

2019-2020 Program Review Report

Division/Area Name: Anthropology	For Years: 2021-2022
Name of person leading this review:	Dr. Darcy L. Wiewall
Names of all participants in this review:	Dr. Darcy L. Wiewall



Part 1. Program Overview:

1.1. Briefly describe how the program contributes to the district mission

The mission of the Anthropology program 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. All the courses in the Anthropology program fulfill transfer/general education degree requirements to four-year institutions. The Anthropology Associate degree program for transfer (ADT) provide students with the “ability to think and to communicate clearly and effectively both orally and in writing; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding.” Courses in Anthropology are those which provide students with an understanding of the study of human origin, development and contemporary variations of all humans who have existed anywhere on earth. Students learn to view the world using the holistic perspective—understanding humankind in terms of the dynamic interrelationships of all aspects of human existence. 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 human history. A main goal is to stimulate student interest in the issue of human origin and diversity and to promote cross-cultural understanding.

1.2. State briefly program highlights and accomplishments

The Anthropology Department continues to expand courses and sections available to students, as well as, increasing the number of students declaring Anthropology as their major. There has been an overall consistent increase in retention and success rates over the past four years. The Anthropology Department retention (88.8%) and success rates (77.6%) are higher than the Total AVC Annual rates, an overall 2-4% increase, respectively.

1.3. Check each Institutional Learning Outcome (ILO) supported by the program. Type an “X” if checkbox is unavailable.

X Communication	X Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. X Demonstrates listening and speaking skills that result in focused and coherent communications
X Creative, Critical, and Analytical Thinking	X Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. <input type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
X Community/Global Consciousness	X Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment. X Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
X Career and Specialized Knowledge	X Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.
1.4. Check each Educational Master Plan (EMP)/Strategic Plan Goal supported by the program. Type an "X" if checkbox is unavailable.	
X Goal 1*: Commitment to strengthening institutional effectiveness measures and practices.	
X Goal 2*: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.	
X Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.	
X Goal 4*: Advance more students to college-level coursework-Develop and implement effective placement tools.	
<input type="checkbox"/> Goal 5: Align instructional programs to the skills identified by the labor market.	

*Indicates College-Wide Priorities for 2019-2020

Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:

Anthropology Alumni Students Survey:

Students stated that the Anthropology Program prepared them exceptionally well to attend four-year institutions. The level of writing and critical thinking skills required for the program allowed them to transition with ease into a four-year institution. Furthermore, they believe that the opportunity to participate in undergraduate research; specifically first-hand experience managing cultural collections and independent scientific research projects, as well as, attendance and presentation of their research at Professional Anthropology meetings, placed them at a more competitive level than other junior level students at four-year institutions.

End of Semester Student Surveys:

- A commonality across the Anthropology courses, was the request that faculty have exam review sessions. Several faculty have implemented exam review sessions outside of the regularly scheduled class and others have incorporated review sessions into their class schedules.
- Attendance at the annual Anthropology Open House was beneficial to their understanding of what to expect at four-year institutions and the wide variety of employment opportunities available to someone with a degree in Anthropology.
- ANTH 101L: Students requested that there be more skeletal casts available during the lab sessions. Identifying traits and characteristics with photos and line drawings is very difficult. Faculty continues to request funds to obtain more primate, hominin, and forensic skeletal casts. Students suggested that more time be given to completing some of the required lab exercises. Faculty determined that if students would like to complete the concept application sections of the lab that it would be acceptable to have the lab submitted during the following class time.
- ANTH 101, ANTH 101L, ANTH 102, ANTH 112 and ANTH 140 courses: Students enjoy the assignments that require them to participate in on-campus and off-campus anthropological events. They feel this provides them with real world experiences in Anthropology.
- ANTH 140 and ANTH 199: Students stated that participating in inquiry-based research and first-hand experience managing cultural collections was more interesting and fulfilling than a pure lecture-based course. The opportunity to attend professional Anthropology meetings also allowed them to see ‘real world’ application of the materials covered in lecture.

Part 2.B. Analyze the [program review data](#) (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):

<p>Strengths</p>	<p>Since the last Program Review, the numbers of sections offered, both Online Sections and Face-to-Face Sections, have increased. The number of students declaring Anthropology as a major has slightly increased. While the number of AA-T in Anthropology degrees slightly decreased, this appears to be part of the typical two-year cycle. The Anthropology Department retention (88.8%) and success rates (77.6%) are higher than the Total AVC Annual rates, an overall 2-4% increase, respectively. Furthermore, our Part-time Load (Part-time FTEF) has increased and so has our and total FTES increase by 5.7%.</p> <p>Over the past four years, there has been an overall consistent increase in retention and success rates based on sex and ethnicity across Anthropology courses. However, as discussed below there was a decrease in retention and success rates for African American/Black students and students who identify as “Two or more races”.</p> <p>SEX: The average retention and success rate for female, male and unknown Anthropology students has increased. There has been an increase in retention, success and number of female students enrolled in Anthropology courses. Female students (62%) comprise most of the student population compared to male (37%) and unknown (1%). There has been a decrease in “unknown” retention rates (20%), but success rates have increased (10%). Retention rates are below the AVC benchmark, but the success rates are 3% higher in Anthropology than AVC success benchmark.</p>
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	<p>ETHNICITY: The overall retention and success rates for all ethnic groups in Anthropology courses have increased in the past four years. The department continues to meet the AVC Institutional Standard success benchmark of 69.1% established in 2018-2019. Hispanic/Latinx retention (89.4%) and success (79.3%) rates are higher than the AVCs subgroup benchmark (88.1% and 74%) respectively. The success rates for students identifying as White, Non-Hispanic have increased by 3%, and are equivalent to AVCs subgroup benchmarks for retention and success rates. The success rate for African American/Black students (63.1%) and “Two or more” students (78.7%) is higher than the AVC subgroup success rate for each (61.3% and 74.1%) respectively.</p>
Weaknesses	<ul style="list-style-type: none"> • For 2019-2020, there is an average 6-7% decrease in retention and success rates with African American/Black students and students who identify as “Two or more races”. A likely explanation for this change is the unexpected and stressful mid-semester switch to remote learning in Spring 2020 because of the COVID-19 pandemic. • There is a disproportionate impact (PPG -10.01%) for African American/Black students in Anthropology Courses. We need to increase our successful course completers by 14 to close the gap for these students.
Opportunities	<ul style="list-style-type: none"> • Guided Pathways can provide the opportunity to increase enrollment in Anthropology courses. All the Anthropology courses are holistically based and provide a solid, broad foundation to assist students in the development of their academic and career choices. Furthermore, all of the Anthropology courses fulfill General Education requirements; Area A - Natural Sciences (ANTH 101 and ANTH 101L) and Area B - Social & Behavioral Sciences (ANTH 102, 103, 110, 112, 140) and are transferable to CSU and UC. • We anticipated Honors Committee approval to offer ANTH 102 Introduction to Cultural Anthropology as an Honors course in 2021-2022 academic year.
Threats	<ul style="list-style-type: none"> • One adjunct who teaches a maximum load for Anthropology is anticipating retiring in Fall 2021. • Data to compare the 2019-2020 retention & success rates by individual Anthropology classes is not available on the Program Review Data Page. • Sex and Gender are not the same thing. Sex (female/male) does not equal Gender (woman/man). The categories should reflect biological and socially appropriate categories that students can self-identify. The “unknown” category is discriminatory. • The ethnicity categories of American Indian or Asian appear to have been lumped into the “other” ethnicity category. The lack of access to this data does not permit discussion of diversity in our courses, which is a bedrock of Anthropology. The Department of Anthropology finds this to be troubling and requests that this data be made available. • The federally mandated NAGPRA Inventory and inter-tribal consultation and repatriation process is difficult for the single full-time faculty member to juggle with the contractually required 15 LHE load.

Part 2.C. Review and comment on progress towards SLO/PLO/OO Action Plans:

To date, faculty are making progress to increase student’s success via the ongoing review and assessment of SLO/PLO Action Plans. We can see this reflected in the increase of retention and success rates which are higher than the Total AVC Annual rates, an overall 2% increase in retention and a 4% increase in success rates.

Part 2.D. Review and comment on progress towards past program review goals:

#1 Goal: Increase the number of Anthropology transfers to CSU's via AA-T/ADT in Anthropology and via IGETC to UC's.

Objectives: To have 25 AA-T in Anthropology graduates by spring 2023.

Status: In Progress —To date, 18 students have received the AA-T in Anthropology and six other students completed the requirements for the AA-T, but for various reasons did not receive the requested AA-T in Anthropology.

#2 Goal: Increase the ethnic diversity of students enrolled in Anthropology courses and Anthropology transfer students to CSU's via the AA-T in Anthropology and via IGETC to UC's.

Objectives: Develop new Anthropology curriculum that is focused on underrepresented ethnic groups and that meets GE requirements and is transferable to CSU and UC. Increase Hispanic, Native American, African American and Asian student success to meet the AVC Institutional Standard benchmark of 69.1% by spring 2023.

Status: In Progress —To date, based on student surveys and a Student Focus Group during 2018-2019, students identified most interest in new curriculum focused on (1) Latin America & Caribbean Cultures, (2) Ritual, Supernatural & Religion from a cross-cultural perspective, and (3) Archaeology Laboratory class. Faculty developed a new course, ANTH 110: Latin American and Caribbean Cultures in Fall 2019. The course was approved by the Chancellor's Office and is currently being offered for the first time Fall 2020.

#3 Goal: Increase the success rate of students enrolled in the Introduction to Biological Anthropology (ANTH 101) and Introduction to Biological Anthropology Lab (ANTH101L) courses. These courses fulfill the General Education Area A - Natural Sciences pattern for non-science majors. A main goal is to stimulate student interest in the issue of human origin and diversity and to promote cross-cultural understanding.

Objectives: Increase student success to meet the AVC Institutional Standard benchmark of 69.1% by spring 2023.

Status: In Progress — As of the last program review (2018-2019) both the retention and success rates for ANTH 101 and ANTH 101L had increased. Student success in ANTH 101 increased by 4.2% and an increase of 8.9% success rate for the ANTH 101L classes. Data to compare the 2019-2020 retention & success rates by individual classes is not available on the Program Review Data Page. However, the overall success rate for students in enrolled in Anthropology courses in the past year has increased by 3% and is greater than the AVC Annual Success rate of 73.2%.

Objectives: Increase the number of laboratory sections offered each semester to four.

Status: Met Objective — An additional section of ANTH 101L was added to the Fall 2020 semester. We are now offering 4 sections each semester.

#4 Goal: Obtain appropriate curation supplies, equipment, and storage facilities for the Antelope Valley College Archaeological Repository (AVCAR) archaeology collection.

Objectives: Student's success can be increased by continuing to develop undergraduate research opportunities specifically by obtaining funding to purchase equipment and supplies to maintain the archaeology collections and to prevent further environmental degradation to the collection. Increase student success to meet the AVC Institutional Standard benchmark of 69.1% by spring 2023.

Status: In Progress — Some funding has been obtained to purchase supplies related to the curation of archaeological collections. Furthermore, appropriate curation space in Uhazy Hall has been arranged for a portion of the collection to be moved from the outdoor curation container located in the North Athletic Field providing a safe and appropriate space student learning and/or work environment.

#5 Goal: Investigate the development of a full-scale simulated archaeological excavation at the AVC campus/Barrel Springs location.

Objectives: To increase student success in ANTH 140 and ANTH 103 archaeology courses to meet the AVC Institutional Standard benchmark of 69.1% by spring 2023. Provides support to student educational plans, higher education options, and career opportunities.

Status: In Progress — Faculty began discussions with the Dean of SBS and with other CCC colleagues. Progress has been halted due to the COVID stay at home restrictions.

Part 3. Based on Part 2 above, please list program/area goals for 2020-2021:

<i>Program/Area Goal #</i>	<i>Goal supports which ILO/PLO/SLO/OO?</i>	<i>Description of Goal</i>	<i>Steps to be taken to achieve goal?</i>
<p>#1 Goal: Ongoing Increase the number of Anthropology transfers to CSU's via AA-T in Anthropology and via IGETC to UC's.</p>	<p>ILOs -- #1-4 Communication, Creative, Critical, and Analytical Thinking, Community/Global Consciousness and Career and Specialized Knowledge.</p> <p>Anthropology PLOs -- #1-4 PLO #1: Demonstrate understanding of the processes of science, the scientific method, and the relationship between scientific research and established knowledge. PLO #2: Clearly express self when writing or speaking about anthropology demonstrating knowledge of basic anthropological terminology and understanding</p>	<p>Objectives: To have 25 AA-T in Anthropology graduates by spring 2023.</p>	<p>Continue to develop a program to promote student interest in all aspects of and courses supporting the AA-T/ADT in Anthropology.</p> <p>Continue to promote Anthropology as a Major.</p> <p>Meet with Marketing, First Year Experience, Student Success, STEM, UMOJA & various other campus programs to develop a strategy to promote the discipline via guest talks on campus and in the community, including local elementary, middle & high schools. A major focus of such promotional</p>

	<p>major anthropological concepts. PLO, #3: Evaluate anthropological data draw reasonable conclusions, recognize ethical implications of these conclusions and apply these conclusions to personal, community and scientific problems. PLO #4: Utilize appropriate fieldwork techniques for anthropology.</p>		<p>activities will be to expand and encourage participation of underrepresented ethnic groups.</p> <p>Development of a “Majors Fair” for students.</p> <p>Continue and further develop undergraduate research opportunities.</p> <p>Continue and further develop community partnerships (e.g., AVIM, MOAH, Gibbon Conservation Center, Lancaster and Palmdale School Districts; Lancaster and Palmdale Parks and Recreation Departments).</p> <p>Continued development of the Annual Anthropology Open House, Anthropology Symposium, student Anthropology Club, and Faculty Professional Development presentations emphasizing developments in Anthropology.</p> <p>Continued participation with Student Equity & First Year Experience; Student Success Kickoff and AVC school tours for local elementary, middle and high school students.</p>
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<p>#2 Goal: Ongoing Increase the ethnic diversity of students enrolled in Anthropology courses and Anthropology transfer students to CSU's via the AA-T in Anthropology and via IGETC to UC's.</p>	<p>ILOs -- #1-4 Communication, Creative, Critical, and Analytical Thinking, Community/Global Consciousness and Career and Specialized Knowledge.</p> <p>Anthropology PLOs -- #1-3 PLO #1: Demonstrate understanding of the processes of science, the scientific method, and the relationship between scientific research and established knowledge. PLO #2: Clearly express self when writing or speaking about anthropology demonstrating knowledge of basic anthropological terminology and understanding major anthropological concepts. PLO, #3: Evaluate anthropological data draw reasonable conclusions, recognize ethical implications of these conclusions and apply these conclusions to personal, community and scientific problems.</p>	<p>Objectives: Develop new Anthropology curriculum that is focused on underrepresented ethnic groups and that meets GE requirements and is transferable to CSU and UC.</p> <p>Increase Hispanic, Native American, African American and Asian student success to meet the AVC Institutional Standard benchmark of 69.1% by spring 2023.</p>	<p>Develop new curriculum identified in the 2018-2019 Student Survey and Student Focus Group.</p> <p>Meet with Marketing, First Year Experience, Student Success, STEM, UMOJA & various other campus programs to develop a strategy to promote the discipline via guest talks on campus and in the community, including local elementary, middle & high schools. A major focus of such promotional activities will be to expand and encourage participation of underrepresented ethnic groups.</p> <p>Faculty will meet with colleagues at other CCC's to discuss how their districts have increased their success rates for underrepresented groups.</p>
<p>#3 Goal: Ongoing Increase the success rate of students enrolled in the Introduction to Biological Anthropology (ANTH 101) and Introduction to Biological Anthropology Lab (ANTH101L) courses that fulfill the General Education Area A - Natural Sciences pattern for non-</p>	<p>ILOs -- #1-4 Communication, Creative, Critical, and Analytical Thinking, Community/Global Consciousness and Career and Specialized Knowledge.</p> <p>Anthropology PLOs -- #1-3 PLO #1: Demonstrate understanding of the processes of science, the scientific method, and the</p>	<p>Objectives: Increase the number of laboratory sections offered each semester to five.</p> <p>Increase student success to meet the AVC Institutional Standard benchmark of 69.1% by spring 2023.</p>	<p>Hire one part-time lab technician-- instructional assistant. Currently, the department is unable to schedule a sufficient number of laboratory sections to meet demand. Primarily due to the extensive amount of preparation for bi-weekly labs.</p>

<p>science majors. Both courses are transferable to CSU & UC.</p> <p>A main goal is to stimulate student interest in the issue of human origins and diversity and to promote cross-cultural understanding. Increase student success by promoting an understanding of science, the scientific method, critical thinking, and mathematical skills.</p>	<p>relationship between scientific research and established knowledge. PLO #2: Clearly express self when writing or speaking about anthropology demonstrating knowledge of basic anthropological terminology and understanding major anthropological concepts. PLO, #3: Evaluate anthropological data draw reasonable conclusions, recognize ethical implications of these conclusions and apply these conclusions to personal, community and scientific problems.</p>		<p>Obtain funding to purchase primate, hominin and forensic skeletal casts. Provide students with primate and hominin casts in order for them to (1) evaluate the evolutionary significance of morphological changes in the primate and hominin record; (2) to evaluate the processes of natural selection as seen in the Order of Primates; (3) to evaluate trauma, pathologies and cultural modifications to human skeletons.</p> <p>Obtain funding for osteometric boards and spreading calipers.</p>
<p>#4 Goal: Ongoing</p> <p>Obtain appropriate curation supplies, equipment, and storage facilities for the Antelope Valley College Archaeological Repository (AVCAR) archaeology collection.</p> <p>This goal will provide students with undergraduate research opportunities; specifically first-hand experience of managing cultural collections and independent scientific research projects. Supports the Anthropology 199 Work</p>	<p>ILOs -- #1-4 Communication, Creative, Critical, and Analytical Thinking, Community/Global Consciousness and Career and Specialized Knowledge.</p> <p>Anthropology PLOs -- #1, 3 & 4</p> <p>PLO #1: Demonstrate understanding of the processes of science, the scientific method, and the relationship between scientific research and established knowledge. PLO, #3: Evaluate anthropological data draw reasonable conclusions, recognize ethical implications of these conclusions and apply these</p>	<p>Objectives:</p> <p>Student's success can be increased by continuing to develop undergraduate research opportunities specifically by obtaining funding to purchase equipment and supplies to maintain the archaeology collections and to prevent further environmental degradation to the collection.</p>	<p>Obtain funding for Color Photo, Image, Film, Negative & Document Scanner to document, curate and preserve the archaeological collection.</p> <p>Obtain funding for supplies related to curation of archaeological collections (archival boxes, collection bins, labels, binders, database, etc.).</p> <p>Complete the stabilizing and movement of the archaeological collection currently housed in the container located in the North Athletic Field to Uhazy Hall to</p>

<p>Experience and the ANTH 140 Archaeology courses.</p>	<p>conclusions to personal, community and scientific problems. PLO #4: Utilize appropriate fieldwork techniques for anthropology.</p>		<p>provide a safe and appropriate space for student learning and/or work environment.</p> <p>Maintains the collection as per Federal Curation Standards, as outlined in 36CFR79 of the Federal Register (1990) and the Accreditation Standards of the American Association of Museums (AAM) for archaeological curation and collections management.</p>
<p>#5 Goal: NEW Complete the Native American Graves and Repatriation Act (NAGPRA) Inventory of the Antelope Valley College Archaeological Repository (AVCAR) archaeology collection, including the newly returned cultural items and initiate repatriation.</p>	<p>ILOs -- #1-4 Communication, Creative, Critical, and Analytical Thinking, Community/Global Consciousness and Career and Specialized Knowledge.</p> <p>Anthropology PLOs #1-3 PLO #1: Demonstrate understanding of the processes of science, the scientific method, and the relationship between scientific research and established knowledge. PLO #2: Clearly express self when writing or speaking about anthropology demonstrating knowledge of basic anthropological terminology and understanding major anthropological concepts. PLO, #3: Evaluate anthropological data draw reasonable conclusions,</p>	<p>Objectives: Complete the NAGPRA inventory by Fall 2021.</p> <p>Initiate inter-tribal consultation and repatriation with local Native American Tribes by Fall 2021.</p> <p>Develop undergraduate research opportunities.</p>	<p>In Spring 2019 the US Federal NAGPRA office contacted the district requesting clarification of the status of the archaeological collection. It came to the attention of the department that the former head of the department had not completed the NAGPRA Inventory as required by federal law.</p> <p>NAGPRA was initiated in Fall 2019 with assistance of students enrolled in the ANTH 199 Work Experience. During this time, it came to the attention of the faculty that prior to July 2007, NAGPRA cultural items were removed from Antelope Valley College by the former head of the department to his personal</p>

	<p>recognize ethical implications of these conclusions and apply these conclusions to personal, community and scientific problems.</p>		<p>residence in Lancaster, CA. The district took possession of these items in Fall 2019 and they have been added to the AVCAR collection.</p> <p>The inventory and inter-tribal consultation have been halted due to the COVID stay at home restrictions.</p>
<p>#6 Goal: NEW Increase enrollment in Anthropology courses by having courses listed in other discipline areas as recommended courses to fulfill Program Plans of Study and Guided Pathways.</p> <p>All the Anthropology courses are holistically based and provide a solid, broad foundation to assist students in the development of their academic and career choices across disciplines. A main goal is to stimulate student interest in the issue of human origin and diversity and to promote cross-cultural understanding.</p> <p>All the Anthropology courses fulfill General Education requirements; Area A - Natural</p>	<p>ILOs -- #1-4 Communication, Creative, Critical, and Analytical Thinking, Community/Global Consciousness and Career and Specialized Knowledge.</p> <p>Anthropology PLOs #1-3 PLO #1: Demonstrate understanding of the processes of science, the scientific method, and the relationship between scientific research and established knowledge. PLO #2: Clearly express self when writing or speaking about anthropology demonstrating knowledge of basic anthropological terminology and understanding major anthropological concepts. PLO, #3: Evaluate anthropological data draw reasonable conclusions, recognize ethical implications of these conclusions and apply these conclusions to personal, community and scientific problems.</p>	<p>Objectives: To have Academic Programs add/recommend Anthropology courses as viable options for students to fulfill their Program Plans of Study.</p> <p>Important to highlight to non-science majors Biological Anthropology (ANTH 101) and Biological Anthropology Lab (ANTH101L) courses which fulfill the General Education Area A - Natural Sciences pattern for non-science majors.</p>	<p>Provide guest talks at Division Meetings to promote Anthropology courses.</p> <p>Provide guest talks to First Year Experience, Student Success, UMOJA & various other campus programs to promote Anthropology courses.</p> <p>Focus on the Top Ten Declared Majors, such as Business Administration, Administration of Justice, LAS: Arts & Humanities, Child & Family Education, LAS: Social & Behavioral Sciences.</p>

<p>Sciences (ANTH 101 and ANTH 101L) and Area B - Social & Behavioral Sciences (ANTH 102, 103, 110, 112, 140) and are transferable to CSU and UC.</p>			
<p>#7 Goal: NEW Close the Gap for African American/Black students in Anthropology Courses.</p>	<p>ILOs -- #1-4 Communication, Creative, Critical, and Analytical Thinking, Community/Global Consciousness and Career and Specialized Knowledge.</p> <p>Anthropology PLOs -- #1-4 PLO #1: Demonstrate understanding of the processes of science, the scientific method, and the relationship between scientific research and established knowledge. PLO #2: Clearly express self when writing or speaking about anthropology demonstrating knowledge of basic anthropological terminology and understanding major anthropological concepts. PLO, #3: Evaluate anthropological data draw reasonable conclusions, recognize ethical implications of these conclusions and apply these conclusions to personal, community and scientific problems. PLO #4: Utilize appropriate fieldwork techniques for anthropology.</p>	<p>Objectives: Increase African American/Black student retention and success to meet the AVC Institutional Standard benchmarks (87% and 69.1% respectively) by spring 2023.</p> <p>Increase the number of successful course completers to 14.</p>	<p>Provide guest talks to UMOJA students to promote awareness of Anthropology as a discipline and potential major that embraces diversity, promotes human justice and equity for all human beings. A key focus is that there is one race, the Human race, and that all other constructions of so-called races are biologically invalid.</p> <p>Faculty will review current curriculum to identify areas that can be revised, and new content added to better reflect equitable presentations of the African American/Black community. For example, further developing curriculum in World Prehistory related to the development of cultural achievements and the rise of complex African societies in prehistory.</p> <p>Student Survey and Student Focus Group: Put together a student survey and student focus group to discuss what topics would be of</p>

			<p>most interest to students. Students participate in topics/courses that relate to their own ethnic backgrounds and therefore will be more successful.</p> <p>Faculty will subsequently implement changes to their classrooms in collaboration with their students.</p>
<p>#8 Goal: Ongoing</p> <p>Investigate the development of a full-scale simulated archaeological excavation at the AVC campus/Barrel Springs location.</p> <p>Provides support to student educational plans, higher education options, and career opportunities.</p>	<p>ILOs -- #1-4 Communication, Creative, Critical, and Analytical Thinking, Community/Global Consciousness and Career and Specialized Knowledge.</p> <p>Anthropology PLOs -- #1-4</p> <p>PLO #1: Demonstrate understanding of the processes of science, the scientific method, and the relationship between scientific research and established knowledge. PLO #2: Clearly express self when writing or speaking about anthropology demonstrating knowledge of basic anthropological terminology and understanding major anthropological concepts. PLO, #3: Evaluate anthropological data draw reasonable conclusions, recognize ethical implications of these conclusions and apply these</p>	<p>Objectives:</p> <p>To increase student success in ANTH 140 and ANTH 103 archaeology courses to meet the AVC Institutional Standard benchmark of 69.1% by spring 2023.</p>	<p>Faculty will meet with colleagues at other CCC's to discuss how their districts have developed simulated archaeological excavations.</p> <p>Faculty will discuss this with AVC administration and determine an initial plan for implementation.</p> <p>Faculty will discuss the feasibility of this plan with community partners.</p> <p>Continue and further develop undergraduate research opportunities.</p>

	conclusions to personal, community and scientific problems. PLO #4: Utilize appropriate fieldwork techniques for anthropology.		
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Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):

<i>Type of Resource Request</i>	<i>Summary of Request</i>	<i>New or Repeat Request</i>	<i>Amount of Request, \$</i>	<i>One-Time or Recurring Cost, \$</i>	<i>Contact's Name</i>
Faculty	Hire new Full-Time Faculty. The Department continues to increase headcount and FTES. Every semester most courses are filled during priority registration. Waitlists are always full and most students are not able to add needed classes.	New		Recurring	Dr. Darcy L. Wiewall
Classified Staff	Hire one part-time lab technician--instructional assistant. Currently, the department is unable to schedule a sufficient number of laboratory sections to meet demand. Primarily due to the extensive amount of preparation for bi-weekly labs.	Repeat		Recurring	Dr. Darcy L. Wiewall
Technology	Color Photo, Image, Film, Negative & Document Scanner	Repeat	\$500.00	One time	Dr. Darcy L. Wiewall
Physical/Facilities	1) Obtain funding to purchase primate, hominin, and forensic skeletal casts. 2) Obtain funds to purchase osteometric boards and spreading calipers.	Repeat Repeat	\$8000.00 \$1000.00	One time One time	Dr. Darcy L. Wiewall
Supplies	Obtain funding for supplies related to NAGPRA inventory and curation of archaeological collections (archival boxes, collection bins, labels, binders, database, etc.)	Repeat	\$4000.00	One time	Dr. Darcy L. Wiewall
Professional Development	Funding for keynote speakers for the Annual Anthropology Open House and Expo.	Repeat	\$500-1000	Recurring	Dr. Darcy L. Wiewall
Other					

Part 5. Insert your Program Review Data here, as well as any other supporting data. (See Part 2.B above.)

Please Select **Subject** area (twice) and **Program Major(s)** to get your data ---->

Select Subject
ANTH

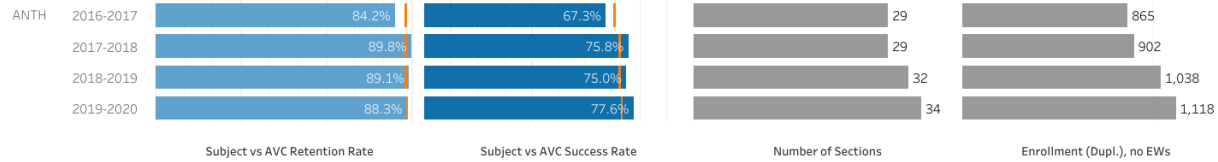
Select Subject again
ANTH

Select Program Major(s)
AA-T Anthropology (ANTT)

Academic Year
Multiple values



Retention, Success, Number of Sections, & Enrollment in ANTH (Total AVC rates are shown as | hover over to see data)



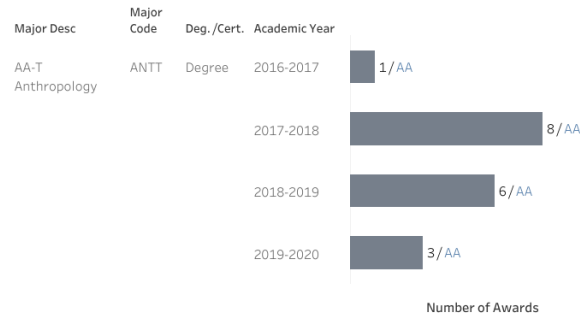
Enrollment and Number of Sections by **Modality** in ANTH

	Instr. Method	2016-2017	2017-2018	2018-2019	2019-2020
Number of Sections	Online	2	3	3	3
	Traditional	23	24	26	28
	Work Experie..	4	2	3	3
Enrollment	Online	85	133	138	136
	Traditional	771	765	891	1,027
	Work Experie..	9	4	9	8

Enrollment and Number of Sections by **Location** in ANTH

	Location	2016-2017	2017-2018	2018-2019	2019-2020
Number of Sections	Lancaster	26	24	27	29
	Lancaster [Off Ca..	2	2		
	Palmdale	1	3	5	5
Enrollment	Lancaster	791	751	830	958
	Lancaster [Off Ca..	30	25		
	Palmdale	44	126	208	213

Number of Degrees/Certificates Awarded in **AA-T Anthropology (ANTT)**

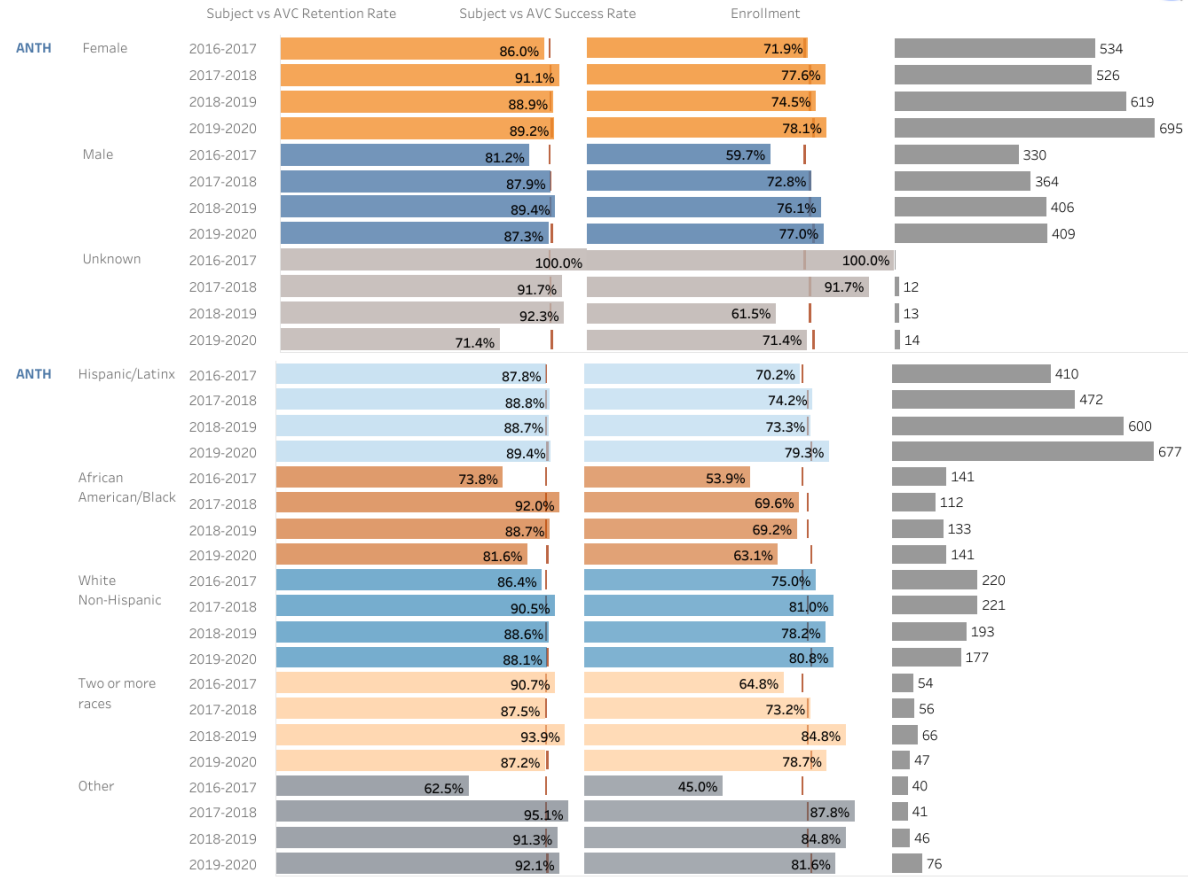


FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in **ANTH**

	Fall 2016	Fall 2017	Fall 2018	Fall 2019
PT/Adjunct	1.6	1.6	2.0	2.4
FT/Regular	0.7	0.7	0.7	0.7
TOTAL FTEF	2.3	2.3	2.7	3.1
PT/FT	2.2	2.2	2.7	3.2
FTES	38.8	38.9	46.6	52.3
FTES/FTEF Ratio	16.6	16.7	17.1	16.9
WSCH/FTEF Ratio	499.4	500.0	511.8	505.8

Click [here](#) to see AVC's Program awards dashboard

Subject-Level Retention, Success, and Enrollment by Gender & Race/Ethnicity as Compared to AVC's Rates (I)



Select Demographics
Race/Ethnicity

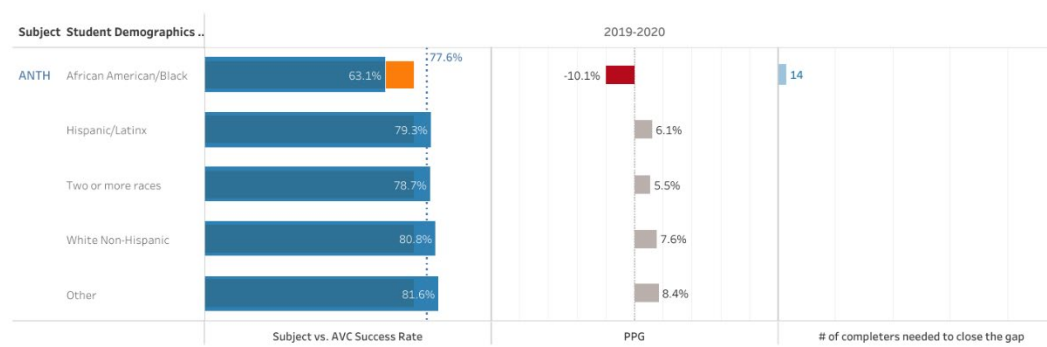


Academic Year Slider



2019-2020 Disproportionate Impact as Percentage Point Gap (PPG)

Blue Bars show Success Rate (SR) within the sub-Groups vs. AVC Annual SR (orange bar) vs. ANTH Annual SR (dotted line)



In 2019-2020, ANTH's Success Rate was 77.6% vs. AVC's Annual rate of 73.2%

Overall Disproportionate Impact as percentage point gap was : 4.4%

In ANTH, 1,118 was the enrollment count (duplicated headcount) (only shows if $n > 10$)

If there is a Disproportionate impact (PPG is negative), multiply the absolute value of PPG by the number of students and divide it by 100 to determine how many more successful completers would eliminate the gap.

(For example, $(1,118 * |4.4\%|)=50$, it means that 50 more successful course completers would help close the gap for this subject area)

(Hover over each bar in the chart to see details about each sub-group)



2019-2020 Program Review Report

Division/Area Name: Administration of Justice	For Years: 2021-2022
Name of person leading this review: Carlos Pinho	
Names of all participants in this review: Carlos Pinho	

Part 1. Program Overview:

1.1. Briefly describe how the program contributes to the district [mission](#)

The Administration of Justice (AJ) Program provides an education that affords our students an advantage above their competition when applying for jobs in the AJ field, Promoting or moving laterally to other agencies. With fourteen different classes and two degrees, the program offers a great, varied and valued experience to the community. This program draws a very diverse group of students and delivers educated and trained prospective employees to the growing Criminal Justice field, including Attorneys, Law Enforcement, and Corrections.

1.2. State briefly program highlights and accomplishments

In 2019-2020, the college awarded 170 AJ degrees of the 3328 degrees awarded by the college for the year which is 20 more than the previous year. In 2018-2019 the college awarded 150 AJ degrees of the 3534 degrees awarded by the college for the year. The college has more than sixty programs offering Associates Degrees and the Administration of Justice program has the 4th largest number of completed degrees. AJ is #3 in the Top Ten Declared Majors at AVC.

Enrollment increased over 10% to 2074 students from over the previous year of 1877. We continue our AVC to CSU Program with continual graduates coming from that program. We continue our close connection with the Antelope Valley Unified School District through membership on the Advisory Committee for Public Safety. This past year we built partnerships with the Los Angeles County Sheriff's Department and assisted in training for the first Spanish Speaking Community Academy. The Administration of Justice program has become a liaison to the community and collaborates with the Lancaster Sheriff's Community Advisory Committee. The

committee works alongside the Dept. of Justice and the AV Monitoring Team addressing issues of community policing and police reform. The AJ program offers civic engagement opportunities for students.

1.3. Check each Institutional Learning Outcome (ILO) supported by the program. Type an "X" if checkbox is unavailable.

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

1.4. Check each Educational Master Plan (EMP)/Strategic Plan Goal supported by the program. Type an "X" if checkbox is unavailable.

<input checked="" type="checkbox"/> Goal 1* : Commitment to strengthening institutional effectiveness measures and practices.
<input checked="" type="checkbox"/> Goal 2* : Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.
<input checked="" type="checkbox"/> Goal 3 : Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
<input checked="" type="checkbox"/> Goal 4* : Advance more students to college-level coursework-Develop and implement effective placement tools.
<input checked="" type="checkbox"/> Goal 5 : Align instructional programs to the skills identified by the labor market.

*Indicates College-Wide Priorities for 2019-2020

Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:

--

We continually hold AJ Advisory Division Committee meetings with industries in the community (LA Sheriff's Department, California Department of Corrections, Los Angeles Police Department, LA County Probation, AVUHSD Public Service Academy and multiple Federal Law Enforcement Agencies). Program advisory groups also consist of Administration of Justice staff from both College of the Canyons and El Camino Community College. We have made collaborative partnerships with these organizations by contacting individuals and leaders through onsite visits, School Advisory Committee meetings, Lancaster Sheriff's Station Community Advisory Committee Meetings, Dept. of Justice and Antelope Valley Monitoring Team Members Meetings. Events planned through the Law Scholars program in which faculty and students are heavily committed and involved continue are now offered in a virtual format. We have seen several dedicated students coming into the AJ program from these organizations that might not have been involved otherwise. We assisted in facilitating opportunities for students to participate in civic engagement opportunities. Administration of Justice Faculty and students have participated in several LASD Community Academy programs both in English and in Spanish.

Part 2.B. Analyze the [program review data](#) (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):

Strengths	AJ experienced an enrollment increase to 2074 in 2019-2020 which is up from 1877 the previous year. The program is conferring a very high number of degrees (170 in 2020 vs 151 in 2019 vs 126 in 2018). In 2019-2020 the Success Rate was 75.9% and the Retention Rate of 88.6% . In 2018-2019 the Success Rate showed 74.6% and the Retention Rate of 89.1% . Both were higher than the 2017-2018 year (72.2% and 88.5%). Both rates are also significantly higher than the 2020 AVC Annual Success rate for 2019-2020 of 73.2% and Retention Rate of 87.9% and the 2018-2019 AVC Annual Success rate of 72.2% and Retention Rate of 87.6% .
Weaknesses	The enrollment data in the Spring Semester showed 27 students utilizing the EW option due to the COVID 19 crisis. The biggest weakness is the loss of one long-term Full-Time Faculty Member and 3 Adjunct staff members due to retirements. It will be impossible to sustain the number of 75 classes offered in 2019-2020 which was up from the classes 67 offered in 2018- 2019. Prior program success and growth is unsustainable given the current level of staffing. The projection for the upcoming year due to staffing shortages is that prior program growth will be lost.
Opportunities	Program growth by recruitment of High School Students at SSK2020 events and through the AVUSD Public Service Academy has been effective in drawing students to our program. Active participation in Lancaster Sheriff's Station Community Advisory Committee Town Hall Meetings are opportunities to connect with families of potential students which brings a greater interest in higher education and the Administration of Justice Program. Opportunities for program advancement at Spanish speaking events is made possible by current bilingual full-time

	<p>faculty who can communicate effectively with community members and students which creates diversity. Currently Hispanics students have a 89.7% Retention Rate and 78.4% Success Rate in AJ program as compared to the AVC's Hispanic / Latinx subgroup Retention Rate of 88.1% with a 74% Success rate. The Hispanic student demographic in 2019-2020 made up 1326 of our 2074 students that enrolled in the program. Many of these outreach opportunities were halted after March 2020 due to the mandatory stay at home order. The shift to digital outreach resources was made with continual efforts made by staff to facilitate community engagement and outreach.</p>
<p>Threats</p>	<p>The program lost a full-time instructor and 3 long term adjuncts (teaching 9 LHE each) in the Spring of 2020 with another retirement is upcoming in December. In 2019-2020 and for the previous past 5 years, AJ staff has consisted of 2 full time Faculty and 14 Adjunct Faculty teaching approximately between 75 and 79 classes annually. Currently this year in the Fall of 2020 the AJ staff consists of 1 Full Time Faculty and 11 Adjuncts with a projection of only 59 classes this upcoming year. Previously two fulltime instructors were working on many different programs to boost the enrollment and provide degree opportunities. Dropping to only one new full-time instructor will have a severe negative effect on the program not to mention the additional loss of Adjunct Faculty. Administration of Justice Full-time Faculty staff is involved as club advisors for the pre-law club and are committee members on the Law Scholars Committee. The loss of staffing and supervision in will negatively affect the students involved. This will specifically be more critical when Campus reopens. Chaperons are frequently required for many off campus educational / vocational geared excursions to Jails, Courthouses, Colleges and Police HQ.</p>

Part 2.C. Review and comment on progress towards SLO/PLO/OO Action Plans:

Overall AJ exceeded the SLO's and PLO's from the last program review. Success rates remain consistently above target and around 90% in most classes. Due to high enrollment, multiple sections are offered each semester. Success rates appear to have not been affected by the transition to the Distance Learning formats required due to the COVID 19 crisis except for the 27 students that elected the EW option. The SLOs exceed expectations in all areas. Since different instructors teach this class in different semesters, the instructors of these classes consistently collaborate to review what method(s) they use to ensure the exemplary continued success of the program. The action plans reflect their current efforts to engage students. Suggestions made by students, faculty and industry professionals consist of expanding Distance Education Online Classes which offer flexibility for students especially returning students with full time employment. The AVC Administration of Justice Program is ranked in the top 25 of colleges in California offering both AA and AST degrees totaling in 2019-2020.

Part 2.D. Review and comment on progress towards past program review goals:

Community Outreach and Civic Engagement Activities have been greatly enhanced through the collaborative partnership with the Los Angeles County Sheriff's Department. Pre-Law Club and Law Scholars Committee activities have significantly expanded by virtual guest speakers. Student participation has flourished this past year despite the COVID limitations. Funding and support through Students Services and Dr. Zimmerman's office now allows for the approval of guest speakers and will provide support for trip requests and the necessary transportation to facilitate an increase of student participation when the COVID restrictions are lifted.

Hiring another full-time instructor was a goal from the previous year. The Administration of Justice program lost one full time faculty as well as 3 long term adjunct faculty members at the end of Spring 2020 and another due to retirement at the end of Fall 2020. The recent employment of only one replacement Adjunct Faculty, has resulted in a crisis in staffing classes. There has been a substantial reduction of class offerings which was requested by the administration due to the COVID crisis. The goal of getting a budget increase did not happen, nor was any Grant applied for.

There is justification for hiring of a replacement Full Time Faculty lost in the Spring of 2020 and an additional FTEF for the Administration of Justice Program in order to increase student success, comply with Title 5, and comply with direction from the California Community College Chancellors' Office. California Code of Regulations - Title 5, Education Code, j Section 87482.6[a] states that "...at least 75 percent of the hours of credit instruction in the California Community Colleges, as a system, should be taught by full-time [FTEF] instructors." The California Community College Chancellor's Office 2019 data reports that the FTEF/adjunct faculty ratio system wide is **57/43%**, and Antelope Valley College has **43/57%**. The current Administration of Justice Department's ratio is at **16/84%** which was prior to the massive loss of staff in the Spring of 2020. The Antelope Valley College Administration of Justice Program is now staffed by one full-time faculty and 11 adjunct faculty. Up until the 2019-2020 academic year, the Administration of Justice program had been routinely staffed with a minimum of two full-time faculty. The lack of a replacement of a full-time faculty position in 2020-2021 will create a vacancy despite the overwhelming need limiting the ability of the program to operate efficiently and reach its full potential.

The current FTEF are responsible for the following duties:

- Classroom and online instruction for 14 courses a year.
- Student Learning Outcome development and assessment for all 14 courses
- Evaluation of all adjunct faculty in the program
- CTE 2-year course review for all courses to ensure compliance with local standards, Course Identification (C-ID) standards and Title 5 regulations.

- Program review and assessment
- Advisor to the student Pre-Law Club
- The criminal justice subject matter changes on a regular basis driven by court decisions, regulatory changes, and ballot initiatives often requiring curriculum revisions several times a year in addition to the two-year review.

The current FTEF also serve on the following campus committees:

- Law Scholars Committee
- Division Curriculum Committee
- Program Advisory Committee
- Ad-hoc hiring committees

Furthermore, in order to remain current in industry standards, the full-time faculty also participate in the following organizations/activities:

- Lancaster Sheriff's Community Advisory Committee.
- California Peace Officers' Association
- Distance education professional development conferences
- Curriculum development and assessment

There is overwhelming justification for hiring two additional full-time faculty members for the Administration of Justice Program.

Part 3. Based on Part 2 above, please list program/area goals for 2020-2021:

<i>Program/Area Goal #</i>	<i>Goal supports which ILO/PLO/SLO/OO?</i>	<i>Description of Goal</i>	<i>Steps to be taken to achieve goal?</i>
1. Provide adequate full-time staff for programs	ILO: #4, Career and Specialized Knowledge. PLO #3	The programs need to continue the former levels of staffing and professionalism in order to continue with the exemplary level of education to the students and service to the community.	Provide a hiring committee and hire a minimum of two more full-time staff member by the end of the 2020-2021 school year.
2.Promote a greater enrollment.	ILO's: #2, Creative, Critical, and Analytical Thinking.,	The goal of boosting enrollment by active recruitment in person and via	The first step in boosting enrollment is to have the staffing to physically

	<p>#3, Community/Global Consciousness. PLO's</p>	<p>community partnerships is what is necessary to increase enrollment. Development of new online programs would boost enrollment and success rates due to the appeal to millennials, Generation Z students and working students. The goal of increasing the options for the AVC to CSU Program is also good for students looking to enroll and expedite the educational process. The enrollment in AJ is projected to drop drastically due to a lack of class offering. This trend could be reversed given the opportunities to reach out to the local community resources available as well as the expansion of online education/ distance learning classes and transfer options.</p>	<p>accomplish the goal. The hiring of an additional full-time staff would allow for greater consistency and increased interaction amongst all the area high schools as well as local partners consisting of the Department of Justice Advisory Committee, CA State Prisons, Los Angeles Sheriff's Department, local community members and civilian activist groups. Assigning an additional full-time instructor to inhouse outreach programs like the Law Scholars Committee, Pre-Law Club, AVC to CSU program and SOAR is a required step in achieving the goal. An additional step forward in achieving the goal is to provide the online and Canvas training needed to proficiently expand the Distance Learning Program.</p>
<p>3. Provide greater stability in the program for the students in the AJ program.</p>		<p>The AVC students are at AVC for a short period of time, 2 – 3 years. During that time the AJ classroom locations move all over the campus and change regularly. If we want stability in the program, then we need stability as we do with many other programs. The goal is consistency and a centralized geographical area or main building in which most AJ classes are held. The goal of stability would also include the expansion of online /</p>	<p>1. Identify and provide an area on campus that students will recognize as the "AJ area". 2. Expanding online / distance learning options by submitting course revisions to comply with the requirements of Title 5 sections 55200, 55202, 55204, and 55206, as well as the requirements noted in Education Code 66700 and 70901. Staff will require Canvas and DE Certification training. Request for the</p>

		distance learning. The COR's, SLO's and PLO's are reviewed regularly, and the staff reports on the stability of the program annually. In the most recent Substantial Course Revision a DEd option was submitted for most of the AJ classes	required training & stipends for a minimum of 6 online DEd certifications is required to achieve set goals. 3. Provide a budget for the AJ 208 Classes, Forensics, and the AJ205 classes, Criminal Investigations for equipment and supplies needed for in class crime scene investigations and analysis.
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Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):

Type of Resource Request	Summary of Request	New or Repeat Request	Amount of Request, \$	One-Time or Recurring Cost, \$	Contact's Name
Faculty	Hire 2 Full Time AJ Faculty	NEW	\$140,000 (\$70,000 each est. appx starting salary + benefits)	Recurring	Carlos Pinho, Faculty or Carina Giorgi, Dept. Chair
Classified Staff					
Technology					
Physical/Facilities	AJ area on campus	Repeat	0	N/A	Carlos Pinho, Faculty
Supplies	Supplies for the Forensics classes (AJ 208) and the Criminal Investigations classes (AJ 205) are needed	Repeat	\$3000	Recurring	Carlos Pinho, Faculty
Professional Development	Canvas Certification Training for staff to teach asynchronous DEd classes	NEW	\$13,200 (6 Stipends at a cost of \$2200 each)		Rick Shaw, Executive Director, Technology or Alex Parisky, Manager, Instructional Resource &

Design or Carlos Pinho, Faculty or
Carina Giorgi, Dept. Chair

Other

Part 5. Insert your Program Review Data here, as well as any other supporting data. (See Part 2.B above.)

Please Select **Subject area (twice)** and **Program Major(s)** to get your data --->

Select Subject
AJ

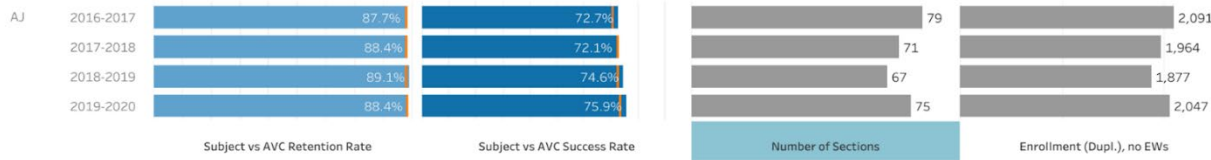
Select Subject **again**
AJ

Select Program Major(s)
Multiple values

Academic Year
Multiple values



Retention, Success, Number of Sections, & Enrollment in AJ (Total AVC rates are shown as | hover over to see data)



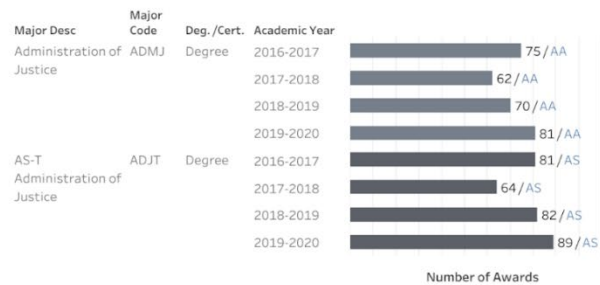
Enrollment and Number of Sections by **Modality** in AJ

	Instr. Method	2016-2017	2017-2018	2018-2019	2019-2020
Number of Sections	Online	4	4	4	4
	Other Indep S..	1			3
	Traditional	72	65	61	66
	Work Experie..	2	2	2	2
Enrollment	Online	121	133	134	155
	Other Indep S..	1			3
	Traditional	1,960	1,823	1,732	1,909
	Work Experie..	9	8	11	7

Enrollment and Number of Sections by **Location** in AJ

	Location	2016-2017	2017-2018	2018-2019	2019-2020
Number of Sections	Lancaster	64	55	51	58
	Palmdale	15	16	16	17
Enrollment	Lancaster	1,702	1,535	1,420	1,581
	Palmdale	389	429	457	493

Number of Degrees/Certificates Awarded in **Administration of Justice (ADMJ) & AS-T Administration of Justice (ADJT)**



FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in **AJ**

	Fall 2016	Fall 2017	Fall 2018	Fall 2019
PT/Adjunct	5.0	5.0	4.6	4.6
FT/Regular	2.2	2.0	1.6	2.0
FT/Overload	0.2	0.2	0.2	0.2
TOTAL FTEF	7.4	7.2	6.4	6.8
PT/FT	2.3	2.5	2.9	2.3
FTES	110.7	105.7	95.6	111.1
FTES/FTEF Ratio	15.0	14.7	14.9	16.3
WSCH/FTEF Ratio	448.6	440.2	447.9	490.0

Click [here](#) to see AVC's Program awards dashboard



MISSION Antelope Valley College, a public institution of higher education, provides a quality, comprehensive education to a diverse population of learners. We are committed to student success offering value and opportunity, in service to our community.

VISION To provide quality education that transforms lives.

VALUES

Education—We are dedicated to students, faculty, staff, and alumni in their endeavor for lifelong learning.

Integrity—We expect honesty, trust, candor, and professionalism from one another.

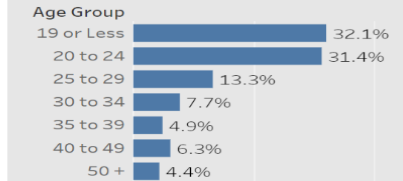
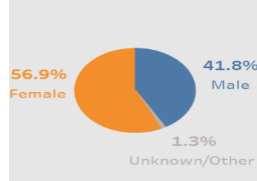
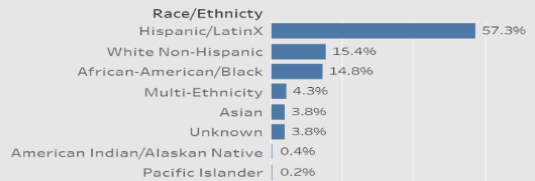
Excellence—We commit to the highest quality in all our endeavors, being responsive to our community in innovative ways.

Community—We create and foster relationships between AVC and its diverse constituents: students, faculty, staff, alumni, and the community at large.

OFFERINGS

- Bachelor's Degree Program in Airframe Manufacturing Technology (**SIX** awarded in 2020)
- Associate Degree Programs
- Career Technical Programs
- Transfer Courses
- General Education Courses
- Dual Enrollment
- Student Support Services
- Workforce Preparation
- Personal Enrichment and Professional Development
- Open Educational Resource Courses
- Non-credit Courses
- Honors Program

2019-2020 STUDENT DEMOGRAPHICS (18,834 STUDENTS)



TOP 10 DECLARED MAJORS, Fall '19

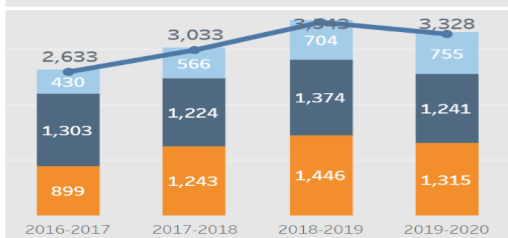
1. Registered Nursing
2. Business Administration
3. Administration of Justice
4. Biology & Biological Sciences
5. Psychology
6. LAS: Arts & Humanities
7. Child & Family Education
8. Aircraft Fabrication & Assembly
9. Sociology
10. LAS: Social & Behavioral Sciences

QUICK FACTS

Year Founded: **1929**
 District Size: **1,945 Sq. Miles**
PROGRAMS
 Associate Degree (AA/AS): **67**
 AA/AS for Transfer: **26**
 Certificate: **60**
 Bachelor Degree: **1**



PROGRAM AWARDS



California Community Colleges

Fall 2019 Full-Time Faculty Obligation Compliance and Percentage

District	Full-Time Faculty Obligation (a)	Actual Full-Time Equivalent Faculty (b)	Over(Under) Obligation (c = a-b)	Actual Part-Time Equivalent Faculty (d)	Total Equivalent Faculty (e = b + d)	Full-Time Faculty Percentage (f = b/e)
Allan Hancock	149.6	156.4	6.8	144.8	301.20	51.93%
Antelope Valley	143.4	179.0	35.6	234.8	413.80	43.26%
Barstow	30.3	34.5	4.1	65.9	100.35	34.33%
Butte	157.5	191.6	34.1	137.9	329.50	58.15%
Cabrillo	180.8	190.8	10.0	108.4	299.20	63.77%
Cerritos	263.0	265.0	2.0	217.2	482.20	54.96%
Chabot-Las Positas	279.0	310.9	31.9	225.4	536.30	57.97%
Chaffey	240.6	247.0	6.4	382.7	629.70	39.23%
Citrus	166.0	177.0	11.0	126.9	303.90	58.24%
Coast	423.9	466.2	42.3	349.9	816.10	57.13%
Compton	30.0	101.2	71.2	64.8	166.00	60.96%
Contra Costa	340.0	497.4	157.4	388.6	886.00	56.14%
Copper Mt.	9.7	42.0	32.3	25.9	67.90	61.86%
Desert	114.8	132.5	17.7	156.5	289.00	45.85%
El Camino	336.0	346.7	10.7	211.5	558.20	62.11%
Feather River	17.3	38.8	21.5	27.0	65.80	58.97%
Foothill-DeAnza	376.6	408.0	31.4	390.9	798.90	51.07%
Gavilan Joint	74.0	78.0	4.0	92.1	170.10	45.86%
Glendale	211.1	240.2	29.1	144.6	384.80	62.42%
Grossmont-Cuyamc	298.5	315.3	16.8	307.1	622.40	50.66%
Hartnell	107.0	129.7	22.7	102.3	232.00	55.91%
Imperial	103.1	155.5	52.4	71.9	227.40	68.38%

California Community Colleges

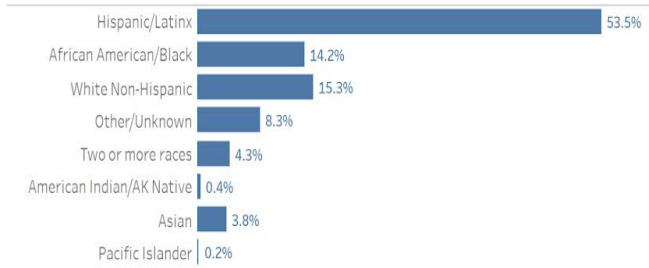
Fall 2019 Full-Time Faculty Obligation Compliance and Percentage

District	Full-Time Faculty Obligation (a)	Actual Full-Time Equivalent Faculty (b)	Over(Under) Obligation (c = a-b)	Actual Part-Time Equivalent Faculty (d)	Total Equivalent Faculty (e = b + d)	Full-Time Faculty Percentage (f = b/e)
Los Angeles	1536.8	1,598.6	61.8	842.7	2441.30	65.48%
Los Rios	1000.1	1,028.9	28.8	485.1	1514.00	67.96%
Marin	57.5	109.7	52.2	68.0	177.70	61.73%
Mendocino-Lake	43.7	53.0	9.3	79.2	132.20	40.09%
Merced	169.7	189.9	20.2	108.3	298.20	63.68%
Mira Costa	152.2	213.2	61.0	205.3	418.50	50.94%
Monterey Peninsula	115.7	116.5	0.8	91.4	207.90	56.04%
Mt. San Antonio	443.1	446.0	2.9	357.0	803.00	55.54%
Mt. San Jacinto	152.6	201.0	48.4	196.5	397.50	50.57%
Napa Valley	84.4	115.0	30.6	58.4	173.40	66.32%
North Orange Coun	562.2	571.0	8.8	387.1	958.10	59.60%
Ohlone	117.6	119.0	1.4	121.7	240.70	49.44%
Palo Verde	23.4	43.0	19.6	32.9	75.90	56.65%
Palomar	282.1	311.4	29.3	227.8	539.20	57.75%
Pasadena Area	440.4	446.0	5.6	332.5	778.50	57.29%
Peralta	302.9	372.9	70.0	204.9	577.80	64.54%
Rancho Santiago	364.4	366.3	1.9	237.7	604.00	60.65%
Redwoods	60.2	74.9	14.7	71.6	146.50	51.13%
Rio Hondo	221.8	216.0	(5.8)	129.9	345.90	62.45%
Riverside	426.4	447.0	20.6	409.7	856.70	52.18%
San Bernardino	238.4	252.9	14.5	326.6	579.50	43.64%
San Diego	543.0	611.7	68.7	565.1	1176.80	51.98%
San Francisco	214.1	477.0	262.9	240.0	717.00	66.53%
San Joaquin Delta	222.1	220.0	(2.1)	131.1	351.10	62.66%
San Jose-Evergreen	197.8	235.8	38.0	188.1	423.90	55.63%
San Luis Obispo	112.2	140.7	28.5	109.4	250.10	56.26%

California Community Colleges

Fall 2019 Full-Time Faculty Obligation Compliance and Percentage

District	Full-Time Faculty Obligation (a)	Actual Full-Time Equivalent Faculty (b)	Over(Under) Obligation (c = a-b)	Actual Part-Time Equivalent Faculty (d)	Total Equivalent Faculty (e = b + d)	Full-Time Faculty Percentage (f = b/e)
San Mateo	279.7	349.5	69.8	186.2	535.70	65.24%
Santa Barbara	213.1	231.0	17.9	203.4	434.40	53.18%
Santa Clarita	219.7	220.8	1.1	214.0	434.80	50.78%
Santa Monica	268.6	342.1	73.5	376.0	718.10	47.64%
Sequoias	203.3	205.7	2.4	82.9	288.60	71.28%
Shasta-Tehama-Trii	113.3	136.0	22.7	86.9	222.90	61.01%
Sierra	186.7	230.8	44.1	248.0	478.80	48.20%
Siskiyou	24.1	38.7	14.6	31.5	70.20	55.13%
Solano	115.8	143.0	27.2	81.3	224.30	63.75%
Sonoma County	291.6	286.6	(5.0)	144.3	430.90	66.51%
South Orange	390.8	399.7	8.9	353.8	753.50	53.05%
Southwestern	257.2	265.3	8.1	270.0	535.30	49.56%
State Center	570.3	580.9	10.6	397.5	978.40	59.37%
Ventura	403.8	430.1	26.3	304.1	734.20	58.58%
Victor Valley	127.0	135.0	8.0	263.0	398.00	33.92%
West Hills	82.6	94.8	12.2	36.1	130.90	72.42%
West Kern	63.7	63.7	0	33.4	97.10	65.60%
West Valley-Mission	212.1	307.0	94.9	122.5	429.50	71.48%
Yosemite	280.2	306.0	25.8	153.3	459.30	66.62%
Yuba	99.1	136.1	37.0	101.5	237.60	57.28%
Statewide Total	17,350.7	19,482.3	2,131.6	14,427.1	33909.35	57.45%



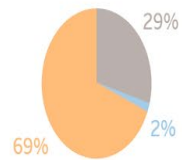
Number of Students

14,693

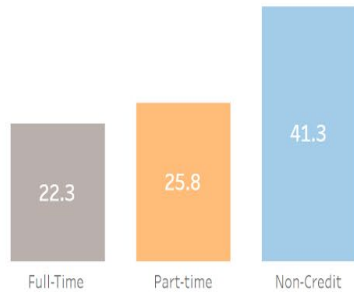
Top Declared Majors

1	Registered Nursing	13.8%
2	AS-T Business Administration & Business Administration	5.9%
3	Administration of Justice & AS-T Administration of Justice	5.6%
4	AS-T Biology & Biological Sciences	5.2%
5	AA-T Psychology	5.1%
6	Undeclared	3.8%
7	LAS: Arts and Humanities	3.7%
8	Child & Family Education	2.4%
9	Aircraft Fabrication&Assembly	2.4%
10	AA-T Sociology	2.3%
11	LAS: Social/Behavioral Science	2.3%
12	General Business	2.2%
13	AA-T Kinesiology	2.1%
14	AS-T Early Childhood Education	1.9%
15	Radiologic Technology	1.8%
16	Computer Software Developer	1.7%
17	Mechanical Engineering	1.6%
18	AS-T Mathematics & Mathematics	1.5%
19	Aircraft Fab & Assem Cert	1.5%
20	AA-T Communication Studies	1.4%

Part-Time vs. Full-Time



AVG. Age



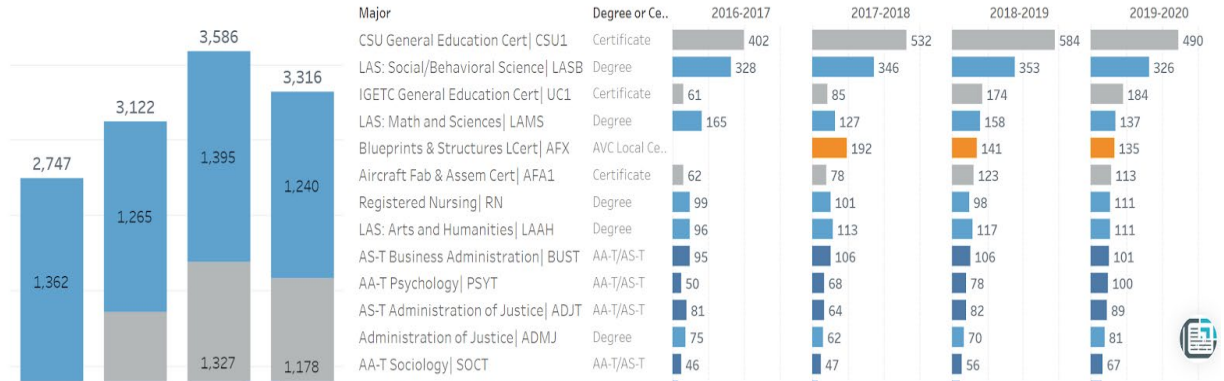
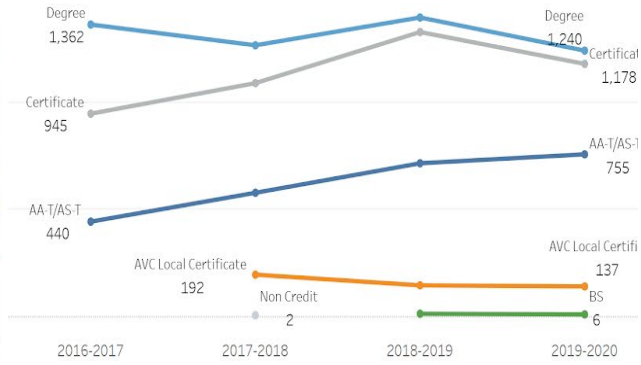


Program Awards (last update: 8/20/20)

Click on any field to filter data

(All) (All)

	2016-2017	2017-2018	2018-2019	2019-2020
Degree	1,362	1,265	1,395	1,240
Certificate	945	1,088	1,327	1,178
AA-T/AS-T	440	575	713	755
AVC Local Certificate		192	142	137
BS			9	6
Non Credit		2		
Total	2,747	3,122	3,586	3,316



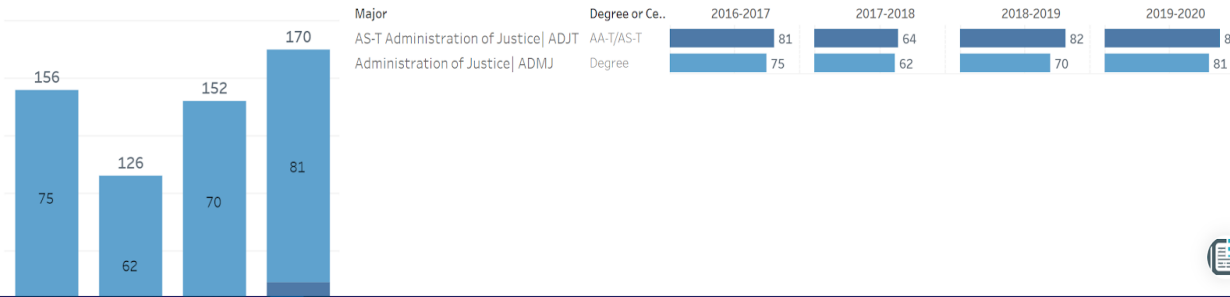
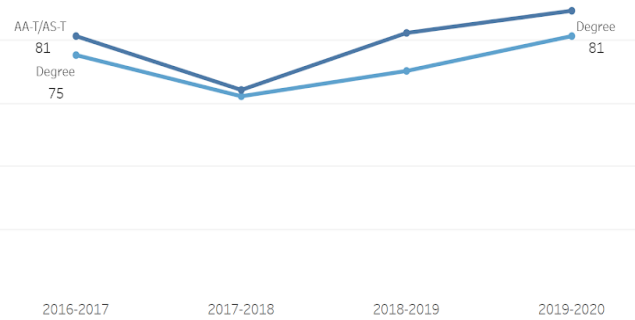


Program Awards (last update: 8/20/20)

Click on any field to filter data

Major: (Multiple values) | Degree or Certificate: (All)

	2016-2017	2017-2018	2018-2019	2019-2020
Degree	75	62	70	81
AA-T/AS-T	81	64	82	89
Total	156	126	152	170



District Name	Award Type	Program Type -	TOP6	Annual 2019-2020
Allan Hancock CCD	Associate in Science for Transfer (A.S.-T) Degree		Administration of Justice-210500	64
Allan Hancock CCD	Associate of Science (A.S.) degree		Administration of Justice-210500	18
Antelope CCD	Associate in Science for Transfer (A.S.-T) Degree		Administration of Justice-210500	89 Total
Antelope CCD	Associate of Arts (A.A.) degree		Administration of Justice-210500	81
Barstow CCD	Certificate requiring 16 to fewer than 30 semester units		Administration of Justice-210500	2
Barstow CCD	Associate in Science for Transfer (A.S.-T) Degree		Administration of Justice-210500	24
Barstow CCD	Associate of Science (A.S.) degree		Administration of Justice-210500	11

Barstow CCD	Certificate requiring 18 to < 30 semester units	Administration of Justice-210500	
Butte CCD	Associate in Science for Transfer (A.S.-T) Degree	Administration of Justice-210500	68
Butte CCD	Associate of Science (A.S.) degree	Administration of Justice-210500	39
Butte CCD	Certificate requiring 30 to < 60 semester units	Administration of Justice-210500	6
Cabrillo CCD	Associate in Science for Transfer (A.S.-T) Degree	Administration of Justice-210500	25
Cerritos CCD	Associate in Science for Transfer (A.S.-T) Degree	Administration of Justice-210500	95
Cerritos CCD	Associate of Arts (A.A.) degree	Administration of Justice-210500	15
Chabot-Las Positas CCD	Associate in Science for Transfer (A.S.-T) Degree	Administration of Justice-210500	72
Chabot-Las Positas CCD	Associate of Science (A.S.) degree	Administration of Justice-210500	
Chabot-Las Positas CCD	Associate of Arts (A.A.) degree	Administration of Justice-210500	14
Chaffey CCD	Certificate requiring 16 to fewer than 30 semester units	Administration of Justice-210500	5
Chaffey CCD	Associate in Science for Transfer (A.S.-T) Degree	Administration of Justice-210500	107
Chaffey CCD	Associate of Science (A.S.) degree	Administration of Justice-210500	
Chaffey CCD	Certificate requiring 18 to < 30 semester units	Administration of Justice-210500	
Citrus CCD	Certificate requiring 16 to fewer than 30 semester units	Administration of Justice-210500	60
Citrus CCD	Associate in Science for Transfer (A.S.-T) Degree	Administration of Justice-210500	104
Citrus CCD	Associate of Science (A.S.) degree	Administration of Justice-210500	60
Citrus CCD	Certificate requiring 18 to < 30 semester units	Administration of Justice-210500	
Coast CCD	Certificate requiring 16 to fewer than 30 semester units	Administration of Justice-210500	84
Coast CCD	Associate in Science for Transfer (A.S.-T) Degree	Administration of Justice-210500	83
Coast CCD	Associate of Arts (A.A.) degree	Administration of Justice-210500	37
Coast CCD	Certificate requiring 30 to < 60 semester units	Administration of Justice-210500	1
Coast CCD	Certificate requiring 18 to < 30 semester units	Administration of Justice-210500	
Compton CCD	Certificate requiring 16 to fewer than 30 semester units	Administration of Justice-210500	1
Compton CCD	Associate in Science for Transfer (A.S.-T) Degree	Administration of Justice-210500	15
Compton CCD	Associate of Science (A.S.) degree	Administration of Justice-210500	
Compton CCD	Associate of Arts (A.A.) degree	Administration of Justice-210500	
Compton CCD	Certificate requiring 18 to < 30 semester units	Administration of Justice-210500	
Contra Costa CCD	Certificate requiring 16 to fewer than 30 semester units	Administration of Justice-210500	25
Contra Costa CCD	Certificate requiring 8 to fewer than 16 semester units	Administration of Justice-210500	14
Contra Costa CCD	Associate in Science for Transfer (A.S.-T) Degree	Administration of Justice-210500	172
Contra Costa CCD	Associate of Science (A.S.) degree	Administration of Justice-210500	28
Contra Costa CCD	Certificate requiring 18 to < 30 semester units	Administration of Justice-210500	
Contra Costa CCD	Certificate requiring 12 to < 18 units	Administration of Justice-210500	

Contra Costa CCD	Certificate requiring 6 to < 18 semester units	Administration of Justice-210500	49
Copper Mountain	Associate in Science for Transfer (A.S.-T) Degree	Administration of Justice-210500	14
Copper Mountain	Associate of Science (A.S.) degree	Administration of Justice-210500	11
Desert CCD	Certificate requiring 16 to fewer than 30 semester units	Administration of Justice-210500	4
Desert CCD	Associate in Science for Transfer (A.S.-T) Degree	Administration of Justice-210500	105
Desert CCD	Associate of Science (A.S.) degree	Administration of Justice-210500	2
Desert CCD	Certificate requiring 18 to < 30 semester units	Administration of Justice-210500	
El Camino CCD	Associate in Science for Transfer (A.S.-T) Degree	Administration of Justice-210500	94
El Camino CCD	Associate of Science (A.S.) degree	Administration of Justice-210500	
El Camino CCD	Associate of Arts (A.A.) degree	Administration of Justice-210500	17
El Camino CCD	Certificate requiring 30 to < 60 semester units	Administration of Justice-210500	6
El Camino CCD	Certificate requiring 18 to < 30 semester units	Administration of Justice-210500	
Feather River CCD	Associate in Science for Transfer (A.S.-T) Degree	Administration of Justice-210500	6
Feather River CCD	Associate of Arts (A.A.) degree	Administration of Justice-210500	1
Foothill CCD	Associate in Science for Transfer (A.S.-T) Degree	Administration of Justice-210500	51
Foothill CCD	Associate of Arts (A.A.) degree	Administration of Justice-210500	13
Gavilan CCD	Certificate requiring 16 to fewer than 30 semester units	Administration of Justice-210500	5
Gavilan CCD	Associate in Science for Transfer (A.S.-T) Degree	Administration of Justice-210500	31
Gavilan CCD	Associate of Arts (A.A.) degree	Administration of Justice-210500	6
Gavilan CCD	Certificate requiring 18 to < 30 semester units	Administration of Justice-210500	
Glendale CCD	Associate in Science for Transfer (A.S.-T) Degree	Administration of Justice-210500	28
Glendale CCD	Associate of Science (A.S.) degree	Administration of Justice-210500	4
Glendale CCD	Certificate requiring 30 to < 60 semester units	Administration of Justice-210500	1
Grossmont CCD	Certificate requiring 16 to fewer than 30 semester units	Administration of Justice-210500	1
Grossmont CCD	Associate in Science for Transfer (A.S.-T) Degree	Administration of Justice-210500	125
Grossmont CCD	Associate of Science (A.S.) degree	Administration of Justice-210500	15
Grossmont CCD	Certificate requiring 30 to < 60 semester units	Administration of Justice-210500	14
Hartnell CCD	Certificate requiring 16 to fewer than 30 semester units	Administration of Justice-210500	18
Hartnell CCD	Associate in Science for Transfer (A.S.-T) Degree	Administration of Justice-210500	91
Hartnell CCD	Associate of Science (A.S.) degree	Administration of Justice-210500	18
Hartnell CCD	Certificate requiring 18 to < 30 semester units	Administration of Justice-210500	
Imperial CCD	Certificate requiring 16 to fewer than 30 semester units	Administration of Justice-210500	24
Imperial CCD	Associate in Science for Transfer (A.S.-T) Degree	Administration of Justice-210500	142
Imperial CCD	Associate of Science (A.S.) degree	Administration of Justice-210500	73

Imperial CCD	Certificate requiring 18 to < 30 semester units	Administration of Justice-210500	
Kern CCD	Associate in Science for Transfer (A.S.-T) Degree	Administration of Justice-210500	216
Kern CCD	Associate of Arts (A.A.) degree	Administration of Justice-210500	54
Kern CCD	Certificate requiring 30 to < 60 semester units	Administration of Justice-210500	10
Lake Tahoe CCD	Associate in Science for Transfer (A.S.-T) Degree	Administration of Justice-210500	7
Lake Tahoe CCD	Associate of Arts (A.A.) degree	Administration of Justice-210500	7
Lake Tahoe CCD	Certificate requiring 30 to < 60 semester units	Administration of Justice-210500	2
Lassen CCD	Associate in Science for Transfer (A.S.-T) Degree	Administration of Justice-210500	12
Lassen CCD	Associate of Arts (A.A.) degree	Administration of Justice-210500	2
Lassen CCD	Certificate requiring 30 to < 60 semester units	Administration of Justice-210500	
Long Beach CCD	Associate in Science for Transfer (A.S.-T) Degree	Administration of Justice-210500	114
Long Beach CCD	Associate of Arts (A.A.) degree	Administration of Justice-210500	28
Long Beach CCD	Certificate requiring 30 to < 60 semester units	Administration of Justice-210500	
Long Beach CCD	Certificate requiring 6 to < 18 semester units	Administration of Justice-210500	10
Los Angeles CCD	Certificate requiring 16 to fewer than 30 semester units	Administration of Justice-210500	44
Los Angeles CCD	Certificate requiring 8 to fewer than 16 semester units	Administration of Justice-210500	18
Los Angeles CCD	Associate in Science for Transfer (A.S.-T) Degree	Administration of Justice-210500	562
Los Angeles CCD	Associate of Science (A.S.) degree	Administration of Justice-210500	14
Los Angeles CCD	Associate of Arts (A.A.) degree	Administration of Justice-210500	75
Los Angeles CCD	Certificate requiring 30 to < 60 semester units	Administration of Justice-210500	
Los Angeles CCD	Certificate requiring 18 to < 30 semester units	Administration of Justice-210500	
Los Angeles CCD	Certificate requiring 12 to < 18 units	Administration of Justice-210500	
Los Angeles CCD	Certificate requiring 6 to < 18 semester units	Administration of Justice-210500	72
Los Angeles CCD	Other Credit Award, < 6 semester units	Administration of Justice-210500	328
Los Angeles CCD	Noncredit award requiring from 48 to < 96 hours	Administration of Justice-210500	14
Los Rios CCD	Associate in Science for Transfer (A.S.-T) Degree	Administration of Justice-210500	202
Los Rios CCD	Associate of Science (A.S.) degree	Administration of Justice-210500	61
Los Rios CCD	Associate of Arts (A.A.) degree	Administration of Justice-210500	17
Los Rios CCD	Certificate requiring 30 to < 60 semester units	Administration of Justice-210500	
Los Rios CCD	Certificate requiring 6 to < 18 semester units	Administration of Justice-210500	
Los Rios CCD	Other Credit Award, < 6 semester units	Administration of Justice-210500	
Marin CCD	Certificate requiring 16 to fewer than 30 semester units	Administration of Justice-210500	4
Marin CCD	Associate in Science for Transfer (A.S.-T) Degree	Administration of Justice-210500	6
Marin CCD	Associate of Science (A.S.) degree	Administration of Justice-210500	4

Marin CCD	Certificate requiring 18 to < 30 semester units	Administration of Justice-210500	
Mendocino CCD	Certificate requiring 16 to fewer than 30 semester units	Administration of Justice-210500	1
Mendocino CCD	Associate in Science for Transfer (A.S.-T) Degree	Administration of Justice-210500	12
Mendocino CCD	Associate of Science (A.S.) degree	Administration of Justice-210500	6
Mendocino CCD	Certificate requiring 18 to < 30 semester units	Administration of Justice-210500	
Merced CCD	Associate in Science for Transfer (A.S.-T) Degree	Administration of Justice-210500	81
Merced CCD	Associate of Arts (A.A.) degree	Administration of Justice-210500	20
Merced CCD	Certificate requiring 30 to < 60 semester units	Administration of Justice-210500	3
MiraCosta CCD	Certificate requiring 16 to fewer than 30 semester units	Administration of Justice-210500	6
MiraCosta CCD	Associate in Science for Transfer (A.S.-T) Degree	Administration of Justice-210500	47
MiraCosta CCD	Associate of Arts (A.A.) degree	Administration of Justice-210500	5
MiraCosta CCD	Certificate requiring 18 to < 30 semester units	Administration of Justice-210500	
Monterey CCD	Certificate requiring 16 to fewer than 30 semester units	Administration of Justice-210500	30
Monterey CCD	Associate in Science for Transfer (A.S.-T) Degree	Administration of Justice-210500	20
Monterey CCD	Associate of Science (A.S.) degree	Administration of Justice-210500	10
Monterey CCD	Certificate requiring 18 to < 30 semester units	Administration of Justice-210500	
Monterey CCD	Other Credit Award, < 6 semester units	Administration of Justice-210500	
Mt. San Antonio CCD	Associate in Science for Transfer (A.S.-T) Degree	Administration of Justice-210500	58
Mt. San Antonio CCD	Associate of Science (A.S.) degree	Administration of Justice-210500	28
Mt. San Antonio CCD	Certificate requiring 30 to < 60 semester units	Administration of Justice-210500	1
Mt. San Jacinto CCD	Certificate requiring 16 to fewer than 30 semester units	Administration of Justice-210500	12
Mt. San Jacinto CCD	Associate in Science for Transfer (A.S.-T) Degree	Administration of Justice-210500	84
Mt. San Jacinto CCD	Associate of Science (A.S.) degree	Administration of Justice-210500	22
Mt. San Jacinto CCD	Certificate requiring 30 to < 60 semester units	Administration of Justice-210500	
Mt. San Jacinto CCD	Certificate requiring 6 to < 18 semester units	Administration of Justice-210500	1
Napa CCD	Certificate requiring 16 to fewer than 30 semester units	Administration of Justice-210500	2
Napa CCD	Associate in Science for Transfer (A.S.-T) Degree	Administration of Justice-210500	19
Napa CCD	Associate of Science (A.S.) degree	Administration of Justice-210500	7
Napa CCD	Certificate requiring 18 to < 30 semester units	Administration of Justice-210500	
North Orange CCD	Associate in Science for Transfer (A.S.-T) Degree	Administration of Justice-210500	112
North Orange CCD	Associate in Arts for Transfer (A.A.-T) Degree	Administration of Justice-210500	12
North Orange CCD	Associate of Science (A.S.) degree	Administration of Justice-210500	26
North Orange CCD	Certificate requiring 30 to < 60 semester units	Administration of Justice-210500	
Ohlone CCD	Associate in Science for Transfer (A.S.-T) Degree	Administration of Justice-210500	18

Ohlone CCD	Associate of Arts (A.A.) degree	Administration of Justice-210500	1
Ohlone CCD	Certificate requiring 18 to < 30 semester units	Administration of Justice-210500	
Palo Verde CCD	Certificate requiring 16 to fewer than 30 semester units	Administration of Justice-210500	3
Palo Verde CCD	Associate in Science for Transfer (A.S.-T) Degree	Administration of Justice-210500	2
Palo Verde CCD	Associate of Science (A.S.) degree	Administration of Justice-210500	1
Palo Verde CCD	Certificate requiring 18 to < 30 semester units	Administration of Justice-210500	
Palomar CCD	Associate in Science for Transfer (A.S.-T) Degree	Administration of Justice-210500	42
Palomar CCD	Associate of Science (A.S.) degree	Administration of Justice-210500	13
Pasadena CCD	Associate in Science for Transfer (A.S.-T) Degree	Administration of Justice-210500	138
Pasadena CCD	Associate of Science (A.S.) degree	Administration of Justice-210500	3
Pasadena CCD	Certificate requiring 30 to < 60 semester units	Administration of Justice-210500	4
Peralta CCD	Associate in Science for Transfer (A.S.-T) Degree	Administration of Justice-210500	31
Peralta CCD	Associate of Arts (A.A.) degree	Administration of Justice-210500	2
Peralta CCD	Certificate requiring 30 to < 60 semester units	Administration of Justice-210500	1
Rancho Santiago CCD	Associate in Science for Transfer (A.S.-T) Degree	Administration of Justice-210500	81
Rancho Santiago CCD	Associate of Science (A.S.) degree	Administration of Justice-210500	10
Rancho Santiago CCD	Associate of Arts (A.A.) degree	Administration of Justice-210500	4
Rancho Santiago CCD	Certificate requiring 30 to < 60 semester units	Administration of Justice-210500	2
Rancho Santiago CCD	Certificate requiring 18 to < 30 semester units	Administration of Justice-210500	
Redwoods CCD	Associate in Science for Transfer (A.S.-T) Degree	Administration of Justice-210500	5
Redwoods CCD	Associate of Science (A.S.) degree	Administration of Justice-210500	1
Redwoods CCD	Certificate requiring 30 to < 60 semester units	Administration of Justice-210500	2
Rio Hondo CCD	Associate in Science for Transfer (A.S.-T) Degree	Administration of Justice-210500	102
Rio Hondo CCD	Associate of Science (A.S.) degree	Administration of Justice-210500	26
Rio Hondo CCD	Associate of Arts (A.A.) degree	Administration of Justice-210500	
Rio Hondo CCD	Certificate requiring 6 to < 18 semester units	Administration of Justice-210500	
Riverside CCD	Certificate requiring 16 to fewer than 30 semester units	Administration of Justice-210500	15
Riverside CCD	Associate in Science for Transfer (A.S.-T) Degree	Administration of Justice-210500	146
Riverside CCD	Associate of Science (A.S.) degree	Administration of Justice-210500	21
Riverside CCD	Certificate requiring 18 to < 30 semester units	Administration of Justice-210500	
Riverside CCD	Certificate requiring 6 to < 18 semester units	Administration of Justice-210500	16
San Bernardino CCD	Certificate requiring 16 to fewer than 30 semester units	Administration of Justice-210500	7
San Bernardino CCD	Associate in Science for Transfer (A.S.-T) Degree	Administration of Justice-210500	49
San Bernardino CCD	Associate of Arts (A.A.) degree	Administration of Justice-210500	32

San Bernardino CCD	Certificate requiring 18 to < 30 semester units	Administration of Justice-210500	
San Diego CCD	Associate in Science for Transfer (A.S.-T) Degree	Administration of Justice-210500	79
San Diego CCD	Associate of Science (A.S.) degree	Administration of Justice-210500	8
San Diego CCD	Certificate requiring 30 to < 60 semester units	Administration of Justice-210500	1
San Diego CCD	Certificate requiring 6 to < 18 semester units	Administration of Justice-210500	
San Francisco CCD	Associate in Science for Transfer (A.S.-T) Degree	Administration of Justice-210500	31
San Francisco CCD	Associate of Science (A.S.) degree	Administration of Justice-210500	16
San Francisco CCD	Certificate requiring 30 to < 60 semester units	Administration of Justice-210500	64
San Francisco CCD	Certificate requiring 6 to < 18 semester units	Administration of Justice-210500	16
San Joaquin Delta CCD	Associate in Science for Transfer (A.S.-T) Degree	Administration of Justice-210500	42
San Joaquin Delta CCD	Associate of Science (A.S.) degree	Administration of Justice-210500	22
San Joaquin Delta CCD	Certificate requiring 60+ semester units	Administration of Justice-210500	
San Joaquin Delta CCD	Certificate requiring 30 to < 60 semester units	Administration of Justice-210500	4
San Jose CCD	Certificate requiring 16 to fewer than 30 semester units	Administration of Justice-210500	4
San Jose CCD	Certificate requiring 8 to fewer than 16 semester units	Administration of Justice-210500	5
San Jose CCD	Associate in Science for Transfer (A.S.-T) Degree	Administration of Justice-210500	67
San Jose CCD	Associate of Science (A.S.) degree	Administration of Justice-210500	3
San Jose CCD	Associate of Arts (A.A.) degree	Administration of Justice-210500	6
San Jose CCD	Certificate requiring 18 to < 30 semester units	Administration of Justice-210500	
San Jose CCD	Certificate requiring 12 to < 18 units	Administration of Justice-210500	
San Luis Obispo CCD	Associate in Science for Transfer (A.S.-T) Degree	Administration of Justice-210500	27
San Luis Obispo CCD	Associate of Arts (A.A.) degree	Administration of Justice-210500	12
San Mateo CCD	Certificate requiring 16 to fewer than 30 semester units	Administration of Justice-210500	5
San Mateo CCD	Associate in Science for Transfer (A.S.-T) Degree	Administration of Justice-210500	68
San Mateo CCD	Associate of Science (A.S.) degree	Administration of Justice-210500	16
San Mateo CCD	Associate of Arts (A.A.) degree	Administration of Justice-210500	
San Mateo CCD	Certificate requiring 18 to < 30 semester units	Administration of Justice-210500	
Santa Barbara CCD	Certificate requiring 16 to fewer than 30 semester units	Administration of Justice-210500	1
Santa Barbara CCD	Associate in Science for Transfer (A.S.-T) Degree	Administration of Justice-210500	45
Santa Barbara CCD	Associate of Science (A.S.) degree	Administration of Justice-210500	20
Santa Barbara CCD	Certificate requiring 30 to < 60 semester units	Administration of Justice-210500	3
Santa Clarita CCD	Certificate requiring 16 to fewer than 30 semester units	Administration of Justice-210500	9
Santa Clarita CCD	Associate in Science for Transfer (A.S.-T) Degree	Administration of Justice-210500	77
Santa Clarita CCD	Associate of Science (A.S.) degree	Administration of Justice-210500	12

Santa Clarita CCD	Certificate requiring 18 to < 30 semester units	Administration of Justice-210500	
Santa Monica CCD	Associate in Science for Transfer (A.S.-T) Degree	Administration of Justice-210500	22
Sequoias CCD	Associate in Science for Transfer (A.S.-T) Degree	Administration of Justice-210500	97
Sequoias CCD	Associate of Science (A.S.) degree	Administration of Justice-210500	10
Shasta Tehama CCD	Associate in Science for Transfer (A.S.-T) Degree	Administration of Justice-210500	27
Shasta Tehama CCD	Associate of Science (A.S.) degree	Administration of Justice-210500	11
Shasta Tehama CCD	Associate of Arts (A.A.) degree	Administration of Justice-210500	
Sierra CCD	Associate in Science for Transfer (A.S.-T) Degree	Administration of Justice-210500	125
Sierra CCD	Associate of Science (A.S.) degree	Administration of Justice-210500	27
Sierra CCD	Associate of Arts (A.A.) degree	Administration of Justice-210500	20
Sierra CCD	Certificate requiring 6 to < 18 semester units	Administration of Justice-210500	4
Siskiyou CCD	Associate in Science for Transfer (A.S.-T) Degree	Administration of Justice-210500	7
Siskiyou CCD	Associate of Arts (A.A.) degree	Administration of Justice-210500	18
Solano CCD	Associate in Science for Transfer (A.S.-T) Degree	Administration of Justice-210500	45
Solano CCD	Associate of Science (A.S.) degree	Administration of Justice-210500	19
Solano CCD	Certificate requiring 30 to < 60 semester units	Administration of Justice-210500	1
Solano CCD	Certificate requiring 18 to < 30 semester units	Administration of Justice-210500	
Sonoma CCD	Certificate requiring 16 to fewer than 30 semester units	Administration of Justice-210500	10
Sonoma CCD	Associate in Science for Transfer (A.S.-T) Degree	Administration of Justice-210500	69
Sonoma CCD	Associate of Arts (A.A.) degree	Administration of Justice-210500	1
Sonoma CCD	Certificate requiring 18 to < 30 semester units	Administration of Justice-210500	
Sonoma CCD	Certificate requiring 6 to < 18 semester units	Administration of Justice-210500	
Sonoma CCD	Other Credit Award, < 6 semester units	Administration of Justice-210500	313
South Orange County CCD	Certificate requiring 16 to fewer than 30 semester units	Administration of Justice-210500	6
South Orange County CCD	Associate in Science for Transfer (A.S.-T) Degree	Administration of Justice-210500	48
South Orange County CCD	Associate of Science (A.S.) degree	Administration of Justice-210500	5
South Orange County CCD	Certificate requiring 18 to < 30 semester units	Administration of Justice-210500	
Southwestern CCD	Associate in Science for Transfer (A.S.-T) Degree	Administration of Justice-210500	129
Southwestern CCD	Associate of Science (A.S.) degree	Administration of Justice-210500	35
Southwestern CCD	Associate of Arts (A.A.) degree	Administration of Justice-210500	6
Southwestern CCD	Certificate requiring 18 to < 30 semester units	Administration of Justice-210500	
State Center CCD	Certificate requiring 16 to fewer than 30 semester units	Administration of Justice-21050 38	
State Center CCD	Associate in Science for Transfer (A.S.-T) Degree	Administration of Justice-210500	252
State Center CCD	Associate of Science (A.S.) degree	Administration of Justice-210500	30

State Center CCD	Certificate requiring 30 to < 60 semester units	Administration of Justice-210500	34
State Center CCD	Certificate requiring 18 to < 30 semester units	Administration of Justice-210500	
Ventura CCD	Certificate requiring 16 to fewer than 30 semester units	Administration of Justice-210500	10
Ventura CCD	Associate in Science for Transfer (A.S.-T) Degree	Administration of Justice-210500	160
Ventura CCD	Associate of Science (A.S.) degree	Administration of Justice-210500	67
Ventura CCD	Certificate requiring 30 to < 60 semester units	Administration of Justice-210500	69
Ventura CCD	Certificate requiring 18 to < 30 semester units	Administration of Justice-210500	
Victor Valley CCD	Certificate requiring 16 to fewer than 30 semester units	Administration of Justice-210500	1
Victor Valley CCD	Associate in Science for Transfer (A.S.-T) Degree	Administration of Justice-210500	36
Victor Valley CCD	Associate of Science (A.S.) degree	Administration of Justice-210500	40
Victor Valley CCD	Certificate requiring 18 to < 30 semester units	Administration of Justice-210500	
West Hills CCD	Associate in Science for Transfer (A.S.-T) Degree	Administration of Justice-210500	72
West Hills CCD	Associate of Science (A.S.) degree	Administration of Justice-210500	2
West Hills CCD	Associate of Arts (A.A.) degree	Administration of Justice-210500	27
West Kern CCD	Associate in Science for Transfer (A.S.-T) Degree	Administration of Justice-210500	26
West Kern CCD	Associate of Science (A.S.) degree	Administration of Justice-210500	18
West Valley CCD	Associate in Science for Transfer (A.S.-T) Degree	Administration of Justice-210500	60
West Valley CCD	Associate of Science (A.S.) degree	Administration of Justice-210500	6
Yosemite CCD	Associate in Science for Transfer (A.S.-T) Degree	Administration of Justice-210500	
Yosemite CCD	Associate of Science (A.S.) degree	Administration of Justice-210500	
Yosemite CCD	Associate of Arts (A.A.) degree	Administration of Justice-210500	
Yosemite CCD	Certificate requiring 6 to < 18 semester units	Administration of Justice-210500	
Yuba CCD	Associate in Science for Transfer (A.S.-T) Degree	Administration of Justice-210500	57
Yuba CCD	Associate of Science (A.S.) degree	Administration of Justice-210500	29



2019-2020 Program Review Report

Division/Area Name: Social & Behavioral Science Child & Family Education/Education	For Years: 2021-2022
Name of person leading this review: Ande Sanders	
Names of all participants in this review: Ande Sanders & Kimberly Barker	

Part 1. Program Overview:

1.1. Briefly describe how the proDepartment gram contributes to the district mission	
The CFE/ED department provides numerous educational courses, teacher preparation, a transfer degree program, and certificates for a diverse student population of educational learners. Our instructors do so within the AVC District's values of education, integrity, excellence and community.	
1.2. State briefly program highlights and accomplishments	
Highlights include the transfer degree in Child & Family Education/Education along with tutorial and educational support given to over 500 students so they can obtain their Child Development Permit, allowing them to qualify for the workforce in the field of Early Childhood Education. Also, support was given to participants in the CA Early Childhood Mentor Program. The CFE/ED program continues to support students' professional pathways with tutorial, financial and career development. Since our last report, new and ongoing grant funds continue to provide opportunities for a successful return to/or employment in the Early Childhood Education/Education field. Also, the CFE/ED Campus Club is still growing with an active membership of 400 members who are receiving the benefits of membership, workshops on trends and issues in Early Childhood, career development and career guidance.	
1.3. Check each Institutional Learning Outcome (ILO) supported by the program. Type an "X" if checkbox is unavailable.	
X Creative, Critical, and Analytical Thinking	<p>X Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills.</p> <p>X Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.</p>

	<p>X Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment.</p> <p>X Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.</p>
X Career and Specialized Knowledge	X Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.
1.4. Check each <u>Educational Master Plan (EMP)/Strategic Plan Goal</u> supported by the program. Type an "X" if checkbox is unavailable.	
X Goal 1* : Commitment to strengthening institutional effectiveness measures and practices.	
X Goal 2* : Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.	
X Goal 3 : Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.	
X Goal 4* : Advance more students to college-level coursework-Develop and implement effective placement tools.	
X Goal 5 : Align instructional programs to the skills identified by the labor market.	

*Indicates College-Wide Priorities for 2019-2020

Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:

Student surveys were conducted to provide information on course preferences, and time frames most preferred by students.

Part 2.B. Analyze the program review data (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):

Strengths	Success has occurred by utilizing our talented CFE/Ed adjunct and full-time faculty to provide the available course work in CFE/ED courses. Workshops, career development and providing resources have continued to highlight our students' success.
Weaknesses	The CFE/ED department has identified weaknesses in not having enough adjunct and full time faculty to meet the needs of the growth rate of the CFE/ED program.
Opportunities	The opportunities remain the same as our last report, without the addition of more full-time faculty it is difficult to meet the growing demands of the CFE/ED department.

Threats	Without more full-time faculty in the CFE/ED department, students will not be able to complete coursework, certificates and or transfer requirements.
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Part 2.C. Review and comment on progress towards SLO/PLO/OO Action Plans:

Faculty in a continued ongoing effort are reviewing courses to analyze trends, survey results and data.

Part 2.D. Review and comment on progress towards past program review goals:

Accomplished was the goal of establishing a CFE/ED Club. Still needed is to update course materials and close caption all applicable course DVD's and films.

Part 3. Based on Part 2 above, please list program/area goals for 2020-2021:

Program/Area Goal #	Goal supports which ILO/PLO/SLO/OO?	Description of Goal	Steps to be taken to achieve goal?
Goal #1: Increase student support in the classroom.	ILO/PLO/SLO	More full-time faculty is a crucial need if we are to expand CFE/ED Department so that a degree can be obtained at both Lancaster and Palmdale campuses.	Support from AVC's Administration to hire more full-time faculty to provide on-going student support, class stability and scheduling as well as office hour support
Goal #2: Offer more CFE/ED coursework both online and face to face	ILO/PLO/SLO	Additional online and face to face coursework will allow CFE/ED students to obtain Certificates, Permits and Degrees that required for employment.	Continue to request Full-time faculty for the CFE/ED department.
Goal #3: Develop resources for the CFE/ED Demonstration Classroom	ILO, PLO, SLO	The CFE/ED Demonstration classroom needs to be equipped with technology that has both sound and visual capacity so that students can complete observation and classroom assignments.	Additional resources and Grants are needed.

Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):

<i>Type of Resource Request</i>	<i>Summary of Request</i>	<i>New or Repeat Request</i>	<i>Amount of Request, \$</i>	<i>One-Time or Recurring Cost, \$</i>	<i>Contact's Name</i>
Faculty	Additional 1 to 2 full-time faculty	Repeat	\$80,0000	Recurring	Dr. Irit Gat
Classified Staff	n/a				
Technology	Technology for CFE/ED Demonstration Classroom	Repeat	\$25,000	Recurring	Dr. Irit Gat & Ande Sanders
Physical/Facilities	n/a				
Supplies	n/a				
Professional Development	Workshop/Conference and Distance ED. Online Training for all Adjunct & Full-time teaching Online,	Repeat	\$5,000 to \$20,000	Recurring	Dr. Irit Gat, Ande Sanders, Kimberly Barker
Other					

Part 5. Insert your Program Review Data here, as well as any other supporting data. (See Part 2.B above.)

Data is no longer available for some courses. We believe there may have been a loss during the transfer from Curricunet to eLumen. However, we do know SLO's were met, as students have participated in program course progression.

Faculty will create a faculty CANVAS shell, providing All text boxes expand to take all information

ACTION PLAN FOR Child and Family Education
Year 2018-2019

Class: CFE 101

Learning Outcome:

Evaluate an early childhood classroom environment with respect to program values and practices, opportunities for play, curriculum, furnishings, equipment, materials, and the practical application of theories to practice.

Data:

Number of students attempting SLO 250
Number of students successful in SLO 179
Number of students does not meet SLO 71
Success percentage 73.64%
Achievement target 70%
SLO WAS MET

Type of Action Plan: Direct Curriculum X
Intra Curriculum X
Inter Curriculum X

Action Plan: After assessing accumulated data and information gathered from faculty at various department meeting throughout the year, findings indicate achievement targets are appropriate.

- To foster an increase in student success outcomes, faculty will devise a student survey to assess the needs of the Child and Family Education student population and engage in identifying effective ways to meet the established student needs.
- Faculty will continue to seek and participate in current research, informing best practice and pedagogical approaches for the specialized field of Child and Family Education/ Early Education.
- Faculty will continue collaboration with focused state agencies and school districts, and support advocacy efforts in the specialized field of Child and Family Education/ Early Education.
- Faculty will continue to participate in identification and creation of OER resources, maintaining the integrity of the program, and allowing students better access to current data, theory and innovative insight and information in the Child and Family Education/ Early Education field.
- Faculty will continue to offer workshops designed to provide learning opportunities for students and expand on content and information that may be of interest for further study.
- Faculty will create a faculty CANVAS shell, providing opportunity for staff to exchange information, assignments, resources and support services for faculty and students.

Class: CFE 102

Learning Outcome:

Develop and present a profile of a child which incorporates characteristics unique to the individual child's development in the biosocial, cognitive or psychosocial domain; characteristics that are typical and based on developmental theories and character

Data:

Number of students attempting SLO 559

Number of students successful in SLO 389

Number of students does not meet SLO 170

Success percentage 69.45%

Achievement target 70%

SLO WAS NOT MET

Type of Action Plan: Direct Curriculum X
Intra Curriculum X
Inter Curriculum X

Action Plan: After assessing accumulated data and information gathered from faculty at various department meeting throughout the year, findings indicate achievement targets are appropriate.

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- Faculty will continue to offer workshops designed to provide learning opportunities for students and expand on content and information that may be of interest for further study.

- Faculty will create a faculty CANVAS shell, providing opportunity for staff to exchange information, assignments, resources and support services for faculty and students.

Class: CFE 103

Learning Outcome:

Analyze a community resource that facilitates early intervention and/or offers supportive and rehabilitative services to families and children.

Data:

Number of students attempting SLO N/A

Number of students successful in SLO N/A

Number of students does not meet SLO N/A

Success percentage N/A

Achievement target N/A

SLO WAS MET: N/A

Type of Action Plan: Direct Curriculum X
 Intra Curriculum X
 Inter Curriculum X

Action Plan: After assessing accumulated data and information gathered from faculty at various department meeting throughout the year, findings indicate achievement targets are appropriate.

- To foster an increase in student success outcomes, faculty will devise a student survey to assess the needs of the Child and Family Education student population and engage in identifying effective ways to meet the recognized student needs.
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- Faculty will continue to participate in identification and creation of OER resources, maintaining the integrity of the program, and allowing students better access to current data, theory and innovative insight and information in the Child and Family Education/ Early Education field.
- Faculty will continue to offer workshops designed to provide learning opportunities for students and expand on content and information that may be of interest for further study.
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Class: CFE 104

Learning Outcome:

Design a literature-based curriculum activity that incorporates children's literary interests, promotes literacy skills, and utilizes both visual and oral responses to literature.

Data:

Number of students attempting SLO 32
 Number of students successful in SLO 27
 Number of students does not meet SLO 5
 Success percentage 84.37%
 Achievement target 70%

SLO WAS MET

Type of Action Plan: Direct Curriculum X
 Intra Curriculum X
 Inter Curriculum X

Action Plan: After assessing accumulated data and information gathered from faculty at various department meeting throughout the year, findings indicate achievement targets are appropriate.

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Class: CFE 105

Learning Outcome:

Integrate exploration, creativity, and experimentation and four curriculum content areas, (science, mathematics, literacy, and social studies), into a discovery-based learning plan.

Data:

Number of students attempting SLO 250

Number of students successful in SLO 211

Number of students does not meet SLO 39

Success percentage 84.40%

Achievement target 70%

SLO WAS MET

Type of Action Plan: Direct Curriculum X
 Intra Curriculum X
 Inter Curriculum X

Action Plan: After assessing accumulated data and information gathered from faculty at various department meeting throughout the year, findings indicate achievement targets are appropriate.

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Class: CFE 106

Learning Outcome:

Propose objectives for children's learning and evaluate personal learning in a creative activity portfolio.

Data:

Number of students attempting SLO 82

Number of students successful in SLO 70

Number of students does not meet SLO 12

Success percentage 85.37%

Achievement target 70%

SLO WAS MET

Type of Action Plan: Direct Curriculum X
 Intra Curriculum X
 Inter Curriculum X

Action Plan: After assessing accumulated data and information gathered from faculty at various department meeting throughout the year, findings indicate achievement targets are appropriate.

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- Faculty will continue to offer workshops designed to provide learning opportunities for students and expand on content and information that may be of interest for further study.
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Class: CFE 109

Learning Outcome:

Develop and analyze a budget for a child-care program.

Data:

Number of students attempting SLO 34

Number of students successful in SLO 34

Number of students does not meet SLO 0

Success percentage 100%

Achievement target 70%

SLO WAS MET

Type of Action Plan: Direct Curriculum X

Intra Curriculum X

Inter Curriculum X

Action Plan: After assessing accumulated data and information gathered from faculty at various department meeting throughout the year, findings indicate achievement targets are appropriate.

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- Faculty will continue to offer workshops designed to provide learning opportunities for students and expand on content and information that may be of interest for further study.

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Class: CFE 110

Learning Outcome:

Examine the requirements of regulatory agencies and interpret them in planning a program.

Data:

Number of students attempting SLO 0

Number of students successful in SLO 0

Number of students does not meet SLO 0

Success percentage 0%

Achievement target 0%

SLO WAS MET: N/A

Type of Action Plan: Direct Curriculum X
 Intra Curriculum X
 Inter Curriculum X

Action Plan: After assessing accumulated data and information gathered from faculty at various department meeting throughout the year, findings indicate achievement targets are appropriate.

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Class: CFE 111

Learning Outcome:

Analyze guidance techniques, as well as evaluation of teaching and supervising strategies that are used for adults when supervised in the Early Care and Education settings

Data:

Number of students attempting SLO 0

Number of students successful in SLO 0

Number of students does not meet SLO 0

Success percentage 0%

Achievement target 0%

SLO WAS MET: N/A

Type of Action Plan: Direct Curriculum X
 Intra Curriculum X
 Inter Curriculum X

Action Plan: After assessing accumulated data and information gathered from faculty at various department meeting throughout the year, findings indicate achievement targets are appropriate.

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Class: CFE 113

Learning Outcome:

Examine and evaluate current research issues and practices in providing developmentally appropriate inclusive early educations.

Data:

Number of students attempting SLO 0
 Number of students successful in SLO 0
 Number of students does not meet SLO 0
 Success percentage 0%
 Achievement target 0%

SLO WAS MET: N/A

Type of Action Plan: Direct Curriculum X
 Intra Curriculum X
 Inter Curriculum X

Action Plan: After assessing accumulated data and information gathered from faculty at various department meeting throughout the year, findings indicate achievement targets are appropriate.

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Class: CFE 115

Learning Outcome:

Examine and apply a variety of guidance and interaction strategies to increase children's social competence and promote a caring classroom community.

Data:

Number of students attempting SLO 44

Number of students successful in SLO 43

Number of students does not meet SLO 1

Success percentage 97.73%

Achievement target 70%

SLO WAS MET

Type of Action Plan: Direct Curriculum X
 Intra Curriculum X
 Inter Curriculum X

Action Plan: After assessing accumulated data and information gathered from faculty at various department meeting throughout the year, findings indicate achievement targets are appropriate.

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Class: CFE 116

Learning Outcome:

Analyze anti-bias learning plans that incorporate inclusive environments, utilize diverse teaching strategies and incorporate equitable educational practices for young children and their families.

Data:

Number of students attempting SLO 0

Number of students successful in SLO 0

Number of students does not meet SLO 0

Success percentage 0%

Achievement target 0%

SLO WAS MET: N/A

Type of Action Plan: Direct Curriculum X
 Intra Curriculum X
 Inter Curriculum X

Action Plan: After assessing accumulated data and information gathered from faculty at various department meeting throughout the year, findings indicate achievement targets are appropriate.

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Class: CFE 120

Learning Outcome:

Analyze typical and atypical infant/toddler development in areas of physical, cognitive, social, and emotional development.

Data:

Number of students attempting SLO 38

Number of students successful in SLO 37

Number of students does not meet SLO 1

Success percentage 97.37%

Achievement target 70%

SLO WAS MET

Type of Action Plan: Direct Curriculum X

Intra Curriculum X
Inter Curriculum X

Action Plan: After assessing accumulated data and information gathered from faculty at various department meeting throughout the year, findings indicate achievement targets are appropriate.

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- Faculty will continue to offer workshops designed to provide learning opportunities for students and expand on content and information that may be of interest for further study.
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Class: CFE 122

Learning Outcome:

Evaluate and design an infant and toddler environment with respect to appropriate implementation, opportunities for play, equipment, materials and practical application of theory to practice.

Data:

Number of students attempting SLO 0

Number of students successful in SLO 0

Number of students does not meet SLO 0

Success percentage 0%

Achievement target 0%

SLO WAS MET: N/A

Type of Action Plan: Direct Curriculum X
 Intra Curriculum X
 Inter Curriculum X

Action Plan: After assessing accumulated data and information gathered from faculty at various department meeting throughout the year, findings indicate achievement targets are appropriate.

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- Faculty will continue collaboration with specialized state agencies and school districts, and support advocacy efforts in the specialized field of Child and Family Education/ Early Education.
- Faculty will continue to participate in identification and creation of OER resources, maintaining the integrity of the program, and allowing students better access to current data, theory and innovative insight and information in the Child and Family Education/ Early Education field.
- Faculty will continue to offer workshops designed to provide learning opportunities for students and expand on content and information that may be of interest for further study.
- Faculty will create a faculty CANVAS shell, providing opportunity for staff to exchange information, assignments, resources and support services for faculty and students.

Class: CFE 150

Learning Outcome:

Plan interactive parent-child play activities based upon knowledge of infant-toddler development milestones and recognized child development theories.

Data:

Number of students attempting SLO 0

Number of students successful in SLO 0

Number of students does not meet SLO 0

Success percentage **0%**

Achievement target **0%**

SLO WAS MET: N/A

Type of Action Plan: Direct Curriculum X

Intra Curriculum X

Inter Curriculum X

Action Plan: After assessing accumulated data and information gathered from faculty at various department meeting throughout the year, findings indicate achievement targets are appropriate.

- To foster an increase in student success outcomes, faculty will devise a student survey to assess the needs of the Child and Family Education student population and engage in identifying effective ways to meet the recognized student needs.
- Faculty will continue to seek and participate in current research, informing best practice and pedagogical approaches for the specialized field of Child and Family Education/ Early Education.
- Faculty will continue collaboration with specialized state agencies and school districts, and support advocacy efforts in the specialized field of Child and Family Education/ Early Education.
- Faculty will continue to participate in identification and creation of OER resources, maintaining the integrity of the program, and allowing students better access to current data, theory and innovative insight and information in the Child and Family Education/ Early Education field.
- Faculty will continue to offer workshops designed to provide learning opportunities for students and expand on content and information that may be of interest for further study.
- Faculty will create a faculty CANVAS shell, providing opportunity for staff to exchange information, assignments, resources and support services for faculty and students.

Class: CFE 151

Learning Outcome:

Analyze the variety of roles single parents must play and propose alternative plans that may reduce "role overload".

Data:

Number of students attempting SLO 0

Number of students successful in SLO 0

Number of students does not meet SLO 0

Success percentage 0%

Achievement target 0%

SLO WAS MET: N/A

Type of Action Plan: Direct Curriculum X

Intra Curriculum X

Inter Curriculum X

Action Plan: After assessing accumulated data and information gathered from faculty at various department meeting throughout the year, findings indicate achievement targets are appropriate.

- To foster an increase in student success outcomes, faculty will devise a student survey to assess the needs of the Child and Family Education student population and engage in identifying effective ways to meet the recognized student needs.
- Faculty will continue to seek and participate in current research, informing best practice and pedagogical approaches for the specialized field of Child and Family Education/ Early Education.
- Faculty will continue collaboration with specialized state agencies and school districts, and support advocacy efforts in the specialized field of Child and Family Education/ Early Education.
- Faculty will continue to participate in identification and creation of OER resources, maintaining the integrity of the program, and allowing students better access to current data, theory and innovative insight and information in the Child and Family Education/ Early Education field.
- Faculty will continue to offer workshops designed to provide learning opportunities for students and expand on content and information that may be of interest for further study.

- Faculty will create a faculty CANVAS shell, providing opportunity for staff to exchange information, assignments, resources and support services for faculty and students.

Class: CFE 152

Learning Outcome:

Analyze personal parenting styles and propose alternative parenting techniques.

Data:

Number of students attempting SLO 0

Number of students successful in SLO 0

Number of students does not meet SLO 0

Success percentage 0%

Achievement target 0%

SLO WAS MET: N/A

Type of Action Plan: Direct Curriculum X
 Intra Curriculum X
 Inter Curriculum X

Action Plan: After assessing accumulated data and information gathered from faculty at various department meeting throughout the year, findings indicate achievement targets are appropriate.

- To foster an increase in student success outcomes, faculty will devise a student survey to assess the needs of the Child and Family Education student population and engage in identifying effective ways to meet the recognized student needs.
- Faculty will continue to seek and participate in current research, informing best practice and pedagogical approaches for the specialized field of Child and Family Education/ Early Education.
- Faculty will continue collaboration with specialized state agencies and school districts, and support advocacy efforts in the specialized field of Child and Family Education/ Early Education.

- Faculty will continue to participate in identification and creation of OER resources, maintaining the integrity of the program, and allowing students better access to current data, theory and innovative insight and information in the Child and Family Education/ Early Education field.
- Faculty will continue to offer workshops designed to provide learning opportunities for students and expand on content and information that may be of interest for further study.
- opportunity for staff to exchange information, assignments, resources and support services for faculty and students.

Class: CFE 155

Learning Outcome:

Analyze the variety of roles single parents must play and propose alternative plans that may reduce "role overload."

Data:

Number of students attempting SLO 0

Number of students successful in SLO 0

Number of students does not meet SLO 0

Success percentage 0%

Achievement target 0%

SLO WAS MET: N/A

Type of Action Plan: Direct Curriculum X
 Intra Curriculum X
 Inter Curriculum X

Action Plan: After assessing accumulated data and information gathered from faculty at various department meeting throughout the year, findings indicate achievement targets are appropriate.

- To foster an increase in student success outcomes, faculty will devise a student survey to assess the needs of the Child and Family Education student population and engage in identifying effective ways to meet the recognized student needs.
- Faculty will continue to seek and participate in current research, informing best practice and pedagogical approaches for the specialized field of Child and Family Education/ Early Education.

- Faculty will continue collaboration with specialized state agencies and school districts, and support advocacy efforts in the specialized field of Child and Family Education/ Early Education.
- Faculty will continue to participate in identification and creation of OER resources, maintaining the integrity of the program, and allowing students better access to current data, theory and innovative insight and information in the Child and Family Education/ Early Education field.
- Faculty will continue to offer workshops designed to provide learning opportunities for students and expand on content and information that may be of interest for further study.
- Faculty will create a faculty CANVAS shell, providing opportunity for staff to exchange information, assignments, resources and support services for faculty and students.

Class: CFE 156

Learning Outcome:

Analyze and compare conflicts common to blended families

Data:

Number of students attempting SLO 0

Number of students successful in SLO 0

Number of students does not meet SLO 0

Success percentage 0%

Achievement target 0%

SLO WAS MET: N/A

Type of Action Plan: Direct Curriculum X

Intra Curriculum X

Inter Curriculum X

Action Plan: After assessing accumulated data and information gathered from faculty at various department meeting throughout the year, findings indicate achievement targets are appropriate.

- To foster an increase in student success outcomes, faculty will devise a student survey to assess the needs of the Child and Family Education student population and engage in identifying effective ways to meet the recognized student needs.
- Faculty will continue to seek and participate in current research, informing best practice and pedagogical approaches for the specialized field of Child and Family Education/ Early Education.
- Faculty will continue collaboration with specialized state agencies and school districts, and support advocacy efforts in the specialized field of Child and Family Education/ Early Education.
- Faculty will continue to participate in identification and creation of OER resources, maintaining the integrity of the program, and allowing students better access to current data, theory and innovative insight and information in the Child and Family Education/ Early Education field.
- Faculty will continue to offer workshops designed to provide learning opportunities for students and expand on content and information that may be of interest for further study.
- Faculty will create a faculty CANVAS shell, providing opportunity for staff to exchange information, assignments, resources and support services for faculty and students.

Class: CFE 157

Learning Outcome:

Examine and analyze the unique social and educational needs of exceptional children

Data:

Number of students attempting SLO 0

Number of students successful in SLO 0

Number of students does not meet SLO 0

Success percentage 0%

Achievement target 0%

SLO WAS MET: N/A

Type of Action Plan: Direct Curriculum X

Intra Curriculum X

Inter Curriculum X

Action Plan: After assessing accumulated data and information gathered from faculty at various department meeting throughout the year, findings indicate achievement targets are appropriate.

- To foster an increase in student success outcomes, faculty will devise a student survey to assess the needs of the Child and Family Education student population and engage in identifying effective ways to meet the recognized student needs.
- Faculty will continue to seek and participate in current research, informing best practice and pedagogical approaches for the specialized field of Child and Family Education/ Early Education.
- Faculty will continue collaboration with specialized state agencies and school districts, and support advocacy efforts in the specialized field of Child and Family Education/ Early Education.
- Faculty will continue to participate in identification and creation of OER resources, maintaining the integrity of the program, and allowing students better access to current data, theory and innovative insight and information in the Child and Family Education/ Early Education field.
- Faculty will continue to offer workshops designed to provide learning opportunities for students and expand on content and information that may be of interest for further study.
- Faculty will create a faculty CANVAS shell, providing opportunity for staff to exchange information, assignments, resources and support services for faculty and students.

Class: CFE 158

Learning Outcome:

Examine and analyze the unique social and educational needs of exceptional children

Data:

Number of students attempting SLO 0

Number of students successful in SLO 0

Number of students does not meet SLO 0

Success percentage 0%

Achievement target 0%

SLO WAS MET: N/A

Type of Action Plan: Direct Curriculum X

Intra Curriculum X

Inter Curriculum X

Action Plan: After assessing accumulated data and information gathered from faculty at various department meeting throughout the year, findings indicate achievement targets are appropriate.

- To foster an increase in student success outcomes, faculty will devise a student survey to assess the needs of the Child and Family Education student population and engage in identifying effective ways to meet the recognized student needs.
- Faculty will continue to seek and participate in current research, informing best practice and pedagogical approaches for the specialized field of Child and Family Education/ Early Education.
- Faculty will continue collaboration with specialized state agencies and school districts, and support advocacy efforts in the specialized field of Child and Family Education/ Early Education.
- Faculty will continue to participate in identification and creation of OER resources, maintaining the integrity of the program, and allowing students better access to current data, theory and innovative insight and information in the Child and Family Education/ Early Education field.
- Faculty will continue to offer workshops designed to provide learning opportunities for students and expand on content and information that may be of interest for further study.
- Faculty will create a faculty CANVAS shell, providing opportunity for staff to exchange information, assignments, resources and support services for faculty and students.

Class: CFE 201

Learning Outcome:

Students will design and implement an extensive early childhood curriculum plan based upon observation and assessment of children's development and learning. At least five assessment strategies and forms of documentation, including portions of the DRDP,

Data:

Number of students attempting SLO 174

Number of students successful in SLO 150

Number of students does not meet SLO 24

Success percentage 86.21%

Achievement target 70%

SLO WAS MET

Type of Action Plan: Direct Curriculum X
 Intra Curriculum X
 Inter Curriculum X

Action Plan: After assessing accumulated data and information gathered from faculty at various department meeting throughout the year, findings indicate achievement targets are appropriate.

- To foster an increase in student success outcomes, faculty will devise a student survey to assess the needs of the Child and Family Education student population and engage in identifying effective ways to meet the recognized student needs.
- Faculty will continue to seek and participate in current research, informing best practice and pedagogical approaches for the specialized field of Child and Family Education/ Early Education.
- Faculty will continue collaboration with specialized state agencies and school districts, and support advocacy efforts in the specialized field of Child and Family Education/ Early Education.
- Faculty will continue to participate in identification and creation of OER resources, maintaining the integrity of the program, and allowing students better access to current data, theory and innovative insight and information in the Child and Family Education/ Early Education field.
- Faculty will continue to offer workshops designed to provide learning opportunities for students and expand on content and information that may be of interest for further study.
- Faculty will create a faculty CANVAS shell, providing opportunity for staff to exchange information, assignments, resources and support services for faculty and students.

Class: CFE 202

Learning Outcome:

Critically assess one's own practicum teaching experiences to guide and inform practice.

Data:

Number of students attempting SLO 26

Number of students successful in SLO 26

Number of students does not meet SLO 0

Success percentage 100%

Achievement target 70%

SLO WAS MET

Type of Action Plan: Direct Curriculum X

Intra Curriculum X

Inter Curriculum X

Action Plan: After assessing accumulated data and information gathered from faculty at various department meeting throughout the year, findings indicate achievement targets are appropriate.

- To foster an increase in student success outcomes, faculty will devise a student survey to assess the needs of the Child and Family Education student population and engage in identifying effective ways to meet the recognized student needs.
- Faculty will continue to seek and participate in current research, informing best practice and pedagogical approaches for the specialized field of Child and Family Education/ Early Education.
- Faculty will continue collaboration with specialized state agencies and school districts, and support advocacy efforts in the specialized field of Child and Family Education/ Early Education.
- Faculty will continue to participate in identification and creation of OER resources, maintaining the integrity of the program, and allowing students better access to current data, theory and innovative insight and information in the Child and Family Education/ Early Education field.
- Faculty will continue to offer workshops designed to provide learning opportunities for students and expand on content and information that may be of interest for further study.

- Faculty will create a faculty CANVAS shell, providing opportunity for staff to exchange information, assignments, resources and support services for faculty and students.

Class: CFE 211

Learning Outcome:

Analyze a documented Early Childhood nutritional problem, formulate a strategy or draft policy to correct the problem and develop an oral presentation to communicate the problem & a solution.

Data:

Number of students attempting SLO 21

Number of students successful in SLO 21

Number of students does not meet SLO 0

Success percentage 100%

Achievement target 70%

SLO WAS MET

Type of Action Plan: Direct Curriculum X
Intra Curriculum X
Inter Curriculum X

Action Plan: After assessing accumulated data and information gathered from faculty at various department meeting throughout the year, findings indicate achievement targets are appropriate.

- To foster an increase in student success outcomes, faculty will devise a student survey to assess the needs of the Child and Family Education student population and engage in identifying effective ways to meet the recognized student needs.
- Faculty will continue to seek and participate in current research, informing best practice and pedagogical approaches for the specialized field of Child and Family Education/ Early Education.

- Faculty will continue collaboration with specialized state agencies and school districts, and support advocacy efforts in the specialized field of Child and Family Education/ Early Education.
- Faculty will continue to participate in identification and creation of OER resources, maintaining the integrity of the program, and allowing students better access to current data, theory and innovative insight and information in the Child and Family Education/ Early Education field.
- Faculty will continue to offer workshops designed to provide learning opportunities for students and expand on content and information that may be of interest for further study.
- Faculty will create a faculty CANVAS shell, providing opportunity for staff to exchange information, assignments, resources and support services for faculty and students.

Class: CFE 212

Learning Outcome:

Design a student learning plan which includes: Age and developmentally appropriate projects and lessons, including an explanation of the role of the teacher as it relates to developing positive and culturally sensitive relationships with children, families

Data:

Number of students attempting SLO 16
 Number of students successful in SLO 14
 Number of students does not meet SLO 2
 Success percentage 87.50%
 Achievement target 70%

SLO WAS MET

Type of Action Plan: Direct Curriculum X
 Intra Curriculum X
 Inter Curriculum X

Action Plan: After assessing accumulated data and information gathered from faculty at various department meeting throughout the year, findings indicate achievement targets are appropriate.

- To foster an increase in student success outcomes, faculty will devise a student survey to assess the needs of the Child and Family Education student population and engage in identifying effective ways to meet the recognized student needs.
- Faculty will continue to seek and participate in current research, informing best practice and pedagogical approaches for the specialized field of Child and Family Education/ Early Education.
- Faculty will continue collaboration with specialized state agencies and school districts, and support advocacy efforts in the specialized field of Child and Family Education/ Early Education.
- Faculty will continue to participate in identification and creation of OER resources, maintaining the integrity of the program, and allowing students better access to current data, theory and innovative insight and information in the Child and Family Education/ Early Education field.
- Faculty will continue to offer workshops designed to provide learning opportunities for students and expand on content and information that may be of interest for further study.
- Faculty will create a faculty CANVAS shell, providing opportunity for staff to exchange information, assignments, resources and support services for faculty and students.

Class: CFE 213

Learning Outcome:

Prepare, implement and evaluate curriculum experiences for school age children utilizing knowledge of child development, curriculum and assessment.

Data:

Number of students attempting SLO 32

Number of students successful in SLO 29

Number of students does not meet SLO 3

Success percentage 90.62%

Achievement target 70%

SLO WAS MET

Type of Action Plan: Direct Curriculum X
 Intra Curriculum X
 Inter Curriculum X

Action Plan: After assessing accumulated data and information gathered from faculty at various department meeting throughout the year, findings indicate achievement targets are appropriate.

- To foster an increase in student success outcomes, faculty will devise a student survey to assess the needs of the Child and Family Education student population and engage in identifying effective ways to meet the recognized student needs.
- Faculty will continue to seek and participate in current research, informing best practice and pedagogical approaches for the specialized field of Child and Family Education/ Early Education.
- Faculty will continue collaboration with specialized state agencies and school districts, and support advocacy efforts in the specialized field of Child and Family Education/ Early Education.
- Faculty will continue to participate in identification and creation of OER resources, maintaining the integrity of the program, and allowing students better access to current data, theory and innovative insight and information in the Child and Family Education/ Early Education field.
- Faculty will continue to offer workshops designed to provide learning opportunities for students and expand on content and information that may be of interest for further study.
- Faculty will create a faculty CANVAS shell, providing opportunity for staff to exchange information, assignments, resources and support services for faculty and students.



2019-2020 Program Review Report

Division/Area Name: Child Development Center	For Years: 2021-2022
Name of person leading this review: Katarina Orlic-Babic	
Names of all participants in this review: Laura Burke, Anita Davidson, Rebecca Fiske, Deborah King	

Part 1. Program Overview:

1.1. Briefly describe how the program contributes to the district mission

Child Development Center is an early learning program/child development lab school that provides on campus early childhood education services to the children of college students, faculty, staff, and community members. The program provides a fee-based and/or subsidized services to low income families.

It also serves as a professional development site for the students enrolled in Child and Family Education, Nutrition and Nursing classes. With these multiple roles, the center provides support to the students, instruction, workforce preparation, personal enhancement and/or professional development. It also meets child care needs of the community.

1.2. State briefly program highlights and accomplishments

In 2018/19 year:

- 111 children were enrolled in a state preschool program thus receiving subsidized preschool services;
- Tuition of thirteen children whose parents were enrolled in college was paid by Equity child care funding;
- 1,048 observations/assignments have been completed at the Child Development Center;
- 26 CFE 201 and 202 students were mentored;
- The center, as a participant of the Quality Start Los Angeles Program (QSLA), received \$4,000 in enhancement funding.

The center's goal for 2018/19 was to promote early literacy and it was accomplished through:

1. curriculum and teaching practices that focus on language and literacy development with specific considerations for unique needs of dual language learners and children with special needs;

) partnership with LA County library that provided reading sessions to the children twice a month;

3) two Scholastic Books fairs;

4) two family literacy events;

5) one parent education event on literacy;

6) participation in the Reading Challenge campaign.

19/20 year:

- 97 children were enrolled in a state preschool program thus receiving subsidized preschool services;
- Tuition of eleven children whose parents were enrolled in college was paid by Equity child care funding;
- Until 3/13/2020 there were 728 observations/assignments completed at the center;
- 22 CFE 201 and CFE 2020 students were mentored;
- The center, as a participant of the Quality Start Los Angeles Program (QSLA), received \$6,000 in enhancement funding

The center's goal for 2019/20 was to continue to promote early literacy and it was accomplished through:

1. curriculum and teaching practices that focus on language and literacy development with specific considerations for unique needs of dual language learners and children with special needs;

) partnership with LA County library that provided reading sessions to the children twice a month through mid-March;

3) one Scholastic Books fair;

4) one family literacy event;

5) one parent education event on literacy;

6) ABC Mouse online learning platform.

When the campus closed on March 13th, 2020, the staff reached out to the families that very weekend, realizing that many of them would feel lost with no childcare in the middle of the semester. A plan of operation was developed and sent to the Department of Education that delineated all of the components for the operation of the center that is physically closed but considered operational. Over the following four and a half months that the center remained closed, the teachers tackled what used to be unimaginable before this epidemic – teaching preschool children via zoom. They embraced emerging trainings and workshops and have collectively accumulated over 200 hours of professional growth; they collaborated and planned activities, not only for the children, but for the entire families; they provided opportunities for children to see and talk to their peers; they emailed and mailed educational resources; helped parents when they struggled

with technology; and even delivered materials to their homes. The teachers made themselves accessible on weekends and evenings, responding to concerned parents via text, email, and/or phone calls. As a result, over 80 families participated in the “end of the school drive-through celebration” in the parking lot 14 on June 30th, 2020.

During the months of April through June, we enrolled forty-six children (some returning and some new) to start on July 1st, 2020. A new plan of operation for 2020/21 was developed that included both in-person and distance teaching. All of the emergency procedures were revised and updated, handbooks (staff and children) were revised and amended, drop off/ pick up protocols and new cleaning/disinfection protocols were developed, staff completed additional trainings in trauma, cleaning/disinfecting and new classroom management guidelines. Classroom set-up and curriculum were altered to meet the new directives written by the Department of Public Health, Community Care Licensing and Department of Education (e.g., group size, individual spaces, individual materials, children wearing masks, etc.). Parents were emailed all required documents, forms, an amended handbook and were individually contacted re/any questions and/or concerns.

Since the college directive was to remain closed in July, the teachers continued with distance teaching (via technology, mailing packets or both). Finally, on August 3rd, we physically opened and have been operating both in person and online with the children whose parents decided to continue sheltering in place. We were able to earn our 2019/20 contract with the Department of Education. By continuing to offer services both in person and online, we will be fully funded by California Department of Education for the expenditures of the state preschool program.

Antelope Valley College Child Development Center staff have definitely exemplified the utmost commitment to the children, their parents (students), the college, and the community.



1.3. Check each <u>Institutional Learning Outcome (ILO)</u> supported by the program. Type an “X” if checkbox is unavailable.	
X Communication	<p>X Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis.</p> <p>X Demonstrates listening and speaking skills that result in focused and coherent communications</p>
X Creative, Critical, and Analytical Thinking	<p>X Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills.</p> <p>X Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.</p>

X Community/Global Consciousness	X Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment. X Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
X Career and Specialized Knowledge	X Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.
1.4. Check each <u>Educational Master Plan (EMP)/Strategic Plan Goal</u> supported by the program. Type an "X" if checkbox is unavailable.	
X Goal 1* : Commitment to strengthening institutional effectiveness measures and practices.	
<input type="checkbox"/> Goal 2* : Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.	
X Goal 3 : Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.	
<input type="checkbox"/> Goal 4* : Advance more students to college-level coursework-Develop and implement effective placement tools.	
X Goal 5 : Align instructional programs to the skills identified by the labor market.	

*Indicates College-Wide Priorities for 2019-2020

Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:

The 2018/19 Program Self-Evaluation was completed in May, 2019. The self-evaluation evaluated the following:

1

Governance and Administration (Program Review instrument):

- Family data files were reviewed twice during the year and the records of eligibility, family size and residency met all of the standards.
- Family data files were reviewed and updated accordingly (divorce, change of address, restraining orders, etc.).

#2

Teaching and Learning (Desired Results Developmental Profile 2015 instrument and Early Childhood Environment Rating Scale-R instrument):

The children made big strides in all domains of development in 2018/19:

In Social and Emotional Development, they went from 24% at Building Later and above in Fall 2018 to 83% in Spring 2019;

In Language and Literacy Development from 26% at Building Later and above in Fall 2018 to 85% in Spring 2019;

In Math from 32% at Building Later and above in Fall 2018 to 86% in Spring 2019; and

In Physical Development from 35% at Building Later and above in Fall 2018 to 93% in Spring 2019.

3

Staffing and Professional Development (Early Childhood Environment Rating Scale-R instrument):

- Staff participated in numerous trainings and workshops, implemented techniques in the program, the classroom and shared information with other support staff. The professional growth activities addressed particular issues of the children served. The teachers also received coaching from the QRIS coach as part of the QSLA.

4

Parent Involvement (Parent Survey Instrument):

- 100% of the parents who filled out the parent survey indicated that they are “very satisfied” or “satisfied” with the program; 100% felt that their child is both safe and happy in the program.
- The Parent Teacher conferences were completed with the parents/guardians of each enrolled child in both fall and spring. In addition, the teachers have regularly conferenced with some of the parents during the year as a result of ASQs (Ages and Stages Questionnaire), teachers’ observations and referrals and/or interventions.
- We offered several workshops to the parents (The Path to Reading, Transition to Kindergarten, and Nutrition) and although we did not get high attendance, we received positive feedback from the parents who did attend.

As a result of COVID-19, all state funded programs were exempt from completing their 2019/20 self-evaluation. However, self-evaluation is a continuous process for us and the following were completed:

#1

Governance and Administration (Program Review instrument):

- Family data files were reviewed once during the year and the records of eligibility, family size and residency met all of the standards.
- Family data files were reviewed and updated accordingly (divorce, change of address, restraining orders, etc.).

#2

Teaching and Learning (Desired Results Developmental Profile 2015 instrument):

The children made big strides in all domains of development in 2019/20:

In Social and Emotional Development, they improved from 37% at Building Later and above in Fall 2019 to 80% in Spring 2020;

In Language and Literacy Development from 26% at Building Later and above in Fall 2019 to 80% in Spring 2020;

In Math from 27% at Building Later and above in Fall 2019 to 74% in Spring 2020; and

In Physical Development from 63% at Building Later and above in Fall 2019 to 91% in Spring 2020.

3

Staffing and Professional Development (Early Childhood Environment Rating Scale-R instrument):

Staff participated in over 200 hours of professional growth including but not limited to Health & Safety, Covid-19, Trauma Informed Care, Distance Teaching, Development of Appropriate Practices, Curriculum Planning, Working with Children with Limited English Skills, Behavior Management, and many others.

4

Parent Involvement

We did not formally assess parent involvement since parent surveys are being sent in April/May. However, during the distance teaching, parents were involved 100% until the end of the program year (June 30, 2020). The involvement was through texts, emails, phone calls, zoom meetings, ABC Mouse (digital education program, subscription-free for schools).

Part 2.B. Analyze the [program review data](#) (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT): N/A

Strengths	
Weaknesses	
Opportunities	
Threats	

Part 2.C. Review and comment on progress towards SLO/PLO/OO Action Plans:

PLO # 1: Promote access to higher education by providing students with an on-campus laboratory where they can further their knowledge in child development and gain experience in working with young children through the following methods:

1. CDC teachers align their curriculum with California Early Childhood Foundations and Guidelines, complete Desired Results Development Profile-2015 on each child, and plan curriculum and activities that are developmentally appropriate for both the group and each individual child. Students gain first-hand knowledge of Title 5 and Title 22 programs.
2. CDC staff work closely with the students, mentor them and assist them in obtaining child development permits. When the college and the center closed, the teachers continued to provide information and support to the students they had mentored in the spring semester. The CFE program did not offer CFE 201 and CFE 202 in the fall semester. There are conversations taking place between the center director and CFE chair on the ways the center can accommodate practicum students (CFE 201 and 202) in Spring 2021.

PLO # 2: Promote access to higher education to student/parents by providing an on-campus high quality preschool at no cost:

1. The center has a contract with the Department of Education to operate a state preschool program;
 2. The center receives Equity child care funds to provide services to eligible children;
 3. The staff complete all of the mandates, stay in compliance with all Title 5 and Title 22 requirements and consequently are eligible to receive enhancement funding.
- Since we are physically open, we are available to meet the child care needs of the students as well as the community for both educational and employment needs.

Part 2.D. Review and comment on progress towards past program review goals:

Our goal in 2018/19 and 2019/20 was to increase children’s competency in language and early literacy development. In the fall of 2019, the center continued to collaborate with Los Angeles County Library to provide literacy enrichment opportunities to children and families. The teachers set up each child for “ABC Mouse”, an online platform for children to participate in teacher-selected, child-specific educational activities. During the closure, the teachers read books to the children via zoom, provided them with language and literacy activities, and sent materials and free books to each child. There is also a “daily family engagement” component on Learning Genie platform where staff post daily activities and additional resources for home enrichment.

Part 3. Based on Part 2 above, please list program/area goals for 2020-2021:

<i>Program/Area Goal #</i>	<i>Goal supports which ILO/PLO/SLO/OO?</i>	<i>Description of Goal</i>	<i>Steps to be taken to achieve goal?</i>
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# 1	1 and 2	Increase teachers' knowledge in trauma informed care and strategies to work with children who have experienced trauma and/or have special needs.	<ol style="list-style-type: none"> 1. Professional growth activities in trauma informed care and working with children with special needs; 2. Purchase sensory materials to address Speech and Language Delays, ADHD, and other developmental delays.
# 2	1 and 2	Continue to increase language and literacy acquisition.	<ol style="list-style-type: none"> 1. Support letter/word recognition and phonological awareness through daily activities, the environment and online learning activities; 2. Enhance school, classroom and home libraries with books from Scholastic; 3. Professional growth activities on infusing literacy into other curriculum areas.

Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):

<i>Type of Resource Request</i>	<i>Summary of Request</i>	<i>New or Repeat Request</i>	<i>Amount of Request, \$</i>	<i>One-Time or Recurring Cost, \$</i>	<i>Contact's Name</i>
Faculty					
Classified Staff	50% early childhood specialist	R	35,000	Recurring	Katarina Orlic-Babic
Technology					
Physical/Facilities					
Supplies					
Professional Development	Augment professional growth funding	R	5,000	Recurring	Katarina Orlic-Babic
Other: Materials	Purchase Educational Materials to support full inclusion and children with special needs	N	5,000	One-Time	Katarina Orlic-Babic

<i>Other: Assistants</i>	Establish an hourly assistant position. Augment funding for assistants in order to provide more one-on-interaction with children with special needs.	N	15,000	Recurring	Katarina Orlic-Babic
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Part 5. Insert your Program Review Data here, as well as any other supporting data. (See Part 2.B above.)



2019-2020 Program Review Report

Division/Area Name: Economics	For Years: 2021-2022
Name of person leading this review: Ibrahim Derin Ganley, PhD	
Names of all participants in this review: Ibrahim Derin Ganley, PhD	

Part 1. Program Overview:

1.1. Briefly describe how the program contributes to the district mission

AVC's Economics Department supports the Mission and educational Master Plan (EMP) of the Antelope Valley College District in that student success and student-centered learning is a top priority of the Economics Program. Our course offerings provide a quality education for a diverse community of learners. Economics instructors continue to participate in giving to the community through public and private presentations and membership on various community-oriented committees and associations.

1.2. State briefly program highlights and accomplishments

The most notable accomplishments for the Economics Program for the 2018/2019 year are:

- Enrollment is down at both ACV and in the economics program.
- Economic students are showing a preference for enrolling in online economics classes (as opposed to traditional, face-to-face economics classes).
- In 2018/2019, all Economics Program PLOs and SLOs were met.
- In terms of gender, across the board the success rate of students in economics classes is above the AVC success rate. NOTE: There is no 2018/2019 success data broken down by ethnicity
- In terms of gender, nearly across the board the retention rate of students in economics classes is above the AVC retention rate. Exception: Males in economic classes have a slightly lower retention rate (87.5%) compared to the 87.8% AVC retention rate for males. There is no 2018/2019 retention data broken down by ethnicity

1.3. Check each Institutional Learning Outcome (ILO) supported by the program. Type an "X" if checkbox is unavailable.

X Communication	X Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis.
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	<input type="checkbox"/> Demonstrates listening and speaking skills that result in focused and coherent communications
X Creative, Critical, and Analytical Thinking	X Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. X Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
Community/Global Consciousness	Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment. <input type="checkbox"/> Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
X Career and Specialized Knowledge	X Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.
1.4. Check each <u>Educational Master Plan (EMP)/Strategic Plan Goal</u> supported by the program. Type an "X" if checkbox is unavailable.	
X Goal 1*: Commitment to strengthening institutional effectiveness measures and practices.	
<input type="checkbox"/> Goal 2*: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.	
X Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.	
X Goal 4*: Advance more students to college-level coursework-Develop and implement effective placement tools.	
X Goal 5: Align instructional programs to the skills identified by the labor market.	

*Indicates College-Wide Priorities for 2019-2020

Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:
In Spring 2020 AVC's full-time professor of Economics attempted to do a survey of his students in Econ 101 and 102 to determine information regarding their educational goals, career aspirations, modality preferences and employment status. Unfortunately, the response rate was insufficiently low and, therefore, the survey did not yield any findings. In Fall 2020 the survey will be deployed again with different strategies to yield a higher response rate.

AVC's Economics Program is not reviewed by an external agency. Furthermore, there are no licensure exams. Likewise, there are no advisory groups.

The students who take AVC's economics classes are mostly business transfer majors and students who want to satisfy GE requirements. These programs are not intended to serve the local economy. Some may suggest that we should have an advisory group or partnerships that connect our classes to local business entities. Such a suggestion shows a lack of understanding that our economics classes and our only degree (an AA transfer degree) are not geared toward the local economy. The knowledge gained in our Economics classes will not inform the practices of local businesses. Our economics classes are academic in nature. In this way we are different from some business programs like, for example, accounting and/or business technology where what students are learning in the classroom can be directly applied in a local business setting. There is a two-year AA business program at AVC that is tied to the needs of local businesses. This program does not require its students to take any economics classes because, as noted above, our classes are not geared for direct application.

Part 2.B. Analyze the [program review data](#) (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):

Strengths	<p>RETENTION. There is a notable upward trend in terms of RETENTION of students in the Economics Department. This trend holds for both genders and across ethnic groups. The retention rate of students in the Economics Department typically exceeds the retention rate at AVC.</p> <ul style="list-style-type: none">• ETHNICITY. There is no 2018/2019 retention data broken down by ethnicity. Looking at the data from 2014/2015 – 2017/2018 shows an upward trend in retention.<ul style="list-style-type: none">• African American/Black Students. In 2014/2015, the retention rate for African American/Black students in economics classes was 66.2%, notably under the 81.5% AVC retention rate at the time for African American/Black students. In 2017/2018, the retention rate rose for this group to 87.9%, exceeding the 83.1% retention rate at this time at AVC for African American/Black students.• Hispanic Students. In 2014/2015, the retention rate for Hispanic students in economics classes was 81.5%, notably under the 86.7% AVC retention rate at that time. In 2017/2018, the retention rate for this group rose to 88.1% rate, slightly exceeding the 87.9% AVC retention rate at this time for Hispanic students.• White Non-Hispanic Students. In 2014/2015, the retention rate for White Non-Hispanic students in economics classes was 82.7%. In 2017/2018, the retention rate rose for this group to 90.4%, slightly exceeding the 89.2% AVC retention rate at this time for White Non-Hispanic students .
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- Students of Two or More Races. There is no clear trend for this group of students. In 2017/2018, the retention rate for this group was 87%, nearly mirroring the 87.3% AVC retention rate at this time for students of Two or More Races.
- GENDER. Looking at the data disaggregated by gender tells a similarly positive story.
 - Females. In 2014/2015, the retention rate for females in economics classes was 79.5%, notably under the 86.2% AVC retention rate at the time for females. In 2018/2019, the retention rate for females rose to 89%, exceeding the 87.4% AVC retention rate at this time for females.
 - Males also have done better, though their retention rate slipped slightly in the last year. In 2014/2015, the retention rate for males in economics classes was 81.3%, which was lower the 85.6% AVC retention rate for males. In 2018/2019, the retention rate for males was 87.5%, down slightly from 90.3% in 2017/2018. The 2018/2019 87.5% retention rate for males in economics is ever so slightly less than the 87.8% AVC's retention rate for males.

SUCCESS RATE. There is a notable upward trend in terms of SUCCESS RATE of students in the Economics Department. In 2014/2015, the success rate was 66.1%. In 2018/2019, the success rate was 76.3%, exceeding the 72.2% AVC success rate at the time. This positive trend holds for both genders.

- ETHNICITY. There is no 2018/2019 success data broken down by ethnicity. Looking at the data from 2014/2015 – 2017/208 shows an upward trend in success across all racial groups.
 - African American/Black Students. In 2014/2015, the success rate for African American/Black students in economics classes was 48.4%, notably under the 56.1% AVC success rate at the time for African American/Black students. In 2017/2018, the success rate rose for this group to 66.4%, notably exceeding the 60.3% AVC success rate at this time for African American/Black students.
 - Hispanic Students. In 2014/2015, the success rate for Hispanic students in economics classes was 67.6%, under the 70.8% AVC success rate for this group. In 2017/2018, the success rate for this group rose to 77.7% rate, notably exceeding the 72.9% AVC success rate at this time for Hispanic students.
 - White Non-Hispanic Students. In 2014/2015, the success rate for White Non-Hispanic students in economics classes was 73.5%, below the 76.4% AVC success rate at this time for White Non-Hispanic students. In 2017/2018, the success rate rose for this group to 83.8%, slightly exceeding the 78.8% AVC success rate at this time for White Non-Hispanic students .

- Students of Two or More Races. In 2014/2015, the success rate for this group was 62.5%, below the 69.7% AVC success rate at this time for students of two or more races. In 2017/2018, the success rate for this group rose to 76.1%, notably exceeding the 73.2% AVC success rate at this time for students of two or more races.
- GENDER. Looking at the data disaggregated by gender tells a similarly positive story.
 - Females. In 2014/2015, the success rate for females was 65.5%, notably under the 70.4% AVC success rate at the time for females. In 2018/2019, the success rate for females rose to 73.5%, slightly exceeding the 72.4% AVC success rate at this time for females. It should be noted that there was a dip in success for females between 2017/2018 (when the rate was 76%) and 2018/2019 (when the rate slipped to 73.5%).
 - Males. In 2014/2015, the success rate for males was 66.7%, which was slightly lower the 67.7% AVC success rate for males. In 2018/2019, the success rate for males rose to 78.9%, notably exceeding the 72% AVC success rate at this time for males. It should be noted that there was a dip in success for males between 2017/2018 (when the rate was 80.9%) and 2018/2019 (when the rate slipped to 78.9%).

GRADE DISTRIBUTION. Looking at the grade distributions earned in Economics classes, we see that there is an upward trend in student success.

- PASSING. Between 2015/2016 and 2018/2019, the percentage of passing grades in economics classes increased. In 2015/2016, 71% of the grades were passing (A, B, C, or P). In 2018/2019, 76% of the grades were passing, down slightly from 78% in 2017/2018.
- FAILING. Between 2015/2016 and 2018/2019, the percentage of Ds and Fs earned in economics classes decreased. In 2015/16, 17% of the grades earned in economics classes were Ds or Fs. In 2018/2019 this number had dropped to 12%.
- WITHDRAWS. Withdraw rates have remained steady, hovering between 12% (in 2015/2016, 2016/2017, and 2018/2019) and 11% (in 2017/2018).

MODALITY. When comparing enrollment in traditional classes and online classes, there is an upward trend in terms of the number of students enrolling in online classes. In 2014/2015, 326 students enrolled in online economics classes. This was 38.2% of the students who enrolled in economics classes in that year. In 2018/2019, 435 students enrolled in online economics classes. This was 59% of the students who enrolled in economics

	<p>classes in that year. This means that the major of students who are taking economics are now taking economics online.</p> <p><u>INSTRUCTIONAL PERSONNEL.</u> The faculty of the Economics Department has been stable in terms of FTES and in terms of FTES/FTE and in terms of personnel. Since 2014/2015, the Economics Department has been staffed by the same dedicated and knowledgeable faculty: 1 full-time faculty member and the same 4 adjunct faculty members.</p>
<i>Weaknesses</i>	<p><u>AFRICAN AMERICAN SUCCESS RATE.</u> Although the success rates of African American/Black students taking economics classes increased from 48.4% in 2014/2015 to 66.4% in 2017/2018 (notably exceeding the 60.3% AVC success rate for African American/Black students in 2017/2018), there is still room for improvement. African Americans should be having higher success rates in economics classes and at AVC.</p> <p><u>STUDENT ENROLLMENT.</u> Looking at data for the past five years (from 2014/2015 to 2018/2019), one can see that there has been a downward trend in the number of students enrolling in economics classes. In 2014/2015, 852 students enrolled in economics classes. In 2018/2019, 737 students enrolled in economics classes. It has not been examined closely if the enrollment trends in economics classes mirror those of AVC at large, but this is likely the case (since community college enrollment typically is tied to the labor market, with less students enrolling in school when the labor market is tight...and the unemployment rate is the lowest it has been in recent history). So, although students who take economics seem to be mastering the subject more (as determined by increasing success and retention rates), less students overall are attempting the classes. Given the importance of economics, the downward trend in enrollment is a trend to watch.</p>
<i>Opportunities</i>	<p>Given the upward trend in retention, success and grades, we should encourage and guide more students to transferring into economics programs at four-year institutions, especially those at Cal State and UC campuses.</p> <p>Regarding Modality. As noted above, in 2018/2019, 59% of the students who enrolled in economics classes enrolled in online classes. It is likely that the online platform is preferred because it allows students added flexibility when coordinating their work and school schedules. Given AVC's goal to increase enrollment, we should consider offering a greater percentage of the economics classes online.</p>
<i>Threats</i>	<p>Enrollment at AVC is down and the Economics Department is following suit. There is a 13.5% decline in enrollment in the Economics Department between 2014/2015 and 2018/2019. Economic data shows that when there is a strong job market (like there is now) that enrollment in community colleges (especially in business-related majors)</p>

	take a hit. With the economy being strong and expected to remain strong, it is likely that enrollments at AVC and in the Economics Department will continue to be sluggish. Note: The enrollment downturn is not unique to AVC. Many schools across the nation (especially liberal arts oriented schools) are experiencing the same trend.
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Part 2.C. Review and comment on progress towards SLO/PLO/OO Action Plans:

In 2018/2019, all SLOs and PLOs were met.

Since we are meeting our SLOs and PLOs, we don't have action plans per se. We will continue to utilize best practices to fostering student success.

Part 2.D. Review and comment on progress towards past program review goals:

In 2017/2018, we identified two goals:

1. To increase the success of African American students in the Economics Department.
2. To help a greater number of AVC students transfer to 4-year institutions.

Regarding Goal #1:

We are not able to measure progress related to Goal #1 because there is no 2018/2019 success or retention data broken down by ethnicity.

Regarding Goal #2:

We made significant progress on Goal #2. Consider the upward trend presented in the following data:

Number of Degrees/Certificates Awarded in AA-T Economics (ECNT)

2015/2016: 1

2016/2017: 1

2017/2018: 18

2018/2019: 24

This shows that in four academic years (between 2015/2016 and 2018/2019), the number of AA-T Economics degree certificates awarded has gone up twenty-four fold. This positive increase reflects the emphasis AVC's full-time Economics faculty member places on transfer and the benefits of earning a four year and/or graduate degree. He is always giving pep talks and encouraging his students to earn their AA-T degree and then to pursue their BA/BS and beyond.

Part 3. Based on Part 2 above, please list program/area goals for 2020-2021:

<i>Program/Area Goal #</i>	<i>Goal supports which ILO/PLO/SLO/OO?</i>	<i>Description of Goal</i>	<i>Steps to be taken to achieve goal?</i>
<p>To continue to shrink the gap between the success African American/Black students are having in the Economics Department in comparison to their non-African American/Black peers.</p>	<p>For ILOs, this continued goal relates most directly to ILO 1 and 3.</p> <p>For PLOs and SLOs, this continued goal relates directly to all PLOs and SLOs.</p>	<p>Although there is a notable upward trend in terms of the SUCCESS of African American/Black students in the Economics Department, there is still room for improvement as the success rate of African American/Black students is still lower than the success rates of their non-African American/Black peers. Stated different, the gap is shrinking but has not yet closed. We want to continue to shrink the gap.</p>	<p>Extra effort on part of faculty to offer support to learn materials (i.e., test review sessions, tutoring, academic advising) during office hours.</p>
<p>To continue to help a greater number of AVC students transfer to 4-year institutions.</p>	<p>For ILOs, this continued goal relates most directly to ILO 1, 3, 4, and 6.</p> <p>For PLOs and SLOs, this continued goal relates directly to all PLOs and SLOs.</p>	<p>The faculty of the Economics Department are committed to helping students from AVC enroll in 4-year programs, especially those at Cal State and UC campuses.</p>	<p>During lectures, faculty will continue emphasis the benefits of having a 4-year degree.</p> <p>Faculty will continue to provide academic and career advisement to students.</p> <p>Faculty will continue to write letters of recommendation for students applying to 4-year institutions.</p>

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Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):

<i>Type of Resource Request</i>	<i>Summary of Request</i>	<i>New or Repeat Request</i>	<i>Amount of Request, \$</i>	<i>One-Time or Recurring Cost, \$</i>	<i>Contact's Name</i>
Faculty	Not requesting change at this time				
Classified Staff	Not requesting change at this time				
Technology	Not requesting change at this time				
Physical/Facilities	Not requesting change at this time				
Supplies	Not requesting change at this time				
Professional Development	Not requesting change at this time				
Other					

Part 5. Insert your Program Review Data here, as well as any other supporting data. (See Part 2.B above.)

In 2019//2020, all SLOs and PLOs were successfully met.

Regarding SLOs in Economics 101. In 2019-2020 cycle, based on data from Economics 101, all SLOs were successfully met at a rate above the target rate of 70%. Specifically:

- SLO 1. 87.0% of the students assessed successfully met the SLO.
- SLO 2. 85.3% of the students assessed successfully met the SLO.
- SLO 3. 83.2% of the students assessed successfully met the SLO.
- SLO 4. 90.4% of the students assessed successfully met the SLO.
- SLO 5. 86.9% of the students assessed successfully met the SLO.
- SLO 6. 85.3% of the students assessed successfully met the SLO.

Regarding SLOs in Economics 102. In 2019-2020 cycle, based on data from Economics 102, all SLOs were successfully met at a rate above the target rate of 70%. Specifically:

- SLO 1. 86.6% of the students assessed successfully met the SLO.
- SLO 2. 82.3% of the students assessed successfully met the SLO.
- SLO 3. 91.4% of the students assessed successfully met the SLO.
- SLO 4. 84.4% of the students assessed successfully met the SLO.

Regarding PLOs. In the 2019-2020 Cycle, data from Econ 101 and 102 were collected and analyzed to assess these PLOs. In summary, given that all the PLOs were met at a 86.2% or higher rate and the cut off for being adequately met was 70%, this data indicates that all four PLOs were met successfully during the 2019-2020 Cycle.

- Regarding PLO #1: To assess the achievement of PLO #1, SLO data from both ECON 101 and ECON 102 are collected and analyzed. For ECON 101, SLOs 1, 2, 3, 4, 5 and 6 are used. For ECON 102, SLOs 1, 2, 3, and 4 are used. The data indicates that 86.49% of the students met PLO #1.
- Regarding PLO#2: To assess the achievement of PLO #2, SLO data from both ECON 101 and ECON 102 are collected and analyzed. For ECON 101, SLOs 4 and 6 are used. For ECON 102, SLOs 1,2, 3, and 4 are used. The data indicates that 87.1% of the students met PLO #2.
- Regarding PLO#3: To assess the achievement of PLO #3, SLO data from both ECON 101 and ECON 102 are collected and analyzed. For ECON 101, SLOs 1,3, and 5 are used. For ECON 102, SLOs 1,2, 3, and 4 are used. The data indicates that 86.2% of the students met PLO #3.
- Regarding PLO#4: To assess the achievement of PLO #4, SLO data from both ECON 101 and ECON 102 are collected and analyzed. For ECON 101, SLOs 4, 5 and 6 are used. For ECON 102, SLO1 is used. The data indicates that 86.8% of the students met PLO #4.

Action Reports: Economics classes are currently being taught by one full-time faculty and four long-time adjunct faculty members. The strong achievements of the student can directly be linked to the faculty's work, expertise, and availability to the students. The faculty should continue their work. Action Reports for ECON 100, ECON 101, and ECON 102 are attached to this report.

Part 5. Economics Program Review Data

1. Enrollment, Retention Rate and Success Rate by Gender in Economics Program

Academic Year	Enrollment	Economics Retention Rate (%)	Economics Success Rate (%)	AVC Retention Rate (%)	AVC Success Rate (%)
2014-2015	852	80.3	66.1	-	-
2015-2016	824	88.3	70.9	86.8	70.9
2016-2017	755	87.5	75.1	87.4	70.7
2017-2018	790	89.1	78.1	87.6	72.4
2018-2019	737	88.5	76.3	87.7	72.2

FEMALE					
Academic Year	Enrollment	Economics Retention Rate (%)	Economics Success Rate (%)	AVC's Female Retention Rate (%)	AVC's Female Success Rate (%)
2014-2015	444	79.5	65.5	86.2	70.4
2015-2016	413	88.1	69.0	86.6	70.0
2016-2017	400	86.0	71.5	87.2	70.8
2017-2018	416	88.0	76.0	87.5	72.7
2018-2019	392	89.0	73.5	87.4	72.4

MALE					
Academic Year	Enrollment	Economics Retention Rate (%)	Economics Success Rate (%)	AVC's Male Retention Rate (%)	AVC's Male Success Rate (%)
2014-2015	402	81.3	66.7	85.6	67.7
2015-2016	405	88.6	72.6	87.1	69.4
2016-2017	349	89.7	79.7	87.8	70.8
2017-2018	361	90.3	80.9	87.7	72.1
2018-2019	337	87.5	78.9	87.8	72.0

UNKNOWN					
Academic Year	Enrollment	Economics Retention Rate (%)	Economics Success Rate (%)	AVC's Unknown Retention rate (%)	AVC's Unknown Success Rate (%)
2014-2015	6	66.7	66.7	83.5	71.2
2015-2016	6	83.3	83.3	89.7	70.8
2016-2017	6	66.7	50.0	85.6	68.0
2017-2018	13	92.3	69.2	85.1	71.4
2018-2019	8	100.0	100.0	86.2	70.1

2. Enrollment, Retention Rate and Success Rate by Ethnicity in Economics Program

A. African American/Black

Academic Year	Enrollment	Economics Retention Rate (%)	Economics Success Rate (%)	AVC's A.A./B Retention rate (%)	AVC's A.A./B Success Rate (%)
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2014-2015	157	66.2	48.4	81.5	56.1
2015-2016	121	87.6	59.5	83.0	58.5
2016-2017	116	83.6	62.9	83.4	59.2
2017-2018	116	87.9	66.4	83.1	60.3

B. Hispanic

Academic Year	Enrollment	Economics Retention Rate (%)	Economics Success Rate (%)	AVC's Hispanic Retention rate (%)	AVC's Hispanic Success Rate (%)
2014-2015	367	81.5	67.6	86.7	70.8
2015-2016	397	87.7	71.8	87.2	70.2
2016-2017	363	87.9	77.4	87.9	71.2
2017-2018	378	88.1	77.0	87.9	72.9

C. White Non-Hispanic

Academic Year	Enrollment	Economics Retention Rate (%)	Economics Success Rate (%)	AVC's W.N-H Retention rate (%)	AVC's W.N-H Success Rate (%)
2014-2015	226	82.7	73.5	87.9	76.4
2015-2016	212	86.3	74.1	88.3	76.6
2016-2017	196	89.3	82.7	88.8	77.5
2017-2018	198	90.4	83.8	89.2	78.8

D. Two or More Races

Academic Year	Enrollment	Economics Retention Rate (%)	Economics Success Rate (%)	AVC's T.M.R Retention rate (%)	AVC's T.M.R Success Rate (%)
2014-2015	48	87.5	62.5	86.8	69.7
2015-2016	40	95.0	62.5	86.4	69.0
2016-2017	35	85.7	65.7	87.4	70.8
2017-2018	46	87.0	76.1	87.3	73.2

E. Other

Academic Year	Enrollment	Economics Retention Rate (%)	Economics Success Rate (%)	AVC's Other Retention rate (%)	AVC's Other Success Rate (%)
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2014-2015	54	96.3	79.6	88.1	76.7
2015-2016	54	98.1	83.3	90.3	77.8
2016-2017	45	88.9	62.2	90.5	77.0
2017-2018	52	96.2	92.3	92.0	80.9

3. Grade Distribution (as a percentage) in Economics Program

Academic Year	A, B, C & P	D & F	W	I, IP, RD
2015-2016	71	17	12	-
2016-2017	75	12	12	-
2017-2018	78	11	11	-
2018-2019	76	12	12	-

Academic Year	A	B	C	D	F	W
2015-2016	23	27	21	6	11	12
2016-2017	25	29	21	-	8	12
2017-2018	32	27	19	-	7	11
2018-2019	28	23	25	6	6	12

4. Enrollment and Number of Sections by *Modality* in Economics Program

Academic Year	Online (Number of Sections)	Traditional (Number of Sections)	Online (Enrollment)	Traditional (Enrollment)
2014-2015	9	16	326	526
2015-2016	7	17	248	576
2016-2017	8	16	264	491
2017-2018	9	16	322	468
2018-2019	13	12	435	302

ACTION PLAN FOR ECONOMICS PROGRAM

Academic Year 2020/2021 (based on data from 2019/2020)

Class: ECON 100 Survey of Economics

Learning Outcome: SLO 1: Be able to reason accurately and objectively about economic matters.

Data: Fall 2019, Spring 2020, and Summer 2020

Semester	Meets and Exceeds		Meets		Does not meet		N/A		Total	
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2019	8	42.11%	11	57.89%	0	0.00%	0	0.00%	19	100.00%
Total	8	42.11%	11	57.89%	0	0.00%	0	0.00%	19	100.00%

Type of Action Plan: Direct Curriculum X
 Intra Curriculum
 Inter Curriculum

Action Plan: During Summer 2020 and Spring 2020, ECON 100 was not offered. When it was offered in Fall 2019, 19 students were assessed in terms of SLO 1. 100% of the assessed students either met (57.9%) or exceeded (42.1%) the standard. This far surpassed the goal of having 70% of the assessed students at this threshold. This class is currently being taught by two long-time adjunct faculty members. They should continue their fine work.

ACTION PLAN FOR ECONOMICS PROGRAM
 Academic Year 2020/2021 (based on data from 2019/2020)

Class: ECON 100 Survey of Economics

Learning Outcome: SLO 2: Summarize the principles essential to understanding the economic problem, specific economic issues, and policy alternatives.

Data: Fall 2019, Spring 2020, and Summer 2020

Semester	Meets and Exceeds		Meets		Does not meet		N/A		Total	
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2019	8	42.11%	11	57.89%	0	0.00%	0	0.00%	19	100.00%
Total	8	42.11%	11	57.89%	0	0.00%	0	0.00%	19	100.00%

Type of Action Plan: Direct Curriculum X
Intra Curriculum
Inter Curriculum

Action Plan: During Summer 2020 and Spring 2020, ECON 100 was not offered. When it was offered in Fall 2019, 19 students were assessed in terms of SLO 1. 100% of the assessed students either met (57.9%) or exceeded (42.1%) the standard. This far surpassed the goal of having 70% of the assessed students at this threshold. This class is currently being taught by two long-time adjunct faculty members. They should continue their fine work.

ACTION PLAN FOR ECONOMICS PROGRAM
Academic Year 2020/2021 (based on data from 2019/2020)

Class: ECON 101 Principles of Macroeconomics

Learning Outcome: SLO 1: Explain how the concepts of scarcity and opportunity cost affect consumer, business and government decision-making.

Data: Fall 2019, Spring 2020 and Summer 2020

Semester	Meets and Exceeds		Meets		Does not meet		N/A		Total	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2020	88	75.21%	15	12.82%	14	11.97%	0	0.00%	117	100.00%
Fall 2019	85	62.04%	33	24.09%	19	13.87%	0	0.00%	137	100.00%
Total	173	68.11%	48	18.90%	33	12.99%	0	0.00%	254	100.00%

Type of Action Plan: Direct Curriculum X
 Intra Curriculum
 Inter Curriculum

Action Plan: During Fall 2019 and Spring 2020, 254 students were assessed in terms of SLO 1. 87.01% of the assessed students either met (18.9%) or exceeded (68.11%) the standard. This far surpasses the goal of having 70% of the assessed students at this threshold. This class is currently being taught by one full-time faculty and four long-time adjunct faculty members. The strong achievements of the student can directly be linked to the faculty's work, expertise, and availability to the students. The faculty should continue their work.

ACTION PLAN FOR ECONOMICS PROGRAM

Academic Year 2020/2021 (based on data from 2019/2020)

Class: ECON 101 Principles of Macroeconomics

Learning Outcome: SLO 2: Define, describe and calculate the basic nominal and real measures of aggregate economic activity, such as domestic product and income, unemployment and inflation.

Data: Fall 2019, Spring 2020 and Summer 2020

Semester	Meets and Exceeds		Meets		Does not meet		N/A		Total	
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2020	79	67.52%	24	20.51%	13	11.11%	1	0.85%	117	100.00%
Fall 2019	72	52.55%	41	29.93%	24	17.52%	0	0.00%	137	100.00%
Total	151	59.45%	65	25.59%	37	14.57%	1	0.39%	254	100.00%

Type of Action Plan: Direct Curriculum X
Intra Curriculum
Inter Curriculum

Action Plan: During Fall 2019 and Spring 2020, 254 students were assessed in terms of SLO 2. 85.43% of the assessed students either met (25.59%) or exceeded (59.45%) the standard. This far surpasses the goal of having 70% of the assessed students at this threshold. This class is currently being taught by one full-time faculty and four long-time adjunct faculty members. The strong achievements of the student can directly be linked to the faculty's work, expertise, and availability to the students. The faculty should continue their work.

ACTION PLAN FOR ECONOMICS PROGRAM

Academic Year 2020/2021 (based on data from 2019/2020)

Class: ECON 101 Principles of Macroeconomics

Learning Outcome: SLO 3: Describe, compare, differentiate, and evaluate Classical, Monetarist, Keynesian and Supply-Side macroeconomic theories.

Data: Fall 2019, Spring 2020 and Summer 2020

Semester	Meets and Exceeds		Meets		Does not meet		N/A		Total	
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2020	85	72.65%	20	17.09%	8	6.84%	4	3.42%	117	100.00%
Fall 2019	59	43.07%	40	29.20%	33	24.09%	5	3.65%	137	100.00%
Total	144	56.69%	60	23.62%	41	16.14%	9	3.54%	254	100.00%

Type of Action Plan: Direct Curriculum X
Intra Curriculum
Inter Curriculum

Action Plan: During Fall 2019 and Spring 2020, 254 students were assessed in terms of SLO 3. 83.86% of the assessed students either met (23.62%) or exceeded (56.69%) the standard. This far surpasses the goal of having 70% of the assessed students at this threshold. This class is currently being taught by one full-time faculty and four long-time adjunct faculty members. The strong achievements of the student can directly be linked to the faculty's work, expertise, and availability to the students. The faculty should continue their work.

ACTION PLAN FOR ECONOMICS PROGRAM

Academic Year 2020/2021 (based on data from 2019/2020)

Class: ECON 101 Principles of Macroeconomics

Learning Outcome: SLO 4: Explain the role of banking in the money creation process, and identify the structure, function, and purpose of the Federal Reserve System.

Data: Fall 2019, Spring 2020 and Summer 2020

Semester	Meets and Exceeds		Meets		Does not meet		N/A		Total	
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2020	90	76.92%	18	15.38%	7	5.98%	2	1.71%	117	100.00%
Fall 2019	84	61.31%	35	25.55%	17	12.41%	1	0.73%	137	100.00%
Total	174	68.50%	53	20.87%	24	9.45%	3	1.18%	254	100.00%

Type of Action Plan: Direct Curriculum X

Intra Curriculum

Inter Curriculum

Action Plan: During Fall 2019 and Spring 2020, 254 students were assessed in terms of SLO 4. 90.55% of the assessed students either met (20.87%) or exceeded (68.50%) the standard. This far surpasses the goal of having 70% of the assessed students at this threshold. This class is currently being taught by one full-time faculty and four long-time adjunct faculty members. The strong achievements of the student can directly be linked to the faculty's work, expertise, and availability to the students. The faculty should continue their work.

ACTION PLAN FOR ECONOMICS PROGRAM

Academic Year 2020/2021 (based on data from 2019/2020)

Class: ECON 101 Principles of Macroeconomics

Learning Outcome: SLO 5: Identify the causes of the economic growth, propose and asses various fiscal and monetary macroeconomic policies that promote economic growth.

Data: Fall 2019, Spring 2020 and Summer 2020

Semester	Meets and Exceeds		Meets		Does not meet		N/A		Total	
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2020	86	73.50%	22	18.80%	8	6.84%	1	0.85%	117	100.00%
Fall 2019	78	56.93%	34	24.82%	25	18.25%	0	0.00%	137	100.00%
Total	164	64.57%	56	22.05%	33	12.99%	1	0.39%	254	100.00%

Type of Action Plan: Direct Curriculum X
Intra Curriculum
Inter Curriculum

Action Plan: During Fall 2019 and Spring 2020, 254 students were assessed in terms of SLO 5. 87.01% of the assessed students either met (22.05%) or exceeded (64.57%) the standard. This far surpasses the goal of having 70% of the assessed students at this threshold. This class is currently being taught by one full-time faculty and four long-time adjunct faculty members. The strong achievements of the student can directly be linked to the faculty's work, expertise, and availability to the students. The faculty should continue their work.

ACTION PLAN FOR ECONOMICS PROGRAM

Academic Year 2020/2021 (based on data from 2019/2020)

Class: ECON 101 Principles of Macroeconomics

Learning Outcome: SLO 6: Measure and evaluate the macroeconomic consequences of globalization.

Data: Fall 2019, Spring 2020 and Summer 2020

Semester	Meets and Exceeds		Meets		Does not meet		N/A		Total	
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2020	76	64.96%	28	23.93%	9	7.69%	4	3.42%	117	100.00%
Fall 2019	67	48.91%	39	28.47%	27	19.71%	4	2.92%	137	100.00%
Total	143	56.30%	67	26.38%	36	14.17%	8	3.15%	254	100.00%

Type of Action Plan: Direct Curriculum X

Intra Curriculum

Inter Curriculum

Action Plan: During Fall 2019 and Spring 2020, 254 students were assessed in terms of SLO 6. 85.83% of the assessed students either met (26.38%) or exceeded (56.30%) the standard. This far surpasses the goal of having 70% of the assessed students at this threshold. This class is currently being taught by one full-time faculty and four long-time adjunct faculty members. The strong achievements of the student can directly be linked to the faculty's work, expertise, and availability to the students. The faculty should continue their work.

ACTION PLAN FOR ECONOMICS PROGRAM

Academic Year 2020/2021 (based on data from 2019/2020)

Class: ECON 102 Principles of Microeconomics

Learning Outcome: SLO 1: Identify and define the economic concepts of scarcity, efficiency, opportunity costs and comparative advantage and apply them to demonstrate the gains from specialization and trade.

Data: Fall 2019, Spring 2020 and Summer 2020

Semester	Meets and Exceeds		Meets		Does not meet		N/A		Total	
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2020	31	51.67%	19	31.67%	8	13.33%	2	3.33%	60	100.00%
Fall 2019	78	60.47%	34	26.36%	17	13.18%	0	0.00%	129	100.00%
Total	109	57.67%	53	28.04%	25	13.23%	2	1.06%	189	100.00%

Type of Action Plan: Direct Curriculum X
Intra Curriculum
Inter Curriculum

Action Plan: During Fall 2019 and Spring 2020, 189 students were assessed in terms of SLO 1. 86.77% of the assessed students either met (28.04%) or exceeded (57.67%) the standard. This far surpasses the goal of having 70% of the assessed students at this threshold. This class is currently being taught by one full-time faculty and three long-time adjunct faculty members. The strong achievements of the student can directly be linked to the faculty's work, expertise, and availability to the students. The faculty should continue their work.

ACTION PLAN FOR ECONOMICS PROGRAM

Academic Year 2020/2021 (based on data from 2019/2020)

Class: ECON 102 Principles of Microeconomics

Learning Outcome: SLO 2: Describe the determinants of supply and demand, and examine and explain the market consequences of elasticity and changes in both unconstrained and government regulated markets.

Data: Fall 2019, Spring 2020 and Summer 2020

Semester	Meets and Exceeds		Meets		Does not meet		N/A		Total	
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2020	21	35.00%	25	41.67%	12	20.00%	2	3.33%	60	100.00%
Fall 2019	76	38.91%	32	24.81%	21	16.28%	0	0.00%	129	100.00%
Total	97	51.32%	57	30.16%	33	17.46%	2	1.06%	189	100.00%

Type of Action Plan: Direct Curriculum X
Intra Curriculum
Inter Curriculum

Action Plan: During Fall 2019 and Spring 2020, 189 students were assessed in terms of SLO 2. 82.54% of the assessed students either met (30.16%) or exceeded (51.32%) the standard. This far surpasses the goal of having 70% of the assessed students at this threshold. This class is currently being taught by one full-time faculty and three long-time adjunct faculty members. The strong achievements of the student can directly be linked to the faculty's work, expertise, and availability to the students. The faculty should continue their work.

ACTION PLAN FOR ECONOMICS PROGRAM

Academic Year 2020/2021 (based on data from 2019/2020)

Class: ECON 102 Principles of Microeconomics

Learning Outcome: SLO 3: Apply the theory of profit-maximization to the decision-making process of firms in various market structures.

Data: Fall 2019, Spring 2020 and Summer 2020

Semester	Meets and Exceeds		Meets		Does not meet		N/A		Total	
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2020	37	61.67%	21	35.00%	2	3.33%	0	0.00%	60	100.00%
Fall 2019	73	56.59%	41	31.78%	14	10.85%	1	0.78%	129	100.00%
Total	110	58.20%	62	32.80%	16	8.47%	1	0.53%	189	100.00%

Type of Action Plan: Direct Curriculum X
Intra Curriculum
Inter Curriculum

Action Plan: During Fall 2019 and Spring 2020, 189 students were assessed in terms of SLO 3. 91.53% of the assessed students either met (32.80%) or exceeded (58.20%) the standard. This far surpasses the goal of having 70% of the assessed students at this threshold. This class is currently being taught by one full-time faculty and three long-time adjunct faculty members. The strong achievements of the student can directly be linked to the faculty's work, expertise, and availability to the students. The faculty should continue their work.

ACTION PLAN FOR ECONOMICS PROGRAM

Academic Year 2020/2021 (based on data from 2019/2020)

Class: ECON 102 Principles of Microeconomics

Learning Outcome: SLO 4: Define, demonstrate and compare and contrast the four basic market structures of perfect competition, monopoly, monopolistic competition and oligopoly.

Data: Fall 2019, Spring 2020 and Summer 2020

Semester	Meets and Exceeds		Meets		Does not meet		N/A		Total	
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2020	37	61.67%	21	35.00%	2	3.33%	0	0.00%	60	100.00%
Fall 2019	61	47.29%	42	32.56%	24	18.60%	2	1.55%	129	100.00%
Total	98	51.85%	63	33.33%	26	13.76%	2	1.06%	189	100.00%

Type of Action Plan: Direct Curriculum X
Intra Curriculum
Inter Curriculum

Action Plan: During Fall 2019 and Spring 2020, 189 students were assessed in terms of SLO 4. 86.24% of the assessed students either met (33.33%) or exceeded (51.85%) the standard. This far surpasses the goal of having 70% of the assessed students at this threshold. This class is currently being taught by one full-time faculty and three long-time adjunct faculty members. The strong achievements of the student can directly be linked to the faculty's work, expertise, and availability to the students. The faculty should continue their work.



2019-2020 Program Review Report

Division/Area Name: History	For Years: 2021-2022
Name of person leading this review:	Dr. Ken Shafer
Names of all participants in this review:	Dr. Matthew Jaffe, Dr. Cynthia Lehman, and Dr. Ken Shafer

Part 1. Program Overview:

1.1. Briefly describe how the program contributes to the district mission

The History Department contributes to the mission of the District by offering our community a program of study that teaches students lifelong skills such as intellectual curiosity and critical thinking. History contributes to the mission of the college by offering a diversity of courses on the histories of people and cultures that comprise the diversity of our student/community population. Our courses reinforce the concepts of critical thinking, deductive reasoning, respecting diversity, human understanding, and responsible citizenship. With a solid background in history, our students are prepared for employment or transfer degree completion in any subject in the Social Sciences and Humanities as well as in a number of other fields that use similar knowledge and skills learned with the study of history.

1.2. State briefly program highlights and accomplishments

Our degree completion rates for the AA-T History have remained roughly the same in the past two cycles. We have tripled the number of sections of HIST courses through Distance Education, thus allowing more students the flexibility to fit our courses into their schedules. In addition, we had 36 courses at the Palmdale Center last year, another record for our department, which further reflects our department's commitment to better serve that community, as well as other students in surrounding areas on the southside of the Antelope Valley.

With the sudden onslaught of the Covid-19 pandemic, this has indirectly prompted our staff to increase skills in using the Power Point program, Canvas, Distance Education, as well as Zoom. Hence, our program is now much better equipped to teach distance classes, especially in an emergency situation, as we experienced in March 2020. Hence, regardless of what happens after Spring 2020, that even if we fully return to traditional courses, we now have a full staff who is familiar and experienced in

teaching a distance class, should the need arise for other online classes, something we could not say seven months ago. Lastly, our full-time instructors have sent through the AP&P Committee the request to authorize that essentially all of our history courses have authorization to be do in an distance format.

1.3. Check each Institutional Learning Outcome (ILO) supported by the program. Type an "X" if checkbox is unavailable.

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

1.4. Check each Educational Master Plan (EMP)/Strategic Plan Goal supported by the program. Type an "X" if checkbox is unavailable.

<input type="checkbox"/> Goal 1* : Commitment to strengthening institutional effectiveness measures and practices.
<input type="checkbox"/> Goal 2* : Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.
X Goal 3 : Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
X Goal 4* : Advance more students to college-level coursework-Develop and implement effective placement tools.
X Goal 5 : Align instructional programs to the skills identified by the labor market.

*Indicates College-Wide Priorities for 2019-2020

Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:

In 2019, we graduated seventeen students with an AA degree in History, which is the most degrees ever from our department. Since few jobs exist where an AA History degree would be sufficient to gain employment, this means our students must pursue higher degrees. As a result, of our seventeen graduates, twelve transferred to a CSU school, whereas one student went to a UC school. There was no data collected for those who may have gone to a private or out-of-state school.

Part 2.B. Analyze the [program review data](#) (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):

<p>Strengths</p>	<p>As mentioned, AVC awarded seventeen degrees in History in 2019, a record number. Thus, since the inception of that degree in 2015, our numbers have steadily increased, save 2016-2017, from five in the inaugural year, up to its current level in only four years. In related statistics, the number of students enrolled in History classes climbed to 120 in 2019, again a record. Our retention level has rebounded to 88.2%, which is above the school average. And though the number of students registered for History in Lancaster has dropped, enrollment for Palmdale and on-line courses increased, which means that the department is adjusting to the needs of the public. Women make up almost 87% of history courses, which is a slight increase over last year, while the number of males registered exceeds that of the college average. Numbers for both Hispanic and African-American students in particular has dipped six points to 81%, though our enrollment for white, non-Hispanic and students who represent two or more races, has risen. The drops in African-American and Hispanic Students may be attributable to more classes being presented on-line or hybrid, as ethnicity for such courses has not been measured. Finally, the success rates for both African-American and Hispanic students has also dropped, particularly for African-American students, which is at 53%, well below the school average. This is concerning.</p> <p>In terms of reaching new students through different subjects, the course “Contemporary History: U.S. History from Vietnam to Iraq finally gained enough students in Spring 2020 to go forward for the first time, despite the tight college enrollment numbers. Furthermore, our department continues an active role in the Lancaster Sheriff’s Station Community Advisory Committee, which provides a valuable link between local law enforcement, the college, and the community. Lastly, with a late push, all the history courses offered for Spring 2020 had enough students to go forward. As noted below, the heavy emphasis from the college and state on the courses in the fields of math and science fields has made this achievement even more admirable.</p>
<p>Weaknesses</p>	<p>Despite the consistent push for a Full-Time Latin American Historian from our department, this valued addition to our staff remains glaringly void, especially in view that our student body consists of a majority of Hispanic</p>

	<p>ethnicity. In fact, Hispanic/Latino students have consistently comprised at least 86% of our registered students in the History field. Thus, a Latin American Studies Program, which would contain a history element, seems like a perfect fit. In direct contrast, however, we have only one adjunct Latin American Historian. This weakness places AVC in an extremely vulnerable position, if we seek to fulfill our community mission. In a closely-related matter, with a new academic calendar looming, it is a huge concern that we can fill all the courses during the summer months with enough faculty. In addition, several of our classrooms still lack adequate computers, reliable internet connections, and modern DVD players to maintain top-level lessons to our students. This seeming lack of interest by the administration to keep in-step with technology is often embarrassing to instructors, when equipment and internet connections malfunction during classes.</p>
Opportunities	<p>It might help bring more interest to the field of history if we had a Students of History Club, organized occasional field trips to historical sites and museums, as well as showed famous films of history. Perhaps cooperation with the Film and Television Program would help in this regard?</p>
Threats	<p>The state's overwhelming push for STEM-related courses in the Math and Sciences has done detrimental harm to the Social and Behavioral Sciences Division. Regardless, our dedicated staff of historians work hard to make a difference in the lives of our students. If support for History and other social sciences does not increase soon, it may be necessary to look for outside grant monies to make hires and to increase public awareness of our program.</p>

Part 2.C. Review and comment on progress towards SLO/PLO/OO Action Plans:

The move from Weave, where our data on SLOs, PLOs, and Action Plans was managed up to 2017 to eLumen in Fall 2019 has been nearly disastrous for the History Department, in terms of tracking the effectiveness of our department in meeting student achievement outcomes during that two-year time gap. Much of our reported student success information from prior years was lost or at the very least, has not yet been fully recovered. Nonetheless, our SLO data for the past year was recently uploaded by the dedication of our valuable History faculty, and the vast majority of our courses have maintained the minimum seventy percent success threshold. The focus in 2019-20 was on getting our faculty trained in how to use eLumen and recording student success data for all courses. Now that most History faculty are using eLumen and reporting their data, the next step is to use that SLO and PLO data to write thoughtful action plans to guide our future planning and resource requests.

Part 2.D. Review and comment on progress towards past program review goals:

We still need to establish internships with area museums, historic parks and sites, archives, and other public and commercial institutions so that students can obtain work experiences in history-related fields. We also need to look into the founding of a History Club to generate more interest and awareness for our field. Furthermore, it is also a desire to secure and maintain a History tutor in the Student Learning Center.

Part 3. Based on Part 2 above, please list program/area goals for 2020-2021:

Program/Area Goal #	Goal supports which ILO/PLO/SLO/OO?	Description of Goal	Steps to be taken to achieve goal?
Increase success rates for African-American Students.	ILO #2A	Provide extra out of class assistance with tutors and writing workshops.	Staff the Student Learning Center with a History tutor and request an SI in the History courses with lower success rates. Instructors should be encouraged to provide writing workshops both in class and out of class to help bridge the gaps in student success.
Continue to build research, analytical, and critical thinking skills in the classroom.	ILO #1A and 3A	Current emphasis on primary resources and evaluating historians achieves part of this.	Would like division instructors to evaluate technology and computer programs to purchase to future enhance student interest and learning. Library workshops could also promote the idea of how to do historical research.
Promote an interest in cultural diversity through the range of classes offered in History.	ILO #2A and 2B	Expanding awareness of other cultures, history, cuisine, fashions, and traditions.	Cooperate with Umoja, Hola, and other student groups on campus to demonstrate how different cultures practice and celebrate traditions. Could also coordinate with area cultural museums to bring artifacts to the college as part of a campaign to increase awareness to the subject of history.

Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):

Type of Resource Request	Summary of Request	New or Repeat Request	Amount of Request, \$	One-Time or Recurring Cost, \$	Contact's Name
Faculty	After the retirement of a long-time faculty member, the number of full-time instructors is now only three. Approximately	This is a recurring request and to be considered one of the highest priorities	This would cost the district anywhere between \$80,00 to	This would represent a recurring cost to the district.	If this new hire is made, he or she would then report to the History Department

	<p>fifteen adjuncts also teach in the discipline. The number of course sections has slightly decreased and our enrollment is down. However, there is a strong preference for the hiring of a full-time specialist in Latin American history, which would parallel the increasing percentage of our student body which is Latino (53%). At the beginning of this current semester, there was some indication that more sections of U.S. History (107-108) could be filled if offered during the prime times at the Lancaster Campus.</p>	of the History Department.	\$100,000 depending on the education level of the hire.		chair, Dr. Ken Shafer, the Division Dean and, ultimately, the Vice President of Academic Affairs.
Classified Staff	As noted in the past year, the History Department does not have its own classified staff but utilizes the services of the Division Administrative	As noted in a previous Program Review, this request may have been part of another Department's request	Approximately \$30,000 to \$35,000	This would be a recurring cost	If this hire were actually made, he or she would report to

	<p>assistant and one Clerical Technician who is not full-time. A request has been made by other respondents for a second clerical staff position, or expanding the part-time technician to full-time, or to supplement this position with hourlies. This remains unaddressed as far as we know. A tutor at the Learning Center concentrating on History, at least part time has also been suggested. Such services are even more limited at the Palmdale Center.</p>	<p>or more likely the overall request of the Division prepared by a previous Dean. However, this is still relevant and would be a desirable acquisition.</p>			<p>the Division Dean.</p>
<p>Technology</p>	<p>As the campus is now in a long-term transition, faculty are working in a number of buildings, some of which, like Uhazy Hall, are well equipped in terms of technology. Other, older buildings, however, offer technology that is old, deficient, inadequate, and not consistently maintained. Although ITS does its best, there can be</p>	<p>These recommendations have been featured in most, if not all, of the recent Program Reviews going back to 2013-2014. Still, as long as faculty will continue to use the older buildings until the new ones come on line the concerns will remain relevant.</p>	<p>The cost of outfitting a Smart Classroom varies depending on prevailing equipment needs.</p>	<p>This would represent a one- time cost for every older classroom so outfitted. A cost analysis would need to be determined as well as each of the new buildings are erected. A meeting last</p>	<p>Dr. Ken Shafer</p>

	delays in getting repairs and replacements. All videos must be close-captioned which can represent a barrier sometimes as older materials can no longer be used.			year with the architects of Cedar and Joshua Hall so indicated this.	
Physical/Facilities	The campus construction project will go on for ten to twelve years and during that time more up to date facilities will become available but older buildings continue to be used and even some of the modulares have problems ranging from computers not working to inoperable temperature controls. Safety hazards, animals and insects, lack of telephones, locked or defective computers still exist. In the BE building, an elevator was left unrepaired for nine months. Frequently, the second elevator was out of service as well, creating a safety hazard. Active	These are recurring concerns which get repeated in Program Reviews going back many years.	The cost of doing this depends on the level of upkeep the district wishes to maintain. It would probably decrease as the newer buildings are finished.	Recurring but diminishing cost.	Maintenance Department.

	Shooter and fire drills have pointed up these problems.				
Supplies	As history is not an equipment intensive area, the range of supplies available appears to be adequate. The work area is up to date. Traditional school supplies appear to be available in acceptable amounts.	Recurring as noted in previous Program Review.	This is indeterminate since the monies would come out of the budget for the entire Division and not just History.	Recurring	Division Dean
Professional Development	Opportunities relating to individual travel and student and class trips remains limited. Regulations are stringent. Faculty must continue to make up for this by attending webinars, taking advantage of online seminars, and attending programs and workshops offered through the Flexible Calendar Program (Faculty Professional Development)	Recurring and continues to be repeated over the years since the recession of 2008.	Variable as some webinars, seminars, and flexible calendar events are free. Travel and associated costs are often borne out of pocket	Recurring	Dr. Ken Shafer Dr. Cynthia Lehman Dr. Matthew Jaffe Additional hire
Other	Some suggestions which have not been implemented but are worth reiterating here are a history essay program, a foundation grant for history, sponsoring a History Day, participating in	Repeat; repeat; new.	\$5000 estimated	Recurring; New	Dr. Ken Shafer Dr. Cynthia Lehman Dr. Matthew Jaffe

	<p>various career day offerings, and outreach in the high schools. Noteworthy here is the participation of history faculty in the annual AVC President's Constitutional Essay contest. We could promote more participation college wide with Dr. Cynthia Lehman's current involvement as a community representative with the Los Angeles County Sheriff's Department. She is a community advisor to the Lancaster Sheriff's Station and frequently involves her students in community engagement activities with LASD through public Town Halls. It serves to connect the campus to the surrounding community and helps to build trust with local law enforcement, as well as aiding in the areas of crime prevention and community policing.</p>				
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Part 5. Insert your Program Review Data here, as well as any other supporting data. (See Part 2.B above.)

Please Select **Subject** area (*twice*) and **Program Major(s)** to get your data --->

Select Subject HIST	Select Subject <i>again</i> HIST	Select Major(s) AA-T History (HT)	Academic Year 2018-2019
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Retention, Success, Number of Sections, & Enrollment in HIST (Total AVC rates are shown as | *hover over to see data*)



Subject vs. AVC Annual Retention Rate

Subject vs. AVC Annual Success Rate

Number of Sections

Student Enrollment

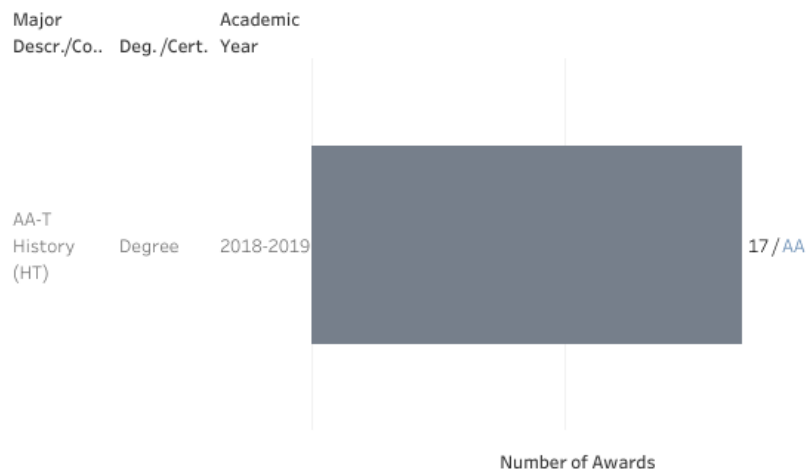
Enrollment and Number of Sections by *Modality* in HIST

Instr. Met..	2018-2019
Number of Sections Online	22
Traditional	98
Enrollment Online	596
Traditional	3,404

Enrollment and Number of Sections by *Location* in HIST

Location	2018-2019
Number of Sections Lancaster	82
Lancaster [Off Campus]	2
Palmdale	36
Enrollment Lancaster	2,904
Lancaster [Off Campus]	59
Palmdale	1,037

Number of Degrees/Certificates Awarded in AA-T History (HT)



FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in HIST

	Fall 2018
PT/Adjunct	7.6
FT/Regular	2.8
FT/Overload	0.2
TOTAL FTEF	10.6
PT/FT	2.7
FTES	175.6
FTES/FTEF Ratio	16.6
WSCH/FTEF Ratio	498.6

Click [here](#) to see AVC's Program awards dashboard

First-Time Freshmen from California Public and Private High Schools

New Undergraduate Transfers from California Community Colleges or other Institutions

New Undergraduate Transfers from California Community Colleges or other Institutions

Institution of Origin and CSU Destinations

Calendar 2019
Location Systemwide
Building (All)
Institution Type
Map All Resident Types
People (All)
Ethnicity
Sex (All)
Age (All)

Application, Admission & Enrollment

Institution of Origin

Find an institution by searching in the menu below. Filter the dashboard by clicking on an institution. Hover over the bar chart to view the number of applications, admissions and enrollment at a CSU campus.

Institution Name	Application Total	Admitted Total	Enrollment Total
All	114,802	96,211	480
Pasadena City College, Pasade.	3,045	2,592	1,506
El Camino College, Torrance	2,629	2,306	1,423
Mount San Antonio College, W.	2,389	2,068	1,262
Santa Monica College, Santa M.	2,372	1,944	986
De Anza Community College,	2,308	2,019	1,185
East Los Angeles College, Mon.	2,238	1,961	1,291
Long Beach City College, Long	2,125	1,787	1,162
Los Angeles Pierce College, W.	1,866	1,608	1,011
Chaffey Community College, R.	1,811	1,487	926
Orange Coast College, Costa	1,800	1,601	945
Palomar College, San Marcos	1,799	1,495	1,038
Fullerton College, Fullerton	1,744	1,569	995
San Diego Mesa College, San	1,732	1,427	881
Diablo Valley College, Concord	1,669	1,487	836

Demographics

Use the drop-down menu to switch between demographic categories. Click on a group to filter the data.

Ethnicity

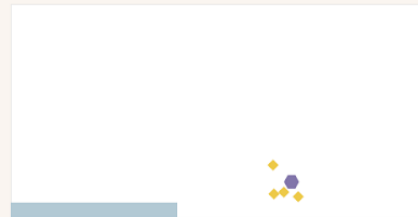
Group	Application Total: 114,802	Admitted Total: 96,211	Enrollment Total: 480
White, Non Latino	27,435	22,798	13,862
African American	5,297	4,164	2,429
American Indian	271	211	120
Asian American	15,147	12,863	7,643
Pacific Islander	416	344	214
Two or More Races	4,783	3,933	2,302

Enrollment | Total: 12

California County & Community College District

Use the navigation features to zoom to an institution and CSU campus. Select an institution to filter the enrollment data or use the drop-down menus to filter the data by county and hig.

County: All | District: Antelope Valley CCD



Discipline | Program Area | 2-Digit CIP

Choose between federal and CSU discipline naming conventions.

Discipline

Federal CIP/Discipline
 CSU Systemwide Discipline

BUS SOC PSY SEC HIS BBS PAR ENG HEA EDU CIS COM
 LIB HIS ARE ENGL FAM MAT NA PHY BIT FOR ADM NRC

Instructional Program Classification

History, General 100% 12

Student Academics | Entering, Current, & One Year Later

Students at Entry	Full Time Total: 12	One Year Later Continuing Students Total: --
3.39/4.0 Transfer GPA Total: 12	100%	100%
3.39/4.0 Transfer GPA Total: 12	11.8 Units Attempted Total: 12	4.0 Continuing Student GPA Total: 0

Transfer Pathway to CSU

Hover over the chart to view institutions of origin by Transfer pathway.

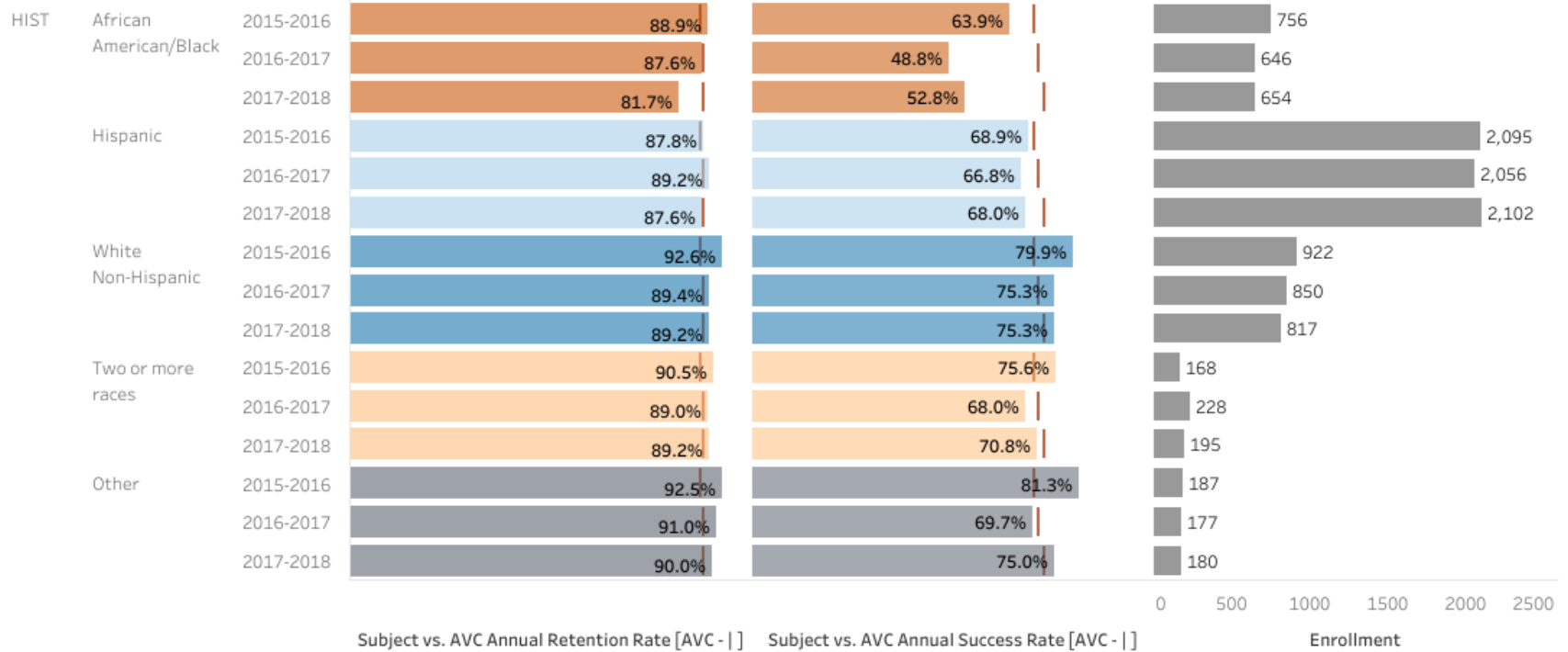
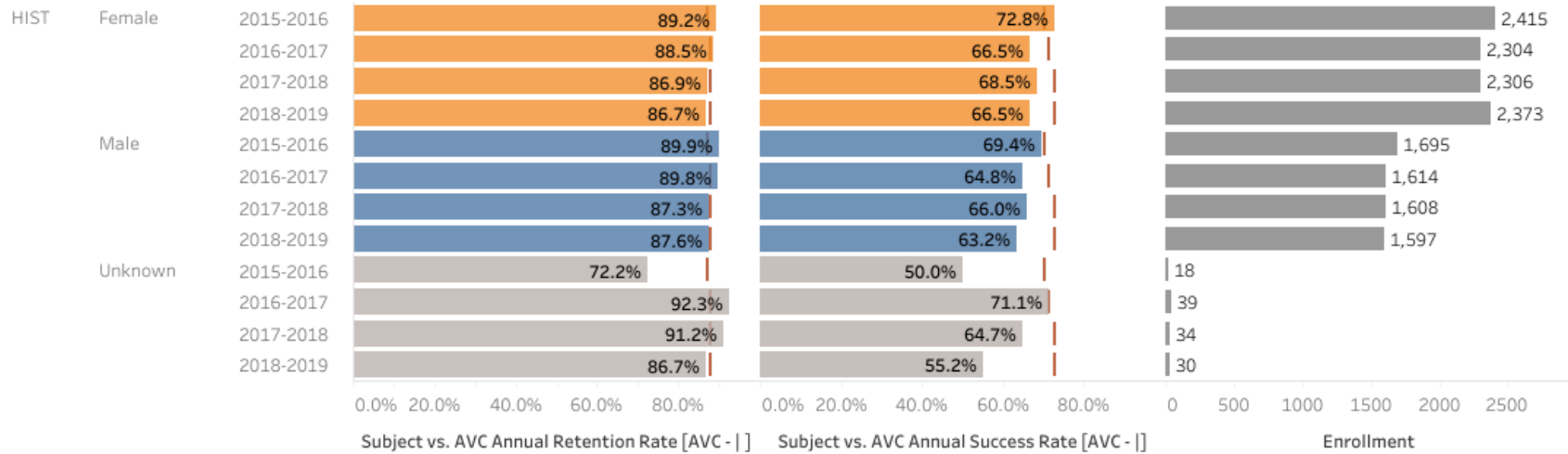


Enrollment by Campus

Campus	Cip 2 digit	2 digit name	CIP 4 digit	4 digit name	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	Fall 2019
UCD	54	History	54.01	History				1				
UCLA	54	History	54.01	History	1	1		4	2	3	1	
UCR	54	History	54.01	History	1		1					
UCSB	54	History	54.01	History				1		1		
UCSD	54	History	54.01	History						1		
UC Total					2	1	1	6	2	5	1	0

Source: <https://www.universityofcalifornia.edu/infocenter/transfers-major>

Subject-Level Retention, Success, and Enrollment by Gender & Race/Ethnicity as Compared to AVC's Retention and Success Rates (i)





2019-2020 Program Review Report

Division/Area Name: Social Science/Political Science	For Years: 2019-2020
Name of person leading this review: John Vento and Fritz Hemker	
Names of all participants in this review: Dr. Ellen Coleman, Dr. Don Ranish, Steven Jaworowski, Samuel John, Derek Carver, Amaka Donn, Larry Ramirez	

Part 1. Program Overview:

1.1. Briefly describe how the program contributes to the district <u>mission</u>	
<p>The political science department offers several quality and comprehensive classes to a diverse student population that enhances their opportunities to transfer to 4-year colleges. Courses such as American Government, Comparative Politics, International Relations, and Ethnic Politics (to name a few) engage students in discussions concerning democracy, the rule of law, discrimination, international relations, and nuclear weapons. In addition, our department works in cooperation with the Administration of Justice faculty to support the Law Scholars program which allows additional students to earn an AA-T Degree in political science through a different emphasis.</p>	
1.2. State briefly program highlights and accomplishments	
<ul style="list-style-type: none"> • Hired Frederick “Fritz” Hemker as a full-time tenure track professor • Awarded 23 degrees AA-T degrees in 2019; -the most ever in one year. • Political Science faculty are working with the Law Scholars program, in conjunction with the Administration of Justice Department. • Expanded Political Science 101 courses at California State Prison-Los Angeles and the Palmdale Center. 	
1.3. Check each <u>Institutional Learning Outcome (ILO)</u> supported by the program. Type an “X” if checkbox is unavailable.	
<input checked="" type="checkbox"/> Communication	<input checked="" type="checkbox"/> Demonstrates analytical reading and writing skills, including research, quantitative and qualitative evaluation and synthesis. <input type="checkbox"/> Demonstrates listening and speaking skills that result in focused and coherent communications
<input type="checkbox"/> Creative, Critical, and	<input checked="" type="checkbox"/> Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of

Analytical Thinking	<p>knowledge and skills.</p> <input type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
<input type="checkbox"/> Community/Global Consciousness	<p>X Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment.</p> <input type="checkbox"/> Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
<input type="checkbox"/> Career and Specialized Knowledge	<input type="checkbox"/> Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.
<p>1.4. Check each <u>Educational Master Plan (EMP)/Strategic Plan Goal</u> supported by the program. Type an "X" if checkbox is unavailable.</p>	
<p>X Goal 1*: Commitment to strengthening institutional effectiveness measures and practices.</p>	
<p><input type="checkbox"/> Goal 2*: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.</p>	
<p>X Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.</p>	
<p><input type="checkbox"/> Goal 4*: Advance more students to college-level coursework-Develop and implement effective placement tools.</p>	
<p><input type="checkbox"/> Goal 5: Align instructional programs to the skills identified by the labor market.</p>	

*Indicates College-Wide Priorities for 2019-2020

Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:

Through informal surveys in Spring 2019, we had more than 30 students transfer to UC-Berkeley, UC-Los Angeles, UC-Irvine, UC-Riverside and California State Universities such as Northridge, Fullerton, Long Beach and San Diego State. AVC students that earned Bachelor degrees in Political Science have worked for California State Assembly members Tom Lackey and Scott Wilk as well as in the offices of U.S. House of Representatives Kevin McCarthy and Katie Hill. Additionally, we have had former students complete UC/DC internships with various think tanks, U.S. Senator Diane Feinstein's office, and the Executive Branch. In fact, a former AVC Alumnae gained full-time employment in the Executive Branch working for the Obama and Trump administrations. Past AVC students are working in the Antelope Valley as lawyers, LAC Sheriff's, city employees of Lancaster and Palmdale, as well as analysts for Northrop Grumman.

Part 2.B. Analyze the [program review data](#) (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):

Strengths	<ul style="list-style-type: none"> • Awarded 23 degrees AA-T degrees in 2019; -the most ever in one year. • Hired Fritz Hemker to ensure that Political Science 203 is offered in both fall and spring • SLO Success is rate 73.8, which is higher than the College’s rate 72.2 • Enrollment and sections offered are up from the previous year • Hired instructor Zach Gass to teach online courses for fall and spring. Mr. Gass is an AVC Alumni, Class of 2010. • Hispanic students (74.5%) are more successful than College’s annual rate (72.2%) • Expanded course offerings at California State Prison-Los Angeles and the Palmdale Center. • Held periodic courses at Rosamond High School to serve that community when needed, which also is an outreach to the eastern part of our service district.
Weaknesses	<ul style="list-style-type: none"> • Success rate for African American students in Political Science is 61.6%, which is below the College’s annual success rate of 72.2
Opportunities	<ul style="list-style-type: none"> • Expand Political Science 203 course offerings for both fall and spring semesters to meet the needs of the Law Scholars program • Expand the opportunity for more guest speakers to discuss current local and national issues. • Expand the opportunity for students to engage in civic activities and internship
Threats	

Part 2.C. Review and comment on progress towards SLO/PLO/OO Action Plans:

Both SLO and PLO targets have been met for all PS101, 103, 200, 201 and 203 courses.

Part 2.D. Review and comment on progress towards past program review goals:

- We hired Fritz Hemker to replace Dr. Nancy Bednar
- We do not have a faculty member to teach Political Science 120: Model United Nations
- We have not been able to get embedded tutors placed in all Political Science 101 courses
- We are offering Political Science 203 in both Fall and Spring semesters

- We hired Zach Gass to teach online courses for Fall and Spring
- With the forced shift to distant learning with the Covid-19 epidemic, the vast number of our political science instructors have become much more proficient at teaching in that capacity, as well as using synchronized distance learning through Zoom while utilizing the Canvas platform that serves such courses.

Part 3. Based on Part 2 above, please list program/area goals for 2020-2021:

<i>Program/Area Goal #</i>	<i>Goal supports which ILO/PLO/SLO/OO?</i>	<i>Description of Goal</i>	<i>Steps to be taken to achieve goal?</i>
Improve student success	ILO #1	Expand student tutor program for political science 101 courses	Inform all faculty that they can request tutoring services from the Learning Center.
Offer Political Science 203 in the evening for fall and spring semesters.	ILO# AND PLO#1	Adjust Mr. Hemker's schedule	Continued Work and coordination with the Department Chair.
Revise Political Science 203 course to fall more in line with the equivalent UC and CSU courses	ILO # 1 AND #2	Submit course revisions through AP&P	Work with AP&P

Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):

<i>Type of Resource Request</i>	<i>Summary of Request</i>	<i>New or Repeat Request</i>	<i>Amount of Request, \$</i>	<i>One-Time or Recurring Cost, \$</i>	<i>Contact's Name</i>
Faculty					
Classified Staff					
Technology	request subscription services to various journals, newspapers and database				John Vento & Fritz Hemker
Physical/Facilities					
Supplies					
Professional Development	Compensate faculty for attending workshops and conferences that enhance teaching	Repeat	Varies	Recurring	John Vento & Fritz Hemker

	strategies, especially for African American students.				
<i>Other</i>					

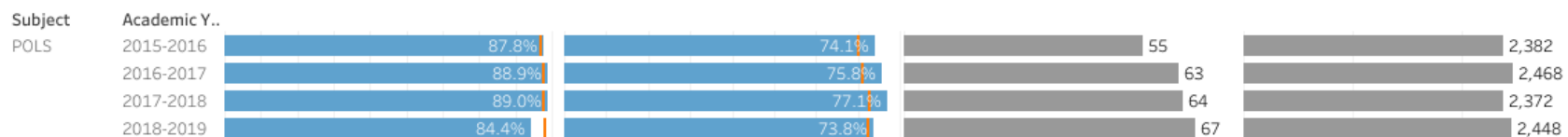
Part 5. Insert your Program Review Data here, as well as any other supporting data. (See Part 2.B above.)

Please Select **Subject** area (twice) and **Program Major(s)** to get your data --->

Select Subject POLS	Select Subject again POLS	Select Major(s) AA-T Political Science (POST)	Academic Year Multiple values
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Retention, Success, Number of Sections, & Enrollment in POLS (Total AVC rates are shown as | hover over to see data)



Subject vs. AVC Annual Retention Rate

Subject vs. AVC Annual Success Rate

Number of Sections

Student Enrollment

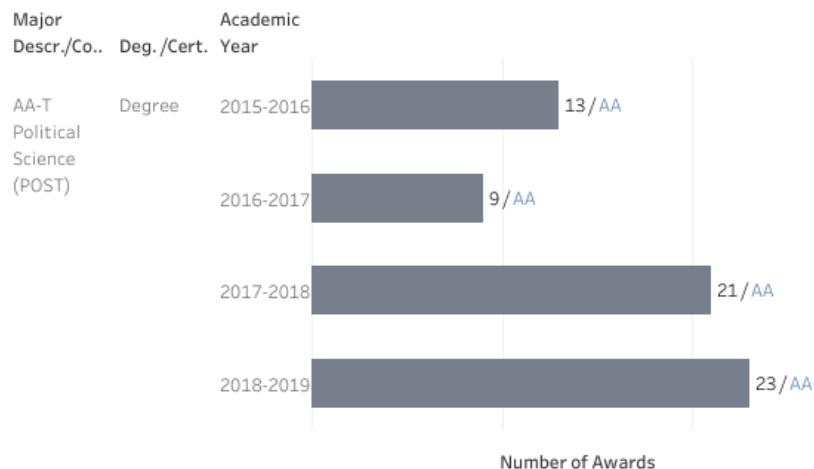
Enrollment and Number of Sections by *Modality* in POLS

	Instr. Met..	2015-2016	2016-2017	2017-2018	2018-2019
Number of Sections	Online	9	11	11	12
	Traditional	46	52	53	55
Enrollment	Online	295	346	353	411
	Traditional	2,087	2,122	2,019	2,037

Enrollment and Number of Sections by *Location* in POLS

	Location	2015-2016	2016-2017	2017-2018	2018-2019
Number of Sections	Lancaster	38	40	41	43
	Lancaster [Off Ca..		2	2	2
	Palmdale	17	21	21	21
	Palmdale [Off Ca..				1
Enrollment	Lancaster	1,839	1,777	1,690	1,690
	Lancaster [Off Ca..		66	71	52
	Palmdale	543	625	611	689
	Palmdale [Off Ca..				17

Number of Degrees/Certificates Awarded in AA-T Political Science (POST)



FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in POLS

	Fall 2015	Fall 2016	Fall 2017	Fall 2018
PT/Adjunct	3.2	3.6	3.6	3.6
FT/Regular	2.0	2.0	2.0	2.2
FT/Overload	0.4	0.4	0.4	0.4
TOTAL FTEF	5.6	6.0	6.0	6.2
PT/FT	1.6	1.8	1.8	1.6
FTES	107.7	104.7	101.8	103.5
FTES/FTEF Ratio	19.3	17.4	17.0	16.7
WSCH/FTEF Ratio	580.2	523.3	509.0	500.8

Click [here](#) to see AVC's Program awards dashboard



2019-2020 Program Review Report

Division/Area Name: Psychology	For Years: 2020-2021
Name of person leading this review:	Fredy Aviles
Names of all participants in this review:	Fredy Aviles

Part 1. Program Overview:

1.1. Briefly describe how the program contributes to the district mission

Antelope Valley Community College, a public institution of higher education, provides a quality, comprehensive education to a diverse population of learners. We are committed to student success offering value and opportunity, in service to our community. The psychology program contributes to the district's mission by providing a quality education in psychology for the purposes of transferring to a 4 year institution, job enhancement, or personal enrichment.

1.2. State briefly program highlights and accomplishments

The program has improved over the last several years. We now offer a certificate through the Alcohol and Other Drugs Studies (AODS) program.

The program consists of an 11-course curriculum based on CAADE and CCAPP requirements. Course work focuses on introduction to alcohol and drug studies, and prepares students to complete intake, assessment, treatment, relapse prevention, individual, group and family counseling in the area of substance related disorders.

We also offer an Associate of Arts in Psychology for Transfer (AA-T in Psychology) degree that meets the requirements of SB 1440 for Associate Degrees for Transfer (ADT). These degrees are intended to make it easier for students to transfer to California State University campuses, but do not exclude admittance to other colleges or universities. We have awarded an increasing number of degrees every year.

The department also has its own webpage that includes program and faculty information. The psychology department is committed to improving

ss to higher education and is increasingly offering online courses and traditional courses that make use of an OER (Open Educational Resource) textbook rather than a traditional textbook in order to save students money.

1.3. Check each Institutional Learning Outcome (ILO) supported by the program. Type an "X" if checkbox is unavailable.

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

1.4. Check each Educational Master Plan (EMP)/Strategic Plan Goal supported by the program. Type an "X" if checkbox is unavailable.

<input type="checkbox"/> Goal 1* : Commitment to strengthening institutional effectiveness measures and practices.
X <input type="checkbox"/> Goal 2* : Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.
X <input type="checkbox"/> Goal 3 : Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
X <input type="checkbox"/> Goal 4* : Advance more students to college-level coursework-Develop and implement effective placement tools.
X <input type="checkbox"/> Goal 5 : Align instructional programs to the skills identified by the labor market.

*Indicates College-Wide Priorities for 2019-2020

Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:

A certificate in AODS will allow students to obtain immediate employment in drug rehabilitation programs in the Antelope Valley. There is also ongoing conversation with LA county Social Services to expand training, internships (paid) and employment opportunities for our current social science students including psychology majors.

Part 2.B. Analyze the [program review data](#) (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):

Strengths	<ol style="list-style-type: none"> 1) Retention has remained high and stable from 2014-2015 to 2019-2020 (always high 80s). 2) Success has improved from 2014-2015 (about 67%) to 2019-2020 (about 77%) for traditional classes, and improved from about 40% to 78% for online classes. 3) We are offering an increasing number of sections (both traditional and online) and serving an increasing number of students every year. 4) We are awarding more degrees every year.
Weaknesses	There is a high number of part time to full time faculty members teaching psychology (Only one full time member remains).
Opportunities	It is now possible for students to earn a certificate in the Alcohol and Other Drug Studies (AODS) program. It may be possible to expand opportunities by allowing students to present research conducted in our Intro to Research Methods class and in Honors classes (or those that do Honors options). This can be done at conferences or FPD events.
Threats	Extracurricular events like conferences require funding which is hard to get. Only one full-time faculty member remains to run the program. If the faculty member should become ill or have an emergency, the program may suffer.

Part 2.C. Review and comment on progress towards SLO/PLO/OO Action Plans:

All of our courses have established SLOs, data, and action plans. Most of courses are meeting their SLOs. Some courses are not meeting SLO criteria when the SLO entails writing an APA paper (PSY 101, PSY 200, PSY 235), thinking critically (PSY 200), or applying methodology (PSY 200). It is currently difficult to determine whether data in Elumen is accurate because some faculty may not have submitted data. Action plans have been developed to address this. Our program also has established PLOs, data, and action plans though this is not reflected in Elumen due to lack of training. Assessments for some courses (PSY 235, PSY 236) need to be updated.

Part 2.D. Review and comment on progress towards past program review goals:

Goal 1. Create Z AA-T degree for psychology (transfer degree in PSY with no textbook cost to students): This is ongoing. More courses now offer OER textbooks but Z AA-T degree has not been created yet.

Goal 3. Increase success rates on SLO and PLO #1 (APA Paper) and update curriculum as well as close the equity gaps especially for African Americans. This ongoing. Students are doing better on PLO #1 but we are still not meeting the criteria. African Americans are still having less success but have improved.

Goal 4. Continue planning Drug and Alcohol Certificate Program: This goal has been met. Courses for the program are now being offered.

Goal 5. Increase efficiency of adjuncts and classroom space for Psychology 101. Ongoing. We are still in process of scheduling classes that combine sections and that can be taught in bigger classrooms like the Theater Arts Building.

Part 3. Based on Part 2 above, please list program/area goals for 2020-2021:

<i>Program/Area Goal #</i>	<i>Goal supports which ILO/PLO/SLO/OO?</i>	<i>Description of Goal</i>	<i>Steps to be taken to achieve goal?</i>
Goal 1. Create Z AA-T degree for psychology (transfer degree in PSY with no textbook cost to students):	ILO 1-6	Create a transfer degree that can be earned by taking classes that use free OER textbooks.	Convince faculty in needed classes to adopt OERs in place of traditional textbooks. Create program and have it approved by AP&P.
Goal 2. Increase number of PSY AA-T degrees granted: This goal is being met as we grant more degrees every year.	ILO 1-6	Have more students earn the PSY AA-T degree every year.	Keep offering needed PSY courses. Ensure students know path to earn PSY AA-T degree.
Goal 3. Increase success rates on SLOs/PLO that involved APA style and critical thinking and update curriculum.	ILO 1-6	Have more students score 70% or more on research papers and critical thinking assignments for PSY classes.	Hire tutors and hire two additional full-time PSY faculty that can provide individual assistance.
Goal 4. Grant degrees in AODS.	ILO 1-6	Have students finish AODS program.	Hire more full-time and adjunct instructors to teach AODS classes.
Goal 5. Increase efficiency of adjuncts and classroom space for Psychology 101.	ILO 1-6	Schedule more classes that combine 2 or more PSY 101 sections.	Combine several PSY 101 sections into one to be taught in the Theater Arts Building.

Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):

<i>Type of Resource Request</i>	<i>Summary of Request</i>	<i>New or Repeat Request</i>	<i>Amount of Request, \$</i>	<i>One-Time or Recurring Cost, \$</i>	<i>Contact's Name</i>
Faculty	Hire 2 new full-time faculty (One for AODS program one for PSY)	repeat	\$110000	recurring	?? No dean
Faculty	Hire more adjunct faculty for PSY and AODS	repeat	\$100000	recurring	?? No Dean
Classified Staff					
Technology					
Physical/Facilities	Permission to teach PSY 101 in the Theater Bldg	repeat		recurring	?? No Dean
Supplies					
Professional Development					
Other					

Part 5. Insert your Program Review Data here, as well as any other supporting data. (See Part 2.B above.)

Please Select **Subject** area (twice) and **Program Major(s)** to get your data ---->

Select Subject
PSY

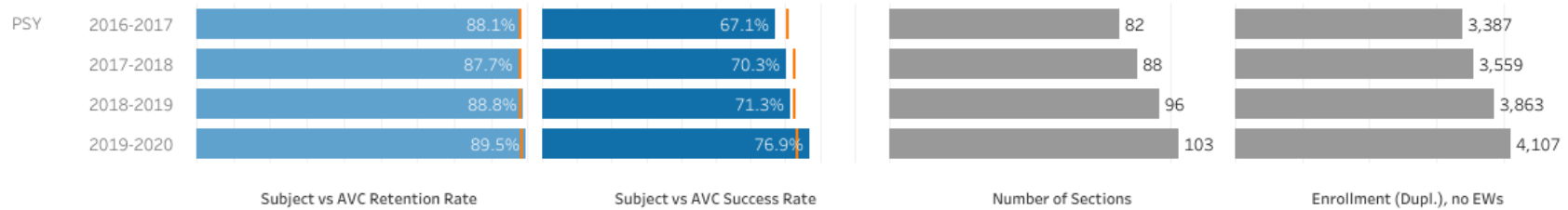
Select **Subject again**
PSY

Select Program Major(s)
AA-T Psychology (PSYT)

Academic Year
Multiple values



Retention, Success, Number of Sections, & Enrollment in PSY (Total AVC rates are shown as | hover over to see data)



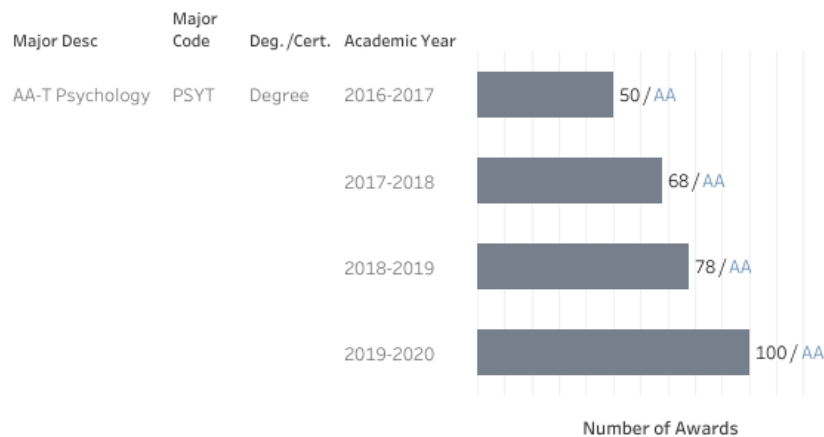
Enrollment and Number of Sections by **Modality** in PSY

	Instr. Method	2016-2017	2017-2018	2018-2019	2019-2020
Number of Sections	Online	10	13	19	23
	Other Indep S..		2	1	1
	Traditional	72	73	76	79
Enrollment	Online	334	457	627	786
	Other Indep S..		2	3	2
	Traditional	3,053	3,100	3,233	3,402

Enrollment and Number of Sections by **Location** in PSY

	Location	2016-2017	2017-2018	2018-2019	2019-2020
Number of Sections	Lancaster	62	65	65	67
	Lancaster [Off Ca..		1		
	Palmdale	20	22	31	36
Enrollment	Lancaster	2,774	2,797	2,826	2,988
	Lancaster [Off Ca..		33		
	Palmdale	613	729	1,037	1,202

Number of Degrees/Certificates Awarded in **AA-T Psychology (PSYT)**

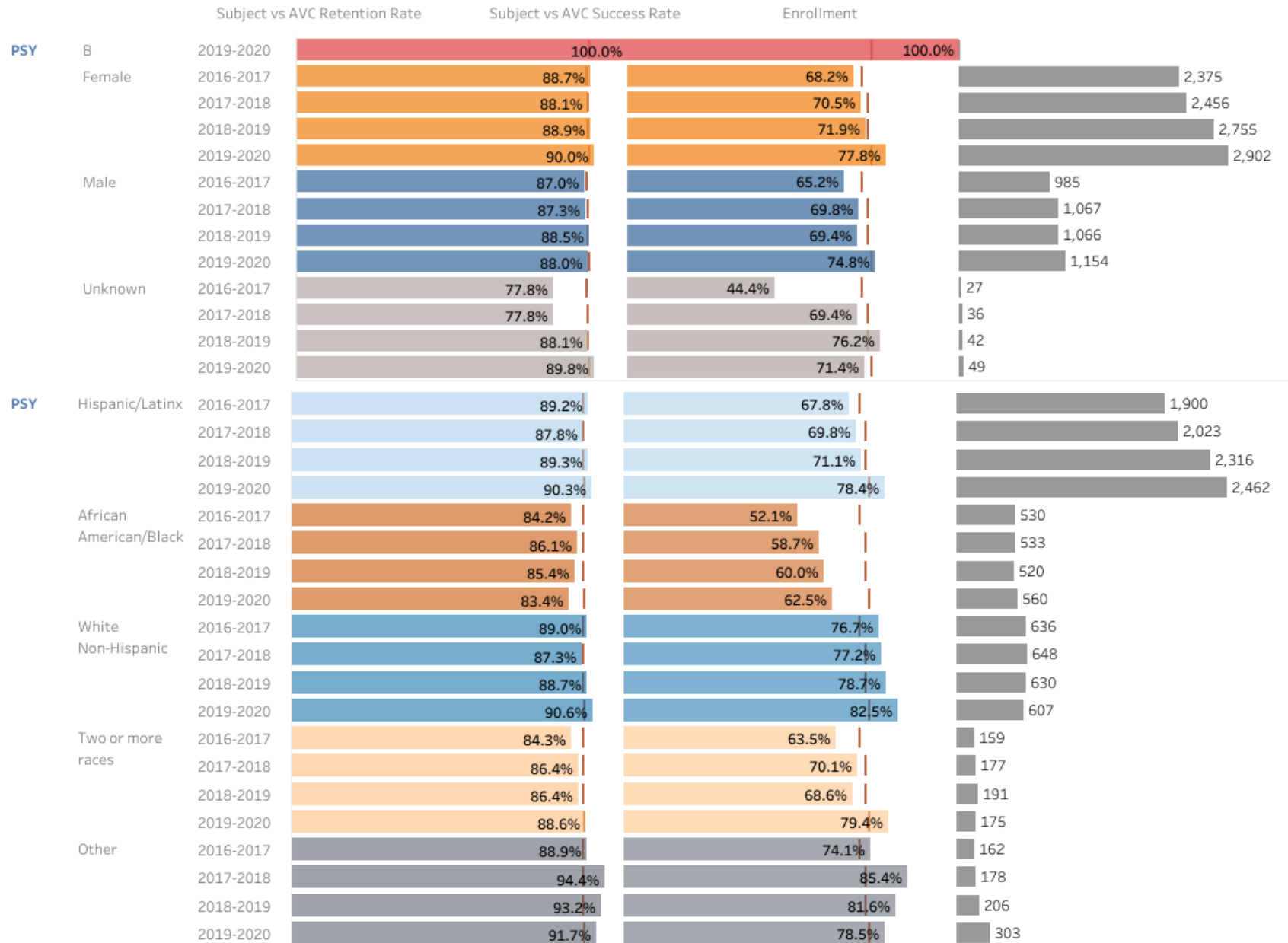


FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in **PSY**

	Fall 2016	Fall 2017	Fall 2018	Fall 2019
PT/Adjunct	7.2	7.2	8.4	8.6
FT/Regular	1.0	1.8	1.0	1.0
FT/Overload	0.6	0.5	0.4	0.6
TOTAL FTEF	8.8	9.5	9.8	10.2
PT/FT	7.2	4.0	8.4	8.6
FTES	161.0	172.1	173.1	187.5
FTES/FTEF Ratio	18.4	18.1	17.7	18.4
WSCH/FTEF Ratio	550.9	543.3	529.8	553.2

Click [here](#) to see AVC's Program awards dashboard

Subject-Level Retention, Success, and Enrollment by Gender & Race/Ethnicity as Compared to AVC's Rates (I)





2019-2020 Program Review Report

Division/Area Name: Social & Behavioral Sciences/Sociology	For Years: 2015-2020 (Submitted 11/10/2020)
Name of person leading this review: Dr. Carina Karpapetian Giorgi	
Names of all participants in this review: Dr. Carina Karapetian Giorgi; Dr. Ronald C. Chapman	

Part 1. Program Overview:

1.1. Briefly describe how the program contributes to the district mission

Currently, Carina Giorgi is attending the AVC's Stakeholder meetings (tri-annually) and working directly with local businesses, Los Angeles county's several lines of human resource departments and politicians to establish certificate/employment pathways rooted in Sociology, Psychology and Child Development for AVC A.A. degree attaining students -- as these employment pathways are generally held by B.A./M.A. graduates. The reason why local community leaders/members are negotiating for new employment pathways via the department of sociology/social sciences is due to the fact that Antelope Valley has had a tremendous problem in retaining qualified/skilled employees in most sectors of human services. Our next big AVC Stakeholder's meeting is March 12th 2020 – and as we are currently creating new job pathways (which has also included student scholarships/stipends via LA County) – we anticipate an increase in the number of sociology students in the next few years. Our department is already one of the top several majors at AVC and we foresee even higher enrollment rates as these certificate programs that are currently being negotiating require classes like: Sociology 101, 110 and 200.

Note: *The meeting scheduled for 3/12/2020, attended by Dr. Giorgi, resulted in a \$3 million grant to develop an apprenticeship program including the AVC Sociology, Child and Family Education, and Psychology departments.*

1.2. State briefly program highlights and accomplishments

- a) As state above in section 1.1 – the sociology department is actively and successfully negotiated certificate programs rooted in the social sciences. Currently, we have established a certificate line via the Department of Family and Children's Services in the AVC area that requires trainees to successfully take/pass SOC 101 & 110. This, however, is just one example of multiple contracts currently being negotiated.

b) We have seen an increased enrollment amongst women and/or students of color- increasing our ability to capture a diverse student body. Hispanic or 'Latinx' as one of the largest student cohorts at Antelope Valley College with 1,507 enrollments in 2019 (an increase of 300+ Hispanic/Latinx students since 2014) and 522 Black students. Female students comprising 1,659 of our student body.

c) We have increased honors courses as well as honors options in classes such as SOC 101, 110 and 116- which has successfully supported the honors program.

1.3. Check each Institutional Learning Outcome (ILO) supported by the program. Type an "X" if checkbox is unavailable.

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

1.4. Check each Educational Master Plan (EMP)/Strategic Plan Goal supported by the program. Type an "X" if checkbox is unavailable.

X Goal 1* : Commitment to strengthening institutional effectiveness measures and practices.
X Goal 2* : Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.
X Goal 3 : Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
X Goal 4* : Advance more students to college-level coursework-Develop and implement effective placement tools.
Goal 5 : Align instructional programs to the skills identified by the labor market.

*Indicates College-Wide Priorities for 2019-2020

Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:

None.

Part 2.B. Analyze the [program review data](#) (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):

<p>Strengths</p>	<p>Retention rates are nearly identical to the total rates for AVC and range from a high of 89.2% (2017) to a low of 87.2% (2018). Subject area retention rates average about 88 percent for the previous four years. During the trailing four-year period (2015 to 2019) the average number of sections annually in Lancaster was 50.75 and 20.25 at Palmdale. The average class size in Lancaster was nearly the same as in Palmdale, 35.7 and 33.2 respectively.</p> <p>Update: Update: Comparison of retention and success rates of the department and the college in general. Retention rates in 2019 and 2020 were 90.6 % for the department and 87.9 % for the entire college. The success rate was 76 % which was a little over 4 percentage points above that for the entire college.</p> <p>Update: <i>Sections Offered. In 2019-2020 section in the department number 72 and enrollment was 2,562. Due to interruptions in instruction due to Covid-19, 51 emergency withdrawals were approved.</i></p>
<p>Weaknesses</p>	<p>Enrollment is slightly lower over the last four years, from a high of 2,712 (2018) to a low of 2,250 (2019); resulting in an average yearly loss of 61 students. The number of sections offered had been steadily increasing form a low of 67 (2015) to a high of 79 (2018) until dropping down by 11 percent in the final year, resulting in an average increase for the four-year period of only 1 section per year. Except for the 2016 to 2017 academic year, success rates in sociology have fallen below the annual rates for AVC. However, these rates have generally climbed slightly, averaging about half a percentage point per year. Despite having double our full-time faculty in 2017 the average part-time to full-time ration is 4.9 to 1.5; a trend that has a palpable effect on the availability of full-time faculty for ancillary -- albeit important -- administrative duties above and beyond teaching, course maintenance, professional development and currency requirements.</p> <p>Update: <i>The average enrollment for 2016-2020 is 2,533, with a high of 2712 in 2017-2018 and a low of 2350 in 2018-2019. Enrollment for 2019-2020 was 2,562. The average loss of student enrollment is 14 per year. The</i></p>

	<p><i>average number of sections (all locations) is 74 (2016-2020). The average loss of section per years is currently 1; a reversal of the previous estimate (above).</i></p>
<p>Opportunities</p>	<p>There is a preference for traditional classroom instruction over online. During the trailing four-year period the Sociology Department offered an average of 43 online sections per year in contrast to an average of 58.25 traditional sections. These modalities accounted for 11.7 students per section and 34.6 students per section, respectively.</p> <p>Update: <i>Impact of Location. The department has seen a step increase in off campus enrollment (103), while enrollment at Lancaster (1734) and Palmdale (725) has declined from a 2018 high of 2712 by 6 percent (2562). It is notable that the increase in off-campus enrollment (California Department of Corrections and Rehabilitation) mitigated this decline by about 4 percent.</i></p> <p>Update: <i>Comparison of Mode of Instruction. The ratio of traditional students to online students in over 3 to 1 (1,980 to 582, respectively).</i></p> <p>The proportion of ethnic groups represented among sociology students has shown some curious trends. While sociology students are predominantly Hispanic, these students remain slightly under representative of the campuses as a whole. African American students are in slight decline, while Hispanic students are sharply increasing, but slightly under representative of the campuses. White students in sociology have been in gradual decline, although they are slightly overrepresented compared to other ethnic groups campus wide. The category of “Other” students (likely predominantly Asian) are slightly increasing and over representative of the two campuses. Given these apparent trends, deemphasizing on-line courses and reaching out to Asian and African American students seems warranted.</p> <p>Update: <i>Enrollment by Course. Introduction to Sociology (SOC 101) continues to be our most popular course with majors and non-majors. In 2019 and 2020 we held 39 section with 1536 students. Ethnic Relations (SOC 110) was second-most popular with 12 sections and 387 students. In third place is Marriage and Family Life (SOC 115) with 6 sections and 158 students. Social Research Methods ranks in 8th place (second to last) is two one section offered every semester (2 per year) and enrollment of 26 students for 2019-2020.</i></p>

<p>Threats</p>	<p>The sociology program faces two main threats. One is the lack of acceptance of electives at CSU, particularly Bakersfield. The other is the growing erosion of a normal distribution of student academic performance and the challenges this creates for our transferring students. The AA-T in Sociology began with a proposed start date in Academic Year (AY) 2013/2014. The program did not require any course to be completed by all of its students except SOC 101. This is in contrast with the AA-T in Psychology (initiated at the same time) where Social Research Methods is a requirement (PSYCH 200). Students planning to transfer to CSU, Bakersfield encounter three lower division course requirements not mirrored in the AA-T in Sociology at AVC: SOC 1008 is a course in applied deductive, inductive reasoning and hypothesis testing given contemporary social problems; SOC 2210, a more traditional course in social research methods which was formerly offered at the upper-division level (SOC 3000); Finally, SOC 2208 is an introduction to statistics for the social sciences course involving a lab component specifying the use of IBM SPSS. Despite the similarity in course content between MATH 115, SOC 200 and SOC 2208, SOC 1008 and SOC 2210, CSU Bakersfield requires an additional 6 lower division units than provided by in AVC's AA-T program in Sociology. <i>Consequently, our degree cannot presently fill the needs of students transferring to CSUB. To conform the present AA-T in Sociology to CSU, Bakersfield, we would appear to have to articulate SOC 200 with SOC 3000 (currently an upper-division course); articulate MATH 115 with SOC 2208 (which also requires a mathematics placement exam (ELM)); require SOC 116 or SOC 110; and finally, write a new course in the social construction of the self and identity.</i></p> <p>In contrast to this first obstacle, the issue of the distribution of grades seems minor. Nevertheless, there is a tendency for passing grades in all sociology courses to be skewed to the highest scores; the majority are As, followed by Bs, then Cs. Failing grades are made up of nearly equal measures of actual failing scores and withdrawals; between 21 percent and 27 percent for the last four academic years.</p>
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Part 2.C. Review and comment on progress towards SLO/PLO/OO Action Plans:

- a. Complete approval of Sociology transfer degree – completed.
- b. Develop a sociology research methods course which fulfills criteria/full credit towards a transfer to a 4-year university/college. Ongoing. Many students have taken SOC 200 – a capstone course – however, full transfer credit is still an ongoing goal/project. (See **Threats**, Part 2.B)
- c. Increase number of SOC AA-T degrees granted. Ongoing. 5 degrees were granted from 2014-2015, 18 were granted from 2015-2016, 23 were granted from 2016 – 2017 and now was have 55 attained.

Update: Degrees awarded in 2019-2020 (AA-T Sociology) were 67.

Part 2.D. Review and comment on progress towards past program review goals:

1. Create a AA-T in Sociology degree with limited and/or zero textbook cost to student. – increase the number of SOC courses that use OER or zero cost textbooks. **Update:** *Zero Cost textbooks have been adopted in most sections of SOC 101 and two sections of SOC 110.*
2. Increase number of AA-T in Sociology degrees granted. Advertise degree to sociology students – opportunities – widely. **Update:** *The number of AA-T degrees award has increased from 55 to 67 over the previous academic year.*
3. Increase number of SOC AA-T honors courses. Ensure that students know that there is an articulation agreement with the honors program and the sociology department. We are currently doing this with SOC 101, 110, 115 and 116. **Update:** *We have added a Honors course in SOC 116, while others Hours courses will wait until normal instruction returns.*
4. Increase success rates for marginalized/non-traditional students. Hire one more full-time faculty and hire additional instructors to support non-traditional students (thereby closing equity gap).
5. Increase ties in the community with jobs/work/internships via the sociology department. Ensure that students have a pathway to job placement via the SOC AA/AA-T program. We are currently working closely with L.A. County's human services sector (specifically focused with the Antelope Valley area). **Update:** *Work continues, and some funding has been allocated, with LA County and SBS Division (SOC, PSYCH, CFE) to develop a social/human service student apprenticeship pathway.*
6. Increase the annual number of graduates for 2020. **Update:** *In 2020 the number of graduates increased by 18 percent.*
7. Promote sociology as a major and develop a viable sociology club (society). **Update:** *Dr. Giorgi continues to improve participation in the Sociology Society.*
8. Establish a course rotation protocol, allowing each approved course to be offered at least once during the regular term. **Update:** *Except for SOC 111, each course is offered every regular semester.*

9. Secure adequate full-time faculty to accommodate increased demand for course offerings and ancillary administrative responsibilities. **Update:** *Full-time faculty are currently adequate, but retirements are expected without the next two years.*
10. License the use of IBM SPSS statistical package for use in SOC 200. **Update:** *SPSS has not been obtained. The request is suspended pending increase in student enrollment.*
11. Provide student transportation to facilitate enhanced field experience for students in SOC 120 and SOC 111. **Update:** *Transportation for student field trips in SOC 120 and SOC 111 has not been obtained.*
12. Acquire the use of the Performing Arts Theater for consolidated SOC 101 sections as a means of freeing up instructors to teach electives having less demand but equal importance in completing the AA-T program curriculum. **Update:** *Classrooms venues with increased capacity are not warranted considering the social distancing requirements due to Covid-19 protocols.*

Part 3. Based on Part 2 above, please list program/area goals for 2020-2021:

Program/Area Goal #	Goal supports which ILO/PLO/SLO/OO?	Description of Goal	Steps to be taken to achieve goal?
1: Reduce education costs to students	EMP 2 and ALL/1-4/ALL/na	Create a SOC AA-T degree with limited and/or zero textbook cost to student.	increase the number of SOC courses that use OER or zero cost textbooks. Currently 3 out of 9 courses use OER. Material needs developing for courses other than SOC 101, SOC 110, and SOC 116.
2 & 7: Increase number of SOC AA-T degrees granted. Advertise degree to sociology students – opportunities – widely	EMP 4 and ALL/1-4/ALL/na	Increase the annual number of graduates for 2020.	Promote sociology as a major and develop a viable sociology club. The Sociology Society is currently in its 2nd year.
3: Increase opportunities for exceptionally motivated	EMP 3 and ALL/1-4/ALL/na	Increase number of SOC AA-T honors courses.	Ensure that students know that there is an articulation agreement

students to enrich their learning experience.			with the honors program and the sociology department. We are currently doing this with SOC 101, 110, 115 and 116.
4 & 9: Increase success rates for marginalized/non-traditional students.	EMP 4 and ALL/1-4/ALL/na	Hire one more full-time faculty and hire additional instructors to support non-traditional students (thereby closing equity gap).	Continue to monitor the equity gap between student groups by ethnicity and gender. Collaborate with AVC Student Equity to promote Sociology.
5: Ensure that students have a pathway to job placement via the SOC AA/AA-T program.	EMP 5 and ALL/1-4/ALL/na	Increase ties in the community with jobs/work/internships via the sociology department.	Continue to work closely with L.A. County's Human Services sector (specifically focused with the Antelope Valley area).
6, 8 & 12: Increase faculty efficiency.	EMP 2 and ALL/1-4/ALL/na	Establish a course rotation protocol, allowing each approved course to be offered at least once during the regular term.	Currently being evaluated by Division Chairperson. Usually during the regular term 7 out of 9 courses are offered during any given term.
4: Increase equity among marginalized and impacted student populations	EMP 4 and ALL/1-4/SOC 110(2); SOC 112(3); SOC 116(2)/na	Secure adequate full-time faculty to accommodate increased demand for course offerings and ancillary administrative responsibilities.	No current priority. Vote to elevate priority.
10: Increase effective student participation in coursework	EMP 4 and ALL/1-4/SOC 200(1-2)/na	License the use of IBM SPSS statistical package for use in SOC 200.	Not currently budgeted. Math faculty discussing options for MATH 115/116. Other, open-source, platforms advocated.
11: Increase effective student participation in coursework	EMP 1 and ALL/1-4/SOC 120(3); SOC 111(1-4)/na	Provide student transportation to facilitate enhanced field experience for students in SOC 120 and SOC 111.	No current grant application pending. No current liaison with Facilities.

Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):

<i>Type of Resource Request</i>	<i>Summary of Request</i>	<i>New or Repeat Request</i>	<i>Amount of Request, \$</i>	<i>One-Time or Recurring Cost, \$</i>	<i>Contact's Name</i>
<i>Faculty</i>	Hire one full-time faculty member	repeat request	\$100,000	recurring	Human Resources
<i>Classified Staff</i>					
<i>Technology</i>	License IBM SPSS statistics to support SOC 200	repeat request	\$2610.00	recurring	Purchasing
<i>Physical/Facilities</i>	Repeat Bus transportation to support SOC 120 and SOC 111	repeat request	\$2000.00	recurring	Facilities
<i>Supplies</i>					
<i>Professional Development</i>					
<i>Other</i>	Permission to instruct SOC 101 at the Performing Arts Theater	Repeat request	Unknown	recurring	Carina Giorgi

Part 5. Insert your Program Review Data here, as well as any other supporting data. (See Part 2.B above.)

Please Select **Subject** area (twice) and **Program Major(s)** to get your data --->

Select Subject SOC	Select Subject again SOC	Select Major(s) AA-T Sociology (SOCT)	Academic Year Multiple values
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Retention, Success, Number of Sections, & Enrollment in SOC (Total AVC rates are shown as | *hover over to see data*)

Subject	Academic Y..	Retention	Success	Sections	Enrollment
SOC	2015-2016	87.3%	66.9%	67	2,535
	2016-2017	89.2%	75.1%	74	2,506
	2017-2018	87.2%	69.1%	79	2,712
	2018-2019	88.6%	68.7%	70	2,350

Subject vs. AVC Annual Retention Rate

Subject vs. AVC Annual Success Rate

Number of Sections

Student Enrollment

Enrollment and Number of Sections by *Modality* in SOC

	Instr. Method	2015-2016	2016-2017	2017-2018	2018-2019
Number of Sections	Online	8	15	16	16
	Other Indep Study			1	1
	Traditional	59	59	62	53
Enrollment	Online	305	535	601	578
	Other Indep Study			2	1
	Traditional	2,230	1,971	2,109	1,771

Enrollment and Number of Sections by *Location* in SOC

	Location	2015-2016	2016-2017	2017-2018	2018-2019
Number of Sections	Lancaster	52	53	53	45
	Lancaster [Off Ca..	1	1	3	1
	Palmdale	14	20	23	24
Enrollment	Lancaster	2,042	1,825	1,843	1,544
	Lancaster [Off Ca..	32	23	85	21
	Palmdale	461	658	784	785

Number of Degrees/Certificates Awarded in AA-T Sociology (SOCT)

Major Descr./Co..	Academic Deg./Cert. Year	Number of Awards
AA-T Sociology (SOCT)	2015-2016	16/AA
	2016-2017	46/AA
	2017-2018	47/AA
	2018-2019	55/AA

FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in SOC

	Fall 2015	Fall 2016	Fall 2017	Fall 2018
PT/Adjunct	5.7	5.8	5.6	4.0
FT/Regular	1.0	1.0	2.0	2.0
FT/Overload			0.2	0.4
TOTAL FTEF	6.7	6.8	7.8	6.4
PT/FT	5.7	5.8	2.8	2.0
FTES	114.0	111.2	129.4	105.4
FTES/FTEF Ratio	16.9	16.4	16.7	16.6
WSCH/FTEF Ratio	508.1	490.6	499.9	496.8

Please Select **Subject** area (twice) and **Program Major(s)** to get your data ---->

Select Subject: SOC | Select Subject again: SOC | Select Program Major(s): AA-T Sociology (SOCT) | Academic Year: 2019-2020

Retention, Success, Number of Sections, & Enrollment in SOC (Total AVC rates are shown as | hover over to see data)



Enrollment and Number of Sections by *Modality* in SOC

	Instr. Method	2019-2020
Number of Sections	Online	17
	Traditional	55
Enrollment	Online	582
	Traditional	1,980

Enrollment and Number of Sections by *Location* in SOC

	Location	2019-2020
Number of Sections	Lancaster	46
	Lancaster [Off Campus]	4
	Palmdale	22
Enrollment	Lancaster	1,734
	Lancaster [Off Campus]	103
	Palmdale	725

Number of Degrees/Certificates Awarded in AA-T Sociology (SOCT)

Major Desc	Major Code	Deg./Cert.	Academic Year
AA-T Sociology	SOCT	Degree	2019-2020

67 / AA

FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in **SOC**

	Fall 2016	Fall 2017	Fall 2018	Fall 2019
PT/Adjunct	5.8	5.6	4.0	4.4
FT/Regular	1.0	2.0	2.0	1.4
FT/Overload		0.2	0.4	0.2
TOTAL FTEF	6.8	7.8	6.4	6.0
PT/FT	5.8	2.8	2.0	3.1
FTES	111.2	129.4	105.4	104.1
FTES/FTEF Ratio	16.4	16.7	16.6	17.4
WSCH/FTEF Ratio	100.6	100.0	106.8	520.7

