

Program Review: Division of Social and Behavioral Sciences February 2010

Area 1 Mission

1.1 State the mission of the program.

The mission of the Division of Social and Behavioral Sciences at Antelope Valley College is to provide our students with excellent instruction via highly qualified instructors who utilize innovative programs, maintain high educational standards, and are committed to serving our diverse community of learners. We value lifelong learning skills required for employment, basic skills, and transfer education. Courses in the Social and Behavioral Sciences are those which focus on people as members of society. The purpose of the program is to develop an awareness of the methodology of the Social Sciences and to stimulate critical thinking about the ways people act and have acted in response to their societies. These courses are intended to promote appreciation of how societies and subgroups operate.

Anthropology

The mission of the Anthropology program at Antelope Valley College is to provide students with an understanding of the study of the origins, development and contemporary variations of all humans who have existed anywhere on earth. This holistic, cross-cultural perspective draws knowledge from the social and biological sciences, as well as, the humanities and physical sciences to understand the full sweep and complexity of cultures across all of human history.

Education

The mission of the Education program at Antelope Valley College is to provide our students with an introduction to the teaching profession and prepare the student to function in a paraprofessional teaching situation.

Economics

The mission of the Economics Department at Antelope Valley College is to provide our students with excellent instruction via a highly qualified full-time instructor and three adjunct instructors in the discipline.

History

Our goal in History is provide quality education, offered by enthusiastic, well-trained instructors, using up-to-date methods, particularly given the constraints and limitations of the current budget situation.

Philosophy

The goal of the philosophy courses is to help students examine carefully and critically analyze a variety of philosophical theories in a way that will help them to identify, formulate, and evaluate impartially their own tacit philosophical ideas – especially the ones that affect the quality of their personal, social, and professional lives.

Political Science

The mission of the Political Science Department at Antelope Valley College is to provide our students with excellent instruction via highly qualified instructors who utilize innovative programs, maintain high educational standards, and are committed to serving our diverse community of learners.

Psychology

The Psychology department contributes and focuses on the AVC ILOs.

1. Analyze diverse perspectives from a variety of disciplines and experiences that contribute to the development of **self-awareness**.
2. Value and apply lifelong learning skills required for employment, basic skills, transfer education, and **personal development**.

The very nature of the field of Psychology focuses on developing the individual on a personal level and operating within a social context. Thus the academic information covered in class can be applied to the students in terms of their own self-concept, self-esteem, personal growth and maturity. These are all life-long skills they can use when continuing their education and in their personal lives.

3. Demonstrate a breadth of knowledge and experiences from the Humanities, Social and Behavioral Sciences, Arts, Natural Sciences, and Mathematics.
4. Solve problems using oral and written communication, critical thinking and listening skills, planning and decision-making skills, informational literacy, and a variety of technologies.

Psychology classes not only teach facts of the field (ILO #3) but also have them demonstrate this knowledge through critical thinking essay/exam questions, in class discussions that promote listening to one another and oral skills.

5. Demonstrate good citizenship and teamwork through respect, tolerance, cultural awareness, including the role of diversity in modern society.

Utilize – group discussion to promote the ability to work with others of different ages and background. There is an emphasis on multi-cultural psychology which promotes education and tolerance of other societies and views.

Recently we have developed a new course that has not been offered at the college before. Developmental Psychology (PSY 236) is now taught every fall. The course is needed by many students and is popular with those in the nursing program.

Sociology

At the present time no mission statement specific to Sociology has been adopted by faculty of the department. As a practical matter the mission of the Sociology department is to provide competency to college students wishing to fulfill general education requirements and to transfer in advance standing to four-year colleges and universities for additional study toward Bachelor's degrees in Sociology or related disciplines.

1.2 Comment on the areas of the mission, vision, and Institutional Learning Outcomes (ILOs) of the college that are most closely related to the mission of the program.

The Division mission is crafted directly from the general college Vision, Mission and Institutional Learning Outcome Statements. We are attempting to achieve the same goals as the college in general. For example, Antelope Valley College's Mission Statement reads: *"The mission of the Antelope Valley Community College District is to serve the community by placing student success and student-centered learning as our number one priority through higher educational standards and innovative programs and services in a professional, team-driven environment."* Our Division mission reflects these intentions.

Anthropology

The Anthropology program is crafted directly from the general college Vision, Mission and Institutional Learning Outcome Statements. More specifically, our mission accords with the first, third, fourth, and fifth of the official college ILOs, in that the discipline requires students to solve problems, develop critical thinking, planning and decision-

making skills, and instill respect, tolerance, cultural awareness, and an understanding of the role of human diversity in modern society.

Education

The Education program is crafted directly from the general college Vision, Mission and Institutional Learning Outcome Statements.

Economics

The Economics Department's mission is crafted directly from the general college Vision, Mission and Institutional Learning Outcome Statements.

History

Our mission accords with the first, third, fourth, and fifth of the official college ILOS. That is to say, we offer diverse disciplines, a breadth of knowledge, critical thinking skills, and attempt to instill respect for diversity and tolerance for a variety of values.

Philosophy

The mission of philosophy helps the students to meet five of the six institutional learning outcomes: diverse perspectives are analyzed in a way that contributes to self-awareness; the study of philosophy exposes them to the most ancient discipline of the humanities; the careful study of applied reasoning contributes to life-long learning skills; values and intellectual skills are enhanced; civic and moral awareness are improved.

Political Science

The mission of Political Science is to serve the community by placing student success and student-centered learning as our number one priority through higher educational standards and innovative programs and services in a professional, team-driven environment.

Psychology

The Economics Department's mission is crafted directly from the general college Vision, Mission and Institutional Learning Outcome Statements.

Sociology

The mission statement of Sociology emphasizes the importance of high standards and professionalism as a means to achieve student-centered learning and success. Those Institutional Learning Outcomes most closely related to the shared values of those in the Sociology Department involve diversity of perspectives and inter-disciplinary

methods; exercising personal writing and communication skills and developing personal discipline to achieve both scholastically and professionally; the ability to converse across a wide spectrum of humanities-related disciplines, the social and behavioral sciences, arts, and natural sciences. Finally, it is axiomatic that the cultivation of tolerance and the ability to critically understand oneself and one's culture is necessary to a thorough understanding of Sociology.

Area 2 History

Perhaps the most significant impact on the Division in the last four years is the current budget situation. We have been required to cut courses and reduced the number of students we are able to serve. This creates a hardship on the students and has been difficult for the instructors. Some adjunct faculty have lost their positions while others have had their schedules drastically reduced.

Over the last four years, a number of veteran members of the division have retired: One in Sociology with thirty-three years experience, one in Philosophy with forty years experience, one in Psychology with thirty-four years of experience, one in Anthropology/Archaeology with forty years of experience and one in Political Science with thirty-three years of experience. Another professor, after serving thirty-three years with the Division, transferred to counseling. One member of the Sociology faculty passed away and one probationary Psychology faculty was not retained. The Division is in a state of transition with a majority of new faculty in most disciplines.

The Child and Family Development component of the Division has been transferred to Health Sciences and the Administration of Justice Program has been transferred to Technical Education. Work experience has been added to the Division.

After thirty-one years the dean of the Division, retired as the longest-serving dean in California Community College history. The Division is now led by another Dean who, as a result of college reorganization, is also the dean of Business and Computer Studies.

The Social and Behavioral Sciences Division has eight different programs: Anthropology (1 full time faculty, 1 adjunct faculty); Education (3 adjunct faculty); Economics (1 full time faculty, 4 adjunct); History (4 full time faculty, 10 adjunct); Philosophy (3 full time faculty, 3 adjuncts); Political Science (2 full time faculty, 4 adjuncts); Psychology (2 full time faculty, 14 adjuncts); and Sociology (2 full time faculty, 7 adjuncts). Most of the offerings in the division

are General Education and transferable to the CSU, UC and other Universities.

2.1 Identify major changes and/or developments, including change or growth in other programs, which significantly impacted the program in the last four years.

Anthropology

Over the past four years several changes have occurred. The Anthropologist/Archaeologist with over forty years of experience retired. A new full-time faculty was hired in 2007 and she completed her Ph.D. in 2009. We lost one adjunct faculty member due to health issues in 2008 and due to the economic crisis have not been able to replace this position. With one full-time and one adjunct faculty member, course offerings are limited. The discipline of Anthropology remains one of the most popular here at AVC with classes filling to maximum capacity during priority registration. Requests from students to be placed on waitlists for our limited offerings have approached 250 students in recent semesters. While the demand for transferable courses in Anthropology, in particular ANTH 101 and ANTH 102, continues to increase, we do not have the faculty to adapt to student demand.

Education

Education has been required to cut courses and reduced the number of students we are able to serve. This created a hardship on the students and has been difficult for the instructors.

Economics

The current State budget crisis has had a significant impact on the Economics Department over the last four years. It has created a hardship on the students and has been difficult for the instructors. Primarily, we have been required to cut courses, and this has reduced the number of students we are able to serve. We have also been denied our ability to expand the program to include required courses for students planning to transfer into the UC system as Economics majors. Over the last four years, our staffing and course offerings have been insufficient to allow students the courses they needed to be accepted as Economics majors when transferring to the UC system. The Department's sole full-time instructor and its sparse adjunct faculty of three had their schedules drastically reduced. Requests from students to be placed on waitlists for our limited offerings have approached 1000 students in recent semesters.

History

History has grown with two full-time hires. The number of sections has been cut thus the number of sections taught by full time faculty and adjunct has been reduced.

Philosophy

Fewer philosophy courses are offered since the economic crisis. A new full-time faculty was hired a few years before that crisis, and she completed her Ph.D. in 2009. The UC system required PHIL 201 to have ENG 101 as a prerequisite, which marginally improved the quality of students in that course. A less demanding critical thinking course without any prerequisites was created: PHIL 101, which fills to capacity each semester. The course PHIL 107 was dropped from the catalog.

Political Science

Perhaps the most significant impact on the Political Science department in the last four years is the current budget situation.

Psychology

The field of Psychology remains one of the most popular here at AVC with classes filling to maximum capacity on a regular basis. Over the past year there has been the elimination of classes felt to be outdated (e.g., PSY 217 - The Psychology of Men). While introductory classes such as PSY 101 - General Psychology remain popular. There has been the addition of new Psychology course over the past several years such as PSY 234 - Abnormal Psychology and PSY 236 - Developmental Psychology. In addition PSY 201 - Physiological Psychology is now being taught every semester because of the high demand. Further ENGL 101 and PSY 101 are now required to take PSY 212 and PSY 234. The data shows students who have had these are more successful in these courses. In addition, we have two vacant replacement full-time positions.

Sociology

From 2004 to 2009 the Sociology Department served an average of 782 students per semester. In the Spring Semester of 2010 this has been reduced by 10 percent. Class offerings in Sociology were reduced by 7 from the Fall Semester 2009 to 19 classes in the Spring Semester of 2010; amounting to a 26 percent reduction in courses. While the demand for transferable courses in Sociology continues to increase, reductions have been mandated to adapt to reduced funding levels.

2.2 Briefly describe the program's activities and services in the past four years.

Anthropology

Over the past four years we continue to offer quality, transferable classes to our students. The program is developing several new courses to be proposed in the upcoming year. Our full-time faculty member, the full-time and the adjunct instructor have given several Professional Development presentations to the AVC faculty, staff and community at large on various Anthropological topics.

Education

Over the past four years we continue to offer quality, transferable classes to our students.

Economics

In addition to the standard curriculum offerings, our Economics Department has been able to support through semi-annual grants from the Academic Senate and the AVC Foundation student access to an aggregative Global Economics Monitor sponsored by New York University. Progress was made toward the development of an Economics Lab that would incorporate the Monitor.

History

In History one of the full-time faculty has made great contributions to the African-American History program, annual film festivals (now discontinued, sadly), and has proposed new courses in African History and the Black Athlete. Social Science virtually headlines the professional development program and is making a fairly successful transition to a new level of technological development, even given serious budget limitations.

Philosophy

The program has offered quality, transferable classes to its students during the past four years.

Political Science

In addition to the standard curriculum offerings, Political Science supports a Model United Nations (MUN) course. The MUN course, and its official service to the Political Science department, was initiated during the last Program Review. Currently, the course is offered twice yearly, fall and spring. The program receives an annual budget; the team travels to between one and three conferences per semester. This is a positive service and activity for our students. Additionally, we are

in the process of creating a Political Theory course, which would be the sixth course that would be both UC and CSU transferable.

Psychology

The Psychology classes are transferable to both the UC and CSU systems.

The Psychology club has provided several open opportunities for the AVC community, such as, guest speakers speaking about working in the prison as a psychologists; presenting a psychology related movie night, and field trips to museums and the Dr. Phil show.

The two full-time faculty have given several FLEX presentations to the AVC staff and community at large. Some of these include a FLEX in SLO development and assessment and a 3-hour FLEX on teaching Psychology concepts of Positive Psychology in the class that directly relate to the college ILOs.

Sociology

Courses in the Sociology are transferable to both the University of California and the California State University systems. There are two exceptions. Sociology 120 (Drugs Society and Human Behavior) and Sociology 111 (Issues and Concepts in Aging) are transferable only to the California State University system.

2.3 Did the program receive outside funding (e.g. Perkins IV and/or grants) during the last four years? If yes, briefly identify the years funded and how those funds were used to improve the program and student learning.

Economics and Political Science received outside funding.

Economics

The Economics Department received partial funding for the Global Economics Monitor from the Antelope Valley College Foundation in 2008 and the Academic Senate in 2008-2009. The funds were sufficient to support two years of access to the Monitor. Students were exposed to emerging economic news, economic policy analysis and breaking analysis of critical economic issues by respected professional economists and various proprietary forecasting services. The Department was encouraged by the Antelope Valley Foundation to seek alternative outside funding to continue this program, and this was pursued. With limited institutional grant writing support for the

program however, outside funding has not been found and so this improvement to the program will be terminated in 2010.

Political Science

2.4 The Political Science Department received funding for the Model UN program from the Antelope Valley Foundation.

Area 3 Curriculum (3.5 and 3.6 updated annually)

3.1 Identify degrees and certificates currently offered in the program.

Education

We currently offer an Instructional Aide Certificate.

3.2 Discuss the adequacy of course offerings relative to appropriate aspects of the college mission and ILOs. Summarize recent additions, deletions, or revisions of courses.

Our division offers courses that meet the mission statement of the college, as well as, the ILOs. One of AVC's ILOs requires students to *"demonstrate a breadth of knowledge and experience from"* a variety of departments including Social Science. Every department offering meets that expectation. Another ILO requires students to "solve problems using oral and written communication, critical thinking and listening skills, planning and decision-making skills, informational literacy, and a variety of technologies". Our division Student Learning Outcomes, required to be present in all syllabi, reflect the importance of teaching these skills.

Anthropology

Anthropology has been in the forefront of the movement within higher education to internationalize curriculum. The Anthropology program prepares individuals for a wide variety of future careers and gives them grounding in cross-cultural perspectives, cultural awareness, cultural relativism, and global skill sets. Possible career paths include: international development, cultural resource management, forensic and physical anthropology, natural resource management, and defense and security sectors.

Courses offered in Anthropology are the foundational/introductory course required at California State University, University of California and other four-year institutions in California and nationwide in order to receive a Bachelor of Arts or Bachelor of Science in Anthropology.

In the classroom, instructional methods have become more technologically progressive and the Anthropology Department has successfully integrated a variety of new technological tools into the classroom, such as PowerPoint, Blackboard, and GPS.

Education

Our division offers courses that meet the mission statement of the college as well as the ILOs. One of AVC's ILOs requires students to *"demonstrate a breadth of knowledge and experience from"* a variety of departments including Social Science.

Economics

The Economics Department offers courses that meet the mission statement of the college, as well as, the ILOs. One of AVC's ILOs requires students to *"demonstrate a breadth of knowledge and experience from"* a variety of Departments, including Economics. Although the Department's offerings meet that expectation, they do not meet the ability to provide full support to students who wish to transfer into the UC system as Economics majors. Another ILO requires students to *"solve problems using oral and written communication, critical thinking and listening skills, planning and decision-making skills, informational literacy, and a variety of technologies."* Our Economics Department Student Learning Outcomes, required to be present in all syllabi, reflect the importance of teaching these skills.

History

Courses in Social Science and in History fulfill the first, third, fourth, and fifth Institutional Learning Outcome.

In History, a new course in American West History is being taught. New course work has been proposed in African Studies and the African-American Athlete. She has a range of other new courses in preparation.

Philosophy

There has been a slight increase in the teaching of critical thinking courses in order to help our student to meet better their academic challenges.

Political Science

Recently, we deleted three courses from our Political Science department – a student leadership class, a methodology class, and a California Politics class. All three had not been offered in several years and lacked the content required to make them transferable.

Psychology

Psychology Honors options courses are offered on a regular basis. A full-time faculty member teaches PSY 101 Honors every other semester and has students develop an idea they can test that is related to psychology. He shows them how to locate sources and how to write their papers using APA format. He works with each student individually to design the study (survey, observation, etc.) and insure they collect the data in the correct way. After students collect their data, he works with them individually again to show them how to enter the data into SPSS and how to analyze it after they complete their write up in an APA format. They then prepare presentations for the class so they could share their results. It is a tremendous amount of extra time with great rewards in that there are often several excellent research projects that we suspect might be able to be published!

PSY 217 was removed since it was evaluated as outdated and another course covers the same content and thus was redundant. PSY 234 and PSY 212 have added ENGL 101 and PSY 101 as requirements.

Unfortunately due to severe budget cuts many of our needed and in demand courses have been cut (e.g., PSY 101) and MANY other classes have not been offered for over a year due to lack in instructor availability and funding for these courses. Many classes we can not offer regularly are clearly connected to the college mission and ILOs and necessary to graduate successful students.

Sociology

Several courses are no longer being offered. These are SOC 122 (Family Violence -- obsolete May 2007); SOC 124 (Dynamics of Sex & Gender -- obsolete May 2008); SOC 125 (Women & American Culture - - obsolete May 2007); SOC 220 (Urban Education in American Society -- obsolete May 2007); and SOC 230 (Social Psychology -- obsolete May 2008). The loss of these courses and the potential loss of other specialized courses in marriage and family relations, ethnic relations, and drug abuse represent declining diversity of full-time faculty rather than a diminished interest in these topics on the part of our students. Given the size of the current full-time faculty it is not likely that an

eclectic program can be sustained, despite the specialized interests of adjunct faculty members.

3.3 Reflect on the relevant trends in curriculum with regard to knowledge requirements and instructional methods.

Anthropology

All classes offered are transferable to the CSU and three are transferable to the UC. The two most often taken and most widely transferable classes, Anthropology (ANTH) 101 *Introduction to Physical Anthropology* and Anthropology (ANTH) 102 *Introduction to Cultural Anthropology*, are offered via multiple sections in each semester.

Specialty classes, such as Anthropology (ANTH) 103 *Introduction to Prehistory*, Anthropology (ANTH) 140 *Introduction to Archaeology*, Anthropology (ANTH) 112 *Native North Americans*, are offered once a school year and are limited to one section. Specialty course Anthropology (ANTH) 130 *Field Archaeology in Latin American* has not been offered due to budget restrictions.

Education

The Education program prepares individuals for the occupation of instructional aide. This is an excellent background for those who are interested in continuing their career in educational teaching or administration.

Economics

There is a movement in the Economics field to increase the use of mathematics in the introductory curriculum. The Department is investigating if Intermediate Algebra should be made a prerequisite for our introductory classes. Our full-time instructor is participating in a statewide forum on this topic and is staying current with the statewide trend. The debate has not concluded and is focused on weighing the benefits of higher student success ratios due to the prerequisite to the desire to provide full accessibility to Economics courses for the broader and more diverse local community.

There is also a movement within higher education in general to internationalize curriculum. It is natural for Economics to follow this movement. Many content areas in Economics focus on international issues. Specifically, areas such as international trade, economic globalization, the economic effects of global warming, and ethnic and religious conflicts that occur in various parts of the world are covered in Economics coursework. Traditionally, courses that focus on international economic issues have been classified as Junior and Senior

level courses in the California Higher Educational System. The Department is looking into the feasibility of offering an introductory International Economics course that would be accepted as transferable, should additional full-time faculty members be hired.

Instructional methods have become more technologically progressive and the Economics Department has successfully integrated many new technological tools into the classroom.

History

In the last several years, the majority of classrooms are smart classrooms with a computer or laptop, proximas, capacity to show DVDs and VHS tapes, as well as, in some cases, overhead projectors.

A number of instructors use Power Point in their presentations and a number have adopted Blackboard.

ITV courses, double enrolled classes (in large lecture halls), and distance education (online hybrid classes) have increased.

At the Palmdale Center the number and variety of courses offered there has been growing.

One member of the History faculty will soon offer an online class in American History and others are planned.

Philosophy

There has been a slight increase in the teaching of critical thinking courses in order to help our students to meet their academic challenges.

Political Science

There is a movement within higher education to internationalize curriculum. It is natural for Political Science to follow this movement. Many content areas in Political Science focus on international issues. Specifically, areas such as international law, the actions of United Nations, various electoral and party systems (i.e. the Parliamentary system) and ethnic and religious conflicts that occur in various parts of the world are covered in Political Science coursework. More specifically, Political Science courses *103 Comparative Politics*, *120 International Organizations* and *201 International Relations* all address international issues.

Psychology

Courses in Psychology are the building block/introductory course common to many 4-year schools in California and nationwide. In particular PSY 101- General Psychology, PSY 234- Abnormal Psychology, PSY 201 – Physiological Psychology and PSY 236 – Developmental Psychology are courses that a student is required to have in order to complete a basic BA in Psychology. PSY 236 was developed specifically to accommodate the AVC Nursing Program which is a requirement for the nursing students.

Sociology

The undergraduate curriculum in Sociology at three nearby campuses of the California State University require Introduction to Sociology and Statistics in the Social Sciences in the lower division, and Research Methods in either the lower or upper divisions.

Antelope Valley College does not offer a statistics course outside of the Math, Science & Engineering Division and it does not offer a quantitative or qualitative research methods course in the Social & Behavioral Sciences Division. Math 115 (Statistics) can be taken to satisfy the Area 2 Mathematical Concepts & Quantitative Reasoning graduation requirement. However, there are at least eight alternatives available and none of them has any emphasis on social science research techniques or methods. A lower division course combining the study of graphs, central tendency, normal distributions, probability, correlation, hypothesis testing, regression and chi-square analysis, in addition to SPSS, and practice with particular social science data bases, will place transfer students in the best position to succeed in Sociology programs offered at four-year colleges and universities. Serious consideration should be given to drafting a proposal for a Statistics 1 California State University, Bakersfield; California State University, Northridge; California State University, San Bernardino. and Social Research Methods course and to submitting it to the Committee on Academic Policies & Procedures.

3.4 Recommend ways to improve completion of certificate, major and transfer requirements. Are all courses offered on a regular rotational basis so that students can complete their programs within a reasonable time frame?

Anthropology

All classes offered are transferable to the CSU and three are transferable to the UC.

Education

Each of the required courses for the Certificate have been offered during the Fall and Spring terms.

Economics

The Economics Department offers three classes, two of which are transferable. More are needed, but our staffing is insufficient to offer more classes. The two most often taken and most widely transferable classes, Economics (ECON) 101 *Principles of Macroeconomics* and Economics (ECON) 102 *Principles of Microeconomics*, are offered via multiple sections in each semester. Additionally, these classes are offered at a variety of times and via a variety of instructional methods (both face-to-face classes and online). A specialty class, Economics 110 *Economics of the Underclass*, is offered each school year and is limited to one section. The most recent budget situation and subsequent reduction of Economics 101 and 102 section offerings is the major stumbling block for students in our Department.

History

A number of sections of particular courses have been eliminated on account of the state budget situation. Enough sections are offered to at least minimally address the needs of students to enroll in courses that are not offered each semester.

Philosophy

All the courses are offered each year. Though there are a few hybrid courses, the program does not yet have an online course.

Political Science

Political Science 101 *American Government*, is offered via multiple sections in each semester. Additionally, this class is offered at a variety of times and via a variety of instructional methods (both face-to-face classes and online). Specialty classes, such as Political Science 103 *Comparative Government*, Political Science 201 *International Relations*, Political Science 202 *Ethnic Politics* and Political Science 203 *Judicial Politics*, are offered once a school year and are limited to one section. The most recent budget situation, and subsequent reduction of American Government section offerings, is the major stumbling block for students in our department. Furthermore, Political Science 101 American Government is a mandatory requirement for both CSU and UC systems.

Psychology

There is no degree or certificate in Psychology at this time. Our most popular and basic courses are offered every semester such as PSY 101-General Psychology, PSY 212-Human Sexuality, PSY 244-Introduction to Counseling, and PSY 201-Physiological Psychology. Because of budget cuts and a reduction of Psychology staff to only two full-time members, other courses are offered as possible such as PSY 215- Psychology of Prejudice, PSY 218-The Psychology of Women, etc. However, we are concerned that many of our courses have not been offered for a long period of time that are in demand and necessary and are requested by our students.

Sociology

Currently there is no degree or certificate in Sociology offered at Antelope Valley College. An Associate's Degree is awarded for completion of a major in Liberal Arts & Sciences (LA&S). The second Option in this program (Option II) includes a choice of classes including five of the seven courses offered through the Sociology Department.

Notably, SOC 111 (Issues & Concepts in Aging) and SOC 120 (Drugs Society & Human Behavior) are not included among the courses fulfilling the 18-unit requirement under Option II. A proposal to amend this option may be necessary. This will ensure that students wishing to complete as many courses within the discipline of Sociology as possible -- those who may plan to major in Sociology upon transferring to four-year colleges or universities -- may do so under the requirements of the LA&S degree.

The rotation of course offerings is a separate issue. Typically, SOC 101 (Introduction to Sociology) is offered every semester. However, this is also true for SOC 105, 110, 115, and 120. Over the past 10 semesters SOC 111 (Issues & Concepts in Aging) has been offered only once and SOC 112 (Social Problems) has been offered only 4 times. These courses are in danger of expiring if they are not offered more regularly. A more equitable arrangement would be to rotate courses other than SOC 101 on an every-other-semester basis. It seems appropriate to schedule several sections of SOC 101 each semester; offer SOC 110, 120, and SOC 111 in the Spring, and offer SOC 105, 115, and SOC 112, in the Fall; or visa verse.

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

Yes all course outlines of record (CORs) are current.

3.6 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.

Full-time and adjunct faculty members 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 reviews 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 reviews all course syllabi for the current Course Outline of Record and the Student Learning Outcomes.

Area 4 Student Support and Development

4.1 Discuss the adequacy of program services, practices, and technology to address diverse student needs and support student achievement.

All goals and expectations of student diversity are incorporated into course offerings, classroom settings and programs of the departments. Some examples of this include considering diversity goals when selecting textbooks, assigning coursework (i.e., term papers or other assignments covering issues relating to diversity) and writing course syllabi. The adoption of My AVC has been a positive step in the direction of instructional technology. My AVC allows instructors and their students to utilize a variety of technological tools, including file sharing, email consolidation, and online college services, such as the library databases, to enhance the learning environment. Additionally, the college adopted Blackboard, which allows for hybrid teaching and the offering online courses. By offering online courses, we are facilitating the education of students who might otherwise be unable to complete our courses. In our face-to-face courses, most of the classrooms we use have adequate technological resources.

Budget restraints have placed a hiring freeze on the entire campus so no new faculty will be hired for possibly a few years. The number of sections of all offerings has been reduced. Intersession offerings have

been virtually eliminated down to six courses and summer school number are still in doubt.

New equipment will not be acquired and repairs are done only on an ad hoc basis. For example, if a faculty's printer breaks or is inoperable, he or she will have to switch to a networked printer. Maintenance has been deferred and new equipment cannot be automatically acquired.

Some new technologies are being incorporated (Blackboard, for example), and new instructional technologies through the Library and Learning Center are being adopted.

Specific Comments:

Anthropology

Student diversity is incorporated into each course offering, including but not limited to, course outline of record, selecting textbooks, assigning coursework (i.e., term papers or other assignments covering issues relating to diversity) and writing course syllabi. The adoption of My AVC and Blackboard has been a positive step in the direction of instructional technology. New instructional technologies at the Library and Learning Center are a great improvement. The Learning Center workshops and services for students with basic skills deficits are well coordinated and of high quality. Additional SI leaders for large, introductory classes such as ANTH 101 and ANTH 102 are needed. Library services are heavily reliant on subscription electronic database services. Standing collections of journals in the social and behavioral sciences, in particular Anthropology and Archaeology are inadequate.

Philosophy

AVC's adoption of myAVC and Blackboard has helped tremendously in the teaching of some of the philosophy courses.

Political Science

All goals and expectations of student diversity are incorporated into course offerings, classroom settings and programs of the departments. Some examples of this include considering diversity goals when selecting textbooks, assigning coursework (i.e., term papers or other assignments covering issues relating to diversity) and writing course syllabi. The adoption of My AVC has been a positive step in the direction of instructional technology. My AVC allows instructors and their students to utilize a variety of technological tools, including file sharing, email consolidation, and online college services, such as, the

library databases, to enhance the learning environment. Additionally, the college adopted Blackboard, which allows for hybrid teaching and the offering of online courses. By offering online courses, we are facilitating the education of students who might otherwise be unable to complete our courses. In our face-to-face courses, most of the classrooms we use have adequate technological resources.

Psychology

Although there are several resources available to instructors and teachers, there is still a high need for more. While most of our Psychology faculty use technology in the classroom, such as, Blackboard and PowerPoint, the computers are not always up-to-date, often slow, and sometimes do not work. Even such small and rather inexpensive items necessary for computer presentations such as presenters are often missing.

Further, more SI leaders for large, introductory classes are needed and additional tutoring services. It would be helpful to have a subscription to Psychlit for more research journals in the field and also SPSS as this is used for Honors PSY 101

Sociology

Services tailored to students with basic skills deficits are adequate, well coordinated, and of high quality. These include writing labs and tutors available through the Learning Center. Library services are adequate, but heavily reliant on subscription electronic database services. Standing collections of journals in the social and behavioral sciences and in Sociology particularly are inadequate.

Typically, classroom facilities are in need of routine maintenance. Lighting and air conditioning are inadequate. The lack of sound proofing makes audio/visual presentations disruptive to adjacent classes and distracts students. Classrooms are generally too small to accommodate any arrangement of chairs and desks other than parallel rows. Circular seating patterns -- often deemed more suitable to the type of student interactions typical of social science classes -- are out of the question given the usual number of students enrolled.

4.2 Summarize how recent additions, deletions, or revisions of services, practices, and technology support aspects of the college mission and ILOs.

The additions of MyAVC and Blackboard have definitely met the college's mission of attempting to focus on "student-centered learning...through higher educational standards and innovative

programs and services in a professional, team-driven environment". Both technological programs are innovative and allow better communication between and among students and instructors. Additionally, these programs, or program much like them, familiarize students with programs they will encounter as the move onto four-year universities.

Anthropology

The upgrading of the Anthropology classroom to a smart classroom, the additions of MyAVC, Blackboard, and Smarthinking through the Learning Center, have definitely met the college's mission of attempting to focus on "student-centered learning...through higher educational standards and innovative programs and services in a professional, team-driven environment".

Education

No comment.

Economics

The recent budget cuts have placed stress on the college mission and have made it more difficult to support the college's ILOs. On the other hand, the additions of MyAVC and Blackboard have definitely met the college's mission of attempting to focus on "*student-centered learning...through higher educational standards and innovative programs and services in a professional, team-driven environment.*" Both technological programs are innovative and allow better communication between and among students and instructors. Additionally, these programs, or programs much like them, help to familiarize students with programs they will encounter as they enter the workforce or transfer to four-year universities.

History

The college now requires information literacy through the Library. A new era is evidenced with instructors having their own websites, using MyAVC, a greater use of e-mail, distance education, online courses, Blackboard, and the upgrading of classrooms to be smart classrooms, all of which had been completed before the recent economic distress experienced nationwide and in the state of California.

Philosophy

No comment

Political Science

The additions of MyAVC and Blackboard have definitely met the college's mission of attempting to focus on "student-centered learning...through higher educational standards and innovative programs and services in a professional, team-driven environment".

Psychology

The addition of Blackboard, MyAVC, and the statistical software known as SPSS are recent additions made by the college that support the needs of psychology students and instructors. Blackboard uses instructors to manage course content and to teach online classes. This has allowed students to drive part of their own learning and has increased accessibility to course content. MyAVC is used by students and instructors to communicate (e-mail) and acquire information about the various services offered at the college. MyAVC links to the library, the Learning Center, Blackboard, and many other services that support student learning. SPSS is a statistical software program that has recently been made available to psychology faculty that teach Honors PSY 101. The program has allowed students working closely with an instructor to develop their own research projects, as well as, enter and analyze their own data. This has allowed students to acquire skills not normally taught at community colleges and to take control of their own learning.

Sociology

The purchase of the Course Management System (Blackboard) has enabled offering Sociology classes online. A Distance Education Supplement to SOC 101 (Introduction to Sociology) was approved by the Committee for Academic Policies & Procedures during the Spring Semester of 2009. Such courses are especially beneficial to a diverse group of students who would otherwise not be able to participate in classroom learning.

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?**

Attached addendums to this report contain the statistical data from 2006-2009 on Gender, Ethnicity, Age, GPA, Success, Retention, Adjunct LHE, Overload LHE, Full Time Instructor LHE, Overall LHE, Overall FTEF, and recent communication from Psychology on SLO's

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 Spring 2010, the same class has 25-30 students attempting to crash. Anthropology received over 200 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.

- **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?**

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 2009, on average of 782 students per semester were served by the Sociology Department. The ratio of full-time faculty (2) to part-time (adjunct) faculty averaged 1 to 3.8 for the reviewed period. During this period (Fall 2004 through Spring Semester 2009) 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 7.6 adjunct instructors available to serve these students. During 3 of the 10 semesters only one full-time faculty

member was employed. This increased to 3 during the Fall Semester of 2006 and the Spring Semester of 2007. 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 66.3% and the retention rate is 86.6%. This compares favorably with an average success rate for all Sociology courses of 63.5% and an average retention rate of 82.1 percent.

From the Summer Session of 2004 to the Spring Semester of 2009, the average retention rate for Sociology courses follows:

- . For SOC 101, 86.6%
- . For SOC 105, 80.7%
- . For SOC 110, 87.3%
- . For SOC 112, 64.9%
- . For SOC 115, 89.5%
- . For SOC 120, 85.5%
- . For SOC 124, 66.6%
- . For SOC 230, 100%

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 82.1 percent. Approximately 64 percent of students are successful.

The average student takes 8 units per semester, meaning 7.5 semesters, or approximately 4 years is needed to complete the program.

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.

Since summer 2004 to spring 2009 the average retention rate

- for POLS 101 is 84%
- for POLS 103 is 89 %
- for POLS 201 is 89%
- for POLS 202 is 93%
- for POLS 203 is 88%

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

Philosophy is undertaking the task of an earlier version of Critical Thinking for students to prepare them for the existing class. This is in response to student ability and thinking skills.

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 four 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. Assessment efforts do not go back four years, partly because SLOs were not adopted for any Sociology courses prior to March of

2008. Only SOC 101 (Introduction to Sociology) assessment procedures have been standardized for all sections of the course. To date, only Issues & Concepts in Aging (SOC 111) and American Social Issues Problems & Challenges (SOC 112) remain to be assessed at least once.

Between the Summer Semester of 2008 and the end of the Fall Semester of 2009, over 1000 students have been assessed in 5 out of the 7 courses in Sociology. The majority of these students (848) were enrolled in SOC 101. The rest were enrolled in specialized courses. All three SLOs for each of these 5 courses have been assessed. 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
2. Faculty participation in the assessment process needs to be encouraged
3. Summary data needs to be compiled and distributed by the OIRP

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. However, participation levels have fallen off during the last semester. 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.

6.1 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 onto 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 onto 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. The plan for future assessments is to follow the pattern established over the last year. What is needed is a schedule, to delegate responsibility for the creation of assessment instruments for courses other than SOC 101.

6.2 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 7 Collaboration with Other Programs

Discuss collaborative efforts undertaken with other Instructional, Student Services or Administrative programs. Offer an assessment of success and challenges and note potential changes in collaborative efforts.

Anthropology

The Department collaborates with several programs on campus. The full-time Faculty member, has participated in a variety of AVC Professional Development presentations on Anthropological topics. She has co-presented with the adjunct faculty member, Primatology (Meet the Relatives) and has collaborated with another faculty member from the Communication program on Day of the Dead.

Currently, she is developing a Gender Conference with colleagues from the English, History and Political Science departments. In addition, these same colleagues are in the process of developing a Gender Studies Program.

In order to develop relationships with Counseling, she gave a presentation to the staff on "What is Anthropology?" in order to alleviate any misconceptions about the discipline and to enhance students' understandings about the course offerings and career development. Subscription support is being re-developed through the AVC Foundation.

She has also collaborated with Student Services to develop Domestic Violence Awareness including a presentation on "What is Date Rape?" for the student body. In addition, she has participated in the Cinco de Mayo celebrations by giving the concluding address.

Education

We work closely with CSU Bakersfield who has a location on our campus.

Economics

The Department collaborates with several programs on campus. The Global Monitor program works with the Academic Senate, as well as, with the AVC Foundation to facilitate subscription support. The full-time Faculty member has presented Economic findings and analysis to the AVC Faculty Academy.

History

As is true with all of Social Science in general, History faculty work closely with staff in the areas of the Library (information literacy and tutorials), Learning Center (supplemental instruction—a highly successful but under funded program), computer facilities, the Career Center, Job Placement Center, Financial Aid Office, Disabled Student Services, Learning Disabled Program, and from time to time have guest speakers from outside the college. Regrettably, funding for field trips is almost non-existent. Some of this can be supplemented by Distance Education technology, on-line seminars, and webzines.

Philosophy

One of the instructors is trying to 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. Given the standard resistance from most faculty, this could be a Sisyphean project.

Political Science

The Department collaborates with several programs on campus. The MUN program works with Student Services as well as the AVC Foundation to facilitate conference support. Fundraising, transportation, and the Student Code of Conduct while off campus at a conference are all coordinated with these programs. Overall, the interaction with Student Services has been positive. The MUN program also works with the Accounting Department to facilitate payment for conferences. The personnel changes within the Accounting Department has created some challenges in terms of paperwork and delayed reimbursements. Overall, the interaction with the Accounting Department has been difficult.

Psychology

Psychology collaborates with many of the services including the AVC Learning Center, Student Services, Counseling Department, Financial Aide, Office of the Vice President for Student Affairs, Research office, IMC and Transfer Center. Students are often referred to these programs and departments for additional help with such things as study skills, getting financial aide to keep them enrolled, discipline and plagiarism issues (or other problems), and personal counseling. All of these services are vital to the Psychology faculty in order to help our students succeed in the classroom and provide necessary technical support and information to the Psychology instructors.

Sociology

Collaboration with the Learning Center is growing. Recently, two students having successfully completed Introduction to Sociology have been trained as tutors. The writing center offers assistance to many Sociology students. Also, the Early Alert program has been used by Sociology faculty to assist struggling students.

The Office of the Vice President of Student Services has been called upon by Sociology instructors in those instances where students have plagiarized written assignments. The program of education and academic probation established by this office has been successful.

Collaboration and cooperation with Library staff is traditional. Recently it was discovered that the research guidelines provided by the Library for research in Sociology is outdated. Coordination is anticipated to develop an updated research guide.

Area 8 Outreach Activities

Discuss any activities or projects undertaken with other educational institutions, the community, or business/industry. Describe any plans to begin new outreach activities.

Anthropology

Anthropology faculty work in community involvement in natural resource management, prehistoric and historic site preservation and analysis. Faculty are currently working with local groups, such as, to establish a long-term archaeological investigation in the valley. In particular, there is an attempt to establish an on-going research project at Fairmont Butte in conjunction with the Archaeological Conservancy and Antelope Valley California Poppy reserve.

Community involvement includes, recommending students for volunteer positions at the Antelope Valley Indian Museum, and the Gibbon Conservation Center, as well as, scheduling tours of the facilities for students. We anticipate holding an event this upcoming October for *Archaeology Month*, a national program to promote the preservation of our country's heritage. In particular, *California Archaeology Month* is sponsored by the Society for California Archaeology and observed in October to integrate with California's Native American and California history.

She is a participating member of the Antelope Valley Archaeology Society and the California Community College Anthropology Teachers Conference where she has presented her current research.

The Anthropology faculty regularly attends annual regional, national and international conferences such as The Society for California Archaeology, Society for American Archaeology and Belize Symposium.

Education

We have a partnership with CSU Bakersfield.

Economics

Community interaction is robust and well received. The Economics faculty regularly meets with local business and government leaders to provide briefs of the current economic climate and to provide forecasts of coming economic changes. The faculty plans to continue the good relationship developed in our community. The Economics faculty regularly attend conferences, both regionally and nationally.

History

Whereas Political Science has its MUN club and judicial process has its trips to the courthouse, History classes do not have clubs or visits. Nevertheless, courses are supplemented by special speakers, guests, Vietnam era veterans, and visits to area high schools and even elementary schools for informative talks, and special occasions (Black History Month, for example, Fourth of July campus celebration). Several faculty appeared at a meet and greet session with their SOAR High School counterparts recently.

Philosophy

There is a likelihood that one of the instructors will get involved with K-12 teachers to help them to improve their ability to infuse critical thinking into their teaching.

Political Science

One of the major vehicles connecting our department to the community, as well as other educational institutions, is the MUN Team. This delegation allows students from our department, as well as faculty, many opportunities to interact with the community. At conferences, the students and instructor network with students and instructors from other academic institutions. In terms of community connections, most recently a Rotaract Club has been formed on campus due to a relationship fostered via one of our MUN delegates. This new connection has allowed students the opportunity to network with business people in the community. In late September, the Rotaract hosted a networking power lunch that brought students and community leaders together to network in a friendly, positive environment. The development of this program has allowed for business leaders of our community to see the positive and exciting things happening at Antelope Valley College.

Psychology

The Psychology club has been highly active over the last 4 years-providing several learning opportunities of the AVC community such as a field trip to the Dr. Phil show and guest speakers. Last year the club held meetings every other Thursday and discussed numerous projects and activities. A fundraiser that was well attended and raised about \$400 and presented the psychological thriller "Silence of the Lambs" and served popcorn and soda to our AVC attendees. Part of the funds were used to attend the Museum of Tolerance where at least 4 hours was spent looking at all the exhibits about the Holocaust and also saw other exhibits about identity. The club members also went to a famous Mexican restaurant after with our faculty member, paying most of the bill.

The Psychology club continues to be highly active with the full-time faculty serving as faculty advisor and so far has already planned a Psychology Day with different speakers available to the AVC students and community.

Specifically, Honors Psychology has been taught twice over the past year and both classes completed a real research project. Students developed an idea that could be tested related to psychology and showed how to locate sources and write papers using APA format. The full-time faculty member worked with each student individually to design the study (survey, observation, etc.) and insure the data was collected in the correct way. After students collected their data, he worked with them individually again to show them how to enter the data into SPSS and how to analyze it. They then wrote their papers in an APA format paper. Presentations were prepared for the class and results were shared.

Another full-time faculty member gave a 3-hour FLEX outreach to the AVC instructors and community regarding teaching Positive Psychology techniques in every subject – these tactics are clearly related to several of the AVC ILOs to help meet the goal of preparing and graduating students who will not only succeed with their goals but also contribute back to the community at large and develop a multi-cultural awareness.

Sociology

Collaboration between the Sociology Department and faculty of the Administration of Justice program has been ongoing and fruitful. Currently, there is no course in criminology offered through the Sociology Department. That course is offered as AJ 206.

Additionally, AJ 203 (Narcotics Control) and SOC 120 (Drugs Society and Human Behavior) are similar enough in content to attract students from both disciplines. It is anticipated that future interdisciplinary collaboration may involve the Math, Science and Engineering Division in an effort to customize a statistics and research methods course that meets the requirements of both divisions. Collaboration with the Learning Center is growing. Recently, two students having successfully completed Introduction to Sociology have been trained as tutors. The writing center offers assistance to many Sociology students. Also, the Early Alert program has been used by Sociology faculty to assist struggling students.

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: Fall 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, and 120.

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 3.8 for the reviewed period. This represents the fact that approximately 74 percent of the Sociology faculty is adjunct. The addition of one more full-time faculty member would reduce this to 61 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. 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.

Area 11 Recommendations and Comments

11.1 List recommended changes to the Educational Master Plan to:

- **Meet student needs.**
- **Respond to PLOs and SLOs.**
- **Reflect changes in the disciplines, educational methodology, and technology.**
- **Address external mandates such as state requirements, industry and professional standards, etc.**

Anthropology

In the coming years, there will be support for an Inter-disciplinary Gender Studies [Women's Study] Program. This initiative requires a change to the Educational Master Plan. With these changes, it will better allow students to meet the standards of the UC and CSU system.

Restore travel money and sabbatical funding to pre-recession levels to allow faculty to learn more about changes in their disciplines, as well as, new educational methodology, and technology.

Education

Keep the program up-to-date and comply with transfer opportunities.

Economics

In the coming years, support an Interdisciplinary Women's Study Program and establish an A.A. degree in Economics. These are both initiatives that require a change to the Educational Master Plan. With these changes, it will allow students to meet the standards of the UC and CSU system.

History

For History, the goals include getting the three courses mentioned above and others, potentially, passed and incorporated into the schedule.

At such time as funding may permit, course offerings should be restored to what they were in 2007-2008. The number of courses taught by professional, dedicated long-serving adjuncts should be restored.

Classroom technology should be maintained, repaired, and augmented when the budget allows. The construction of new classrooms and offices should be given top priority when funding is available. Climate control, cleanliness, and the appearance of the classrooms, buildings, and the campus as a whole should be given attention, as well as, the security situation.

Faculty have written SLOs and are now implementing them in their classrooms. This should be continued.

Restore travel money and sabbatical funding to pre-recession levels to allow faculty to learn more about changes in their disciplines, as well as, new educational methodology, and technology. Visitors to the Division meetings are often limited to a few minutes and such contact is insufficient to fully understand all the new directions education is going in.

Philosophy

Hire more new philosophy faculty.

Political Science

In the coming years, create an Interdisciplinary Women's Study Program, as well as, an A.A. degree in Political Science. These are both initiatives that require a change to the Educational Master Plan. With these changes, the needs of students will be better met.

Psychology

Priority One: Hire the two replacement full-time faculty positions to replace faculty who have transferred or left the department. Hire additional new Psychology faculty to offer all Psychology classes often in order to assess all SLOs. Provide necessary requested equipment and resources requested after assessment to meet SLO standards.

Sociology

- . Meet student needs.
- . Respond to PLOs and SLOs.
- . Reflect changes in the disciplines, educational methodology, and technology.

. Address external mandates, such as, state requirements, industry and professional standards, etc.

A long-term goal of establishing an Associate's Degree in Sociology would require changes to the Educational Master Plan.

11.2 What changes in the program review process would improve institutional effectiveness or make the results more helpful the program?

Anthropology

No comment.

Education

No comment.

Economics

In the future, it would be helpful to have Institutional flex time dedicated to the completion of the Program Review, so that lead faculty who write the reports receive Institutional flex hours for their efforts.

History

The Political Science faculty have offered an excellent suggestion which is worth quoting in full here:

“The program review process is arduous. Full-time faculty spend much time dedicated to work with students and in the classroom. In the future, it would be helpful to have flex time dedicated to the completion of the Program Review. For example, one Friday in January could be a mandatory Faculty Professional Development day during which faculty completed the Program Review and received flex hours for their efforts. It would be helpful to publish, to the faculty, all department summaries in order to increase awareness between and among departments about accomplishments and goals.”

Philosophy

Time is precious. Perhaps if there were a permanent template to which the dean could refer at various meetings, and in which faculty could write information as the years go by. This would help to monitor the various programs under less pressure as the years go by rather than just intensely focusing on it in a short concentrated time in order to get rid of it.

Political Science

The program review process is arduous. Full-time faculty spend much time dedicated to the work with students and in the classroom. In the future, it would be helpful to have flex time dedicated to the completion of the Program Review. For example, one Friday in January could be a mandatory Faculty Professional Development day during which faculty completed the Program Review and received flex hours for their efforts. It would be helpful to publish, to the faculty, all department summaries in order to increase awareness between and among departments about accomplishments and goals.

Psychology

Program review as it is currently is a tremendous amount of work and often the questions and information are repetitive. The form needs to be CUT DOWN to one SIMPLIFIED page and repetition needs to be edited. Providing each specific an assigned member of the Program Review staff would be helpful to instruct one-on-one with the individual putting the report together for that discipline. Further with a drastic reduction in faculty and SLOs in addition to other responsibilities it is far too time consuming and seems ineffective at this time as it is.

Sociology

There is little continuity between past department reviews and the present list of questions. These questions should remain stable so that progress can be more easily determined. Secondly, the expectation that quantitative data provided by the OIRP is sufficient upon which to base this review is not justified. The reports issued by the OIRP should be tailored to provide all the answers to the specific data-related questions posed by the review.

Area 12 Report to the Board of Trustees

Division Summary

The mission of the Social and Behavioral Sciences Division at Antelope Valley College is to provide our students with the highest quality instruction via highly qualified instructors who utilize innovative programs, maintain high educational standards, and are committed to serving our diverse community of learners. We value lifelong learning skills required for employment, basic skills, and transfer education.

The current State budget crisis has had a significant impact on the Division over the last four years. It has created a hardship on the

students and has been difficult for the instructors. Primarily, we have been required to cut courses, and this has reduced the number of students we are able to serve. We have also been denied our ability to expand the programs to include required courses for students planning to transfer. We have placed on hold areas and classes of specialization that the faculty have proposed. Over the last four years, our staffing and course offerings were insufficient to allow students the courses they needed to transfer. Requests from students to be placed on waitlists for our limited offerings have exceeded course offerings in recent semesters.

The Division needs to expand its offerings to allow students to transfer into the UC and CSU systems. We also need to develop support classes for a number of concentrations. 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, our program at AVC must expand substantially to accommodate the current student demands. Our first order need is to provide more sections of transferable courses; our second order need is to develop additional transferable courses. To begin to meet these objectives, a minimum of two replacement Psychology faculty, one new Education full time position, and a number of additional full-time instructors must be hired when the budget is restored. If the budget is not restored then the future remains negative.

Services tailored to students with basic skills deficits are adequate, well coordinated, and of high quality. Library services are adequate, but heavily reliant on subscription electronic data base services. Standing collections of journals in the social and behavioral sciences are inadequate. Typically, classroom facilities are in need of routine maintenance. Lighting and air conditioning are often inadequate. We need to refurbish classroom technology and develop a replacement schedule for classroom and office furniture and software and hardware technology.

On a positive note, the additions of MyAVC and Blackboard have definitely met the college's mission of attempting to focus on "*student-centered learning...through higher educational standards and innovative programs and services in a professional, team-driven environment.*" Both technological programs are innovative and allow better communication between and among students and instructors. Additionally, these programs, or program much like them, familiarize

students with programs they will encounter as the move onto four-year universities. Both technologies are at work in our various departments.

Appendix – Data

Ethnicity	2006-2007	2007-2008	2008-2009
Am. Indian or Alaskan Native	72	79	78
Asian or Pacific Islander	408	442	451
Black Non-Hispanic	1049	1240	1396
Hispanic	1825	2081	2445
Other	605	662	704
White Non-Hispanic	2567	2596	2697

Gender	2006-2007	2007-2008	2008-2009
Female	4112	4484	4877
Male	2351	2536	2808
Non-Reported	63	80	86

Age	2006-2007	2007-2008	2008-2009
Less than 20	2351	2533	2583
20-24	2291	2397	2620
25-29	667	720	799
30-34	352	378	426
35-39	238	292	347
40-49	431	463	471
50+	155	230	252

Success	2006-2007	2007-2008	2008-2009
Non-Success	30.9%	30.2%	31.0%
Success	69.1%	69.8%	69.0%

Retention	2006-2007	2007-2008	2008-2009
Non-Retention	11.8%	11.3%	11.9%
Retention	88.2%	88.7%	88.1%

Faculty	2006-2007	2007-2008	2008-2009
Adjunct Instructor	58	56	58
Instructor Regular	18	18	16

Faculty LHE	2006-2007	2007-2008	2008-2009
Adjunct Instructor	1101.3	1032.5	1051.5
Instructor Regular	498	486	533.5

Cert/Deg	2006-2007	2007-2008	2008-2009
Certificate	0	0	0
Degree	0	0	54

*Overload is not counted as an instructor OL is a F/t Fac

*Overload LHE is included in the Adjunct fields

Student Units Courses	2006-2007	2007-2008	2008-2009
ANTH 101	1047	936	924
ANTH 102	504	528	348
ANTH 103	0	0	96
ANTH 130	20	0	0
ANTH 140	60	0	84
ANTH 141	8	0	0
ANTH 142	12	0	0
ANTH 143	12	0	0
ECON 101	1695	1659	1884
ECON 102	774	1125	1164
ECON 110	66	84	99
ED 140	318	207	396
ED 141	132	150	186
ED 145	102	105	159
HIST 101	936	765	789
HIST 102	360	276	291
HIST 104	522	705	735
HIST 105	366	348	429
HIST 107	1737	1779	1905
HIST 108	1641	1875	2082
HIST 109	327	222	393
HIST 110	1074	1374	1038
HIST 111	1221	1050	984
HIST 112	90	93	114
HIST 113	834	789	747
HIST 114	816	642	780
HIST 115	156	240	381
HIST 118	174	93	90
PHIL 101	78	183	366
PHIL 105	1095	1200	1431
PHIL 106	3219	2277	2400
PHIL 108	327	195	219
PHIL 110	291	237	312
PHIL 201	165	144	63
POLS 101	3477	4056	5034
POLS 103	99	96	96
POLS 120	96	136	160
POLS 155	0	0	0
POLS 201	63	72	78
POLS 202	102	0	66
POLS 203	96	51	57
PSY 055	0	0	0
PSY 101	6825	7056	8304
PSY 201	90	75	84
PSY 211	0	78	180
PSY 212	645	837	918

Student Units Courses	2006-2007	2007-2008	2008-2009
PSY 215	330	309	396
PSY 217	207	0	0
PSY 218	42	0	99
PSY 219	90	0	0
PSY 230	69	72	90
PSY 232	75	75	114
PSY 233	123	54	0
PSY 234	159	144	219
PSY 235	507	753	456
PSY 236	0	0	51
PSY 240	123	117	84
PSY 244	195	141	207
SOC 101	4203	3996	4002
SOC 105	105	138	132
SOC 110	426	390	537
SOC 111	21	0	0
SOC 112	0	0	0
SOC 115	150	153	216
SOC 120	102	150	105
SOC 124	42	0	0
SOC 230	0	27	0

Student GPA by Course	2006-2007	2007-2008	2008-2009
ANTH 101	1.99	1.93	1.95
ANTH 102	2.63	2.62	2.16
ANTH 103			1.58
ANTH 130	4.00		
ANTH 140	3.73		2.20
ANTH 141	4.00		
ANTH 142	4.00		
ANTH 143	4.00		
ECON 101	2.09	2.15	2.12
ECON 102	2.52	2.59	2.35
ECON 110	2.73	2.89	3.00
ED 140	2.55	2.49	2.38
ED 141	2.32	2.96	2.32
ED 145	2.71	2.91	2.42
HIST 101	2.20	2.29	2.26
HIST 102	2.81	2.78	2.92
HIST 104	2.87	2.58	2.44
HIST 105	2.66	2.28	2.31
HIST 107	2.20	2.39	2.50
HIST 108	2.32	2.61	2.41
HIST 109	2.58	2.73	2.41
HIST 110	3.08	2.93	3.11
HIST 111	3.18	2.83	2.90
HIST 112	2.20	2.32	2.05
HIST 113	2.88	2.75	2.88
HIST 114	3.17	3.13	3.08
HIST 115	3.02	2.80	2.82
HIST 118	2.78	2.84	2.83
PHIL 101	2.20	1.64	1.18
PHIL 105	2.52	2.78	2.75
PHIL 106	2.54	2.57	2.48
PHIL 108	2.20	2.35	2.44
PHIL 110	2.30	2.32	2.27
PHIL 201	2.35	2.42	1.15
POLS 101	2.51	2.58	2.69
POLS 103	3.09	2.94	2.94
POLS 120	4.00	4.00	4.00
POLS 155			
POLS 201	3.33	2.83	3.12
POLS 202	1.79		2.05
POLS 203	2.97	3.35	2.32
PSY 055			
PSY 101	2.41	2.37	2.44
PSY 201	2.37	2.52	2.68
PSY 211		3.27	3.03
PSY 212	2.63	2.77	2.57

Student GPA by Course	2006-2007	2007-2008	2008-2009
PSY 215	2.86	2.42	3.45
PSY 217	2.71		
PSY 218	2.43		2.79
PSY 219	1.90		
PSY 230	2.17	2.88	2.65
PSY 232	2.44	2.76	2.34
PSY 233	2.63	2.67	
PSY 234	2.83	3.34	3.33
PSY 235	2.69	2.86	3.30
PSY 236			2.65
PSY 240	3.28	3.56	3.39
PSY 244	3.15	3.49	2.86
SOC 101	2.51	2.58	2.41
SOC 105	2.69	3.33	2.93
SOC 110	2.68	2.59	2.44
SOC 111	2.86		
SOC 112			
SOC 115	2.12	1.98	2.31
SOC 120	1.35	1.62	1.91
SOC 124	1.29		
SOC 230		2.78	

GENDER

Subject	Gender	200630	200650	200670	200710	200730	200750	200770	200810	200830	200850	200870	200910	200930
ANTH	F	135	23	178		168	16	153		131	51	132		138
	M	119	12	130		119	19	129		100	22	110		93
	N			4		5	1	2		3	1	4		6
ANTH	Total	254	35	312		292	36	284		234	74	246		237
ECON	F	183	56	177	19	182	44	207	50	204	105	232	57	234
	M	157	47	196	11	199	43	212	48	187	71	210	32	226
	N	4	2	7	1	7	1	8		5	5	7	2	5
ECON	Total	344	105	380	31	388	88	427	98	396	181	449	91	465
ED	F	50	13	78		61	26	56		34	15	86		71
	M	7	1	12		15	9	9		7	4	24		24
	N						1	1		1	1			2
ED	Total	57	14	90		76	36	66		42	20	110		97
HIST	F	800	333	859	111	827	330	813	154	771	323	859	138	882
	M	524	188	554	76	537	196	624	96	530	183	628	116	606
	N	14	3	12		7	7	17	4	11	1	15	3	20
HIST	Total	1338	524	1425	187	1371	533	1454	254	1312	507	1502	257	1508
PHIL	F	366	191	475	48	491	134	453	74	323	160	480	70	413
	M	239	92	326	20	271	88	284	30	217	70	358	34	261
	N	7	4	10		7	2	10	1	6	2	6	1	9
PHIL	Total	612	287	811	68	769	225	747	105	546	232	844	105	683
POLS	F	304	115	343	50	296	107	366	98	386	128	437	97	487
	M	201	72	277	33	257	62	279	46	263	80	323	93	327
	N	3	2	9		5	5	8		7	6	11	4	13
POLS	Total	508	189	629	83	558	174	653	144	656	214	771	194	827

PSY	F	789	233	1009	197	994	245	1066	160	1016	291	1192	181	1079
	M	340	116	434	65	422	108	465	53	448	128	534	100	529
	N	12	5	11		11	1	15	3	16	4	14	3	5
PSY Total		1141	354	1454	262	1427	354	1546	216	1480	423	1740	284	1613

SOC	1													
	F	489	214	516	68	535	196	477	47	519	218	520	55	473
	M	207	63	270	18	216	68	213	14	241	95	249	13	227
SOC Total		705	280	795	86	759	268	698	61	766	316	774	68	710

Grand Total		5074	1820	6031	731	5766	1738	5986	878	5546	1984	6576	999	6265
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ETHNICITY

Subject	Enthnicity	200630	200650	200670	200710	200730	200750	200770	200810	200830	200850	200870	200910	200930
ANTH	Am. Indian or Alaskan Native	2	1			4	1	1		2	1	6		2
	Asian or Pacific Islander	16	3	13		14	7	16		16	3	11		11
	Black Non-Hispanic	23	3	46		42	5	37		25	22	38		22
	Hispanic	65	10	81		72	9	92		77	25	67		85
	Other	27	5	24		39	4	33		26	8	29		31
	White Non-Hispanic	121	13	148		121	10	105		88	15	95		86
ANTH Total		254	35	312		292	36	284		234	74	246		237
ECON	Am. Indian or Alaskan Native			3	1	4		3		2	2	3		1
	Asian or Pacific Islander	24	22	26	6	34	13	32	11	34	13	38	9	33
	Black Non-Hispanic	58	20	49	8	61	12	74	15	72	35	67	15	82
	Hispanic	66	19	110	9	99	27	108	23	85	53	113	30	133
	Other	27	11	29	2	29	4	35	9	45	16	36	8	40
	White Non-Hispanic	169	33	163	5	161	32	175	40	158	62	192	29	176
ECON Total		344	105	380	31	388	88	427	98	396	181	449	91	465
ED	Am. Indian or Alaskan Native	1				2		2		1	1			1
	Asian or Pacific Islander	2		3		3	1	2		2	2	2		3
	Black Non-Hispanic	12	5	25		11	6	8		4	11	22		19
	Hispanic	11	6	24		21	9	23		12	1	38		26
	Other	4	2	5		5	10	6		8	1	9		8
	White Non-Hispanic	27	1	33		34	10	25		15	4	39		40
ED Total		57	14	90		76	36	66		42	20	110		97
HIST	Am. Indian or Alaskan Native	14	4	12	1	19	6	15	6	15	2	15	2	18
	Asian or Pacific Islander	67	38	61	9	65	24	55	22	68	25	70	17	73
	Black Non-Hispanic	216	88	250	28	257	118	298	35	255	119	293	38	284
	Hispanic	346	132	388	47	352	168	406	86	334	162	459	99	411
	Other	100	53	117	20	95	38	132	19	123	30	110	22	142
	White Non-Hispanic	595	209	597	82	583	179	548	86	517	169	555	79	580
HIST Total		1338	524	1425	187	1371	533	1454	254	1312	507	1502	257	1508

PHIL	Am. Indian or Alaskan Native	3	3	4		6	1	5		2	1	7	1	7
	Asian or Pacific Islander	40	28	74	5	51	18	61	7	32	19	51	14	52
	Black Non-Hispanic	75	30	95	9	103	37	99	16	80	41	149	14	110
	Hispanic	154	97	215	28	208	68	217	41	159	70	245	30	217
	Other	44	16	69	6	61	18	60	2	59	13	72	10	65
	White Non-Hispanic	296	113	354	20	340	83	305	39	214	88	320	36	232
PHIL Total		612	287	811	68	769	225	747	105	546	232	844	105	683
POLS	Am. Indian or Alaskan Native	5	1	6	1	7	1	7	1	7		7	3	5
	Asian or Pacific Islander	36	19	31	3	30	11	35	6	31	23	40	9	42
	Black Non-Hispanic	62	30	68	13	66	28	105	21	80	43	111	24	126
	Hispanic	117	52	189	22	177	49	202	58	191	62	235	83	268
	Other	38	13	49	10	41	10	62	16	57	22	72	16	85
	White Non-Hispanic	250	72	286	34	237	75	242	42	290	64	306	59	301
POLS Total		508	189	629	83	558	174	653	144	656	214	771	194	827
PSY	Am. Indian or Alaskan Native	11	3	16		19	7	15	3	20	7	18	3	18
	Asian or Pacific Islander	62	24	94	13	76	30	97	15	87	25	108	16	70
	Black Non-Hispanic	180	70	276	48	263	66	244	37	246	86	301	46	333
	Hispanic	348	113	443	92	435	113	514	80	490	164	614	115	538
	Other	67	30	89	28	112	28	128	20	119	21	146	37	151
	White Non-Hispanic	473	114	529	81	522	110	548	61	518	120	553	67	503
PSY Total		1141	354	1454	262	1427	354	1546	216	1480	423	1740	284	1613
SOC	Am. Indian or Alaskan Native	5	5	4		7	2	7	1	5	3	10		11
	Asian or Pacific Islander	41	14	33	11	44	20	41	6	50	21	50	9	37
	Black Non-Hispanic	119	50	213	14	168	51	160	9	162	76	185	8	150
	Hispanic	207	78	243	31	219	79	225	18	239	89	254	27	257
	Other	37	16	45	4	62	22	40	6	64	30	53	2	60
	White Non-Hispanic	296	117	257	26	259	94	225	21	246	97	222	22	195
SOC Total		705	280	795	86	759	268	698	61	766	316	774	68	710
Grand Total		5074	1820	6031	731	5766	1738	5986	878	5546	1984	6576	999	6265

AGE

Subject	Age	200630	200650	200670	200710	200730	200750	200770	200810	200830	200850	200870	200910	200930
ANTH	Less Than 20	81	15	132		102	13	113		89	34	85		105
	20-24	112	14	113		117	14	112		109	30	120		92
	25-29	29	2	28		22	4	18		18	4	17		15
	30-34	8	1	12		9	2	9		9	1	4		8
	35-39	5		8		11		8		1	3	5		4
	40-49	12	2	12		22	2	13		6	2	7		5
	50+	7	1	7		9	1	11		2		8		8
ANTH Total		254	35	312		292	36	284		234	74	246		237
ECON	Less Than 20	114	35	142	9	148	30	165	29	135	43	135	28	149
	20-24	129	41	145	9	149	36	155	33	160	69	183	32	193
	25-29	26	15	39	2	40	5	44	17	39	27	56	14	47
	30-34	15	4	17	2	20	7	22	6	20	17	19	7	29
	35-39	13	3	8		6	2	15	5	16	6	16	3	12
	40-49	33	3	26	6	15	7	19	7	14	10	28	6	25
	50+	14	4	3	3	10	1	7	1	12	9	11	1	10
ECON Total		344	105	380	31	388	88	427	98	396	181	449	91	465
ED	Less Than 20	15		16		23	9	14		5	3	27		17
	20-24	18	1	23		18	8	20		20	3	35		27
	25-29	1	3	12		6	4	7		3		11		5
	30-34	3	3	3		5	5	4		2	2	8		8
	35-39	2	2	8		4	2	7		2	2	9		11
	40-49	13	4	18		16	4	10		6	2	12		15
	50+	5	1	10		4	4	4		4	8	8		14
ED Total		57	14	90		76	36	66		42	20	110		97

HIST	Less Than 20	439	162	537	76	477	167	585	90	448	131	625	118	490
	20-24	573	207	568	71	567	197	522	88	509	194	535	96	638
	25-29	116	66	121	21	110	53	124	34	124	71	103	17	142
	30-34	53	31	48	6	65	33	60	13	59	31	63	5	68
	35-39	47	16	40	1	46	21	42	10	54	26	51	7	50
	40-49	69	34	73	9	80	40	66	13	65	39	78	8	77
	50+	41	8	38	3	26	22	55	6	53	15	47	6	43
HIST Total	1338	524	1425	187	1371	533	1454	254	1312	507	1502	257	1508	

PHIL	Less Than 20	188	90	264	19	241	72	264	26	179	59	273	27	226
	20-24	262	102	324	27	321	84	291	44	219	84	344	47	282
	25-29	48	41	70	12	91	26	70	10	53	29	92	11	52
	30-34	35	21	42	5	47	9	25	5	20	18	41	6	38
	35-39	17	10	35	2	21	11	25	8	26	15	31	4	32
	40-49	47	19	51	2	35	16	48	11	35	15	47	7	36
	50+	15	4	25	1	13	7	24	1	14	12	15	3	17
PHIL Total	612	287	811	68	769	225	747	105	546	232	844	105	683	

POLS	Less Than 20	204	93	259	36	222	60	270	71	237	69	345	83	279
	20-24	208	52	253	28	225	66	249	39	269	87	273	73	332
	25-29	33	15	59	7	51	15	45	15	66	29	51	19	92
	30-34	20	4	17	4	17	13	20	3	26	9	29	5	40
	35-39	10	9	10	2	18	6	20	5	25	8	22	3	16
	40-49	25	10	21	4	17	9	38	10	19	6	32	10	52
	50+	8	6	10	2	8	5	11	1	14	6	19	1	16
POLS Total	508	189	629	83	558	174	653	144	656	214	771	194	827	

PSY	Less Than													
	20	470	118	661	93	588	130	732	70	615	133	862	123	646
	20-24	398	119	455	90	521	129	488	66	519	135	516	79	599
	25-29	100	47	90	24	114	32	112	29	138	58	139	40	141
	30-34	54	20	75	22	63	22	63	9	63	39	70	11	79
	35-39	37	12	51	9	49	19	53	15	51	24	59	7	59
	40-49	56	28	91	15	71	16	66	22	61	22	59	20	54
50+	26	10	31	9	21	6	31	5	33	12	35	4	35	
PSY Total		1141	354	1454	262	1427	354	1546	216	1480	423	1740	284	1613
SOC	Less Than													
	20	257	84	310	24	290	78	309	21	328	97	321	30	260
	20-24	241	85	284	34	275	82	229	17	262	97	234	15	244
	25-29	68	39	66	9	76	33	55	8	67	35	61	8	73
	30-34	38	28	34	5	51	29	27	2	26	28	54	6	41
	35-39	32	11	31	6	20	16	28	9	29	20	29	3	38
	40-49	56	25	51	7	32	20	35	2	39	29	54	5	37
50+	13	8	19	1	15	10	15	2	15	10	21	1	17	
SOC Total		705	280	795	86	759	268	698	61	766	316	774	68	710
Grand Total		5074	1820	6031	731	5766	1738	5986	878	5546	1984	6576	999	6265

CRN COUNT

Class	200630	200650	200670	200710	200730	200750	200770	200810	200830	200850	200870	200910	200930
ANTH 101	6		6		7		5		5	2	4		4
ANTH 102	3	1	4		3	1	4		2		2		2
ANTH 103											1		
ANTH 130		1											
ANTH 140	1		1		1								1
ANTH 141	1				1								
ANTH 142	1		1		1								
ANTH 143			1		1								
ECON 101	6	3	9	1	8	1	8	2	8	4	9	2	9
ECON 102	4	1	3		5	2	5	1	5	3	6	1	5
ECON 110	1				1				1				1
ED 140	2	1	3		3	1	2		1	1	3		2
ED 141	1		1		1	1	1		1		1		1
ED 145	1		1		1		1		1		1		1
HIST 101	6	2	5	1	5	2	5	1	5	2	4	1	6
HIST 102	3	2	2		2	1	2		2	1	1	1	2
HIST 104	2	1	2		3		5		5	1	5		4
HIST 105	1		2		2		2		3		4		2
HIST 107	5	3	8	1	5	5	8	3	4	4	9	2	6
HIST 108	9	2	8	1	8	4	8	2	10	3	9	1	12
HIST 109	2	1	2		3		3		1	1	2	1	1
HIST 110	4	2	6	1	4	2	6	1	5	2	4	1	4
HIST 111	6	2	5	1	6	2	5	1	5	2	6		4
HIST 112	1		1		1		1		1		1		1
HIST 113	5	2	5	2	6	2	5	1	3	1	3	1	3
HIST 114	4	2	2	1	2	1	1	1	4	3	2	1	4
HIST 115	1		1		1	1	2		1	2	2		1
HIST 118			1		1		1						1
PHIL 101			1		2		2		2		3		4
PHIL 105	5	2	6	1	6	2	8	2	4	2	9	2	6
PHIL 106	12	6	16	1	14	5	13	2	9	5	13	1	10
PHIL 108	2	1	2		3	1	1		1	1	1		1
PHIL 110	3		4		2		3		1		3		2
PHIL 201	3		2		2		2		2		1		1
POLS 101	18	9	18	3	20	9	18	6	19	8	20	6	21
POLS 103	1				1				1				1

POLS 120			1		1		1		1		1		1
POLS 155	1												
POLS 201			1				1				1		
POLS 202	1		1		1						1		
POLS 203	1		1		1				1				1
PSY 055	6												
PSY 101	25	7	34	7	37	11	39	6	36	13	38	7	34
PSY 201	1				1				1				1
PSY 211									1		1		1
PSY 212	2	1	2	1	3	1	3	1	3	1	3	1	3
PSY 215	2	1	2	1	1	1	2		1	1	1	1	1
PSY 217	1		2		1								
PSY 218	1		1								1		
PSY 219	1		1		2								
PSY 230			1		1		1		2		1		1
PSY 232			1		1		1		1		1		1
PSY 233	1		1		1				1				
PSY 234	1		1		2		1		1		1		2
PSY 235	3	2	3	1	3	1	3	2	4	2	1	1	2
PSY 236											1		
PSY 240			1		1		1		1		1		
PSY 244	3	1	2		2		1		1		1		1
SOC 101	22	8	22	3	20	7	15	2	21	9	20	2	18
SOC 105	1		1		1		1		1		1		1
SOC 110	1		3		4	1	3		2	1	2		3
SOC 111					1								
SOC 112	1												
SOC 115	1		1		2		1		1	1	2		1
SOC 120	1		1		1	1	1		1		1		1
SOC 124			1		2								
SOC 230							1		1				
Grand Total	201	66	219	28	226	67	207	34	198	77	213	33	200

GPA

Class	2006-2007	2007-2008	2008-2009
ANTH 101	1.99	1.93	1.95
ANTH 102	2.63	2.62	2.16
ANTH 103			1.58
ANTH 130	4.00		
ANTH 140	3.73		2.20
ANTH 141	4.00		
ANTH 142	4.00		
ANTH 143	4.00		
ECON 101	2.09	2.15	2.12
ECON 102	2.52	2.59	2.35
ECON 110	2.73	2.89	3.00
ED 140	2.55	2.49	2.38
ED 141	2.32	2.96	2.32
ED 145	2.71	2.91	2.42
HIST 101	2.20	2.29	2.26
HIST 102	2.81	2.78	2.92
HIST 104	2.87	2.58	2.44
HIST 105	2.66	2.28	2.31
HIST 107	2.20	2.39	2.50
HIST 108	2.32	2.61	2.41
HIST 109	2.58	2.73	2.41
HIST 110	3.08	2.93	3.11
HIST 111	3.18	2.83	2.90
HIST 112	2.20	2.32	2.05
HIST 113	2.88	2.75	2.88
HIST 114	3.17	3.13	3.08
HIST 115	3.02	2.80	2.82
HIST 118	2.78	2.84	2.83
PHIL 101	2.20	1.64	1.18
PHIL 105	2.52	2.78	2.75
PHIL 106	2.54	2.57	2.48
PHIL 108	2.20	2.35	2.44
PHIL 110	2.30	2.32	2.27
PHIL 201	2.35	2.42	1.15
POLS 101	2.51	2.58	2.69

POLS 103	3.09	2.94	2.94
POLS 120	4.00	4.00	4.00
POLS 155			
POLS 201	3.33	2.83	3.12
POLS 202	1.79		2.05
POLS 203	2.97	3.35	2.32
PSY 055			
PSY 101	2.41	2.37	2.44
PSY 201	2.37	2.52	2.68
PSY 211		3.27	3.03
PSY 212	2.63	2.77	2.57
PSY 215	2.86	2.42	3.45
PSY 217	2.71		
PSY 218	2.43		2.79
PSY 219	1.90		
PSY 230	2.17	2.88	2.65
PSY 232	2.44	2.76	2.34
PSY 233	2.63	2.67	
PSY 234	2.83	3.34	3.33
PSY 235	2.69	2.86	3.30
PSY 236			2.65
PSY 240	3.28	3.56	3.39
PSY 244	3.15	3.49	2.86
SOC 101	2.51	2.58	2.41
SOC 105	2.69	3.33	2.93
SOC 110	2.68	2.59	2.44
SOC 111	2.86		
SOC 112			
SOC 115	2.12	1.98	2.31
SOC 120	1.35	1.62	1.91
SOC 124	1.29		
SOC 230		2.78	

SUCCESS

Sum of
Success

Class	200630	200650	200670	200710	200730	200750	200770	200810	200830	200850	200870	200910	200930
ANTH 101	49.3%		54.7%		55.4%		57.1%		54.4%	50.0%	53.4%		55.4%
ANTH 102	63.8%	80.6%	54.8%		66.1%	77.8%	56.4%		82.5%		61.2%		54.3%
ANTH 103											46.2%		
ANTH 130		100.0%											
ANTH 140	50.0%		83.3%		100.0%								58.3%
ANTH 141	100.0%				100.0%								
ANTH 142	100.0%		100.0%		100.0%								
ANTH 143			100.0%		100.0%								
ECON 101	61.5%	88.6%	55.2%	83.9%	55.0%	93.3%	66.3%	57.5%	59.6%	67.6%	54.2%	65.1%	57.5%
ECON 102	80.5%	93.9%	67.8%		69.3%	93.8%	61.1%	84.4%	76.2%	67.4%	66.1%	81.3%	64.4%
ECON 110	93.1%				95.7%				90.3%				88.9%
ED 140	75.9%	71.4%	59.3%		68.6%	70.6%	60.0%		85.0%	60.0%	59.4%		68.6%
ED 141	57.1%		60.9%		77.3%	90.0%	80.0%		60.0%		65.9%		57.7%
ED 145	66.7%		70.0%		72.2%		89.5%		84.2%		68.0%		74.2%
HIST 101	49.7%	74.0%	58.2%	75.0%	51.2%	83.7%	54.5%	90.0%	49.5%	87.8%	51.0%	100.0%	52.7%
HIST 102	72.5%	65.4%	51.4%		74.5%	78.6%	74.5%		57.1%	68.8%	80.8%	100.0%	58.0%
HIST 104	84.7%	90.9%	87.0%		83.1%		69.3%		68.6%	85.0%	64.3%		60.9%
HIST 105	86.8%		87.3%		74.6%		60.3%		64.1%		62.3%		68.9%
HIST 107	71.5%	66.7%	64.4%	80.0%	66.8%	75.4%	67.4%	76.5%	65.6%	75.3%	67.9%	79.2%	69.0%
HIST 108	66.3%	72.7%	64.8%	73.1%	66.7%	86.3%	68.3%	93.8%	70.5%	75.4%	64.6%	88.4%	57.9%
HIST 109	82.1%	75.0%	73.2%		71.7%		67.2%		72.2%	93.3%	61.4%	86.1%	45.0%
HIST 110	88.7%	90.2%	81.1%	80.6%	75.4%	84.7%	62.3%	96.9%	76.5%	87.5%	60.4%	86.7%	80.1%
HIST 111	88.8%	88.9%	83.1%	96.2%	84.4%	77.8%	61.6%	73.3%	81.0%	73.8%	57.8%		77.0%
HIST 112	61.9%		68.4%		58.8%		66.7%		66.7%		53.8%		44.4%
HIST 113	76.4%	87.9%	76.1%	76.9%	71.4%	81.6%	77.2%	90.0%	62.4%	80.0%	75.0%	100.0%	71.2%
HIST 114	80.5%	91.9%	78.6%	91.7%	85.5%	94.4%	83.7%	100.0%	82.6%	88.9%	91.4%	75.0%	84.3%
HIST 115	89.3%		85.2%		71.9%	84.2%	72.1%		65.6%	85.4%	80.3%		72.2%
HIST 118			91.2%		73.3%		90.3%						77.4%
PHIL 101			22.2%		33.3%		26.9%		31.5%		32.9%		18.2%
PHIL 105	73.6%	85.4%	64.1%	95.0%	72.2%	85.1%	68.9%	95.9%	77.2%	87.7%	69.5%	95.7%	75.0%
PHIL 106	68.9%	83.1%	71.6%	95.8%	65.6%	81.0%	67.7%	89.3%	70.0%	82.7%	65.6%	88.6%	66.8%
PHIL 108	88.2%	78.9%	70.0%		40.0%	57.7%	63.0%		54.2%	55.0%	63.9%		68.8%
PHIL 110	63.3%		54.3%		60.4%		68.0%		63.9%		57.7%		56.7%

PHIL 201	44.3%		55.3%		61.3%		68.8%		54.5%		35.7%		13.6%
POLS 101	72.2%	81.5%	66.8%	78.3%	69.2%	80.5%	71.1%	86.1%	70.1%	75.2%	75.7%	85.6%	72.0%
POLS 103	80.8%				85.7%				88.6%				67.5%
POLS 120			94.1%		94.1%		94.7%		100.0%		100.0%		100.0%
POLS 155	28.6%												
POLS 201			95.5%				75.9%				71.0%		
POLS 202	75.0%		45.0%		75.0%						63.6%		
POLS 203	70.8%		82.4%		77.8%				89.5%				66.7%
PSY 055	48.1%												
PSY 101	63.3%	82.5%	65.0%	85.4%	62.2%	74.0%	64.0%	91.5%	59.5%	78.9%	70.2%	87.3%	62.9%
PSY 201	67.7%				75.8%				70.0%				71.4%
PSY 211									88.9%		91.7%		71.1%
PSY 212	66.7%	65.5%	56.2%	92.9%	63.5%	77.3%	76.8%	75.0%	68.3%	78.3%	72.2%	72.0%	66.2%
PSY 215	61.8%	90.5%	71.7%	100.0%	80.6%	89.7%	54.2%		68.6%	79.2%	95.5%	93.9%	82.5%
PSY 217	54.5%		60.0%		90.3%								
PSY 218	68.8%		68.8%								75.0%		
PSY 219	48.0%		9.1%		50.0%								
PSY 230			76.2%		40.0%		72.2%		72.7%		62.5%		84.6%
PSY 232			53.3%		70.6%		100.0%		46.7%		52.2%		69.2%
PSY 233	70.4%		61.5%		77.3%				72.2%				
PSY 234	43.8%		60.0%		87.2%		87.5%		100.0%		81.5%		83.3%
PSY 235	79.7%	61.1%	59.2%	100.0%	64.2%	34.8%	77.0%	95.0%	72.6%	84.1%	87.5%	100.0%	82.1%
PSY 236											82.4%		
PSY 240			56.3%		90.0%		95.5%		94.4%		86.2%		
PSY 244	89.8%	91.7%	87.1%		87.5%		82.6%		92.6%		71.9%		69.8%
SOC 101	66.0%	72.5%	67.3%	79.1%	66.3%	80.6%	69.4%	82.0%	67.9%	78.6%	62.5%	80.9%	61.9%
SOC 105	50.0%		57.1%		55.6%		88.5%		63.0%		57.7%		79.3%
SOC 110	78.6%		56.5%		67.6%	60.0%	72.0%		69.2%	82.1%	63.2%		67.4%
SOC 111					77.8%								
SOC 112	0.0%												
SOC 115	76.2%		58.8%		53.8%		73.1%		46.2%	86.7%	65.6%		57.1%
SOC 120	79.2%		38.1%		53.8%	62.5%	33.3%		16.7%		48.0%		45.8%
SOC 124			25.0%		36.4%								
SOC 230							87.5%		100.0%				

RETENTION

Class	200630	200650	200670	200710	200730	200750	200770	200810	200830	200850	200870	200910	200930
ANTH 101	78.3%		83.1%		81.3%		86.4%		85.0%	86.5%	79.7%		83.1%
ANTH 102	87.2%	93.5%	83.7%		88.1%	97.2%	82.2%		96.5%		86.6%		81.4%
ANTH 103											82.1%		
ANTH 130		100.0%											
ANTH 140	100.0%		100.0%		100.0%								87.5%
ANTH 141	100.0%				100.0%								
ANTH 142	100.0%		100.0%		100.0%								
ANTH 143			100.0%		100.0%								
ECON 101	92.0%	96.2%	90.6%	90.3%	86.8%	96.7%	92.0%	89.0%	87.5%	90.7%	85.1%	93.7%	80.4%
ECON 102	91.9%	93.9%	93.2%		83.6%	93.8%	87.9%	90.6%	92.1%	76.7%	87.4%	93.8%	87.7%
ECON 110	96.6%				95.7%				90.3%				91.7%
ED 140	89.7%	100.0%	85.2%		90.2%	88.2%	92.5%		85.0%	95.0%	89.9%		98.0%
ED 141	76.2%		95.7%		100.0%	100.0%	90.0%		73.3%		92.7%		92.3%
ED 145	86.7%		85.0%		94.4%		100.0%		84.2%		88.0%		100.0%
HIST 101	80.3%	88.0%	86.5%	93.8%	80.1%	95.9%	85.1%	95.0%	80.6%	87.8%	79.8%	100.0%	83.3%
HIST 102	90.2%	78.8%	88.6%		87.3%	92.9%	90.9%		74.3%	87.5%	96.2%	100.0%	58.0%
HIST 104	97.2%	100.0%	97.1%		94.8%		89.8%		85.7%	95.0%	85.7%		80.9%
HIST 105	92.1%		93.7%		94.0%		87.9%		84.6%		83.0%		90.2%
HIST 107	87.4%	90.8%	89.4%	85.0%	90.1%	91.6%	89.0%	91.2%	88.5%	93.2%	85.4%	90.6%	90.0%
HIST 108	89.2%	92.4%	92.3%	100.0%	86.3%	96.8%	89.1%	100.0%	90.4%	96.5%	91.3%	95.3%	80.3%
HIST 109	82.1%	95.8%	90.2%		92.5%		89.1%		94.4%	100.0%	75.4%	100.0%	92.5%

HIST 110	92.9%	94.1%	89.1%	100.0%	91.8%	94.4%	85.9%	100.0%	92.7%	92.2%	72.4%	100.0%	96.3%
HIST 111	96.1%	88.9%	89.6%	100.0%	96.2%	86.1%	93.5%	86.7%	94.8%	92.9%	81.9%		96.8%
HIST 112	76.2%		84.2%		82.4%		86.7%		85.7%		69.2%		74.1%
HIST 113	92.5%	97.0%	93.6%	92.3%	89.9%	94.7%	91.9%	96.7%	86.0%	90.0%	94.4%	100.0%	87.5%
HIST 114	91.7%	91.9%	93.8%	100.0%	91.3%	97.2%	95.3%	100.0%	90.1%	97.8%	97.1%	100.0%	91.3%
HIST 115	92.9%		88.9%		78.1%	94.7%	86.0%		78.1%	87.8%	93.4%		88.9%
HIST 118			97.1%		83.3%		100.0%						96.8%
PHIL 101			27.8%		58.3%		48.1%		61.1%		58.5%		60.0%
PHIL 105	88.8%	92.7%	87.6%	100.0%	90.3%	89.4%	86.9%	95.9%	86.8%	90.8%	86.4%	95.7%	86.9%
PHIL 106	89.9%	92.2%	89.3%	100.0%	88.2%	90.2%	87.3%	98.2%	90.0%	94.0%	83.6%	94.3%	87.9%
PHIL 108	94.1%	89.5%	94.0%		81.8%	84.6%	85.2%		83.3%	80.0%	86.1%		81.3%
PHIL 110	88.3%		80.0%		77.4%		90.0%		91.7%		83.1%		75.0%
PHIL 201	72.1%		78.9%		80.6%		84.4%		63.6%		50.0%		59.1%
POLS 101	89.8%	95.8%	86.5%	83.1%	85.3%	90.2%	87.7%	95.1%	86.0%	87.4%	91.2%	91.2%	88.1%
POLS 103	88.5%				94.3%				91.4%				80.0%
POLS 120			94.1%		94.1%		94.7%		100.0%		100.0%		100.0%
POLS 155	85.7%												
POLS 201			95.5%				82.8%				83.9%		
POLS 202	100.0%		90.0%		100.0%						100.0%		
POLS 203	83.3%		88.2%		94.4%				89.5%				90.5%
PSY 055	75.0%												
PSY 101	84.8%	95.1%	88.0%	95.5%	83.5%	91.8%	86.1%	97.0%	84.3%	92.2%	89.2%	97.0%	86.5%
PSY 201	93.5%				90.9%				83.3%				80.0%

PSY 211									96.3%		100.0%		94.7%
PSY 212	87.7%	89.7%	89.0%	100.0%	83.5%	90.9%	92.3%	100.0%	91.3%	91.3%	91.7%	88.0%	89.8%
PSY 215	85.3%	95.2%	89.1%	100.0%	91.7%	96.6%	85.4%		97.1%	91.7%	97.7%	93.9%	90.0%
PSY 217	90.9%		95.0%		100.0%								
PSY 218	87.5%		87.5%								91.7%		
PSY 219	72.0%		54.5%		75.0%								
PSY 230			85.7%		100.0%		83.3%		81.8%		79.2%		92.3%
PSY 232			53.3%		100.0%		100.0%		80.0%		69.6%		84.6%
PSY 233	88.9%		88.5%		81.8%				100.0%				
PSY 234	87.5%		100.0%		97.4%		93.8%		100.0%		96.3%		87.0%
PSY 235	83.5%	80.6%	69.7%	100.0%	79.0%	78.3%	91.0%	100.0%	91.2%	86.4%	96.9%	100.0%	89.3%
PSY 236											100.0%		
PSY 240			68.8%		96.7%		100.0%		94.4%		96.6%		
PSY 244	95.9%	100.0%	100.0%		91.7%		91.3%		96.3%		90.6%		93.0%
SOC 101	84.9%	90.0%	86.9%	96.5%	86.3%	87.7%	89.0%	95.1%	89.4%	89.5%	87.9%	95.6%	84.2%
SOC 105	75.0%		81.0%		66.7%		92.3%		81.5%		65.4%		93.1%
SOC 110	100.0%		75.4%		81.1%	80.0%	93.9%		89.7%	92.9%	92.1%		93.3%
SOC 111					77.8%								
SOC 112	0.0%												
SOC 115	76.2%		100.0%		84.6%		96.2%		100.0%	100.0%	100.0%		89.3%
SOC 120	83.3%		100.0%		100.0%	100.0%	76.2%		83.3%		64.0%		79.2%
SOC 124			62.5%		81.8%								
SOC 230							100.0%		100.0%				

DEGREES

Year	Degree	Major	Count
2008- 2009	Associate in Arts	LAS: Social/Behavioral Science	54

ADJUNCT LHE

Class	200630	200650	200670	200710	200730	200750	200770	200810	200830	200850	200870	200910	200930
ANTH 101	3		3		6		3		3		3		3
ANTH 102	9	3	12		9	3	9		3		3		3
ECON 101	6	9	15	3	12	3	12	6	12	12	12	6	15
ECON 102	9	3	6		12	6	12	3	12	6	15	3	12
ECON 110													3
ED 140	6	3	9		9	3	6		3	3	9		6
ED 141	3		3		3	3	3		3		3		3
ED 145	3		3		3		3		3		3		3
HIST 101	18	6	15	3	18	6	15	3	12	6	12	3	15
HIST 102	6	6	6		6	3	6		6	3	3	3	6
HIST 104					3		3				3		3
HIST 107	9	12	17	3	12	11	13.5	3	7	9	10		8
HIST 108	18	6	18	3	15	9	12	6	15	6	18	3	18
HIST 109	6	3	6		9		9		3	3	6	3	3
HIST 110	6	6	9	3	6	6	9	3	6	6	9	3	6
HIST 111	12	6	12	3	12	6	12	3	12	6	12		9
HIST 113	9	6	9	6	12	6	9	3	9	3	9	3	9
HIST 114	9	3	5		3				9	3	3		9
HIST 115	3		3		3	3	6		3	6	6		3
PHIL 105	9	6	12	3	14	6	18	6	9	6	12	6	9
PHIL 106	12	20	24	3	18	15	21	6	18	15	24	3	15
PHIL 108	4.3	3	3		6	3	3		3	3	3		3
PHIL 110			3				3				3		
PHIL 201													
POLS 101	24	18	27	3	33	15	24	12	31	12	33	3	38
POLS 155	1.7												
POLS 202	3		3		3						3		
PSY 055	18												
PSY 101	44	24	70.5	15	78	33	78.5	18	75	39	93	21	78.5
PSY 211									3		3		3
PSY 212	5.9	3	6	3	6	3	6	3	6	3	6	3	6
PSY 215	3	3	3	3	3	3	3		3	3	3	3	3
PSY 218	3		3								3		
PSY 219					3								
PSY 233					3								

PSY 234				3									
PSY 235	3	3	3	3		6	6	9	6	3	3	6	
PSY 240			3	3		3		3		3			
PSY 244	9	3	6	6		3		3		3		3	
SOC 101	36	24	40.8	9	33	21	45	6	36	27	30	6	24
SOC 105	3		3		3		3		3		3		3
SOC 110	3		9		9	3	9		6	3	6		9
SOC 115			2		3		3			3	6		3
SOC 120			3		3	3	3						
SOC 124					0								
Grand Total	325.9	185	375.3	66	386	173	374	87	329	192	379	75	340.5

ADJUNCT FTEF

Class	200630	200650	200670	200710	200730	200750	200770	200810	200830	200850	200870	200910	200930
ANTH 101	0.2	0	0.2	0	0.4	0	0.2	0	0.2	0	0.2	0	0.2
ANTH 102	0.6	0.2	0.8	0	0.6	0.2	0.6	0	0.2	0	0.2	0	0.2
ECON 101	0.4	0.6	1	0.2	0.8	0.2	0.8	0.4	0.8	0.8	0.8	0.4	1
ECON 102	0.6	0.2	0.4	0	0.8	0.4	0.8	0.2	0.8	0.4	1	0.2	0.8
ECON 110	0	0	0	0	0	0	0	0	0	0	0	0	0.2
ED 140	0.4	0.2	0.6	0	0.6	0.2	0.4	0	0.2	0.2	0.6	0	0.4
ED 141	0.2	0	0.2	0	0.2	0.2	0.2	0	0.2	0	0.2	0	0.2
ED 145	0.2	0	0.2	0	0.2	0	0.2	0	0.2	0	0.2	0	0.2
HIST 101	1.2	0.4	1	0.2	1.2	0.4	1	0.2	0.8	0.4	0.8	0.2	1
HIST 102	0.4	0.4	0.4	0	0.4	0.2	0.4	0	0.4	0.2	0.2	0.2	0.4
HIST 104	0	0	0	0	0.2	0	0.2	0	0	0	0.2	0	0.2
HIST 107	0.6	0.8	1.13333	0.2	0.8	0.73333	0.9	0.2	0.46667	0.6	0.66667	0	0.53333
HIST 108	1.2	0.4	1.2	0.2	1	0.6	0.8	0.4	1	0.4	1.2	0.2	1.2
HIST 109	0.4	0.2	0.4	0	0.6	0	0.6	0	0.2	0.2	0.4	0.2	0.2
HIST 110	0.4	0.4	0.6	0.2	0.4	0.4	0.6	0.2	0.4	0.4	0.6	0.2	0.4
HIST 111	0.8	0.4	0.8	0.2	0.8	0.4	0.8	0.2	0.8	0.4	0.8	0	0.6
HIST 113	0.6	0.4	0.6	0.4	0.8	0.4	0.6	0.2	0.6	0.2	0.6	0.2	0.6
HIST 114	0.6	0.2	0.33333	0	0.2	0	0	0	0.6	0.2	0.2	0	0.6
HIST 115	0.2	0	0.2	0	0.2	0.2	0.4	0	0.2	0.4	0.4	0	0.2
PHIL 105	0.6	0.4	0.8	0.2	0.93333	0.4	1.2	0.4	0.6	0.4	0.8	0.4	0.6
PHIL 106	0.8	1.33333	1.6	0.2	1.2	1	1.4	0.4	1.2	1	1.6	0.2	1
PHIL 108	0.28667	0.2	0.2	0	0.4	0.2	0.2	0	0.2	0.2	0.2	0	0.2
PHIL 110	0	0	0.2	0	0	0	0.2	0	0	0	0.2	0	0
PHIL 201	0	0	0	0	0	0	0	0	0	0	0	0	0
POLS 101	1.6	1.2	1.8	0.2	2.2	1	1.6	0.8	2.06667	0.8	2.2	0.2	2.53333
POLS 155	0.11333	0	0	0	0	0	0	0	0	0	0	0	0
POLS 202	0.2	0	0.2	0	0.2	0	0	0	0	0	0.2	0	0
PSY 055	1.2	0	0	0	0	0	0	0	0	0	0	0	0
PSY 101	2.93333	1.6	4.7	1	5.2	2.2	5.23333	1.2	5	2.6	6.2	1.4	5.23333
PSY 211	0	0	0	0	0	0	0	0	0.2	0	0.2	0	0.2
PSY 212	0.39333	0.2	0.4	0.2	0.4	0.2	0.4	0.2	0.4	0.2	0.4	0.2	0.4
PSY 215	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0	0.2	0.2	0.2	0.2	0.2
PSY 218	0.2	0	0.2	0	0	0	0	0	0	0	0.2	0	0
PSY 219	0	0	0	0	0.2	0	0	0	0	0	0	0	0
PSY 233	0	0	0	0	0.2	0	0	0	0	0	0	0	0

PSY 234	0	0	0	0	0.2	0	0	0	0	0	0	0	0
PSY 235	0.2	0.2	0.2	0.2	0.2	0	0.4	0.4	0.6	0.4	0.2	0.2	0.4
PSY 240	0	0	0.2	0	0.2	0	0.2	0	0.2	0	0.2	0	0
PSY 244	0.6	0.2	0.4	0	0.4	0	0.2	0	0.2	0	0.2	0	0.2
SOC 101	2.4	1.6	2.72	0.6	2.2	1.4	3	0.4	2.4	1.8	2	0.4	1.6
SOC 105	0.2	0	0.2	0	0.2	0	0.2	0	0.2	0	0.2	0	0.2
SOC 110	0.2	0	0.6	0	0.6	0.2	0.6	0	0.4	0.2	0.4	0	0.6
SOC 115	0	0	0.13333	0	0.2	0	0.2	0	0	0.2	0.4	0	0.2
SOC 120	0	0	0.2	0	0.2	0.2	0.2	0	0	0	0	0	0
SOC 124	0	0	0	0	0	0	0	0	0	0	0	0	0
Grand Total	21.7267	12.3333	25.02	4.4	25.7333	11.5333	24.9333	5.8	21.9333	12.8	25.2667	5	22.7

OVERLOAD LHE

Class	200630	200670	200730	200770	200830	200870	200930
ANTH 140	5		5				
ANTH 141							
ANTH 142							
ANTH 143							
ECON 101						3	
HIST 101					3		3
HIST 104				3			
HIST 105	3						
HIST 108					3	3	3
HIST 110				3			
HIST 111			3				
HIST 112							
HIST 113	3	3					
HIST 114		3	3	3			
HIST 118		3	3				
PHIL 105						3	
PHIL 106	3	3	6				
PHIL 110	3	3					3
PHIL 201							
POLS 101	6	6	3	11	8.5	6	9
POLS 120			3	4	4	4	4
POLS 201		3					
PSY 101	6	6	3	12	6		6
PSY 201			3		3		3
PSY 212			6				
PSY 215	3						
PSY 217	3	3					
PSY 219	3	3	3				
PSY 233	3				3		
PSY 236						3	
SOC 101	6	6	6		3	9	3
SOC 124							
Grand Total	47	42	47	36	33.5	31	34

OVERLOAD LHE							
Class	200630	200670	200730	200770	200830	200870	200930
ANTH 140	0.333	0	0.333	0	0	0	0
ANTH 141	0	0	0	0	0	0	0
ANTH 142	0	0	0	0	0	0	0
ANTH 143	0	0	0	0	0	0	0
ECON 101	0	0	0	0	0	0.2	0
HIST 101	0	0	0	0	0.2	0	0.2
HIST 104	0	0	0	0.2	0	0	0
HIST 105	0.2	0	0	0	0	0	0
HIST 108	0	0	0	0	0.2	0.2	0.2
HIST 110	0	0	0	0.2	0	0	0
HIST 111	0	0	0.2	0	0	0	0
HIST 112	0	0	0	0	0	0	0
HIST 113	0.2	0.2	0	0	0	0	0
HIST 114	0	0.2	0.2	0.2	0	0	0
HIST 118	0	0.2	0.2	0	0	0	0
PHIL 105	0	0	0	0	0	0.2	0
PHIL 106	0.2	0.2	0.4	0	0	0	0
PHIL 110	0.2	0.2	0	0	0	0	0.2
PHIL 201	0	0	0	0	0	0	0
POLS 101	0.4	0.4	0.2	0.733	0.567	0.4	0.6
POLS 120	0	0	0.2	0.267	0.267	0.267	0.267
POLS 201	0	0.2	0	0	0	0	0
PSY 101	0.4	0.4	0.2	0.8	0.4	0	0.4
PSY 201	0	0	0.2	0	0.2	0	0.2
PSY 212	0	0	0.4	0	0	0	0
PSY 215	0.2	0	0	0	0	0	0
PSY 217	0.2	0.2	0	0	0	0	0
PSY 219	0.2	0.2	0.2	0	0	0	0
PSY 233	0.2	0	0	0	0.2	0	0
PSY 236	0	0	0	0	0	0.2	0
SOC 101	0.4	0.4	0.4	0	0.2	0.6	0.2
SOC 124	0	0	0	0	0	0	0
Grand Total	3.133	2.8	3.133	2.4	2.233	2.067	2.267

F/T INSTRUCTORS LHE

Class	200630	200650	200670	200710	200730	200750	200770	200810	200830	200850	200870	200910	200930
ANTH 101	15		15		15		12		12	6	9		9
ANTH 102							3		3		3		3
ANTH 103											3		
ANTH 130		0											
ANTH 140			0										5
ANTH 141	0		0		0								
ANTH 142	0		0		0								
ANTH 143	0		0		0								
ECON 101	12		12		12		12		12		12		12
ECON 102	3		3		3		3		3	3	3		3
ECON 110	3				3				3				
HIST 101													
HIST 102	3												
HIST 104	6	3	6		6		9		15	3	12		9
HIST 105			6		6		6		9		9		6
HIST 107	6		9		6	6	12	6	6	6	18	6	12
HIST 108	9		6		9	3	12		12	3	6		15
HIST 110	6		9		6		6		9		3		6
HIST 111	6		3		3		3		3		6		3
HIST 112	3		3		3		3		3		3		3
HIST 113	3		3		6		6						
HIST 114	3	3		3		3		3	3	3	3	3	3
HIST 118							3						3
PHIL 101			3		6		6		6		9		12
PHIL 105	6		6		6		9		3		9		9
PHIL 106	21		21		18		18		9		15		15
PHIL 108	3		3		3								
PHIL 110	6		6		6		6		3		6		3
PHIL 201	9		6		6		6		6		3		3
POLS 101	24	9	24	6	24	12	27	6	24	12	27	18.5	24
POLS 103	3				3				3				3
POLS 120			3										
POLS 201							3				3		
POLS 203	3		3		3				3				3

F/T INSTRUCTORS FTEF

Class	200630	200650	200670	200710	200730	200750	200770	200810	200830	200850	200870	200910	200930
ANTH 101	1	0	1	0	1	0	0.8	0	0.8	0.4	0.6	0	0.6
ANTH 102	0	0	0	0	0	0	0.2	0	0.2	0	0.2	0	0.2
ANTH 103	0	0	0	0	0	0	0	0	0	0	0.2	0	0
ANTH 130	0	0	0	0	0	0	0	0	0	0	0	0	0
ANTH 140	0	0	0	0	0	0	0	0	0	0	0	0	0.33
ANTH 141	0	0	0	0	0	0	0	0	0	0	0	0	0
ANTH 142	0	0	0	0	0	0	0	0	0	0	0	0	0
ANTH 143	0	0	0	0	0	0	0	0	0	0	0	0	0
ECON 101	0.8	0	0.8	0	0.8	0	0.8	0	0.8	0	0.8	0	0.8
ECON 102	0.2	0	0.2	0	0.2	0	0.2	0	0.2	0.2	0.2	0	0.2
ECON 110	0.2	0	0	0	0.2	0	0	0	0.2	0	0	0	0
HIST 101	0	0	0	0	0	0	0	0	0	0	0	0	0
HIST 102	0.2	0	0	0	0	0	0	0	0	0	0	0	0
HIST 104	0.4	0.2	0.4	0	0.4	0	0.6	0	1	0.2	0.8	0	0.6
HIST 105	0	0	0.4	0	0.4	0	0.4	0	0.6	0	0.6	0	0.4
HIST 107	0.4	0	0.6	0	0.4	0.4	0.8	0.4	0.4	0.4	1.2	0.4	0.8
HIST 108	0.6	0	0.4	0	0.6	0.2	0.8	0	0.8	0.2	0.4	0	1
HIST 110	0.4	0	0.6	0	0.4	0	0.4	0	0.6	0	0.2	0	0.4
HIST 111	0.4	0	0.2	0	0.2	0	0.2	0	0.2	0	0.4	0	0.2
HIST 112	0.2	0	0.2	0	0.2	0	0.2	0	0.2	0	0.2	0	0.2
HIST 113	0.2	0	0.2	0	0.4	0	0.4	0	0	0	0	0	0
HIST 114	0.2	0.2	0	0.2	0	0.2	0	0.2	0.2	0.2	0.2	0.2	0.2
HIST 118	0	0	0	0	0	0	0.2	0	0	0	0	0	0.2
PHIL 101	0	0	0.2	0	0.4	0	0.4	0	0.4	0	0.6	0	0.8
PHIL 105	0.4	0	0.4	0	0.4	0	0.6	0	0.2	0	0.6	0	0.6
PHIL 106	1.4	0	1.4	0	1.2	0	1.2	0	0.6	0	1	0	1
PHIL 108	0.2	0	0.2	0	0.2	0	0	0	0	0	0	0	0
PHIL 110	0.4	0	0.4	0	0.4	0	0.4	0	0.2	0	0.4	0	0.2
PHIL 201	0.6	0	0.4	0	0.4	0	0.4	0	0.4	0	0.2	0	0.2
POLS 101	1.6	0.6	1.6	0.4	1.6	0.8	1.8	0.4	1.6	0.8	1.8	1.23	1.6
POLS 103	0.2	0	0	0	0.2	0	0	0	0.2	0	0	0	0.2
POLS 120	0	0	0.2	0	0	0	0	0	0	0	0	0	0
POLS 201	0	0	0	0	0	0	0.2	0	0	0	0.2	0	0
POLS 203	0.2	0	0.2	0	0.2	0	0	0	0.2	0	0	0	0.2
PSY 101	1.8	0	1.8	0.4	2.2	0	2	0	2	0	2	0	1.8

F/T INSTRUCTORS FTEF

Class	200630	200650	200670	200710	200730	200750	200770	200810	200830	200850	200870	200910	200930
PSY 201	0.2	0	0	0	0	0	0	0	0	0	0	0	0
PSY 212	0	0	0	0	0	0	0.4	0	0.4	0	0.4	0	0.4
PSY 215	0	0	0.2	0	0	0	0.2	0	0	0	0	0	0
PSY 217	0	0	0.2	0	0.2	0	0	0	0	0	0	0	0
PSY 218	0	0	0	0	0	0	0	0	0	0	0	0	0
PSY 230	0	0	0.2	0	0.2	0	0.2	0	0.2	0	0.2	0	0.2
PSY 232	0	0	0.2	0	0.2	0	0.2	0	0.2	0	0.2	0	0.2
PSY 233	0	0	0.2	0	0	0	0	0	0	0	0	0	0
PSY 234	0.2	0	0.2	0	0.2	0	0.2	0	0.2	0	0.2	0	0.4
PSY 235	0.4	0.2	0.4	0	0.4	0.2	0.2	0	0.2	0	0	0	0
SOC 101	1.6	0	1.8	0	1.4	0	0	0	1.6	0	1.4	0	1.8
SOC 110	0	0	0	0	0.2	0	0	0	0	0	0	0	0
SOC 111	0	0	0	0	0.2	0	0	0	0	0	0	0	0
SOC 112	0	0	0	0	0	0	0	0	0	0	0	0	0
SOC 115	0.2	0	0.2	0	0.2	0	0	0	0.2	0	0	0	0
SOC 120	0.2	0	0	0	0	0	0	0	0.2	0	0.2	0	0.2
SOC 124	0	0	0	0	0	0	0	0	0	0	0	0	0
SOC 230	0	0	0	0	0	0	0	0	0	0	0	0	0
Grand Total	15	1.2	15.4	1	15.6	1.8	14.4	1	15.2	2.4	15.4	1.83	15.9

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Class	200630	200650	200670	200710	200730	200750	200770	200810	200830	200850	200870	200910	200930
ANTH 101	18		18		21		15		15	6	12		12
ANTH 102	9	3	12		9	3	12		6		6		6
ANTH 103											3		
ANTH 130		0											
ANTH 140	5		0		5								5
ANTH 141	0		0		0								
ANTH 142	0		0		0								
ANTH 143	0		0		0								
ECON 101	18	9	27	3	24	3	24	6	24	12	27	6	27
ECON 102	12	3	9		15	6	15	3	15	9	18	3	15
ECON 110	3				3				3				3
ED 140	6	3	9		9	3	6		3	3	9		6
ED 141	3		3		3	3	3		3		3		3
ED 145	3		3		3		3		3		3		3
HIST 101	18	6	15	3	18	6	15	3	15	6	12	3	18
HIST 102	9	6	6		6	3	6		6	3	3	3	6
HIST 104	6	3	6		9		15		15	3	15		12
HIST 105	3		6		6		6		9		9		6
HIST 107	15	12	26	3	18	17	25.5	9	13	15	28	6	20
HIST 108	27	6	24	3	24	12	24	6	30	9	27	3	36
HIST 109	6	3	6		9		9		3	3	6	3	3
HIST 110	12	6	18	3	12	6	18	3	15	6	12	3	12
HIST 111	18	6	15	3	18	6	15	3	15	6	18		12
HIST 112	3		3		3		3		3		3		3
HIST 113	15	6	15	6	18	6	15	3	9	3	9	3	9
HIST 114	12	6	8	3	6	3	3	3	12	6	6	3	12
HIST 115	3		3		3	3	6		3	6	6		3
HIST 118			3		3		3						3
PHIL 101			3		6		6		6		9		12
PHIL 105	15	6	18	3	20	6	27	6	12	6	24	6	18
PHIL 106	36	20	48	3	42	15	39	6	27	15	39	3	30
PHIL 108	7.3	3	6		9	3	3		3	3	3		3
PHIL 110	9		12		6		9		3		9		6
PHIL 201	9		6		6		6		6		3		3

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POLS 101	54	27	57	9	60	27	62	18	63.5	24	66	21.5	71
POLS 103	3				3				3				3
POLS 120			3		3		4		4		4		4
POLS 155	1.7												
POLS 201			3				3				3		
POLS 202	3		3		3						3		
POLS 203	3		3		3				3				3
PSY 055	18												
PSY 101	77	24	104	21	114	33	121	18	111	39	123	21	112
PSY 201	3				3				3				3
PSY 211									3		3		3
PSY 212	5.9	3	6	3	12	3	12	3	12	3	12	3	12
PSY 215	6	3	6	3	3	3	6		3	3	3	3	3
PSY 217	3		6		3								
PSY 218	3		3								3		
PSY 219	3		3		6								
PSY 230			3		3		3		3		3		3
PSY 232			3		3		3		3		3		3
PSY 233	3		3		3				3				
PSY 234	3		3		6		3		3		3		6
PSY 235	9	6	9	3	9	3	9	6	12	6	3	3	6
PSY 236											3		
PSY 240			3		3		3		3		3		
PSY 244	9	3	6		6		3		3		3		3
SOC 101	66	24	73.8	9	60	21	45	6	63	27	60	6	54
SOC 105	3		3		3		3		3		3		3
SOC 110	3		9		12	3	9		6	3	6		9
SOC 111					3								
SOC 112	0												
SOC 115	3		5		6		3		3	3	6		3
SOC 120	3		3		3	3	3		3		3		3
SOC 124			0		0								
SOC 230							0		0				
Grand Total	598	203	648	81	667	200	626	102	591	228	641	103	614

OVERALL FTEF

Class	200630	200650	200670	200710	200730	200750	200770	200810	200830	200850	200870	200910	200930
ANTH 101	1.2	0	1.2	0	1.4	0	1	0	1	0.4	0.8	0	0.8
ANTH 102	0.6	0.2	0.8	0	0.6	0.2	0.8	0	0.4	0	0.4	0	0.4
ANTH 103	0	0	0	0	0	0	0	0	0	0	0.2	0	0
ANTH 130	0	0	0	0	0	0	0	0	0	0	0	0	0
ANTH 140	0.33	0	0	0	0.33	0	0	0	0	0	0	0	0.33
ANTH 141	0	0	0	0	0	0	0	0	0	0	0	0	0
ANTH 142	0	0	0	0	0	0	0	0	0	0	0	0	0
ANTH 143	0	0	0	0	0	0	0	0	0	0	0	0	0
ECON 101	1.2	0.6	1.8	0.2	1.6	0.2	1.6	0.4	1.6	0.8	1.8	0.4	1.8
ECON 102	0.8	0.2	0.6	0	1	0.4	1	0.2	1	0.6	1.2	0.2	1
ECON 110	0.2	0	0	0	0.2	0	0	0	0.2	0	0	0	0.2
ED 140	0.4	0.2	0.6	0	0.6	0.2	0.4	0	0.2	0.2	0.6	0	0.4
ED 141	0.2	0	0.2	0	0.2	0.2	0.2	0	0.2	0	0.2	0	0.2
ED 145	0.2	0	0.2	0	0.2	0	0.2	0	0.2	0	0.2	0	0.2
HIST 101	1.2	0.4	1	0.2	1.2	0.4	1	0.2	1	0.4	0.8	0.2	1.2
HIST 102	0.6	0.4	0.4	0	0.4	0.2	0.4	0	0.4	0.2	0.2	0.2	0.4
HIST 104	0.4	0.2	0.4	0	0.6	0	1	0	1	0.2	1	0	0.8
HIST 105	0.2	0	0.4	0	0.4	0	0.4	0	0.6	0	0.6	0	0.4
HIST 107	1	0.8	1.73	0.2	1.2	1.13	1.7	0.6	0.87	1	1.87	0.4	1.33
HIST 108	1.8	0.4	1.6	0.2	1.6	0.8	1.6	0.4	2	0.6	1.8	0.2	2.4
HIST 109	0.4	0.2	0.4	0	0.6	0	0.6	0	0.2	0.2	0.4	0.2	0.2
HIST 110	0.8	0.4	1.2	0.2	0.8	0.4	1.2	0.2	1	0.4	0.8	0.2	0.8
HIST 111	1.2	0.4	1	0.2	1.2	0.4	1	0.2	1	0.4	1.2	0	0.8
HIST 112	0.2	0	0.2	0	0.2	0	0.2	0	0.2	0	0.2	0	0.2
HIST 113	1	0.4	1	0.4	1.2	0.4	1	0.2	0.6	0.2	0.6	0.2	0.6
HIST 114	0.8	0.4	0.53	0.2	0.4	0.2	0.2	0.2	0.8	0.4	0.4	0.2	0.8
HIST 115	0.2	0	0.2	0	0.2	0.2	0.4	0	0.2	0.4	0.4	0	0.2
HIST 118	0	0	0.2	0	0.2	0	0.2	0	0	0	0	0	0.2
PHIL 101	0	0	0.2	0	0.4	0	0.4	0	0.4	0	0.6	0	0.8
PHIL 105	1	0.4	1.2	0.2	1.33	0.4	1.8	0.4	0.8	0.4	1.6	0.4	1.2
PHIL 106	2.4	1.33	3.2	0.2	2.8	1	2.6	0.4	1.8	1	2.6	0.2	2
PHIL 108	0.49	0.2	0.4	0	0.6	0.2	0.2	0	0.2	0.2	0.2	0	0.2
PHIL 110	0.6	0	0.8	0	0.4	0	0.6	0	0.2	0	0.6	0	0.4
PHIL 201	0.6	0	0.4	0	0.4	0	0.4	0	0.4	0	0.2	0	0.2
POLS 101	3.6	1.8	3.8	0.6	4	1.8	4.13	1.2	4.23	1.6	4.4	1.43	4.73

OVERALL FTEF

Class	200630	200650	200670	200710	200730	200750	200770	200810	200830	200850	200870	200910	200930
POLS 103	0.2	0	0	0	0.2	0	0	0	0.2	0	0	0	0.2
POLS 120	0	0	0.2	0	0.2	0	0.27	0	0.27	0	0.27	0	0.27
POLS 155	0.11	0	0	0	0	0	0	0	0	0	0	0	0
POLS 201	0	0	0.2	0	0	0	0.2	0	0	0	0.2	0	0
POLS 202	0.2	0	0.2	0	0.2	0	0	0	0	0	0.2	0	0
POLS 203	0.2	0	0.2	0	0.2	0	0	0	0.2	0	0	0	0.2
PSY 055	1.2	0	0	0	0	0	0	0	0	0	0	0	0
PSY 101	5.13	1.6	6.9	1.4	7.6	2.2	8.03	1.2	7.4	2.6	8.2	1.4	7.43
PSY 201	0.2	0	0	0	0.2	0	0	0	0.2	0	0	0	0.2
PSY 211	0	0	0	0	0	0	0	0	0.2	0	0.2	0	0.2
PSY 212	0.39	0.2	0.4	0.2	0.8	0.2	0.8	0.2	0.8	0.2	0.8	0.2	0.8
PSY 215	0.4	0.2	0.4	0.2	0.2	0.2	0.4	0	0.2	0.2	0.2	0.2	0.2
PSY 217	0.2	0	0.4	0	0.2	0	0	0	0	0	0	0	0
PSY 218	0.2	0	0.2	0	0	0	0	0	0	0	0.2	0	0
PSY 219	0.2	0	0.2	0	0.4	0	0	0	0	0	0	0	0
PSY 230	0	0	0.2	0	0.2	0	0.2	0	0.2	0	0.2	0	0.2
PSY 232	0	0	0.2	0	0.2	0	0.2	0	0.2	0	0.2	0	0.2
PSY 233	0.2	0	0.2	0	0.2	0	0	0	0.2	0	0	0	0
PSY 234	0.2	0	0.2	0	0.4	0	0.2	0	0.2	0	0.2	0	0.4
PSY 235	0.6	0.4	0.6	0.2	0.6	0.2	0.6	0.4	0.8	0.4	0.2	0.2	0.4
PSY 236	0	0	0	0	0	0	0	0	0	0	0.2	0	0
PSY 240	0	0	0.2	0	0.2	0	0.2	0	0.2	0	0.2	0	0
PSY 244	0.6	0.2	0.4	0	0.4	0	0.2	0	0.2	0	0.2	0	0.2
SOC 101	4.4	1.6	4.92	0.6	4	1.4	3	0.4	4.2	1.8	4	0.4	3.6
SOC 105	0.2	0	0.2	0	0.2	0	0.2	0	0.2	0	0.2	0	0.2
SOC 110	0.2	0	0.6	0	0.8	0.2	0.6	0	0.4	0.2	0.4	0	0.6
SOC 111	0	0	0	0	0.2	0	0	0	0	0	0	0	0
SOC 112	0	0	0	0	0	0	0	0	0	0	0	0	0
SOC 115	0.2	0	0.33	0	0.4	0	0.2	0	0.2	0.2	0.4	0	0.2
SOC 120	0.2	0	0.2	0	0.2	0.2	0.2	0	0.2	0	0.2	0	0.2
SOC 124	0	0	0	0	0	0	0	0	0	0	0	0	0
SOC 230	0	0	0	0	0	0	0	0	0	0	0	0	0
Grand Total	39.9	13.5	43.2	5.4	44.5	13.3	41.7	6.8	39.4	15.2	42.7	6.83	40.9