Social and Behavioral Sciences Division

Program Review

2013-2014

Comprehensive Program Review Self-Study Report

Division/Area Name: Social and Behavioral Sciences

Year: 2013

Part 1 - Division or Area Overview

1.1 Briefly describe how the division or area contributes to the district mission.

SBS Division Mission Statement

The mission of the Social and Behavioral Sciences Division is to make a positive influence in society and the workforce by providing life-long learning opportunities and a quality educational environment where students develop the skills necessary to succeed.

Purpose Statement

The faculty and staff of the Social and Behavioral Sciences Division are dedicated to providing students with a basic education required for transfer to University, professional development, and the opportunity to learn the fundamentals necessary to be well educated in a particular discipline. Courses are provided for students who wish to complete a two-year degree or certificate, transfer to a four-year university, enter the business workforce, or simply upgrade their skills.

1.2 *Place an "X" by each Institutional Learning Outcome (ILO) supported by the division or area.*

X	Analyze diverse perspectives from a variety of disciplines and experiences that contribute to the development of self-awareness.
X	Value and apply lifelong learning skills required for employment, basic skills, transfer education, and personal development.
X	Demonstrate a breadth of knowledge and experiences from the humanities, social and behavioral sciences, arts, natural sciences, and mathematics.
X	Solve problems using oral and written communication, critical thinking and skills, planning and decision-making skills, information literacy, and a variety of technologies.
X	Demonstrate good citizenship and teamwork through respect, tolerance, cultural awareness, and the role of diversity in modern society.

X   Identify career opportunities that contribute to the economic well-being of the community.

1.3   *After completing Parts 2-7, prepare a one-page summary of the division/area. Interpret the significance of the findings. Note successes in supporting district strategic goals and where improvements are needed.*

The Social and Behavioral Sciences Division is comprised of eight disciplines: 1) Anthropology, 2) Economics, 3) Education, 4) History, 5) Philosophy, 6) Political Science, 7) Psychology, and 8) Sociology. Of the eight disciplines, two are without full-time faculty. Faculty from other disciplines are required to assume lead positions over the disciplines. The division also shares a dean with the Business, Computer Studies, and Economic Development Division.

Currently 4 of 17 faculty positions remain unfilled, and there is a potential of one more faculty retiring in 2015. Immediate hiring priorities are identified as one Economics instructor. Restoring two Psychology positions and one History instructor. One other position needed is a full time Education instructor. Program development has been, and continues to be, impacted by the vacant full-time positions.

Overall, headcount, FTES, and sections offered show a slight to modest decline, which is being attributed to budget restrictions. There are some exceptions to the decline, such as the Political Science and Psychology disciplines. Transfer projections for all eight disciplines are positive and will be enhanced with the adoption of the Transfer Model Curriculum.

Students are achieving SLO/PLO targets and faculty continue to use the SLO/PLO data to assess, analyze, and improve student performance in reaching stated outcome targets.

Recommendations across the disciplines includes hiring more full-time teachers to restore the division to its original 17 full-time faculty; and developing new curriculum for the Transfer Model Curriculum.

1.4   Name of person leading this review:

Dr. Tom O'Neil, Dean

1.5   Names of all participants in this review:

- Dr. Darcy Wiewall
    - Lead faculty for Anthropology
- Ron Halcrow, Professor Ermeritus
    - Lead faculty for Economics
- Dr. Ron Chapman
    - Lead faculty for Sociology, Education
- Dr. Matthew Jaffe, Cynthia Lehman, Ken Shafer
    - Lead faculty for History
- Dr. Xinmin Zhu, Dr. Sherri Zhu
    - Lead faculty for Philosophy
- Dr. Nancy Bednar, John Vento, Amaka Donn, Samual John, Derek Carver, Ellen Coleman, Dr. Don Ranish, Larry Ramirez
    - Lead faculty for History
- Dr. Nancy Bednar, John Vento, Amaka Donn, Samual John, Derek Carver, Ellen Coleman, Dr. Don Ranish, Larry Ramirez
    - Lead faculty for History
- Dr. Irit Gat, Dr. Fredy Avilas
    - Lead faculty for Psychology
- Dr. Ron Chapman, Dr. Thomas Shey
    - Lead faculty for Sociology

Social and Behavioral Sciences - Anthropology

2013-2014

Part 1 - Division or Area Overview

1.6   Briefly describe how the division or area contributes to the district mission.

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, global cross-cultural perspective draws knowledge from the social and biological sciences, as well as, the humanities and physical sciences to understand the full sweep and complexity of cultures across all of human history. A main goal is to stimulate student interest in the issue of human origin and promote cross-cultural understanding.

1.7   Place an "X" by each Institutional Learning Outcome (ILO) supported by the division or area.

Anthropology

The Anthropology program is crafted directly from the general college Vision, Mission and Institutional Learning Outcome Statements. Those Institutional Learning Outcomes most closely related to the shared values of those of the Anthropology Department involve diversity of perspectives and interdisciplinary methods; 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. Specifically, the Anthropology Program at AVC serves several vital roles:

1. Preparing students as Anthropology majors to be successful following their transfer to university programs.
2. Preparing students in Anthropology related occupational degrees and certificates (e.g. Nursing, Administration of Justice, Communication Studies, etc.) for career success.
3. Assisting GE students in developing an understanding of the modes of inquiry and basic content of the discipline.
4. Assisting all students in developing the ability to utilize the scientific method of inquiry, find and comprehend information relating to anthropological issues, and to apply their knowledge to their "everyday lives".
5. Assisting students in moving toward becoming self-reliant learners, willing to engage in intellectual inquiry.

X_ Analyze diverse perspectives from a variety of disciplines and experiences that contribute to the development of self-awareness.

X_ Value and apply lifelong learning skills required for employment, basic skills, transfer education, and personal development.

X Demonstrate a breadth of knowledge and experiences from the humanities, social and behavioral sciences, arts, natural sciences, and mathematics.

X Solve problems using oral and written communication, critical thinking and listening skills, planning and decision-making skills, information literacy, and a variety of technologies.

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

X Identify career opportunities that contribute to the economic well-being of the community.

1.8   After completing Parts 2-7, prepare a one page summary of the division/area. Interpret the significance of the findings. Note successes in supporting district strategic goals and where improvements are needed.

Fulltime Equivalent Students (FTES) in Anthropology increased by 4.7% while District-wide FTES declined. Actual student headcount decreased District-wide, but increased in the discipline of Anthropology. Whereas section offerings decreased District-wide by 27.5 percent, they decreased by only 18.7 percent in Anthropology. The efficiency of the Anthropology faculty mirrored the district-wide level. Degrees granted by the Liberal Arts and Sciences: Social /Behavioral Science division increased by 148 percent. This trend supports the conclusion that conferment rates have exceeded the District-wide trends for the Division. The SLOs in Anthropology indicate that students mastery has been maintained, and above the required program benchmark of 70 percent.

1.9   Darcy Lynn Wiewall, Ph.D.

1.10 Darcy Lynn Wiewall, Ph.D.

Part 2 - Data Analysis and Use - Anthropology

The following data is provided on the Program Review website. Additional data is available from the Department of Institutional Research and Effectiveness (DIERP).

Longitudinal data

District headcount and FTES

Division headcount and FTES

Discipline headcount and FTES

Number of sections offered by location/distance education

PT/FT faculty ratio by LHE

Efficiency (measured as FTES/FTEF)

Data about student progress

Student achievement: success, retention, and term to term persistence

Progression through remedial courses

Program completion

Degree/certificate completion rate

Transfer rates to 4-year institutions

Licensure exam results

Job placement/post training

2.1   Please review the five year headcount and FTES enrollment data provided on the web link. Comment on trends and how they affect your program.*

Whereas there has been a general district trend in a reduction in district and division headcount and FTES enrollment, the Anthropology department has increased their headcount by 7.69% and FTES enrollments by 4.7%. However, the department continues to operate with only one full-time faculty member, Dr. Darcy Wiewall and one adjunct faculty, Mr. David Earle. To date we have not received funding to add an additional full-time faculty member or any additional adjunct faculty due to district budget restrictions. With one full-time and one adjunct faculty member, course offerings are limited.

In contrast to other programs and departments that have lost adjunct faculty and course sections, the Anthropology program has maintained the number of sections offered (7-8 sections) during Fall and Spring semesters. In this regard our sole adjunct faculty member has reached his maximum in his ability to teach more courses.

The discipline of Anthropology remains one of the most popular here at AVC with classes filling to maximum capacity during priority registration and waitlists generated via Banner are also filled to

maximum capacity during priority registration. Requests from students to be placed on faculty generated waitlists for our limited offerings have approached 250 students in recent semesters. While the demand for transferable courses in Anthropology, in particular Introduction to Physical Anthropology (ANTH 101), Introduction to Cultural Anthropology (ANTH 102), and Native North Americans (ANTH 112), continues to increase, we do not have the faculty to adapt to student demand. With the new course offering Introduction to Physical Anthropology Lab (ANTH101L) we anticipate an increase in enrollment.

Annual Headcount					
SUBJECT	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
ANTH	455	457	472	452	490

Annual FTES

SUBJECT	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
ANTH	61.51	56.09	57.81	60.00	64.36

2.2   Report and analyze program/area data showing the quantity of services provided over the past four years (e.g. number of students served, books sold, employees hired, acreage maintained).

NOT APPLICABLE

2.3   Please review the five year data on sections offered, faculty ratios, and efficiency data provided on the web link. Comment on trends and how they affect your program.

Sections offered by the District decreased by 27.5 percent from 2008-2009 to 2012-2013. During this same period sections offered in Anthropology decreased by 18.7 percent. The reduction is a result of budget restrictions and the requirement of the one full-time faculty member to move the department and the associated collections into the new Health and Sciences building during the 2012 summer no anthropology courses were taught.

Annual Sections					
SUBJECT	**2008-2009**	**2009-2010**	**2010-2011**	**2011-2012**	**2012-2013**
ANTH	19	17	17	16	16

There is only one Full-Time faculty and one Part-Time faculty in Anthropology. Efficiency within the Anthropology department increased 26.55% from the Fall 2007 to the Spring 2013. This trend reflects the District-wide increase in efficiency.

Efficiency (FTES/FTEF)	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013	
SUBJECT	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
ANTH	14.99	16.55	17.36	19.34	16.92	16.41	17.41	15.08	17.87	18.11	18.79	18.89

2.4   Using the discipline student success data provided by web link, please comment on any similarities or differences between race, gender, location, and modality groups in meeting the Institutional Standard of 68% for student success (students earning grades of A, B, C, Pass, or Credit). Identify what actions are planned to address trends and achievement gaps in the current academic year.*

According to the data provided the anthropology program is not meeting the Institutional Standard of 68% for student success (students earning grades of A, B, C, Pass, or Credit) by ethnicity, race or gender. Black or African-American students consistently fall below the benchmark of 68% for student success. While there have been improvements in the District-wide success rate for American Indian/Alaskan Native (AIAN) and Mexican/Central American students, Black or African American students have not improved to a point that reaches the benchmark. The success of AIAN students decreased from 68 to 67 percent and the success of Pacific Islanders (PI) students decreased from 69 to 64 percent. In contrast to the District-wide declining success of AIAN and PI students, AIAN and PI Anthropology students have had a 10% and 32.5% increase in their success rate. Anthropology students identifying themselves as Asian, showed declining success rates from 2007-2011 (19.35%) as well as Mexican/Central or South American students (18%).

The district success rate of female students from 2008 to 2013 increased from 69% to 71%, while males success rates have increased slightly from 68% to 69%. In contrast, the average success rate for male Anthropology students from 2007-2008 to 2012-2013 has remained the same at 55%, whereas the average female Anthropology student success from 2007-2008 to 2012-2013 decreased by 16%. The reduction in success rate of female is troubling.

However, a key problem with this data is that it fails to take into consideration several factors. First is the issue of retention. The average retention rate in all Anthropology courses is 84.38% with an average success rate for all courses at 55.88%. This reflects the growing number of students who remain present in the class (retention), but elect to not participate in assignments, discussions and even completion of examinations (lack of success). In response these students fail the course (lack of success). Second, there is also a growing number of Withdrawals. It is unclear, however, how many withdrawals were for financial reasons rather than academic. Based on faculty discussions with students the majority of Withdraws are due student's lack of Basic Skills relating to critical thinking skills, poor preparation and organizational study skills and college-level reading and writing capabilities. And last, faculty need to have access to the raw data if we are required to discuss similarities and differences. For example, students represented in the American Indian/Alaska Native category shows that 55% are not successful, but how many students does this number really represent and for which Anthropology class?

Currently all Anthropology classes are taught on the Lancaster campus, there are none offered at the Palmdale campus. We have developed a new Hybrid/Online course for ANTH 101 Introduction to Physical Anthropology, which was approved by the district this past year. To date it has not been offered, but is anticipated to be offered in Fall 2014 when an instructor focused on teaching in an online environment can be hired.

ACTIONS:

A key problem is students' lack of basic reading, writing, and critical thinking skills. We believe that many students are not prepared (e.g., lack of critical thinking skills, basic science skills, etc.) and this is the reason that the success numbers are below 68%. We have begun to implement a pre-test to assess the student's scientific knowledge, their reading comprehension, critical thinking skills level, etc. upon entering the course. In addition, the faculty has implemented review sessions on their own time and during scheduled class hours, detailed overviews and study guides, as well as, implementation of more first-hand experiences (Anthropology Expo, Zoo trips).

The Anthropology program has been directly impacted by the cutting of funds related to Supplemental Instructional (SI) leadership services. This is a critical loss particularly for students enrolled in ANTH 101. We currently have no SI's for ANTH 101 where in the past we have had one to two student leaders. Supplemental Instructional SI leaders are of high caliber and are well trained and are a very important resource for students in large, introductory classes such as ANTH 101 and ANTH 102. More SI leaders are needed to fulfill demand by students in these courses. In addition, access to SMARTHINKING has now been restricted to students enrolled in English only courses. This has greatly impacted the all the Anthropology courses which require students to submit short essay and/or research paper assignments.

2.5   Analyze and summarize trends in student progression through basic skills courses, if applicable. NOT APPLICABLE

2.6   List degrees and certificates currently offered in the discipline. Analyze how resource adjustments or other changes during the past four years have impacted degree and certificate completion rates.

Degrees granted by the district decreased 29.9 percent from 2008-2009 to 2012-2013. At the same time, degrees granted by the Liberal Arts and Sciences: Social/Behavioral Science Division increased by 148 percent. This trend supports a conclusion that conferment rates have exceeded District-wide trends.

The Associates in Arts in Anthropology for Transfer degree (AA-T in Anthropology) program has been completed as per the requirements of SB 1440 for Associate Degrees for Transfer (AA-T). These degrees are intended to make it easier for students to transfer to a California State University (CSU) to complete their undergraduate degree in the designated discipline. The AA-T in Anthropology has been approved by the district AP&P Committee and is waiting for approval by the Chancellor's Office. The program faculty projects a total of 6-10 completers in the first year. As the AA-T program is marketed and students are made aware of the degree, it is anticipated that the number of completers will increase. Currently, students can elect to earn a Liberal Arts and Sciences Degree in Social/Behavioral Sciences - Option II with a focus on Anthropology elected courses.

2.7   Using the data provided by web link, please comment on transfer rates to four-year institutions, license exam results, and job placement/post testing. If applicable, cite examples of using additional resources (e.g. human, facilities/physical, technology, financial, professional development) or making other changes during the past four years that have resulted in improvements in transfer rates to four-year institutions, license exam results, and job placement/post testing.

Even though there is not data specific to the discipline of Anthropology, I can personally attest to at least 8 students that have transferred to an Anthropology Department at a CSU or a UC in the past three years.

2.8   Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline. Comment on the occupational projections for employment in your discipline for the next two years.   Comment on how the projections affect your planning.
http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=1011

NOT APPLICABLE

Part 3 – Outcome Analysis and Use - Anthropology

3.1　Analyze changes in **student learning outcome** (SLO) and **program learning outcome** (PLO) assessment findings over the past five years. Cite examples of using data during that time as the basis for resource allocation (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved learning outcome findings over the past four years.*

Student Learning Outcomes (SLO) in Anthropology have been assessed systematically since the Fall Semester 2008. To date, all courses that have been offered and 100% of the established SLOs have been assessed and Action Plans are currently implemented to monitor those assessments. A benchmark of 70 percent has been in place since the first term. Only the Field Archaeology in Latin America (ANTH 130) remains to be assessed at least once. This course has not been offered due to budget restrictions.

The one full-time and one adjunct faculty member have worked closely together in developing and implementing SLOs for Anthropology courses. There has been experimentation with both standardized tests and instructor created assessments based on the SLOs. In either case, success rate was moderate-high, 75%-93% of anthropology students across the courses met the 70% achievement criteria established for assessment of a particular SLO. It has been found that the SLO assessment process is effective in generating dialogue in order to improve student learning as well as assess our own teaching methodologies. The faculty is confident that our current means of assessments for all courses being offered are valid. The plan is to continue to incorporate SLO evaluation into each term and revise according to subject and criteria. To date, the plan that has been implemented in Anthropology has been determined to be an effective assessment tool and no change in this procedure is anticipated. Each semester, every instructor in the Department is required to assess the SLO that has been adopted for the course in question and submit these assessments to the WEAVE coordinator, Dr. Wiewall, at the end of each semester. Each semester, feedback will be requested from the instructors about the assessment tool and evaluated if changes are necessary. The current four-year plan is to assess every SLO for each course every semester (that is if every course is taught and can be evaluated) and review for a need to update SLOs or other teaching methodologies. SLOs will continue to be revised and rewritten as needed. Review and evaluation will take place through regularly scheduled meetings.

Action plans have been implemented as of Fall of 2011, to continue to monitor the established assessments over the course of the 2013-2014 academic year. The current assessments will be re-evaluated in Spring of 2014. Action plans established from the assessments have not requested significant resources, but have focused on encouraging increased reliability of measurement. The assessment instruments for all courses are of two types, multiple-choice questions and written assignments.

As noted above in section 2.4, a key problem is students' lack of basic reading, writing, and critical thinking skills. We believe that many students are not prepared (e.g., lack of critical thinking skills, basic science skills, etc.) and this is the reason that many of the students lack the ability to communicate the knowledge they have acquired. We have begun to implement a pre-test to assess the student's scientific knowledge, their reading comprehension, critical thinking skills level, etc. upon entering the course. In addition, the faculty has implemented review sessions on their own time and during scheduled class hours, detailed overviews and study guides, as well as, implementation of more first-hand experiences (Anthropology Expo, Zoo trips) that allows students to be more successful.

3.2　Analyze changes in **operational outcomes** (OO) findings over the past five years. Cite examples of using data during that time as the basis for resource allocation (e.g. human, facilities/physical,

technology, financial, professional development) or making other changes that resulted in or correlate with improved OO findings over the past four years.*

NOT APPLICABLE

Part 4 - Stakeholder Assessment - Anthropology

4.1   Assess how well the program serves the needs of the students, district, and community. Support statements with findings from student, employee, and/or community surveys. Include feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement).

The stakeholders of the Anthropology Department are the students fulfilling their general education requirements and those transferring to four-year colleges and universities, the district, and the community at large.

Based on oral and written feedback from students, they are happy with the program. Many are very excited that the new AA-T in Anthropology will be available for the 2014-2015 year and are planning on declaring this degree as soon as it becomes available. The program continues to produce students that are successful in the discipline. We have had a number of students elect to change their declared major interest or decide to become an Anthropology major upon transfer to a four-year institution. We currently have a number of students that have transferred from AVC to Anthropology Departments at CSUN, CSUB, UCLA and UCR. Overall, students are very happy with the program. The believe that the program has prepared them to walk into their junior level classes at the four-year institution without a hitch. They state and I quote "You've prepared me so well Dr. Wiewall, I can't begin to thank you enough!" Furthermore, we have had several students that have completed Introduction to Archaeology (ANTH 140) who have obtained employment in Archaeology related research because of the expertise obtained during the course.

Each year the program hosts an Anthropology Open House. The purpose of this event is to educate students, as well as, colleagues, administrators, counselors and the public, about what they can do with a degree in Anthropology. This includes presentations by current students, AVC Anthropology alumni, and professional anthropologists from the community. This event is well-received by students whom see it as very beneficial in helping them determine their educational plans. Furthermore, it helps them to grasp what Anthropology in the "real" world is like.

The Anthropology Department also collaborates with The Honors Transfer Alliance Program to by offering an Introduction to Physical Anthropology and a Native North American Honors section. In addition, the department and the Student Anthropology Club collaborate with Student Services to develop community awareness around such issues as diversity, tolerance, and cultural awareness. In 2012, the Anthropology Club was awarded the "most active club on campus".

The Anthropology Department is also very active in the community. The Anthropology faculty regularly interacts with other Community College faculty at the California Community College Anthropology Teachers Association (CCCATA) Conference and the Society for Anthropology in Community Colleges (SACC) at our annually held meetings. In addition, Dr. Wiewall was elected to co-coordinate the annual meeting in January 2012 and January 2013.

The Anthropology program relies heavily on community services such as area museums, local, state and federal parks, and local zoological centers. We are currently involved in several on-going projects that integrate students, faculty and staff at AVC with community members and professional at the state and national level.

Dr. Wiewall works closely with the Curator Peggy Ronning of the Antelope Valley Museum to develop internships and volunteer opportunities for Anthropology students to gain valuable curatorial and laboratory experience. Anthropology faculty and students have volunteered for the past four years at the annual museum celebration and students have had the opportunity to participate in artifact cataloging and have private tours of the facility. In addition, the program has offered Professional Development to staff and faculty of AVC for the past two years.

Ms. Ronning states that the AVC Anthropology Program has been very beneficial in promoting the importance of the museum, as well as, developing younger volunteers, and assisting in increasing museum attendance records, which in turn helps to keep the park open for visitors. This is intricately important during these times of budget restrictions and closure of many of the California State Parks. In addition, the artifact cataloging that the Anthropology students complete each semester is a tremendous help to the museum.

In addition, we have provided students in the Introduction to Physical Anthropology courses the opportunity to tour with faculty the Gibbon Conservation Center and the Los Angeles Zoo as a way in which to provide students with a hands-on experience with living primates which meets the Primatology course objectives for ANTH 101.

Faculty has established an on-going research project at the site of Fairmont Buttes with the Archaeological Conservancy to protect, document and provide stewardship of the existing cultural resources. Cory Wilkinson, the Western Regional Director, stated that it is local education and involvement, such as the students of the AVC Anthropology Department, which is the key to helping to preserve endangered archaeological sites for the future.

Part 5 - Goals and Objectives - Anthropology

5.1   Review the goals identified in your most recent comprehensive self-study report and last year's annual report. Indicate which have been completed and which have been eliminated.*

In the last comprehensive self-study (2011) the following goals were identified. The first was to develop the Associate in Arts Transfer Degree (AA-T) in Anthropology. This goal was met as of Fall 2013. It has been approval at the District level and it is waiting final approval at the Chancellor's Office.

A second goal was to develop and submit two new course proposals to enhance transferable curricula. This goal was partially met. The *Physical Anthropology Lab* (ANTH 101L) class was approved in 2012-2013 and offered for the first time in Fall of 2013. Development of the second course, Archaeology Lab class (ANTH 140L), has not been met. It is still planned and the COR will be completed Fall of 2014 and submitted to AP&P for review.

A third goal was to acquire additional laboratory materials for hands-on learning opportunities for lab students in the physical anthropology and archaeology classes. This goal was partially met as projected by Fall of 2012. We have received a number of new laboratory materials (e.g., scales, calipers), but are still in need of expanding the osteological cast collections.

Develop distance learning options for anthropology courses was a fourth goal identified. This goal was partially met as project by Fall of 2012. The *Introduction to Physical Anthropology* (ANTH 101) online/hybrid class was approved in 2012-2013. However, we have not currently offered this course due to lack of a faculty member to teach the course online. Human Resources has announced this position, but to date the applicant pool has been unsatisfactory. Submission of an online/hybrid course proposal for *Introduction to Cultural Anthropology* (ANTH 102) has not been met. It is still planned and the COR will be completed Fall of 2014 and submitted to AP&P for review.

Obtain appropriate curation supplies, equipment, and storage facilities for the archaeology collection was a fifth goal that has not been completely realized. Progress has been made in the opening of the new Anthropology Lab located in the Health and Sciences building that has permitted a small portion of the collections to be moved into the new facility. Most of the collection remains in an unacceptable container housed adjacent to the football field. Dr. Wiewall attended a two part workshop provided by the Californians Connecting to Collections Project (C3), a statewide preservation project that is providing information, education, and training to California heritage institutions. In addition, she will be attending their "Grantwriting for Preservation Projects to Enhance Collection Care" workshop in January of 2014. This goal will continued to be addressed.

A sixth goal was to stimulate student interest in the issue of human origins and prehistory and promote cross-cultural understanding through the development of a Student Anthropology Club in association with Student Services. This goal was met as projected by Spring 2012. They were awarded the "most active student club on campus" the first year they were active.

The seventh goal was to obtain and maintain a subscription to the Human Relations Area Files eHRAF World Cultures Ethnographic Database in coordination with several other California Community College Departments of Anthropology to obtain access to a more economical multi-user subscription. This goal has not been achieved and it appears that the Fall of 2012 anticipated completion date was unrealistic. It is noted that we are continuing to meet this goal; however, the success in achieving this goal will require coordination with several CCC campuses.

The final goal of hiring a full time faculty position in Anthropology to increase and manage the course offerings, including expansion of distance education courses was not achieved.

5.2   List discipline/area goals and objectives related to **improving outcome findings and/or the success of the various learner populations** in completing courses, certificates, degrees, and transfer requirements. Discipline/area goals must be guided by district Strategic Goals and Plan Summaries in the Educational Master Plan (EMP). They must be supported by an outcome action plan, data analysis, national or professional standards, and/or a requirement or guideline from an outside agency (e.g. legislation, Chancellor's Office, accrediting body, professional board). Consider curriculum, instruction, assessments, program services, operations, collaborations, scheduling, location, technology, etc.*

Current (up to three years)

Goal: Submit a course proposal for a transferrable laboratory course on application of scientific method to archaeological materials

- Guided by district Strategic Goal(s) #1, 2, 3
- Guided by 1(c), 1(e), 2(a), 2(d) Plan Summary in EMP
- The Transfer Model Curriculum for Anthropology (AA-T in Anthropology) was approved by the District and is pending at the Chancellor Office. Success rates for courses in the discipline. Transfers for Liberal Arts and Sciences/Behavioral Science. Development of curriculum that increases transfer rates to CSU, UC and private colleges. Development of community partnerships. Evidence that Black and Mexican/Central or South American students showed a decline in their success rates. The reason for the new Anthropology Laboratory facility.

Objectives: Implementation of the AA-T in Anthropology degree will require successful completion of scientific method and critical thinking anthropology courses. This goal supports students use the scientific method to understand the process of science and other anthropological research strategies and apply these to laboratory techniques. It further improves the competitiveness of Anthropology and Liberal Arts & Sciences majors as potential transfers to four-year colleges and universities. Enhance basic skills in critical thinking and math. Inferences from District-wide data sources indicate a critical need for greater student performance in basic college-level skill sets.

Near Term (three to five years)

Goal: Increase the number of Anthropology transfers to CSU

- Guided by district Strategic Goal(s) #2, 3
- Guided by 1(a), 2(a) Plan Summary in EMP
- The Transfer Model Curriculum for Anthropology (AA-T in Anthropology) was approved by the District and is pending at the Chancellor Office. It is anticipated to be approved Spring of 2014. Success rates for core courses in the discipline. Transfers for Liberal Arts and Sciences/Behavioral Science. SLO Assessments in Anthropology.

Objectives: Implementation of the AA-T in Anthropology degree will

require successful completion of core anthropology courses. Inferences from the data sources previously discussed support a critical need for greater student performance in these courses. Performance can be enhanced with the hiring of additional part-time and full-time faculty.

Goal: Promote Anthropology as a Major

- Guided by district Strategic Goal(s) #1, 2, 3, 4, 8
- Guided by 1(a), 1(c), 1(d), 2(b), 2(c), 5(d), 6(a) Plan Summary in EMP
- The Transfer Model Curriculum for Anthropology (AA-T in Anthropology) was approved by the District and is pending at the Chancellor Office. It is anticipated to be approved Spring of 2014. Provides support to student educational plans, higher education options, and career opportunities. Development of community partnerships. Evidence that Black and Mexican/Central or South American students showed a decline in their success rates.

Objectives: Develop a program to promote student interest in all aspects of and courses supporting the AA-T in Anthropology, continued development of the Annual Anthropology Expo, development of Faculty Professional Development presentations emphasizing developments in Anthropology, and the continuation of the student Anthropology Club. These activities will expose students to higher education and career options presented by community professionals. Assist students pursuing academic tracks in Anthropology. Bringing AVC alumni, professional anthropologists and other higher education speakers from the community will enhance student's involvement and partnerships with the community. A major focus of such promotional activities will be to encourage participation of "minority" students.

Long Term (five to ten years)

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

- Guided by district Strategic Goal(s) #1, 2, 3, 4, 6
- Guided by 1(c), 2(a), 2(c), 6(a) Plan Summary in EMP
- This goal supports AVC's mission to promote and develop "teamwork through respect, tolerance, cultural awareness, and an understanding of the role of diversity in modern society". Maintains the collection as per Federal Curation Standards, as outlined in 36CFR79 of the Federal Register (1990) and the Accreditation Standards of the American Association of Museums (AAM) for archaeological curation and collections management. In addition, the curation container is not a safe or an appropriate space student learning and/or work environment.

Objectives: Obtain funding to purchase equipment and supplies to maintain the archaeology collections and to prevent further environmental degradation to the collection. This endeavor will provide students with first-hand experience of managing cultural collections and independent scientific research projects. In addition it will assist students and the district develop partnerships with Native American populations, local, state and federal agencies focused on cultural resource protection.

5.3 List discipline/area goals and objectives **directly related to advancing Strategic Goals.** Discipline/area goals must be guided by district Strategic Goals and Plan Summaries in the Educational Master Plan (EMP). They must be supported by data analysis or other documentation.

Current (up to three years)

Goal: Hire one full-time faculty member in Anthropology

- Guided by district Strategic Goal(s) # 1
- Guided by 1(a), 1(c), 1(e) Plan Summary in EMP
- The Anthropology Department has increased their headcount by 7.69% and FTES enrollments by 4.7%. The program has maintained the number of sections offered (7-8 sections) in Fall and Spring. In this regard our sole adjunct faculty member has reached his maximum in his ability to teach more courses. Therefore, the department has not been able to offer additional sections or online classes. Efficiency within the Anthropology department increased 26.55% from Fall 2007 to Spring 2013.

Objectives: Administrative increases in class size have resulted in an increased efficiency (ratio of faculty to students) and a decreased transfer rate. Degrees granted by the district decreased 29.9 percent from 2008-2013. Increased reliance on written assignments and library research will require more individual attention to students and more focused faculty on specialized course work. These improvements can only be achieved by increases to faculty.

Goal: Hire one part-time lab technician/instructional assistant for the new Anthropology Laboratory

- Guided by district Strategic Goal(s) # 1
- Guided by 1(a), 1(c), 1(e) Plan Summary in EMP
- The justification for this hire is related to the opening of the new Anthropology Lab and two new Laboratory courses (ANTH 101L and ANTH 140L). Currently, we will unable to schedule a sufficient number of laboratory sections to meet demand. The Supplemental Instructor positions for Anthropology courses at the Learning Center have been eliminated and students have no tutoring available. This position would provide a permanent in-house tutor with an Anthropology background and education. Furthermore, with the new facility their will need to be someone to maintain the collections. The Anthropology Department has increased their headcount by 7.69% and FTES enrollments by 4.7%. The program has maintained the number of sections offered (7-8 sections) in Fall and Spring. In this regard our sole adjunct faculty member has reached his maximum in his ability to teach more courses. Therefore, the department has not been able to offer additional sections or online classes. Efficiency within the Anthropology department increased 26.55% from Fall 2007 to Spring 2013.

Objectives: Administrative increases in class size have resulted in an increased efficiency (ratio of faculty to students) and a decreased transfer rate. Degrees granted by the district decreased 29.9 percent from 2008-2013. Increased reliance on written assignments and library research will require more individual

attention to students and more focused faculty on specialized course work. These improvements can only be achieved by increases to faculty.

Part 6 - Resource Needs - Anthropology

Identify significant resource needs that should be addressed currently (up to three years), near term (three to five years), and long term (five to ten years). If there may be safety issues, enrollment consequences, or other important concerns if a resource is not provided please make this known.*

6.1   List needed human resources. List titles in priority order. Identify which discipline/area goal(s) guides this need.

        The Anthropology department requires one full-time faculty member and one part-time instructional assistant/lab technician in anthropology. This is a high priority need. This need is guided by Goal 1 and objectives 1(a), 1(c), and 1(e).

6.2   List needed technology resources in priority order. Identify which discipline/area goal(s) guides this need.

6.3   List facilities/physical resources (remodels, renovations, or new) needed to provide a safe and appropriate student learning and/or work environment. List needs in priority order. Identify which discipline/area goal(s) guides this need.

        The Anthropology department needs to obtain appropriate curation supplies, equipment, and storage facilities for the archaeology collection. This need is guided by goals 1, 2, 3, 4, 6 and objectives 1(c), 2(a), 2(c), and 6(a).

6.4   List needed professional development resources in priority order. Identify which discipline/area goal(s) guides this need.

6.5   List any other needed resources in priority order. Identify which discipline/area goal(s) guides this need.

        A key focus of Anthropology is participant observation. All of the anthropology courses require students to participate in cultural activities that take place off-campus and produce written essays on their observations. For example, a requirement for ANTH101L (Physical Anthropology Lab) requires students to participate in first-hand observations of primates at a zoological park. This requires transportation which continues to be the individual responsibility of each student. SLO 3 for this course is dependent upon this particular activity. Being able to provide transportation will directly improve success rates for this SLO and assure that no student is denied participation due to lack of resources. Such students are most likely to represent "minority" populations. This is a high priority need. This need is guided by Goal 1 and objective 1(c) and 1(e).

Part 7 - Recommendations and Comments - Anthropology

7.1   List recommended changes to the Educational Master Plan to:

- Address external issues or mandates such as legislation, industry, and professional standards, etc.
- Respond to outcome findings.
- Reflect changes in technology, methodology, and/or disciplines.
- Address student achievement gaps and/or meet other student needs.

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

Program review procedures should be standardized with the next 3 years. Comprehensive Review reports should <u>not</u> be primarily left to faculty to compose due to the expected teaching workload. Program data compilation should be delegated to certified staff with the final review and approval of faculty and administrators.

A key issue with the data is that the raw data needs to be made available, not percentages. The data that has been provided does not allow a comparison of retention or success rate by gender, age, ethnicity <u>for each course</u>. I cannot discuss trends of an increase in Native American students over the past two years in ANTH 101 compared to ANTH 112, nor can I discuss how these trends are similar or different from the district as a whole. It is also impossible to determine how ANTH 101 data compares to other Natural Science courses that fulfill Basic Education requirements. Only by providing raw data for each course in a program can faculty adequately assess the data and respond appropriately.

Social & Behavioral Sciences -Economics

2013-14

Part 1 - Division or Area Overview - Economics

1.11 Briefly describe how the division or area contributes to the district mission.

 The Economics Department supports the Mission and Educational Master Plan of the Antelope Valley College District. Student success and student-centered learning is the number one priority of the Economics program. Our course offerings, albeit small, provide a quality education for a diverse community of learners. Economics instructors continue to participate in giving to the community through public and private presentations and membership on various community oriented committees and associations.

1.12 Place an "X" by each Institutional Learning Outcome (ILO) supported by the division or area.

 X Analyze diverse perspectives from a variety of disciplines and experiences that contribute to the development of self-awareness.

 X Value and apply lifelong learning skills required for employment, basic skills, transfer education, and personal development.

 X Demonstrate a breadth of knowledge and experiences from the humanities, social and behavioral sciences, arts, natural sciences, and mathematics.

 X Solve problems using oral and written communication, critical thinking and listening skills, planning and decision-making skills, information literacy, and a variety of technologies.

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

 X Identify career opportunities that contribute to the economic well-being of the community.

1.13 After completing Parts 2-7, prepare a one page summary of the division**/**area. Interpret the significance of the findings. Note successes in supporting district strategic goals and where improvements are needed.

 The Economics Department offers four transfer courses. Two of the courses (ECON 101 and ECON 102) are focused on the requirements of students planning to earn bachelor degrees in Business, Economics and other majors, one is geared to targeting the needs of the community (ECON 100), and one is designed to study the nature of how the U.S. economic system affects the underserved, oppressed and unrepresented members of our society (ECON 110). The transfer courses are meeting the standards of the district's Educational Master Plan (EMP) and are effectively serving the interests of our transfer students. More transfer courses, however, should be offered to provide a full service to these students and to improve on the EMP Goal #2 of increasing the student transfer rate to Cal States, UC and private colleges. At the community level, ECON 100's

purpose is to support the community's interest in learning more about economics. This review reveals that it is not meeting a major district strategic goal (EMP objective 1c) and adjustments need to be made. ECON 110 only meets once a year, but is proving to be a very popular course with the students in the district. In general, the Economics program has proven that it does provide students with an environment very conducive to learning and is succeeding on most levels in facilitating student success.

Economics headcount, FTES and sections offered fell much more dramatically than did the district's average due to the elimination of summer school/intersession offerings in Economics and the retirement of the Economics Department's only full-time instructor during the most recent five year review period. With no full-time instructor in Economics currently employed at Antelope Valley College, there has been a dramatic decline in the number of Economics classes offered on the Lancaster campus. Student success by race reveals a district-wide problem, in that the Institutional goal for 68 percent success in classes is not being obtained for some races across the district landscape. It is a problem that is equally shared by Economics.

The community targeted course in Economics (ECON 100) is meeting most district standards, but has fallen below stand 1c from the EMP. This most likely is because the course is being taught at too high of a level given the qualifications of the community members taking the course. A course revision is required and a better orientation of adjunct instructors before taking on their assignment to teach this particular course needs to be employed.

ECON 101, 102 and 110 are meeting their SLO objectives. ECON 100 has yet to meet its SLO objectives. An action plan to revise the ECON 100 course and re-evaluate the course materials and texts being used is underway. Full implementation of this plan will require the hiring of a full-time Economics faculty member to lead the process.

1.14 Name of person leading this review

Ronald Halcrow. Economic Professor Emeritus

1.15 Names of all participants in this review

Ronald Halcrow. Economic Professor Emeritus

Part 2 - Data Analysis and Use - Economics

2.1   Please review the five year headcount and FTES enrollment data provided on the web link. Comment on trends and how they affect your program.*

Annual						
SUBJECT	**2007-2008**	**2008-2009**	**2009-2010**	**2010-2011**	**2011-2012**	**2012-2013**

Headcount

ECON	860	952	921	988	835	651

FTES

ECON	106.78	122.74	116.59	123.69	109.34	84.34

Annual district headcount decreased 22 percent from 2008-2009 to 2012-2013. Economics headcount peaked in 2008-2009 at 952 students and subsequently fell to 651 by 2013. With the forced budget related cutting of classes and the concomitant retirement of the program's only full-time faculty member, the Economics student headcount fell by 32 percent from 2008-2009 to 2012-2013. District FTES decreased 12 percent in the past five years, while Economics FTES decreased 31 percent. Most of this was due to the forced budget related elimination of 89 percent of the summer school class offerings in Economics and the complete elimination of intersession class offerings. At this point, the program has been severely impacted by the elimination of the summer and intersession Economics class offerings.

2.2   Report and analyze program**/**area data showing the quantity of services provided over the past four years (e.g. number of students served, books sold, employees hired, acreage maintained).

        N/A

2.3   Please review the five year data on sections offered, faculty ratios, and efficiency data provided on the web link. Comment on trends and how they affect your program.

Number of Sections						
SUBJECT	**2007-2008**	**2008-2009**	**2009-2010**	**2010-2011**	**2011-2012**	**2012-2013**
ECON	33	40	36	37	33	24

Section Count by Location						
SUBJECT	**2007-2008**	**2008-2009**	**2009-2010**	**2010-2011**	**2011-2012**	**2012-2013**
Lancaster						
ECON	29	31	28	14	13	5
Palmdale						
ECON	4	9	8	23	20	19

Section Count by Modality						
SUBJECT	**2007-2008**	**2008-2009**	**2009-2010**	**2010-2011**	**2011-2012**	**2012-2013**
Traditional						
ECON	27	25	22	21	19	12
Online						
ECON	6	15	14	16	14	12

PT/FT **ECON**

Faculty Ratio

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013	
Fall	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
1.60	1.33	1.80	2.00	1.80	1.40	1.80	2.00	1.67	2.50	No Full-Time	No Full-Time

Efficiency (FTES/FTEF)

16.71	14.38	14.78	15.26	16.16	16.58	16.69	16.26	16.38	16.25	16.64	16.67

Sections offered by the district decreased 28 percent from 2008-2009 to 2012-2013. That reflects a 33 percent decrease in Lancaster sections, a 61 percent increase in Palmdale sections, and a 66 percent decrease in sections offered elsewhere. During that time, sections in Economics decreased 40 percent. That reflects an 84 percent decrease in Lancaster sections and a 122 percent increase in Palmdale sections. The actual number of overall sections in Economics fell from 40 in 2008-2009 to 24 in 2012-2013. The elimination of 11 capacity-filled sections previously offered during the summer and intersession months of the latter calendar years accounted for 70 percent of the decline. With the average headcount per section remaining constant at approximately 25 students per section, the elimination of the summer and intersession offerings in Economics accounted for approximately 275 of the 301 headcount decline from 2008-2009.

The offering of more sections in Palmdale and fewer sections in Lancaster has had no noticeable effect on overall student enrollment in Economics. The same can be said for modality ratios. Student enrollment has declined because fewer overall sections, independent of location or modality, are being offered. Traditional sections cut over the five year period from 2007-2008 and 2012-2013 were primarily summer and intersession classes. Online sections experienced a slight decline in number with the elimination of the summer program. If the district were to hire one or two full-time faculty members (to replace the program's recently retired full-time member) and reinstated the summer and intersession Economics sections, the program's student headcount would increase to over 1000.

Fall district part-time (PT) / full-time (FT) faculty ratio increased 6 percent and spring district PT/FT faculty ratio increased 9 percent from 2008-2009 to 2012-2013. The PT/FT faculty ratio in Economics almost doubled between 2007-2008 and 2008-2009 for both fall and spring when ECON 100 was first introduced into the program. Eliminating the summer program in Economics in 2010-2011 helped resolve the increase. However, the ratio again jumped to 2.50 in the spring

of 2012 from 1.33 in the spring of 2008, as enrollment in ECON 100 in the spring continued to rise. The ratio is now undefined, as there are no full-time faculty members employed at Antelope Valley College in Economics.

District efficiency in the fall increased 16 percent and efficiency in the spring increased 7 percent over the past five years. Economics efficiency in the fall did not change in any significant manner and Economics efficiency in the spring increased 16 percent over the past five years. Efficiency has been in the range of 15 to 17 since 2009.

2.4   Using the discipline student success data provided by web link, please comment on any similarities or differences between race, gender, location, and modality groups in meeting the Institutional Standard of 68 percent for student success (students earning grades of A, B, C, Pass, or Credit). Identify what actions are planned to address trends and achievement gaps in the current academic year.*

Student Success Rates by Race

Academic Year	Subject	American Indian/AK Native	Asian	Black or African American	Pacific Islander	White	Mexican/Central or South American	Other/Unknown
2007-2008	ECON	73%	69%	54%	60%	74%	70%	62%
2008-2009	ECON	79%	68%	53%	64%	68%	65%	61%
2009-2010	ECON	41%	68%	42%	50%	62%	52%	64%
2010-2011	ECON	47%	76%	47%	100%	68%	68%	52%
2011-2012	ECON	75%	77%	46%	56%	71%	63%	61%
2012-2013	ECON	50%	80%	45%	75%	71%	63%	67%

Student Success rates by Race in Economics (ECON) are similar, albeit slightly below, the success rates found for all races in the Business (BUS) and the Social and Behavioral Sciences (SBS) Divisions, as well as for the District overall. The success of Mexican/ Central or South American students in the district increased from 68 percent to 72 percent between 2008-2009 and 2012-2013, similar to the increase in Other/Unknown, which increased from 69 percent to 73 percent. The success of Asian and White students in the

district was unchanged over the past five years at 78 and 76 percent respectively. The success of American Indians/AK Native students decreased from 68 to 67 percent and the success of Pacific Islander students decreased from 69 to 64 percent, both groups falling below the Institutional Standard of 68 percent. Economics is currently below the Institutional Standard (EMP, Goal 1c) of 68 percent for student success for American Indian/AK Native, Black or African American and Mexican/Central or South American races. Economics is currently above and meeting the standard for Asian, Pacific Islander and White races. Over the past five years in Economics, the American Indian/AK Native race has fluctuated both above and below the standard, the Asian race has steadily improved from 68 percent to 80 percent, the black race has declined from 54 percent to 45 percent, and the Pacific Islander, Mexican/Central or South American and White races have also fluctuated around the standard. Whereas the District and SBS failed to show a success rate for the Pacific Islander race in 2012-2013, Economics and BUS did show success. The one group that was consistently been below the standard, not only for Economics, but also for the BUS, SBS Divisions and the District as well during the past five years, was the Black or African American race. This is a concern that needs to be addressed at all levels in the District, and Economics will be pleased to participate in developing a district-wide solution.

The Economics Department addressed the issue of some students, independent of race, ethnicity, or gender, not having the requisite skills to succeed in ECON 101 and ECON 102 in 2008. At that time, a more remedial Economics course, ECON 100, was developed and math prerequisites were proposed for the flagship transfer oriented courses, ECON 101 and ECON 102. On the plus side, ECON 101 and 102 are currently meeting the Institutional Standard for all races, while ECON 100 is not. The failure of ECON 100 to meet the standard for some races, particularly the Mexican/Central or South American and Black or African American races, has pulled the entire discipline down overall. To remedy the problem, ECON 100 instructors need to immediately lower the expectations they have of their students and understand that ECON 100 must be recognized as a community based course that has to be taught at a much lower level than they are currently teaching the course, without, of course, compromising the standards of the equivalent course being taught in the CSU system. ECON 100 is not a replacement for nor is it a prerequisite course preceding ECON 101 and ECON 102. It is instead a low level introduction to Economics designed to meet the needs of the community and students who have no intention of majoring in Economics or Business. There should be no expectations that students will have significant higher educational math skills nor advanced reading and writing skills when enrolling in the course. The course is not to be taught with those expectations.

Student Success Rates by Gender

Academic Year	Subject	Female	Male
2007-2008	ECON	66%	70%
2008-2009	ECON	62%	65%
2009-2010	ECON	56%	60%
2010-2011	ECON	62%	60%
2011-2012	ECON	62%	63%
2012-2013	ECON	60%	64%

69 percent of female students in the district were successful in 2008-2009; 71 percent were successful in 2012-2013. 68 percent of male students in the district were successful in 2008-2009; 69 percent were successful in 2012-2013. The Economics student success rates for both genders were slightly below the Institutional Standard of 68 percent during that same period. For the past five years, both genders experienced success rates in Economics a few percentage points below the success rates shown for the SBS Division and the District. The male success rates in Economics were comparable to the male success rates that were experienced in BUS from 2007 through 2013. The female success rates in ECON were below those rates seen in the BUS Division. To meet this standard, a more remedial Economics course, ECON 100, was developed in 2008 and math prerequisites were added to ECON 101 and ECON 102. The prequalifying of students before they take ECON 101 and ECON 102 has been successful in allowing these two courses to improve on meeting the Institutional Standard; ECON 100 is not meeting the standard. The failure of ECON 100 to meet the standard pulled the entire discipline down below the 68 percent target for both genders. The Economics Department was meeting the standard prior to the launching of the survey course, ECON 100. To remedy the problem, ECON 100 instructors need to simplify the content and significantly lower the expectations they have of their students in this course, yet maintain the rigor of the equivalent course offered by the CSU system.

Student Success Rates by Ethnicity

Academic Year	Subject	Hispanic	Non-Hispanic	Ethnicity Unreported
2007-2008	ECON	70%	69%	62%
2008-2009	ECON	64%	63%	61%
2009-2010	ECON	53%	57%	64%
2010-2011	ECON	68%	62%	52%
2011-2012	ECON	64%	63%	60%
2012-2013	ECON	61%	62%	68%

The Economics student success rate based on ethnicity has been both over and under the 68 percent Institutional Standard for both Hispanic and non-Hispanic groups over the past five years. Neither group outperformed the other. After the introduction of the community oriented Economics course, ECON 100, the rates fell slightly below the rates that were experienced by the SBS and BUS Divisions, as well as against those seen at the District level.

Student Success Rates by Location

Academic Year	Subject	Lancaster	Palmdale	Other Location
2007-2008	ECON	68%	70%	
2008-2009	ECON	63%	68%	
2009-2010	ECON	57%	59%	
2010-2011	ECON	66%	58%	
2011-2012	ECON	73%	56%	
2012-2013	ECON	80%	54%	

District student success by location has changed little in recent years. Palmdale students achieved 66 percent success in 2012-2013, slightly lower than the Institutional Standard of 68 percent. That same year, Lancaster students achieved 70 percent success and students in Other/Unknown locations achieved 80 percent success. Economics student success rates in Lancaster rose from just meeting the Institutional Standard in 2007-2008 to an 80% success rate in 2012-2013. This was primarily due to there being no ECON 100 offerings in Lancaster during the most recent academic year, and serves as a compliment to the tremendous success being seen in ECON 101 and ECON 102. On the other hand, as ECON 100 was introduced exclusively in Palmdale, most aggressively in 2009, Economics student success rates in Palmdale fell dramatically below the Institutional Standard. Once again, it is apparent that instructors for this course are teaching ECON 100 at too high a level for the qualifications of the students enrolling in the course.

Student Success Rates by Modality

Academic Year	Subject	Online	Traditional
2007-2008	ECON	66%	69%
2008-2009	ECON	64%	63%
2009-2010	ECON	53%	60%
2010-2011	ECON	57%	64%
2011-2012	ECON	62%	63%
2012-2013	ECON	51%	73%

District students taking traditional courses exceed the Institutional Standard of 68 percent success. 71 percent of students in the district were successful in 2012-2013, down slightly from 72 percent the prior year, but duplicating the success rates of 2011-12 and 2010-2011 and higher than the 69 percent success rate in 2008-2009.The Economics student success rates by modality over the same four year period were stable, staying relatively equal to or slightly below the Institutional Standard depending on the year. Economics online courses statistics were comparable to those of the BUS Division and the District, while falling slightly below similar measurements for the SBS Division. Looking at the 2012-2013 academic year more closely, there is an anomaly because the ECON 100 sections were offered almost entirely online.

Consequently, the online overall success rates fell (see the earlier discussions regarding student success by race for a detailed understanding of this) and the traditional success rates rose to meet the Institutional Standard. It is apparent that if more traditional classes in ECON 100 were offered in place of ECON 100 online sections, with an adjustment in the level of the material being presented the Economics Department might meet the Institutional Standard. Based on the results in earlier years, when ECON 100 was not offered, ECON 101 and ECON 102 were able to meet the Institutional Standard, regardless of modality.

Student retention in Economics parallels the retention that was seen in the SBS and BUS Divisions, as well as the District over the past 5 years. The retention rates were well over 80% regardless of race, ethnicity, gender, location or modality.

2.5   Analyze and summarize trends in student progression through basic skills courses, if applicable.

N/A

2.6   List degrees and certificates currently offered in the discipline. Analyze how resource adjustments or other changes during the past four years have impacted degree and certificate completion rates.

Degrees granted by the district decreased 30 percent from 2008-2009 to 2012-2013.

2.7   Using the data provided by web link, please comment on transfer rates to four-year institutions, license exam results, and job placement/post testing. If applicable, cite examples of using additional resources (e.g. human, facilities/physical, technology, financial, professional development) or making other changes during the past four years that have resulted in improvements in transfer rates to four-year institutions, license exam results, and job placement/post testing.

The district transfer rate decreased 39 percent from 2008-2009 to 2011-2012.

2.8   Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline. Comment on the occupational projections for employment in your discipline for the next two years. Comment on how the projections affect your planning.
http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=1011

N/A

Part 3 – Outcome Analysis and Use - Economics

3.1   Analyze changes in **student learning outcome** (SLO) and **program learning outcome** (PLO) assessment findings over the past five years. Cite examples of using data during that time as the basis for resource allocation (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved learning outcome findings over the past four years.*

ECON 100 has yet to meet the SLO objective of a 70% pass rate. The primary issue is that the course is being taught by various adjunct instructors at an academic level far too high for the targeted student population. Although instructors of this course are extremely competent, they are all teaching according to strict principles that may be more appropriate for ECON 101 and ECON 102. Such standards are very much above the requirements of the comparable course offered by the CSU system. Adjunct instructors often have a limited sense of appreciation, but they still have a desire to impress. With no full-time Economics instructor on staff, they may be receiving limited guidance on how to structure their classes. Action plans to re-evaluate course materials and implement changes in the testing methods being used in the course will be difficult to achieve without the leadership of a full-time faculty member.

The SLOs for ECON 101, ECON 102 and ECON 110 were met over 90% of the time during the review period. Action plans for improvement, such as improving media and PowerPoint presentations, have been completed.

All courses are meeting the PLO objectives set by the Social and Behavioral Sciences Division.

3.2   Analyze changes in **operational outcomes** (OO) findings over the past five years. Cite examples of using data during that time as the basis for resource allocation (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved OO findings over the past four years.*

N/A

Part 4 - Stakeholder Assessment - Economics

4.1   Assess how well the program serves the needs of the students, district, and community. Support statements with findings from student, employee, and/or community surveys. Include feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement).

The Economics program offers three classes; two geared to transfer students (ECON 101 and ECON 102), one geared to the community (ECON 100), and one designed to meet the needs of the underclass (ECON 110). Students were surveyed and expressed a strong interest in there being offered an Economic Statistics course (Econometrics). There was also interest in the following courses being offered: Environmental Economics, Gender Economics, Economic History, Mathematical Economics, Global Economics, Public Economics, Financial Economics and Comparative Economics. To meet the needs of the students, district and community, new courses should be proposed and offered. It is estimated that this would require hiring two new full-time faculty members. At a minimum, the recently retired full-time professor should be replaced.

Part 5 - Goals and Objectives - Economics

5.1   Review the goals identified in your most recent comprehensive self-study report and last year's annual report. Indicate which have been completed and which have been eliminated.*

The goals identified in previous reports were:
1) Hire two additional full-time Economics faculty members
   Result: One full-time Economics faculty member retired, leaving none.
2) Create new courses
a.	Women in Economics	Result: In progress (lead – Misty Stowers)
b.	Principles of Microeconomics using Calculus	Result: Not done. No faculty available to develop the course
c.	Econometrics	Result: Not done. No faculty available to develop the course
d.	International Economics	Result: Not done. No faculty available to develop the course
e.	Environmental Economics	Result: Not done. No faculty available to develop the course

3) Update all Course Outlines of Record   Result: Completed
4) Update Student Learning Outcomes   Result: Completed
5) AA Transfer Degree in Economics   Result: Not done. No full-time faculty available
6) Establish a Major in Economics   Result: Not done. No full-time faculty available

Two goals were met. A full-time faculty member will need to be hired to achieve the others.

5.2   List discipline/area goals and objectives related to **improving outcome findings and/or the success of the various learner populations** in completing courses, certificates, degrees, and transfer requirements. Discipline/area goals must be guided by district Strategic Goals and Plan Summaries in the Educational Master Plan (EMP). They must be supported by an outcome action plan, data analysis, national or professional standards, and/or a requirement or guideline from an outside agency (e.g. legislation, Chancellor's Office, accrediting body, professional board). Consider curriculum, instruction, assessments, program services, operations, collaborations, scheduling, location, technology, etc.*

Current (Immediate)
      Goal 1: Hire a full-time Economics instructor to replace the department's recently retired full-time Economics instructor

- Guided by district Strategic Goal(s) #1
- Guided by 1(a), 1(c),1(e) Plan Summary in EMP

- The Economics department has a need to serve an annual headcount of no less than 1000 students. This cannot be done with adjunct faculty alone without doing a disservice to our transfer students and the community.

Objectives: Human Resources should be permitted to hire the faculty member.

Near Term (three to five years)

Goal 2: Re-evaluate SLO and PLO objectives and data

- Guided by district Strategic Goal(s) #1,2
- Guided by 1(a), 1(c),1(e) Plan Summary in EMP
- Fulltime faculty member leads the gathering an inputting of changes and data

Objectives: First step – hire a full-time Economics faculty member. The remainder should be in the job description.

Near Term (three to five years)

Goal 3: Increase the number of Economics transfers to CSU

- Guided by district Strategic Goal(s) # 2
- Guided by Objective 2(a), 3(a) Plan Summary in EMP
- The Transfer Model Curriculum for Economics AA-T Economics was approved by the Chancellor of Community Colleges in 2013. Success rates for core courses in the discipline (as presently constituted). Transfers for Liberal Arts and Sciences/Behavioral Science.

Objectives: Implementation of the AA-T in Economics degree will require successful completion of core Economics courses. Obvious inferences from the data sources mentioned above support a critical need for greater student performances in these courses. Class size can be reduced and performance enhanced with the hiring of additional part-time and full-time faculty. Faculty performance may be improved through attendance and participation in Economics Conferences and Research/Teaching Colloquiums.

Long Term (five to ten years)

Goal 4: Develop new courses in Economics

- Guided by district Strategic Goal(s) #1,2
- Guided by 1(a), 1(c),1(e) Plan Summary in EMP
- Courses to be developed by full-time Economics faculty members per the requests of the students.

Objectives: Hire two full-time faculty members and meet the transfer requirements for an Economics major required by the CSU and UC systems. Faculty understanding of what courses should be developed may be enhanced through attendance and participation in Economics Conferences and Research/Teaching Colloquiums.

5.3   List discipline/area goals and objectives **directly related to advancing Strategic Goals.** Discipline/area goals must be guided by district Strategic Goals and Plan Summaries in the Educational Master Plan (EMP). They must be supported by data analysis or other documentation.

Current (Immediate)

Goal 1: Hire a full-time Economics instructor to replace the department's recently retired full-time Economics instructor

- Guided by district Strategic Goal(s) #1
- Guided by 1(a), 1(c),1(e) Plan Summary in EMP
- The Economics department has a need to serve an annual headcount of no less than 1000 students. This cannot be done with adjunct faculty alone without doing a disservice to our transfer students and the community.

Objectives: Human Resources simply should be permitted to hire the faculty member.

Part 6 - Resource Needs - Economics

Identify significant resource needs that should be addressed currently (up to three years), near term (three to five years), and long term (five to ten years). If there may be safety issues, enrollment consequences, or other important concerns if a resource is not provided please make this known.*

6.1   List needed human resources. List titles in priority order. Identify which discipline/area goal(s) guides this need.

          The following two are immediate needs.

          a) Full-time Instructor – in Economics to replace the recently retired full-time Economics instructor. Driven by Goals 1, 2 of Section 5.2 and Goal 1 of Section 5.3.

          b) Full-time Instructor – in Economics to allow the development of new courses in Economics and ensure the availability of sufficient staff to teach these courses. Driven by Goals 1, 2 of Section 5.2 and Goal 1 of Section 5.3.

6.2   List needed technology resources in priority order. Identify which discipline/area goal(s) guides this need.

          None

6.3   List facilities/physical resources (remodels, renovations, or new) needed to provide a safe and appropriate student learning and/or work environment. List needs in priority order. Identify which discipline/area goal(s) guides this need.

          None

6.4   List needed professional development resources in priority order. Identify which discipline/area goal(s) guides this need.

          Staff Development Funds ($5,000/year) – to support professional development to full-time Economics faculty so they can attend conferences and advance their professional knowledge base. Driven by Goals 3,4 of Section 5.2.

6.5   List any other needed resources in priority order. Identify which discipline/area goal(s) guides this need.

Part 7 - Recommendations and Comments - Economics

7.1   List recommended changes to the Educational Master Plan to:

- Address external issues or mandates such as legislation, industry, and professional standards, etc.
- Respond to outcome findings.
- Reflect changes in technology, methodology, and/or disciplines.
- Address student achievement gaps and/or meet other student needs.
     Goal 1 and Objective 1(c) and 1(e) should be increased to 70 percent respectively.

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

Program Review serves a valuable purpose. The process of writing reviews allows clearer analysis of how and why changes are developing within the district. I know that everyone would like for it to be simpler, but sometimes being simple only brings on simple solutions. Faculty should remain fully involved with the program review process.

Social & Behavioral Sciences - Education

2013-2014

Part 1 - Division or Area Overview - Education

1.16 Briefly describe how the division or area contributes to the district mission.

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.

1.17 Place an "X" by each Institutional Learning Outcome (ILO) supported by the division or area.

The mission statement of Antelope Valley College 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 Education Department involve exercising personal writing and communication skills and developing personal discipline to achieve both scholastically and professionally; and the ability to converse across a wide spectrum of disciplines, the humanities, arts, and sciences. Finally, an important focus of the training of future educators continues to be to improved citizenship and the ability to work in teams.

- __ Analyze diverse perspectives from a variety of disciplines and experiences that contribute to the development of self-awareness.
- X_ Value and apply lifelong learning skills required for employment, basic skills, transfer education, and personal development.
- X_ Demonstrate a breadth of knowledge and experiences from the humanities, social and behavioral sciences, arts, natural sciences, and mathematics.
- X_ Solve problems using oral and written communication, critical thinking and listening skills, planning and decision-making skills, information literacy, and a variety of technologies.
- X_ Demonstrate good citizenship and teamwork through respect, tolerance, cultural awareness, and the role of diversity in modern society.
- __ Identify career opportunities that contribute to the economic well-being of the community.

1.18 After completing Parts 2-7, prepare a one page summary of the division**/**area. Interpret the significance of the findings. Note successes in supporting district strategic goals and where improvements are needed.

In the past five years FTES decreased by 21 percent in **Education** while the headcount increased 30 percent. Education sections have decreased 42 percent; even though the District-wide decline has been less severe. Students success declined 33 percent and Education continues to suffer from a lack of any full-time faculty, and a lack of online courses and courses offered at the Palmdale Center.

1.19 Name of person leading this review
   Ronald C. Chapman, PhD.

1.20 Names of all participants in this review
   Stella Konisek

   Joan Lingreen

Part 2 - Data Analysis and Use - Education

The following data, as it relates to the Sociology discipline, is provided on the Program Review website. Additional data is available from the Department of Institutional Research and Effectiveness (DIERP).

Longitudinal data

District headcount and FTES

Division headcount and FTES

Discipline headcount and FTES

Number of sections offered by location/distance education

PT/FT faculty ratio by LHE

Efficiency (measured as FTES/FTEF)

Data about student progress

Student achievement: success, retention, and term to term persistence

Progression through remedial courses

Program completion

Degree/certificate completion rate

Transfer rates to 4-year institutions

Licensure exam results

Job placement/post training

2.1 Please review the five year headcount and FTES enrollment data provided on the web link. Comment on trends and how they affect your program.*

Annual District FTES in **Education** decreased from 2008-2009 to 2012-2013 by 21 percent. During that same period **Education** headcount increased from 136 to 177 (30 %), after reaching a high of 239 in 2009-2010.

Annual FTES						
SUBJECT	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
ECON	106.78	122.74	116.59	123.69	109.34	84.34

2.2   Report and analyze program/area data showing the quantity of services provided over the past four years (e.g. number of students served, books sold, employees hired, acreage maintained).

Not Applicable.

2.3   Please review the five year data on sections offered, faculty ratios, and efficiency data provided on the web link. Comment on trends and how they affect your program.

Sections offered by the District decreased 27.5 percent from 2008-2009 to 2012-2013. That reflects a 33 percent decrease in Lancaster sections, a 61 percent increase in Palmdale sections, and a 66 percent decrease in sections elsewhere. During this same period sections offered in **Education** decreased by 42 percent.

Annual Sections						
SUBJECT	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
ED	12	12	11	7	6	7

There are no Full-Time faculty in **Education**.

PT/FT Faculty Ratio	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013	
SUBJECT	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
ED	No Full-Time	No Full-Time	No Full-Time	No Full-Time	No Full-Time	No Full-Time	No Full-Time	No Full-Time	No Full-Time	No Full-Time	No Full-Time	No Full-Time

Efficiency is given as the ratio of Full-Time Equivalent Students to Full-time Equivalent Faculty. Accordingly, "service to students" has increased District-wide dramatically from 2007 to 2013; recovering from a low of 14.5 in the Fall of 2008 to a high of 19.1 in the fall of 2012.

Efficiency within the **Education** department increased 83 percent from the Fall of 2007 to the spring of 2013. This trend reflects the District-wide increases in efficiency.

Efficiency (FTES/FTEF)	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013	
SUBJECT	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
ED	10.18	12.62	12.97	12.64	14.35	15.83	16.40	16.15	16.84	20.21	18.91	18.65

2.4 Using the discipline student success data provided by web link, please comment on any similarities or differences between race, gender, location, and modality groups in meeting the Institutional Standard of 68% for student success (students earning grades of A, B, C, Pass, or Credit). Identify what actions are planned to address trends and achievement gaps in the current academic year.*

Student success is measured by the percentage of students who achieve a grade of A, B, C, Pass, or Credit. There have been slight declines in the success of students in all categories of race except the category labeled "Other/Unknown".

Black or African American students consistently fall below the benchmark of 68% for student success. While there have been improvements in the District-wide success rate for American Indian/Alaskan Native (AIAN), Asian, and Mexican/Central American students, Black or African American students have not improved to a point that reaches the benchmark.

Success rates are consistently below the sixty-eight percent benchmark for all ethnic groups taking **Education** courses with the exception of Asian (85%) and White (74%). There are no online courses offered in this discipline and there are no courses offered in this discipline at the Palmdale Center. Promotion of the major to minorities is proposed as well as offering course both online and at the Palmdale Center.

The success of Mexican/Central or South American students in the District increased from 68 percent to 72 percent from 2008-2009. This is similar to the increase in the category "Other/Unknown", which increased from 69 percent to 73 percent. The success of Asian and White students in the District was unchanged over the past five years (78 and 76 percent respectively). The success of American Indians/Alaskan Native (AIAN) students decreased from 68 to 67 percent and the success of Pacific Islander students decreased from 69 to 64 percent. Both groups fall below the Institutional Standard of 68 percent.

The aggregate of student success for all ethnicities declined by 33 percent from 2007-2008 through 2012-2013. Yet, District-wide the aggregate of success across all ethnic groups increased nearly 3 percent. Clearly, the success of **Education** students is suffering.

Academic Year	Subject	American Indian/AK Native	Asian	Black or African American	Pacific Islander	White	Mexican/Central or South American	Other/Unknown
2007-2008	ED	60%	83%	63%	100%	78%	86%	78%
2008-2009	ED	60%	86%	56%	75%	73%	56%	69%
2009-2010	ED	78%	92%	42%	100%	77%	60%	52%
2010-2011	ED	43%	80%	50%	0%	76%	49%	48%
2011-2012	ED	67%	100%	48%	0%	67%	64%	68%
2012-2013	ED	50%	67%	37%	0%	70%	61%	80%

Education students, identifying themselves as asian, showed declining success rates from 2007 to 2011 (17%). This decline is slightly worse than at the District-wide level. Asian students decreased their success rates by 19 percent. Black students declined by 41 percent. Pacific Islanders showed a no change, and it is noted that data for these students is lacking from 2010 over the last three academic years. White students decline by 10 percent. Mexican, Central or South American students declined by 29 percent, and those students identifying themselves as Other/Unknown improved by 2.5 percent.

Sixty-nine percent (69%) of female students in the district were successful in 2008-2009; Seventy-one percent (71%) were successful in 2012-2013. Sixty-eight percent of male students in the District were successful in 2008-2009; Sixty-nine percent were successful in 2012-2013.

Academic Year	Subject	Female	Male
2007-2008	ED	79%	70%
2008-2009	ED	67%	55%
2009-2010	ED	61%	53%
2010-2011	ED	63%	37%
2011-2012	ED	63%	44%
2012-2013	ED	58%	32%

In contrast, the average success rate for male **Education** students from 2007-2008 to 2012-2013 is 49 percent, whereas the average female **Education** student success from 2007-2008 to 2012-2013 is 65 percent. These differences in success are mirrored in the District-wide trend and the persistent and worsening below-benchmark rate of males is alarming.

Academic Year	Subject	Lancaster	Palmdale
2007-2008	ED	78%	
2008-2009	ED	65%	
2009-2010	ED	59%	
2010-2011	ED	56%	
2011-2012	ED	59%	
2012-2013	ED	52%	

There are currently no courses in **Education** offered at the Palmdale Center. All courses are offered an the main campus in Lancaster.

Academic Year	Subject	Online	Traditional
2007-2008	ED		78%
2008-2009	ED		65%
2009-2010	ED		59%
2010-2011	ED		56%
2011-2012	ED		59%
2012-2013	ED		52%

Students taking traditional courses in the District exceed the Institutional Standard of 68 percent success. Seventy-one percent (71%) of students were successful in 2012-2013. This was down slightly from 72 percent the prior years, but this duplicated the success rates of 2011-2012 and 2010-2011, and reached above the 68-percent benchmark in 2008-2009.

There are currently no online courses offered in **Education**. Success rates cannot be compared between these two modalities.

2.5   Analyze and summarize trends in student progression through basic skills courses, if applicable.

Not Applicable.

2.6   List degrees and certificates currently offered in the discipline. Analyze how resource adjustments or other changes during the past four years have impacted degree and certificate completion rates.

Certificates in **Instructional Aide** have declined from a high in 2007-2008 by two-thirds in 2012-2013. Degrees granted by the district decreased 29.9 percent from 2008-2009 to 2012-2013. Currently there are no degrees offered in **Education**.

Major	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Instructional Aide Cert	5	12	8	7	5	2	4

2.7   Using the data provided by web link**,** please comment on transfer rates to four-year institutions, license exam results, and job placement/post testing. If applicable, cite examples of using additional resources (e.g. human, facilities/physical, technology, financial, professional development) or making other changes during the past four years that have resulted in improvements in transfer rates to four-year institutions, license exam results, and job placement/post testing.

Not Applicable. An Associate's degree in **Educaiton** is not currently available at Antelope Valley College.

2.8   Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline. Comment on the occupational projections for employment in your discipline for the next two years. Comment on how the projections affect your planning. http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=1011

Instructional Aides are listed under Teachers Assistants by the California Employment and Development agency (SOC 25-2041). However the current estimated number of Teachers Assistants in 2010 was only 144,800. This is expected to grow modestly to 158,300 by 2020. However, with a current median income in Los Angeles County of only $27,560, demand for this profession will likely remain modest as well. According the EDD, qualified applicants " . . .

Students perform duties that are instructional in nature or deliver direct services to students or parents. Certificate holders serve in a position for which a teacher or another professional has ultimate responsibility for the design and implementation of educational programs and services. Employers usually expect an employee in this occupation to be able to do the job after Short-term on-the-job training.

Part 3 – Outcome Analysis and Use - Education

3.1 Analyze changes in **student learning outcome** (SLO) and **program learning outcome** (PLO) assessments findings over the past five years. Cite examples of using data during that time as the basis for resource allocation (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved learning outcome findings over the past four years.*

Student Learning Outcomes (SLO) were assessed in **Education** courses since the Fall term of 2010. The most complete data exist for assessments of the four SLOs for Introduction to Education (ED 140), Introduction to Special Education (ED 141), and Understanding and Educating the Learning Disabled (ED 145). A benchmark of 70 percent has been in place since the first term. On that basis SLOs have been "met" or "partially met" in 10 of the 15 semesters they have been assessed.

Action plans flowing from these assessments have not requested significant additional resources, but have focused on encouraging increased reliability of measurement and representativeness (all sections of any particular course). The data show that these efforts have been successful. Additional efforts at improving the validity of these assessments are needed. Furthermore, The plan is to continue to incorporate SLO and PLO evaluation into each term and revise according to subject and criteria.

3.2 Analyze changes in **operational outcomes** (OO) findings over the past five years. Cite examples of using data during that time as the basis for resource allocation (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved OO findings over the past four years.*

Not Applicable.

Part 4 - Stakeholder Assessment - Education

4.1   Assess how well the program serves the needs of the students, district, and community. Support statements with findings from student, employee, and/or community surveys. Include feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement).

The stakeholders of the **Education** Department are those four-year colleges and universities accepting our students in transfer for completion of degrees in Education and Special Education. Unfortunately data are not available to assess the extent to which the demands of these stakeholders are being met.

Part 5 - Goals and Objectives - Education

5.1   Review the goals identified in your most recent comprehensive self-study report and last year's annual report. Indicate which have been completed and which have been eliminated.*

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.

5.2   List discipline/area goals and objectives related to **improving outcome findings and/or the success of the various learner populations** in completing courses, certificates, degrees, and transfer requirements. Discipline/area goals must be guided by district Strategic Goals and Plan Summaries in the Educational Master Plan (EMP). They must be supported by an outcome action plan, data analysis, national or professional standards, and/or a requirement or guideline from an outside agency (e.g. legislation, Chancellor's Office, accrediting body, professional board). Consider curriculum, instruction, assessments, program services, operations, collaborations, scheduling, location, technology, etc.*

A primary goal for the discipline, and one that has been stated since the last Program Review, is to hire a full-time faculty person for the discipline. Five years ago the horizon for this goal was 3 years.

5.3   List discipline/area goals and objectives **directly related to advancing Strategic Goals.** Discipline/area goals must be guided by district Strategic Goals and Plan Summaries in the Educational Master Plan (EMP). They must be supported by data analysis or other documentation.

Current (up to three years)

Goal: Hire one full-time faculty member in Education

- Guided by district Strategic Goal(s) #_1__
- Guided by Objective 1(a); 1(c); 1(e)_ Plan Summary in EMP
- Education course certification rates are declining and success rates are generally lower than district's trend.

Objectives: There are currently no full-time faculty members in this discipline. Needed improvements in success rates and certificates confirmed can only be achieved by full-time faculty.

Part 6 - Resource Needs - Education

Identify significant resource needs that should be addressed currently (up to three years), near term (three to five years), and long term (five to ten years). If there may be safety issues, enrollment consequences, or other important concerns if a resource is not provided please make this known.*

6.1   List needed human resources. List titles in priority order. Identify which discipline/area goal(s) guides this need.

         Full-time faculty member (Goal #1).

6.2   List needed technology resources in priority order. Identify which discipline/area goal(s) guides this need.

         None identified.

6.3   List facilities/physical resources (remodels, renovations, or new) needed to provide a safe and appropriate student learning and/or work environment. List needs in priority order. Identify which discipline/area goal(s) guides this need.

         None identified.

6.4   List needed professional development resources in priority order. Identify which discipline/area goal(s) guides this need.

         None identified.

6.5   List any other needed resources in priority order. Identify which discipline/area goal(s) guides this need.

         None identified.

Part 7 - Recommendations and Comments - Education

7.1 List recommended changes to the Educational Master Plan to:

- Address external issues or mandates such as legislation, industry, and professional standards, etc.
  - o None
- Respond to outcome findings.
  - o None
- Reflect changes in technology, methodology, and/or disciplines.
  - o None
- Address student achievement gaps and/or meet other student needs.
  - o None.

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

Funding is needed to employ one new full-time faculty member. Program reviews suffer for this discipline as a direct result of the lack of continuity from one reviewer to the next. Consistency and focus of purpose depend on stable, full-time personnel in this discipline. Furthermore, program reviews should be standardized. While improvement are obvious, the form of these reports remains in flux. Program data compilation should be delegated to certified staff with the final review and approval of faculty and administrators. These reports should not be primarily left to faculty to compose.

Social and Behavioral Sciences - History

2013-14

Part 1 - Division Overview - History

1.21 **Briefly describe how the division or area contributes to the district mission.** The History Department contributes to the mission of the district by emphasizing a program of study that teaches students lifelong skills such as critical thinking, diverse perspectives, and good citizenship. Our students have a wide range of subject related courses from which to choose, that exposes them to a study of the past that focuses on the diversity of the human experience. In all of our courses we teach students how to analyze the past and how very important the study of history is to the present and future. Our courses also teach students about the role of government and citizens in shaping the present. With a solid background in history, students who graduate from our program will have the skills necessary to transfer and seek employment in any field related to the Social Sciences and Humanities.

1.22 **Place an "X" by each Institutional Learning Outcome (ILO) supported by the division or area.**

_X_ Analyze diverse perspectives from a variety of disciplines and experiences that contribute to the development of self-awareness.

_X_ Value and apply lifelong learning skills required for employment, basic skills, transfer education, and personal development.

_X_ Demonstrate a breadth of knowledge and experiences from the humanities, social and behavioral sciences, arts, natural sciences, and mathematics.

_X_ Solve problems using oral and written communication, critical thinking and listening skills, planning and decision-making skills, information literacy, and a variety of technologies.

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

__ identify career opportunities that contribute to the economic well-being of the community.

1.23 After completing Parts 2-7, prepare a one page summary of the division**/**area. Interpret the significance of the findings. Note successes in supporting district strategic goals and where improvements are needed.

1.24 **Name of person leading this review** Matthew Jaffe, Cynthia Lehman, Ken Shafer

1.25 **Names of all participants in this review** Matthew Jaffe, Cynthia Lehman, Ken Shafer

Part 2 - Data Analysis and Use - History

The following data is provided on the Program Review website. Additional data is available from the Department of Institutional Research and Effectiveness (DIERP).

> Longitudinal data
>
>> District headcount and FTES
>>
>> Division headcount and FTES
>>
>> Discipline headcount and FTES
>>
>> Number of sections offered by location/distance education
>>
>> PT/FT faculty ratio by LHE
>>
>> Efficiency (measured as FTES/FTEF)
>
> Data about student progress
>
>> Student achievement: success, retention, and term to term persistence
>>
>> Progression through remedial courses
>>
>> Program completion
>>
>> Degree/certificate completion rate
>>
>> Transfer rates to 4-year institutions
>>
>> Licensure exam results
>>
>> Job placement/post training

HISTORY

2.1   **Please review the five year headcount and FTES enrollment data provided on the web link. Comment on trends and how they affect your program.***

As noted in earlier reports, apart from Psychology, History has the highest FTES in the Social Sciences and this remains true this year. Demand for History classes is high, especially the U.S. History survey series History 107 and History 108, to fulfill the American Institution requirement at the CSUs. History 110 and History 111 (African-American History) fulfill the Diversity Requirement as does Women's History (History 113). The retirement of a long-time full-time instructor and the retirements of several veteran adjunct members of the faculty along with the reduction of some sections has made it more difficult for students to complete the History courses needed for transfer and degree completion. Slightly more than half of our students enrolled in History are full-time students. The numbers range between 53-59% and have remained constant throughout the last five years.

The near complete elimination of intersession as well as the downsizing of summer school has further impacted the availability of classes. In four of the past five years, our FTES and headcount has shown little growth and in some years has dropped from the previous year. In 2007-08 History enrolled 2964 students and that number increased to 3058 in 2012-13. In 2007-08, History had an annual FTES of 377.33, which increased slightly to 393.98 in 2012-13. The academic years 2009-12 saw sharp declines in FTES and headcount due to class reductions impacted by the budget crisis. Courses have slowly begun to be added back into the schedule and the numbers from the Spring 2013 semester indicate slight gains over the previous year.

2.2 **Report and analyze program/area data showing the quantity of services provided over the past four years (e.g. number of students served, books sold, employees hired, acreage maintained).**

N/A

2.3 **Please review the five year data on sections offered, faculty ratios, and efficiency data provided on the web link. Comment on trends and how they affect your program.**

In 2007-08 we offered 133 sections of courses in History and those numbers plummeted during the budget crisis of 2009-12 to an average of 103-107 sections. Slowly the numbers of sections offered has started to climb again. In 2012-13 we offered 101 sections and Fall 2013 has seen a slight increase over the previous Fall.

Part-time to full-time faculty ratios have remained fairly consistent over the past five years but due to losing a full-time faculty member to retirement and the inability to hire additional faculty, we are seeing more reliance on part-time instructors to meet increasing demand for courses. In 2007-08, our ratios for Fall and Spring were 1.58/1.37 and in 2010-11, the ratios rose to 1.47/2.07. The most recent data from last year indicates a ratio of 2.13/2.34. If we are to continue adding classes back into the schedule we will need an additional full-time faculty position or the reliance on part-time instructors will continue to outpace our ability to retain permanent faculty.

2.4 **Using the discipline student success data provided by web link, please comment on any similarities or differences between race, gender, location, and modality groups in meeting the Institutional Standard of 68% for student success (students earning grades of A, B, C, Pass, or Credit). Identify what actions are planned to address trends and achievement gaps in the current academic year.***

Our student success rates by ethnicity, gender, race, location, and modality do not show significant differences. By ethnicity, we remain at a constant rate in the low 70%, across all ethnicities. Our success by gender shows a consistent 4-6% difference in the success of women vs. men in our discipline. We maintain rates in the high 60% to mid 70% range across the previous five year cycle. Success rates by race show a pattern of achievement typically in the

low 70% to high 80% range on average. Within each racial group measured, there is fairly consistent achievement within the five year cycle.

One area of concern is the low performance rates of African American students. Their success rates are the lowest measured in the previous five year cycle, and typically are in the range of 57-63%. That measure demonstrates a huge performance gap with our average numbers across all ethnic and racial groups and is an area we will have to address as a faculty.

Students tend to succeed at a higher rate on the Lancaster campus than at Palmdale. Our success rates run between a high of a 20% differential five years ago to a 5% differential at present. Success rates may be better on the Lancaster campus due to the fact that our full time faculty maintain office hours on the Lancaster campus and instructors are generally more accessible to students who need help on that campus. Adjunct faculty in History are the only ones who teach at the Palmdale campus and it would be interesting to see success differentials between those courses taught by full-time vs. part-time faculty. Adjuncts are not required to maintain office hours and no longer receive pay if they choose to, so it would be an interesting measure to see if that fact affects student success for courses that don't provide outside academic support.

Success by modality of instruction is another area of concern to our faculty. Our traditional classroom setting success rates are in the high 80% - low 90% range over the course of the previous five year cycle. However, our online courses have a low of just 64% success back in 2008-09. We are currently at the 84-85% success rate for the previous reported year. The trends in online success rates are improving over previous years and it may be because better prepared students are taking these courses now. An overwhelmingly percent of our students test into Basic Skills and none of our History courses have prerequisites. Students do not currently have to go through any orientation, assessment, or training prior to taking an online course. In years past, students would often take online courses thinking they were easier than a traditional class and perhaps that misconception was in part responsible for the high rates of failure.

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

2.5 **Analyze and summarize trends in student progression through basic skills courses, if applicable.** N/A

2.6 **List degrees and certificates currently offered in the discipline. Analyze how resource adjustments or other changes during the past four years have impacted degree and certificate completion rates.**

The Transfer Model Curriculum for the AA-T degree in History is currently in the approvals process. District approval is currently at the administrative stage prior to seeking approval from the Chancellor's office. It is hoped that we will be able to offer the degree in Fall 2014. The AA-T degree will be the first time a degree in History has been offered by the district and we believe based on student demand for courses that we will see a significant number of students major in the discipline. Again, completion rates and progression through the degree will depend upon staffing and the availability of courses. It is hoped as the budget situation improves, we will continue to add courses to the schedule so that our students can complete all requirements for transfer within 2-3 years of matriculation.

2.7 **Using the data provided by web link, please comment on transfer rates to four-year institutions, license exam results, and job placement/post testing. If applicable, cite examples of using additional resources (e.g. human, facilities/physical, technology, financial, professional development) or making other changes during the past four years that have resulted in improvements in transfer rates to four-year institutions, license exam results, and job placement/post testing.**

We do not currently offer a degree or certificate in History and do not have data to indicate how many students transfer and complete the B.A. degree.

2.8 Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline. Comment on the occupational projections for employment in your discipline for the next two years. Comment on how the projections affect your planning. N/A

Part 3 – Outcome Analysis and Use - History

3.1 **Analyze changes in student learning outcome (SLO) and program learning outcome (PLO) assessment findings over the past five years. Cite examples of using data during that time as the basis for resource allocation (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved learning outcome findings over the past four years.***

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

The Division attempted to develop a standard PLO but this has proved unworkable. PLO data for the entire Division was only reported in the Spring 2013 semester and only assessed data from HIST 107 and few other disciplines. History faculty have now developed a PLO assessment tool for use in the major, and we will be tracking that data once the AA-T degree is implemented. PLO data will be tracked within the major using data from the two required courses, HIST 107 and 108. The three full time faculty members have been in constant communication since Fall 2012 to further develop the curriculum in the major.

As we implement the new major in History, we need to ensure that our staffing needs are met and we obtain a replacement position for the full-time faculty lost to retirement. We need to continue to offer enough sections of our courses so that students can complete the degree within 2-3 years, and having another full-time position will allow us to further increase course offerings. Technology in the classroom will always be an issue. As technology evolves, our instructional equipment has to be updated and properly maintained so that we can educate our students in the best possible learning environment. Many of our classrooms have not had significant improvements to instructional technology in more than six years. Some of our classrooms still do not have Internet accessibility and that should not be acceptable.

3.2   **Analyze changes in operational outcomes (OO) findings over the past five years. Cite examples of using data during that time as the basis for resource allocation (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved OO findings over the past four years.***

History does not currently utilize OO findings to make decisions about resource allocation. Many of our concerns for our discipline have been explained in the sections related to student achievement.

Part 4 - Stakeholder Assessment - History

4.1   **Assess how well the program serves the needs of the students, district, and community. Support statements with findings from student, employee, and/or community surveys. Include feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement).**

In gauging how well the History Department serves the needs of the students, district and community, we can again return to the numbers to find that our History courses are consistently the second most popular courses to take in the Social Sciences division. Furthermore, the retention rate has never been lower than 78% regardless of race, ethnicity, gender, location or modality and the success rate has never been lower than 87% regardless of gender, ethnicity, gender, or modality since the last comprehensive report. It should be noted at this time that the Palmdale Center only has adjunct faculty teaching there, which could partly explain student rates there. Lastly, students are also consistent in taking more than one history course, since the persistence rate ranges between 68-79% over the last four years, which easily falls within the average of the Social Sciences Division. Furthermore, when we measure that in whole numbers, our division has the third highest head count at AVC.

Although it would be extremely difficult to trace students gaining employment because of taking History Courses at AVC, our instructors teach some very valuable skills that can or will be used either later in life, as we emphasize a comprehensive study of the past that focuses on the diversity of the human experience. Specifically, we teach students how to analyze the past, about the role of government as well as how citizens can shape the present. With a solid background in history, students who graduate from our program will have the skills necessary to transfer and seek employment in any field related to the Social Sciences and Humanities.

Part 5 - Goals and Objectives - History

5.1   **Review the goals identified in your most recent comprehensive self-study report and last year's annual report. Indicate which have been completed and which have been eliminated.***

In the last Comprehensive Program Review in 2009, the History faculty chose to pursue three new elective courses as priorities at AVC, specifically Middle Eastern History, African History Since 1900 and History of the African-American Athlete, with the goal of reaching the approval stage by 2011. In fact, the CORS for the latter two courses had been completed and were ready for approval by the AP&P Committee. However, as reported in the Annual Program Review in 2012, with the State Transfer Model Curriculum becoming a bigger priority and an uncertain state budget status, it was decided that the History Department had enough elective courses, and as a result, the three new courses were not approved. It is unknown if those courses will be considered again at some future time.

Meanwhile, The Transfer Model Curriculum for the AA-T degree in History has been approved by committee and it is currently at the administrative stage prior to seeking approval from the Chancellor's office. Once that happens, we hope to be able to offer the AA-T degree in History in Fall 2014. If so, we perceive that student demand for our courses will further increase, adding still more pressure on the college to hire a full-time instructor to replace the recent retiree.

In addition, both the 2009 Comprehensive Review and the 2012 Annual Report called for the creation of new sections of History and to hire additional adjunct faculty to make up for retirement of one full-time instructor as well as the loss of several other adjuncts. The passage of Proposition 30 in November 2012, which added a temporary addition to the state's sales tax, gave the community college system a new breath of life. As a direct result, six courses were offered in the Winter Intersession 2013, whereas history had had no classes in the winter offered for three years. In addition, our summer course offerings expanded in 2013 from only two to seven courses. Finally, three 8 week courses were added to the Fall 2013 schedule in order to serve more students. Once more, additional course offerings are planned for 2014. At the same time, this temporary increase in the state sales tax will end in 2016. Thus, hopefully the economy will rebound enough to bring in more revenue without an extension of the sales tax, or, that same tax will continue. In short, a more permanent solution needs to be found at the state level to fund community colleges on a more consistent and reliable level.

Funding is also an issue when it comes to new facilities, remodeling old buildings or to replace or update technical equipment and software, both in the office and in the classroom. Finally, the wireless network needs to be extended to the entire campus so that a clear internet signal can be consistently found anywhere on campus. The new college administration is looking at ways to set aside consistent funding from the current budget on a rolling basis or to seek money outside state revenue so that such long overdue changes can be made on a regular schedule.

5.2   **List discipline/area goals and objectives related to improving outcome findings and/or the success of the various learner populations in completing courses, certificates, degrees, and transfer requirements. Discipline/area goals must be guided by district Strategic Goals and Plan Summaries in the Educational Master Plan (EMP). They must be supported by an outcome action plan, data analysis, national or professional standards, and/or a requirement or guideline from an outside agency (e.g. legislation, Chancellor's Office, accrediting body, professional board). Consider curriculum, instruction, assessments, program services, operations, collaborations, scheduling, location, technology, etc.***

> **Current (up to three years)**
> **Goal: A specific target**
>
> - **Guided by district Strategic Goal(s) #___**
> - **Guided by _____Plan Summary in EMP**
> - **Supporting action plan, data analysis, or other documentation**
> **Objectives: Significant steps or actions needed to achieve the goal**

1a.   The most obvious and immediate way the History Department can assist the college to meet its goals of awarding 1,033 degrees and certificates by 2016 is the creation of an AA degree in History, which should be in place by Fall 2014, as our TMC's are now at the administrative approval stage. This is an exciting development for the History faculty, which as mentioned before, should also increase student enrollment for our courses. The cascading effect of these developments should also bring about an increase in the number of students eligible to transfer to four-year institutions from AVC. Discipline Goal: Transfer Curriculum Degree for History. District Strategic Goal #2

1b.   Faculty have already been closely monitoring SLO and PLO outcomes for some time, making adjustments when they prove to not be effective, and making recommendations in our action plans as how to improve on our outcomes, particularly in requesting funding to update or replace obsolete computer and audio/visual equipment in our classrooms as well as updating the district's DVD collection, which for no other reason is necessary since some of the audio/visual collection is on VHS format, which some classrooms are no longer able to accommodate. In addition, we want to be certain that such additions meet the needs of our audio or visually impaired students. Discipline Goal: Update equipment. District Strategic Goal: #1, #2, #5, and #7

1c.   We are happy to see that the History Department meets and has met the standard of 68% success rate as targeted by the Student Success Committee for some time. We will continue to monitor that statistic to assure we always meet that standard, if not actually achieve numbers beyond that. Discipline Goal: Meeting the rate set by Student Success Committee. District Strategic Goal #2

1g.   As noted before, the passage of Proposition 30 in Fall 2012 allowed for additional course offerings in the Winter Intersession for the first time in two years, and an increase in the sections offered in the summer schedule as well. In addition, the History Department has hired and continues to recruit adjunct faculty to meet this need. Discipline Goal: Increase sections offered in History. District Strategic Goal #1, #2, #5

5b.   The History faculty have been one of the most consistent promoters to insure working computers, internet access and reliable audio/visual equipment to be available in our classrooms. We will also strongly advocate that the entire campus have remote internet access through the expansion of the wireless network. This endeavor will continue to be the case for the foreseeable future. This has been noted in our departmental Action Plans.

Near Term (three to five years)

Goal: A specific target

- **Guided by district Strategic Goal(s) #___**
- **Guided by _____Plan Summary in EMP**
- **Supporting action plan, data analysis, or other documentation**
Objectives: Significant steps or actions needed to achieve the goal

1a.   With an expected increase in student demand for additional sections in History courses with the upcoming establishment of an AA degree in History, it will be particularly necessary to look at hiring a fourth full-time history instructor to replace the recent retiree. In particular, when looking at college demographics and trends, 42% of our Fall 2012 population was made up of Hispanic students. In comparison with our last Comprehensive Review, that is an increase of over 1,000 students. At the same time, due to our location, it has been difficult to establish a consistent offering of Latin American history classes solely through adjunct hires. Therefore, with such population numbers increasing still further in the foreseeable future, and considering trends in the history field itself at four-year institutions, it would make the most sense for our next full-time instructor to specialize in that subject. Discipline Goal: Hire a fourth full-time historian. District Strategic Goals: #1, #2, #5

1g.   We will continue to offer as many History courses as possible and hire new adjunct instructors as necessary. However it is extremely important again to note that the revenue increase possible through Proposition 30 ends in 2016. Therefore, course offerings and staffing after that point will largely be dependent on long term or more reliable state funding. Discipline Goal: Offer more History classes. District Strategic Goals: #1, #2, #5

Long Term (five to ten years)

Goal: A specific target

- **Guided by district Strategic Goal(s) #___**
- **Guided by _____Plan Summary in EMP**
- **Supporting action plan, data analysis, or other documentation**
Objectives: Significant steps or actions needed to achieve the goal

1a.   As the possibility of a AA degree in History becomes routine and yet more students request additional courses as time passes, it may be unavoidable to

hire a fourth full-time history instructor, if that has not already happened. In a closely related subject, as mentioned earlier in this Comprehensive Program Review, the LS1, LS2 and OF3 buildings, which are already over 50 years old, will need to be replaced, if for no other reasons than health and safety issues. Discipline Goal: Replace old buildings. District Strategic Goals: #1, #5, #7

1g.   The History Department has been recently forced to hire several new adjunct faculty within the last few semesters to replace a full-time retiree as well as the retirement of several elderly adjunct history faculty. This cannot continue forever, as to maintain the proper full time to part time ratio faculty members as well as faculty-student ratios, a permanent hire will be certainly necessary within five to ten years, if not sooner. Discipline Goal: Reduce dependency on adjunct hires. District Strategic Goals: #1, #2, #5

5.3   **List discipline/area goals and objectives directly related to advancing Strategic Goals. Discipline/area goals must be guided by district Strategic Goals and Plan Summaries in the Educational Master Plan (EMP). They must be supported by data analysis or other documentation.**

Current (up to three years)

Goal: A specific target

- **Guided by district Strategic Goal(s) #___**
- **Guided by _____Plan Summary in EMP**
- **Supporting data analysis or other documentation**
Objectives: Significant steps or actions needed to achieve the goal

5d, 6a and 7a.   When the worst of the recent state budget crisis hit, all money allocated for travel, attending conferences and training at distant locations disappeared. Attending such conferences is important not only to keep up with current trends in teaching, the subject of history and to interact with colleagues from other institutions, but also to train faculty for new technology and techniques. Thus, perhaps Faculty Professional Development or release time from course work could soon be established in order for a member of the History faculty to find outside funding sources, including through the AVC College Foundation. In addition, outside funding resources would also be a logical step for an update to the DVD collection in the field of history at the IMC Office, if possible again through the College Foundation. (District Strategic Goals: #1, #2, #5, #7)

Near Term (three to five years)

Goal: A specific target

- **Guided by district Strategic Goal(s) #___**

- **Guided by _____Plan Summary in EMP**
- **Supporting data analysis or other documentation**

Objectives: Significant steps or actions needed to achieve the goal

5d, 6a and 7a. It has been suggested to the new administration that a full-time grant writer is long overdue to establish outside funding sources for faculty to attend conferences, purchase new technology as well as to provide consistent additions to the college IMC's DVD collection in the field of History. However, if that has not occurred, it will be likely that one of the History Faculty themselves will have to have either Faculty Professional Development time allocated or release time permanently in order to acquire new or additional outside funding sources, as well as to seek the support of the AVC Foundation in this manner. (District Strategic Goals: #1, #2, #5, #7)

Long Term (five to ten years)

Goal: A specific target

- **Guided by district Strategic Goal(s) #___**
- **Guided by _____Plan Summary in EMP**
- **Supporting data analysis or other documentation**

Objectives: Significant steps or actions needed to achieve the goal

5d, 6a and 7a   Essentially the continuation if not expansion of allocating additional outside funding sources through grants and the College Foundation by professional grant writers or by the history faculty themselves, while still being properly compensated. (District Strategic Goals: #1, #2, #5, #7)

Part 6 - Resource Needs - History

Identify significant resource needs that should be addressed currently (up to three years), near term (three to five years), and long term (five to ten years). If there may be safety issues, enrollment consequences, or other important concerns if a resource is not provided please make this known.*

Background: Due to California's continuing budget crisis up to this current year, community colleges have seen a significant cut to their state funding for the past several years. AVC has had to make extensive cuts to student services, classes, and resources available to faculty and staff. Despite the passage of Proposition 30, the budget situation is not going to simply automatically turn around immediately. Faculty are teaching large sections and some classes are only now beginning to be restored along with the staff to teach them. It is still difficult for many students to complete the AA degree or transfer requirements within the two year window. Even when new resources are available and even if funding was restored to 2006-2007 levels before the recession, the History Department will have these resource needs:

6.1   List needed human resources. List titles in priority order. Identify which discipline/area goal(s) guides this need.

Replace one full-time faculty member in history and hire one more (so two new positions eventually). One and eventually the second new hire would be especially needed in the U.S. and World Civilization surveys, particularly in light of the development of the History Transfer Model Curriculum. (Objective 7a and 7b) (District Strategic Goals: #1, #2, #5)

6.2   List needed technology resources in priority order. Identify which discipline/area goal(s) guides this need.

Replace, repair, or renovate all instructional technology in our classrooms until more modern facilities are built or older buildings are demolished. Multimedia equipment should be working in every classroom. This would include wireless internet and interactive computer learning stations in the classroom. Provide faculty and staff with new computers every three years, with updated software annually, as per the recommendations of DETC (Distance Education and Technology Committee). (Objective 5b) (District Strategic Goals: #7)

6.3   List facilities/physical resources (remodels, renovations, or new) needed to provide a safe and appropriate student learning and/or work environment. List needs in priority order. Identify which discipline/area goal(s) guides this need.

Demolish LS1/LS2/OF3 building complex and replace it with a modern facility to provide our students with instructional resources in the classroom as noted above. Equipment must be up to date and in working order. Deal with issues of seating, furniture, lighting, noise, trash, and so forth. Fix climate controls. Buildings, classrooms, and restrooms in general need to be cleaner. Other problems include but are not limited to: lack of hot water in various bathrooms, mice, broken lights, and asbestos. (Objectives 5b and 5c) (District Strategic Goals: #7)

6.4   List needed professional development resources in priority order. Identify which discipline/area goal(s) guides this need.

Restore Staff Development and travel monies.

Fully fund and expand the number of sabbaticals available.

Make it possible to offer at least minimal honoraria for Professional Development and establish at least a small budget for faculty to cover incidentals. (Objective 5d) (District Strategic Goals: #5)

6.5 List any other needed resources in priority order. Identify which discipline/area goal(s) guides this need.

Increase funding so that new courses (some already underway such as Middle Eastern History and African History) can be offered. (District Strategic Goals: #1, #2)

Increase the number of class sections that can be offered, as is beginning to be done, even more, dependent upon a commensurate level of increased staffing. (District Strategic Goals: #1, #2)

Better lighting in the parking lots. This is a crucial matter of safety, not just aesthetics. (Objectives 5a-d, 7a-d) (District Strategic Goals: #5)

Part 7 - Recommendations and Comments - History

7.1   List recommended changes to the Educational Master Plan to:

- **Address external issues or mandates such as legislation, industry, and professional standards, etc.**

The History discipline is susceptible to the same state measures and legislation as all areas of the community college system. Members of the History faculty endeavor to uphold the professional standards set forth by the American Historical Association and the Organization of American Historians.

- **Respond to outcome findings.**

Hire one more full-time faculty member and eventually two full-time faculty at such time as the budget may allow to meet the needs of increased class offerings and the Transfer Model Curriculum

Implement the new class in Middle Eastern History when feasible.

Implement the new class in African history when feasible.

Update instructional technology including but not limited to new computers for faculty offices and where equipment may be broken or outmoded in the classrooms.

Continue to assess SLOs and the trends they suggest with the intention of helping students perform at the highest level possible.

- **Reflect changes in technology, methodology, and/or disciplines.**

Increase online and distance education, use of blackboard (which needs to function properly).

Repair and/or replace computers and other state of the art technology.

Augment the holdings in the multi media center.

Restore staff development, travel monies, and sabbaticals to pre-recession levels

Restore faculty professional development monies for honoraria to attract guest speakers and to offset at least some to the costs of putting on flexible calendar events.

- **Address student achievement gaps and/or meet other student needs.**

Continue to monitor SLO assessments with the clear goal of student success.

Continue to endeavor to raise retention rates and maintain those that have met acceptable levels. Special attention should be devoted to African-American student success in SLO

assessment, online students, success rates in general for all students, and Basic Skills preparation.

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

The increased frequency of the comprehensive program review and the now required annual reports puts a strain on faculty already burdened with updating course outlines of records, working on accreditation, curriculum development, implementation of and assessment of SLOs and PLOs . The timelines are rather tightly circumscribed and having them due early in the semester puts a burden on the faculty. Perhaps some reconsideration of the schedule would be useful. Additional training sessions at various times and on different days could also be helpful. This is not meant in any way to disparage the good work that the Program Review Committee does. It is more a reflection of the increased responsibilities that all faculty are dealing with, often with limited numbers of faculty as well as insufficient time and res

Social & Behavioral Sciences - Philosophy

2013-2014

Part 1 - Division or Area Overview - Philosophy

1.26 Briefly describe how the division or area contributes to the district mission.

The mission of the Philosophy program at Antelope Valley College is to provide our students with an introduction to the discipline of Philosophy and prepare the student to transfer to the CSU, UC or other advanced educational institutions.

1.27 Place an "X" by each Institutional Learning Outcome (ILO) supported by the division or area.

The mission statement of Antelope Valley College 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 Philosophy involve exercising personal writing and communication skills and developing personal discipline to achieve both scholastically and professionally; and the ability to use critical thinking skills.

 _X_ Analyze diverse perspectives from a variety of disciplines and experiences that contribute to the development of self-awareness.

 X_ Value and apply lifelong learning skills required for employment, basic skills, transfer education, and personal development.

 X_ Demonstrate a breadth of knowledge and experiences from the humanities, social and behavioral sciences, arts, natural sciences, and mathematics.

 X_ Solve problems using oral and written communication, critical thinking and listening skills, planning and decision-making skills, information literacy, and a variety of technologies.

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

 _ Identify career opportunities that contribute to the economic well-being of the community.

1.28 After completing Parts 2-7, prepare a one page summary of the division**/**area. Interpret the significance of the findings. Note successes in supporting district strategic goals and where improvements are needed.

District FTES decreased 12 percent in the past five years while Philosophy FTES increased 20 percent and no new full time instructor were hired before 2013 fall. The trend shows the demand for philosophy classes is high. In particular, Phil 105 Ethics attracts not only nursing students, but also students from other fields.

1.29 Name of person leading this report

Dr. Xinmin Zhu

1.29 Names of participants in this report

Dr. Sherri Zhu

Part 2 - Data Analysis and Use - Philosophy

2.1 Please review the five year headcount and FTES enrollment data provided on the web link. Comment on trends and how they affect your program.*

Annual district headcount decreased 21.9 percent from 2008-2009 to 2012-2013 and during that time, Philosophy headcount did not have any significant change. It has been very stable over past five years

Headcount	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
PHIL	1443	1558	1351	1503	1419	1425

District FTES decreased 12 percent in the past five years while Philosophy FTES increased 20 percent and no new full time instructor were hired before 2013 fall. The trend shows the demand for philosophy classes is high.

FTES	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
PHIL	163.39	189.70	157.46	180.39	183.54	196.95

2.2 Report and analyze program/area data showing the quantity of services provided over the past four years (e.g. number of students served, books sold, employees hired, acreage maintained).

A total of 8,699 students were served over the past five year. Assuming that 80% of the students bought the textbooks, 6960 books of philosophy were sold. Three new adjunct instructors were hired in the fall of 2013.

2.3 Please review the five year data on sections offered, faculty ratios, and efficiency data

provided on the web link. Comment on trends and how they affect your program.

Sections offered by the district decreased 27.5 percent from 2008-2009 to 2012-2013. That reflects a 33 percent decrease in Lancaster sections, a 61 percent increase in Palmdale sections, and a 66 percent decrease in sections offered elsewhere.

During that time, sections in Philosophy decreased 11 percent. One of the reasons is That a few double classes were offered to help the district save money and space. However, headcount remained stable.

Sections	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
PHIL	61	67	56	59	55	54

Fall district PT/FT faculty ratio increased 5.9 percent and spring district PT/FT faculty ratio increased 8.8 percent from 2008-2009 to 2012-2013. In Philosophy Department, from 2007 to spring of 2013, numbers of part-time instructors and full-time instructors did not change, but teaching loads for part-time instructors were reduced, so PT/FT faculty ratio decreased as well. In fall of 2013, three new part-time instructors were hired. So the PT/FT faculty ratio has been increased. Currently, there are three full-time and eight part-time instructors.

Faculty ratio	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013	
SUBJECT	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
PHIL	1.00	1.11	1.00	0.64	0.80	0.33	0.80	0.60	0.75	0.60	0.80	0.58

District efficiency in the fall increased 15.9 percent and efficiency in the spring increased 6.7 percent over the past five years.
Efficiency is measured by the ratio of full time equivalent students to full time equivalent faculty. Over the 5 year period, this rate in philosophy averages a little over 15 students per faculty member and has increased from 12.37 (Fall 2007) to 16.42 (Spring 2013). This indicates that faculty teaching load has increased about 30 percent.

Efficiency	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013	
SUBJECT	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
PHIL	12.37	14.20	14.51	14.63	14.12	14.94	15.25	14.83	16.97	15.02	17.00	16.42

2.4 Using the discipline student success data provided by web link, please comment on any similarities or differences between race, gender, location, and modality groups in meeting

the Institutional Standard of 68% for student success (students earning grades of A, B, C,

Pass, or Credit). Identify what actions are planned to address trends and achievement gaps

in the current academic year.*

The success of Mexican/Central or South American students in the district increased from 68 percent to 72 percent between 2008-2009 and 2012-2013, similar to the increase in Other/Unknown which increased from 69 percent to 73 percent. The success of Asian and White students in the district was unchanged over the past five years at 78 and 76 percent respectively. The success of American Indians/AK Native students decreased from 68 to 67 percent and the success of Pacific Islander students decreased from 69 to 64 percent, both groups falling below the Institutional Standard of 68 percent.

There is no significant difference among Hispanic, Non-Hispanic and Ethnicity unreported students with respect to success rate in philosophy courses.

Ethnicity	Academic Year	Subject	Hispanic	Non-Hispanic	Ethnicity Unreported
	2007-2008	PHIL	62%	72%	70%
	2008-2009	PHIL	64%	66%	65%
	2009-2010	PHIL	62%	67%	62%
	2010-2011	PHIL	62%	66%	56%
	2011-2012	PHIL	66%	66%	64%
	2012-2013	PHIL	65%	64%	61%

Generally speaking, in philosophy courses, the success rates of Asian and White students are the highest. The success rates of American Indian/AK Native, Pacific Islander, Mexican/Central or South American are in the middle. The success rate of Black or African American is the lowest. This reveals that the differences are persistent over past five years. This indicates that the district needs to require some students to take basic skills courses after they take academic assessments.

Academic Year	Subject	American Indian/AK Native	Asian	Black or African American	Pacific Islander	White	Mexican/Central or South American	Other/Unknown
2007-2008	PHIL	63%	81%	61%	75%	74%	63%	70%
2008-2009	PHIL	68%	78%	53%	54%	70%	64%	65%
2009-2010	PHIL	52%	77%	50%	69%	72%	63%	62%
2010-2011	PHIL	60%	77%	52%	76%	70%	62%	56%
2011-2012	PHIL	64%	78%	50%	75%	72%	65%	64%
2012-2013	PHIL	59%	70%	50%	60%	70%	64%	61%

69 percent of female students in the district were successful in 2008-2009; 71 percent were successful in 2012-2013. 68 percent of male students in the district were successful in 2008-2009; 69 percent were successful in 2012-2013.

In the philosophy program, the successful rate of female students is slightly higher than the successful rate of male students. We think that working attitude and attendance play some role in this regard. There is no remarkable change over time for both genders.

Academic Year	Subject	Female	Male
2007-2008	PHIL	71%	67%
2008-2009	PHIL	66%	65%
2009-2010	PHIL	66%	64%
2010-2011	PHIL	66%	57%
2011-2012	PHIL	66%	66%
2012-2013	PHIL	64%	65%

Student success by location in district has changed little in recent years. Palmdale students achieved 66 percent success in 2012-2013, slightly lower than the Institutional Standard of 68 percent. That same year Lancaster students achieved 70 percent success and students in Other/Unknown locations achieved 80 percent success. One interesting fact is that Palmdale student success in Philosophy is about 10% higher than Lancaster student success.

Academic Year	Subject	Lancaster	Palmdale	Other Location
2007-2008	PHIL	69%		
2008-2009	PHIL	65%		
2009-2010	PHIL	63%	92%	
2010-2011	PHIL	60%	77%	
2011-2012	PHIL	64%	72%	
2012-2013	PHIL	63%	70%	

Students taking traditional courses in the district exceed the Institutional Standard of 68 percent success. 71 percent of students were successful in 2012-2013, this is down slightly from 72 percent the prior year but duplicates the success rates of 2011-12 and 2010-2011 and higher than the 69 percent success rate in 2008-2009. Students taking online courses in the district have not achieved the Institutional Standard of 68 percent success in any of the past five years. 56 percent were successful in 2012-2013, down from 58 percent in the two prior years and down from 57 percent in 2007-2008 and 2008-2009.

Currently, only Phil 110: Intro to Logic is offered as a hybrid class. The success rates in this hybrid course are 10% lower than traditional courses. Since it has been offered for two semesters and only one hybrid class in Philosophy is offered, statistically, the difference does not reveal much.

Academic Year	Subject	Online	Traditional
2007-2008	PHIL		69%
2008-2009	PHIL		65%
2009-2010	PHIL		65%
2010-2011	PHIL		63%
2011-2012	PHIL	51%	66%
2012-2013	PHIL	57%	64%

2.5   Analyze and summarize trends in student progression through basic skills courses, if applicable.

NA

2.6   List degrees and certificates currently offered in the discipline. Analyze how resource adjustments or other changes during the past four years have impacted degree and certificate completion rates.

Neither degree nor certificate in Philosophy is being offered at this time. However, since Phil 105: Ethic is a mandatory requirement for the Nursing Program, and in past 5years about 700 students received Associate Degree from Nursing Program. Our course is a contributing factor.

2.7 Using the data provided by web link, please comment on transfer rates to four-year institutions, license exam results, and job placement/post testing. If applicable, cite examples of using additional resources (e.g. human, facilities/physical, technology, financial, professional development) or making other changes during the past four years that have resulted in improvements in transfer rates to four-year institutions, license exam results, and job placement/post testing.

The district transfer rate decreased 38.4 percent from 2008-2009 to 2011-2012. Numbers for 2012-2013 are not available at writing time.

Presently there is no data to show how the philosophy program contributes to the transfer rate of the district. Every course in philosophy can be transferred to UC and CSU. Phil: 201: Critical Thinking is one of the three courses (ENG 10 and ENG 103, and PHIL 210) at AVC to meet the requirement of Group B: Critical Thinking and English Composition of AREA 1 in IGETC. It used to be offered one or two sections per semester, but only

one section was offered per academic year in recent years. This course needs to be revived in order to help student transfer to UC.

2.8 Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline. Comment on the occupational projections for employment in your discipline for the next two years.   Comment on how the projections affect your planning. http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=1011

NA

Part 3 – Outcome Analysis and Use - Philosophy

3.1   Analyze changes in **student learning outcome** (SLO) and **program learning outcome** (PLO) assessment findings over the past five years. Cite examples of using data during that time as the basis for resource allocation (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved learning outcome findings over the past four years.*

Since neither degrees nor certificates in Philosophy are offered, PLO is applicable.

All the SLO's in each philosophy course were achieved consistently. Due to the fact the academic contents and historical enrollments of philosophy courses are various, and the education backgrounds of students, provided by high schools, are not adequate preparation for our courses, the achievement target rates of the SLO ranged from 30%, 50% and 60%. We have recently changed them to 40%, 60% and 65% respectively in accord with the historical data of SLO over the past five years. The new rates are realistic and achievable. It looks like the changes that were made in last two years have helped us exceed our targets. (1) Adoption of textbooks or material that is less demanding on students – without compromising the academic standards. Negotiating the price and contents of a textbook and technology bundle with a representative of a publisher so that they are more affordable to students.(2) Experiment with different types of evaluations (e.g., in-class tests, online quizzes, papers, participation, class presentations, Green-book exam, take-home tests, debates etc.).(3) Allowing students to redo online multiple choice quizzes to help them master the material and use only the highest grade of all their attempts.(4) Have students hand in their best draft of a paper; with feedback on their draft; and allow students to revise their paper in the light of the feedback. (5) Give their students detailed guiding instructions of the proper steps to evaluate arguments and explanations, along with flowcharts to help them follow the steps. (6) Use more technology, e.g., video clips, PowerPoint handouts, Blackboard, Turnitin, Aplia (a homework website associated with a textbook), CourseMate (for a logic course), and video recordings of lessons.

3.2   Analyze changes in **operational outcomes** (OO) findings over the past five years. Cite examples of using data during that time as the basis for resource allocation (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved OO findings over the past four years.*

NA

Part 4 - Stakeholder Assessment - Philosophy

4.1 Assess how well the program serves the needs of the students, district, and community. Support statements with findings from student, employee, and/or community surveys. Include feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement).

The district does not have a standardized way to get feedback from stakeholders. According to informal conversations with these students who have taken philosophy courses, it seems that our courses serve students well. Practically, we help them fulfill some mandatory requirements such as IGETC. The students feel that our philosophy courses definitely help them improve their ability of thinking at a theoretical level, although they are somehow abstract to the students. Our courses also show the students how to apply theories to deal with social issues that they face in everyday lives. Some students actually became lawyers, counselors or teachers partly because they were inspired by what they learned in philosophy courses. Some people from the local community also indicated that philosophy courses have enriched their personal lives.

Part 5 - Goals and Objectives - Philosophy

5.1   Review the goals identified in your most recent comprehensive self-study report and last year's annual report. Indicate which have been completed and which have been eliminated.*

None of the specific goals identified in last year report has been achieved.

5.2   List discipline/area goals and objectives related to **improving outcome findings and/or the success of the various learner populations** in completing courses, certificates, degrees, and transfer requirements. Discipline/area goals must be guided by district Strategic Goals and Plan Summaries in the Educational Master Plan (EMP). They must be supported by an outcome action plan, data analysis, national or professional standards, and/or a requirement or guideline from an outside agency (e.g. legislation, Chancellor's Office, accrediting body, professional board). Consider curriculum, instruction, assessments, program services, operations, collaborations, scheduling, location, technology, etc.*

See 5.3

5.3 List discipline/area goals and objectives **directly related to advancing Strategic Goals.**

Discipline/area goals must be guided by the district Strategic Goals and Plan Summaries in the Educational Master Plan (EMP). They must be supported by data analysis or other documentation.

Guided by district Strategic Goal #2, our most important goal is to complete TMC in

In 2013 fall, Phil 110 has been substantially revised. Following the final approval from AP & P Committee at AVC, it will be resubmitted to the State for the final app**roval**. In 2014 spring, both Ancient Philosophy and Modern Philosophy will be created for the TMC and we will seek final approval.

It is difficult to hire adjunct instructors of philosophy in Antelope Valley. We need more part-time instructors in the pool for retirements or resignations. This will also allow us to teach some new courses for the TMC. We suggest that the Human Resources office contact make direct with Philosophy Departments of universities in the Greater Los Angeles Area to recruit candidates, as PhD candidates may want to teach at AVC.

Part 6 - Resource Needs - Philosophy

Identify significant resource needs that should be addressed currently (up to three years), near term (three to five years), and long term (five to ten years). If there may be safety issues, enrollment consequences, or other important concerns if a resource is not provided please make this known.*

6.1   List needed human resources. List titles in priority order. Identify which discipline/area goal(s) guides this need.

    Guided by district Strategic Goal #2 and TMC in philosophy, two new part-time instructors should be hired in 2014 and one new full-time instructor in 4 or 5 years.

6.2   List needed technology resources in priority order. Identify which discipline/area goal(s) guides this need.

    (1) Maintain classroom technology such as computers, projector, and screens on regular basis and replace them in timely manner when they are broken.

    (2) Replace dated computers used by faculty and update programs. Some instructors still use Windows XP, which is not supported by Microsoft.

6.3 List facilities/physical resources (remodels, renovations, or new) needed to provide a safe and appropriate student learning and/or work environment. List needs in priority order. Identify which discipline/area goal(s) guides this need.

    NA

6.4   List needed professional development resources in priority order. Identify which discipline/area goal(s) guides this need.

    Guided by district Strategic Goal #2 it is imperative to participate in professional conferences or workshops in person annually in order to keep Philosophy Program to be current and be consistent with philosophy programs offered by 4-year universities.

6.5   List any other needed resources in priority order. Identify which discipline/area goal(s) guides this need.

Part 7 - Recommendations and Comments - Philosophy

7.1   List recommended changes to the Educational Master Plan to:

- Address external issues or mandates such as legislation, industry, and professional standards, etc.
- Respond to outcome findings.
- Reflect changes in technology, methodology, and/or disciplines.
- Address student achievement gaps and/or meet other student needs.

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

One year is too short to collect data to discover anything significant.

Social & Behavioral Sciences - Political Science

2013-2014

Part 1 - Division or Area Overview – Political Science

1.29 Briefly describe how the division or area contributes to the district mission.

The Political Science Department supports the mission of Antelope Valley College in all areas possible, including: Associate degree programs, transfer/general education courses, workforce preparation, personal enrichment and professional development.

1.30 Place an "X" by each Institutional Learning Outcome (ILO) supported by the division or area.

X	Analyze diverse perspectives from a variety of disciplines and experiences that contribute to the development of self-awareness.
X	Value and apply lifelong learning skills required for employment, basic skills, transfer education, and personal development.
X	Demonstrate a breadth of knowledge and experiences from the humanities, social and behavioral sciences, arts, natural sciences, and mathematics.
X	Solve problems using oral and written communication, critical thinking and listening skills, planning and decision-making skills, information literacy, and a variety of technologies.
X	Demonstrate good citizenship and teamwork through respect, tolerance, cultural awareness, and the role of diversity in modern society.
X	Identify career opportunities that contribute to the economic well-being of the community.

1.31 After completing Parts 2-7, prepare a one page summary of the division**/**area. Interpret the significance of the findings. Note successes in supporting district strategic goals and where improvements are needed.

1.32 Name of person leading this review

John Vento

1.33 Names of all participants in this review

Nancy Bednar, Amaka Donn, Samual John, Derek Carver, Ellen Coleman, Don Ranish, Larry Ramirez

Part 2 - Data Analysis and Use – Political Science

2.1 **Please review the five year headcount and FTES enrollment data provided on the web link. Comment on trends and how they affect your program.***

Since the peak of AVC's enrollment in 2008-2009 there has been a 29.1% decrease in annual enrollment. This decrease in enrollment is directly related to severe budget cuts and workload reductions across the state and is not indicative of a lack of community need for education. Though resources have diminished, the workload of the Political Science department has remained strong. Here are some trends for Political Science:

1. Headcount
For the 2012-13 year, the political science headcount is 1930, which is an increase of 116 more students than that previous year. Furthermore, the 2012-13 year headcount is the **highest** in five years. More classes were offered during Intersession and summer.

2. FTES
The FTS for 2012-2013 is **230.90,** is increase from the previous year. Furthermore, the 2012-13 FTES is the highest in five years.

2.2 **Report and analyze program/area data showing the quantity of services provided over the past four years (e.g. number of students served, books sold, employees hired, acreage maintained).**

Not Applicable

2.3 **Please review the five year data on sections offered, faculty ratios, and efficiency data provided on the web link. Comment on trends and how they affect your program.**

Sections

Sections offered by the district decreased 27.5 percent from 2008-2009 to 2012-2013. That reflects a 33 percent decrease in Lancaster sections, a 61 percent increase in Palmdale sections, and a 66 percent decrease in sections offered elsewhere.

During the same five year period sections in Political Science decreased from 63 offering in 2008-09 to 48 in 2012-2013, which represents a 24 percent decrease.
Ratio

Fall district PT/FT faculty ratio increased 5.9 percent and spring district PT/FT faculty ratio increased 8.8 percent from 2008-2009 to 2012-2013.

During the same period in Political Science, the fall PT/FT faculty ratio increased 1.50 percent and spring PT/FT faculty ratio increased 1.55.

Efficiency

District efficiency in the fall increased 15.9 percent and efficiency in the spring increased 6.7 percent over the past five years.

During the last five years, Political Science efficiency increased each year. In 2008-2009, the efficiency for fall was 14.65 and spring was 14.21. For 2012-2013, the efficiency for fall was 19.48 and spring was 18.73.

2.4　**Using the discipline student success data provided by web link, please comment on any similarities or differences between race, gender, location, and modality groups in meeting the Institutional Standard of 68% for student success (students earning grades of A, B, C, Pass, or Credit). Identify what actions are planned to address trends and achievement gaps in the current academic year.***

<u>Success by Ethnicity</u>

During the last five years, success by Ethnicity has maintained steady trend

Academic Year	Subject	Hispanic	Non-Hispanic	Ethnicity Unreported
2007-2008	POLS	73%	75%	74%
2008-2009	POLS	74%	76%	74%
2009-2010	POLS	75%	75%	72%
2010-2011	POLS	69%	75%	66%
2011-2012	POLS	77%	74%	69%
2012-2013	POLS	73%	73%	77%

Retention by Ethnicity

During the last five years, retention by Ethnicity has maintained a steady trend

Academic Year	Subject	Hispanic	Non-Hispanic	Ethnicity Unreported
2007-2008	POLS	88%	89%	87%
2008-2009	POLS	90%	89%	93%
2009-2010	POLS	86%	89%	86%
2010-2011	POLS	88%	88%	85%
2011-2012	POLS	91%	87%	87%
2012-2013	POLS	88%	87%	91%

Success by Gender

During the last five year, success by gender has maintained a steady trend

Academic Year	Subject	Female	Male
2007-2008	POLS	77%	71%
2008-2009	POLS	76%	74%
2009-2010	POLS	75%	73%
2010-2011	POLS	75%	67%
2011-2012	POLS	77%	71%
2012-2013	POLS	75%	70%

Retention by Gender

During the last five years, retention by gender has maintained a strong trend

Academic Year	Subject	Female	Male
2007-2008	POLS	90%	87%
2008-2009	POLS	90%	90%
2009-2010	POLS	88%	87%
2010-2011	POLS	89%	84%
2011-2012	POLS	89%	88%
2012-2013	POLS	88%	87%

Success by Location

During the last five year, success by location has maintained a steady trend

Academic Year	Subject	Lancaster	Palmdale
2007-2008	POLS	75%	50%
2008-2009	POLS	76%	58%
2009-2010	POLS	75%	70%
2010-2011	POLS	73%	67%
2011-2012	POLS	75%	73%
2012-2013	POLS	73%	74%

Success by Retention

During the last five years, retention by location has maintained a strong trend:

Academic Year	Subject	Lancaster	Palmdale
2007-2008	POLS	88%	93%
2008-2009	POLS	90%	88%
2009-2010	POLS	88%	85%
2010-2011	POLS	89%	83%
2011-2012	POLS	89%	88%
2012-2013	POLS	89%	85%

Success by modality

During the last five years, success by modality has varied from year-to-year. Students taking traditional course exceed the institutional standard of 68 percent. Students taking online courses have met the institutional standard three times in five years.

Academic Year	Subject	Online	Traditional
2007-2008	POLS	71%	75%
2008-2009	POLS	71%	76%
2009-2010	POLS	67%	77%
2010-2011	POLS	67%	72%
2011-2012	POLS	73%	75%
2012-2013	POLS	64%	74%

Retention by modality

During the last five years, retention by modality has maintained a strong trend. Students taking both traditional and online courses have exceeded the institutional standard every year.

Academic Year	Subject	Online	Traditional
2007-2008	POLS	84%	89%
2008-2009	POLS	83%	90%
2009-2010	POLS	79%	90%
2010-2011	POLS	80%	89%
2011-2012	POLS	86%	89%
2012-2013	POLS	79%	89%

Success by Race

During the last five year, success by race has varied from year to year.

Academic Year	Subject	American Indian AK Native	Asian	Black or African American	Pacific Islander	White	Mexican Central or South American	Other Unknown
2007-08	POLS	60%	70%	64%	100%	80%	73%	74%
2008-09	POLS	72%	79%	62%	67%	81%	74%	74%
2009-10	POLS	69%	85%	58%	80%	82%	76%	72%
2010-11	POLS	67%	83%	62%	81%	77%	70%	66%
2011-12	POLS	69%	79%	62%	61%	78%	76%	70%
2012-13	POLS	67%	80%	64%	73%	76%	72%	77%

The political science faculty recognizes that there are low rates of achievement for African Americans and Native Americans. Throughout the last few years, the faculty has had discussions about the various ways in which we evaluate and assess students. We do have a common SLO assessment and a common text book that are used by all faculty members. Each year, we re-evaluate the SLO assessment to ensure relevancy and currency. Finally, we monitor the cost of the book to ensure that affordability. In the next

year, we agree to the following

1. Advocate for all Political Science faculty to have more tutors for their sections
2. Restore the funding for Adjunct faculty Office Hours
3. Promote the services of the learning center such as study skills workshops to all students.
4. Determine whether a prerequisite is necessary
5. Monitor the book price
6. Refer low performing students to Early Alert (Learning Center)
7. Advocate that the tutoring and library services at Palmdale are open five days a week instead of 1 day
8. Research the actual number of students performing below the 68% standard

Retention by race.

During the last five years, retention by ethnicity has maintained a strong trend.

Academic Year	Subject	American Indian/AK Native	Asian	Black or African American	Pacific Islander	White	Mexican/Central or South American	Other Unknown
2007-2008	POLS	87%	84%	85%	100%	91%	88%	87%
2008-2009	POLS	78%	90%	83%	83%	91%	90%	93%
2009-2010	POLS	81%	92%	83%	80%	90%	87%	86%
2010-2011	POLS	85%	95%	81%	90%	89%	88%	85%
2011-2012	POLS	83%	91%	82%	84%	89%	91%	88%
2012-2013	POLS	89%	91%	84%	86%	89%	87%	91%

2.5 **Analyze and summarize trends in student progression through basic skills courses, if applicable.**

Not applicable

2.6 **List degrees and certificates currently offered in the discipline. Analyze how resource adjustments or other changes during the past four years have impacted degree and certificate completion rates.**

During the 2013-2014 year, the Chancellor's office approved an AA degree for Political Science.

2.7 Using the data provided by web link**,** please comment on transfer rates to four-year institutions, license exam results, and job placement/post testing. If applicable, cite examples of using additional resources (e.g. human, facilities/physical, technology, financial, professional development) or making other changes during the past four years that have resulted in improvements in transfer rates to four-year institutions, license exam results, and job placement/post testing.

Not applicable

2.8 Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline. Comment on the occupational projections for employment in your discipline for the next two years. Comment on how the projections affect your planning.
http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=1011

Not applicable

Part 3 – Outcome Analysis and Use – Political Science

3.1   Analyze changes in **student learning outcome** (SLO) and **program learning outcome** (PLO) assessment findings over the past five years. Cite examples of using data during that time as the basis for resource allocation (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved learning outcome findings over the past four years.*

Assessment data has been consistent for the past five years. The Political Science department has been above 70% for all five years. We have SLOs for all Political Science courses and each semester they are assessed by all faculty. For 2012-2013, we implemented a Program Learning Outcome (PLO) for the first time by using data from SLO 1 and 2, which was above the 70% mark. By doing this, we are establishing the necessary data requirements for that AAT political science degree. Finally, the full-time and part-time faculty met twice (January and June) in 2012-13 to discuss and evaluate SLO data. We discuss SLOs and department issues via email each semester.

3.2   Analyze changes in **operational outcomes** (OO) findings over the past five years. Cite examples of using data during that time as the basis for resource allocation (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved OO findings over the past four years.*

Not applicable

Part 4 - Stakeholder Assessment – Political Science

4.1   Assess how well the program serves the needs of the students, district, and community. Support statements with findings from student, employee, and/or community surveys. Include feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement).

During the last five years, the Political Science faculty has conducted informal surveys with students. Most of the comments have been positive about the different course offerings. Some students have expressed a concern for the limited number of sections offered during the various sessions, which corresponds with the decline in course offerings in the last five years. Other students have wanted the department to offer all the specialty courses such as Comparative Government (POLS 103), Political Theory (POLS 200), International Relations (POLS 201), Ethnic Politics (POLS 202) and Judicial Process (POLS 203) each semester. Most recently, some students are delighted to know that an AAT degree in political science will be offered.

Part 5 - Goals and Objectives – Political Science

5.1   Review the goals identified in your most recent comprehensive self-study report and last year's annual report. Indicate which have been completed and which have been eliminated.*
Goal #1: AA Transfer Degree in Political Science (Completed)

Goal #2: Political Theory Course (Completed)

Goal #3: Update Student Learning Outcomes (Completed)

Goal #4: Update Course Outline of Record (COR) (completed)

5.2   List discipline/area goals and objectives related to **improving outcome findings and/or the success of the various learner populations** in completing courses, certificates, degrees, and transfer requirements. Discipline/area goals must be guided by district Strategic Goals and Plan Summaries in the Educational Master Plan (EMP). They must be supported by an outcome action plan, data analysis, national or professional standards, and/or a requirement or guideline from an outside agency (e.g. legislation, Chancellor's Office, accrediting body, professional board). Consider curriculum, instruction, assessments, program services, operations, collaborations, scheduling, location, technology, etc.*

Goals: Current (up to three years)

1.   Hire a full-time political science instructor and to serve the Palmdale campus
2.   Hire additional adjunct faculty to assist with the increase in course offerings for the AAT degree
3.   Ask the College to restore office hours for adjunct faculty
4.   Ensure that the AAT degree is officially approved by ACCJC
5.   Utilize the computer program: Poll Everywhere
6.   Re-evaluate course offerings on a yearly basis
7.   Re-evaluate SLO and PLO data on an annual basis
8.   Develop a student survey that can be used by all to evaluate the political science department
9.   Develop relationships with various local leaders and various local government entities to assist with the departments needs such as guest speakers and internships.
10. Advocate for tutoring and library sessions at Palmdale increase from 1 day to 5 days.

All of the goals guided by strategic Goals 1a,1b,1c, 1e , 2a. 2, 7d

5.3   List discipline/area goals and objectives **directly related to advancing Strategic Goals.** Discipline/area goals must be guided by district Strategic Goals and Plan Summaries in the Educational Master Plan (EMP). They must be supported by data analysis or other documentation.

N/A

Part 6 - Resource Needs – Political Science

Identify significant resource needs that should be addressed currently (up to three years), near term (three to five years), and long term (five to ten years). If there may be safety issues, enrollment consequences, or other important concerns if a resource is not provided please make this known.*

6.1   List needed human resources. List titles in priority order. Identify which discipline/area goal(s) guides this need.

1. **Full-time political science professor (Discipline Goal 1)**
2. **Hire adjunct faculty (Discipline Goal 2)**

6.2   List needed technology resources in priority order. Identify which discipline/area goal(s) guides this need.

1. Site license to access Poll Everywhere

6.3   List facilities/physical resources (remodels, renovations, or new) needed to provide a safe and appropriate student learning and/or work environment. List needs in priority order. Identify which discipline/area goal(s) guides this need.

6.4   List needed professional development resources in priority order. Identify which discipline/area goal(s) guides this need.

6.5   List any other needed resources in priority order. Identify which discipline/area goal(s) guides this need.

Part 7 - Recommendations and Comments – Political Science

7.1   List recommended changes to the Educational Master Plan to:

- Address external issues or mandates such as legislation, industry, and professional standards, etc.
- Respond to outcome findings.
- Reflect changes in technology, methodology, and/or disciplines.
- Address student achievement gaps and/or meet other student needs.

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

It is difficult to analyze the data of various student populations without raw numbers. We recommend that the College provides specific numbers of students in the various learning populations (not percentages).

Social and Behavioral Sciences - Psychology

Part 1 - Division or Area Overview

1.34 Briefly describe how the division or area contributes to the district mission.

1.35 Place an "X" by each Institutional Learning Outcome (ILO) supported by the division or area.

     X_ Analyze diverse perspectives from a variety of disciplines and experiences that contribute to the development of self-awareness.

     X Value and apply lifelong learning skills required for employment, basic skills, transfer education, and personal development.

     X_Demonstrate a breadth of knowledge and experiences from the humanities, social and behavioral sciences, arts, natural sciences, and mathematics.

     X_Solve problems using oral and written communication, critical thinking and listening skills, planning and decision-making skills, information literacy, and a variety of technologies.

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

     X Identify career opportunities that contribute to the economic well-being of the community.

1.36 After completing Parts 2-7, prepare a one page summary of the division**/**area. Interpret the significance of the findings. Note successes in supporting district strategic goals and where improvements are needed.

1.37 Name of person leading this review

     Dr. Irit Gat
     Dr. Fredy Aviles

1.38 Names of all participants in this review
     Dr. Irit Gat
     Dr. Fredy Aviles

Part 2 - Data Analysis and Use - Psychology

The following data is provided on the Program Review website. Additional data is available from the Department of Institutional Research and Effectiveness (DIERP).

Longitudinal data

District headcount and FTES

Division headcount and FTES

Discipline headcount and FTES

Number of sections offered by location/distance education

PT/FT faculty ratio by LHE

Efficiency (measured as FTES/FTEF)

Data about student progress

Student achievement: success, retention, and term to term persistence

Progression through remedial courses

Program completion

Degree/certificate completion rate

Transfer rates to 4-year institutions

Licensure exam results

Job placement/post training

2.1   Please review the five year headcount and FTES enrollment data provided on the web link. Comment on trends and how they affect your program.*

Over the last 6 years the headcount has been consistent (approx.. 3,000 students) with the exception of a slightly lower head count in 2012- 2013 at 2821. This may be due to recent budget cuts and reduction of number of classes overall at AVC. The implication for our discipline (Psychology) is that this subject remains a consistently popular area over time at AVC**.**

Further the FTES enrollment data indicate that from 2009 to 2013 on average was around 320; in 2011-2012 academic year a bit higher at 360; 2012- 2013 was 338.61. This indicates more full-time students taking Psychology courses.

2.2   Report and analyze program**/**area data showing the quantity of services provided over the past four years (e.g. number of students served, books sold, employees hired, acreage maintained).

The number of students served (*unduplicated headcount data)* has decreased over the last 5 years from 2011 of 3,043 to 2,821 this past academic year 2013. This is most likely due to budget cuts and fewer classes offered across the board at AVC, rather than a decrease in popularity of Psychology.

No data for books sold or employees hired were provided, although no employees for teaching in Psychology have occurred in several years, due to budget cuts, despite the great need for several more full-time employees (we have gone from 5 to 2 full-time instructors in Psychology).

2.3   Please review the five year data on sections offered, faculty ratios, and efficiency data provided on the web link. Comment on trends and how they affect your program.

The five – year data indicates an decrease over the years in course offering in Psychology on the Lancaster campus. The most recent year 2012 indicates 48 at the Lancaster campus (the lowest since 2007) and 22 at Palmdale which signifies a slight increase on the Palmdale campus over the last few years, but lower than last year in 2012. This may be due to the budget cuts this past 2012-2013 academic year.

The part time to full time faculty has been the same over the last 5 years at approximately 3.5 part time to full time, with a lower rate this past academic year 2012 – 2013 probably due to the loss of full-time faculty to retirement. And efficiency data (FTES/FTEF) shows an increase over the last 5 years from 14 to 18. This means that more full-time faculty are serving greater numbers of full-time students.

These trends indicate a higher need for classes in Palmdale in addition to the Lancaster campus and that we hire many more adjunct than full-time to teach. Further, full-time faculty are now serving more full-time students than in past years – indicating more students we must serve and keep track of. Both full-time faculty feel a strong need to hire several more full-time faculty for consistency and help with tasks such as SLO/PLO assessment, course updates, program review and other important matters as well as give our students the individual attention they need and deserve at AVC.

2.4   Using the discipline student success data provided by web link, please comment on any similarities or differences between race, gender, location, and modality groups in meeting the Institutional Standard of 68% for student success (students earning grades of A, B, C, Pass, or Credit). Identify what actions are planned to address trends and achievement gaps in the current academic year.*

With regard to data, overall trend in the past 5 years including this past year indicates

SUCCESS for Hispanics and non-Hispanics are about the same at approximately 70% (this has remained consistent over the last 5 years).

SUCCCESS for females at approximately 70% and males at about 65%. This reflects nationwide trends that Psychology is more popular with females and perhaps males feel less invested and motivated in this discipline.

SUCCESS in 2013 for American Indians at 66%, Asian 80%, Pacific Islander 77%, White 75%, Mexican 69% and other 74%, and African American at 52% (the lowest rate).

The planned action is to target the African American and Mexican students as their success rates appear significantly lower over the past 5 years. We hopethis will occur by encouraging our instructors to focus a bit more attention on these students in class and help these students seek support such as the Learning Center resources.

We would also like to hire more full-time and adjunct faculty from these two groups in order to serve as role models for our students.

With regard to Success based on location the Lancaster rate is at 90% and Palmdale location at 85% - we believe although not a huge discrepancy that the Palmdale campus needs more resources such as a small library and Learning Center for additional help.

With regard to modality, there is far better success with the traditional versus on-line class (this past 2012-2013 academic year – traditional was at 70% versus 42 % for on-line which is the lowest for on-line since 2007), indicating the need to focus our resources on offering more face-to-face interaction versus on-line course offerings. And also improving the on-line courses to help students become successful in completing courses on-line.

2.5   Analyze and summarize trends in student progression through basic skills courses, if applicable.

        N/A

2.6   List degrees and certificates currently offered in the discipline. Analyze how resource adjustments or other changes during the past four years have impacted degree and certificate completion rates.

        Although we are not currently offering a degree in Psychology, this has been approved through the AVC AP&P committee and is currently pending approval from the Chancellors Office. We are also developing a Research Methods Course specifically for the Psychology Transfer Degree.

2.7   Using the data provided by web link, please comment on transfer rates to four-year institutions, license exam results, and job placement/post testing. If applicable, cite examples of using additional resources (e.g. human, facilities/physical, technology, financial, professional development) or making other changes during the past four years that have resulted in improvements in transfer rates to four-year institutions, license exam results, and job placement/post testing.

        N/A

2.8 Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline. Comment on the occupational projections for employment in your discipline for the next two years. Comment on how the projections affect your planning.
http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=1011

N/A

Part 3 – Outcome Analysis and Use - Psychology

3.1   Analyze changes in **student learning outcome** (SLO) and **program learning outcome**

(PLO) assessment findings over the past five years. Cite examples of using data during that time as the basis for resource allocation (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved learning outcome findings over the past four years.*

PSY 101: Findings for our 4 SLOs have been inconsistent (sometimes met, sometimes not). SLO1 (APA Paper) findings have been getting worse. Our targets were not met for Fall 2012 and spring 2013. Previously, the outcomes were being met. PSY faculty have met several times to address this and we have decided that we can benefit from the hire of two full time PSY faculty and the incorporation of more effective teaching strategies. A one time budget request of $102000 should cover the cost (General Discussion Spring 2013). This request has not been funded.

The possibility of incorporating guest lectures, videos, and professional PPT materials has also been entertained. It was determined that a recurring amount of $6000 per year would be needed to fund these resources (PSY General Meeting Discussion- Spring 2012). This request has not been funded

PSY 201: SLO findings for this course have been inconsistent. The need to hire someone with expertise in this important and challenging area has been documented. A one time $52000 budget request should cover this expense (SPR 2013 Action Plan).

PSY 211: course is being obsoleted.

PSY 212: SLO findings for this course are seldom met. Faculty consider if a 90% pass rate is unreasonable and consider changing to 80% for Fall 2013. Additionally, a $1000 budget request (recurring) for DVDs, and physiological models has also been made (SPR 2013 Action Plan –Spring 2013).

PSY 215: course is being obsoleted.

PSY 230: SLO results have been consistently met.

PSY 232: SLO results have been inconsistent. Faculty discussed the need to incorporate a DVDs that summaries general personality theories and research methodology.
A one time budget request of $600 for two DVDs that cost about $300 each has been made (PSY 232 Discussion – Spring 2013). This request has not been funded.

PSY 235: SLO results have been consistently met.

PSY 236: SLO results have been consistently met.

PSY 244: SLO results have been consistently met.

PSY AA-T degree: This is a brand new degree program that will be implemented starting Fall 2014. PLOs have been established but no data is yet available.

3.2   Analyze changes in **operational outcomes** (OO) findings over the past five years. Cite examples of using data during that time as the basis for resource allocation (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved OO findings over the past four years.*

NA

Part 4 - Stakeholder Assessment- Psychology

4.1   Assess how well the program serves the needs of the students, district, and community. Support statements with findings from student, employee, and/or community surveys. Include feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement).

The discipline of Psychology continues to be a very popular one given the enrollment numbers. The faculty receive e-mails from students who have continued to 4-year institutions and declared Psychology their major and then to graduate degrees. Dr Gat has numerous examples of students who have stayed in touch and gotten not only their MA degrees but also PhDs in Psychology and have entered into jobs using these skills (two recent example include a former student who is now the head Social Worker a the Antelope Valley Hospital in Lancaster, CA and a former student with whom she shares an office in town who has opened her own private practice). Thus this program serves the needs of the students and community as several students return to the area to contribute their skills to individuals requiring mental health services.

Part 5 - Goals and Objectives - Psychology

5.1   Review the goals identified in your most recent comprehensive self-study report and last year's annual report. Indicate which have been completed and which have been eliminated.*

> 2012 Goals & Objectives Review:
> Goal 1: Complete approval of psychology transfer degree. (**In-progress**)
> Goal 2: Develop students program learning outcomes for the psychology transfer degree and begin assessment. (**done**)
> Goal 3: Refine SLO assessments for all PSY courses, continue to assess all PSY courses, and improve upon the quality of action plans. (**in-progress**)
>
> Objective 1: continue collaboration to get new PSY transfer degree through the approval process in AP&P. (**done**)
> Objective 2: collaborate with PSY faculty to develop PLOs for PSY transfer degree. (**done)**
> Objective 3: get PLOs for PSY AAT degree approved. (**done**)
> Objective 4: start assessment of PSY transfer degree PLOs and document results in WEAVE. (**in-progress**)
> Objective 5: continue to hold meetings to discuss SLO & PLO measures, findings, action plans, and budget requests to improve the quality of our instruction. (**in-progress**)

5.2   List discipline/area goals and objectives related to **improving outcome findings and/or the success of the various learner populations** in completing courses, certificates, degrees, and transfer requirements. Discipline/area goals must be guided by district Strategic Goals and Plan Summaries in the Educational Master Plan (EMP). They must be supported by an outcome action plan, data analysis, national or professional standards, and/or a requirement or guideline from an outside agency (e.g. legislation, Chancellor's Office, accrediting body, professional board). Consider curriculum, instruction, assessments, program services, operations, collaborations, scheduling, location, technology, etc.*

2013-2016 Goals & Objectives:
> Goal 1: Complete approval of psychology transfer degree.
>
> - Guided by district Strategic Goal(s) # 1a, 2, 2a
> Objective 1: continue collaboration to get new PSY transfer degree through the approval process in AP&P.
>
> Goal 2: Develop new psychology research methods for the psychology transfer degree.
>
> - Guided by district Strategic Goal(s) # 1a, 1g, 2, 2a
> Objective 2: get psychology research methods course approved by AP&P

Goal 3: Develop new psychology statistics course.

- Guided by district Strategic Goal(s) # 1a, 1g, 2, 2a

Objective 3: get permission from Math department to offer a psychology statistics course and course approved by AP&P

Goal 4: Grant our first PSY AA-T degree.

- Guided by district Strategic Goal(s) # 1a, 2, 2a

Objective 4: insure students know path to PSY AA-T degree

Goal 5: Refine SLO assessments for all PSY courses, continue to assess all PSY courses, and improve upon the quality of action plans.

- Guided by district Strategic Goal(s) # 1b

Objective 5: continue to hold meetings to discuss SLO & PLO measures, findings, action plans, and budget requests to improve the quality of instruction.

Goal 6: Increase # of full PSY full-time faculty from 2 to 4.

- Supporting action plans: PSY 101 General Discussion Spring 2013, 2013 PSY 201 SPR Action Plan.

Objective 6: Hire two full-time faculty to teach PSY 101 and 201

2016-2018 Goals & Objectives:

Goal 1: Develop new psychology research methods laboratory course

- Guided by district Strategic Goal(s) # 1a, 1g, 2, 2a

Objective 1: get psychology research methods lab course approved by AP&P

Goal 2: Increase number of PSY AA-T degrees granted.

- Guided by district Strategic Goal(s) # 1a, 2, 2a

Objective 2: insure students know path to PSY AA-T degree

Goal 3: Refine SLO assessments for all PSY courses, continue to assess all PSY courses, and improve upon the quality of action plans.

- Guided by district Strategic Goal(s) # 1b

Objective 3: Continue to hold meetings to discuss SLO & PLO measures, findings, action plans, and budget requests to improve the quality of instruction.

2018-2023 Goals & Objectives:

Goal 1: Develop new psychology statistics laboratory course

- Guided by district Strategic Goal(s) # 1a, 1g, 2, 2a

Objective 1: get statistics laboratory course approved by AP&P

Goal 2: Increase number of PSY AA-T degrees granted.

- Guided by district Strategic Goal(s) # 1a, 2, 2a

Objective 2: insure students know path to PSY AA-T degree

Goal 3: Refine SLO assessments for all PSY courses, continue to assess all PSY courses, and improve upon the quality of action plans.

- Guided by district Strategic Goal(s) # 1b

Objective 3: Continue to hold meetings to discuss SLO & PLO measures, findings, action plans, and budget requests to improve the quality of instruction.

Goal 4: Increase # of full PSY full-time faculty from 4 to 5.

- Guided by district Strategic Goal: 1g

Objective 4: Hire full-time faculty to teach PSY 101 and 236

5.3   List discipline/area goals and objectives **directly related to advancing Strategic Goals.** Discipline/area goals must be guided by district Strategic Goals and Plan Summaries in the Educational Master Plan (EMP). They must be supported by data analysis or other documentation.

Same as section 5.2

Part 6 - Resource Needs - Psychology

Identify significant resource needs that should be addressed currently (up to three years), near term (three to five years), and long term (five to ten years). If there may be safety issues, enrollment consequences, or other important concerns if a resource is not provided please make this known.*

6.1   List needed human resources. List titles in priority order. Identify which discipline/area goal(s) guides this need.

The discipline of Psychology needs more full-time faculty IMMEDIATELY. We had five full-time and currently have two. As can be seen in this report, Psychology remains a popular area at AVC and with the coming Transfer degree in this area, the need will be greater- particularly for certain courses that require an expertise such as BioPsychology and Research Methods and Statistical Analysis.

- Guided by district Strategic Goal(s) # 1a, 1g, 2, 2a

6.2   List needed technology resources in priority order. Identify which discipline/area goal(s) guides this need.

We also anticipate future money needed for resources for the Research Methods class such as statistical packages for the computer such as SPSS and/or other versions for both instructors and available to students.

Cost: SPSS license for 35 computers (approximately $3500/year).

- Guided by district Strategic Goal(s) # 1a, 1g, 2, 2a

We would like to see the classrooms and technology updated in the LS2 building and APL 206 (large classroom) have wireless connection so students can begin to look at websites provided by instructors in class.

- Guided by district Strategic Goal(s) # 4a, 5b. 7a

6.3   List facilities/physical resources (remodels, renovations, or new) needed to provide a safe and appropriate student learning and/or work environment. List needs in priority order. Identify which discipline/area goal(s) guides this need.

6.4   List needed professional development resources in priority order. Identify which discipline/area goal(s) guides this need.

At this time one faculty member will be giving a Faculty Professional Development program on mental health issues in the classroom and effective ways to handle challenging students. We plan to continue to offer such workshops and would like resources such as money for copies and handouts and pamphlets for participants (faculty) attending.

- Guided by district Strategic Goal(s) # 5d

6.5   List any other needed resources in priority order. Identify which discipline/area goal(s) guides this need.

Our top priority is to update videos and other resources such as being able to purchase research magazines (eg, Scientific Mind), models of brains and additional biopsychological resources for our students to supplement textbooks and keep abreast of current trends and information in both PSY 101 and especially PSY 201 (BioPsychology). The field is constantly changing and this is vital to keeping our students current. The trend in the entire field and all disciplines is toward a biological model of mental health and thus all sections could benefit from these specific resources listed.

We also feel that additional resources, such as books and other library/learning resources are needed at the Palmdale campus as the success rate on that campus is lower than compared to the Lancaster campus. One immediate example is the new Diagnostic Manual of Mental Health Disorders that has been a new 5th edition (DSM-V). We also need more diagnostic manuals of mental disorders in the library that can be made available to students as a resource, especially for our PSY 234 – Abnormal Psych course. The new edition has several changes and the edition (4) we currently have in the library is no longer relevant.

We want to EMPHASIZE that our top priority is to hire additional full-time faculty as we are very low and overwhelmed with the amount of work involved at AVC. We hope to have our PSYCH Transfer Degree confirmed soon by the Chancellor's office and begin implementation as soon as possible and would need the additional resources mentioned above such as updated videos and library resources and technological needs.

- Guided by district Strategic Goal(s) # 7

Part 7 - Recommendations and Comments - Psychology

7.1   List recommended changes to the Educational Master Plan to:

- Address external issues or mandates such as legislation, industry, and professional standards, etc.
- Respond to outcome findings.
- Reflect changes in technology, methodology, and/or disciplines.
- Address student achievement gaps and/or meet other student needs.
None.

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

None.

Social & Behavioral Sciences -Sociology

2013-2014

Part 1 - Division or Area Overview - Sociology

1.39 Briefly describe how the division or area contributes to the district mission.

The Sociology department provides competency to college students wishing to fulfill general education requirements and to transfer in advance standing to four-year colleges and university for additional study toward Bachelor's degrees in Sociology or related disciplines in the behavioral and social sciences.

1.40 Place an "X" by each Institutional Learning Outcome (ILO) supported by the division or area.

The mission statement of Antelope Valley College 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 interdisciplinary methods; exercising personal writing and communication skills and developing personal discipline to achieve both scholastically and professionally; and 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 cultivation of tolerance and the ability to critically understand one's culture is necessary to a thorough understanding of Sociology. It is equally true that this awareness leads to improved citizenship and the ability to work in teams. Sociology is foundational to a number of professions, such as educator, counselor, lawyer, correctional personnel, researcher, community organizer and political advocacy.

X_ Analyze diverse perspectives from a variety of disciplines and experiences that contribute to the development of self-awareness.

X_ Value and apply lifelong learning skills required for employment, basic skills, transfer education, and personal development.

X_ Demonstrate a breadth of knowledge and experiences from the humanities, social and behavioral sciences, arts, natural sciences, and mathematics.

X_ Solve problems using oral and written communication, critical thinking and listening skills, planning and decision-making skills, information literacy, and a variety of technologies.

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

X_ Identify career opportunities that contribute to the economic well-being of the community.

1.41 After completing Parts 2-7, prepare a one page summary of the division**/**area. Interpret the significance of the findings. Note successes in supporting district strategic goals and where improvements are needed.

Full Time Equivalent Students (FTES) in Sociology increased 8.03 percent while District-wide FTES declined. Course offerings were reduced to a level one-half the district-wide rate (13.2 versus 27.5) from 2008 to 2013. The Efficiency of Sociology faculty mirrored the district-wide level. Actual student headcount decreased District-wide, but increased in the discipline of Sociology. Where sections offered decreased District-wide by 27.5 percent, they decreased only by 13.3 percent in Sociology. The ratio of Part-time to Full-time faculty varied wildly during the last five years. Degrees granted by the **Liberal Arts and Sciences: Social/Behavioral Science** Division increased by 148 percent. This trend supports a conclusion that conferment rates have exceeded District-wide trends for this Division. Transfer rates for the **LAS: Social/Behavioral Sciences** mirror District-wide trends; they have declined. Those SLOs in Sociology, primarily relying on written-assignment assessments, indicate that student mastery has remained flat, albeit above the required benchmark of 70 percent for the discipline.

1.42 Name of person leading this review
        Ronald C. Chapman, PhD.

1.43 Names of all participants in this review
        Ronald C. Chapman, PhD.; Thomas H. Shey, PhD.

Part 2 - Data Analysis and Use - Sociology

The following data, as it relates to the Sociology discipline, is provided on the Program Review website. Additional data is available from the Department of Institutional Research and Effectiveness (DIERP).

Longitudinal data

District headcount and FTES

Division headcount and FTES

Discipline headcount and FTES

Number of sections offered by location/distance education

PT/FT faculty ratio by LHE

Efficiency (measured as FTES/FTEF)

Data about student progress

Student achievement: success, retention, and term to term persistence

Progression through remedial courses

Program completion

Degree/certificate completion rate

Transfer rates to 4-year institutions

Licensure exam results

Job placement/post training

2.1 Please review the five year headcount and FTES enrollment data provided on the web link. Comment on trends and how they affect your program.*

Annual District headcount in **Sociology** decreased 21.9 percent from 2008-2009 to 2012-2013. During that same period Sociology headcount increased 8.03 percent.

	Annual					
SUBJECT	**2007-2008**	**2008-2009**	**2009-2010**	**2010-2011**	**2011-2012**	**2012-2013**
SOC	1631	1650	1552	1735	1748	1762

2.2   Report and analyze program/area data showing the quantity of services provided over the past four years (e.g. number of students served, books sold, employees hired, acreage maintained).

Not Applicable.

2.3   Please review the five year data on sections offered, faculty ratios, and efficiency data provided on the web link. Comment on trends and how they affect your program.

Sections offered by the District decreased 27.5 percent from 2008-2009 to 2012-2013. That reflects a 33 percent decrease in Lancaster sections, a 61 percent increase in Palmdale sections, and a 66 percent decrease in sections elsewhere. During this same period sections offered in **Sociology** decreased by 13.3 percent.

	Annual					
SUBJECT	**2007-2008**	**2008-2009**	**2009-2010**	**2010-2011**	**2011-2012**	**2012-2013**
SOC	60	64	55	57	61	52

The ratio of Part-Time faculty to Full-Time faculty in **Sociology** varied more that 47.6 percent from 2007-2008 to 2012-2013.

PT/FT Faculty Ratio	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013	
SUBJECT	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
SOC	No Full-Time	1.50	1.88	1.30	1.50	1.10	1.50	1.50	2.10	1.70	1.83	1.53

Efficiency is given as the ratio of Full-Time Equivalent Students to Full-time Equivalent Faculty. Accordingly, "service to students" has increased District-wide dramatically from 2007 to 2013; recovering from a low of 14.5 in the Fall of 2008 to a high of 19.1 in the fall of 2012.

Efficiency within the **Sociology** department increased 13.1 percent from the Fall of 2007 to the spring of 2013. This trend reflects the District-wide increases in efficiency.

Efficiency (FTES/FTEF)	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013	
SUBJECT	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
SOC	16.77	14.86	14.56	14.70	14.81	17.68	16.26	17.20	17.10	18.50	19.11	18.97

2.4   Using the discipline student success data provided by web link, please comment on any similarities or differences between race, gender, location, and modality groups in meeting the Institutional Standard of 68% for student success (students earning grades of A, B, C, Pass, or Credit). Identify what actions are planned to address trends and achievement gaps in the current academic year.*

Student success is measured by the percentage of students who achieve a grade of A, B, C, Pass, or Credit. There have been slight declines in the success of students in all categories of race except the category labeled "Other/Unknown".

Black or African American students consistently fall below the benchmark of 68% for student success. While there have been improvements in the District-wide success rate for American Indian/Alaskan Native (AIAN), Asian, and Mexican/Central American students, Black or African American students have not improved to a point that reaches the benchmark.

Success rates are consistently higher for students taking **Sociology** classes at the Palmdale Center. Online students tend to perform slightly better than traditional classroom students. Faculty have not identified what actions are planned to address trends in this achievement gap in the current academic year. Longer range, promotion of the major to minorities is proposed.

The success of Mexican/Central or South American students in the District increased from 68 percent to 72 percent from 2008-2009. This is similar to the increase in the category "Other/Unknown", which increased from 69 percent to 73 percent. The success of Asian and White students in the District was unchanged over the past five years (78 and 76 percent respectively). The success of American Indians/Alaskan Native (AIAN) students decreased from 68 to 67 percent and the success of Pacific Islander students decreased from 69 to 64 percent. Both groups fall below the Institutional Standard of 68 percent.

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Academic Year	Subject	American Indian/AK Native	Asian	Black or African American	Pacific Islander	White	Mexican/Central or South American	Other/Unknown
2007-2008	SOC	73%	84%	57%	94%	75%	68%	73%
2008-2009	SOC	68%	73%	54%	75%	72%	68%	68%
2009-2010	SOC	69%	83%	62%	75%	79%	72%	69%
2010-2011	SOC	52%	85%	65%	93%	79%	75%	64%
2011-2012	SOC	71%	81%	58%	80%	74%	74%	72%
2012-2013	SOC	59%	75%	54%	68%	74%	69%	79%

Sociology students, identifying themselves as AIAN, showed declining success rates from 2007 to 2011 (23.5%). This decline is more dramatic than at the District-wide level. Asian students increased their success rates slightly (16.4%). Black students declined by 14.0 percent. Pacific Islanders showed a decline of 1 percent after loosing 9 percentage points in the middle of the assessment period. White students improved their success by 5.3 percent. Mexican, Central or South American students improved by 10.2 percent, and those students identifying themselves as Other/Unknown declined by 12.3 percent.

Sixty-nine percent (69%) of female students in the district were successful in 2008-2009; Seventy-one percent (71%) were successful in 2012-2013. Sixty-eight percent of male students in the District were successful in 2008-2009; Sixty-nine percent were successful in 2012-2013.

Academic Year	Subject	Female	Male
2007-2008	SOC	70%	68%
2008-2009	SOC	66%	66%
2009-2010	SOC	74%	67%
2010-2011	SOC	74%	67%
2011-2012	SOC	73%	65%
2012-2013	SOC	70%	63%

In contrast, the average success rate for male **Sociology** students from 2007-2008 to 2012-2013 is 57 percent, whereas the average female **Sociology** student success from 2007-2008 to 2012-2013 is 71 percent. These differences in success are mirrored in the District-wide trend, but the below-benchmark rate of males is troubling.

Student success by location has changed little in recent years. Palmdale students achieved 66 percent success in 2012-2013, slightly lower than the Institutional Standard of 68 percent. That same year, Lancaster students achieved 70 percent success and students in those Other/Unknown locations achieved 80 percent success.

Academic Year	Subject	Lancaster	Palmdale
2007-2008	SOC	70%	80%
2008-2009	SOC	66%	68%
2009-2010	SOC	73%	66%
2010-2011	SOC	71%	75%
2011-2012	SOC	70%	71%
2012-2013	SOC	66%	73%

Sociology students have averaged about 5 percent improvement in success rates in Palmdale in contrast with the Lancaster campus. Overall, success rates have declined by 8.7 percent in Palmdale and 5.7 percent in Lancaster from 2007-2008 to 20012-2013.

Academic Year	Subject	Online	Traditional
2007-2008	SOC	90%	89%
2008-2009	SOC	93%	87%
2009-2010	SOC	88%	89%
2010-2011	SOC	94%	88%
2011-2012	SOC	92%	88%
2012-2013	SOC	87%	85%

Students taking traditional courses in the District exceed the Institutional Standard of 68 percent success. Seventy-one percent (71%) of students were successful in 2012-2013. This was down slightly from 72 percent the prior years, but this duplicated the success rates of 2011-2012 and 2010-2011, and reached above the 68-percent benchmark in 2008-2009.

Sociology students exceeded the Institutional Standard of 68 percent success. Eighty-five percent of **Sociology** students were successful in 2012-2013. This was down from 88 percent in 2011-2012 and 2010-2011. In 2007-2008 this rate was at a five-year high of 89 percent.

Students taking online courses in the District have not achieved the Institutional Standard of 68 percent success in any of the last five years. Fifty-six percent (56%) were successful in 2012-2013, down from 58 percent in the two prior years, and down from 57 percent in 2007-2008 and 2008-2009.

In contrast, **Sociology** students exceeded the Institutional Standard of 68 percent success in all of the past five years. Eighty-seven percent (87%) were successful in 2012-2013. This was down from 92 percent in the two prior years and down from 90 percent in 2007-2008 and 93 percent in 2008-2009. This trend suggests that online Sociology course success rates mirror the districts' trend, while the actual rates exceed the Institutional Standard benchmark of 68 percent.

2.5 Analyze and summarize trends in student progression through basic skills courses, if applicable.

Not Applicable.

2.6 List degrees and certificates currently offered in the discipline. Analyze how resource adjustments or other changes during the past four years have impacted degree and certificate completion rates.

Degrees granted by the district decreased 29.9 percent from 2008-2009 to 2012-2013. At the same time, degrees granted by the **Liberal Arts and Sciences: Social/Behavioral Science** Division increased by 148 percent. This trend supports a conclusion that conferment rates have

Major	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
LAS: Social/Behavioral Science	0	0	50	122	187	186	124

exceeded District-wide trends.

2.7 Using the data provided by web link**,** please comment on transfer rates to four-year institutions, license exam results, and job placement/post testing. If applicable, cite examples of using additional resources (e.g. human, facilities/physical, technology, financial, professional development) or making other changes during the past four years that have resulted in improvements in transfer rates to four-year institutions, license exam results, and job placement/post testing.

The District transfer rate decreased 38.4 percent from 2008-2009 to 2011-2012. Numbers for 2012-2013 are not available at this time. Similarly, transfer rates for all **Liberal Arts and Sciences**

Year	Summer	Fall	Intersession	Spring	Annual
2007-2008	498	438	73	641	1650
2008-2009	518	473	92	678	1761
2009-2010	581	540	8	610	1739
2010-2011	189	417	31	709	1346
2011-2012	72	366	596	51	1085
2012-2013*	0	204	17	126	347

students -- having a social & behavioral science emphasis -- decreased 38.3 percent during this same period. This trend supports a conclusion that transfer rates for the **LAS: Social/Behavioral Sciences** mirrors District-wide trends in the transfer rate.

2.8 Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline. Comment on the occupational projections for employment in your discipline for the next two years. Comment on how the projections affect your planning. http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=1011

Not applicable.

3.1   Analyze changes in **student learning outcome** (SLO) and **program learning outcome** (PLO) assessments findings over the past five years. Cite examples of using data during that time as the basis for resource allocation (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved learning outcome findings over the past four years.*

Student Learning Outcomes (SLO) were assessed in **Sociology** courses since the Fall term of 2009. The most complete data exist for assessments of the three SLOs for Introduction to Sociology (SOC 101). A benchmark of 70 percent has been in place since the first term. However, the variance has been great. In a recent year (since 2012) these data show less *spread* and have tended to reflect a mean of approximately 48 to 53 percent.

Action plans flowing from these assessments have not requested significant additional resources, but have focused on encouraging increased reliability of measurement and representativeness (all sections of any particular course). The data show that these efforts have been successful. Additional efforts at improving the validity of these assessments are needed.
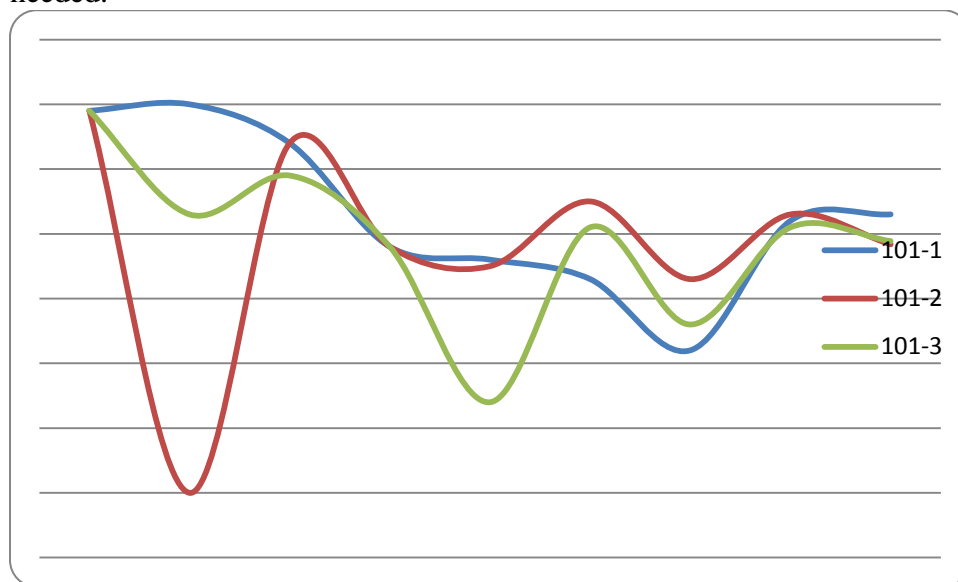

Figure 1 Mean SLO Assessments for SOC 101 (no written assessments)

The assessment instrument for all courses are of two types, multiple-choice questions and written assignments. Not all courses assess SLOs using both types of assessment instuments. In fact, only SOC 111; 112; and 120 use both multiple-choice and writtenn assignment assessments.

Those SLOs relying on written-assignment assessment trends indicate that student mastery has remained flat, albeit above the required benchmark of 70 percent. Those courses having the longest history of assessment over the past 10 terms show the greatest

variability. Since these assessments occur at the end of the term it is suggested that results are skewed high owing to a significant loss of students in the early weeks of enrollment.

Figure 2 Written Assignment Assessment - SOC 110 (SLO 101-3)

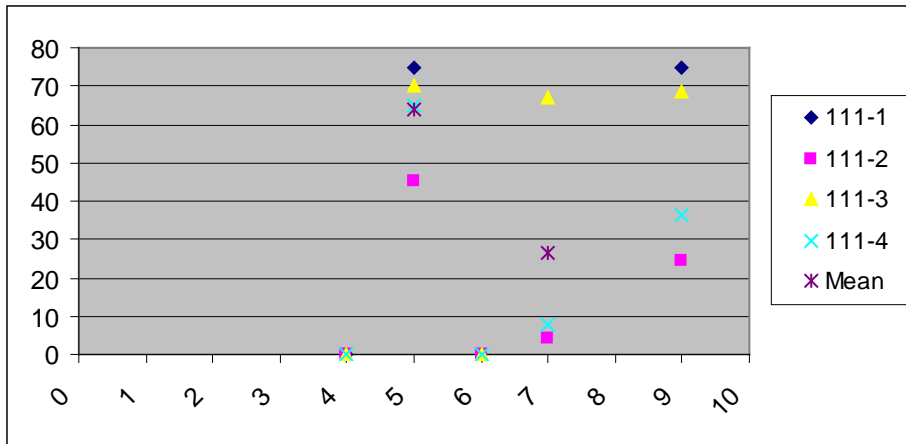**Figure 3 Assessment for SOC 115 (no written assessments)**

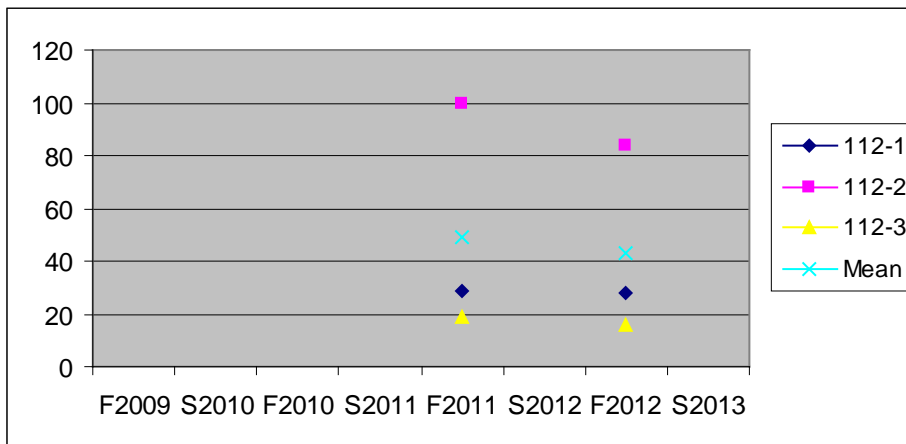**Figure 4 Written Assignment Assessment - SOC 111 (SLO 111-1 & 111-3)**

Figure 5 Written Assignment Assessment - SOC 112 (SLO 112-3)

Figure 6 Written Assignment Assessment - SOC 120 (SLO 120-2)
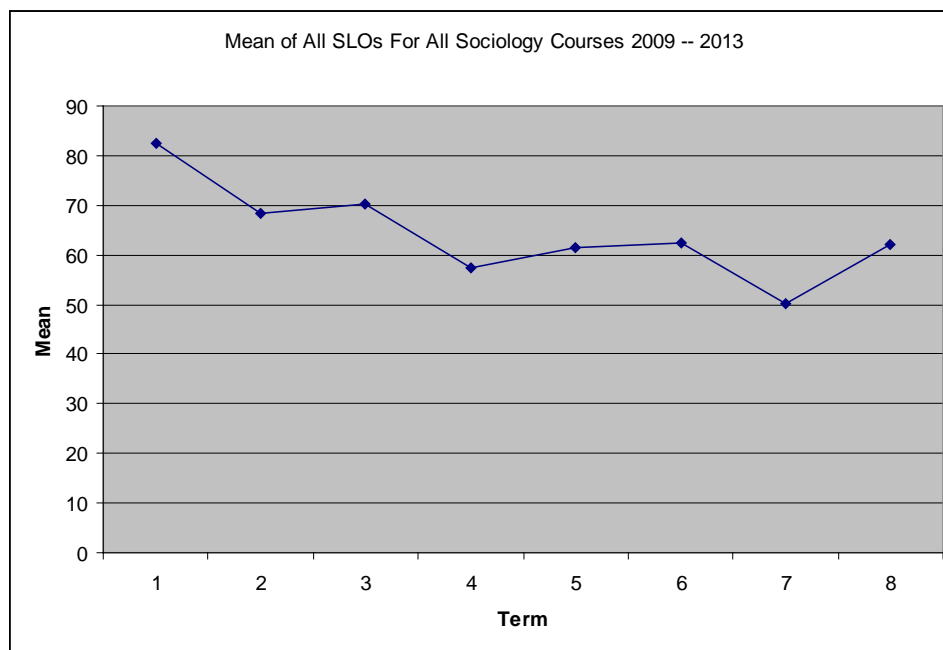

Figure 7 Mean of All SLOs from 2009 - 2013

3.2   Analyze changes in **operational outcomes** (OO) findings over the past five years. Cite examples of using data during that time as the basis for resource allocation (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved OO findings over the past four years.*

Not applicable.

Part 4 - Stakeholder Assessment - Sociology

4.1   Assess how well the program serves the needs of the students, district, and community. Support statements with findings from student, employee, and/or community surveys. Include feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement).

The stakeholders of the **Sociology** Department are those four-year colleges and universities accepting our students in transfer for completion of degrees in Sociology and the other social and behavioral sciences. Unfortunately data are not available to assess the extent to which the demands of these stakeholders are being met. One exception exists.

Recently the CSU at Bakersfield initiate a five-year Masters Degree program in Sociology. This program will articulate with California Community College Sociology programs, provided they have approved Associate of Arts Degrees for Transfer in Sociology AA-T. This is now true of Antelope Valley College.

Part 5 - Goals and Objectives - Sociology

5.1   Review the goals identified in your most recent comprehensive self-study report and last year's annual report. Indicate which have been completed and which have been eliminated.*

In the last comprehensive self-study (2005 to 2009) the following goals were identified. A course proposal for Statistics for **Sociology** (Social Research Methods) and the Social Sciences was one such goal. This goal was partially met as projected by Fall of 2012. However, the Chancellor's Office granted only conditional approval of this course. Revisions are necessary before this course (SOC 200) can be offered. These revisions are expected by November 2013.

A second goal was to 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 This goal has not been met and it appears that the Fall 2010 anticipated completion date was unrealistic. It is noted that success in achieving this goal will require unprecedented coordination with academic advisors.

A third goal was to develop standardized assessment measurements for SOC 105, 110, 111, 112, 115, and 120 by Fall of 2011.This goal has been achieved and standardized assessment have been in use for all courses with the exception of the recently-approved course in Research Methods (SOC 200). Nevertheless, validity continues to be a challenge and revisions to assessments methods will be a continuing effort.

A fourth goal was to submit a course proposal for a transferrable course on social deviance and contemporary subcultures to replace SOC 120 (Drugs, Society, and Human Behavior). This goal was not reached in 2012. It is noted that such a course should replace the criminology course offered outside the discipline which is presently integral to the AA-T in **Sociology** curriculum.

A fifth goal was to submit a course proposal for a transferable course on the theoretical basis of crime and juvenile delinquency by Fall 2012. This goal was not achieved, but may be reconsidered in light of the recently-adopted Transfer Model Curriculum in Sociology (AA-T in Sociology).

5.2   List discipline/area goals and objectives related to **improving outcome findings and/or the success of the various learner populations** in completing courses, certificates, degrees, and transfer requirements. Discipline/area goals must be guided by district Strategic Goals and Plan Summaries in the Educational Master Plan (EMP). They must be supported by an outcome action plan, data analysis, national or professional standards, and/or a requirement or guideline from an outside agency (e.g. legislation, Chancellor's Office, accrediting body, professional board). Consider curriculum, instruction, assessments, program services, operations, collaborations, scheduling, location, technology, etc.*

Current (up to three years)

 Goal: Establish course rotation protocol

- Guided by district Strategic Goal(s) #_1, 3_
- Guided by Objective 1(d); 3(c)_ Plan Summary in EMP
- Course offerings are currently decided by the VP of Academic Affairs in response to a variety of exigencies that are not transparent to faculty, or are based primarily on precedent and tradition.

Objectives: Sociology faculty and Counseling need to work together to develop a two-year calendar of courses designed to assure that all courses need by students in the Associate of Arts for Transfer in Sociology can complete their program within a two-year period. This goal relates directly to the second goal identified in the previous Comprehensive Program Review and which was not met by the initial deadline of Fall 2010.

Near Term (three to five years)

 Goal: Increase the number Sociology transfers to CSU

- Guided by district Strategic Goal(s) #_2, 3_
- Guided by Objective 2(a); 3(a) Plan Summary in EMP
- The Transfer Model Curriculum for Sociology AA-T Sociology was approved by the Chancellor of Community Colleges in this year. Success rates for core courses in the discipline (as presently constituted). Transfers for Liberal Arts and Sciences/Behavioral Science. Mean SLO Assessments in Sociology.

Objectives: Implementation of the AA-T in Sociology degree will require successful completion of core sociology courses. Obvious inferences from the data sources mentioned above support a critical need for greater student performances in these courses. Class size can be reduced and performance enhanced with the hiring of additional part-time and full-time faculty.

Long Term (five to ten years)

 Goal: Promote Sociology as a Major

- Guided by district Strategic Goal(s) #_1,_
- Guided by Objective _1(a); 1(c)_ Plan Summary in EMP
- Recently approved AA-T in Sociology. Evidence that Black students declined by 14.0 percent. Pacific Islanders showed a decline of 1 percent after loosing 9 percentage points in the middle of the assessment period.

Objectives: Develop a program to promote student interest in all Sociology course supporting the AA-T in Sociology, to include the development of Faculty Professional Development presentations emphasizing developments in

Sociology and a Student Club devoted to those students pursuing academic tracks in Sociology. A major focus of such promotional activities will be to encourage participation of minority students, especially, African Americans and Hispanics.

5.3   List discipline/area goals and objectives **directly related to advancing Strategic Goals.** Discipline/area goals must be guided by district Strategic Goals and Plan Summaries in the Educational Master Plan (EMP). They must be supported by data analysis or other documentation.

> Current (up to three years)
>
> > Goal: Hire two full-time faculty members in Sociology
> >
> > - Guided by district Strategic Goal(s) #_1__
> > - Guided by Objective 1(a); 1(c); 1(e) Plan Summary in EMP
> > - Sociology course success rates mirror the districts' trend, while the actual rates exceed the Institutional Standard benchmark of 68 percent. Efficiency within the Sociology department increased 13.1 percent from the Fall of 2007 to the Spring of 2013.
> >
> > Objectives: Administrative increases in class size have resulted in an increased efficiency (ratio of faculty to students) and decreased transfers. Degrees granted by the district decreased 29.9 percent from 2008-2009 to 2012-2013. Increased reliance on written assignments and library research will require more individual attention to students and more focused faculty on specialized course work. These improvements can only be achieved by increases to faculty.

Part 6 - Resource Needs - Sociology

Identify significant resource needs that should be addressed currently (up to three years), near term (three to five years), and long term (five to ten years). If there may be safety issues, enrollment consequences, or other important concerns if a resource is not provided please make this known.*

6.1   List needed human resources. List titles in priority order. Identify which discipline/area goal(s) guides this need.

       The Sociology department requires two full-time faculty members in sociology having particular competence in research methods and issues of sex and gender and minority issues. This is a high priority need. This need is guided by Goal 1 and objectives 1(a); 1(c); and 1(e).

6.2   List needed technology resources in priority order. Identify which discipline/area goal(s) guides this need.

6.3   List facilities/physical resources (remodels, renovations, or new) needed to provide a safe and appropriate student learning and/or work environment. List needs in priority order. Identify which discipline/area goal(s) guides this need.

6.4   List needed professional development resources in priority order. Identify which discipline/area goal(s) guides this need.

6.5   List any other needed resources in priority order. Identify which discipline/area goal(s) guides this need.

       A requirement for successful completion of SOC 120 (Drugs, Society & Human Behavior) is that students participate in a field trip to a drug rehabilitation center. This requires transportation which continues to be the individual responsibility of each student. Because SLO 3 for this course depends upon participation in this activity, a case has been made in the past for the provision of transportation (use of a bus) for the entire class. This will directly improve success rates for this SLO and assure that no student is denied participation due to lack of resources. Such students are most likely to represent minority populations. This is a high priority need. This need is guided by Goal 1 and Objective 1(c) and 1(e). (See Figure 6)

Part 7 - Recommendations and Comments - Sociology

7.1   List recommended changes to the Educational Master Plan to:

- Address external issues or mandates such as legislation, industry, and professional standards, etc.
  - None
- Respond to outcome findings.
  - None
- Reflect changes in technology, methodology, and/or disciplines.
  - None
- Address student achievement gaps and/or meet other student needs.
  - Goal 1 and Objective 1(c) and 1(e) should be increased to 70 percent respectively.

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

Program reviews should be standardized within two years. Program data compilation should be delegated to certified staff with the final review and approval of faculty and administrators. These reports should not be primarily left to faculty to compose.