

**SOCIAL and BEHAVIORAL SCIENCES
ANNUAL PROGRAM REVIEW UPDATE – FALL 2010**

3.5 Are all Course Outlines of Record (CORs) current?

Yes all course outlines of record (CORs) are current. As CORs become due to update they are now being updated in CurricUNET by faculty.

3.5 How does the program ensure that all faculty utilize CORs when designing course syllabi?

All faculty (full-time and part-time) are required to submit syllabi to the Division office. All faculty are required to show that the CORs are being followed through the evaluation process. At the beginning of each academic semester, the Division dean reminds all full-time, probationary, and adjunct faculty to acquire the Course Outline of Record and to adhere to it in preparation of their course's syllabi. Additionally, the faculty evaluation process addresses this issue.

Full-time and adjunct faculty members are encouraged to submit their course syllabi for review prior to the start of classes each semester. These are reviewed by a senior faculty member using criteria established by the Academic Senate and the Dean of the Social & Behavioral Sciences Division. Any significant deficiencies are brought to the attention of the faculty member. Ultimately, deficiencies are addressed during the routine performance evaluations of individual instructors. Information pertaining to the content, form, and appropriateness of course syllabi is made available through regular division meetings and occasionally through formal professional development presentations. The Social & Behavioral Sciences Division requires all course syllabi to contain the current Course Outline of Record and the Student Learning Outcomes

Area 5 Data Analysis and Environmental Scan (Updated annually)

5.1 The program was provided with a substantial amount of data from the Office of Institutional Research and Planning. The self-study team should review and have a dialogue on the data and then identify major changes or enrollment trends expected to be of particular relevance to the program in the next four years. Consider WSCH/FTES, success, retention and persistence as applicable, and the number of degrees and certificates, if applicable. Consider data on gender, age, ethnicity, night vs. day, etc.

- **Write about enrollment trends that the self-study team believes are important to the program's planning and resource needs. Why might these trends be occurring?**

The office of Institutional Research and Planning (OIRP) is in a position to provide the following data with respect to all courses: 1. the total number of units generated by courses in each discipline, 2. the total number of units generated

by courses in each discipline by the declared major, 3) the total number of units generated by courses by the degree or certificate granted in progress, 4) the retention rates for students, 5) the success rates for students, and, 6) the full-time to part-time ratio for all course.

Considering these trends, how well is the program doing in meeting the needs of the various learner populations attending the college?

Anthropology

As global issues of cross-cultural understanding and communication increase, the need for Anthropology course offerings will continue to expand beyond the capacity of our future budget. Considering the budget situation the program is meeting the needs of the students able to take the classes. However, our basic sectional offerings of ANTH 101 and ANTH 102 are insufficient to meet the needs of a large number of transfer students attending AVC. In addition, our specialty courses ANTH 103, 130, 140, are offered only once per academic year, but student interest exceeds section offerings.

Enrollment trends in all Anthropology courses exceed section offerings. ANTH 101 and ANTH 102 are indicating a substantial increase in interest. Waitlists of students trying to crash these two classes have grown by over 400% over the past four years. In years past, Anthropology courses would have 5-8 students vying for the opportunity to crash closed sections the first day of class. As of Fall 2010, the same class has 25-30 students attempting to crash. Anthropology received over 250 emails, telephone calls and written requests from students vying for an opportunity to crash closed sections. Furthermore, student interest in our specialty courses ANTH 103, 112, and 140, exceeds section offerings.

Education

We are meeting the needs of Education students.

Economics

Enrollment trends in ECON 101 and ECON 102 are indicating a substantial increase in interest. Waitlists of students trying to crash these two classes have grown by over 500% over the past four years. In the spring semester of 2010, the sole full-time instructor in Economics received over 500 emails, telephone calls and written requests from students vying for an opportunity to crash his closed sections. The adjunct instructors have also received a comparable combined number of such requests. Part of this is due to renewed interest by the public to understand the current economic crisis; another part is due to the high rate of local unemployment and the need of students to improve their resumes to obtain new work. Demand for Economics classes is also coming from traditional UC and CSU students who are being turned away from classes at CSUB, CSUN and UCLA. This is occurring in conjunction with the pre-existing trend statewide for more students to enroll in Economics courses.

Economics is rapidly becoming one of the most popular majors at many UC and CSU schools up and down the state. For instance, the Economics program is particularly strong at UCSD, where it is now the number one major in terms of WSCH/FTES. To fulfill our role at AVC of acting as a quality transfer institution to the UC and CSU system in general, with UCSD being just one of the destinations of our transfer students, the Economics program at AVC needs to expand substantially to accommodate the current student demands. Our first order need is to provide more sections of ECON 101 and ECON 102; our second order need is to develop additional transferable courses. To meet these objectives, a minimum of three additional full-time instructors must be hired.

History

Because it is increasingly difficult to get classes, the retention rates are growing, higher for Palmdale and Saturday classes, higher for night students, as opposed to the day students who tend to be younger and just emerging from the high school milieu.

Philosophy

Enrollment seems steady. The statistics do not provide any relevant information on this matter. Philosophy addresses universal themes and values, and explores their various instantiations in diverse contexts.

Political Science

Enrollment in POLS101 American Government classes has been consistently strong. Specialty classes have a few different enrollment issues. There are two specialty classes (POLS 202 Ethnic Politics and POLS203 Judicial Politics) that, prior to 2007, were offered each semester; however, the enrollment for both courses declined. Now these classes are offered once per year and have experienced better enrollment numbers. Two other specialty classes (POLS 103 Comparative Government and POLS 201 International Relations), both transferable to the UC and CSU systems, are also offered once per year. Prior to 2004, these courses were offered only a handful of times over a decade. The full-time political science faculty will continue to offer specialty courses once a year to maintain strong enrollment. The program reflects the diverse needs of the students. The curriculum is differentiated for learners. For example, once per year an honors section of POLS 101 American Government is offered. Additionally, several online section of POLS 101 are offered. Courses are offered throughout the day and into the night in Lancaster and at the Palmdale campus. The department strives to reach all of students, no matter their academic level or geographic location.

Psychology

The Psychology department shows a continued trend in terms of increasing numbers of students taking Psychology courses over the last four years. Clearly,

Psychology continues to be a popular area at AVC and there is hope a variety of classes will continue to be provided every semester as the budget allows. Further retention remains HIGH (around 80 – 90%) for most of Psychology courses! (see appendix for statistics).

Because Psychology classes are popular and in such demand, with recent budget cuts and staff reduction for full-time instructors, it has become more challenging to accommodate the students' needs. Although the faculty perform to the best of their ability, there are budget limitations that hinder faculty in meeting goals of serving all students' needs each semester.

Sociology

From the Fall Semester of 2004 through the Spring Semester of 2010, on average of 787 students per semester were served by the Sociology Department. The ratio of full-time faculty (2) to part-time (adjunct) faculty averaged 6 to 10 for the reviewed period. During this period the Sociology Department offered on average 26 courses -- representing a high of 31 and a low of 20. There has been an average of 2 full-time faculty members and an average of 8 adjunct instructors available to serve these students. During 3 of the 12 semesters only one full-time faculty member was employed. This increased to 3 from Fall Semester of 2006 to Spring Semester of 2008. Nevertheless, this is a statistical artifact; not a real increase in the size of our faculty. A second full-time faculty member -- hired in the Fall Semester of 2005 -- left due to illness in the Fall Semester of 2006. Part-time faculty filled in, causing an over count of both full-time and adjunct faculty during these months. A second full-time faculty member was not hired until 2008.

The average success rate for SOC 101 is 68% and the retention rate is 87%. This compares favorably with an average success rate for all Sociology courses of 65% and an average retention rate of 87%.

From the Summer Session of 2004 to the Spring Semester of 2010, the average retention rate for Sociology courses follows:

- . For SOC 101, 87%
- . For SOC 105, 83%
- . For SOC 110, 87%
- . For SOC 112, 88%
- . For SOC 115, 90%
- . For SOC 120, 85%

Using institutional percentages over 2006 to 2008 for comparison, the retention rate for SOC 101 is representative of the population of all Antelope Valley College students (85.3 to 86.5 percent). The average retention rate for all courses in this discipline is 87 percent. Approximately 65 percent of students are successful.

Students are taking twice as long to complete the degree program than the program was designed for. [Note: The average student takes 8 units per semester, meaning 7.5 semesters, or approximately 4 years is needed to complete the program. Full-time class load of 15 units is needed to graduate in two years. Researchers Notes (Dec 2009)] If the retention and success rates are any indication of the reason for this, it may have to do with the skills needed by students to perform at an acceptable level. Students may be substituting their own hard work and determination to compensate for a lack of preparedness and substandard reading and writing skills.

The Sociology Department is showing retention rates and success rates comparable to other disciplines taught at AVC. The social characteristics of the student body are being addressed by the support services available to underachieving and returning students in general. However, given the disadvantages of this population in the areas of reading comprehension and writing skills it is important to provide as much individualized instruction as possible. Consequently, low student-to-instructor ratios are beneficial.

Write about enrollment trends that the self-study team believes are important to the program's planning and resource needs. Why might these trends be occurring?

Anthropology

Why might these trends be occurring? The view of the Anthropology Department is that the increasing demand for Anthropology courses is a direct result of trends relating to understanding global awareness, cultural diversity and competence in dealing with local, national and international events.

The Anthropology program at AVC needs to expand substantially to accommodate the current student demands. Our first order need is to provide more sections of ANTH 101 and ANTH 102; our second order need is to develop additional transferable courses. To meet these objectives, a full-time instructor must be hired.

Education

With the growth of primary and secondary education students in the state the demand for teachers will eventually exceed the number of available graduates.

Economics

The Economics program reflects the diverse needs of students. The curriculum is differentiated for our learners. The basic sectional offerings of ECON 101 and ECON 102 are insufficient to meet the needs of a large number of transfer students attending AVC. The content of these courses and the SLOs required are sufficient to satisfy the needs of those who transfer; the quantitative available of these offerings, however, is falling short. Prior to the budget crisis, honors

sections of either ECON 101 or ECON 102 were offered at least once per year. No honors sections, however, have been allowed in recent years due to the budget cuts, and this has put transfer students who wish to major in economics at a disadvantage. We are also understaffed fully meet the needs of our broader community of learners, including the large number of life-long learners coming back to AVC to be re-tooled. A specialty class, ECON 110, is offered that attracts a large underserved population of the community, partly because of its focus on economic diversity. Additionally, several online sections of ECON 101 and ECON 102 are offered, although these have also been cut back due to the budget shortfalls. Courses are offered throughout the day and into the night as well, and there are courses from the Economics Department being offered on the Palmdale campus. The Department strives to reach all students, no matter their academic level or geographic location. We reach out as much as financially possible to students of all ages, ranging from returning older adult learners to students still in high school.

Understanding the economic situation in the state, nationally, and internationally will continue to play an important role in the future.

History

The greatest demand is for History 107 and History 108, the survey classes of U.S. History, which fulfill requirements for the CSU and UC and African-American History 110 and 111 which fulfill similar requirements, as well as, the local diversity requirement. Interest in Women's History and Cultural History of Mexico remains strong. The Vietnam class attracts more students now because all classes are harder to get into. Because the CSU system dropped Western Civilization some time ago, there is greater demand for World Civilization. This trend facilitated our hiring our fourth historian three years ago.

Philosophy

The program created a new course in critical thinking that is less demanding than PHIL 201, and that has no prerequisites.

The increase in technology in the classes has helped some philosophy courses. Critical thinking skills need to be incorporated into all disciplines.

Political Science

Enrollment in POLS101 American Government classes has been consistently strong. Specialty classes have a few different enrollment issues. Two specialty classes (POLS 202 Ethnic Politics and POLS203 Judicial Politics) were offered each semester prior to 2007; however, the enrollment for both courses declined. These classes are now offered once per year and have experienced better enrollment numbers. Two other specialty classes (POLS 103 Comparative Government and POLS 201 International Relations), both transferable to the UC and CSU systems, are also offered once per year. Prior to 2004, these courses were offered only a handful of times over a decade. The full-time political science faculty will continue to offer specialty courses once a year to maintain strong

enrollment. The program reflects the diverse needs of the students. The curriculum is differentiated for learners. For example, an honors section of POLS 101 American Government is offered once per year. Additionally, several online sections of POLS 101 are offered. Courses are offered throughout the day and into the night as well; in Lancaster and on the Palmdale campus. The department strives to reach all of students, no matter their academic level or geographic location.

After reviewing the data, some interesting trends emerged. The majority of students enrolled in Political Science courses are under the age of 25. More female students take political science courses than male students.

Psychology

Psychology remains one of the most popular and in demand areas at AVC. Almost every semester classes fill to capacity and often students have to wait to take the class until they become available. This is probably due to a growing interest in the field and increased job opportunities in the business arena such as Industrial/Organizational Psychology, Sports Psychology and Positive Psychology subfields.

Sociology

Students are taking twice as long to complete the degree program than the program was designed for. If the retention and success rates are any indication of the reason for this, it may have to do with the skills needed by students to perform at an acceptable level.

Students may be substituting their own hard work and determination to compensate for a lack of preparedness and substandard reading and writing skills.

The Sociology Department is showing retention rates and success rates comparable to other disciplines taught at Antelope Valley College. The social characteristics of the student body are being addressed by the support services available to underachieving and returning students. However, given the disadvantages of this population in the areas of reading comprehension and writing skills it is important to provide as much individualized instruction as possible. Consequently, low student-to-instructor ratios are beneficial to student success.

5.2 Report on the progress of recommendations and accomplishment of goals identified in the program's last program review. Reflect on the strengths, weaknesses, and improvements of the program. Clearly state the performance/quality indicators used by the program.

Anthropology

Our last report delineated two main goals: suitable classrooms and laboratories for the Anthropology program and the LS1-124 classroom to be converted to a

smart classroom. The later goal has been accomplished as of January 2008. Currently, a new Health Science building is under construction which will house the Anthropology program with fully functioning laboratories. Upon the completion of this facility, new transferable laboratory courses will be proposed to AP&P. The program continues to produce students that are successful in the discipline. It is recommended that the college hire an additional full-time faculty member, or at least two more adjunct faculty. It is also recommended that all specialty courses are offered once per year. It is further recommended that supplemental instruction for students be continued through the Learning Center.

Education

Education continues to struggle with only adjunct faculty.

Economics

The Economics program successfully implemented the recommended Global Monitor through grants from the Academic Senate in 2008 and 2009 and the AVC Foundation in 2008. The Monitor proved successful, with a 22% increase in student proficiency testing, and a stated increase of 45% in students choosing to transfer into the UC or CSU system as Economics majors. Additional transferable classes were designed, and are standing by to be proposed to AP&P once additional Economics faculty are hired to teach the courses.

History

In the 2004 Program Review, History asked for additional faculty. There are two additional historians now and the program is stronger in African-American history and World Civilization. There are a few new adjuncts but the overall offerings have been cut and many part-time faculty are reduced to one class or two at the most.

Philosophy

The program created a new course in critical thinking that is less demanding than PHIL 201, and it does not have prerequisites. The increase in technology in the classes has helped some philosophy courses.

Political Science

The last report delineated two main goals: create a Model United Nations program and a political theory course. Neither goal was accompanied by specific numerical or data goals. The department is proud to report that both of these goals have been completed. It is recommended that supplemental instruction for students be continued through the learning center. It is further recommended that specialty courses be offered once per year.

Psychology

With a goal of continued growth and ability to offer Psychology courses on a regular basis every semester, due to staff reduction to only 2 full-time and fewer classes due to budget restrictions, it has not been possible to reach all goals of

continued growth. Further continued updating and availability of working technology in the classroom remains a high need.

Sociology

Comments and recommendations offered by Sociology faculty and contained in the 2005 - 2006 Program Review Report were not presented in the Summary of Recommendations appearing in that report. However, specific mention was made of the following areas:

1. Course Proposal: Social Gerontology
2. Course Proposal: Demography and Population Studies
3. Course Proposal: Criminology
4. Course Proposal: Social Deviance
5. Course Proposal: Juvenile Delinquency
6. Faculty: Hire an additional full-time faculty member
7. Improve lighting in existing classroom
8. Additional white board space in existing classrooms
9. Improve cleanliness of existing classrooms

Items 1 through 5 are within the capability of the existing faculty to accomplish. However, these courses have not been proposed. Items 6 through 9 remain to be reconsidered in light of the following specific suggestions for improvement.

It is proposed that a systematic inspection of each classroom assigned to the Social & Behavioral Sciences Division take place so that a formal requisition for specific improvements can be submitted. With reference to item number 6, it is noted that the faculty member hired in August 2008 filled a vacancy left by former faculty member. There are currently two full-time Sociology instructors; as was the case five years ago when the recommendation was made.

Area 6 Student and Program Learning Outcomes Assessment (Updated annually)

6.1 Briefly review program outcomes assessment activities over the past four years and assess in some detail the effectiveness of those methods in documenting and improving student learning.

Please refer to addendum data attached.

Anthropology

Student Learning Outcomes (SLOs) in Anthropology have been assessed systematically since the Fall Semester 2008. Assessments do not go back four years, because SLO's were not adopted for any Anthropology course prior to Spring 2008. To date, only Anthropology (ANTH) 130 Field Archaeology in Latin America remains to be assessed at least once.

The one full-time and one adjunct faculty member have worked closely together in developing and implementing SLO's for Anthropology courses. There has

been experimentation with both standardized tests and instructor created assessments based on the SLO's. In either case, success rate was moderate-high. It has been found that the SLO assessment process effective in generating dialogue in order to improve student learning as well as assess our own teaching methodologies.

Education

All material is reviewed annually.

Economics

For the courses offered in the Economics Department, there are instructor created assessments based on the SLOs. Each assessment is appropriate to the subject matter for the course. Adjunct instructors are requested to submit their SLO tabulations to the full-time instructor, who then submits the results to the Institution. The methods have helped to create a sense of uniformity in instruction outcomes, and although it is too early to assess if this method is superior to the standard method of objective examination, results are encouraging.

History

Only the survey of United States History is taught by all four of the History faculty. Standardized tests are not used and there has been no consultation about testing apart from the scrutiny of tenure chairs for the probationary faculty. The discipline is still working on finalizing its testing methods for SLOs. There has been some reluctance on the part of the older faculty to implement this. One of the full-time faculty is to be commended for taking the lead in this regard. The four History faculty do not meet or consult regularly on this and this is an area which needs some improvement.

Philosophy

There are SLOs for each Philosophy course. All instructors who reported the results of their assessment achieved their SLO. A few instructors who teach the same course have begun discussing common ways of assessing students in order to be able to aggregate the final results.

Political Science

For the largest course offering in the department, Political Science 101, there is a standardized, multiple-choice examination. Piloting of this assessment began in the spring 2009 semester. Instructors volunteered to implement the assessment and the results were analyzed. Questions were adjusted and the assessment was implemented in a subsequent semester. Beginning fall 2009, all instructors of Political Science 101 courses are required to implement this assessment. For the other courses offered in the department, there are instructor created assessments based on the SLOs. Each assessment is appropriate to the subject matter for the course.

Psychology

Psychology has been on the forefront of developing and assessing SLOs. With all course SLOs written, assessing more than half of offered courses is taking place, with several adjunct helping in the process. For several classes with repeated assessment the SLOs have been updated or teaching methods changed to improve success rates (e.g., PSY 101, 234 and 212). SEVERAL of courses are in their 2nd, 3rd and even 4th assessment cycle! Two full-time faculty have learned WEAVE and are entering data in order to alleviate the workload for the research staff.

Many results have been found to be highly effective in generating valuable dialogue among the Psychology faculty in order to improve student learning, as well as, assess teaching methodologies.

Sociology

Student Learning Outcomes (SLOs) in Sociology have been assessed systematically since the Fall Semester 2008. Total participation by all Sociology faculty members was achieved only in the Spring Semester of 2009. Participation was not universal in the Spring of 2010 and Summer of 2010. Assessment efforts do not go back four years, partly because SLOs were not adopted for any Sociology courses prior to March of 2008. Only with respect to SOC 101 (Introduction to Sociology), SOC 110 (Ethnicity), and SOC 120 (Drugs Society and Human Behavior) have assessment procedures been standardized for all sections of the course. To date, Issues & Concepts in Aging (SOC 111) and American Social Issues Problems and Challenges (SOC 112) remain to be assessed at least once. The first opportunity to assess SOC 112 will occur in the Fall Semester of 2010.

Between the Summer Semester of 2008 and the end of the Summer Semester 2010, over 1400 students have been assessing in 5 out of 7 courses in Sociology. The majority of these students (approximately 1100 students) were enrolled in SOC 101. The rest were enrolled in specialized courses. All three SLOs for each of these courses have been assessed; but inconsistently. Taking the highest success rate from the three SLOs for each course, a range of 68 to 90 percent has been demonstrated.

There have not been consistent enough assessment procedures or consistent enough participation by faculty members to venture a guess as to the presence of trends in these data. However, important issues concerning assessments can be raised in light of experience gained:

1. Standardized assessments for all Sociology courses are needed. These are currently being developed and it is anticipated they will be implemented during the Fall Semester 2010.
2. Faculty participation in the assessment process needs to be encouraged

3. Summary data needs to be compiled and distributed regularly and consistently by the OIRP.

Since the Fall Semester of 2009 assessments have been developed for SOC 110 and SOC 105. An additional 270 SOC 101 students were assessed in the Spring of 2010. Sixty percent of students taking the assessment satisfied the benchmark for SLO 1, 70% satisfied the benchmark for SLO 2, and 63% satisfied SLO 3. These results are within the range reported above. Up to 50 students were assessed in SOC 110. The results indicate 58% satisfied SLO 1, 83% satisfied SLO 2,3 and 80% satisfied SLO 3.

The third course assessed in Spring 2010 was SOC 105 (Mexican American). Twenty-four students were evaluated on their progress with SLO 1. Eighty-three percent satisfied the measure. However, SLO 1 was the only outcome measured, although assessments have been developed for the other two outcomes.

1. Beginning in the Fall Semester of 2010 assessments will be available for all SLOs in the following courses: SOC 101; SOC 115; SOC 105; SOC 110; SOC 112. Assessments for SOC 111 will not be considered until it is offered again, and at least one key faculty member has been identified.

6.2 How have adjunct faculty and/or part time staff in your program been made aware of the need to assess Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs) and been included in assessment activities?

Anthropology

The one adjunct faculty member has worked closely with the full-time faculty member to develop, implement and assess SLO's.

Education

The Division works through adjunct orientation and monthly Division meeting. Information is incorporated into the evaluation process.

Economics

Adjunct faculty are instructed prior to each semester to assess students according to the SLOs, which must be placed in their syllabi. They have an open door to the full-time faculty member and are encouraged to participate in the development of new and changing SLOs. The adjunct faculty are in the early stages of understanding PLOs.

History

Adjunct faculty received copies of the original SLOs as they were being developed but none offered any input. However, they were welcome to do so. In addition to the guidelines for how to prepare a syllabus distributed to all faculty by the Senate and AP&P Committee, the Division Dean, passed out his own guidelines for all faculty, full and part-time, to follow. Student Learning Outcomes are expected to be included there.

Philosophy

Each member of the philosophy program was invited to give feedback on both the SLOs and their assessment. The final SLOs have been sent to all philosophy faculty at least twice. They began reporting their individual results last year. In the fall of 2009 some of the part-time and full-time began working toward some common means of assessment to determine whether students achieved the SLOs.

Political Science

In the spring and summer of 2009, all adjunct faculty were e-mailed the POLS 101 assessment for review and feedback. Three adjunct faculty members submitted commentary to the full-time faculty. Additionally, the division dean, sent an e-mail in spring 2009 that suggested all instructors include SLO's in their syllabi and the SLOs needed to be assessed for the fall 2009.

Psychology

Psychology has been a leader in developing and assessing courses. All of courses have completed and approved SLOs by the SLO committee and over HALF have already completed assessments of these SLOs. Further several of our courses are in their 2nd, 3rd and even 4th assessment cycle (e.g., PSY 101, 234, 201, 236, 212).

Additionally both full-time faculty are actively involved in the SLO committee and developed and given a Flex presentation on assessment with plans to do more in the future.

Additionally, all data entry is done by the full-time faculty and many adjuncts have contributed to assessment. E-mails have been sent out regularly with instructions and contact information to help adjunct through the process. Approximately five adjunct faculty have contributed to SLO assessment.

Sociology

Beginning in the Spring Semester of 2009, SLO assessment and data collection coordinators have been recommended for each department. This recommendation was taken to heart by Sociology faculty and the position has existed since early 2009. The initial response was total participation. Regrettably, participation levels have fallen off during the Spring and Summer semesters of 2010. Presently, the consequence of individual failure to contribute data can potentially impact performance evaluations negatively. It is noted that such evaluations -- and therefore their consequences -- are infrequent for tenured staff, and occur only every three years in the case of adjunct instructors. Immediate financial compensation for SLO assessments may reliably stimulate greater participation by faculty.

6.3 What specific plans have been made for assessing student learning over the next four years? Programs should provide a timeline for defining and assessing all SLOs and PLOs.

Anthropology

The plan is to continue to incorporate SLO and PLO evaluation into each term and revise according to subject and criteria. The plan that has been implemented in Anthropology is a good assessment tool. Each semester, every instructor in the Department will be required to submit assessments at the end of the semester. Each semester, feedback will be requested from the instructors about the assessment tool and evaluated if changes are necessary.

Education

The plan is to continue to incorporate SLO and PLO evaluation into each term and revise according to subject and criteria.

Economics

Each semester, every instructor in the Department will be required to submit their assessments at the end of the semester. Each semester, feedback will be requested from the instructors about the assessment tool and evaluated if changes are necessary.

History

Some disciplines (Political Science, Philosophy) are ahead of History in implementing SLO instruments. Recently, a full-time faculty member prepared SLOs for History 104, 105, 107, and 108. There has regrettably been less communication on this issue than would be desirable to get the rest done. Ideally, one of the full-time faculty will work on History 114 and 118, another on History 110, 111, and 113, and another on History 112. The Western Civilization SLO testing instruments could be created off of 104 and 105 (World Civilization). Cultural History of Mexico would have to be done by one of the faculty.

Philosophy

There is already someone in charge of putting the data into Weave. Philosophy faculty who teach the same course must now agree on some common methods of assessment, which will allow the aggregation of individual results into Weave.

Political Science

Each semester, every instructor in the department will be required to submit their assessments at the end of the semester. Each semester, feedback will be requested from the instructors about the assessment tool and evaluated if changes are necessary.

Psychology

Psychology plans are to continue to be highly active in SLO course assessment. Classes taught regularly are assessed every semester and reviewed for a need

to update SLOs or other teaching methodologies. Meeting the SLO goals is highly important in that it is a tool to see if students are learning the targeted material and skills.

Over the next three to four years there is hope to have every course and SLO assessed (pending available faculty and money to teach those courses). SLOs will continue to be revised and rewritten as needed and faculty will be contacted for participation in the process through regular e-mails and meetings. (A meeting took place this last January at Barnes and Nobles in Palmdale where adjuncts were invited to discuss SLOs and there are plans to offer more meeting times in the future).

Sociology

The response to the need for assessments has been to compile the contribution of each instructor at the end of each semester for every course offered in the Sociology Department, and for every SLO that has been adopted for the course in question. No change in this procedure is anticipated. A plan for future assessment development has been implemented. Presently this task has been taken on by an adjunct instructor who volunteered to propose assessments for SOC 105, 110, 112, and 115. These proposed assessments are currently being reviewed by the assessment coordinator. It is anticipated that they will be circulated for review and comments among the Sociology faculty and implemented by the close of the Fall Semester 2010.

6.4 If the program SLO and PLO assessment results make it clear that particular professional development resources or student services are needed to more effectively serve students, describe the need. List items in order (rank) of importance.

Anthropology

At this time, it is unclear from the available results what specific resources and services should be addressed. It has been concluded there are several areas which may be productive. The Anthropology program is being marketed to students through Student Services. Via SLO outcomes additional funds are needed for SI (supplemental instructors) at the Learning Center in introductory classes such as ANTH 101 and 102. Funds should be made available for student travel for field trips to local museums, archaeological sites and participation at professional Anthropology meetings and conferences.

Education

We are working with CSU Bakersfield to comply with transfer issues and CBEST communication.

Economics

The Economics Department has proactively approached this problem and thus there is no need for further professional development resources or student services at this time.

History

No formal consideration has been given to this issue and thus no ranking system can be offered. Just as in the Division as a whole, History faculty can and do use the Disabled Student Services, Learning Disabled Program, Learning Center (especially the Writing Center), Supplemental Instruction, computer facilities across the campus, Library tutorials and special programs, as well as, indirectly, the support of the Career Center, Financial Aid Office, Job Placement, STAR, EOPS, and GAIN. These difficult financial times have increased the need for students to seek financial aid. With the growth of the SOAR High School on campus, more coordination is expected with them as well as Student Development.

Philosophy

The SLO results do not point to any need for any special kind of professional development. However, there is on-going professional self-examination.

Political Science

The department has proactively approached this problem and thus there is no need for further professional development resources or student services at this time.

Psychology

It has become clear via SLO assessment that more adjuncts and full-time faculty are needed to teach Psychology courses that are not being offered on a regular basis. Due to these restrictions SLOs for certain courses are not being assessed at this time. Thus hiring more full-time faculty and adjuncts in the area of Psychology is the first priority.

Second, via SLO outcomes additional funds are needed for SI instructors in introductory classes such as PSY 101, 234 and 201. It has been concluded that more funds for additional resources, such as, videos and guest speakers to be vital to meeting SLO goals. These have already been included on WEAVE as part of each course that has been assessed.

Sociology

It is not clear from the available results if specialized training is needed or what types of skills should be addressed. It is likely that evidence of deficiencies or needs will emerge in the future once the assessment procedure and participation levels have become stable.

Area 9 Goals and Objectives (Updated annually)

List the goals and objectives the program has for the next four years.

Goal: A specific action.
Objectives: Significant steps or actions needed to achieve the goal.
Time Frame: Period of time the goal and objectives will be addresses.
**Justification: How does the goal support the mission of the college?
How does the goal meet the needs of the community?**

Anthropology

The following goals in Anthropology include but are not limited to:

Goal 1: A full time faculty position in Anthropology.

Objective: To offer our students a specific educational contact and manage the offerings.

Time frame: The goal and objectives will be addressed from 2010 through 2015.

Justification: This goal supports AVC's mission to provide a "*quality, comprehensive education*" by adding a full time faculty to the Anthropology Department so as to better prepare and allow students who intend to major in Anthropology the opportunity to do so.

Goal 2: Create a new Physical Anthropology Lab class.

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

Time Frame: As soon as the new Health Science Building is completed and Laboratory space is functional. Have the course on the fall 2012 Schedule.

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

Goal 3: Create a new Archaeology Lab class

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

Time Frame: As soon as the new Health Science Building is completed and Laboratory space is functional. Have the course on the fall 2012 Schedule.

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

Goal 4: Create a new Introduction to Gender Studies [Women's Study] 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 fall 2012 Schedule

Justification: This introductory course would be the foundational course and the final course needed to complete the development of the Gender Studies [Women's Study] Program. In addition, this goal supports AVC's mission to provide a "*quality, comprehensive education*" by adding a specialty course to the Department.

Goal 5: Create a new Interdisciplinary Gender Studies [Women's Study] Program.

Objectives: Coordinate with other departments on classes that would be suitable for a gender/women's studies program. Submit paper work to counseling and AP&P for review.

Time Frame: Have the program approved and available for the fall 2011.

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

Education

Goal: A full time faculty position in Education in about 3 years.

Objective: To offer our students a specific educational contact and manage the offerings.

Time frame: When budget allows for new faculty.

Justification: : This goal supports AVC's mission to provide a "quality, comprehensive education" by adding a full time faculty to the Education Department so as to better prepare and allow students who intend to major in Education the opportunity to do so.

Economics

Goal: Hire three full-time Economics Faculty members.

Objectives: Establish the Administrative need for additional faculty based on the mission of the college and so as to be in line with the school's financial priorities.

Time Frame: The goal and objectives will be addressed from 2010 through 2015.

Justification: This goal supports AVC's mission to provide a "quality, comprehensive education" by adding additional faculty to the Economics Department so as to better prepare and allow students who intend to major in Economics the opportunity to do so.

The following six goals are contingent on successful completion of the first goal.

Goal 1: Create a new Women in Economics 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 fall 2012 Schedule

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

Goal 2: Create a new Principles of Microeconomics with Calculus 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 fall 2013 Schedule.

Justification: This goal supports AVC's mission to provide a "quality, comprehensive education" by adding a required freshman course for all UCLA Economics majors to the Department.

Goal 3: Create a new Principles of Econometrics (Applied Statistics to Economics) 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 fall 2014 Schedule.

Justification: This goal supports AVC's mission to provide a "*quality, comprehensive education*" by adding a required freshman course for all UCLA Economics majors to the Department.

Goal 4: Create a new Principles of International Economics 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 fall 2015 Schedule.

Justification: This goal supports AVC's mission to provide a "*quality, comprehensive education*" by adding a globally oriented course to the Department.

Goal 5: Create a new Introduction to Environmental Economics 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 fall 2015 Schedule.

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

Goal 6: Create a Economics Department Major.

Objective: Complete the necessary paper work to finalize the degree.

Time Frame: fall 2015.

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

History

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 (not exact title, time frame to be worked out).

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 needs to fulfill the Diversity requirement and to promote the intention of the fifth ILO of the college (tolerance, respect for diversity, etc.).

Goal 3: Create a new class on the African-American Athlete (exact title and time frame to be worked out).

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 needs to fulfill the Diversity requirement and to promote the intention of the fifth ILO (tolerance, respect for diversity, etc.).

Philosophy

GOAL: Get faculty across disciplines and programs to work toward a common critical thinking vocabulary and common (*as far as each discipline can permit*) approaches for describing and evaluating concepts, claims, and reasoning. This is pursued to improve the collective impact on students' critical thinking. This clearly meets ILO #4.

Objective (i.e., means): professional development seminars.

Political Science

Four Goals:

Goal 1: Create a new Political Theory 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 fall 2010 Schedule.

Justification: This goal supports AVC's mission to provide a "quality, comprehensive education" by adding a specialty course to our department and better preparing student who intend to major in Political Science.

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 fall 2011 Schedule.

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

Goal 3: Create a new Interdisciplinary Women's Study Program.

Objectives: Coordinate with other departments on classes that would be suitable for a women's studies program. Submit paper work to counseling and AP& P for review.

Time Frame: Have the program approved and available for the fall 2011.

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

Goal 4: Create a Department Major.

Objectives: Complete the necessary paper work to finalize the degree.

Time Frame: Spring 2012.

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

Psychology

Replace the two vacant full-time faculty positions as a priority within the Division.

Because the Psychology department at AVC already offers many courses, our primary goal is to be able to offer more of these EVERY semester. Thus our long-term goal is to hire additional full time and adjunct faculty to teach these (time-line pending on the budget).

Psychology also plans to continue to actively assess SLOs every semester, get more adjunct involved and revise these as needed. The timeline for this is highly dependent upon how many courses can be offered (see prior Paragraph).

Finally Psychology hopes to receive additional funds to meet SLO goals, such as, classroom materials (DVDs, invite guest speakers, additional technology) that will be requested specifically as each SLO is assessed and reviewed.

The two full-time faculty plan to continue to be actively involved on the SLO committee and present Flex learning opportunities on assessment to full time and adjunct faculty.

Sociology

Goal 1: New Course – Statistics for Sociology and the Social Sciences.

Objectives: Submit a course proposal to the Committee on Academic Policies & Procedures for a transferable course in statistical analysis and social research methods.

Time Frame: Fall of 2012.

Justification: Such a course will improve the competitiveness of Liberal Arts & Sciences majors as potential transfers to four-year colleges and universities. A secondary justification will be to explore the long-term possibility of establishing a major in Sociology at AVC.

Goal 2: Study equitable course rotation and review expired courses.

Objectives: Determine the most rational rotation of courses during a given academic year based on student demand, breadth of the discipline, and coordination with lower division curriculum in the CSU and UC systems for Sociology majors.

Time Frame: Spring 2010.

Justification: Course offerings in Sociology should be determined by both student demand and the need to avoid unnecessary expiration of courses.

Goal 3: Standardized SLO assessment instruments for all Sociology courses.

Objectives: Develop, with the assistance and cooperation of all members of the Sociology faculty, standardized assessment measures for SOC 105, 110, 111, 112, 115.

Time Frame: Fall 2011.

Justification: Standardized measures of SLOs for all Sociology courses will aid the evaluation and improvement of courses and provide data in support of accreditation.

Goal 4: New Course – Social Deviance.

Objectives: Submit a course proposal to the Committee on Academic Policies & Procedures for a transferable course on social deviance and contemporary subcultures.

Time Frame: Fall of 2012.

Justification: Such a course will improve the competitiveness of Liberal Arts & Sciences majors as potential transfers to four-year colleges and universities. A secondary justification will be to explore the long-term possibility of establishing a major in Sociology at AVC.

Goal 5: New Course – Crime & Delinquency.

Objectives: Submit a course proposal to the Committee on Academic Policies & Procedures for a transferable course on the theoretical basis of crime and juvenile delinquency.

Time Frame: Fall of 2012.

Justification: Such a course will improve the competitiveness of Liberal Arts & Sciences majors as potential transfers to four-year colleges and universities. A secondary justification will be to explore the long-term possibility of establishing a major in Sociology at AVC.

Area 10 Long Term Resource Planning (Updated annually)

If applicable, describe significant long-term resource needs that should be addressed in the next four years. The Educational Master Plan, student learning outcomes assessment reports, and data analysis may provide reference information to support your response. Use lists and tables to clarify program requests and make them easy for the Strategic Planning and Budget Council to review quickly. If there may be negative

consequences for enrollment, safety or other important concerns if the funding is not provided please make this known in context.

Anthropology

Please refer to goals above.

Education

Hire a full-time faculty person in about 3 years.

Economics

The Economics Department needs to address its ability to sufficiently prepare students for transfer into the UC and CSU system as Economics majors. All prerequisite courses for our local higher educational institutions, such as UCLA, need to be offered at AVC within the Economics curriculum. Currently, only two prerequisite courses, ECON 101 and ECON 102, are being offered. Courses in Woman's studies need to be developed to meet the requirements of the emerging Interdisciplinary Women's Study Program. An International Economics class needs to be developed to stay current with educational trends. To meet these ends, three full-time faculty members with qualifications to teach in these three separate areas need to be hired in the next four years.

History

Currently, History classes are filling just as fast as they are offered. All classes for spring 2010 closed during priority registration and there will undoubtedly be waiting lists and unfulfilled needs by students trying to get into classes. In History, the greatest demand still seems to be for History 107 and History 108, the survey courses in U.S. History, and in History 110 and 111, African-American History. Women's History and World Civilization are not far behind. The sections for History of California, American West, Vietnam, and Cultural History of Mexico are adequate at one each. Serious consideration should be given to phase out Western Civilization as the trend in four-year History programs has been to get away from this sequence in favor of World Civilization, which, of course, includes Western Civilization. The course on Latin American and Caribbean history should be sunsetted as it has not been offered ever.

Philosophy

Hire a new full-time faculty member.

Political Science

It is crucial to the integrity of the program to maintain as many sections as possible of our POLS 101 American Government class. This class is required for students to transfer; this semester, every section offered of POLS 101 filled and maintained a waitlist. Students do not have enough access to this course. As a department, there is a need to be committed to offering more sections of this basic course in order to meet the needs of students. Additionally, the department's MUN program has received invitations to attend the Harvard

University MUN conference, as well as, New York National MUN conference. They would obtain experience with international curriculum, be exposed to a new level of students that would make for good role academic role models, and challenge them to think more critically.

Psychology

The top priority is to hire additional full-time Psychology faculty and adjuncts. A breadth of courses can not be offered without the vital staff and therefore cannot meet our students' needs or class demands nor assess SLOs without these faculty.

After meeting this top priority mentioned above, additional resources need to be requested through SLO assessment such as additional technology and resources (see SLO Weave outcomes since these vary with each class specifically) in order to meet SLO goals. Hard work must be done to ensure that students are well-prepared to continue on to a four year program in Psychology courses and as a citizen of the community at large.

Sociology

Not applicable.

10.1 List faculty and staff requirements to meet program needs in the next four years. Be specific and brief when offering a reason for the position (e.g. replacement, increased demand for subject, growth in student population). Mark the position as new or replacement. Place titles on list in order (rank) of importance.

Anthropology

As the department and the college experience increases in enrollment the Anthropology Department needs to expand by adding another full-time faculty member, bringing our department total to two. With a second full-time instructor, more sections could be offered of ANTH 101 and ANTH 102 and better meet the needs of students. Additionally, the second faculty member could be assigned full-time to the growing Palmdale campus.

Education

New: Hire one new full-time faculty member. There are three adjunct positions.

Economics

Faculty Requirements: 3 NEW full-time faculty positions

Current demand for basic courses, ECON 101 and ECON 102, is not being met. During the fall 2010 semester alone, the sole full-time faculty member on staff received almost 200 emails from students trying to crash closed Economics classes. Over 25 telephone requests were made and another 300 verbal and/or written requests to crash were initiated. The adjunct faculty received similar

requests. At least 15 additional sections of ECON 101 and ECON 102 are needed.

There is a need to staff two important Economics classes that are required of Economics majors transferring to local four year universities, such as UCLA. AVC does not currently offer these classes. The classes cannot be proposed nor developed without the available faculty to teach these classes. Both classes require specialty skills in Mathematics, and our pool of adjunct faculty does not contain instructors with the necessary skills in both Economics and Mathematics to teach these courses.

Classes in Economics need to be developed and staffed for the new Interdisciplinary Women's Study Program. Classes in International and Environmental Economics need to be developed and staffed to stay current with emerging trends.

History

There is at present no justification for hiring a fifth historian. Four full-time positions in History are adequate. The reduction of classes taught by adjunct faculty is highly regrettable as adjuncts make it possible to offer additional sections at night, Saturday, and at the Palmdale campus.

Philosophy

Given the increasing enrollment, the philosophy program will need *at least* one new additional full-time colleague.

Political Science

The college, and Department, continues to experience increases in enrollment. As this trend continues, there is a need for another full-time faculty member, bringing department total to three. With a third full-time instructor, more sections of POLS 101 could be offered and better meet the needs of students. Additionally, the third faculty member could be assigned full-time to the growing Palmdale campus.

Psychology

The top priority in Psychology is to hire additional replacement full-time faculty as we feel overwhelmed with the amount of work between only two full-time faculty. In previous years there have been as many as 4 or 5 full-time Psychology faculty. In addition more adjuncts will be necessary to continue to meet student demands, Palmdale's growing campus, and outside work, such as, SLO assessment for each class.

Sociology

The ratio of full-time faculty to part-time (adjunct) faculty averaged 1 to 4 for the reviewed period. This represents the fact that approximately 75 percent of the

Sociology faculty is adjunct. The addition of one more full-time faculty member would reduce this to 62 percent.

10.2 List facilities (remodels, renovations or new), equipment and technology needed to provide a safe and appropriate environment for student learning in next four years. Place items on list in order (rank) of importance.

Anthropology

Update and test all technology in classrooms. Repair and test air conditioning and heating in all classrooms. There are plans to move into a new facility within the next four years.

Education

Update and test all technology in classrooms. Repair and test air conditioning and heating in all classrooms.

Economics

This is more a want than a need. The Economics Department would like to have a Laboratory containing market, news and professional analysis feeds on a streaming basis. Equipment would include large monitors and significant computer equipment. Information feeds would require annual subscriptions to professionally provided services.

History

There is some disappointment within the Division and the History department that more of the Measure R money could not have been used more quickly for new classrooms or renovating the LS1/LS2 complex or building new faculty offices. Temporary classrooms or using the SOAR High School modular's on weekends and at night could help. The promise of additional classroom space in the anticipated Health Science building and even the Theatre is encouraging. The existence of a permanent Palmdale site, though desirable, still seems far off in reality.

Existing equipment in the classrooms that we already have should be maintained and repaired as necessary. Attend to the map situation, get the clocks working, fix the climate control (students cannot learn when they are freezing or boiling). Let us have functioning restrooms with toilet paper and hot water that works all the time.

As is true with other disciplines, History wants functioning computer equipment and proximas, as well as, the capabilities of other technologies as they become available.

Adjunct faculty (not just in History) require some office they can use all the time with a functioning telephone and computer. The use of the lounge (which has

been designated for adjuncts) for makeup tests is practically forced upon all faculty since there is nowhere else to do this.

Philosophy

Technology in the classroom needs to be maintained and upgraded.

Political Science

At this time, the facilities, equipment and technology satisfactorily provide a safe and appropriate environment for students learning. We recommend that every four years all computers are updated for faculty and classrooms.

Psychology

Replace full-time faculty vacancies. Continue to update classroom technology and ensure it is in WORKING order.

Sociology

1. Replace weak ceiling projector bulbs.
2. Replace inoperative lighting.
3. Ensure that white boards are installed on at least three out of four walls in each classroom.
4. Ensure that classrooms and desk surfaces are cleaned at least once each day the rooms are in use.
5. Replace carpets in the faculty offices at least once every five years.

10.3 Identify funding needed to support student learning.

Anthropology

Funding is needed to upgrade lab requirements when the move into the new facility takes place.

Education

Funding is needed to employ one new full-time faculty member.

Economics

Funding is needed to employ three new full-time faculty members per Item 10.1. Funding would be desired to meet the focus of Item 10.2

History

The number of full-time faculty in History is adequate at the present and probably for the next four years before another four-year cycle is completed. The cutbacks of sections taught by our adjuncts is worrisome as it reduces the number of sections available and negatively impacts faculty who are just as important to our program's success as full-time faculty.

Computer equipment and other instruments and equipment (Anthropology is an example of an equipment-intensive program) needs to be maintained and

updated as required. Classrooms should be cleaned regularly, restrooms maintained, trash picked up, hot water functioning, as well as heat in the winter months and air conditioning in the warmer months.

Philosophy

Funding is needed to improve the in-class technology: some computers are ancient and very slow. Classes need to be better ventilated, better warmed in the winter, and better cooled in the summer. Office computers and printers need to be repaired more quickly. There is a need for a common printer that would be used by those whose office printers are defective and not quickly repaired or replaced.

Political Science

The Department needs to offer more sections of POLS 101 American Government in order to better support student learning. Either a new, full-time faculty member should be employed or funding to pay full-time or adjunct faculty to teach more sections should be acquired. Additionally, the MUN program should receive more funding. With increased funding, the students could participate in higher level conferences.

Psychology

Additional budget support for equipment and supplies.

Sociology

Additional budget support for equipment and supplies.