

Fall 2012 Program Review - Annual Update Profile

As of: 3/15/2013 02:19 AM EST

Program Review - Annual Update Included in this report:

- 1. Discipline/Program/Area Name
- 2. Year
- 3. Name of person leading this review.
- 4. Names of all participants in this review.
- 5. Please review the five year headcount, FTES, and student PT/FT enrollment data provided on the web link. Comment on trends and how they affect your program.
- 6. Using the student achievement data provided by web link, please comment on any similarities or differences in success, retention, and persistence between ethnic, gender, and location/method of delivery groups. Please comment on all three (success, persistence, and retention). Identify which trends and achievement gaps will be addressed in the current academic year.
- 7. Analyze changes in student achievement and achievement gaps over the past four years. Cite examples of using additional resources (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that have resulted in improvements in student achievement.
- 8. Provide examples from your program where assessment results of Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and/or Operational Outcomes (OOs) were discussed and used to make budget decisions. This should include brief descriptions of assessment results, when the discussions occurred, who participated, and what, if any, budget items/resources resulted.
- 9. Analyze changes in SLO, PLO and/or OO assessment results over the past four years. Cite examples of using additional resources (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that have resulted in the improvement of SLOs, PLOs and/or OOs this past year.
- 10. Review the program goals and objectives related to improving outcomes and/or student achievement identified in the most recent comprehensive self study and subsequent annual update(s). List program goals and objectives for this academic year, adding new ones if needed.
- 11. Identify changes in significant resource needs since writing the comprehensive self-study report. List new needs in rank order of importance and explain the connection to outcomes and/or student achievement.

Fall 2012 Anthropology (PR)

1. Discipline/Program/Area Name

Anthropology

2. Year

2012-2013

3. Name of person leading this review.

Dr. Darcy Wiewall

4. Names of all participants in this review.

Dr. Darcy Wiewall

5. Please review the five year headcount, FTES, and student PT/FT enrollment data provided on the web link. Comment on trends and how they affect your... (The full text shows at beginning of the document)

Since the peak of AVC's enrollment in 2008-2009 there has been a 26.1% decrease in annual enrollment. This decrease in enrollment is directly related to severe budget cuts and workload reductions across the state and is not indicative of a lack of community need for education. Similarly enrollment in ANthropology courses has seen a decrease of 7.8%, however though the decrease seem minimal to the campus, many students take a sequence of Anthropology courses over a fiscal year. The stagnant rate of enrollment can be related to the apparent need for ANTH courses as they are transferable to UCs and CSUs.

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
AVC	20435	21780	20205	18430	17276
ANTH	490	455	457	472	452

6. Using the student achievement data provided by web link, please comment on any similarities or differences in success, retention, and persistence b... (The full text shows at beginning of the document)

The success rate for sex at AVC shows females at 72% and males at 69% which have been the outcome of a small but steady increase over the past five years. The success rate show a slight increase in females while males shows a 12% increase over the past five years. The data comparison with AVC shows that sex groups in ANTH have near a 10% higher success rate.

The retention rate for sex at AVC shows that males and females are the same listed at 88% which is up from 1% from five years ago. The data comparison with AVC shows that the retention rate for females in ANTH is the same at 88% and the retention rate for males has increased by 1% in the past year.

The data comparison of the success rate by ethnicity (incorrectly stated as race) with AVC shows that Anthropology has a higher success rate with American-Indian, African-American, Pacific Islander, and Mexican/Central or South American students (see below). The drop in White students is surprising and this gap will be addressed in the upcoming academic year. The drop in Asian and Other and Unknown difference success may be related to low enrollments by ethnicity.

	American Indian/AK Native	Asian	Black or African American	Pacific Islander	White	Mexican/Central or South American	Other/Unknow	
AVC		5%	4%		5%	2%	3%	6%
ANTH		13%	-14%		32%	65%	-2%	12%
Difference		7%	-18%		27%	63%	-5%	6%

The retention rate by ethnicity (incorrectly stated as race) at AVC as well as Anthropology shows that there is an increased retention rate for students across all ethnicities, with the exception of Other and Unknown which is likely due to low enrollments by this ethnic group. In particular, Anthropology has significantly increased retention rates for American-Indian(+3%), Mexican/Central or South American (+4%) and African-American (+8%) students.

The current persistence rate at AVC is 61%. The data comparison with AVC shows that student persistence in Anthropology has near a 10% higher persistence rate.

All classes are currently taught in a face-to-face delivery format at the Lancaster campus.

7. Analyze changes in student achievement and achievement gaps over the past four years. Cite examples of using additional resources (e.g. human, faci... (The full text shows at beginning of the document)

Overall student achievement has improved over the past five years. This is particular evident in the success rate by ethnicity (incorrectly stated as race) which shows that Anthropology has a higher success rate with American-Indian, African-American, Pacific Islander, and Mexican/Central or South American students than the campus average. This is likely due to the number of students who identify as a particular ethnic group being attracted to the course offerings in Anthropology which they can self-identify with. The persistence rate for Anthropology courses is also near a 10% higher rate than the campus average.

There are several key factors that have contributed to the increase in student achievement and reduction in achievement gap. These increase are directly related to faculty decisions regarding, (1) development of more hands-on assignments; (2) more discussion time in class; (3) advertising of Anthropology courses; (4) the retention of students who are electing to be Anthropology majors who complete a sequence of Anthropology courses over a two year period before transferring to UCs and CSUs; and the development of a student Anthropology Club.

In addition, we have recently acquired laboratory materials for hands-on learning opportunities that we anticipate will further increase student achievement and further reduce the gaps.

8. Provide examples from your program where assessment results of Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and/or Operation... (The full text shows at beginning of the document)

Discussion have occurred between the one full-time faculty and the one adjunct faculty to reflect on findings and action plans relating to providing access to supplies and equipment to students prior to entering the new HS building. These discussions took place at the end of Fall semester 2011 and again at the beginning of the Spring 2012 semester.

9. Analyze changes in SLO, PLO and/or OO assessment results over the past four years. Cite examples of using additional resources (e.g. human, faciilit... (The full text shows at beginning of the document)

The fall 2011 assessment of ANTH 101 SLO 1 did not result in the 70% achievement target. Faculty met and re-evaluated the current assessment to evaluate if changes needed to be made. Upon review the faculty was confident that the current assessment method was a valid assessment tool. However, we discussed other ways in which to provide more hands-on laboratory activities, which we believed could help students understand the material being covered. These labs were developed in light of the opening of the new Health & Sciences building which would have a dedicated Physical Anthropology laboratory and these labs could be used to segue into the new laboratory and the anticipated new fossil collections and equipment. The spring 2012 findings were significantly better with an increase from 55% to 80% of the students meeting the achievement target. The faculty will continue to monitor the established assessment.

ANTH 112 was a new course in Fall 2009. The faculty thought that the application of a pre/post test would assess what knowledge students had coming into the course and also be able to assess what knowledge the students had gained throughout the semester, This was clearly an invalid method of assessment for the course. Only 65% of the students met the achievement criteria. A new assessment was developed and implemented in Fall of 2010 when the course was next scheduled. The new assessment was a semester long research project on a student selected Native American group from an anthropological holistic perspective. The assessment was measured using a standardized grading rubric. 74% of the students met the student achievement criteria. A few minor revisions were made to the research guidelines and in Fall 2011, 85% of the students measured met the 70% student achievement criteria. The will continue to monitor the established assessment.

10. Review the program goals and objectives related to improving outcomes and/or student achievement identified in the most recent comprehensive self ... (The full text shows at beginning of the document)

Goal 1: A second full time faculty position in Anthropology.

Ongoing

Goal 2: Develop an Associate of Arts transferable degree (AA-T) in Anthropology.

Ongoing, in process

Goal 3: Develop new courses to enhance transferable curricula.

In process

Goal 4: Acquire additional lab materials for hands-on learning opportunities for lab students in physical anthropology and archaeology.

Completed, but ongoing

Goal 5: Obtain appropriate curation supplies, equipment, and storage facilities for the archaeology collection.

Ongoing

Goal 6: Develop distance learning options for anthropology courses.

In process

Goal 7: Obtain and maintain a subscription to the Human Relations Area Files eHRAF World Cultures Ethnographic Database

Ongoing, long term goal

Goal 8: Stimulate student interest in the issue of human origins and prehistory and promote cross-cultural understanding.

Ongoing and continuous

11. Identify changes in significant resource needs since writing the comprehensive self-study report. List new needs in rank order of importance and e... (The full text shows at beginning of the document)

Human Capital:

1 New full-time faculty member

2 Adjunct faculty

1 Instructional assistant for Anthropology Laboratory

Facilities

New lab- Completed

Lecture hall- Completed

Equipment

Stereo microscopes

Digital calipers

Digital scales

Magnifying table lights

Primate and Hominin skeletal casts

Curation bins

Light table/map drawers

Fall 2012 History (PR)

1. Discipline/Program/Area Name

History/Social and Behavioral Sciences

2. Year

2012-13

3. Name of person leading this review.

Matthew Jaffe, Cynthia Lehman, Ken Shafer

4. Names of all participants in this review.

Matthew Jaffe, Cynthia Lehman, Ken Shafer

5. Please review the five year headcount, FTES, and student PT/FT enrollment data provided on the web link. Comment on trends and how they affect your... (The full text shows at beginning of the document)

As noted in earlier reports, apart from Psychology, History has the highest FTES in the Social Sciences and this remains true this year. Demand for History classes is high, especially the U.S. History survey series History 107 and History 108, to fulfill the American Institution requirement at the CSUs. History 110 and History 111 (African-American History) fulfill the Diversity Requirement as does Women's History (History 113). The retirement of a long-time full-time instructor and the retirements of several veteran adjunct members of the faculty along with the reduction of some sections has made it more difficult for students to complete the History courses needed for transfer and degree completion. Slightly more than half of our students enrolled in History are full-time students. The numbers range between 59-57% and have remained constant throughout the last five years.

The near complete elimination of intersession as well as the downsizing of summer school has further impacted the availability of classes. The situation is at least the same and possibly worse than the analogous time last year. In 2007-08 History enrolled 2964 students and that number has dropped to 2777 in 2011-12. Summer school enrollments have dropped most significantly in History, from a high of 508 students in Summer 2008 to just 71 in Summer 2012. In 2007-08, History had an annual FTES of 377.33, which dropped to 328.40 in 2009-10 due to class reductions impacted by the budget crisis. Thanks to strategic scheduling of classes into larger classrooms, we have been able to get our numbers back up to 357.86 as of last year. We have seen a number of class reductions that were budget-driven and our summer school offerings have been the most impacted in this regard. In years past, History always maintained high enrollments in summer school and offered a variety of classes. Back in 2007-08 our FTES was 59.99 for Summer and in 2011-12 FTES dropped to 7.42. Unfortunately this trend began back in 2008-09 as cuts were being made to save money and it appears that it will continue until state funding is back to pre-recession levels. These course reductions only make it more difficult for our students to get the courses they need to graduate and/or transfer.

6. Using the student achievement data provided by web link, please comment on any similarities or differences in success, retention, and persistence b... (The full text shows at beginning of the document)

Our student success rates by ethnicity, gender, race, location, and modality do not show significant differences. By ethnicity, we remain at a constant rate of high 60% to mid 70%, across all ethnicities. Our success by gender shows a consistent 4-5% difference in the success of women vs. men in our discipline. We maintain rates in the high 60% to mid 70% range across the previous five year cycle. Success rates by race show a pattern of achievement typically in the low 70% to high 80% range on average. Within each racial group measured, there is fairly consistent achievement within the five year cycle. One area of concern is the low performance rates of African American students. Their success rates are the lowest measured in the previous five year cycle, and typically are in the range of 58-64%. That measure demonstrates a huge performance gap with our average numbers across all ethnic and racial groups and is an area we will have to address as a faculty. Students tend to succeed at a higher rate on the Lancaster campus than at Palmdale. Our success rates run between a high of a 20% differential five years ago to a 6% differential at present. Success rates may be better on the Lancaster campus due to the fact that our full time faculty maintain office hours on the Lancaster campus and instructors are generally more accessible to students who need help on that campus. Adjunct faculty in History are the only ones who teach at the Palmdale campus and it would be interesting to see success differentials between those courses taught by full-time vs. part-time faculty. Adjuncts are not required to maintain office hours and no longer receive pay if they choose to, so it would be an interesting measure to see if that fact affects student success for courses that don't provide outside academic support. Success by modality of instruction is another area of concern to our faculty. Our traditional classroom setting success rates are in the low 70% range over the course of the previous five year cycle. However, our online courses have a low of just 49% success back in 2008-09 and have never been higher than 77%, and only just once achieved a rate over 60%. We are currently at the 59% success rate for the previous reported year. This area is another concern we will have to address. Perhaps students aren't adequately prepared and do not know how much harder online classes will be than a traditional lecture course. An overwhelmingly percent of our students test into Basic Skills and none of our History courses have prerequisites. Students do not currently have to go through any orientation, assessment, or training prior to taking an online course. We are setting our students up for failure by allowing them to enroll in classes for which they are underprepared. Online courses are not for everyone and as a Division faculty we will have to examine these trends in success and possibly consider adding some prerequisites.

Our student persistence rates have remained fairly constant throughout the year over the past five year cycle. We typically run in the mid to high 70% range from Fall to Spring as a measure of student persistence. It is interesting though that our persistence rates drop in the Spring to Fall cycles, sometimes by as much as 10%. In the Spring to Fall cycle for 2008 we had a rate of just 62%. This drop could be due to the fact that budget cuts were being introduced in the way of higher tuition and class cuts, making it harder for some of our students to remain in school. In the 2011-12 cycle, we went from a persistence rate of 79% in Fall-Spring, and then our rates dropped to 66% for the Spring to Fall cycle. Again this could be a measure of higher tuition and more difficulty for students getting into our courses.

Student retention numbers have also remained constant during the past five year cycle do not show a significant difference in achievement based on ethnicity, gender, race, location or modality. Our retention data shows a consistent range of between the high 80s to low 90s for all ethnicities. Male and female students consistently are retained at a rate of 90%, with only a 1% difference in retention by gender across the previous five year cycle. Student retention by race also runs consistent across all racial groups for the previous five year cycle. We consistently retain between 85% to the low 90% range for all students, regardless of race. Our student retention is also between 87%-91% at both the Palmdale and Lancaster campuses during the previous five year cycle. We do however notice a significant difference in retention rates by modality of instruction. Back in 2008-09, we had a difference of 26% between the traditional classroom instruction retention vs. online retention. Those numbers were also apart by 9% in the next academic year. In the past two years, our differences in retention between traditional and online instruction have gone down significantly. Currently we have a 6% higher retention in the traditional classroom setting vs. the online setting. The dramatic drop in the gap in retention could be due in part to better counseling of our students, and the students' realization that online classes historically require much more motivation and work. Better students tend to gravitate to online classes and will most likely finish the course. We do continue to have problems across all modes of instruction with students who register and never complete the term. This could explain why our retention is not closer to 100%.

Within our discipline we will have to address the issues of student success, particularly as it pertains to the low rates of achievement for African American students. We do have ongoing discussions as a faculty about instructional materials and how we teach our courses. SLO questions will continue to be revised and updated as needed. The idea of adding prerequisites has been discussed at several division meetings and it may be a direction in which we are headed, at least for some of our courses. The hope is with the addition of prerequisites, that we will get better prepared students, who will perform better in the classroom. As a college, we also have to address the issue of Basic Skills and how to properly assess and offer remedial instruction to ensure our students perform at the highest level. Ultimately, this concern should also be one for the state and the entire K-12 system that is sending students off to college and into the job market who are not prepared and able to achieve to their highest potential.

7. Analyze changes in student achievement and achievement gaps over the past four years. Cite examples of using additional resources (e.g. human, faci... (The full text shows at beginning of the document)

Student Learning Outcomes (SLOs) have been written and in some cases re-written. Each course and each section of every course is being tested, and the results are being gathered. Program Learning Outcomes have been suggested for the entire Division but because the methodologies of each discipline are not the same, one PLO will not work for all disciplines. What is suitable for Psychology will not work for History or Political Science but might in Sociology and Anthropology. Hence, the History faculty are developing separate PLOs now as part of the development of our Transfer Model Curriculum.

As addressed in the previous section on student achievement, our success rates are generally at 70% for all but African American students. As a faculty we will have to address this discrepancy. 70% success is a fine measure for the time being but we would also like to raise that level to at least 80% within the next academic year. Ongoing discussion will have to continue as to how we can best achieve that outcome.

One full-time faculty member has retired and several long-time adjuncts are no longer available or have also retired. The remaining faculty have frequently been moved to new and larger rooms to accommodate more students or to consolidate sections. The available resources of the college are being used to their maximum capacity including: late start classes, online classes, classes at the Palmdale campus, courses offered all times during the day and evening, and television courses. Faculty are using their own laptops as well as college equipment (overhead projectors, proximas, smart carts, DVDs, VHS tapes, movies, music, pictures and artifacts.) A variety of teaching and testing techniques are used to serve the multiplicity of learning styles: visual, oral, and kinesthetic. Blackboard, which has been adopted by the college, is used although there are tangible and recurring problems with this system. The college's own network is sometimes unstable and unreliable.

Increased opportunities for professional development in the area of student success and retention would certainly help us to decide on a course of action for bettering our student performance data. Our classrooms need to be equipped with modern technology and in this budget crisis, we understand that it may not happen as quickly as we would like.

8. Provide examples from your program where assessment results of Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and/or Operation... (The full text shows at beginning of the document)

SLOs have been developed for all History classes and they are being assessed each semester. We have set achievement targets of 70% success in our courses for each SLO and those targets are being met in most of our courses. However, we are having ongoing discussion about raising those standards for next year. All full timers are assessing classes each semester and the adjunct faculty have been instructed to do the same. SLOs for some courses have been rewritten and the assessment instruments updated and corrected where necessary.

The Division attempted to develop a standard PLO but this has proved unworkable. Several disciplines, including History, are now developing their own. Revisions to SLOs and the creation of a PLO instrument began at the annual Welcome Back Day in August and is on-going. Some SLO action plans were also updated at that meeting. The three full time faculty members (Matthew Jaffe, Cynthia Lehman, and Ken Shafer) have been in constant communication since then to keep the process going.

Budget decisions are highly contingent on the uncertain funding situation and must await the outcome of the fall national and state general elections, especially the fate of a statewide proposition for increasing taxes to fund education. If the budget allocated to Social Science is subsequently increased and, hence, whatever part of that goes proportionally to History is also increased these are areas of top concern:

Updates to technology (replacing old computers in faculty offices, modernizing and maintaining instructional equipment in classrooms)

More staff hiring (replacing one full time position where a retirement has just occurred)

Development of new courses (African History since 1900, Middle Eastern History since 1500)

Facilities and maintenance issues (hot water, lights, painting, recarpeting, moving offices, new or replacement of equipment, etc.)

9. Analyze changes in SLO, PLO and/or OO assessment results over the past four years. Cite examples of using additional resources (e.g. human, facilit... (The full text shows at beginning of the document)

PLOs for History are currently being developed by the full-time faculty and will be implemented during the current academic year. Data will be collected from selected courses to measure achievement results.

Our SLO data consistently demonstrates that students are meeting our achievement targets. As a faculty we may need to raise our targets to determine if that will affect overall student success. SLO questions are continually revised and updated and we will continue to involve Adjunct faculty in this process. At the present time, our Adjuncts do not all comply with requests to submit their data and this is due in part to the fact that some of them do not use email and are not on campus outside of teaching their courses. If we want to achieve 100% reporting of our SLO data, we will have to make sure to allow them to provide input in the process.

The FPD committee provides on-going training activities, many of which are led by members of the SLO and AP&P committees. The History faculty as a group are very active in the creation and revision of material related to assessment and curriculum development.

10. Review the program goals and objectives related to improving outcomes and/or student achievement identified in the most recent comprehensive self ... (The full text shows at beginning of the document)

We mentioned several goals in the last comprehensive self study (2009-10):

Goals in History include but are not limited to --

Goal 1: Create a new class in Middle Eastern History.

Objectives: Write the COR, submit it to AP&P for review; once approved get the course on the schedule.

Time Frame: Have the course on the Fall 2010 or Spring 2011 schedule.

Justification: This goal supports AVC's mission to provide a "quality comprehensive education" by adding a specialty course to our Division and better preparing a student who intends to major in History or deal with this critical area in world affairs today.

Goal 2: Create a new class in African History.

Objectives: Write the COR, submit it to AP&P for review, once approved get the course on the schedule.

Time Frame: Have the course on the Spring 2011 schedule (or earlier, if feasible).

Justification: This goal supports AVC's mission to provide a "quality comprehensive education" by adding a specialty course to our Division and better preparing the student who intends to major in History or promote the intention of the fifth ILO of the college (tolerance, respect for diversity, etc.).

Both of these courses were submitted to AP&P but now due to budget cuts, new courses are only being approved if they are transfer or Basic Skills classes. The History faculty were recently informed that History has enough electives and any additional elective courses, including the two mentioned above, will not be approved, even if they do add to the diversity within the Major. As a discipline, we need to hire another full-time faculty member (lost to recent retirement) to continue to maintain our enrollment numbers.

History has developed a Transfer Model Curriculum, which is currently in the process of review by AP&P. Once approved, it is hoped we can implement the Major as quickly as possible. An additional full-time faculty hire is crucial to our course offerings within this new Major.

Instructional technology needs are a serious problem on our campus, especially for those of us who teach in some of the older classrooms. Acquiring updated computer and instructional equipment and resources is among our most pressing needs in order to better serve our students.

We will continue to assess our SLOs in all of our courses and continually revise our methods of instruction and assessment targets. As mentioned in an earlier section of this report, the History faculty will be examining the trends related to student success to determine the best course of action to ensure all of our students are performing at the highest levels.

11. Identify changes in significant resource needs since writing the comprehensive self-study report. List new needs in rank order of importance and e... (The full text shows at beginning of the document)

Due to California's continuing budget crisis, community colleges have seen a significant cut to their state funding for the past several years. AVC has made extensive cuts to student services, classes, and resources available to faculty and staff. The budget situation has not improved for AVC since the previous year and our resources are currently stretched to the breaking point. Faculty have had to teach classes that are larger than in years past to minimize some of the effects of losing class sections to staffing reductions. It is now much more difficult for students to complete an AA degree or to finish all required coursework for transfer in two years. Future funding will depend on the success of the pending ballot initiative. If and when funding levels and backfill monies are restored to AVC, the History Department has resource needs, in rank order:

- 1) Replace one full-time faculty member in History and hopefully even hire one more (so two new positions eventually). The two new hires are especially needed in the U.S. and World Civilization surveys following the creation of the History Transfer Model Curriculum.
- 2) Demolish LS1/LS2/OF3 building complex and replace it with a modern facility to provide our students with instructional resources in the classroom that mirror the technology they will need to be competitive in society -- wireless internet, interactive computer learning stations in the classroom, and instructional technology.
- 3) Develop new courses (some of that is currently underway).
- 4) Increase number of class sections offered, dependent upon, of course, increased staffing (see above).
- 5) Replace, repair, or renovate all instructional technology in our classrooms until a more modern facility can be completed. Many of the faculty have been moved to rooms purely based on the seating capacity. Many of these rooms have issues with non-working equipment or outdated technology (the highest priority for attention), and then dilapidated furniture, lighting, noise, trash, and other issues. To provide our students with the best possible education, we as instructors need to have the best available learning spaces and technology in our classrooms. Seating capacity alone should not be the driving factor in where faculty are assigned to teach. Some of these larger classrooms do not even have adequate multimedia equipment and instructors who use this technology are being forced to bring in their own personal computers and dvd players to be able to teach their students.
- 6) Provide faculty and staff with new computers every three years, with updated software annually, as per the recommendations of DETC (Distance Education and Technology Committee).
- 7) Fix climate controls to ensure that our classrooms and offices have heat and air conditioning that is actually working.
- 8) Keep our buildings, classrooms, and restrooms cleaner. Due to recent budget cuts, our building is not being cleaned as frequently or as thoroughly as in years past and the cleanliness does affect overall morale for both faculty, staff, and students. Attention to problems dealing with mice, lack of hot water in bathrooms, broken lights, asbestos, and other facilities issues need to be addressed.
- 9) Some parts of campus are not as well lit at night due to cutbacks related to the replacement of light bulbs. This is not just an aesthetic issue, but one of safety for our students and employees. Faculty in our Division have complained about the lighting at night on campus for more than three years and this issue has still not been adequately addressed.

Fall 2012 Philosophy (PR)

1. Discipline/Program/Area Name
PHILOSOPHY

2. Year
Fall 2012

3. Name of person leading this review.
Dr. Claude Gratton

4. Names of all participants in this review.

Xinmin Zhu, Sherri Zhu, Estiphan Panoussi, Barbara Hogan, Ron Sherman, William Hale, Glen Egbert

5. Please review the five year headcount, FTES, and student PT/FT enrollment data provided on the web link. Comment on trends and how they affect your... (The full text shows at beginning of the document)

The enrollment trends do not offer significantly useful information to make plans for the philosophy program or to determine its resource needs. Since Phil 105 Ethics is mandatory for nursing students, and the enrollment in this course has increased in recent years, we should offer more sections in this course in the future.

6. Using the student achievement data provided by web link, please comment on any similarities or differences in success, retention, and persistence b... (The full text shows at beginning of the document)

All the SLOs have been achieved in each philosophy course. Students' learning will not improve until they take charge of their education and make the appropriate effort to learn. The variations in success, retention, and persistence among various groups students do not point to any pedagogical approaches that would meet individual students' personal academic needs in specific courses.

7. Analyze changes in student achievement and achievement gaps over the past four years. Cite examples of using additional resources (e.g. human, faci... (The full text shows at beginning of the document)

All the SLOs in each philosophy course were achieved. Variations in the aggregated percentages of the students who achieve

the SLOs do not point to what needs to be done in any specific course to address the specific challenges of individual students in order to increase those percentages.

However, instructors do examine their own SLOs results and do attempt to make some changes to improve that percentage. Here are some examples:

The following illustrate the faculty's effort to address students' general challenges:

- (1) Adopt textbooks or material that is less demanding on students – *without* compromising the academic standards.
- (2) Experiment with different types of evaluations (e.g., in-class tests, online quizzes, papers, participation, class presentations, final exam, take-home tests, debates etc.).
- (3) Allow students to redo online multiple choice quizzes to help them master the material (i.e., mastery learning) and use only the highest grade of all their attempts.
- (4) Have students hand in their best draft of a paper; give feedback on their draft; and allow students to revise their paper in the light of the feedback.
- (5) Provide detailed answers to worksheets so that students may correct themselves whenever there is not enough class time to go over the work they have done.
- (6) Give their students detailed guiding instructions of the proper steps to evaluate arguments and explanations, along with flow charts to help them follow the steps.
- (7) Inform students at the beginning of and throughout the course of the relevant workshops in the Learning Center.
- (8) Give weekly writing assignment that are graded with a strong emphasis in argumentative style, support, and grammar.
- (10) Give their students a Pre-SLO assessment in order to determine whether they have taken the assessments in reading/writing/and arithmetic (and taken the necessary classes to put them on the track to AA completion), and use the results to make it clear to them that without these skills they will probably not pass the course.
- (11) Use more technology, e.g., video clips, powerpoint handouts on Blackboard, Turnitin, Aplia (a homework website associated with a textbook), CourseMate (for a logic course), video recordings of lessons.
- (12) Negotiate the price and contents of a textbook and technology bundle with a representative of a publisher representative. (Unfortunately, the reasonable price of \$83 was increased to \$139 in the bookstore. The markup is too high!) Use customized textbooks for AVC students.
- (13) Solicit anonymous feedback from students and use it to improve the course.

8. Provide examples from your program where assessment results of Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and/or Operation... (The full text shows at beginning of the document)

The philosophy program does not have any needs besides the standard technologies used in any class and office: the office and class computers are outdated and very slow, and the classroom projectors occasionally breakdown.

9. Analyze changes in SLO, PLO and/or OO assessment results over the past four years. Cite examples of using additional resources (e.g. human, facilit... (The full text shows at beginning of the document)

The SLO and PLO results were not used as a basis for resource allocations for the philosophy program.

10. Review the program goals and objectives related to improving outcomes and/or student achievement identified in the most recent comprehensive self ... (The full text shows at beginning of the document)

Three new courses will be created, Ancient Philosophy, Modern Philosophy, and Contemporary Philosophy in order to meet the philosophy transfer requirements. We do not see any need to change our goals.

11. Identify changes in significant resource needs since writing the comprehensive self-study report. List new needs in rank order of importance and e... (The full text shows at beginning of the document)

The needs have not changed. As stated in (8), the office and class computers are outdated and very slow, and the classroom projectors occasionally breakdown.

Fall 2012 Political Science (PR)

1. Discipline/Program/Area Name

Political Science

2. Year

2012-2013

3. Name of person leading this review.

John Vento

4. Names of all participants in this review.

Nancy Bednar, Ellen Coleman, Don Ranish, Samuel John, Amaka Donn and Derek Carver

5. Please review the five year headcount, FTES, and student PT/FT enrollment data provided on the web link. Comment on trends and how they affect your... (The full text shows at beginning of the document)

Since the peak of AVC's enrollment in 2008-2009 there has been a 26.1% decrease in annual enrollment. This decrease in enrollment is directly related to severe budget cuts and workload reductions across the state and is not indicative of a lack of community need for education. Though resources have diminished, the workload of the Political Science department has remained strong. Here are some trends for Political Science:

1. Headcount

For the 2011-12 year, the political science headcount is 1814, which is an increase of 60 more students than that previous year. Intersession was canceled for the first time in five years and headcount still increased. During the last five years, 2011-2012 was the second highest headcount. In the last five years, the highest headcount was 1843 during 2008-09, which included intersession.

2. FTES

The FTS for 2011-12 is 222.24, which is the highest number in the last five years.

3. PART-TIME STUDENTS v. FULL-TIME STUDENTS

56.5% of all students enrolled in political science courses are Full-time. This number has been consistent for the last five years.

6. Using the student achievement data provided by web link, please comment on any similarities or differences in success, retention, and persistence b... (The full text shows at beginning of the document)

The success rate for gender at AVC shows females at 72% and males at 69% which have been the outcome of a small but steady increase over the past five years. In comparison, females have a 77% and males have a 71% higher rate of success in Political Science.

In terms of race, the success for Political Science students was consistent with College average. Most significantly, there was a slightly higher success rate for Black/African Americans and Mexican/Central or South American students in comparison with the overall AVC success rate of students of all races. Below is breakdown of the various categories:

Success

1. Location:

The success rate based on location political science increased in 2011-12. We went from 73% in Lancaster and 67% in Palmdale to 77% and 73% in the respective locations.

2. Gender

For 2011-12, there was a slight increase for gender success. Female success rate was 77% and male success rate was 71%, which represented a 2% increase for females and a 4% increase for males from the previous year.

3. Modality

The traditional courses (face-to-face), the success rate is 75%, which represents a 3% increase from the previous year. The success rate for online course is 72%, which is a 5% increase from the previous year. In previous years, two instructors taught online; however, this past school year, Nancy Bednar, Don Ranish and John Vento all taught online courses.

4. Race

Success for race this year remained stable with a few minor changes.

YEAR	SUBJECT	American Indian/AK Native	Asian	Black or African American	Pacific Islander	White	Mexican/Central or South American	Other/Unknown
2010-2011	POLS	67%	83%	63%	79%	77%	69%	66%
2011-2012	POLS	69%	78%	63%	62%	78%	76%	69%

Retention

1. Ethnicity

Retention has remained consistent with the previous year.

YEAR	SUBJECT	No Response	Not Hispanic or Latino	Hispanic or Latino
2010-2011	POLS	84%	90%	90%
2011-2012	POLS	83%	88%	91%

2. Gender:

Retention for gender has been consistent with the previous year. There was a slight increase for males.

YEAR	SUBJECT	Female	Male
2010-2011	POLS	89%	84%
2011-2012	POLS	89%	88%

3. Location

The retention rate based on location has been successful, especially in Palmdale whereby there was a 5% increase.

YEAR	SUBJECT	Other	Lancaster	Palmdale
2010-2011	POLS	89%	83%	
2011-2012	POLS	89%	88%	

4. Modality:

The success rate based on modality has been successful, especially in Palmdate whereby there was a 6% increase.

YEAR	SUBJECT	Traditional	Online
2010-2011	POLS	89%	80%
2011-2012	POLS	89%	86%

7. Analyze changes in student achievement and achievement gaps over the past four years. Cite examples of using additional resources (e.g. human, faci... (The full text shows at beginning of the document)

The student achievement gaps between traditional and online courses for the last four years are as follows

YEAR	SUBJECT	Traditional	Online
2007-2008	POLS	75%	71%
2008-2009	POLS	76%	71%
2009-2010	POLS	77%	67%
2010-2011	POLS	72%	67%

2011-2012	POLS	75%	72%
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It seems the achievement numbers for our department are relatively stable. The gap between online and traditional students has remained stable. These numbers reflect the support and assistance provided to students by the staff of the political science department. Staff encourages the use of the learning center to support student achievement. Professors are available to assist students during office hours. Supplemental instructors are available to run review sessions and help students improve their performance. Overall, students are well supported and assisted in their strides to achieve the SLOs of our courses.

8. Provide examples from your program where assessment results of Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and/or Operation... (The full text shows at beginning of the document)

Full-time and part-time faculty met twice during the 2011-2012 year to evaluate SLOs. SLOs were discussed. An SLO was added for PS 201 in order to be in compliance with accreditation. No other SLOs were amended during these discussions. There was a roundtable discussion about how each instructor helps students meet the SLOs of our various offerings. The assessment instrument for evaluating SLOs for PS 101 was reviewed and amended. It was the general consensus that we should offer more classes during intersession and summer school to help students have more opportunities to meet course objectives. However, due to a lack of funding, this is not a feasible solution. No additional resources or budget items were authorized due to this lack of funding. In terms of Program Learning Outcomes, we submitted three PLOs to the SLO committee and are awaiting final approval.

9. Analyze changes in SLO, PLO and/or OO assessment results over the past four years. Cite examples of using additional resources (e.g. human, facilit... (The full text shows at beginning of the document)

Assessment data has been consistent for the past four years. We have been above 70% for all four years.

10. Review the program goals and objectives related to improving outcomes and/or student achievement identified in the most recent comprehensive self ... (The full text shows at beginning of the document)

Here are the goals from the most recent self-study:

Goal #1: Create a Department Major

Objectives: Complete the necessary paper work to finalize the degree

Time Frame: Spring 2013

Justification: This goal supports AVC mission of being "committed to student success, offering value and opportunity to all members of our community."

Goal #2: Create a new Women in Politics Class

Objectives: Write the COR; submit it to AP&P for review; once approved, get the course on the schedule.

Time Frame: Have the course on the Spring 2013 Schedule

Justification: This goal supports AVC's mission to provide a "quality, comprehensive education" by adding a specialty course to our department.

Goal #1 (to create a department major) is in process. We have submitted the paperwork for the department major to AP&P. We await their decision. Goal #2 (Women in Politics Course) has been tabled. With the state of the budget and the limited course offerings, it behooves our department to offer as many PS 101 classes as possible. Specialty classes have taken a second priority. We will revisit this goal when the budget situation improves.

Program Goals for the 2012-2013 Year:

Goal #1: Insure All Steps are Complete for the Department Major

Objectives: Follow up with AP & P.

Time Frame: Spring 2013

Justification: This goal supports AVC mission of being "committed to student success, offering value and opportunity to all members of our community."

Goal #2: Create Program Learning Outcomes

Objective: All faculty work together to create program outcomes

Time Frame: Spring 2013

Justification: To be compliant with the accreditation process.

Goal #3: Review Course Outline of Records

Objective: Full-time faculty work to insure all CORs are up-to-date

Time Frame: Spring 2013

Justification: To be compliant with the accreditation process

11. Identify changes in significant resource needs since writing the comprehensive self-study report. List new needs in rank order of importance and e... (The full text shows at beginning of the document)

List of Needs:

- 1) Additional Faculty – We need to have more faculty to offer courses. The course offerings are extremely limited and students need the opportunity to take our courses so that they can have complete courses of study for transfer.
- 2) Technology – The classrooms we teach in are in need of updated technology. The computers and software need to be updated in order to utilize publisher information to assist student learning.
- 3) Course Offerings during summer and Intersession – We need to offer courses during intersession and summer to allow students the opportunity to complete their lower division coursework.
- 4) Supplemental Instructors – We need a larger budget for supplemental instructors. With this additional assistance, professors would have more time to meet with students and offer them more support. Additionally, students would have an additional resource to go to for help when they had questions about our curriculum or subjects covered in class.

Fall 2012 Psychology (PR)

1. Discipline/Program/Area Name

Psychology

2. Year

2012-2013

3. Name of person leading this review.

Dr. Irit Gat & Dr. Fredy Aviles

4. Names of all participants in this review.

Dr. Irit Gat & Dr. Fredy Aviles

5. Please review the five year headcount, FTES, and student PT/FT enrollment data provided on the web link. Comment on trends and how they affect your... (The full text shows at beginning of the document)

The 5-year headcount since 2007 to 2012 indicates a steady enrollment in Psychology courses- averaging around 3,000 students per semester. There was a slight decline since 2010 but this is probably due to a reduction in courses offered because of budget cuts.

The FTES has also remained steady averaging around 320, with a slight increase in 2012 to 360.

The PT/FT enrollment has also remained steady with a slight decline in 2012, again most likely due to budget and class cuts at AVC.

All three of these trends indicate that Psychology courses continue to remain very popular and in demand at AVC. Unfortunately the slight reduction is most likely due to fewer class offerings in Psychology and we hope that in the future as the budget crisis alleviates, these classes will be restored to meet student demand and the continued popularity of this particular area in Social Science.

6. Using the student achievement data provided by web link, please comment on any similarities or differences in success, retention, and persistence b... (The full text shows at beginning of the document)

1. With regard to student SUCCESS:

*Ethnicity: A slight decrease was indicated in the Hispanic/Latino population in the last two years (2010 - 2012), Asian, White and Pacific Islanders have the highest rate of success, Mexican or South Americans are in the middle with African Americans showing the lowest rate of success.

*Females have a slightly higher rate of success as compared to males

*With regard to success and location: the Lancaster campus has a higher rate of success

*With regard to modality traditional has a higher rate of success versus on-line

2. With regard to RETENTION:

*With regard to ethnicity the same trends are seen as with success (see above) - the lowest retention rate is again in our African American population

*Females have a slightly higher retention rate in comparison with males, although this is only a slight difference

* With regard to retention and location: There is a significantly higher rate at the Lancaster campus in comparison to Palmdale

* With regard to retention and modality: There is a significantly higher rate in the traditional versus on-line option.

3. With regard to Persistence:

There is a clear trend between Fall and Spring: There seems to be increased persistence in Fall versus the Spring semesters from 2008 to 2012.

In the current year we hope to address the following achievement gaps:

It is CLEAR that there needs to be a particular focus in retaining and helping African Americans succeed in the field of Psychology. We will focus on sending students to the Learning Center for additional tutoring and advising our adjunct faculty to try to keep an eye on this population. Also asking for funds for additional classroom teaching aids such as DVDs which have African-American role models in them will be an additional area of focus.

It seems the differences in gender may be due to a difference in interest as Psychology is mostly a female- dominated profession. Thus at this

time we do not feel this needs to be addressed and the differences are only slight.

The data also appears to indicate that students do better with on-going classroom contact since both retention and success are much higher with traditional modality versus on-line. We will be asking for additional funds to hire additional full-time faculty as we only have 2 currently from 4 that we have had in the past and increasing class room offerings in Psychology versus on-line options.

With regard to the difference in campus retention and success, this is an issue for the college as a whole in that we believe that providing additional support services at this site like the Learning Center and Library resources may increase our ability to be as effective at our satellite campus.

With regard to Persistence it may be that this rate is higher in Fall as students have had a longer break and may be more motivated than Spring semester. However, we plan to discuss this and also review if our SLO data also reveal similar trends. It may be that additional attention is needed with regard to motivating our students in the Spring by having instructors address this issue early in the semester and paying particular attention to class atmosphere overall and also instructor's own rate of motivation with regard to Fall and Spring.

7. Analyze changes in student achievement and achievement gaps over the past four years. Cite examples of using additional resources (e.g. human, faci... (The full text shows at beginning of the document)

We have no examples of the use of additional resources that have resulted in improvements to student achievement due to the current financial situation.

As requested in #6 above, we believe that several things are needed in order to make significant changes with regard to retaining students and success in Psychology courses at AVC:

1. Additional funds to hire more full-time Psychology professors who are well-qualified and can serve as role-models to our students, with particular focus on ethnicity and gender issues.
2. Additional funds with regard to Learning Center resources so Psychology professors can send students for additional support in order to increase success.
3. Additional funds for classroom technology and teaching aids such as DVD's etc that can help students see role - models they can relate to and identify with in the field of Psychology. And also improvement in technology in some classrooms. In particular LS2 147 needs updated equipment ASAP !
4. More resources at the Palmdale campus such as a Learning Center with tutors and other resources and library sources.
5. A particular focus on increasing our campus (traditional) classes versus on-line since it appears students perform best with consistent face-to-face classroom contact.

Thank you for the consideration in our requests. We hope to make our Psychology program a continued success with increased rates of success and retention. We also look forward to AVC support through funding and resources for our Psychology Transfer Degree which is currently under review with AP&P.

8. Provide examples from your program where assessment results of Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and/or Operation... (The full text shows at beginning of the document)

Several meetings have been held to discuss SLO results for PSY courses. The department does not grant any certificates or degrees and hence has no program learning outcomes. It has no operational outcomes either.

A meeting was held on 6/09/2012 to discuss SLO results for all PSY courses. Only 3 faculty members attended.

PSY 101: It was determined that for PSY 101, findings for SLO 2 (research methods), SLO 3 (theoretical perspectives), and SLO 4 (multiculturalism) have been inconsistent. For these SLOs, some semesters the achievement targets are met and during others it is not met. It was determined that the course could benefit from certain resources. The possibility of incorporating guest lectures, videos, and professional PPT materials was entertained. It was determined that a recurring amount of \$6000 per year would be needed to fund these resources.

PSY 232: Assessment results for SLO 2 (theoretical perspectives), SLO 3 (multiculturalism) has been inconsistent. A recurring request of \$1000 to fund videos and guest lectures was requested.

PSY 212: A request of \$300 was made to fund videos and PPT materials was made.

A meeting was held on 6/10/2011 to discuss SLO results for PSY courses. Only 3 faculty members attended.

PSY 101: It was determined that results for our multiculturalism SLO have been inconsistent. Some semesters the achievement target is met and other semesters it is not. It was proposed that faculty professional development presentations should be given to educate faculty on issues concerning multiculturalism. The presentation could be given by a currently employed adjunct faculty that is an expert on these issues. It was also proposed that adjunct faculty should be paid to attend two meetings every semester to discuss SLO measures, findings, and action plans. A recurring amount of \$5000 per year was requested to fund these activities.

No budget items or resources have been granted due to the current unfavorable budget situation.

9. Analyze changes in SLO, PLO and/or OO assessment results over the past four years. Cite examples of using additional resources (e.g. human, facilit... (The full text shows at beginning of the document)

PSY faculty have had several discussion concerning the improvement of student learning outcomes results. Several of these involve budget requests that have yet to be considered and hence have gone unfunded due to the current budget problems. We have met to discuss and implemented changes that do not involve budget requests. For example, In 2010, we had a meeting to discuss the findings for our PSY courses. Especially noted at this meeting was the finding that our PSY 101 SLO concerning research methods was not being met consistently. We discussed ways to improve our assessment at that time and decided to delete some questions, add others, and reword some of them. We felt we had a better instrument and proceed with our assessment efforts the following semesters. Our results have improved in that our pass percentages have improved, though our achievement targets are still not consistently met. This indicates the need to improve our teaching strategies and incorporate more hands-on activities that we have yet to design and implement.

A meeting in June 2012 included the discussion of PSY 201 SLOs. For PSY 201, the assessment questions for SLO 2 which concerns history and application of terminology, have since been revised. SLO results for that course have been a bit inconsistent and improvement is still possible. We need to implement our new assessments for SLO 2 over a longer period of time to determine if the new assessment has improved findings. Results thus far look promising.

10. Review the program goals and objectives related to improving outcomes and/or student achievement identified in the most recent comprehensive self ... (The full text shows at beginning of the document)

For our 2011 update we had the following goals and objectives:

Goals:

- 1) Create a new Research Methods for the Social Sciences course.
- 2) Develop the transfer degree in Psychology.
- 3) Refine, assess, and develop SLO action plans for all courses.

- Objectives: 1) Use Curricunet to submit research methods course.
- 2) Attend AP&P meeting/s to get course approved.
- 3) Work with Dr. Gat to develop transfer degree.
- 4) Meet with psychology faculty to discuss SLOs, assessments, and action plans.

2012 Review:

Goal 1: has been met, we have a new Research Methods for the Social Sciences course that will be taught for the first time in Spring 2013.
 Goal 2: is still progress but is nearing the final stages. Our new Psychology Transfer degree has been designed and is currently in the approval process. It will be reviewed by our Academic Policies and Procedures committee this semester and will hopefully be in place by Spring 2013.
 Goal 3: is ongoing and is currently being met. Improvement in the quality of assessments and action plans can still be made as well as in the consistency of our findings.

All objectives have been met as they were necessary to meet our 2011 goals.
 Objectives 1 & 2: Curricunet was used successfully and AP&P meetings attended to get the new research methods course approved.
 Objective 3: Full-time faculty worked together to design and submit the new transfer degree in psychology for approval.
 Objective 4: ALL PSY courses have SLO assessments, findings and action plans. Faculty are meeting to discuss SLOs, assessments, and action plans though participation is low. The quality of the assessments, findings, and action plans can also be improved on as well.

2012 Goals & Objectives:

Goal 1: Complete approval of psychology transfer degree.
 Goal 2: Develop students program learning outcomes for the psychology transfer degree and begin assessment.
 Goal 3: Refine SLO assessments for all PSY courses, continue to assess all psy courses, and improve upon the quality of action plans.

Objective 1: continue collaboration to get new PSY transfer degree through the approval process in AP&P.
 Objective 2: collaborate with PSY faculty to develop PLOs for PSY transfer degree.
 Objective 3: get PLOs for PSY transfer degree approved by SLO committee.
 Objective 4: start assessment of PSY transfer degree PLOs and document results in WEAVE.
 Objective 5: continue to hold meetings to discuss SLO & PLO measures, findings, action plans, and budget requests to improve the quality of our instruction.

11. Identify changes in significant resource needs since writing the comprehensive self-study report. List new needs in rank order of importance and e... (The full text shows at beginning of the document)

We have held several meetings to discuss resources needed to meet our goals and objectives.

Our 2011 listing of significant resources were;

- 1) Two new psychology full-time faculty (approximately \$150,000/year).
- 2) SPSS license for 35 computers (approximately \$3500/year).
- 3) Funds to pay adjunct faculty to attend department meetings (\$5000/year).

Review: none of these resources have been funded thus far and the outlook for our budget situation remains bleak.

Our 2012 significant resource needs are;

- 1) Two new psychology full-time faculty (approximately \$150,000/year).
 Rationale: We need to hire one faculty member with a background in physiological psychology who can teach PSY 201 (intro to physiological psychology). Someone with such a background can improve the quality of assessments, findings and actions plans for this course since he/she will have expertise in this area. The full-time faculty who taught the course every semester can no longer do so since one is the new faculty co-chair of the SLO committee and thus has a reduced course load. Furthermore, this faculty member will also be teaching the new research methods course on a consistent basis. At this time we do have Dr Gat who is qualified also to teach the class, however we suspect that when the Psychology Transfer Degree is approved that this class will be more in demand and thus more sections will be needed.

We can also use a faculty member with a developmental background to help teach developmental psychology and child psychology. Though SLO results in these courses have been successfully met, because we have no expert in the area, the quality of the assessments may not be current.

- 2) SPSS license for 30 computers (approximately \$3500/year). This will help meet the SLOs for the research methods course and the PLOs for the PSY Transfer Degree. Though assessment of these has not begun, we anticipate the need for real hands on experience with research methodology and data will be vital to this course. This software is crucial for the implementation of research projects that allow students to design, enter, and analyze their own data.

- 3) Funds to pay adjunct faculty to attend regularly held department meetings and faculty professional development (\$5000/year). We believe that it is not fair to ask adjunct faculty to be fully involved in the SLO and program review process without adequate compensation. They have knowledge and skills that if shared can improve the quality of our SLO assessment, the consistency of our findings, and the quality of the changes we implement (i.e., action plans). Some are also willing to share their expertise in faculty professional development presentations if adequately compensated.

Fall 2012 Sociology (PR)

1. Discipline/Program/Area Name
Sociology

2. Year
2012

3. Name of person leading this review.
Dr. Ronald C. Chapman

4. Names of all participants in this review.
Dr. Thomas H. Shey
Dr. Ronald C. Chapman

5. Please review the five year headcount, FTES, and student PT/FT enrollment data provided on the web link. Comment on trends and how they affect your... (The full text shows at beginning of the document)

Five Year Headcount: There has been an increase from 2007-2008 (1631) to 2011-2012(1748), resulting in a 5-year average of 1663. Generally the trend has been upward since 2007-2008, with the exception of academic year 2009-10010, which brought about a 6 percent decline from the average to a low of 1552 FTES [Headcount](#). This trend has not noticeably affected our program. FTES have increased from 2007-2008 (184.11) to 2011-2012 (217.88) [FTES](#). The proportion of part time students to full time students has stayed nearly the same from academic years 2007-2008 through 2011-2012 (51% to 52%) with a low of 48% in 2010-2011 [PT/FT Students](#). The number of sections offered in sociology began the period at 60 in 2007-2008, decline to 55 in 2009-2010 and then recovered to 61 in 2010-2011 [Sections of Sociology](#). The impact on the program has been minor, although an additional adjunct instructor was hired within the last three years.

6. Using the student achievement data provided by web link, please comment on any similarities or differences in success, retention, and persistence b... (The full text shows at beginning of the document)

Success, Retention & Persistence: Ethnicity is a measure of self-identification as Hispanic, non-Hispanic, or no response. There is no remarkable difference between Hispanic and non Hispanic with respect to course **success**. The average success rate for Non-Hispanics or non-Latinos was 73.0%, whereas it was 73.8% for Hispanics or Latinos. There is a noticeable reduction in success rates for those who did not respond to this question (66.8%) [Success by Ethnicity](#). Since no remarkable trend exists (except stasis) this will not be addressed.

YEAR	No Response	Not Hispanic or Latino	Hispanic or Latino
2007-2008	70%	71%	71%
2008-2009	64%	71%	74%
2009-2010	69%	77%	73%
2010-2011	67%	76%	76%
2011-2012	63%	70%	75%

Student **success** is highest, on average, for Asian students (82%) and lowest for Black or African American students (59%).During the 5 year period from academic year 2007-2008 through 2011-2012 the average success rate for all races remained stable; fluctuating no more than 7 percentage points and remaining within 5 percentage points of the low by the beginning of 2012 [Success by Race](#).

YEAR	American Indian/AK Native	Asian	Black or African American	Pacific Islander	White	Mexican/Central or South American	Other/
2007-2008	76%	84%	56%	94%	76%	68%	7
2008-2009	70%	73%	54%	69%	73%	68%	6
2009-2010	69%	84%	62%	82%	80%	72%	6
2010-2011	57%	86%	64%	93%	79%	76%	6
2011-2012	72%	81%	59%	79%	74%	74%	6

Gender appears to have a clear influence on student Success rates. Females succeed roughly 5.4% more often than males averaged over the last 5 academic years (71.4% and 66.6% respectively). The reasons for this discrepancy is not known, but may reflect gender socialization and differences in student-faculty patterns of interaction. No systematic disadvantaging of males has been suggested. The average difference is -7 in favor of females. This difference jumped to its present value in 2008-2009 and has remained steady [Success by Gender](#).

YEAR	Female	Male
2007-2008	70%	68%
2008-2009	67%	66%
2009-2010	74%	67%

2010-2011	74%	67%
2011-2012	72%	65%

Does the success rate depend upon the location at which students receive their instruction? The average difference in **success** between the Lancaster and Palmdale campuses is 2 percentage points in favor of the Palmdale campus (70% and 72% respectively). However, this difference has gradually declined since academic years 2007-2008 from a high 10 percentage points to a low of 1 percentage point in 2011-2012. The reason for this trend -- or the underlying difference -- is not known [Success by Location](#).

YEAR	Lancaster	Palmdale
2007-2008	70%	80%
2008-2009	66%	68%
2009-2010	73%	66%
2010-2011	71%	75%
2011-2012	70%	71%

One area of clear difference in the **success** rates concerns the **modality** of instruction. Online students average 8 percentage points greater success than students in traditional classrooms (76.4% and 68.4% respectively). Furthermore, the difference has ranged from an extreme of 11 points difference in academic year 2008-2009 to a minimum difference of 2 in 2009-2010. The reason for this is unknown [Success by Modality](#).

YEAR	SUBJECT	Traditional	Online
2007-2008	SOC	67%	81%
2008-2009	SOC	64%	75%
2009-2010	SOC	71%	73%
2010-2011	SOC	71%	77%
2011-2012	SOC	69%	76%

Student **retention** is defined as the percentage of students at the beginning of the semester remaining enrolled to receive a final grade at the end of the semester. Overall retention rates have remained stable over the 5-year period, varying by 1 percentage point either way of 89%. The difference between Hispanics, Non-Hispanics, and those not responding to this question varied no more than 2 points on average. There is little difference in retention between these groups [Retention by Ethnicity](#). Since little variation is seen, this trend will not be addressed.

YEAR	No Response	Not Hispanic or Latino	Hispanic or Latino
2007-2008	90%	89%	88%
2008-2009	87%	89%	92%
2009-2010	89%	89%	89%
2010-2011	87%	90%	92%
2011-2012	88%	88%	90%

Does the race of the student have an impact on **retention** rates, which vary from a high of 91% (Mexican/Central or South American) to a low of 86% (Other/Unknown)? Nevertheless, these rates across all racial groups have not varied more than 1 percent from one year to the next and average 89%. Retention rates seem stable and evenly distributed across time [Retention by Race](#).

YEAR	American Indian/AK Native	Asian	Black or African American	Pacific Islander	White	Mexican/Central or South American	Other
2007-2008	88%	94%	88%	100%	89%	89%	
2008-2009	90%	92%	83%	100%	90%	89%	
2009-2010	92%	94%	84%	100%	92%	91%	
2010-2011	83%	93%	86%	100%	91%	90%	
2011-2012	90%	92%	87%	89%	90%	91%	

Retention rates have changed little between male and female students over the past 5 years. The average rates are identical (89%), and the variation in average rates across both genders has varied from a high of 90% to a low of 89%. There appears to be no difference between these two groups of students in terms of retention [Retention by Gender](#).

YEAR	Female	Male
2007-2008	90%	89%
2008-2009	87%	89%
2009-2010	89%	88%
2010-2011	90%	89%
2011-2012	89%	88%

There is about a 3 percentage difference in retention rate over the last 5 years between the Lancaster campus and the Palmdale campus. The increase in retention rate favors the Palmdale campus. Over the past 5 years retention rates at both campuses combined have varied from a low of 88% in academic years 2008-2009 to a high of 93% in academic year 2007-2008. The significance of these differences is not known [Retention by Location](#).

YEAR	Lancaster	Palmdale
2007-2008	90%	95%
2008-2009	87%	93%
2009-2010	89%	86%
2010-2011	88%	92%
2011-2012	88%	91%

An interesting question is the degree to which the retention rate differs by modality; the difference between traditional classroom learning and online classes. The 5 year average retention rate for traditional classes was 88% compared to 91% for online courses. However, during the 5 year period of this study average retention rates varied no more than 2 percent and remained at 90 percent for three of the 5 years. There is a consistent 3% advantage to online courses in the retention rate of students [Retention by Modality](#).

YEAR	Traditional	Online
2007-2008	89%	90%
2008-2009	87%	93%
2009-2010	89%	88%

2010-2011	88%	94%
2011-2012	88%	92%

Term to term **persistence** refers to the tendency for students to complete the subsequent term once they have completed the antecedent term. In sociology that average persistence rate for the past 5 years has been 70%. It has not declined beyond 4 percentage points of that or risen above 7 percentage points since academic year 2006-2007 [Persistence by Term 5 Year](#). Since no significant trend is noticeable, this will not be addressed.

Percent	Fall to Spring 06-07	Spring to Fall 2007	Fall to Spring 07-08	Spring to Fall 2008	Fall to Spring 08-09	Spring to Fall 2010
SOC	70%	64%	75%	61%	77%	66%

Traditional versus Online Teaching Modalities: Between the academic years 2007-2008 and 2010-2011 the number of traditional sections of sociology increased gradually from 50 to 52, hitting a low of 47 in 2010-2011, while online offerings remained at 10 sections for each year until being reduced to 8 during the academic year of 2010-2011 [Sections by Modality](#).

Ratio of Lecture Hour Equivalent (LHE) taught attributable to part time versus full time faculty: For every LHE taught by a Full Time faculty member in sociology 1.70 LHEs were taught by a Part Time faculty member in the Spring of 2010-2011. This ratio in the Fall term of 2007-2008 was reported as "no full time instructions"; clearly an erroneous finding, as there were two full-time faculty in sociology at this time. Nevertheless, this ratio decline to 1.10 in the Spring semester of 2010 before reaching a high of 2.10 in the Fall of 2010 [PT by FT Faculty Ratio](#).

Efficiency: Efficiency is measured by the ratio of full time equivalent students to full time equivalent faculty. In sociology over the 5 year period this rate average a little over 16 students per faculty member and has increased from a low of 14.56 (Fall 2008) to 18.5 (Spring 2012). The implication of this is that faculty teaching load has increase from the average over the half decade by about 20 percent [Efficiency over 5 years](#).

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012	
Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
16.77	14.86	14.56	14.70	14.81	17.68	16.26	17.20	17.10	18.50

7. Analyze changes in student achievement and achievement gaps over the past four years. Cite examples of using additional resources (e.g. human, faci... (The full text shows at beginning of the document)

Student success in sociology has been highest for Asian students and lowest for Black/African American students. Success for females has been higher than for males and success is slightly more likely for all students in Palmdale compared to Lancaster. There is a significant gap in success favoring online over traditional classroom modalities. Retention is stable over the period at approximately 89%. There is little difference with respect to the race or ethnicity of the students and the retention rates for males and females is similar. There is a slightly more favorable retention rate in Palmdale. Persistence has changed little over the period. There has been a significant increase in teaching load (efficiency), from 14.56 to 18.5 over the past 5 years, yet the ratio of part time LHE to full time LHE has never been higher (2.10). Suggesting an increased reliance on part time faculty members to carry on key teaching duties of the department. Presently there are no examples of changes that have improved student achievement.

8. Provide examples from your program where assessment results of Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and/or Operation... (The full text shows at beginning of the document)

During the review period SLO assessments have been deemed incomplete without action plans submitted with them. Occasionally these action plans entail small budget requests. It is instructive that there has never been feedback on the status of these requests to my knowledge. As an example, in connection with an action plan for SOC 120 initiated in the Fall of 2011 by discipline faculty, it was noted that student learning was less than the benchmark of 70%. Medium priority was assigned to the need to continue monitoring progress and request additional funds for student travel for a required field trip. An estimated \$2000 per course for bus transportation for 20 to 25 students approximately 20 miles from campus was requested on a recurring basis. There has been no indication that this request was ever integrated with other needs and transmitted to the administration for action. To date, one documented meeting exclusively with adjunct and full-time staff has been held where outcomes were discussed. This was at the close of the semester in Spring 2012 and it was attended by Mr. William Lund, Ms. Michelle Bell-Blossom, Mrs. Angela Davis, and Dr. Ronald Chapman.

9. Analyze changes in SLO, PLO and/or OO assessment results over the past four years. Cite examples of using additional resources (e.g. human, facilit... (The full text shows at beginning of the document)

Since the Fall semester of 2008 SLO assessments have been collected for courses in SOC 101. Assessments have been initiated in SOC 105, 110, 115 and 120 beginning in the Spring semester of 2009, but reporting had been inconsistent until the Spring of 2011. By the close of Fall semester 2011, SLOs for each course had been collected consistently. SOC 112 has not been assessed, although assessments have been developed.

The most reliable data collection has been associated with SOC 101. Although pass rates have settled down to about 40-55 percent (below the benchmark of 70%), the rates previously ranged from 60 to 80 percent. While the present results are not impressive, the variance has decreased and the number of courses assessed has been total or nearly so.

SOC 110 courses are taught by up to three faculty member in any given semester. Here too assessments have declined (pass rates), but participation has improved. Currently the success rates range from 60 to 80 percent, and benchmarks have been met in 4 out of the last 8 terms.

SOC 115 is usually taught by two instructors in a given semester. As participation improves, overall assessments have declined. There are several month of missing data for this course over that last eight terms.

Those courses usually taught by only one faculty from one semester to another show greater stability in assessments, although participation suffers. In general it is observed that success rates decline as the execution of measurement methodology becomes more uniform and participation increases. A likely cause of this could be a lack of correspondence between that which is being taught and that which is being assessed. If such trends continue it seems that either the SLOs or the curriculum must be changed; perhaps both.

To date, no changes have been made that are intended to improve SLO findings over the past five years. The focus has been on improving the reliability and validity of the assessment data.

10. Review the program goals and objectives related to improving outcomes and/or student achievement identified in the most recent

comprehensive self ... (The full text shows at beginning of the document)

The last program review update, dated 10/21/2011, identified five goals for the coming years.

1. The first was to develop a new course for statistics for sociology and the social sciences by the Fall of 2012. This goal is well on it's way to being achieved in a slightly modified for. A statistics class is not longer needed, since the Math department has modified its statistics course MATH 115 to more adequately address the needs of social science undergraduates. Further, a course in Social Science Research Methods (SOC 200) has been developed and approved the AP& P.
2. The second goad was to study equitable course rotation and review expired courses by the Spring of 2012. This goal was set aside when negotiations began for the implementation of discipline chairs. Currently training is underway for the candidates of these positions. A chair in sociology per se will not be in the offing, but a position combining scheduling and assignment functions will include the sociology division when it is fully implemented.
3. The Third goal was to standardize SLO assessments instruments for all sociology courses in cooperation with all members of sociology faculty by Fall 2011. This was accomplished on time and the results of these standardized assessments have been incorporated in the update.
4. The forth goal was to develop a new course in social deviance by the Fall of 2012. A faculty member was designated as the lead person for the development of this course. However, completion is not expected before the end of Spring 2013.
5. The fifth goal was to develop a new course in Crime & Delinquency by the Fall of 2012. There has been no movement on this goal, but there is still an interested in combining the curriculum now covered in Drugs Society and Human Behavior (SOC 120) and expanding that topic to include other crimes and deviant behavior. Initiation of the course development process is not expected until Spring 2014.

In the meantime, since the last update, significant work has begun an a Associate in Arts Degree for Transfer in Sociology at Antelope Valley College. That program is in the review process at the present time and approval is expected by the end of Fall semester 2013. Additionally, course outlines of record (CORS) have been updated in the cases of SOC 101 (pending final AP&P approval), SOC 105, SOC 110, SOC 111, and SOC 120 (pending administration approval).

11. Identify changes in significant resource needs since writing the comprehensive self-study report. List new needs in rank order of importance and e... (The full text shows at beginning of the document)

The last annual updated identified the following needs in rank order of priority:

1. Replace weak ceiling projector bulbs: no systematic way of addressing this issue has been implemented -- unless the plan is to allow each bulb to remain in service until it fails. This will improve student performance by making it faster for them to read and take notes on subject information.
2. Replace inoperative lighting. There have been improvements in some classrooms. This will improve student performance by making it faster for them to read and take notes on subject information.
3. Ensure that white boards are installed on at least three out of four walls in each classroom. There is no change in this area with respect to existing classrooms, however, a new building has been activated. This will make it quicker for instructors to display course information and consequently improve student performance by making it faster for them to read and take notes on subject information in those frequent circumstances when electronic presentation equipment fails.
4. Ensure that classrooms and desk surfaces are cleaned at least once each day that rooms are in use. Routine maintenance remains inadequate in the older buildings on campus. This will improve student performance by encouraging the perception that faculty and employees value their presence here at AVC and respect their desire to have a clean, healthy and professional environment in which to learn.
5. Replace carpets in the faculty offices and classrooms at least once every five years. No change noticed. This will improve the health of faculty members who may be susceptible to reparatory illness, thus promoting the uninterrupted delivery of teaching services to our students.
6. It was noted in the last review that SOC 120 students require a field trip to a drug rehabilitation center. Transportation funds were requested at that time and the state of this request has been addressed above. Since this request, a finite estimate of the cost has been offered. Participation in this field trip has a direct impact on the student outcomes (at least one) for this course.