outcome findings over the past five years.

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

All PLO's	Add 4 full-time instructors	Ongoing	Not yet completed
All PLO's	Materials for AJ 205 and AJ 208	Ongoing	Not yet met

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

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
Launch first Administration of Justice On-line Course	Completed	<b>This course will allow working students to maintain their educational goals.</b>
Assign a full-time instructor to the Palmdale Center	Ongoing	<b>Not completed.</b>
Provide a budget for the Administration of Justice program	Ongoing	<b>Not completed. Needed for materials for two AJ courses.</b>
Hire four additional Full-time Instructors	Ongoing	<b>Not completed. Needed for materials for two AJ courses.</b>

Briefly discuss your progress in achieving those goals:

**The goal to hire and assign a full-time instructor as well as the four full-time instructors is imperative to providing a complete AJ offering at the Palmdale Campus, as well as providing the administrative support for developing the other programs aimed at growing the AJ program. These hires meet the following institutional guidelines: 1a – Increase number of degrees and certificates granted to exceed the standard of 1033 set by the Student Success Committee., 1b - Strengthen the link between SLO/PLO assessment and on plan development and evaluation., 2a - Increase the number of transfer students by developing TMCs to facilitate transfer to CSUs as the TMCs become available, and 3b - Increase employer outreach for participation on advisory committees in occupational work-experience and in job placement.**

Please describe how resources provided in support of previous program review contributed to program improvements:

12. Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2016-2017. Discipline/area goals must be guided by [district Strategic Goals](#) in the Educational Master Plan (EMP). They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or other	Expected Impact of Program Outcomes/Student Learning	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
1	Hire four additional Full-time Instructors	*1. Support learning and facilitate student success 2. Increase the transfer rate 6. Maintain and enhance community partnerships	The two full-time instructors are involved in numerous programs aimed at providing a system of successful paths for the students. The AJ program has always had a high ratio of graduates to Instructor in the program as compared to the college average. In addition we are both involved in committee assignments for shared governance. The hiring of these instructors would allow for the meeting of State and District full-time/Adjunct ratios as well as the effective maintenance of	The District needs to provide for the hiring of these individuals.	Yes

			these and future programs.		
2	Assign one of the four full-time new hires to the Palmdale campus.	*3. Expand and diversify CTE 2. Increase the transfer rate 6. Maintain and enhance community partnerships	This has been a need for the AJ program for some time. The Palmdale community is the area that the college is planning expansion, and the AJ program can fill a complete schedule of all classes there, with a full-time instructor leading. This is an area that is ripe for growing the transfer degree in AJ and the CSU in 2 program.	Hire the instructor and assign to Palmdale.	Yes
3	Provide the AJ program with a materials budget	*1. Support learning and facilitate student success 5. Utilize campus resources efficiently and effectively	All of the AJ courses would benefit from materials that would better demonstrate the ideas presented in each course. In particular, AJ 205 Criminal Investigations and AJ 208 Introduction to Forensics, are subsidized by the instructors. This is not only wrong, it could be corrected very simply and inexpensively.	Set up an annual budget of \$5,000.00.	Yes

--	--	--	--	--	--

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

13. Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from 12 guide this need.**

Indicate which Discipline/area Goal(s) guide this need	Type of Request (Personnel <sup>1</sup> , Physical <sup>2</sup> , Technology <sup>3</sup> , Professional development <sup>4</sup> , Other <sup>5</sup> )	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?	Contact's name
1	Personnel	Repeat	Hire four full-time Instructors	\$400,000.00	Recurring	Tim Lynskey
2	Personnel	Repeat	Assign one full-time instructor to Palmdale	\$100,000.00	Recurring	Tim Lynskey
3	Physical	Repeat	Materials budget	\$5,000.00	Recurring	Tim Lynskey

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

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

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

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

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

### Program Review Annual Update

1. Discipline/Area Name: Anthropology	2. Year: 2016
3. Name of person leading this review: Dr. Darcy L. Wiewall	

4. Names of all participants in this review: Dr. Darcy L. Wiewall	
5. Status Quo option: Year 1: Comprehensive review Year 2: Annual update or status quo option Year 3: Annual update Year 4: Annual update or status quo option	In years two and four of the review cycle, programs may determine that the program review conducted in the previous year will guide program and district planning for another year. <input type="checkbox"/> Check here to indicate that the program review report written last year accurately reflects program planning for the current academic year. (Only programs with no updates or changes may exercise the status quo option. All others will respond to questions 6 – 13.)

### Data/Outcome Analysis and Use

**Please review and interpret data by following the provided links:**

#	Indicator	Comments and Trend Analysis
6.	Please review the FTES and enrollment (headcount) data. If applicable, please also review <a href="#">division</a> or department data.	<p>Comments on trends over the past five years and how they affect your program:</p> <p>Over the past five years, the Anthropology department has increased their overall headcount by 2.34%, but with a decrease in FTES by 5.75%. This is in line with the overall general trend in reduction of FTES enrollment in the Social and Behavioral Sciences Division, where FTES has decreased by 4.46%.</p> <p>The main reason for this reduction, which began in 2013-2014, is due to the addition of a new course Introduction to Physical Anthropology Lab (ANTH101L) and the subtraction of o Introduction to Physical Anthropology (ANTH 101) lecture course. The Lab course has a maximum enrollment of 24 and each lecture course has a maximum enrolment of 40. The new course diversifies the program and is a core course in the ADT (AA-T) in Anthropology. This highlights the ongoing struggle of operating the Anthropology Department with only one full-time faculty member, Dr. Darcy Wiewall and one adjunct faculty, Mr. David Earle. The Anthropology program has maintained the number of sections offered (8 sections) during Fall and Spring semesters and one section during Intersession. In this regard our sole adjunct faculty</p>



		<p>member has reached his maximum in his ability to teach more courses. With one full-time and one adjunct faculty member, course offerings are limited.</p> <p>To date we have not received funding to add an additional full-time faculty member. As of Spring 2016, we have added three new adjunct faculty members to the department and have added three new sections. In Spring of 2016, we added two more sections for Anthropology; Introduction to Physical Anthropology (ANTH 101) and Introduction to Physical Anthropology Lab (ANTH101L). Even though both were added to the schedule one week prior to the spring semester commencing, both courses filled with waitlists.</p> <p>The discipline of Anthropology remains one of the most popular here at AVC with classes filling to maximum capacity during priority registration and waitlists generated via Banner are also filled to maximum capacity during priority registration. While the demand for transferable courses in Anthropology, in particular Introduction to Physical Anthropology (ANTH 101), Introduction to Physical Anthropology Lab (ANTH101L) and Introduction to Cultural Anthropology (ANTH 102), continues to increase, we do not have the faculty to adapt to student demand.</p>
7.	Report program/area data showing the quantity of services provided over the past five years (e.g. number transactions, acreage maintained, students served, sales figures)	<p>Comment on trends and how they affect your program:</p> <p>Over the past five years 3,113 students have been served via the Anthropology Department course offerings.</p>
8.a.	Student <a href="#">success and retention rates</a> Equity groups within discipline	<p>Review and interpret data by <a href="#">race/ethnicity</a> and <a href="#">gender</a> or <a href="#">both together</a>. Identify what actions are planned to meet the Institutional Standard of <b>68%</b> for student success and to close achievement gaps:</p> <p>According to the data provided the overall anthropology program is not meeting the Institutional Standard of 68% for student success (students earning grades of A, B, C, Pass, or Credit) by</p>

ethnicity (race) or gender. The average retention rate in all Anthropology courses over the past 5 years is 82% with an average success rate for all courses at 56%. Even though these numbers are below the standard there has been an overall slow consistent increase in student success from 52.2% in 2009 to a 68.9% in 2015.

The average success rate for both female and male Anthropology students from 2009 to 2015 has increased 11% and 2% respectively. In the previous comprehensive report it was noted that there was a decline in female student's success. The current data suggest there is a continued increase in female student's success by semester. Male anthropology students have remained roughly the same.

Introduction to Physical Anthropology (ANTH 101) and Introduction to Physical Anthropology Lab (ANTH101L) fulfill the General Education Area A - Natural Sciences. These two courses have an overall 54% success and an 82% retention rate. When comparing these two courses to other courses in the GE Area A - Natural Sciences pattern, such as BIOL 101 or GEOL 101, the Physical Anthropology classes have the least successful rate overall, but one of the highest retention rates. The majority of students who enroll in ANTH 101 and ANTH101L are non-science major students in order to fulfill their General Education Area A - Natural Sciences. A key problem is students' lack of basic reading, writing, and critical thinking skills. Specifically, skills related to science-based curriculum (e.g., lack of critical thinking skills, basic science skills, etc.) and this is the reason that the success numbers are below 68%.

The remaining four Anthropology courses fulfill the General Education Area B - Social & Behavioral Sciences these courses have an overall 60% success and an 83% retention rate.

African-American and Hispanic/Latino students consistently fall below the benchmark of 68% for student success. This is true across the Anthropology courses, however African-American and Hispanic/Latino Anthropology students have had a 79% and 31% increase respectively in their overall success rates from 2009-2015. Anthropology students identifying themselves as Asian, showed declining success rates from 2009-2015 (15%). This reduction in success rate for Asian students is troubling.

A key issue with this data is that it fails to take into consideration several factors. First is the issue of retention. The average retention rate in all Anthropology courses over the past 5 years is 82% with an average success rate for all courses at 56%. This reflects the growing number of students who remain present in the class (retention), but elect to not participate in assignments, discussions and even completion of examinations (lack of success). In response these students fail the course (lack of success). For example, The ANTH 102 Spring 2014 class is a great example. Out of the 29 students enrolled at the end of the semester 62% were successful (Grade C or 70%). Of the remaining 11 students, eight of them rarely if at all submitted assignments or participated in class discussions throughout the semester, but they attended class and therefore could not be dropped for lack of attendance. If we take these students into consideration then the success rate for the class (18/21) would be 86%. A significant difference.

Second, there is also a growing number of Withdrawals. It is unclear, however, how many withdrawals were for financial reasons rather than academic. Based on faculty discussions with students the majority of Withdrawals are due student's lack of Basic Skills relating to critical thinking skills, poor preparation and organizational study skills and college-level reading and writing capabilities.

**ACTIONS:**

As noted above, a key problem is students' lack of basic reading, writing, and critical thinking skills. We believe that many students are not prepared (e.g., lack of critical thinking skills, basic science skills, etc.) and this is the reason that the success numbers are below 68%. The faculty has begun discussing ways in which to understand our students' abilities in the classroom. As of Fall 2016 we anticipate having a short survey asking about previous course, assessment placements, etc. as well as a pre-test to assess the student's scientific knowledge, their reading comprehension, critical thinking skills level, etc. upon entering the course. In addition, the faculty has implemented review sessions on their own time and during scheduled class hours, detailed overviews and study guides, as well as, implementation of more first-hand experiences (Anthropology Expo, Zoo trips).

		In Fall 2014, the Anthropology department was able to once again offer Supplemental Instructional (SI) leadership services. The loss of student leaders impacted students' success, particularly for ANTH 101. The increase in student success for the past three semesters is likely in relation to having SI leaders available for students to access in the Learning Center. SI's are a very important resource for students in large, introductory classes such as ANTH 101 and ANTH 102. More SI leaders are needed to fulfill demand by students in these courses. In addition, access to SMARTHINKING has now been restricted to students enrolled in English only courses. This has greatly impacted all of the Anthropology courses which require students to submit short essay and/or research paper assignments.
8.b.	Number of Sections by <a href="#">Location</a> and <a href="#">Modality</a> .	<p>Comment on trends: To date, all Anthropology courses have been held at the main AVC campus via face-to-face instruction. Since Fall 2012 all classes have been offered in the Health &amp; Sciences building.</p> <p>In Fall 2016, the department will offer our first Distance Education course -- Introduction to Physical Anthropology (ANTH 101). We have also requested to have a section of Introduction to Cultural Anthropology (ANTH 102) be offered at the new Palmdale campus.</p>
9.	Career Technical Education (CTE) programs: Review the labor market data on the <a href="#">California Employment Development Department</a> website for jobs related to your discipline.	<p>Comment on the occupational projections for employment in your <a href="#">discipline</a> for the next two years and how the projections affect your planning:</p> <p>Not Applicable</p>

10. Cite examples of using outcome (PLO, SLO, and/or OO) action plans as the basis for resource requests and the allocation of those requests (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved outcome findings over the past five years.

SLO/PLO/OO	Action Plan	Current Status	Impact of Action
ANTH 101L- SLO 3	Request funding for the purchase	Ongoing	Osteometric boards were purchase through funds from the AVC Foundation in Fall 2016. We will have data at the end of Spring 2016 semester to be able to assess if students are having better success at assessing the primate intermembral index.

	of osteometric boards.		
ANTH 101 – SLO 1	Request funding for DNA Testing Kits from National Geographic to develop an Antelope Valley DNA database.	Ongoing	Two National Geographic Gen 2.0 DNA ancestry kits were purchased with funding from the student Anthropology Club and department faculty. One will be raffled off each upcoming semester for contribution to the Antelope Valley DNA database. We will continue to assess if students are having better success at comprehending human genetic diversity and population genetics.
SLO		Ongoing	
SLO		Ongoing	

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

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
<p><u>Goal:</u> Promote Anthropology as a Major</p> <p><u>Objectives:</u> Develop a program to promote student interest in all aspects of and courses supporting the AA-T in Anthropology, continued development of the Annual Anthropology Expo, development of Faculty</p>	Ongoing	<p>After approval from the Chancellor's Office, the AA-T in Anthropology became available for students to declare as a major. As of Fall 2015, 15 students have declared for the AA-T in Anthropology. Of these students, 55% are Hispanic and 45% are White Non-Hispanic.</p> <p>An example of the impact of the Annual Anthropology Expo was the request for students to volunteer for the Sorensen Park Archaeological Survey for Los Angeles County Parks and Recreation. Seven students volunteered to gain professional experience in a Cultural Resource Management Project. This project culminated in a five students co-authoring a professional paper presented at the Society for California Archaeology (SCA) Meeting in March 2016. The students are currently working on the manuscript for publication in the SCA Annual</p>

<p>Professional Development presentations emphasizing developments in Anthropology, and the continuation of the student Anthropology Club. These activities will expose students to higher education and career options presented by community professionals. Assist students pursuing academic tracks in Anthropology. Bringing AVC alumni, professional anthropologists and other higher education speakers from the community will enhance student's involvement and partnerships with the community. A major focus of such promotional activities will be to encourage participation of "minority" students.</p>		<p>Proceedings. In addition, these same students wrote a grant requesting funds from the AVC ASO to attend the meeting. They were awarded \$4000 to attend the SCA's and present their findings. Activities such as these expose students to higher education and career options presented by community professionals. Assist students pursuing academic tracks in Anthropology. In fall 2016 the department will host the Fifth Annual Anthropology Expo.</p> <p>It should be noted that five of the above students will be receiving an AA-T in Anthropology and transferring to a UC (3) or a CSU (2) Anthropology Department in the Fall of 2016.</p> <p>The student Anthropology Club hosted the Inaugural Anthropology Symposium as a direct result of their attendance at the 2015 Annual Meeting of the Society for American Archaeology in San Francisco. The Anthropology Club received a grant of \$6,000 from the AVC Associated Student Organization to attend the 2015 Annual Society for American Archaeology this past April. As a direct result of their attendance the students were inspired to hold their own event at AVC. The symposium presented AVC Anthropology student research, based on each student's individual areas of interest. The club, while one of the smallest on campus, in one of the most active student groups.</p>
<p><u>Goal:</u> Increase the number of Anthropology transfers to CSU</p> <p><u>Objectives:</u> Implementation of the AA-T in Anthropology degree will require successful completion of core</p>	<p>Ongoing</p>	<p>After approval from the Chancellor's Office, the AA-T in Anthropology became available for students to declare as a major. As of Fall 2015, 15 students have declared for the AA-T in Anthropology.</p> <p>To date we have not received funding to add an additional full-time faculty member. As of Spring 2016, we have added three new adjunct faculty members to the department. This spring it the first time that we have been able to offer more than 8 sections of Anthropology</p>

<p>anthropology courses. Inferences from the data sources previously discussed support a critical need for greater student performance in these courses. Performance can be enhanced with the hiring of additional part-time and full-time faculty.</p>		<p>courses. We added two more sections; Introduction to Physical Anthropology (ANTH 101) and Introduction to Physical Anthropology Lab (ANTH101L). Even though both were added to the schedule one week prior to the spring semester commencing, both courses filled with waitlists. The department will offer a total of 12 sections in Fall 2016 including our first Distance Education course -- Introduction to Physical Anthropology (ANTH 101). We have also requested to have a section of Introduction to Cultural Anthropology (ANTH 102) be offered at the new Palmdale campus for Fall 2016.</p>
<p><u>Goal:</u> Submit a course proposal for a transferrable laboratory course on application of scientific method to archaeological materials <u>Objectives:</u> Implementation of the AA-T in Anthropology degree will require successful completion of scientific method and critical thinking anthropology courses. This goal supports students use the scientific method to understand the process of science and other anthropological research strategies and apply these to laboratory techniques. It further improves the competitiveness of Anthropology and Liberal Arts</p>	<p>Ongoing</p>	<p>This goal has been partially met. New curricula for a transferrable laboratory course has been put on hold as faculty re-evaluate which new anthropology curricula would be best suited for student success. With a focus on increasing enrollment, student success, and retention of students, particularly those identified as “minority”, the faculty are planning to identify courses that “minority” students will be more inclined to be interested because of their own ethnic backgrounds (e.g., Anthropology of Magic, Witchcraft, Science and Religion; Cultures of the Southwest U.S.; Mexican and Chicano Culture; Food &amp; Culture; African-American Culture). This goal supports AVC’s mission to promote and develop “teamwork through respect, tolerance, cultural awareness, and an understanding of the role of diversity in modern society”.</p> <p>The department did development new curricula focused on ANTH 199 Work Experience. This provides students with the opportunity to participate in the application of scientific method to archaeological materials. ANTH 199 provides students with first-hand experience of managing cultural collections and independent scientific research projects. In addition it assists students and the district in the development of partnerships with Native American populations, local, state and federal agencies focused on cultural resource protection. This ties directly into the Long Term (five to ten years) goal identified in the 2013-2014 comprehensive report.</p> <p>This goal supports AVC’s mission to promote and develop “teamwork through respect, tolerance, cultural awareness, and an understanding of the role of diversity in modern society”.</p>

& Sciences majors as potential transfers to four-year colleges and universities. Enhance basic skills in critical thinking and math. Inferences from District-wide data sources indicate a critical need for greater student performance in basic college-level skill sets.		
Briefly discuss your progress in achieving those goals: Please see the "Impact of Action" section for a discussion of the progress of these goals.		
Please describe how resources provided in support of previous program review contributed to program improvements: N/A		

12. Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2016-2017. Discipline/area goals must be guided by [district Strategic Goals](#) in the Educational Master Plan (EMP). They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or other	Expected Impact of Program Outcomes/Student Learning	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
1	<u>Goal:</u> Increase the number of Anthropology transfers to CSU's via AA-T in Anthropology and via IGETC to UC's. <u>Objectives:</u> To have 10 AA-T in Anthropology	*1. Support learning and facilitate student success 2. Increase the transfer rate - Supporting PLO(s), SLO(s), OO(s) 6. Maintain and enhance community partnerships	Improves the competitiveness of Anthropology and Liberal Arts & Sciences majors as potential transfers to four-year colleges and universities.  Provides support to student educational plans,	Continue to develop a program to promote student interest in all aspects of and courses supporting the AA-T in Anthropology.  Continue to promote Anthropology as a Major. Meet with Marketing to develop a strategy to market	Yes



	<p>graduates by spring 2017.</p>		<p>higher education options, and career opportunities.</p> <p>Continued development of community partnerships (e.g., AVIM, MOAH, Gibbon Conservation Center, Dos Caminos Elementary).</p>	<p>the discipline, develop Anthropology major brochures, and promote the discipline via guest talks in the community and local elementary, middle &amp; high schools. And the AVC Child Development Center.</p> <p>A major focus of such promotional activities will be to expand and encourage participation of underrepresented ethnic groups.</p> <p>Development of the Antelope Valley DNA Database; funding needed for the purchase of additional National Geographic Gen 2.0 DNA ancestry kits. This will promote student success by providing students with an understanding of human genetic diversity and population genetics. Continued development of the Annual Anthropology Expo, Anthropology Symposium, student</p>	
--	----------------------------------	--	---	--	--

				<p>Anthropology Club., and Faculty Professional Development presentations emphasizing developments in Anthropology.</p> <p>Continued participation with First Year Experience; Student Success Kickoff and tours for local elementary, middle and high school students.</p> <p>Development of a “Discipline Fair” for students.</p>	
2	<p><u>Goal:</u> Increase the success rate of students enrolled in the Introduction to Physical Anthropology (ANTH 101) and Introduction to Physical Anthropology Lab (ANTH101L) courses. That fulfill the General Education Area A - Natural Sciences pattern for non-science majors. A main goal is to stimulate student</p>	<p>*1. Support learning and facilitate student success  2. Increase the transfer rate  - Supporting PLO(s), SLO(s), OO(s)</p>	<p>Increase student success by promoting an understanding of science, the scientific method, critical thinking, and mathematical skills.</p> <p>Improves the competitiveness of Anthropology and Liberal Arts &amp; Sciences majors as potential transfers to four-year colleges and universities.</p>	<p>Obtain funding to purchase primate and hominid skeletal casts.</p> <p>Provide students with primate and hominid casts in order for them to (1) evaluate the evolutionary significance of morphological changes in the primate and hominid record; (2) to evaluate the processes of natural selection as seen in the Order of Primates.</p>	Yes

	<p>interest in the issue of human origins and diversity and to promote cross-cultural understanding.</p> <p><u>Objectives:</u> Increase student success to meet the AVC Institutional Standard benchmark of 68% by spring 2018.</p>		<p>Increase student success by evaluating &amp; identifying the evolutionary significance of morphological changes in the primate and hominin record.</p>	<p>We currently have a limited number of casts and it is difficult for students to understand morphological changes using pictures, drawings, and a limited numbers of primate and hominid casts.</p>	
3	<p><u>Goal:</u> Obtain appropriate curation supplies, equipment, and storage facilities for the Antelope Valley College Archaeological Repository (AVCAR) archaeology collection.</p> <p><u>Objectives:</u> To increase student success anthropology courses to meet the AVC Institutional Standard benchmark of 68% by spring 2018.</p>	<p>*1. Support learning and facilitate student success 2. Increase the transfer rate - Supporting PLO(s), SLO(s), OO(s) 6. Maintain and enhance community partnerships</p>	<p>Increase the number of Anthropology transfers to CSU's via AA-T in Anthropology and via IGETC to UC's.</p> <p>Provides support to student educational plans, higher education options, and career opportunities.</p> <p>This goal supports AVC's mission to promote and develop "teamwork through respect, tolerance, cultural awareness, and an understanding of the role</p>	<p>Student success can be increased by obtaining funding to purchase equipment and supplies to maintain the archaeology collections and to prevent further environmental degradation to the collection.</p> <p>Students will utilize the collection to develop undergraduate research projects.</p> <p>Obtain funding for supplies related to curation of archaeological collections</p>	Yes

			<p>of diversity in modern society”.</p> <p>This endeavor will provide students with undergraduate research opportunities; specifically first-hand experience of managing cultural collections and independent scientific research projects.</p> <p>In addition it will assist students and the district in the development of partnerships with Native American populations, local, state and federal agencies focused on cultural resource protection.</p> <p>Maintains the collection as per Federal Curation Standards, as outlined in 36CFR79 of the Federal Register (1990) and the Accreditation Standards of the American Association of Museums (AAM) for</p>	<p>(archival boxes, collection bins, labels, binders, database, etc.)</p>	
--	--	--	---	---	--

			<p>archaeological curation and collections management.</p> <p>In addition, the curation container is not a safe or an appropriate space student learning and/or work environment.</p>		
4	<p><b>Goal:</b> Increase the success rate of students enrolled in the Introduction to Physical Anthropology Lab (ANTH101L) courses. That fulfill the General Education Area A - Natural Sciences pattern for non-science majors.</p> <p><b>Objectives:</b> Increase the number of laboratory sections offered each semester to four. Increase student success to meet the AVC Institutional Standard benchmark of 68% by spring 2018.</p>	<p>*1. Support learning and facilitate student success 2. Increase the transfer rate - Supporting PLO(s), SLO(s), OO(s)</p>	<p>Increase the number of Anthropology transfers to CSU's via AA-T in Anthropology and via IGETC to UC's.</p> <p>Improves the competitiveness of Anthropology and Liberal Arts &amp; Sciences majors as potential transfers to four-year colleges and universities.</p> <p>Increase student success by understanding science, the scientific method, critical thinking, and mathematical skills.</p>	<p>Hire one part-time lab technician--instructional assistant. Currently, the department is unable to schedule a sufficient number of laboratory sections to meet demand. Primarily due to the extensive amount of preparation for bi-weekly labs.</p>	Yes

5	<p><u>Goal:</u> Increase the ethnic diversity of Anthropology transfer students to CSU's via the AA-T in Anthropology and via IGETC to UC's.</p> <p><u>Objectives:</u> Develop new Anthropology curriculum that is focused on underrepresented ethnic groups and that is transferable to CSU and UC. Currently, students declaring for an AA-T in Anthropology are 55% are Hispanic and 45% are White Non-Hispanic.</p> <p>Increase African-American and Asian student success to meet the AVC Institutional Standard benchmark of 68% by spring 2018.</p>	<p>*1. Support learning and facilitate student success  2. Increase the transfer rate  - Supporting PLO(s), SLO(s), OO(s)</p>	<p>Improves the competitiveness of Anthropology and Liberal Arts &amp; Sciences majors as potential transfers to four-year colleges and universities.</p> <p>Continue to increase the success rates of African-American, Native American, Asian and Hispanic/Latino students.</p> <p>Enhance science skills in critical thinking and math. Inferences from District-wide data sources indicate a critical need for greater student performance in basic college-level skill sets.</p> <p>This goal supports AVC's mission to promote and develop "teamwork through respect, tolerance, cultural awareness, and an understanding of the role</p>	<p>The faculty is currently evaluating which new anthropology curricula would be best suited for student success. With a focus on increasing enrollment, student success, and retention of students, particularly those identified as underrepresented ethnic or "minority", the faculty are planning to identify courses that these students will be more inclined to enroll because of their own ethnic backgrounds (e.g., Anthropology of Magic, Witchcraft, Science and Religion; Cultures of the Southwest U.S.; Mexican and Chicano Culture; Food &amp; Culture; African-American Culture).</p>	No
---	--	---	---	---	----

			of diversity in modern society”.		
6	<p><u>Goal:</u> Develop a full-scale simulated archaeological excavation at the AVC campus.</p> <p><u>Objectives:</u> To increase student success in ANTH 140 and ANTH 103 archaeology courses to meet the AVC Institutional Standard benchmark of 68% by spring 2018.</p> <p>To develop a spring or summer class marketed to older elementary through high school aged students.</p>	<p>*1. Support learning and facilitate student success  2. Increase the transfer rate  6. Maintain and enhance community partnerships</p>	<p>Increase the number of Anthropology transfers to CSU’s via AA-T in Anthropology and via IGETC to UC’s.</p> <p>Improves the competitiveness of Anthropology and Liberal Arts &amp; Sciences majors as potential transfers to four-year colleges and universities.</p> <p>Continued development of community partnerships (e.g., AVIM, Lancaster and Palmdale School Districts; Lancaster and Palmdale Parks and Recreation Departments). Increase civic awareness and importance of cultural resources management.</p> <p>Offers students an opportunity to use and</p>	<p>Faculty will meet with colleagues at other CCC’s to discuss how their districts have developed simulated archaeological excavations.</p> <p>Faculty will discuss this with AVC administration and determine an initial plan for implementation.</p> <p>Faculty will discuss the feasibility of this plan with community partners.</p>	

			develop such critical thinking skills as observation, interpretation, deduction, inference, and classification. It also enhances students' skills in math, science, language arts, and art. Inferences from District-wide data sources indicate a critical need for greater student performance in basic college-level skill sets.		
--	--	--	--	--	--

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

13. Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from 12 guide this need.**

Indicate which Discipline/area Goal(s) guide this need	Type of Request (Personnel <sup>1</sup> , Physical <sup>2</sup> , Technology <sup>3</sup> , Professional development <sup>4</sup> , Other <sup>5</sup> )	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?
Goal 1	Physical	New	Obtain funding to purchase primate and hominid skeletal casts.	\$8000	One-time
Goal 2	Physical	New	Funding needed for the purchase of 40 National Geographic Gen 2.0 DNA ancestry kits for one class of physical anthropology students for a foundation for the development of the Antelope Valley DNA Database.	\$6000	One-time
Goal 3	Physical	New	Development of printing of Anthropology major brochure and wall mounted brochure holders.	\$1000	One-time
Goal 4	Personnel	Repeat	Hire one part-time lab technician/instructional assistant for the new Anthropology Laboratory.		Recurring



Goal 5	Personnel	New	Obtain funding to bring professional anthropologists as keynote speakers for the Annual Anthropology Expo.	\$500	Recurring

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

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

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

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

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

### Program Review Annual Update

1. Discipline/Area Name: Child & Family Education/Education	2. Year: 2015-2016
3. Name of person leading this review: Ande Sanders	
4. Names of all participants in this review: Ande Sanders, Melanie Parker, Cathy Overdorf	
5. Status Quo option: Year 1: Comprehensive review Year 2: Annual update or status quo option Year 3: Annual update	In years two and four of the review cycle, programs may determine that the program review conducted in the previous year will guide program and district planning for another year.

Year 4: Annual update or status quo option	<input type="checkbox"/> Check here to indicate that the program review report written last year accurately reflects program planning for the current academic year. (Only programs with no updates or changes may exercise the status quo option. All others will respond to questions 6 – 13.)
--	--

### Data/Outcome Analysis and Use

Please review and interpret data by following the provided links:

#	Indicator	Comments and Trend Analysis
6.	Please review the FTES and enrollment (headcount) data. If applicable, please also review <a href="#">division</a> or department data.	Comments on trends over the past five years and how they affect your program: There seems to be a slight increase in overall success rates during 2015-2016. FTES also rose during this time to 167.55 and Education FTES have continued the same decline as reported in 2014-2015.
7.	Report program/area data showing the quantity of services provided over the past five years (e.g. number transactions, acreage maintained, students served, sales figures)	Comment on trends and how they affect your program: CFE department FTES have risen to 175.55 while the Education department has continued to decline. The expansion of full time faculty indicates the need for additional full time faculty so that the CFE/ED departments can maintain program quality and consistency and provide increased opportunities for program development and growth.
8.a.	Student <a href="#">success and retention rates</a> Equity groups within discipline	<p>Review and interpret data by <a href="#">race/ethnicity</a> and <a href="#">gender</a> or <a href="#">both together</a>. Identify what actions are planned to meet the Institutional Standard of <b>68%</b> for student success and to close achievement gaps:</p> <p>Neither discipline is meeting the institutional standard of 68%. Where the CFE department is close to this level, the Education department is in a decline. Action plans are still being developed and numbers should increase in both disciplines with the new opening of the new Palmdale campus in Spring 2017.</p> <p>Statistics continue to show the same race/ethnicity and gender dynamics as reported in 2014-2015 update. Males are still sorely underrepresented as teaching professionals for Early Childhood Education and Education. The CFE discipline has participated in State wide meetings to address this issue of gender inequity in Early Childhood. We have participated on sub-committees that are looking at viable solutions for retention, recruitment and education for CFE/ED male teachers. In addition, the Child Development Permit that is required for teaching in Title IV schools is being</p>

		revised by a sub-committee that represents the CA Commission on Teacher Credentialing. With the revision of the Child Development Permit being revised by Spring 2017 the institutional standard of 68% should be met. Meetings have been conducted within the CFE/ED department and along with faculty plans are being developed for student recruitment and to have more courses developed as online courses to increase success and retention rates. As reported in the 2014-2015 update, the State requirements for teachers of Transitional Kindergarten (TK) programs and the teaching levels of preschool/ early childhood education teaching still remains in effect by the CA Commission on Teacher Credentialing. It should be noted in this update report that the delivery system has varied from school district to school district in California and it is not clear how the legislation will be interpreted or accommodated.
8.b.	Number of Sections by <a href="#">Location</a> and <a href="#">Modality</a> .	Comment on trends: The number of sections remains stable as reported in the 2014-2015 update however, with the opening of the new Palmdale campus in Spring 2017, the number of section should increase to meet the dynamics of the transfer degree. Meetings have been conducted within the CFE/ED department and along with faculty plans are being developed for student recruitment and to have more courses developed as online courses to increase success and retention rates.
9.	Career Technical Education (CTE) programs: Review the labor market data on the <a href="#">California Employment Development Department</a> website for jobs related to your discipline.	Comment on the occupational projections for employment in your <a href="#">discipline</a> for the next two years and how the projections affect your planning:

10. Cite examples of using outcome (PLO, SLO, and/or OO) action plans as the basis for resource requests and the allocation of those requests (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved outcome findings over the past five years.

SLO/PLO/OO	Action Plan	Current Status	Impact of Action
		<b>Ongoing</b>	Results of CFE SLO and PLO assessments have remained stable over the past five years as reported in the 2014-2015 update. SLO targets in most classes have been met. Students and instructors have identified the need for more curriculum tools such as DVD's that would focus on observation aspects of focused assignments. The CFE program requested and received Prop 20 funds in 2014-2015. This year 2015-2016, no funds were requested as the Child Development Workforce Initiative(CDWFI) Grant

			was able to supply the department needs. However, it is important to note that the CDWFI grant is closing as of June 30, 2016 and funds are still needed for the CFE/Ed departments to update curriculum needs and resources in 2016-2017. There still remains the need to hold a faculty retreat and plans are to do that in Summer 2016. The topic areas for discussion are to review SLO and PLO findings and target measures as well as assessment tools used for the coming academic cycle. Also, in discussion will be plans for validation studies for pre-requisites on various CFE/ED courses.

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

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
Goal #1 has been completed as a program handbook is online in the CFE/ED web page.	Completed	
Goal #2 The department will continue discussion of what courses will have validation studies at the CFE/ED. Retreat to be held in Summer 2016.	Ongoing	
Goal #3 was partially met by the CDWFI grant over a 3 year period whereby the CDWFI Grant funded a designated CFE/ED counselor that	Ongoing	

provided counseling and guidance services for over 140 students. With the end of the CDWFI Grant on June 30, 2016 this will be a service that will not continue unless funding is found.		
Briefly discuss your progress in achieving those goals:		
Please describe how resources provided in support of previous program review contributed to program improvements:		

12. Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2016-2017. Discipline/area goals must be guided by [district Strategic Goals](#) in the Educational Master Plan (EMP). They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or other	Expected Impact of Program Outcomes/Student Learning	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
1	Continued growth in the CFE/ED department (higher degree, transfer and certificate rates).	*1. Support learning and facilitate student success 2. Increase the transfer rate	Students who complete more courses have more opportunities to achieve SLOs and PLOs. Student career development would also be facilitated.	1. Hire one additional full time faculty that would be 50% CFE and 50% ED for the Lancaster campus and another for the Palmdale campus. 2. Reinstate CFE 199 and ED 199 courses.	Yes

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

13. Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from 12 guide this need.**

Indicate which Discipline/area Goal(s) guide this need	Type of Request (Personnel <sup>1</sup> , Physical <sup>2</sup> , Technology <sup>3</sup> , Professional development <sup>4</sup> , Other <sup>5</sup> )	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?	Contact's name
1	Personnel	Repeat	Hire one additional full time faculty that would be 50% CFE and 50% ED for the Lancaster campus and another for the Palmdale campus.	\$150,000	Recurring	Ande Sanders
1	Other	Repeat	Reinstate CFE 199 and ED 199		Recurring	Ande Sanders

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

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

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

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

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



**NON-INSTRUCTIONAL/ADMINISTRATIVE PROGRAM REVIEW  
ANNUAL UPDATE**

7. Discipline/Area/Department Name: Child Development Center		8. Year: 2015/16
9. Name of person leading this review: 10. Katarina Orlic-Babic		
11. Names of all participants in this review: 12. Anita Davidson, Rebecca Fiske, Deborah King, Laura Burke		
13. Status Quo option: Year 1: Comprehensive review Year 2: Annual update or status quo option Year 3: Annual update Year 4: Annual update or status quo option		<p>In years two and four of the review cycle, programs may determine that the program review conducted in the previous year will guide program and district planning for another year.</p> <input type="checkbox"/> Check here to indicate that the program review report written last year accurately reflects program planning for the current academic year. (Only programs with no updates or changes may exercise the status quo option. All others will respond to questions 6 – 10.)

**Data/Outcome Analysis and Use**

Please review and interpret data by following the provided links:

#	Indicator	Comments and Trend Analysis
---	-----------	-----------------------------

6.	<p>Number of assignments completed:</p> <p>2011/12 - 943  2012/13 - 1,204  2013/14 - 1,085  2014/15 – 1,142  2015/16 – 1,065 (up to May 6<sup>th</sup>)</p> <p>Number of state preschool children enrolled:</p> <p>2011/12 – 106  2012/13 – 113  2013/14 – 114  2014/15 – 127  2015/16 - 123</p>	<p>Comment on trends and how they affect your program:</p> <p>Number of assignments completed at Child Development Center has been increasing with the number of CFE classes offered. The CDC director and the CFE instructors have been communicating regarding the nature of the assignments since students are 1) are allowed to observe from observation booths only and 2) CDC staff is not to be interviewed for the assignments. Before larger projects we have a surge of students all coming in at the same time and some have to wait in order to get into an observation booth.</p> <p>The number of state preschool children fluctuates between 110 and 125. The creation of TK (Transitional kindergarten) has had an impact on our enrollment. Children attend CDC during summer and if eligible for TK, they leave us in the fall. We are able to fill their spots immediately, the only consequence is that teachers need to complete a higher number of DRDP-2015 (Desired Results Developmental Profiles-2015).</p>
----	--	---

7. Cite examples of using outcome (PLO, ILO, and/or OO) action plans as the basis for resource requests and the allocation of those requests (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved outcome findings over the past five years.

ILO/PLO/OO	Action Plan	Current Status	Impact of Action
Provide a comprehensive early childhood program that complies with Title 5 and Title 22 regulations.	Train staff on the new DRDP-2015 assessment form, data entry into DRDP tech, and STEM.	Ongoing	Staff were able to transition to the new DRDP-2015 form. Staff implemented the transition into DRDP tech for data entry. Staff attended training in STEM.



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

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
Install Wi-Fi in the classrooms	Completed	There are new measures on the new DRDP-2015 form: Inquiry through Observation and Investigation, Documentation, Communication of Inquiry and Knowledge of the Natural World and Ecology. The children will be assessed on these measures and computers and Wi Fi will enable them to explore the world virtually.
Replace flooring in the classroom	Completed	Hard flooring is more conducive to children's projects: building, spatial relationships, sand/water and other STEM related projects.
As a result of the STEM grant, we were able to purchase computers and Apple TV for the classrooms. The Wi-Fi will allow children to explore science topics virtually right from their computers and teachers' i-pads.		
As a result of the STEM grant, the flooring has been replaced. Children are more involved in building since it is hard flooring. It is better maintained and decreases allergens.		

9. Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2016-2017. Discipline/area goals must be guided by [district Strategic Goals](#) in the Educational Master Plan (EMP). They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or other	Expected Impact of Program Outcomes/Student Learning	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
1	Provide a comprehensive, developmentally appropriate early childhood program designed to foster optimum growth and	*1. Support learning and facilitate student success	CDC promotes access to higher education for student parents by providing an on-campus high quality child development services at	Efficiently plan and maintain the physical and social environment in order to provide a safe, healthy, appropriate and productive environment for teaching,	Yes

	development of the whole child.		low cost or no cost thereby promoting self-sufficiency.	learning, and working of all students, children, and staff.	
2	Demonstrate high level of education and care to CFE students in an on-campus model program.	*1. Support learning and facilitate student success	CDC supports students' learning and understanding of child development and education and Title 5 and Title 22 requirements.	Keep staff informed of new laws, procedures and requirements set forth by California Department of Education and Community Care Licensing and implement these requirements in the center operation.	Yes

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

10. Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from 9 guide this need.**

Indicate which Discipline/area Goal(s) guide this need	Type of Request (Personnel <sup>1</sup> , Physical <sup>2</sup> , Technology <sup>3</sup> , Professional development <sup>4</sup> , Other <sup>5</sup> )	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?	Contact's name
1 and 2	Professional Development	New	2016 National Association for Education of Young Children Conference will be held in Los Angeles this year in November. (The NAEYC Annual Conference & Expo is the largest gathering of thought leaders, classroom teachers and faculty, administrators, researchers, and other critically important practitioners and contributors in early childhood education).	4,000	One-time	Katarina Orlic-Babic

			It will provide staff with the latest knowledge and research in early childhood topics such as STEM, classroom management and inclusion.			
1 and 2	Professional Development	New	- California Child Development Administrators Association Technical Assistance are offered in Fall and Spring each year. They provide the latest information on new requirements related to Title 5 and 22 (state preschools and licensing).	\$ 2,000	Recurring	Katarina Orlic-Babic
1 and 2	Professional Development	Repeat	- Throughout a year, different workshops are being offered through CPIN (California Preschool Instructional Network) and they introduce teachers to new requirements such as assessment forms (DRDP-2015), curriculum guidelines and mandates and provide technical support.	\$ 1,000	Recurring	

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

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

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

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

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

### Program Review Annual Update

1. Discipline/Area Name: Corporate and Community Services	2. Year: 2015-2016
3. Name of person leading this review: Dr. Tom O’Neil	
4. Names of all participants in this review: Ann Steinberg, Elayne S. Davis	
5. Status Quo option: Year 1: Comprehensive review Year 2: Annual update or status quo option Year 3: Annual update Year 4: Annual update or status quo option	In years two and four of the review cycle, programs may determine that the program review conducted in the previous year will guide program and district planning for another year. <input type="checkbox"/> Check here to indicate that the program review report written last year accurately reflects program planning for the current academic year. (Only programs with no updates or changes may exercise the status quo option. All others will respond to questions 6 – 13.)

### Data/Outcome Analysis and Use

**Please review and interpret data by following the provided links:**

#	Indicator	Comments and Trend Analysis
6.	Please review the FTES and enrollment (headcount) data. If applicable, please also review <a href="#">division</a> or department data.	Comments on trends over the past five years and how they affect your program: Established an Interest list to follow-up with contacts to secure registrations. Course offerings has increased to a total of 61, with 264 individual classes offered. See attached spreadsheets for details of interest list (example) and courses.
7.	Report program/area data showing the quantity of services provided over the past five years (e.g. number transactions, acreage maintained, students served, sales figures)	Comment on trends and how they affect your program: Increase in enrollments is seen for CA Guard Card (DOL – as of May 2014, 148740 jobs in CA); CA Notary Public and Loan Signing (Increased mortgages in CA increased need for Notaries and Loan Signers; Food Handler Certification (Increase in population and food services in AV). Increased community/business interest in contract and corporate offerings. Working to add CA Guard Card, Food Safety Protection Manager’s level certification, Grant Writing, and Notary Public and Loan Signing to the I-Train.

8.a.	Student <a href="#">success and retention rates</a> Equity groups within discipline	Review and interpret data by race/ethnicity and gender or both together. Identify what actions are planned to meet the Institutional Standard of <b>68%</b> for student success and to close achievement gaps: Retention stems from recertification need every 2 years: Food Safety Protection Manager’s level certification, Notary, and CA Guard Card, and IV Therapy and Phlebotomy CEU certification.
8.b.	Number of Sections by <a href="#">Location</a> and <a href="#">Modality</a> .	Comment on trends: Increasing need for strong Corporate and Community Services offerings based on recently received grant award from CA Chancellor’s office for Inmate Education Pilot Program, establishing an AA degree in Business academic program at LAC prison. Need to develop training programs for releasees and parolees that lead to employment opportunities.
9.	Career Technical Education (CTE) programs: Review the labor market data on the <a href="#">California Employment Development Department</a> website for jobs related to your discipline.	Comment on the <a href="#">occupational projections</a> for employment in your <a href="#">discipline</a> for the next two years and how the projections affect your planning: Manufacturing skills trainings, as identified by the business community, need to be reviewed for the development of offerings on contractual basis, included in funding programs.

10. Cite examples of using outcome (PLO, SLO, and/or OO) action plans as the basis for resource requests and the allocation of those requests (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved outcome findings over the past five years.

SLO/PLO/OO	Action Plan	Current Status	Impact of Action
<b>SLO</b>		<b>ongoing</b>	<b>Corporate and Community Services (CCS) offers a wide range of educational seminars and professional development programs. These programs provide educational and personal services to the community, and professional development seminars to the businesses through partnerships with local industry, and the community. In addition to on-campus personal development offerings (4-course Grant Writing series; language courses – Arabic, Aramaic, Italian, and Hindi; Retirement Planning; Living Trust; SAT and GRE Test Prep; Tai Chi; and Backpack Survival) and professional development offerings (CA Notary Pubic; Loan Signing; Food Safety Protection Manager’s level certification; CA Guard Card, including additional required courses; CA Campus Security Guard; Recognition of Cardiac and Respiratory Emergencies; and LVN IV Therapy and Phlebotomy certification), CCS</b>

			<b>offers numerous online courses and certificates in accounting, business, and specialized disciplines, to name a few.</b>
<b>ILO #1</b>		ongoing	<b>Notary and Loan signing classes align with ILO #1.</b>
<b>ILO #2</b>		ongoing	<b>Corporate &amp; Community services aligns directly with ILO #2.</b>
<b>ILO #3 &amp; 4</b>		Ongoing	<b>Aligns – SAT &amp; GRE Test Prep class prepares for the exams – In the abstract of what is provided meets ILO #3 as well as prepares to enter field.</b>
<b>ILO #5</b>			<b>Aligns as classes are provided to under acknowledged demographics, such as inmates (Transitions Program with the CDCR), seniors (Grant Writing, Notary, C Home Inspection Certification), low-income (government funding provided), displaced employees (Customer Service Training – strengthen existing skills), and Veterans. Additionally, several student taking the Grant Writing courses do so to establish non-profits which assists with underserved populations of our community (at-risk individuals, parolees, low-income single parents families, and disabled persons.</b>
<b>ILO #6</b>		Ongoing	<b>Aligns with the CA Guard Card, Food Safety Protection Manager’s level certification, IV Therapy/Phlebotomy/CPR, and health care certifications. Employment available in Security, Food Service, Nursing, and Medical Assistants careers.</b>

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

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
<b>Increase program offerings</b>	Ongoing	<b>Increased to 61 courses offered, with 264 classes run. Corporate trainings increasing through ETP funding, Kinkashryo – Frontline Leadership and Computers for Production, and secured contract for training with BYD. I-Train participation will increase with the addition of several CTE courses (CA Guard Card, Food Safety Protection Manager’s level certification, Notary) opening up the potential for trainings to be provided to Veterans, unemployed,</b>

		<b>displaced, disabled, and paroled persons. The Food Handler class is provided to 9 school district food services departments;</b>
<b>Increased and refine cold call marketing</b>	Ongoing	<b>If not regarding immediate registration, all calls are logged in an interest list, and followed-up with contact as class schedules are determined. Students who miss classes are contacted to attend later scheduled classes. Interest lists are also obtained from community outreach participation, i.e. job and community fairs.</b>
<b>Increase Course Proposals</b>	Ongoing	<b>AP&amp;P approval process has been made easier – course proposals are submitted as “informational,” decreasing the length of the process. However, still having an issue with faculty returning the course proposal review packet in a timely manner – prolonging the process, reducing the number of proposals moving through approval each year.</b>
Briefly discuss your progress in achieving those goals: Staffing now includes: Clerical III, Account II, Clerical II and Clerical I short-term hourly employees, and hired an adjunct faculty member as a part-time Corporate Training Developer who provides direct outreach to the community developing networking opportunities, and providing information to local businesses, organizations, and governmental agencies about the C&CS course offerings. Office/program workload increasing necessitating the expansion of the full-time employees.		
Please describe how resources provided in support of previous program review contributed to program improvements: Corporate trainings have been renewed. Networking with community organizations have increased collaborations and partnerships including California Department of Corrections and Rehabilitation (Transition Program), Lancaster Chamber of Commerce (Young Entrepreneur Academy), Lancaster EDD and South Valley Work Source/Goodwill of Southern California (I-Train programs), Red Lobster in Palmdale through a collaboration with the City of Palmdale (Customer Service Training), and AVC departments such as Job Placement (on and off-campus job fairs) and Outreach (Icehouse Entrepreneurship offered at no charge for AVC Veteran students).		

12. Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2016-2017. Discipline/area goals must be guided by [district Strategic Goals](#) in the Educational Master Plan (EMP). They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

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


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

13. Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from 12 guide this need.**

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

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

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

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

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

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



### Comprehensive Program Review Self-Study Report

Division/Area Name: <b>Economics</b>	Year: <b>2015</b>
Name of person leading this review: <b>Ibrahim D Ganley</b>	
Names of all participants in this review: <b>Ibrahim D Ganley</b>	
Number of Degrees offered: <b>AA – T in Economics</b>	Number of Certificates offered: <b>None</b>

#### Part 1 - Division or Area Overview

1.1. Briefly describe how the division or area contributes to the district mission:  
**AVC's Economics Department supports the Mission and educational Master Plan (EMP) of the Antelope Valley College District in that student success and student-centered learning is a top-priority of the Department. Our course offerings provide a quality education**

for a diverse community of learners. Economics instructors continue to participate in giving to the community through public and private presentations and membership on various community-oriented committees and associations.

1.2. State briefly program highlights and accomplishments:

As of late, particular attention is being paid to how Economics course offerings can promote transfers to four-year institutions. AVC's AA Transfer Degree in Economics was approved by the Chancellor's Office of the Community Colleges in 2015. Additionally, as of Spring 2016, two core honors classes have been designed, approved and implemented: *ECON 101: Principles of Macroeconomics – Honors* and *ECON 102: Principles of Microeconomics – Honors*.

1.3. Check each [Institutional Learning Outcome \(ILO\)](#) supported by the division/area.

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

## Part 2 - Data Analysis and Use

All divisions will complete Parts 2-7. Within academic divisions, Parts 2-7 will be completed by each discipline.

Discipline:

Please review and interpret data by following the provided links

Indicator	Comments and Trend Analysis
-----------	-----------------------------

<p>2.1. Please review the FTES and <a href="#">enrollment</a> (headcount) data. If applicable, please also review <a href="#">division</a> or department data.</p>	<p>Comments on trends over the past five years and how they affect your program:</p> <p><b>An analysis of the FTES.A data for the academic years (*based on Fall and Spring terms) show the FTE Assignments as follows:</b>  <b>Fall 2010 + Spring 2011: 114.31</b>  <b>Fall 2011 + Spring 2012: 100.44</b>  <b>Fall 2012 + Spring 2013: 63.57</b>  <b>Fall 2013 + Spring 2014: 42.34</b>  <b>Fall 2014 + Spring 2015: 55.5</b>  <b>Fall 2015: 30.98 (the highest since 2012)</b></p> <p>(*Just Fall and Spring data were compared because intersession and summer classes were inconsistently offered.)</p> <p><b>An analysis of these numbers shows that the FTE Assignments in 2014/2015 are down from 2010/2011 but that the downward trend seems to be reversing starting in 2014/2015. This pattern predicts an upward trend for the near future. It is assumed that the overall downtrend (most impacting 2013/2014) can be attributed to an improved job market and economy. Predicting improved FTE for the near future: the Fall 2015 FTE (30.98) is significantly higher than the FTE in Fall 2013 (19.78) and 2014 (18.93).</b></p>
<p>2.2. Report program/area data showing the quantity of services provided over the past five years (e.g. number transactions, acreage maintained, students served, sales figures).</p>	<p>Comment on trends and how they affect your program:</p> <p><b>N/A.</b></p>
<p>2.3. Student <a href="#">success and retention rates</a> by discipline</p>	<p>Comment on trends and how they affect your program and on where improvements are needed to meet the Institutional Standard of <b>68%</b> for student success:</p> <p><b>RETENTION</b>  <b>Table 2.3A. Average Retention Data by Year For Economics, by percentage:</b></p>

**2010: 82.95%**  
**2011: 86.95%**  
**2012: 87.35%**  
**2013: 85.1%**  
**2014: 83.55%**  
**2015: Incomplete because Fall data not yet available.**

**Commentary on Table 2.3A RETENTION:**

- Looking at the average retention by year by percentages (Table 23.A) shows that there is a range of retention between 82.95% and 87.35%. There is no clear trend.

**SUCCESS DATA**

**Table 2.3B. Average Success Data by Year For Economics, by percentage:**

	<b>201170</b>	<b>201270</b>	<b>201370</b>	<b>201470</b>	<b>201570</b>
<b>Total</b>	<b>60.40%</b>	<b>59.50%</b>	<b>61.40%</b>	<b>63.90%</b>	<b>68.20%</b>

**Commentary on Table 2.3B SUCCESS:**

- The data reveals that 2015 hit the institutional standard of 68%.
- There is an upward trend moving towards this goal. The Success Rate for 2013 and 2014 was higher than it was in 2011 or 2012. This is encouraging.

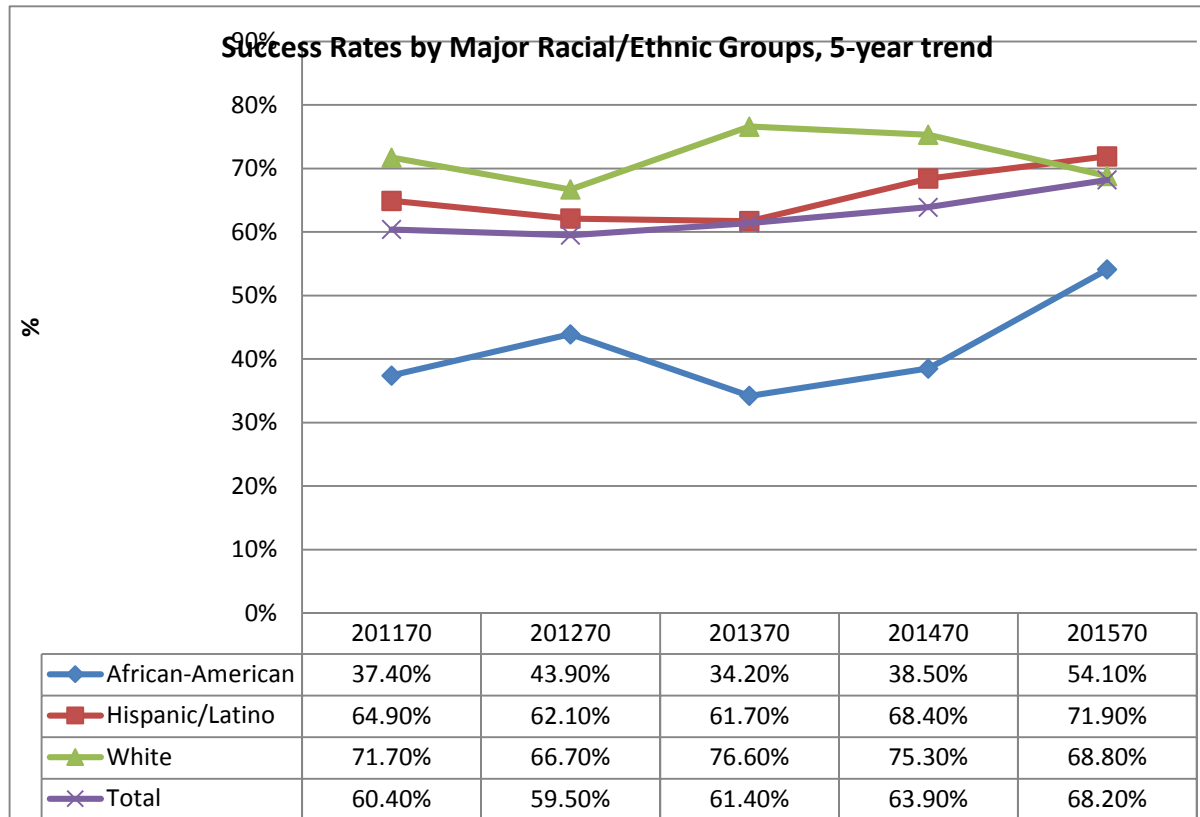
The Economics Department is dedicated to continue meeting the Institutional Standard of 68% for student success. To reach this goal, Economics faculty is making sure students feel comfortable seeking out support if/when they are not comprehending the material.

2.4. Success and Retention by **Equity** Groups

Review and interpret data by [race/ethnicity](#) and [gender](#) or [both together](#):

**RACE/ETHNICITY**

**Graph 2.4A: Retention and Success of Economics Department Students, by race**



**Graph 2.4A shows**

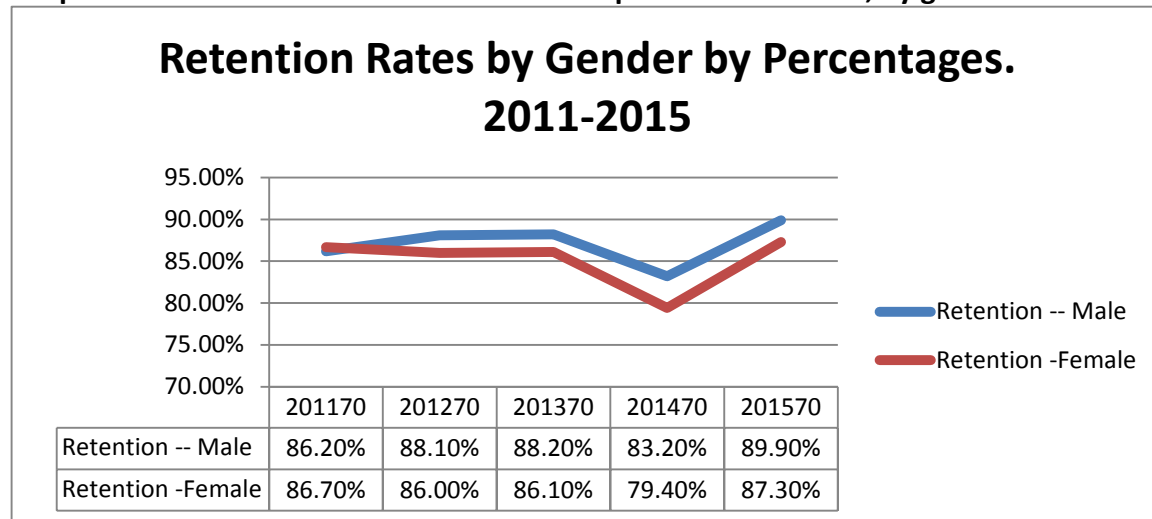
- **Most alarmingly that African American students are not having equal success compared to their peers. Although disturbing, an optimistic trend is that the success has been on the rise starting in 2014 and was the highest in five years in 2015. AVC and the Economics Department need to strategize ways to promote this upward trend.**
- **In 2011-2014, Latinos were succeeding at a slightly lower level than their White peers but starting in 2014 their success started to increase and in 2015 they slightly outperformed White peers in terms of their success rate.**

- Although White students have consistently outperformed their Latino and African - American Peers in terms of success, there is a downslide starting in 2013 but this slip is not overly alarming.

The Economics Department is dedicated to the success of all its students and finds this data disaggregated by race extremely helpful in understanding what is happening with its various student groups. Clearly, the Department wants to see the overall uptrend continue and will focus on maintaining the recent success of Latinos and accelerating the improvement of African Americans.

**GENDER**

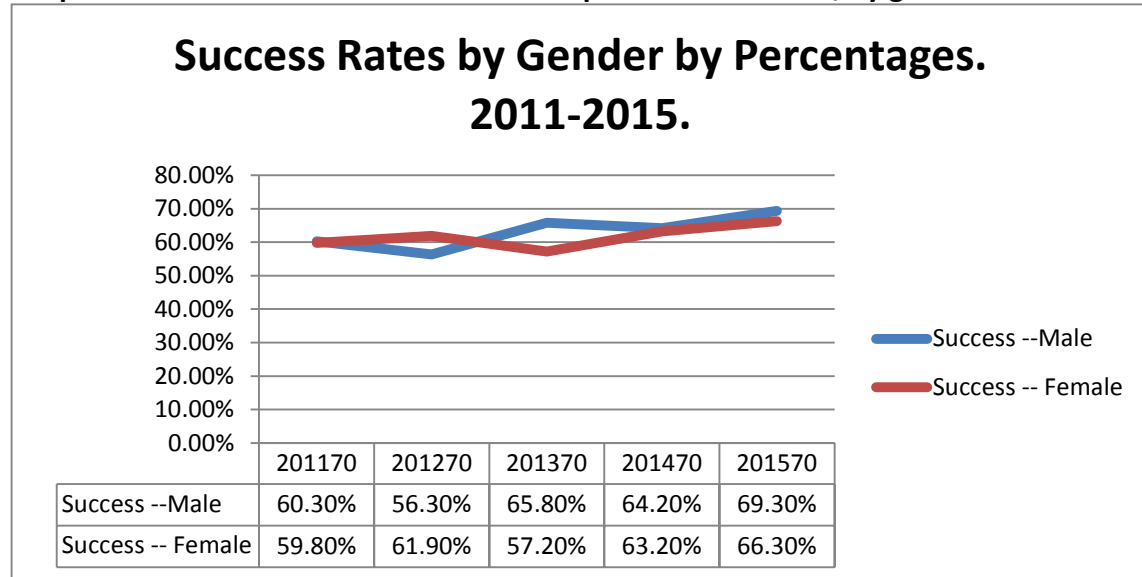
**Graph 2.4B: Retention Rates of Economics Department Students, by gender.**



Looking at Graph 2.4B shows

- Between 2011-2015, males have consistently had slightly higher retention rates than their female peers.
- Between 2014 and 2015, there was a marked improvement in retention for both males and females, ending with the highest level of retention since 2011.

**Graph 2.4C: Success Rates of Economics Department Students, by gender**



**Looking at Graph 2.4C shows**

- **Males and Females have relatively comparable success rates, but males have technically had a higher success rate in all years except 2012.**
- **In the period examined, both males and females had their greatest level of success in 2015.**

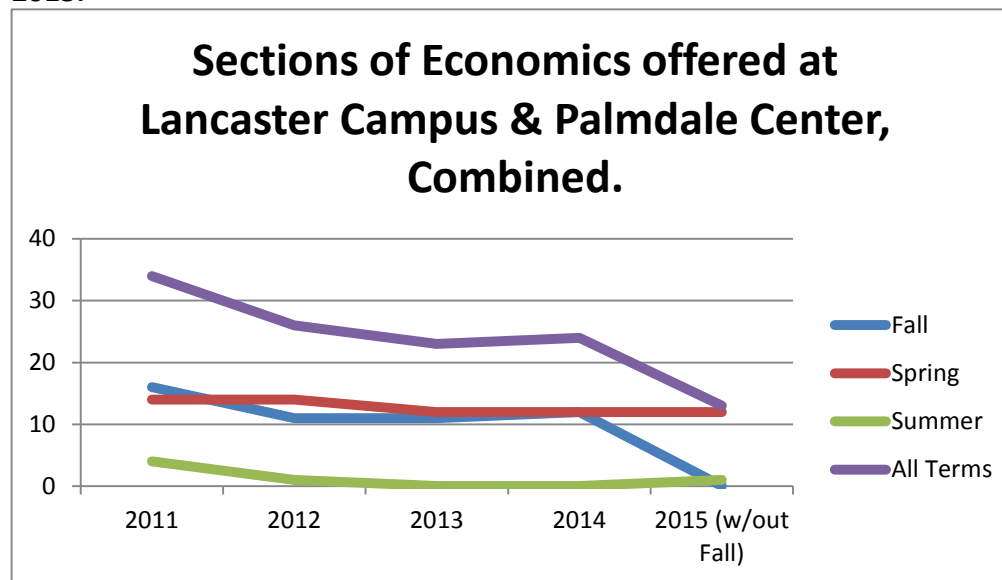
2.5. Number of [Sections](#) by [Location](#) and [Modality](#)

Comment on trends:

***SECTIONS BY LOCATION***

**In terms of location, Economics classes are held at two locations: Lancaster Main Campus and Palmdale Center.**

**Graph 2.5A: Sections of Economics offered at Lancaster Campus & Palmdale Center. 2011-2015.**



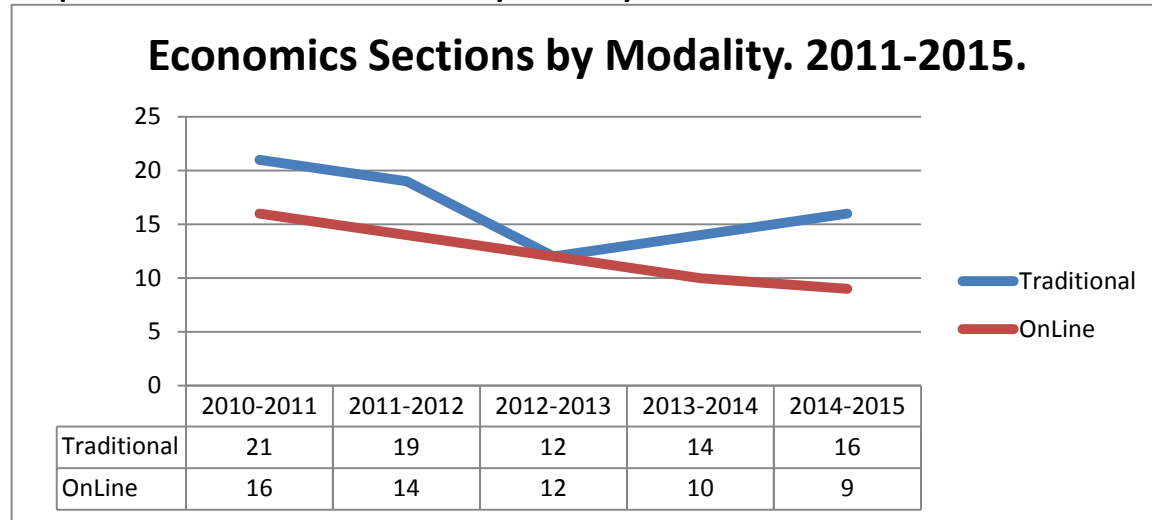
**Looking at Graph 2.5A shows:**

- **The total number of sections of Economics offered has been steadily declining since 2011. It is likely that these numbers are tied to general enrollment at AVC and the State of the US and CA Economies. Enrollment (and subsequently number of course offerings) is often correlated negatively with economic recovery.**
- **Fall and Spring course offerings have been relatively steady with the exception of Fall 2014 when course offerings dipped.**
- **Few Economics courses are offered in Summer.**



**SECTIONS BY MODALITY**

**Graph 2.5B. Sections of Economics by Modality. 2011-2015.**



Looking at Graph 2.5B shows:

- Typically more Traditional Economics sections are offered than onLine sections. The exception to this was in 2012-2013 when equal sections of Traditional and OnLine Economics sections were offered.
- The offering of Traditional sections was in decline in 2010-2012 but then started increasing between 2013-2015. The uptrend of offering Traditional sections starting in 2012 coincides with the hiring of a new Full time faculty member who was willing to teach Traditional sections at Lancaster Main Campus and Palmdale Center.
- The offering of OnLine sections has been in decline since 2010.

2.6. Analyze and summarize trends in student progression through [basic skills courses](#), if applicable.

Comment on trends and how they affect your program:

**Not Applicable.**

<p>2.7. Degree and certificate <u>completion</u></p>	<p>Discuss trends in the completion rates of <a href="#">degrees and certificates</a>. If applicable, discuss improvements in license exam results, job placement/post testing and/or transfer rates to four-year institutions:</p> <p><b>Not applicable.</b></p>																								
<p>2.8. <a href="#">Faculty Data</a></p>	<p>Review and Interpret data on <a href="#">PT/FT Ratio</a> and FTES/FTEF (by <a href="#">Division</a>, <a href="#">Department</a>, <a href="#">Discipline</a>). Comment on trends:</p> <p><b>Graph 2.8A. Faculty Data: Sections Taught by Instructor Type.</b></p> <div data-bbox="661 625 1879 1266" data-label="Figure"> <p style="text-align: center;"><b>Faculty Data: Sections Taught by Instructor Type. 2010/2011-2013/2014</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>2010-11</th> <th>2011-12</th> <th>2012-13</th> <th>2013-14</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>Adjunct Instructor</td> <td>13</td> <td>14</td> <td>21</td> <td>18</td> <td>14</td> </tr> <tr> <td>Instructor Reg</td> <td>8</td> <td>9</td> <td>0</td> <td>0</td> <td>9</td> </tr> <tr> <td>Instructor Overload</td> <td>2</td> <td>0</td> <td>0</td> <td>0</td> <td>1</td> </tr> </tbody> </table> </div> <p><b>Looking at Graph 2.8A shows:</b></p>		2010-11	2011-12	2012-13	2013-14	2014-15	Adjunct Instructor	13	14	21	18	14	Instructor Reg	8	9	0	0	9	Instructor Overload	2	0	0	0	1
	2010-11	2011-12	2012-13	2013-14	2014-15																				
Adjunct Instructor	13	14	21	18	14																				
Instructor Reg	8	9	0	0	9																				
Instructor Overload	2	0	0	0	1																				

	<ul style="list-style-type: none"> <li>• The number of Economics sections taught by Adjunct Instructors declined after Fall 2014 when a new full-time (regular) faculty member was hired.</li> <li>• Few sections are taught on “overload” by full-time (regular) faculty member.</li> </ul> <p><b>Note:</b> There appears to be an error in the data reported for Fall 2014. Ibrahim Ganley (full-time regular faculty) is sure he taught 5 classes as Instructor Regular...but it is only reported as 4.</p> <p><b>FTES discussed above in Section 2.1.</b></p>
<p>2.9. Career Technical Education (CTE) programs: Review the labor market data on the <a href="#">California Employment Development Department</a> website for jobs related to your discipline.</p>	<p>Comment on the occupational projections for employment in your <a href="#">discipline</a> for the next two years and how the projections affect your planning:</p> <p><b>According to the California Employment Development Department, being an “economist” is one of the 100 top fastest growing occupations. Specifically, jobs for economists are projected to be 5,100 in 2022, compared to 3,100 in 2012, which is a 64.5% increase.</b></p> <p><b>If this data is known to the public, this may increase the popularity of taking economics classes.</b></p>
<p><b>Part 2 Summary</b> Based on examination of the data, address any student achievement gaps and/or other student needs here:</p> <p><b>In summary, looking at relevant data indicate that the Department of Economics needs to address student success rates, particularly those of African Americans. All students, but particularly African American students, should be encouraged to build strong professional relations with faculty to encourage retention and success. Additionally, AVC student services could look further into the issue to see if there are other ways to support this population, whether through financial aid opportunities or the like.</b></p>	

### Part 3 – Outcome Analysis and Use

Cite examples of using outcome (PLO, SLO, and/or OO) action plans as the basis for resource requests and the allocation of those requests (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved outcome findings over the past five years.

SLO/PLO/OO	Action Plan	Current Status	Impact of Action
			<b>The Department of Economics is not requesting any additional resources.</b>
<b>Part 3 Summary</b>			
Briefly describe what changes have been made (or need to be taken) to the program based on findings:			
<b>In 2014-15 academic year, the Economics Department “met” its SLOs in ECON 100 and ECON 110. In ECON 101 and 102, all SLOs were met, except for SLO 3, which was “partially met” (at 65%). Given this data, the Economics Department is on strong footing and isn’t planning to drastically change its instructional practices. As such, additional funds are not being requested.</b>			
Please provide any additional comments for Part 3:			
<b>The Department of Economics is not requesting any additional resources.</b>			

#### Part 4 - Stakeholder Assessment

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

Type of feedback	Feedback provided by?	Recommendations/findings	Actions needed/planned/taken based on feedback

<b>Part 4 Summary</b>
-----------------------

Please provide any additional comments for Part 4:

**The Economics Department offers four classes in Economics: ECON 100, 101, 102, and 110. ECON 101 and ECON 102 (with and without honors options) are geared toward transfer students. ECON 100 is geared to the community. ECON 110 is designed for students interested in specific issues related to disenfranchised populations, poverty, and social justice.**

**Offering these four classes are in-line with the course offerings of many other California Community Colleges.**

**Instead of offering new/additional classes, attention should be paid to helping our students succeed in these classes. Doing so will meet the needs of the transfer and community students alike.**

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

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

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
<b>1. To foster student success through increased utilization of office hours.</b>	Ongoing	<b>The full-time faculty of Economics has made it a point to talk to his students about the importance of seeking out help if/when they are not understanding the material. He has noticed an increase in the amount of students who are comfortable seeking out individual assistance. Although many are still not attending scheduled office hours, a greater number are coming early to class or staying after class to seek help. Additionally, this instructor is connecting with students often over email between classes. Although impossible to draw a causal impact with certainty, student success in this instructor's courses is on the rise.</b>
<b>2. Monitor and re-evaluate SLO and PLO objectives and data</b>	Ongoing	<b>The full-time faculty of Economics has lead in the gathering and imputing of data related to SLOs.</b>

		In 2014-15 academic year, the Economics Department “met” its SLOs in ECON 100 and ECON 110. In ECON 101 and 102, all SLOs were met, except for SLO 3, which was “partially met” (at 65%). Given this data, the Economics Department is on strong footing and isn’t planning to drastically change its instructional practices.
<p><b>3. Increase the number of Economic transfers to CSU</b></p> <p><b>4. Develop new courses in Economics (Honor-level Econ 101 and 102) to increase the marketability of students wanting to transfer to competitive UC and Ivy-League schools.</b></p>	Completed	Transfer Model Curriculum for Economics AA-T Economics was approved by the Chancellor of Community Colleges. This should increase the number of students who transfer to CSU Economics. Furthermore, in 2015 and 2016 the Economics program at AVC offered for the first time honors sections in Econ 101 and Econ 102. The goal of these classes is to enable AVC’s students to be more competitive when seeking to transfer to competitive four-year universities.
Briefly discuss your progress in achieving those goals:		
See above.		
Please describe how resources provided in support of previous program review contributed to program improvements:		
No additional resources being requested.		

## 5.2 2016-2017 Planning

Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2016-2017. Discipline/area goals must be guided by [district Strategic Goals](#) in the Educational Master Plan (EMP). They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

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

1	<b>To foster student success through increased utilization of office hours.</b>	*1. Support learning and facilitate student success 2. Increase the transfer rate - Supporting PLO(s), SLO(s), OO(s) 5. Utilize campus resources efficiently and effectively	<b>Improve student retention and success rate</b>	<ul style="list-style-type: none"> <li>• <b>Work with all faculty (full time and part time) to remind their students of their availability to meet during office hours and by appointment.</b></li> <li>• <b>Try to develop rapport with students so they feel comfortable seeking out individual support.</b></li> </ul> <b>Provide online resources to promote better understanding of core concepts in Economics.</b>	No
2	<b>Monitor and re-evaluate SLO and PLO objectives and data</b>	*1. Support learning and facilitate student success 2. Increase the transfer rate - Supporting PLO(s), SLO(s), OO(s)	<ul style="list-style-type: none"> <li>• <b>Improve student retention and success rate</b></li> <li>• <b>Increase program and faculty accountability</b></li> </ul>	<b>Fulltime faculty member leads the gathering and inputting of changes and data</b>	No
3	<b>3. Increase the number of Economic transfers to CSU</b>	*1. Support learning and facilitate student success 2. Increase the transfer rate	<b>Increase ability to meet institutional goal regarding transfer pipeline</b>	<ul style="list-style-type: none"> <li>• <b>Reduce class size</b></li> <li>• <b>Discuss importance and process of transferring into a 4-year institution. Perhaps hold information sessions throughout the year.</b></li> </ul>	No

				<b>Provide a suitable number of transferable classes, including honors classes</b>	
<b>4</b>	<b>Develop new courses in Economics (Honor-level Econ 101 and 102) to increase the marketability of students wanting to transfer to competitive UC and Ivy-League schools.</b>	*1. Support learning and facilitate student success 2. Increase the transfer rate	<b>Increase ability to meet institutional goal regarding transfer pipeline</b>	<b>Start offering an honors class in both the Fall and Spring terms. (Note: Honors versions of Econ 101 and 102 have been created and it is expected that these classes will be taught in sequential order starting Spring 2016.)</b>	No

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

### Part 6 - Resource Needs

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

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

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

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



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

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

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

**Part 7 - Comments**

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

Comments:

**Working with data and preparing this comprehensive self study increase personal and institutional accountability.**

**Program Review Annual Update**

1. Discipline/Area Name: Child & Family Education/Education	2. Year: 2015-2016
---	--------------------

3. Name of person leading this review: Ande Sanders	
4. Names of all participants in this review: Ande Sanders, Melanie Parker, Cathy Overdorf	
5. Status Quo option: Year 1: Comprehensive review Year 2: Annual update or status quo option Year 3: Annual update Year 4: Annual update or status quo option	In years two and four of the review cycle, programs may determine that the program review conducted in the previous year will guide program and district planning for another year. <input type="checkbox"/> Check here to indicate that the program review report written last year accurately reflects program planning for the current academic year. (Only programs with no updates or changes may exercise the status quo option. All others will respond to questions 6 – 13.)

### Data/Outcome Analysis and Use

Please review and interpret data by following the provided links:

#	Indicator	Comments and Trend Analysis
6.	Please review the FTES and enrollment (headcount) data. If applicable, please also review <a href="#">division</a> or department data.	Comments on trends over the past five years and how they affect your program: There seems to be a slight increase in overall success rates during 2015-2016. FTES also rose during this time to 167.55 and Education FTES have continues the same decline as reported in 2014-2015.
7.	Report program/area data showing the quantity of services provided over the past five years (e.g. number transactions, acreage maintained, students served, sales figures)	Comment on trends and how they affect your program: CFE department FTES have risen to 175.55 while the Education department has continued to decline. The expansion of full time faculty indicates the need for additional full time faculty so that the CFE/ED departments can maintain program quality and consistency and provide increased opportunities for program development and growth.
8.a.	Student <a href="#">success and retention rates</a> Equity groups within discipline	Review and interpret data by <a href="#">race/ethnicity</a> and <a href="#">gender</a> or <a href="#">both together</a> . Identify what actions are planned to meet the Institutional Standard of <b>68%</b> for student success and to close achievement gaps: Neither discipline is meeting the institutional standard of 68%. Where the CFE department is close to this level, the Education department is in a decline. Action plans are still being

		<p>developed and numbers should increase in both disciplines with the new opening of the new Palmdale campus in Spring 2017.</p> <p>Statistics continue to show the same race/ethnicity and gender dynamics as reported in 2014-2015 update. Males are still sorely underrepresented as teaching professionals for Early Childhood Education and Education. The CFE discipline has participated in State wide meetings to address this issue of gender inequity in Early Childhood. We have participated on sub-committees that are looking at viable solutions for retention, recruitment and education for CFE/ED male teachers. In addition, the Child Development Permit that is required for teaching in Title IV schools is being revised by a sub-committee that represents the CA Commission on Teacher Credentialing. With the revision of the Child Development Permit being revised by Spring 2017 the institutional standard of 68% should be met. Meetings have been conducted within the CFE/ED department and along with faculty plans are being developed for student recruitment and to have more courses developed as online courses to increase success and retention rates. As reported in the 2014-2015 update, the State requirements for teachers of Transitional Kindergarten (TK) programs and the teaching levels of preschool/ early childhood education teaching still remains in effect by the CA Commission on Teacher Credentialing. It should be noted in this update report that the delivery system has varied from school district to school district in California and it is not clear how the legislation will be interpreted or accommodated.</p>
8.b.	Number of Sections by <a href="#">Location</a> and <a href="#">Modality</a> .	<p>Comment on trends: The number of sections remains stable as reported in the 2014-2015 update however, with the opening of the new Palmdale campus in Spring 2017, the number of section should increase to meet the dynamics of the transfer degree. Meetings have been conducted within the CFE/ED department and along with faculty plans are being developed for student recruitment and to have more courses developed as online courses to increase success and retention rates.</p>
9.	Career Technical Education (CTE) programs: Review the labor market data on the <a href="#">California Employment Development Department</a> website for jobs related to your discipline.	<p>Comment on the occupational projections for employment in your <a href="#">discipline</a> for the next two years and how the projections affect your planning:</p>

10. Cite examples of using outcome (PLO, SLO, and/or OO) action plans as the basis for resource requests and the allocation of those requests (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved outcome findings over the past five years.

SLO/PLO/OO	Action Plan	Current Status	Impact of Action
		Ongoing	Results of CFE SLO and PLO assessments have remained stable over the past five years as reported in the 2014-2015 update. SLO targets in most classes have been met. Students and instructors have identified the need for more curriculum tools such as DVD's that would focus on observation aspects of focused assignments. The CFE program requested and received Prop 20 funds in 2014-2015. This year 2015-2016, no funds were requested as the Child Development Workforce Initiative(CDWFI) Grant was able to supply the department needs. However, it is important to note that the CDWFI grant is closing as of June 30, 2016 and funds are still needed for the CFE/Ed departments to update curriculum needs and resources in 2016-2017. There still remains the need to hold a faculty retreat and plans are to do that in Summer 2016. The topic areas for discussion are to review SLO and PLO findings and target measures as well as assessment tools used for the coming academic cycle. Also, in discussion will be plans for validation studies for pre-requisites on various CFE/ED courses.

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

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
Goal #1 has been completed as a program handbook is online in the CFE/ED web page.	Completed	
Goal #2 The department will continue discussion of what courses will have validation studies at the CFE/ED. Retreat	Ongoing	

to be held in Summer 2016.		
Goal #3 was partially met by the CDWFI grant over a 3 year period whereby the CDWFI Grant funded a designated CFE/ED counselor that provided counseling and guidance services for over 140 students. With the end of the CDWFI Grant on June 30, 2016 this will be a service that will not continue unless funding is found.	Ongoing	
Briefly discuss your progress in achieving those goals:		
Please describe how resources provided in support of previous program review contributed to program improvements:		

12. Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2016-2017. Discipline/area goals must be guided by [district Strategic Goals](#) in the Educational Master Plan (EMP). They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or other	Expected Impact of Program Outcomes/Student Learning	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
1	Continued growth in the CFE/ED department (higher degree, transfer and certificate rates).	*1. Support learning and facilitate student success 2. Increase the transfer rate	Students who complete more courses have more opportunities to achieve SLOs and PLOs. Student career development would also be facilitated.	1. Hire one additional full time faculty that would be 50% CFE and 50% ED for the Lancaster campus and another for the Palmdale campus.	Yes

				2. Reinstate CFE 199 and ED 199 courses.	

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

13. Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from 12 guide this need.**

Indicate which Discipline/area Goal(s) guide this need	Type of Request (Personnel <sup>1</sup> , Physical <sup>2</sup> , Technology <sup>3</sup> , Professional development <sup>4</sup> , Other <sup>5</sup> )	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?	Contact's name
1	Personnel	Repeat	Hire one additional full time faculty that would be 50% CFE and 50% ED for the Lancaster campus and another for the Palmdale campus.	\$150,000	Recurring	Ande Sanders
1	Other	Repeat	Reinstate CFE 199 and ED 199		Recurring	Ande Sanders

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

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

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

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

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

### Program Review Annual Update

1. Discipline/Area Name: History	2. Year: 2016
3. Name of person leading this review: Dr. Matthew Jaffe, Dr. Cynthia Lehman and Dr. Ken Shafer.	
4. Names of all participants in this review: Dr. Matthew Jaffe, Dr. Cynthia Lehman, Dr. Ken Shafer and Dr. Tom O’Neil.	
5. Status Quo option: Year 1: Comprehensive review Year 2: Annual update or status quo option Year 3: Annual update Year 4: Annual update or status quo option	In years two and four of the review cycle, programs may determine that the program review conducted in the previous year will guide program and district planning for another year. <input checked="" type="checkbox"/> Check here to indicate that the program review report written last year accurately reflects program planning for the current academic year. (Only programs with no updates or changes may exercise the status quo option. All others will respond to questions 6 – 13.)

### Data/Outcome Analysis and Use

**Please review and interpret data by following the provided links:**

#	Indicator	Comments and Trend Analysis
6.	Please review the FTES and enrollment (headcount) data. If applicable, please also review <a href="#">division</a> or department data.	<p>Comments on trends over the past five years and how they affect your program: A glance at the divisional FTES information reveals that, although there is no breakdown by class, by time of day, by ethnicity, gender, or location, some trends are clearly emerging. Enrollment was down immediately after the recession started and intersession classes nearly disappeared because fewer sections were being offered and some potential students could not afford to take classes. Summer school offerings were also greatly reduced and this is reflected in the figures. Curiously, the best semester of the last five years was spring of 2011. This is quite anomalous because usually fall enrollment figures are higher (and this is borne out by the data) and one might assume that the enrollment might be impacted by the recession. In fact, economic downturns often induce students to return to college. This is what seems to have happened here. Over the last three years, at least, enrollment seems to have stabilized at about 2300 students in both fall and spring. Intersession and summer enrollments are almost the same at 320-350 students or even a little more. In the fall of 2015, enrollment dropped. Were figures available for spring of 2016, a comparable drop would probably be observed. While it is a drop, it is not a precipitous drop. This would further suggest that the same or eventually a greater number of classrooms would also be needed with the appropriate equipment in working order and that other resources (maps, proxima machines, dvds, climate controls, and ergonomically comfortable desks would also be required). One full-time faculty retired nearly at the beginning of the period under consideration. He has never been replaced. The number of adjuncts varies semester to semester. A few have been lost to death and retirement or other circumstances. Newer adjuncts are needed to be hired at Antelope Valley College. As we continue to expand offerings in Palmdale and Rosamond, we need to think about the ratio of full time to part time hires. Having someone with a specialty in the Middle East or Asia would be a great asset to the Department and we will probably need to consider adding more World History courses now that we have a degree program with more faculty to teach these courses.</p>



7.	Report program/area data showing the quantity of services provided over the past five years (e.g. number transactions, acreage maintained, students served, sales figures)	Comment on trends and how they affect your program: Unlike areas such as Business, Vocational Education, and possibly Nursing, History does not provide a service in the sense of doing something for the public. Some faculty participate in the study abroad program or write articles and books for publication. But these are not measurable or quantifiable in the sense that the question seems to ask.
8.a.	Student <a href="#">success and retention rates</a> Equity groups within discipline	<p>Review and interpret data by race/ethnicity and gender or both together. Identify what actions are planned to meet the Institutional Standard of <b>68%</b> for student success and to close achievement gaps:</p> <p>Overall, within the field of History, almost all ethnic groups that attended AVC achieved success rates within the narrow 66.8-74.3% range and the retention rates remained at or above the 80%-90% level. Only once did the success rate dip below the 68% goal.</p> <p>When the same question is viewed through the spectrum of race, the success rate was much more varied, ranging from 62.8% to 72.5%. In fact, in only two semesters was the 68% rate of success reached, while retention remained high, between 81-91%.</p> <p>In particular, and consistent with the last report in 2013, the success rates of African-Americans continued to be problematic, experiencing a success level dipping to 51.1% and retention level of 77.2% in Fall 2014 to a high of 61.5 success and a retention rate of 87.9%. Regardless, in none of the five semesters did African-Americans ever reach the minimum 68% success rate sought. However, it is important to note that such disappointing statistics are true for African-Americans across the various divisions and disciplines at AVC, not just in History. Viewing student success and retention from the viewpoint of gender, there are mixed results. Throughout the 2013-Fall 2015 study period, there were more women at AVC than men. Secondly, women were more successful, averaging out at 70.1% over our study period in comparison to men at 65.9%, which is below the sought after goal. At the same time, men had almost a full point higher retention level, 87.6% to 86.7%. It is difficult to explain this phenomenon; hence, further analysis is necessary to explain this seeming contradiction.</p>
8.b.	Number of Sections by <a href="#">Location</a> and <a href="#">Modality</a> .	Comment on trends: During Fall 2012 semester, the History Department offered the lowest number of sections at the main Lancaster Campus, 33, due to the severe state budget crisis at the time, which forced severe cutbacks at the college. In contrast, during a better fiscal setting, 2014, 41 History sections were offered in Lancaster, the largest number during our period of study.

		<p>However, the Palmdale Center has seen a slight decline since the height of 14 sections offered in Fall 2012 to ten throughout 2014. It is uncertain why Palmdale courses are not always filling. There is a hope with the opening of the new Palmdale Center, students would be more likely to take classes there, especially if some full-time faculty are assigned to that center.</p> <p>At the same time, since Fall 2014, there has been a total of three History sections made available in Rosamond, which speaks to our effort is making to serve a new audience. On another positive note, the History Department was able to offer Intersession courses again starting in 2013 as well as additional summer classes. In addition, increasing online, hybrid and “blended” courses (half live and half online) are either already in operation or in the works as well as offering additional courses on Fridays and Saturdays in order to reach a new, non-traditional student. All of this has been made possible due to improved funding from the state through a temporary raise in the state sales tax that is to expire in 2016. We hope that such programs will be continued with either an extension of that sales tax or a different mechanism is found to provide more dependable state funding in the future.</p>
9.	<p>Career Technical Education (CTE) programs: Review the labor market data on the <a href="#">California Employment Development Department</a> website for jobs related to your discipline.</p>	<p>Comment on the <a href="#">occupational projections</a> for employment in your <a href="#">discipline</a> for the next two years and how the projections affect your planning: History does not seem to be included in the list of professions and jobs for the California Employment Development Department. This would relate mostly to Administration of Justice, Child and Family Education, and possibly some others but not History. Since the recession is ending, employment opportunities are opening in the field of history; some of this is attributable to the expected retirement of the “baby boomer” generation. And while the History Department at AVC does have a TMC, most jobs require advanced education. Some typical employment in History would include but is not limited to: Archivist, Business, Consultants, Foreign Service, Professional but non-teaching Historians, Journalists, Librarians, Museum Curators, Lawyers, Researchers, Park Rangers, Teaching, and Writers.</p>

10. Cite examples of using outcome (PLO, SLO, and/or OO) action plans as the basis for resource requests and the allocation of those requests (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved outcome findings over the past five years.

SLO/PLO/OO	Action Plan	Current Status	Impact of Action
<p>History Students are achieving 70% mark on success for SLO's.</p>	<p>Our History courses SLOs, which require the students to learn cause and effect relationships and to analyze the repetitive cycles of history. This type of information can be better presented by utilizing new technologies and possibly having students learn by interacting in the classroom.</p>	<p><b>Ongoing</b></p>	<p>Our requests for funding are one-time equipment purchases and ongoing maintenance and updating of classroom technology. The desired impact of the action would be that student achievement will continue to improve. We would like to see brand new computers, digital projectors, and smart boards in every classroom to aid instruction. Anticipated cost of the Instructional technology and related multimedia and software is about \$75,000 per classroom.</p>

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

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
It is gratifying to report that the History Department has been approved to award an Associate of Arts degree in Spring 2017 and that our discipline has been integrated into the state's Transfer Model of Curriculum in 2014.	Completed	The first AA-T degrees in History will be available in 2017.
The update of History 112, Contemporary U.S. History: Vietnam is in the last stages of approval to be transformed into History 116, Contemporary U.S. History: From Vietnam to Iraq.	Completed	Hopefully the course will be available in Spring 2017.
Update our classroom computers, projectors and smart boards.	Ongoing	This request will go to the ITS Department.
Briefly discuss your progress in achieving those goals: All but the last goal has been achieved.		
Please describe how resources provided in support of previous program review contributed to program improvements: N.A.		

12. Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2016-2017. Discipline/area goals must be guided by [district Strategic Goals](#) in the Educational Master Plan (EMP). They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or other	Expected Impact of Program Outcomes/Student Learning	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
1	History- Increase Amount of Student Success, Retention and Equity	*1. Support learning and facilitate student success 2. Increase the transfer rate - Supporting PLO(s), SLO(s), OO(s)	This should raise the level of student success and equity as well as increase incentives to major in the social sciences.	Offering employment as paid tutors.	Yes
2	History- Increase access to History courses to other instruction centers and non-traditional students.	*1. Support learning and facilitate student success 5. Utilize campus resources efficiently and effectively 6. Maintain and enhance community partnerships 7. Enhance technology's support of the college Mission	This corresponds with Goal #1 of the Education Master Plan to increase student access, Goal #3 to improve service to non-traditional students and #7 of the 2015-2016 President's Goals, to aid in finishing various degrees.	Along with additional course offerings in Rosamond and in Palmdale, we plan to implement more online and "blended courses," which would also better utilize limited class space as well as solve the problem of filling those courses with adjunct instructors who live outside our service region.	No
3	History- Develop both online and hybrid sections of History 110 and 111.	*1. Support learning and facilitate student success 2. Increase the transfer rate *3. Expand and diversify CTE 7. Enhance technology's support of the college Mission	These classes are already in high demand, thus it would offer more opportunities it take this	Start process in proposing and approving online and hybrid History 110 and 111 through the AP & P Committee.	No

			course for non-traditional Students.		
4	History- Offer additional courses in Latin American, Caribbean, Mexican and California History	*3. Expand and diversify CTE	To cater to our highest demographic in AVC's service area, the Hispanic community.	Either hire more adjuncts with backgrounds in these fields or better yet, a full-time instructor with this expertise.	Yes

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

13. Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from 12 guide this need.**

Indicate which Discipline/area Goal(s) guide this need	Type of Request (Personnel <sup>1</sup> , Physical <sup>2</sup> , Technology <sup>3</sup> , Professional development <sup>4</sup> , Other <sup>5</sup> )	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?	Contact's name
History #1	Personnel	New	Increase student success and retention rates by offering tutoring services in the Learning Center.	\$2500	Recurring	Dr. Cynthia Lehman, Dr. Ken Shafer
History #1, #2 & #4	Personnel	Repeat	Hire another full time historian to replace the position lost through retirement several years ago	Between \$75-95,000 in salary	Recurring	Dr. Tom O'Neil, Dr. Ken Shafer
History #1, #2 & #3	Technology	Repeat	To improve student learning and keep up to date with the latest technology trends, our classrooms need to be equipped with digital projectors, brand new computers and smart boards.	Approximately \$75,000 per classroom.	One-time	Dr. Cynthia Lehman, Dr. Ken Shafer, Dr. Tom O'Neil
History #2, #3 & #4.	Technology	New	Increase the offering of online courses that have a high demand in the discipline. This way we can	No Cost	Recurring	Dr. Ken Shafer, Dr. Tom O'Neil

			reach more non-traditional students and improve transfer rates.			

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

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

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

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

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

### Program Review Annual Update

1. Discipline/Area Name: PHILOSOPHY		2. Year: 2016	
3. Name of person leading this review: Claude Gratton			
4. Names of all participants in this review:			
5. Status Quo option: Year 1: Comprehensive review Year 2: Annual update or status quo option Year 3: Annual update Year 4: Annual update or status quo option		In years two and four of the review cycle, programs may determine that the program review conducted in the previous year will guide program and district planning for another year. <input type="checkbox"/> Check here to indicate that the program review report written last year accurately reflects program planning for the current academic year. (Only programs with no updates or changes may exercise the status quo option. All others will respond to questions 6 – 13.)	

### Data/Outcome Analysis and Use

Please review and interpret data by following the provided links:

#	Indicator	Comments and Trend Analysis
6.	Please review the FTES and enrollment (headcount) data. If applicable, please also review <a href="#">division</a> or department data.	Comments on trends over the past five years and how they affect your program: The total FTES for each one of the past five years, starting with 2011: 197, 184, 205, 221,223. The corresponding head count for each one of those years is 1785, 1745, 2058, 2219, 2298. The year 2012 has a slight dip in FTES and head count because the spring data for both category of spring of 2012 are not given.
7.	Report program/area data showing the quantity of services provided over the past five years (e.g. number transactions, acreage maintained, students served, sales figures)	Comment on trends and how they affect your program: There is an ongoing slight increase in enrollment; so, the philosophy instructors are serving an increasing number of students. With increased demand for philosophy courses, there is an increased challenge to staff these courses with adjunct instructors. Thus, with the retirement of one of our tenured instructors in June 2016, this situation will worsen. Therefore, there will be a serious need for a new full-time philosophy instructor for the fall semester of 2016..
8.a.	Student <a href="#">success and retention rates</a> Equity groups within discipline	Review and interpret data by race/ethnicity and gender or both together. Identify what actions are planned to meet the Institutional Standard of <b>68%</b> for student success and to close achievement gaps: SLOs: All the SLOs have always been reached The average retention in philosophy for 2014 is 0.70. The ratios of the percentage of students in a particular ethnicity who have succeeded to the percentage of student in the same category who are retained: African Americans 50/60 = 82%; Asians 65/73 = 89%; Hispanics 54/74 = 73%; Whites 67/81 = 83%. This shows that the African Americans who are retained do just as well as the Whites.
8.b.	Number of Sections by <a href="#">Location</a> and <a href="#">Modality</a> .	Comment on trends: The ratios of the number of philosophy sections offered on the Lancaster campus to the number of philosophy courses offered on the Palmdale campus are: Fall 11: 25/3; fall 12: 22/4; fall 13: 25/4; fall 14: 28/4.  The number of regular philosophy sections offered on the Lancaster campus each year: 2010-11, 59; 2011-12, 53; 2012-13, 52; 2013-14, 57; 2014-15 70.



		<p>Trend: the number of sections offered on the Lancaster campus dipped insignificantly during the cutback years of the recession, but they have significantly increased. Unfortunately, this trend will go in the opposite direction if a new full-time instructor is not hired to replace the instructor who is retiring in June of 2016, for it is very difficult to find competent part-time philosophy instructors to teach in the Antelope Valley.</p> <p>Trend: the number of sections on the Palmdale campus has not increased in part because it is very difficult to find competent part-time philosophy instructors for the Antelope Valley.</p>
9.	Career Technical Education (CTE) programs: Review the labor market data on the <a href="#">California Employment Development Department</a> website for jobs related to your discipline.	<p>Comment on the <a href="#">occupational projections</a> for employment in your <a href="#">discipline</a> for the next two years and how the projections affect your planning: N/A</p>

10. Cite examples of using outcome (PLO, SLO, and/or OO) action plans as the basis for resource requests and the allocation of those requests (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved outcome findings over the past five years.

SLO/PLO/OO	Action Plan	Current Status	Impact of Action
<b>The SLO outcomes do <i>not</i> even suggest how to improve students' learning or retention. This action plan aimed to improve their learning and retention</b>	Require student to <b>teach</b> for a few minutes per week how to answer correctly a problem on a class worksheet	<b>Completed</b>	Since the students were not coming prepared to teach – even though their teaching was worth 10% of the grade – and since their bad performance was wasting valuable class time, and in fact diminishing the quantity and quality of learning, this action plan was terminated after three weeks. Naturally, the impact on their performance was nil.
<b>The SLO outcomes do <i>not</i> even suggest how to improve students' learning or retention. This action plan aimed to improve their learning and retention</b>	Each class, require students to work in groups to answer to a portion of a worksheet on which they were required to work before class.	<b>Completed</b>	Despite the animation of students in doing this activity each class for most of the semester, their performance on the SLO assessments did <b><i>not</i></b> improve compared to the results of previous years.

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

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
Informal discussions about improving specific teaching material and methods.	Ongoing	The SLOs continue to be met.
Briefly discuss your progress in achieving those goals: It continues to be achieved.		
Please describe how resources provided in support of previous program review contributed to program improvements:		

12. Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2016-2017. Discipline/area goals must be guided by [district Strategic Goals](#) in the Educational Master Plan (EMP). They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or other	Expected Impact of Program Outcomes/Student Learning	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
	Continue regular informal discussions regarding specific teaching materials and methods.	*1. Support learning and facilitate student success	Continue meeting SLOs.	Set specific dates and meetings where instructors share what has worked and not worked.	No

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

13. Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from 12 guide this need.** **NO significant resources needed.**

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

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

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

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

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

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

**Program Review Annual Update**

1. Discipline/Area Name: <b>Political Science</b>	2. Year: <b>2016</b>
3. Name of person leading this review: <b>John Vento and Dr. Nancy Bednar</b>	
4. Names of all participants in this review: <b>Dr. Ellen Coleman, Amaka Donn, Derek Carver, Samuel John, Dr. Don Ranish, Steven Jaworoski, Larry Ramirez</b>	
5. Status Quo option: Year 1: Comprehensive review Year 2: Annual update or status quo option <b>Year 3: Annual update</b> Year 4: Annual update or status quo option	In years two and four of the review cycle, programs may determine that the program review conducted in the previous year will guide program and district planning for another year. <input type="checkbox"/> Check here to indicate that the program review report written last year accurately reflects program planning for the current academic year. (Only programs with no updates or changes may exercise the status quo option. All others will respond to questions 6 – 13.)

### Data/Outcome Analysis and Use

**Please review and interpret data by following the provided links:**

#	Indicator	Comments and Trend Analysis
6.	Please review the FTES and enrollment (headcount) data. If applicable, please also review <a href="#">division</a> or department data.	<p>Comments on trends over the past five years and how they affect your program: Below is the FTS for the Political Science for the last four years: 2014-2015: 220.5 2013-2014: 244.6 2012-2013: 230.4 2011-2012: 219</p> <p>Below is the headcount for <b>Political Science 101</b> for the last four years: 2014-2015: 2307 2013-2014: 2481 2012-2013: 2249 2011-2012: 1858</p> <p>The change in FTS and Headcount is due fewer class sections offered during the previous year.</p>

		Political Science 103, 200, 201, 202 and 203 are specialty courses that are offered once a year and have maintained a good headcount during the last few years. Political Science 120 has not been offered since spring 2012 because there has been no one has been able to teach the course. (school year = fall, intersession, spring, summer)
7.	Report program/area data showing the quantity of services provided over the past five years (e.g. number transactions, acreage maintained, students served, sales figures)	Comment on trends and how they affect your program:
8.a.	Student <a href="#">success and retention rates</a> Equity groups within discipline	<p>Review and interpret data by <a href="#">race/ethnicity</a> and <a href="#">gender</a> or <a href="#">both together</a>. Identify what actions are planned to meet the Institutional Standard of <b>68%</b> for student success and to close achievement gaps: For Political Science 101, the success rate average for the last four years is <b>72.5%</b>.</p> <p>For political science classes 103, 200, 201, 202 and 202, the success rate has been below the standard rate, especially for race and ethnicity. These specialty classes require extensive writing and reading; therefore, the political science faculty will evaluate whether a passing a grade of “C” in English 101 should be a prerequisite for the class. We will continue to do the following:</p> <ol style="list-style-type: none"> <li>1. Advocate for all Political Science faculty to have more tutors for their sections</li> <li>2. Restore the funding for Adjunct faculty Office Hours</li> <li>3. Promote the services of the learning center such as study skills workshops to all students.</li> <li>4. Monitor the book price</li> <li>6. Refer low performing students to Early Alert (Learning Center)</li> </ol>
8.b.	Number of Sections by <a href="#">Location</a> and <a href="#">Modality</a> .	Comment on trends: The enrollment for Palmdale and Lancaster classes have maintained a steady positive trend. Political Science 101 is the only class offered in Palmdale and the success rate is in line with the Lancaster campus.
9.	Career Technical Education (CTE) programs: Review the labor market	Comment on the occupational projections for employment in your <a href="#">discipline</a> for the next two years and how the projections affect your planning:

data on the <a href="#">California Employment Development Department</a> website for jobs related to your discipline.	
---	--

10. Cite examples of using outcome (PLO, SLO, and/or OO) action plans as the basis for resource requests and the allocation of those requests (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved outcome findings over the past five years.

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

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

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
<b>Completed AA-T degree</b>	Completed	<b>10 Students have the opportunity to earn a degree</b>
<b>Hire a faculty member to teach Political Science 120 Model United Nations Course</b>	Ongoing	<b>The position is vacant</b>
<b>Restore Adjunct faculty office hours.</b>	Ongoing	<b>Office hours are important for students and student learning outcomes.</b>

Briefly discuss your progress in achieving those goals:  
**10 Students earned AA degrees in June 2015.**

Please describe how resources provided in support of previous program review contributed to program improvements:

12. Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees

and transfer requirements in 2016-2017. Discipline/area goals must be guided by [district Strategic Goals](#) in the Educational Master Plan (EMP). They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or other	Expected Impact of Program Outcomes/Student Learning	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
1	Expand student tutor program so that each specialty class (PS 103, 200, 201, 202 and 203 has an “embedded tutor”	*1. Support learning and facilitate student success 2. Increase the transfer rate	Increase student success rates in all political science courses.	Provide more funding for student tutors	Yes
2	Conduct English 101 pre-requisite study for Political Science 103, 200, 201, 202 and 203	*1. Support learning and facilitate student success 2. Increase the transfer rate	Increase student success rates in political science courses.	Submit study request	Yes
3	Restore adjunct faculty office hours	*1. Support learning and facilitate student success	Increase student success rates	Ask the administration	Yes
4	Compensate faculty for attending various workshops on teaching strategies.	*1. Support learning and facilitate student success	Enhance classroom learning environment	Request money to provide the service	Yes

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

13. Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from 12 guide this need.**

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

1	Personnel	Repeat	Funding for embedded student tutors in advanced political science courses	I am not sure	Recurring
2	Other	New	Request a survey of English 101 pre-requisite	No cost	
3	Personnel	Repeat	Restore adjunct office hours	I am not sure	Recurring
4	Professional Development	New	Compensate faculty for attending training workshops	I am not sure	Recurring

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

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

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

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

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

### Program Review Annual Update

1. Discipline/Area Name: Psychology	2. Year: 2016
3. Name of person leading this review: Fredy Aviles & Irit Gat	
4. Names of all participants in this review: Fredy Aviles, Irit Gat	
5. Status Quo option: Year 1: Comprehensive review Year 2: Annual update or status quo option Year 3: Annual update	In years two and four of the review cycle, programs may determine that the program review conducted in the previous year will guide program and district planning for another year.



Year 4: Annual update or status quo option	<input type="checkbox"/> Check here to indicate that the program review report written last year accurately reflects program planning for the current academic year. (Only programs with no updates or changes may exercise the status quo option. All others will respond to questions 6 – 13.)
--	--

### Data/Outcome Analysis and Use

Please review and interpret data by following the provided links:

#	Indicator	Comments and Trend Analysis
6.	Please review the FTES and enrollment (headcount) data. If applicable, please also review <a href="#">division</a> or department data.	Comments on trends over the past five years and how they affect your program: In 2010 the FTES for Psychology was 169 and remained stable until 2012 when it was 170 but in 2013 there was a drop to 143 and in 2015 it was 147. Although this is not a large drop, it has stayed lower than previous years. This may be due to students return to the work arena with a stronger economy and/or more stringent AVC rules for dropping students prior to census.
7.	Report program/area data showing the quantity of services provided over the past five years (e.g. number transactions, acreage maintained, students served, sales figures)	Comment on trends and how they affect your program: Psychology is the most popular AAT program with 385 students reporting they will be in this track. We continue to add classes that fill quickly and often have numerous on the waitlist. This has become especially true for capstone classes like PSY 236, 200 and 101 as demand increases.
8.a.	Student <a href="#">success and retention rates</a> Equity groups within discipline	Review and interpret data by <a href="#">race/ethnicity</a> and <a href="#">gender</a> or <a href="#">both together</a> . Identify what actions are planned to meet the Institutional Standard of <b>68%</b> for student success and to close achievement gaps: Overall Psychology has a high student success rate- in 2009 it was 93% and last year – 2015- 85%. Thus our students are graduating and succeeding in the program. With regard to retention, in we have dropped from 70.2% in 2010 to 60.3% in 2015. Although it is not known why students may be dropping out it may be that there are not enough support services in place to help them deal with external (family, financial, transportation) issues. We also feel that more full time Psychology hires are needed with specific expertise to teach capstone courses such as BioPsychology and Developmental Psychology.  Specifically, African American and Hispanic students have much lower success and retention across classes. In addition, females are more successful and have higher retention rates than males but these differences are not large gaps. We are eager to see student equity funding and programing help in these areas. For example, hiring of tutors for Psychology classes that target specific groups / students that are not achieving passing grades and dropping out early may be averted by more one-to-one or small group

		assistance. Historically, classes with SI leaders indicate that students who attend study/review sessions score higher on exams and homework assignments. We are also trying to educate our faculty on these populations and as mentioned, request in-class SI instructors and tutors to assist.
8.b.	Number of Sections by <a href="#">Location</a> and <a href="#">Modality</a> .	<p>Comment on trends:  Most of our classes are taught at the Lancaster location, although we recently added another PSY 101 in Palmdale. Most classes are in the class although we do offer a handful of on-line PSY 101 courses that fill, although the success and retention rates are generally lower than classes on campus where students interact in person with one another and the instructor. We will be adding a Honors PSY 212 class in Fall – the first 200 level honors ever in that program.</p> <p>A few things noted were that enrollment in our entry level course, PSY 101 remained fairly stable since 2010 to 2015 – we offered 19 sections in 2010 and 17 in 2015. However the FTEF has gone from 6.2 to 4.87. Further PSY 236 which is now a required class for nursing students went from 1 section offered in 2010 with only 38 students enrolled to 5 sections offered in 2015, and 243 students enrolled but a decrease in FTEF. This class is now in high demand where it was only an elective in 2010. Thus again we are in need of more faculty with specific expertise in this area (Developmental Psychology) to be on-board full time.</p>
9.	Career Technical Education (CTE) programs: Review the labor market data on the <a href="#">California Employment Development Department</a> website for jobs related to your discipline.	Comment on the occupational projections for employment in your <a href="#">discipline</a> for the next two years and how the projections affect your planning: N/A

10. Cite examples of using outcome (PLO, SLO, and/or OO) action plans as the basis for resource requests and the allocation of those requests (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved outcome findings over the past five years.

SLO/PLO/OO	Action Plan	Current Status	Impact of Action
<b>PSY 101</b>	<b>Request additional full time employees</b>	Not yet funded	<b>Unknown as funding has not been granted as of yet.</b>

	<b>and student tutors</b>		
		Choose an item.	
		Choose an item.	
		Choose an item.	

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

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
<b>2013-2016 Goal #1</b>	completed	<b>The PSY Transfer degree is now listed in the college catalog</b>
<b>2013-2016 Goal #2</b>	completed	<b>35 students have taken the PSY 200 course required for the degree</b>
<b>2013-2016 Goal #3</b>	cancelled	<b>Students will continue to take Statistics through the Math department</b>
Briefly discuss your progress in achieving those goals: Goals 1 & 2 have been completed while Goal 3 has been cancelled.		
Please describe how resources provided in support of previous program review contributed to program improvements: No resources were provided to achieve these goals.		

12. Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2016-2017. Discipline/area goals must be guided by [district Strategic Goals](#) in the Educational Master Plan (EMP). They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or other	Expected Impact of Program Outcomes/Student Learning	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
1	Grant 1 <sup>st</sup> PSY AAT degree	Strategic Goal 1a Strategic goal 1g Strategic Goal 2a	Will allow students to transfer with a degree in Psychology	Continue to offer PSY 200 regularly as well as other necessary PSY courses	None
2	Develop Research Methods lab course	Strategic Goal 2c	Will improve student research skills	1.Get PSY Research Methods lab course approved by AP&P	\$3000/ year in licensing fees for SPSS

				2. Get SPSS installed in computer lab room that holds at least 30 students	
3	Increase # of full time faculty from 2 to 4: especially with specific expertise in capstone courses	Strategic Goal 1g	Will facilitate one-on-one help for students to improve knowledge and skills	Hire 2 full time PSY faculty to teach PSY 101, 236, 200. Seek specific expertise in developmental, research methods and biopsychology	Approx. \$150, 000 /year
4	Establish Symposium for PSY 200 students to present their research	Strategic goal 2c	Will allow students to practice skills necessary for the degree	Join Anthropology Symposium or create FPD event and invite students, parents, faculty, and staff to attend	Not sure
5.	Hire student tutors and SI leaders (learning center) to assist in introductory and capstone PSY classes.	Strategic goal 1g	Improve student retention and success- especially for populations not meeting AVC goal of 68%.	Request funding each year in program review and to budget committee.	Yes – approximately \$10,000
		Choose an item. Choose an item. Choose an item.			Choose an item.

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

13. Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from 12 guide this need.**

Indicate which Discipline/area Goal(s) guide this need	Type of Request (Personnel <sup>1</sup> , Physical <sup>2</sup> , Technology <sup>3</sup> , Professional development <sup>4</sup> , Other <sup>5</sup> )	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?
Strategic Goal 1g	Personnel	Repeat Request	Hire 2 new PSY full-time faculty	\$100000	Recurring
Strategic goal 2c	Technology	Repeat Request	Install SPSS on 30 computers in computer lab	\$3000	Recurring
Strategic goal 1g	Psychology tutors/personnel	New request	We need students to help with PSY 101 as the success is not as high- especially for African American and Hispanic populations	\$10,000	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.
	Choose an item.	Choose an item.			Choose an item.

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

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

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

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

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

### Program Review Annual Update

1. Discipline/Area Name: Sociology	2. Year: 2015-2016
3. Name of person leading this review: Ronald C. Chapman, PhD	
4. Names of all participants in this review: Ronald C. Chapman, PhD	
5. Status Quo option: Year 1 Year 1: Comprehensive review Year 2: Annual update or status quo option	In years two and four of the review cycle, programs may determine that the program review conducted in the previous year will guide program and district planning for another year.

<p>Year 3: Annual update Year 4: Annual update or status quo option</p>	<p><input type="checkbox"/> Check here to indicate that the program review report written last year accurately reflects program planning for the current academic year. (Only programs with no updates or changes may exercise the status quo option. All others will respond to questions 6 – 13.)</p>
---	---

### Data/Outcome Analysis and Use

Please review and interpret data by following the provided links:

#	Indicator	Comments and Trend Analysis
6.	Please review the FTES and enrollment (headcount) data. If applicable, please also review <a href="#">division</a> or department data.	<p>Comments on trends over the past five years and how they affect your program:</p> <p>The mean FTES for the past five years is approximately 229 students per year. FTEF averaged 12.9 per year for the same period. Efficiency averaged 17.7 students per faculty member. There has been a modest decline in the ratio of full-time equivalent students to full-time equivalent faculty over the last 20 terms. It is noted that there is no impact on faculty who remain available to students due to the reassignment of full-time faculty to administrative duties in the sociology department. Yet, there is a need for longer office hours to accommodate the increase in students; a fact borne out by the roughly 1/3<sup>rd</sup> of students who are demonstrably unprepared for college work when admitted (Scorecard). This need has not been filled by part-time instructors due to a lack of funding for voluntary office hours or willingness to remain on campus – unpaid -- for significantly longer than normal teaching responsibilities require.</p>
7.	Report program/area data showing the quantity of services provided over the past five years (e.g. number transactions, acreage maintained, students served, sales figures)	<p>Comment on trends and how they affect your program:</p> <p>Student enrollment has increase over the last five years from 907 in the Spring of 2011 to 1111 in the Fall of 2015. Currently the sociology department has one full-time faculty member and 11 part-time faculty members. Recently there has been an increase in the turnover of part-time sociology instructors, necessitating stepped up interviewing and evaluation of first-semester instructors; administrative duties which impact full-time faculty exclusively and detract from primary duties (teaching and course maintenance).</p>

8.a.	Student <a href="#">success and retention rates</a> Equity groups within discipline	<p>Review and interpret data by race/ethnicity and gender or both together. Identify what actions are planned to meet the Institutional Standard of <b>68%</b> for student success and to close achievement gaps:</p> <p>Although student enrollment has increase over the last five years (see above) student success has declined from 69.1 percent to 62.3 percent over the same period. Retention has decline from 89.3 percent to 86.5. The institutional standard for success (68%) was achieved only in the 2011-30 and 2012-70 terms. They were 69.1 and 73 percent respectively. At the micro-level, addressing declining success and retention rates will increase demand for more face-to-face student conferences beyond the minimum required by the current labor contract.</p>
8.b.	Number of Sections by <a href="#">Location</a> and <a href="#">Modality</a> .	<p>Comment on trends:</p> <p>The average number of sections in sociology over the past five years is 22 at the Lancaster campus and 6 at the Palmdale Center during the Fall semesters. Averages for Spring have been 21 at the Lancaster campus and 6 at the Palmdale Center. Summer sections have averaged 2 at Lancaster and 2 in Palmdale, while averages during the Winter Intersession have been 1.5 in Lancaster and 0.75 at the Palmdale Center.</p> <p>It is noteworthy that the offering of sections during the Summer and the Intersession have increased at the main campus during 2015. The average number of traditional classroom courses offered between 2010 and 2015 for the Summer term is 2.5 and 1 for online courses. The average number of traditional classroom sessions offered during this same period in the Fall semester is 24.2 and 3.2 for online courses. Intersessions have averaged 1.6 traditional and 0.6 online courses offered. Spring semesters averaged 23.2 traditional classes and 4 online courses during this same five-year period. Annually, traditional classes have averaged 51 and online classes have averaged 8.8 during this period.</p> <p>Also noteworthy is that the numbers of traditional classroom sections increased dramatically in the last two years over the Summer and Inter-sessions.</p>

9.	Career Technical Education (CTE) programs: Review the labor market data on the <a href="#">California Employment Development Department</a> website for jobs related to your discipline.	<p>Comment on the <a href="#">occupational projections</a> for employment in your <a href="#">discipline</a> for the next two years and how the projections affect your planning:</p> <p>According to the California Employment Development Department (EDD) employers are usually looking for employees with Master’s Degrees. The median income for sociologists in 2015 was \$40.13 per hour. There were no occupational projections available for the California labor market.</p>
----	--	--

10. Cite examples of using outcome (PLO, SLO, and/or OO) action plans as the basis for resource requests and the allocation of those requests (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved outcome findings over the past five years.

SLO/PLO/OO	Action Plan	Current Status	Impact of Action
<b>SLO 1, 2, 3 for SOC 100</b>	<b>Hire two additional full-time sociology instructors.</b>	Ongoing	<b>Additional faculty requested and request was granted a priority number that was insufficiently high for action by the Human Resources Department. A copy of the Faculty Position request in June 2015 is attached to this report.</b>
<b>SLO 1, 2, 3 for SOC 120</b>	<b>Obtain bus transportation for class field trip.</b>	Ongoing	<b>To increase field trip participation rates and indirectly positively impact the understand students acquire of drug and alcohol treatment options. This activity has been deemed of significant importance for the improvement of SLO 1 through 3 of SOC 120: Drugs, Society and Human Behavior, and has been an ongoing <a href="#">action plan</a> since the spring of 2015.</b>

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

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
<b>SOC 200: Research Methods</b>	Completed	<b>Sociology 200 has been fully approved by the Chancellor’s office.</b>



<b>Rational rotation of courses</b>	Ongoing	<b>This effort has been complicated by recent implementation of department chairs and the AA-T Sociology Cohort Pathway. However, there are not enough course offerings in sociology to accommodate students who wish to complete the program within two year and maintain individual control over the design of their curriculum.</b>
<b>Standardized assessment measures</b>	Ongoing	<b>SOC 105, 110, 11, 12, 115, and 120 assessments have been developed and are being used by a growing proportion of the faculty. Integration with PLOS is projected and progress towards this goal continues.</b>
Briefly discuss your progress in achieving those goals:		
Goals 4 and 5 of the last program plan update have not been achieved. These were to develop courses in both delinquency and criminology to help further develop the sociology course offerings of greatest importance the AA-T in sociology. One course has been developed to replace PSY 219: Dynamics of Sex and Gender. That newly approved course is SOC 116: Sociology of Gender and Sexuality.		
Please describe how resources provided in support of previous program review contributed to program improvements:		
There have been no instances of resources provided in support of previous program reviews. There are no instances in which extraordinary resource allocations have contributed to program improvements.		

12. Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2016-2017. Discipline/area goals must be guided by [district Strategic Goals](#) in the Educational Master Plan (EMP). They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or other	Expected Impact of Program Outcomes/Student Learning	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
1	Establish course rotation protocol.	*1. Support learning and facilitate student success 2. Increase the transfer rate	Allow students to complete the required AA-T Sociology courses within a reasonable period of time.	Planning phase only.	Yes

2	Increase the number of sociology transfers.	*1. Support learning and facilitate student success 2. Increase the transfer rate	Program growth and increased hiring priorities.	Continue to support the new Sociology Club with club advisors, guidance and recruiting new members.	No
4	Promote sociology as a major.	*1. Support learning and facilitate student success 2. Increase the transfer rate - Supporting PLO(s), SLO(s), OO(s)	Program growth and increased hiring priorities.		No
5	Hire two full-time faculty members.	*1. Support learning and facilitate student success 2. Increase the transfer rate - Supporting PLO(s), SLO(s), OO(s)	Increased contact with students outside of regularly scheduled classes for additional instruction and guidance is expected to improve student learning outcomes and program learning outcomes.	Request full-time instructors, provide justification. See the following <a href="#">action plan</a> for SOC 101.	Yes
6	License the use of IBM SPSS Statistics for SOC 200 students and faculty.	- Supporting PLO(s), SLO(s), OO(s) *1. Support learning and facilitate student success 7. Enhance technology's support of the college Mission	This will allow instructors to fully comply with the COR for SOC 200 by increase student familiarity with computers based statistical programs.	Contact sales representatives for IBM and review licensing options for students and faculty. Determine suitable program and cost and refer request to purchasing. See <a href="#">action plan</a> for SOC 200.	Yes
7	Bus transportation for field trips in support of SOC 120 and SOC 112.	*1. Support learning and facilitate student success - Supporting PLO(s), SLO(s), OO(s) 2. Increase the transfer rate	There has been a decline in participation rates for visiting drug rehabilitation facilities and engaging in discussions with residence undergoing drug treatment in this course.	Obtain permission to use busses which are currently used by the athletics faculty and secure funds to support a drive for this vehicle and fuel for the vehicle. Costs are estimated to be about	Yes

			Improvement in SLO3 is expected once transportation is provided.	\$2000.00 for each semester that SOC 120 is offered.	
--	--	--	--	--	--

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

13. Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from 12 guide this need.**

Indicate which Discipline/area Goal(s) guide this need	Type of Request (Personnel <sup>1</sup> , Physical <sup>2</sup> , Technology <sup>3</sup> , Professional development <sup>4</sup> , Other <sup>5</sup> )	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?	Contact's name
5	Personnel	Repeat	Hire two <a href="#">full-time faculty</a> members	\$200,000.00	Recurring	HR
6	Technology	New	License IBM SPSS Statistics to support SOC 200	\$2,610.00/person	Recurring	Purchasing
7	Physical	Repeat	Bus transportation to support SOC 120	\$2,000.00	Recurring	Facilities

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

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

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

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

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

### Program Review Annual Update

1. Discipline/Area Name: Corporate and Community Services	2. Year: 2015-2016
3. Name of person leading this review: Dr. Tom O'Neil	
4. Names of all participants in this review: Ann Steinberg, Elayne S. Davis	
5. Status Quo option: Year 1: Comprehensive review Year 2: Annual update or status quo option Year 3: Annual update Year 4: Annual update or status quo option	In years two and four of the review cycle, programs may determine that the program review conducted in the previous year will guide program and district planning for another year. <input type="checkbox"/> Check here to indicate that the program review report written last year accurately reflects program planning for the current academic year.

(Only programs with no updates or changes may exercise the status quo option. All others will respond to questions 6 – 13.)

### Data/Outcome Analysis and Use

Please review and interpret data by following the provided links:

#	Indicator	Comments and Trend Analysis
6.	Please review the FTES and enrollment (headcount) data. If applicable, please also review <a href="#">division</a> or department data.	Comments on trends over the past five years and how they affect your program: Established an Interest list to follow-up with contacts to secure registrations. Course offerings has increased to a total of 61, with 264 individual classes offered. See attached spreadsheets for details of interest list (example) and courses.
7.	Report program/area data showing the quantity of services provided over the past five years (e.g. number transactions, acreage maintained, students served, sales figures)	Comment on trends and how they affect your program: Increase in enrollments is seen for CA Guard Card (DOL – as of May 2014, 148740 jobs in CA); CA Notary Public and Loan Signing (Increased mortgages in CA increased need for Notaries and Loan Signers; Food Handler Certification (Increase in population and food services in AV). Increased community/business interest in contract and corporate offerings. Working to add CA Guard Card, Food Safety Protection Manager’s level certification, Grant Writing, and Notary Public and Loan Signing to the I-Train.
8.a.	Student <a href="#">success and retention rates</a> Equity groups within discipline	Review and interpret data by race/ethnicity and gender or both together. Identify what actions are planned to meet the Institutional Standard of <b>68%</b> for student success and to close achievement gaps: Retention stems from recertification need every 2 years: Food Safety Protection Manager’s level certification, Notary, and CA Guard Card, and IV Therapy and Phlebotomy CEU certification.
8.b.	Number of Sections by <a href="#">Location</a> and <a href="#">Modality</a> .	Comment on trends: Increasing need for strong Corporate and Community Services offerings based on recently received grant award from CA Chancellor’s office for Inmate Education Pilot Program, establishing an AA degree in Business academic program at LAC prison. Need to develop training programs for releasees and parolees that lead to employment opportunities.
9.	Career Technical Education (CTE) programs: Review the labor market data on the <a href="#">California Employment</a>	Comment on the <a href="#">occupational projections</a> for employment in your <a href="#">discipline</a> for the next two years and how the projections affect your planning: Manufacturing skills trainings, as identified

<a href="#">Development Department</a> website for jobs related to your discipline.	by the business community, need to be reviewed for the development of offerings on contractual basis, included in funding programs.
---	---

10. Cite examples of using outcome (PLO, SLO, and/or OO) action plans as the basis for resource requests and the allocation of those requests (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved outcome findings over the past five years.

SLO/PLO/OO	Action Plan	Current Status	Impact of Action
<b>SLO</b>		ongoing	<b>Corporate and Community Services (CCS) offers a wide range of educational seminars and professional development programs. These programs provide educational and personal services to the community, and professional development seminars to the businesses through partnerships with local industry, and the community. In addition to on-campus personal development offerings (4-course Grant Writing series; language courses – Arabic, Aramaic, Italian, and Hindi; Retirement Planning; Living Trust; SAT and GRE Test Prep; Tai Chi; and Backpack Survival) and professional development offerings (CA Notary Pubic; Loan Signing; Food Safety Protection Manager’s level certification; CA Guard Card, including additional required courses; CA Campus Security Guard; Recognition of Cardiac and Respiratory Emergencies; and LVN IV Therapy and Phlebotomy certification), CCS offers numerous online courses and certificates in accounting, business, and specialized disciplines, to name a few.</b>
<b>ILO #1</b>		ongoing	<b>Notary and Loan signing classes align with ILO #1.</b>
<b>ILO #2</b>		ongoing	<b>Corporate &amp; Community services aligns directly with ILO #2.</b>
<b>ILO #3 &amp; 4</b>		Ongoing	<b>Aligns – SAT &amp; GRE Test Prep class prepares for the exams – In the abstract of what is provided meets ILO #3 as well as prepares to enter field.</b>
<b>ILO #5</b>			<b>Aligns as classes are provided to under acknowledged demographics, such as inmates (Transitions Program with the CDCR), seniors (Grant Writing, Notary, C Home Inspection Certification), low-income (government funding provided), displaced employees (Customer Service Training – strengthen existing skills), and Veterans. Additionally, several student taking the Grant Writing courses do so to establish non-profits which assists with underserved populations of our community</b>

			(at-risk individuals, parolees, low-income single parents families, and disabled persons.
<b>ILO #6</b>		Ongoing	<b>Aligns with the CA Guard Card, Food Safety Protection Manager’s level certification, IV Therapy/Phlebotomy/CPR, and health care certifications. Employment available in Security, Food Service, Nursing, and Medical Assistants careers.</b>

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

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
<b>Increase program offerings</b>	Ongoing	<b>Increased to 61 courses offered, with 264 classes run. Corporate trainings increasing through ETP funding, Kinkashryo – Frontline Leadership and Computers for Production, and secured contract for training with BYD. I-Train participation will increase with the addition of several CTE courses (CA Guard Card, Food Safety Protection Manager’s level certification, Notary) opening up the potential for trainings to be provided to Veterans, unemployed, displaced, disabled, and paroled persons. The Food Handler class is provided to 9 school district food services departments;</b>
<b>Increased and refine cold call marketing</b>	Ongoing	<b>If not regarding immediate registration, all calls are logged in an interest list, and followed-up with contact as class schedules are determined. Students who miss classes are contacted to attend later scheduled classes. Interest lists are also obtained from community outreach participation, i.e. job and community fairs.</b>
<b>Increase Course Proposals</b>	Ongoing	<b>AP&amp;P approval process has been made easier – course proposals are submitted as “informational,” decreasing the length of the process. However, still having an issue with faculty returning the course proposal review packet in a timely manner – prolonging the process, reducing the number of proposals moving through approval each year.</b>

Briefly discuss your progress in achieving those goals: Staffing now includes: Clerical III, Account II, Clerical II and Clerical I short-term hourly employees, and hired an adjunct faculty member as a part-time Corporate Training Developer who provides direct outreach to the community

developing networking opportunities, and providing information to local businesses, organizations, and governmental agencies about the C&CS course offerings. Office/program workload increasing necessitating the expansion of the full-time employees.

Please describe how resources provided in support of previous program review contributed to program improvements: Corporate trainings have been renewed. Networking with community organizations have increased collaborations and partnerships including California Department of Corrections and Rehabilitation (Transition Program), Lancaster Chamber of Commerce (Young Entrepreneur Academy), Lancaster EDD and South Valley Work Source/Goodwill of Southern California (I-Train programs), Red Lobster in Palmdale through a collaboration with the City of Palmdale (Customer Service Training), and AVC departments such as Job Placement (on and off-campus job fairs) and Outreach (Icehouse Entrepreneurship offered at no charge for AVC Veteran students).

12. Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2016-2017. Discipline/area goals must be guided by [district Strategic Goals](#) in the Educational Master Plan (EMP). They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

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

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

13. Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from 12 guide this need.**



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

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

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

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

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

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