Division/Area Name: Social and Behavioral Sciences/Administration of Justice	For Years: 2020-2021
Name of person leading this review: Tim Lynskey, Dexter Cummins	
Names of all participants in this review: Tim Lynskey, Dexter Cummins	

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 AJ field, including Attorneys, Law Enforcement, and Corrections.

1.2.*State briefly program highlights and accomplishments:*
In 2017-2018, the college awarded 139 AJ degrees which represents 7% of all degrees awarded by the college (1900) for the year, when the college has more than sixty programs offering Associates Degrees.   We completed the first year of the AVC to CSU Program with three 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.

1.3.*Check each Institutional Learning Outcome (ILO) supported by the program.*	
☐**Communication**	☐Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. ☐Demonstrates listening and speaking skills that result in focused and coherent communications
☐**Creative, Critical, and Analytical Thinking**	☐Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. ☐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. ☐Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
☐ **Career and Specialized Knowledge**	☐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.*	

☐	Goal 1*: Commitment to strengthening institutional effectiveness measures and practices.
☐	Goal 2*: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.
☐	Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
☐	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 2018-2021 as of fall, 2018.

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 continue the AJ Advisory Committee meetings with industries in the communities (LA Sheriff's Department, California Department of Corrections, La County Probation, etc). We have made some in-roads into these organizations by contacting individuals and leaders through visits, the Advisory Committee meetings, and trips planned through the Law Scholars program, in which we are heavily committed and involved. We have seen a number of dedicated students coming to the program from the organizations that might have been missed otherwise.

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	Even with an enrollment drop, the program is still conferring a very high number of degrees (139 in 2018).
Weaknesses	The enrollment in the program has dropped from 2014-2015 (2900 students) to 2017-2018 (1900 students).
Opportunities	Possibly moving education into the prisons and the Sheriff's station will allow those working at these institutions access to a college education that fits their particular work environment.
Threats	The program will lose both of the full-time instructors over the next year, with only one replacement next year. With the two current full-time instructors working an many different programs to boost the enrollment and provide degree opportunities, dropping to only one new full-time instructor will have a negative effect on the program.

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

We exceeded the SLO's and PLO's for the last program review. The action plans described maintaining the current efforts, and possibly having an off-site planning meeting with the AJ instructors and possibly some of the graduating students to conduct an in-depth review of the SLO's and PLO's. then taking these results to the next AJ Advisory meeting and combining suggestions.

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

Hiring more full-time instructors was a goal. We will be losing two and gaining one for a total loss of one. The goal of getting a budget did not happen, nor did we apply for a Pell Grant.

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. Provide increased support to students.	ILO: #4, **Career and Specialized Knowledge. PLO #3**	The programs needed to continue the current levels of staffing in order	Provide a hiring committee and hire a minimum of one more full-time staff

		to continue with the current level of service to the students and community.	member by the end of the 2018-2019school year.
2. Promote a greater enrollment.	ILO's: #2, **Creative, Critical, and Analytical Thinking., #3, Community/Global Consciousness. PLO's**	The enrollment in AJ has dropped drastically in the last four years, (34%). This downturn has caused the current full-time staff to choose to shore-up the program instead of progressing with newer ideas that would open the campus to other locations (LACO Sheriff's station, Ca. State Prison, etc.), develop new online programs, increase the AVC to CSU Program.	As mentioned above, increase the full-time staffing, greater interaction among all of the high schools in the area, meet and work with the decision makers at the LACO Sheriff's station, and Ca. State Prison, assign a full-time instructor to outreach programs like the AVC to CSU program, Law Scholars, SOAR, etc.
3. Provide greater stability in the program for the students in the AJ program.		The AVC students are at AVC for a short period of time, 2 – 3 years if all goes well. 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. To use the new building plan as a justification would be ludicrous as this has been going on for more than ten years. The COR's, SLO's and PLO's are reviewed regularly and the staff reports on the stability of the program annually.	1. Identify and provide an area on campus that students will recognize as the "AJ area". 2. Provide a budget for the AJ 208 Classes, Forensics, and the AJ205 classes, Criminal Investigations.

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	Maintain and increase the full-time staffing. (2 currently, increase to four).	Repeat	$300,000	Recurring	Dexter Cummins
Classified Staff					
Technology					
Physical/Facilities	AJ area on campus	Repeat	0	N/a	Dexter Cummins

Supplies	Supplies for the Forensics classes (AJ 208) and the Criminal Investigations classes (AJ 205) are needed	Repeat	$3000	Recurring	Dexter Cummins
Professional Development					
Other					

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

| Select Subject | Select Subject again | **and** Select Major(s) for Program Aw... | or Select Major Code for Awards | Academic Year |
| AJ | AJ | Multiple values | ADJT | Multiple values |

Retention, Success, Number of Sections, & Enrollment in AJ (Total AVC rates are shown as | *hover over to see data*)
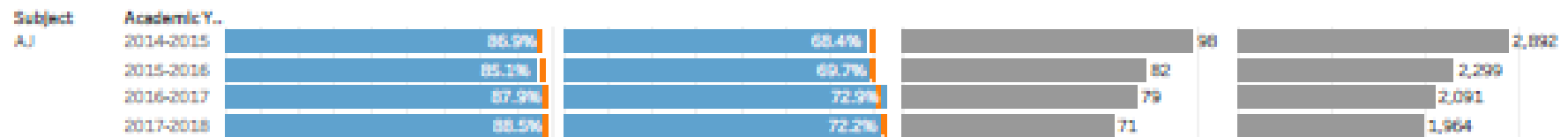
Subject	Academic Y..				
AJ	2014-2015	86.9%	68.4%	98	2,892
	2015-2016	85.1%	69.7%	82	2,299
	2016-2017	87.9%	72.9%	79	2,091
	2017-2018	88.5%	72.2%	71	1,964
		Subject vs. AVC Annual Retention Rate	Subject vs. AVC Annual Success Rate	Number of Sections	Student Enrollment

Enrollment and Number of Sections by *Modality* in AJ

	Instr. Method	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections	Online		1	4	4
	Other Indep Study		1	1	
	Traditional	96	78	72	65
	Work Experience	2	2	2	2
Enrollment	Online		31	121	133
	Other Indep Study		1	1	
	Traditional	2,883	2,258	1,960	1,823
	Work Experience	9	9	9	8

Enrollment and Number of Sections by *Location* in AJ

	Location	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections	Lancaster	81	69	64	55
	Palmdale	17	13	15	16
Enrollment	Lancaster	2,422	1,979	1,702	1,535
	Palmdale	470	320	389	429

Number of Degrees/Certificates Awarded in ADJT

MAJOR	Major ..	Deg./Cert.	Academic..	
AS-T Administration of Justice	ADJT	Degree	2014-2015	29 / AS
			2015-2016	58 / AS
			2016-2017	81 / AS
			2017-2018	61 / AS

Number of Awards
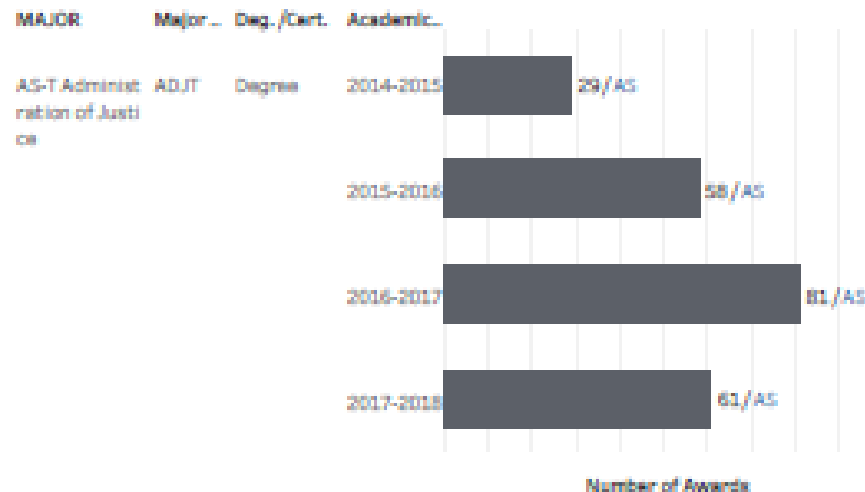
FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in AJ

	Fall 2014	Fall 2015	Fall 2016	Fall 2017
PT/Adjunct	6.2	4.8	5.0	5.0
FT/Regular	2.0	2.0	2.2	2.0
FT/Overload	0.7	0.8	0.2	0.2
TOTAL FTEF	8.9	7.6	7.4	7.2
PT/FT	3.1	2.4	2.3	2.5
FTES	147.5	120.4	110.7	105.7
FTES/FTEF Ratio	16.5	15.8	15.0	14.7
WSCH/FTEF Ratio	496.2	475.1	448.6	440.2

2018-2019 Program Review Report

Division/Area Name: Anthropology/Social and Behavioral Sciences	**For Years: 2020-2021**
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 of 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 the origins, development and contemporary variations of all humans who have existed anywhere on earth. This holistic, global cross-cultural perspective draws knowledge from the social and biological sciences, as well as, the humanities and physical sciences to understand the full sweep and complexity of cultures across all of human history. A main goal is to stimulate student interest in the issue of human origin and promote cross-cultural understanding.

1.2.State briefly program highlights and accomplishments: The Anthropology Department continues to expand courses 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 based on sex and ethnicity over the past four years. The Anthropology Department retention and success rates are higher than the Total AVC Annual rates, an overall 2% increase in retention and a 6% increase in success rates.

1.3.Check each Institutional Learning Outcome (ILO) supported by the program.

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.
	☐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.* |
| 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 2018-2021 as of fall, 2018.

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:
1) 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.
2) ANTH 101 & 101L: Students suggested that more time be given to completing some of the required lab exercises. And that more lecture time be dedicated in the lab class. Also if labs and lectures could be more in sync. Faculty will be reviewing the labs and determining if revisions will be beneficial for students. In addition, faculty are discussing ways in which to make lecture and labs more in sync.
3) Overall across Anthropology courses, students asked for exam review sessions. Several faculty have implemented exam review sessions outside of the regularly scheduled class.
4) ANTH 101L, ANTH 102, ANTH 112 and ANTH 140 courses: Students enjoy the assignments that require them to participate in on and off-campus anthropological events. They feel this provides them with real world experiences in Anthropology.

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* | Since the last Program Review, the numbers of sections offered, both Online Sections and Face-to-Face Sections, have increased. We have |

increased sections offered in Lancaster and at the new Palmdale center. The number AA-T in Anthropology degrees has doubled in the past year. The Anthropology Departments retention and success rates are 2-3% higher than the Total AVC rates, an overall 2% increase in retention and a 6% increase in success rates. Furthermore, our Part-time Load (Part-time FTEF) has increased.

In Anthropology courses there has been an overall consistent increase in retention and success rates based on sex and ethnicity over the past four years. From an anthropological perspective, we are very pleased to see such high retention and success rates (>88%) for students whom self-identify as "other sex" and "other ethnicity".

SEX: The average retention and success rate for female, male and other Anthropology students has increased. There has been a slight decrease in male retention rates (3%) the success rates have increased (6.7%). Female students (58%) make comprise the majority of the student population compared to male (40%) and Other (2%).

ETHNICITY: The overall retention and success rates for all ethnic groups in Anthropology courses have increased. There has been a decrease in retention (3.3%) for Anthropology students identifying themselves as two or more ethnicities; however the success rate for these students has increased significantly (8.5%). There has been an increase in retention (9.06%) and success (10.2%) of African American students, however, these numbers are below the AVC success benchmark. The new data does not permit a discussion of Anthropology students identifying themselves as American Indian or Asian. It is assumed that these categories have been lumped into the "other ethnicity" category. The Department of Anthropology finds this to be troubling and requests that this data be made available.

Weaknesses	- There has been a slight decrease in male retention rates (3%), but the success rates have increased (6.7%). - There has been a decrease in retention (3.3%) for Anthropology students identifying themselves as two or more ethnicities; however the success rate for these students has increased significantly (8.5%). - Even with an increase in retention & success, the Anthropology students identifying themselves as African American students are below the AVC success benchmark.
Opportunities	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, 112, 140). We are adding ANTH 102 Introduction to Cultural Anthropology as an Honors course in Spring 2010.
Threats	The ethnicity categories of American Indian or Asian appear to have been lumped into the "other ethnicity" category. The Department of Anthropology finds this to be troubling and requests that this data be made available.

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

To date, faculty are making progress to increase students 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 6% increase in success

rates.

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

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: To date, 13 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.

Goal: 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-science majors. A main goal is to stimulate student interest in the issue of human origins and diversity and to promote cross-cultural understanding.
Objectives: Increase student success to meet the AVC Institutional Standard benchmark of 68% by spring 2018.
Status: In progress; Both the retention and success rates for ANTH 101 and ANTH 101L have increased. Student success in ANTH 101
Has increased by 4.2% and an increase of 8.9% success rate for the ANTH 101L classes. The overall success rate for students in enrolled in Anthropology courses in the past year has increased by 6% and is greater than the AVC Annual Success rate of 72.4%.

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; Faculty in conjunction with Anthropology Club students are developing a student survey and will be organizing Student Focus Groups to discuss what type of courses would be of most interest. Faculty have identified possible new curriculum that reflects the ethnic diversity of subgroups on campus that are underrepresented. We believe these groups will be more inclined to participate in courses that relate to their own ethnic backgrounds and therefore more successful.

Goal: Increase the success rate of students enrolled in the Introduction to Biological Anthropology Lab (ANTH101L) courses that fulfill the General Education Area A - Natural Sciences pattern for non-science majors.
Objectives: Increase the number of laboratory sections offered each semester to four. Increase student success to meet the AVC Institutional Standard benchmark of 69.1% by spring 2023.
Status: In progress; In progress; Both the retention and success rates for ANTH 101 and ANTH 101L have increased. Student success in ANTH 101
Has increased by 4.2% and an increase of 8.9% success rate for the ANTH 101L classes. The overall success rate for students in enrolled in Anthropology courses in the past year has increased by 6% and is greater than the AVC Annual Success rate of 72.4%.

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.

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Status: In progress; We have received limited funding to purchase supplies related to curation of archaeological collections.

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 Goal: Increase the number of Anthropology transfers to CSU's via AA-T in Anthropology and via IGETC to UC's.	ILOs -- #1-4 Communication, Creative, Critical, and Analytical Thinking, Community/Global Consciousness and Career and Specialized Knowledge. 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.	**Objectives:** To have 25 AA-T in Anthropology graduates by spring 2023.	Continue to develop a program to promote student interest in all aspects of and courses supporting the AA-T/ADT in Anthropology. Continue to promote Anthropology as a Major. Meet with Marketing to develop a strategy to market the discipline, promote the discipline via guest talks in the community and local elementary, middle & high schools. A major focus of such promotional activities will be to expand and encourage participation of underrepresented ethnic groups. Continue and further develop undergraduate research opportunities. 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). Development of the Antelope Valley DNA Database to promote student success by providing students with an understanding of human genetic diversity and population genetics based on AV population.

			Continued development of the Annual Anthropology Expo, Anthropology Symposium, student Anthropology Club., and Faculty Professional Development presentations emphasizing developments in Anthropology. Continued participation with First Year Experience; Student Success Kickoff and AVC school tours for local elementary, middle and high school students. Development of a "Majors Fair" for students.
#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.	ILOs -- #1-4 Communication, Creative, Critical, and Analytical Thinking, Community/Global Consciousness and Career and Specialized Knowledge. 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	**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.	Student Survey and Student Focus Group: Put together a student survey and student focus group to discuss what type of courses would be of most interest to them. Faculty have identified possible new curriculum that reflects the ethnic diversity of subgroups on campus that are underrepresented. We believe these groups will be more inclined to participate in courses that relate to their own ethnic backgrounds and therefore more successful. Meet with Marketing to develop a strategy to promote Anthropology courses to various subgroups across the campus. Discuss the possibilities of collaborating with First Year Experience. Promote the discipline via guest talks in

	conclusions to personal, community and scientific problems. PLO #4: Utilize appropriate fieldwork techniques for anthropology.		the community and local elementary, middle & high schools. A major focus of such promotional activities will be to expand and encourage participation of underrepresented ethnic groups. Faculty will meet with colleagues at other CCC's to discuss how their districts have increased their success rates for underrepresented groups.
#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 that 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 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.	ILOs -- #1-4 Communication, Creative, Critical, and Analytical Thinking, Community/Global Consciousness and Career and Specialized Knowledge. 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.	**Objectives:** Increase the number of laboratory sections offered each semester to four. Increase student success to meet the AVC Institutional Standard benchmark of 69.1% by spring 2023.	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. 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. Obtain funding for osteometric boards and calipers.
#4 Goal: Obtain appropriate curation supplies, equipment, and storage facilities for	ILOs -- #1-4 Communication, Creative, Critical, and Analytical Thinking, Community/Global	**Objectives:** Student's success can be increased by continuing to develop	Obtain funding for supplies related to curation of archaeological collections (archival boxes, collection bins, labels,

the Antelope Valley College Archaeological Repository (AVCAR) archaeology collection.	Consciousness and Career and Specialized Knowledge. 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	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.	binders, database, etc.). Obtain funding for Color Photo, Image, Film, Negative & Document Scanner to document, curate and preserve the archaeological collection. This endeavor 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 Experience. Maintains the collection as per Federal Curation Standards, as outlined in 36CFR79 of the Federal Register (1990) and the Accreditation Standards of the American Association of Museums (AAM) for archaeological curation and collections management. In addition, the curation container is not a safe or an appropriate space student learning and/or work environment.
#5 Goal: Investigate the development of a full-scale simulated archaeological excavation at the AVC campus/Barrel Springs location. Provides support to student educational plans, higher education options, and career opportunities.	ILOs -- #1-4 Communication, Creative, Critical, and Analytical Thinking, Community/Global Consciousness and Career and Specialized Knowledge. 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.	**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.	Faculty will meet with colleagues at other CCC's to discuss how their districts have developed simulated archaeological excavations. Continue and further develop undergraduate research opportunities. Faculty will discuss this with AVC administration and determine an initial plan for implementation.

	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.		Faculty will discuss the feasibility of this plan with community partners.

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					
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	New	$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 calipers.	Repeat New	$8000.00 $1000.00	One time One time	Dr. Darcy L. Wiewall
Supplies	Obtain funding for supplies related to	Repeat	$4000.00	One time	Dr. Darcy L. Wiewall

	curation of archaeological collections (archival boxes, collection bins, labels, binders, database, etc.)				
Professional Development	Funding for keynote speakers for the Annual Anthropology Open House and Expo.	New	$500-1000	Recurring	Dr. Darcy L. Wiewall
Other	Funding needed for the purchase of 40 National Geographic Gen 2.0 DNA ancestry kits for one class of physical anthropology students for a foundation for the development of the Antelope Valley DNA Database.	Repeat	$4000.00	One time	Dr. Darcy L. Wiewall

Select Subject	Select Subject again	Select Major(s) for Program Awards	or Select Major Code for Awards	Academic Year
ANTH	ANTH	AA-T Anthropology	All	Multiple values

Retention, Success, Number of Sections, & Enrollment in ANTH (Total AVC rates are shown as │)

Subject	Academic Y...	Subject vs. AVC Annual Retention Rate	Subject vs. AVC Annual Success Rate	Number of Sections	Student Enrollment
ANTH	2014-2015	76.6%	54.2%	15	568
	2015-2016	82.1%	64.5%	18	577
	2016-2017	88.0%	70.0%	29	865
	2017-2018	90.0%	76.0%	29	902
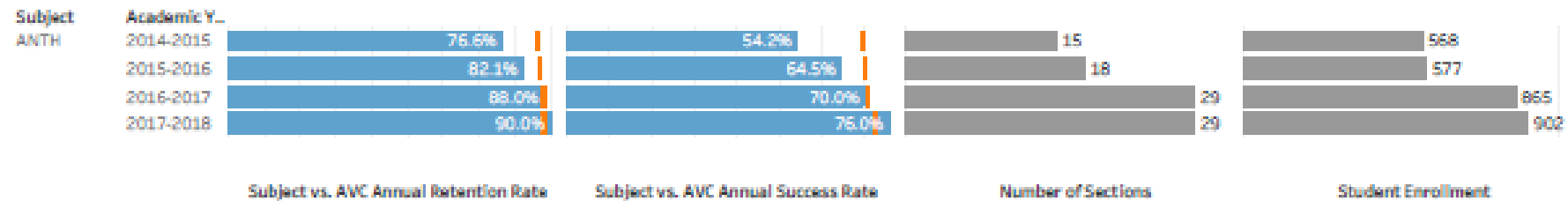
Enrollment and Number of Sections by *Modality* in ANTH

	Instr. Method	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections	Online			2	3
	Traditional	15	17	23	24
	Work Experience		1	4	2
Enrollment	Online			85	133
	Traditional	568	572	771	765
	Work Experience		5	9	4

Enrollment and Number of Sections by *Location* in ANTH

	Location	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections	Lancaster	15	18	26	24
	Lancaster [Off Ca..			2	2
	Palmdale			1	3
Enrollment	Lancaster	568	577	791	751
	Lancaster [Off Ca..			30	25
	Palmdale			44	126

Number of Degrees/Certificates Awarded in ANTT

MAJOR	Major ..	Deg./Cert.	Academic..	
AA-T Anthropology	ANTT	Degree	2015-2016	4 / AA
			2016-2017	1 / AA
			2017-2018	8 / AA

Number of Awards
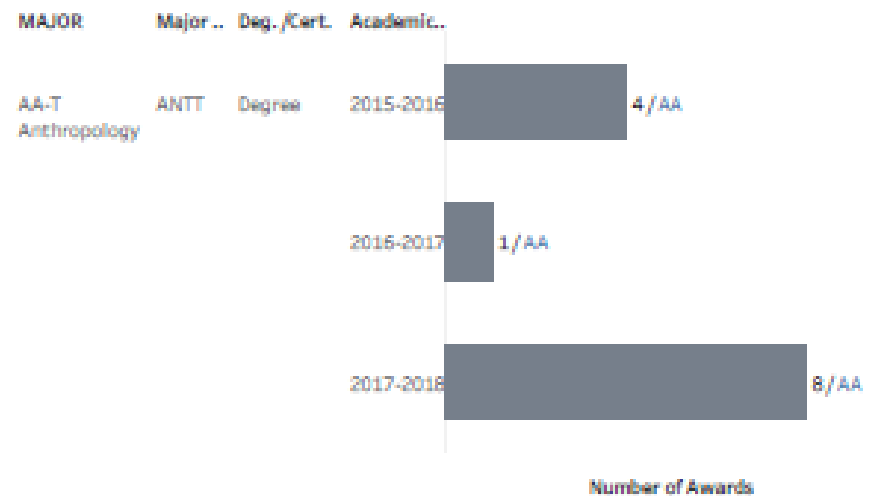
FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in ANTH

	Fall 2014	Fall 2015	Fall 2016	Fall 2017
PT/Adjunct	0.6	0.8	1.6	1.6
FT/Regular	1.0	0.6	0.7	0.7
TOTAL FTEF	1.6	1.4	2.3	2.3
PT/FT	0.6	1.4	2.2	2.2
FTES	27.7	23.9	38.8	38.9
FTES/FTEF Ratio	17.6	17.7	16.6	16.7
WSCH/FTEF Ratio	529.5	530.1	499.4	500.0

Division/Area Name: Social & Behavioral Science: Child & Family Education/Education	For Years: 2020-2021
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 program contributes to the district mission: The CFE/ED department provides numerous educational courses, a transfer degree program, and certificates for a diverse student population of educational learners. Our instructors do so within the 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 400 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, a CFE/ED Campus Club has been established 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.	
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.	

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 2018-2021 as of fall, 2018.

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	The CFE/ED Department has been successful in utilizing our adjunct and full time faculty to provide the available course work in CFE/ED. Workshops and resources continue to highlight our students' success.
Weaknesses	The CFE/ED department has identified a need for more online classes and adjunct faculty to meet the growing needs of the CFE/ED department..
Opportunities	The opportunity remains the same as in the last report, that with additional full time faculty the CFE/ED department could increase measurably in scope and size and therefore help students achieve their goals of transfer to higher education and the workforce.
Threats	Without more full time faculty, students will not be able to complete coursework, certificates and/or transfer requirements.

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

Faculty in an ongoing effort is reviewing courses to analyze trends and results of surveys, and data.

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

One of the goals was to establish a CFE/ED Club which we have done but, we have not been able to update program materials with closed captioned DVD's or other resources. We still have a critical need for more full-time faculty and more online courses.

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 the CFE/ED Department and build the Lancaster and Palmdale campus sites so, that degree progress can be obtained on either campus.	Support from Administration to hire more faculty to provide on-going class stability and scheduling as well as office hour support.
Goal#2: Offer more CFE/ED coursework both online and face to	ILO/PLO/SLO	Additional online and face to face coursework will allow CFE/ED	Continue to request full-time faculty as well as adjunct faculty .

		students to obtain Certificates and the CD Permit that is required for employment.	
Goal #3: Develop resources and materials for a fully functional Demonstration Classroom.	ILO/PLO /SLO	This demonstration classroom needs to be equipped with technology that has sound and visual capacity so that students can complete child observations and classroom assignments.	Grants and additional resources are needed.

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	Addition of 1 to 2 full-time faculty	Repeat	70,000 to 80,000	Recurring	Dean Gat
Classified Staff					
Technology	Technology for Demonstration Classroom	Repeat	10,000 to 25,000	Recurring	Dean Gat, Ande Sanders
Physical/Facilities					
Supplies					
Professional Development	Workshops and Conferences	Repeat	5,000 to 10,000	Recurring	Dean Gat, Ande Sanders. Kimberly Barker
Other					

| Select Subject CFE | Select Subject *again* CFE | Select Major(s) for Program Awards Multiple values | or Select Major Code for Awards All | Academic Year Multiple values |

Retention, Success, Number of Sections, & Enrollment in CFE (Total AVC rates are shown as |)

Subject	Academic Y..				
CFE	2014-2015	82.0%	68.9%	73	1,814
	2015-2016	82.8%	68.7%	73	1,662
	2016-2017	84.0%	66.0%	72	1,657
	2017-2018	87.0%	70.1%	70	1,724

| 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 CFE

	Instr. Method	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections	Online	7	8	9	10
	Other Indep Study		1		
	Traditional	66	64	63	60
Enrollment	Online	159	193	189	258
	Other Indep Study		5		
	Traditional	1,655	1,464	1,468	1,466

Enrollment and Number of Sections by *Location* in CFE

	Location	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections	Lancaster	44	39	39	39
	Palmdale	15	21	23	21
	Palmdale [Off Ca..	14	13	10	10
Enrollment	Lancaster	1,097	904	918	954
	Palmdale	359	477	541	523
	Palmdale [Off Ca..	358	281	198	247

Number of Degrees/Certificates Awarded in BIOL & ECET

MAJOR	Major ..	Deg. /Cert.	Academic..	
AS-T Early Childhood Education	ECET	Degree	2015-2016	6/AS
			2016-2017	13/AS
			2017-2018	13/AS
Biological Sciences	BIOL	Degree	2014-2015	23/AS
			2015-2016	50/AS
			2016-2017	64/AS
			2017-2018	38/AS

Number of Awards
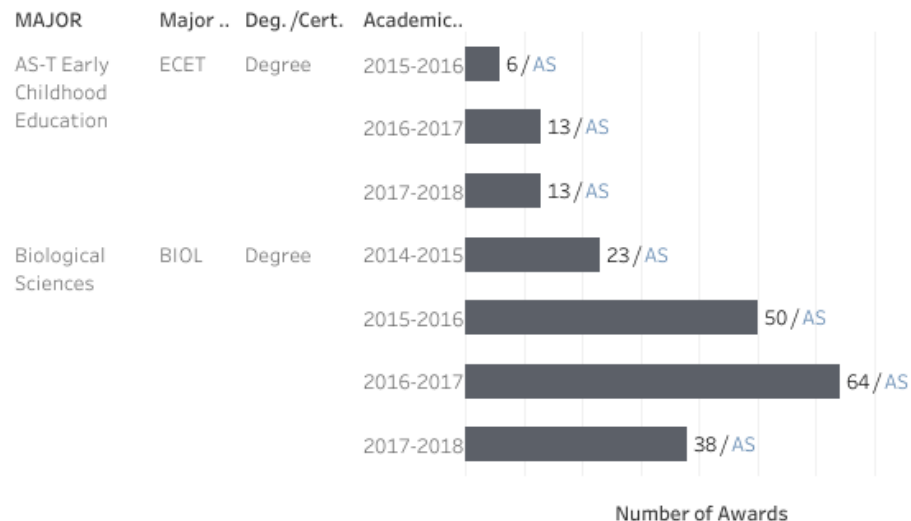
FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in CFE

	Fall 2014	Fall 2015	Fall 2016	Fall 2017
PT/Adjunct	3.2	3.4	3.0	5.1
FT/Regular	2.7	2.7	3.1	1.1
FT/Overload	0.2	0.2	0.2	
TOTAL FTEF	6.1	6.3	6.3	6.3
PT/FT	1.2	1.3	1.0	4.5
FTES	75.8	76.9	76.6	81.1
FTES/FTEF Ratio	12.5	12.3	12.2	12.9
WSCH/FTEF Ratio	374.9	368.0	366.7	388.1

2018-2019 Program Review Report

Division/Area Name: Social and Behavioral Sciences/Fashion Design Program	For Years: 2020-2021
Name of person leading this review: Melissa Ramiro	
Names of all participants in this review: Melissa Ramiro	

Part 1. Program Overview:

1.1.Briefly describe how the program contributes to the district mission:
The Fashion Design program offers a comprehensive and technically relevant program to a diverse student population seeking employment in several fashion-related fields, transfer opportunities to further their education, or to gain and/or increase their fashion components understanding.

1.2.State briefly program highlights and accomplishments:
   All Course Outlines of Record (COR"S), Student Learning and Program Learning Outcomes (SLO/PLO's), as well as the Fashion Design Program were substantially updated and approved through the chancellors office to offer more technical design aspects, business skills and objectives, as well as a new course in Advanced Pattern Making. This advanced course utilizes the current Computer Aided Design software and system to demonstrate advanced pattern making and technical package completion thus, preparing the graduate for enhanced employment within the tech savvy fashion industry. Program students and graduates are still afforded the opportunity to compete in the international student design competition for Gerber Technologies yearly Ideation conference. Spring semester offers the community a chance to view the student creations through the annual fashion show in the Performing Arts Theater.

1.3.Check each Institutional Learning Outcome (ILO) supported by the program.

X **Communication**	☐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**	☐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**	☐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**	X Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal

Knowledge	enrichment.

1.4.Check each Educational Master Plan (EMP)/Strategic Plan Goal supported by the program.

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.
☐	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 2018-2021 as of fall, 2018.

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 Program Discontinuance committee has been formed (spring 2019) in accordance with AP 4021 and Education Code 78016 to evaluate the program's data and viability. Details were forth coming but not available at the time of this writing.

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	An increase in the number of certificates awarded rose gradually over the past four years. Fashion Design continues to surpass AVC rates for success. The number of sections stayed consistent at 17 (with 18 in 2015-2016). With consistent section rates, comes consistent enrollment between 262-279.
Weaknesses	CT fell behind the AVC retention rate in 2017-2018 to 85.7%. There are still low numbers on the amount of degrees awarded (2 each in 2014-2015, 2015-2016) and 3 each in (2016-2017 & 2017-2018). With 2016-2017 being the highest enrollment year, there was a slight dip in enrollment in 2017-2018 (from 279 to 272) The CAD system was to be moved to APL204A to allow for greater student access as well as new software needs. ITS was too busy to move the system and it remained in APL108 with only 5 student workstations instead of 20.
Opportunities	CT needs to maintain at or above the AVC Retention rate. CT needs to do a better job of promoting the degree as a means for improved employability. The increase in certificates should bolster the success rates and show an improvement in retention rates.
Threats	There is no full-time faculty, thus severely restricting the number of sections offered, overall enrollment, and possible completers. The loss of any adjuncts will only make matters worse. The possibility of program discontinuance, staff restrictions, and technical support only highlights the ongoing threats the program has been encountering.

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

Several action plans referenced the revision of SLO's and the assessments. The SLO/PLO's were substantially updated and approved in fall 2018 to (hopefully) improve recordings.
Several SLO's refer to "the proper use and care of equipment, tools, and machinery" (CT 110-#1, CT 130-#1, CT220-#1). The machinery is adjusted and maintained before the semester begins and after the semester ends. Each class utilizing any classroom tools, equipment, and/or machinery must be trained on them and sign forms of understanding that are retained for reference if need be. Students are also given diagrams of correct usage of specific equipment. This has reduced maintenance costs. Instructors must stop lab classes 15 minutes before the end of class in order to clean and check students out from machines. Instructors initial forms and "double-check" that the machines are returned to standard settings. Signature forms have become necessary to

reference rules and objectives that apply to all CT students.

Several action plans from almost every SLO/PLO has referenced a full-time faculty need for the Fashion Design program. The need has been crucial for many reasons and has been ignored for over 10 ten years. The limitations on the current adjuncts have hampered the program and not allowed for growth or proper oversight. So, the continual need and persistent request for full-time faculty continues in both SLO/PLO's action plans and Program Review reports.

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

The ongoing need for a full-time faculty position remains unheard. The program has encountered numerous areas of concern that have been allowed to sputter and brew without the proper oversight a full-time faculty would bring. The retirement of one adjunct in spring 2019 and abrupt resignation of another in summer2019 has left the program with only 3 adjuncts to carry the load. There have been applications that have gone without review for possible adjunct positions. Therefore, the data for the next program review will be drastically revised.

There was a Perkins funded grant proposal tentatively approved for new technical design software and service contract for the computer aided design (CAD) system. After a service contract was botched, a student was unable to continue in the Ideation competition that AVC CT students have competed in each year. The CAD system was to be moved to APL204A to allow for greater student access as well as new software needs. ITS was too busy to move the system and it remained in APL108 with only 5 student workstations instead of 20. The new course CT 220 was written to utilize the system to its' full capacity and therefore was severely limited/handicapped.

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	ILO #'s 1, 2, 4, SLO's #'s CT110-#1, CT130-#1, CT220-#1, PLO's #'s 1 & 4	Provide consistent and comprehensive instruction of all current computer applications as related to fashion	All CT instructors need to be trained on the current CAD system. Utilize instructor's knowledge of computer illustration software to maintain current and relevant use and understanding of software as related to fashion technologies. Encourage/foster students work to be uploaded to social media for greater exposure and mainstream interpretation.
#2	SLO's- CT 243, CT241, CT 110, & 114 PLO's #'s 2 & 3	Provide students better access to classroom/lab, equipment, tools, and machinery through office hours/open lab hours for completion of projects, assignments, basic program counseling, graduation/transfer requirements (predominantly in spring semesters)	Instructors take turns facilitating open lab time and/or office hours in APL108 for student access. Either allow for FPD hours for instructors or office hour pay rate

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	Full-time faculty Adjunct faculty	Repeat New	$90,000 (approx.) $17,000 (approx.)	Recurring Recurring	Dr. Irit Gat Dr. Irit Gat
Professional Development	Train one instructor on the CAD system to ensure all instructors are capable of instruction and use.	New	$3000 (approx.)	One-time	Melissa Ramiro
Classified Staff					
Technology	Gerber PLM software	Repeat	$20,000	One-time	Melissa Ramiro
Physical/Facilities	Move CAD system to new classroom/lab (APL204A if available) to allow greater access to system	Repeat	minimal	One-time	Melissa Ramiro
Supplies					
Other					

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

| Select Subject CT | Select Subject again CT | and Select Major(s) for Program Aw.. Multiple values | or Select Major Code for Awards Multiple values | Academic Year Multiple values |

Retention, Success, Number of Sections, & Enrollment in CT (Total AVC rates are shown as | *hover over to see data*)
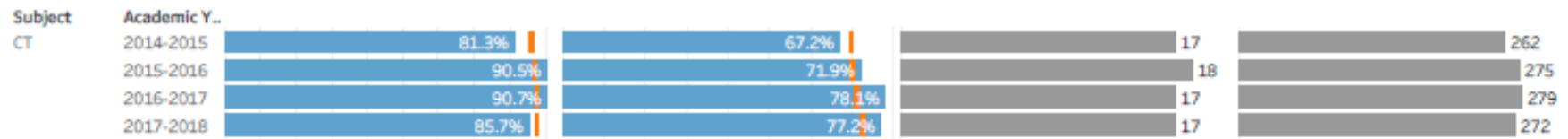
Subject	Academic Y..				
CT	2014-2015	81.3%	67.2%	17	262
	2015-2016	90.5%	71.9%	18	275
	2016-2017	90.7%	78.1%	17	279
	2017-2018	85.7%	77.2%	17	272
		Subject vs. AVC Annual Retention Rate	Subject vs. AVC Annual Success Rate	Number of Sections	Student Enrollment

Enrollment and Number of Sections by *Modality* in CT

	Instr. Method	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections	Other Indep Study				1
	Traditional	16	18	17	16
	Work Experience	1			
Enrollment	Other Indep Study				1
	Traditional	261	275	279	271
	Work Experience	1			

Enrollment and Number of Sections by *Location* in CT

	Location	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections	Lancaster	17	18	17	17
Enrollment	Lancaster	262	275	279	272

Number of Degrees/Certificates Awarded in CT, CT1, FCET

MAJOR	Major ..	Deg./Cert.	Academic..	Number of Awards
Clothing and Textiles-FD	CT	Degree	2014-2015	2/AA
			2015-2016	2/AA
			2016-2017	3/AA
			2017-2018	3/AA
Clothing and Textiles-FD Cert	CT1	Certificate	2014-2015	4/CL
			2015-2016	5/CL
			2016-2017	6/CL
			2017-2018	8/CL
FCE: Clothin..	FCET	Degree	2015-2016	1/AA
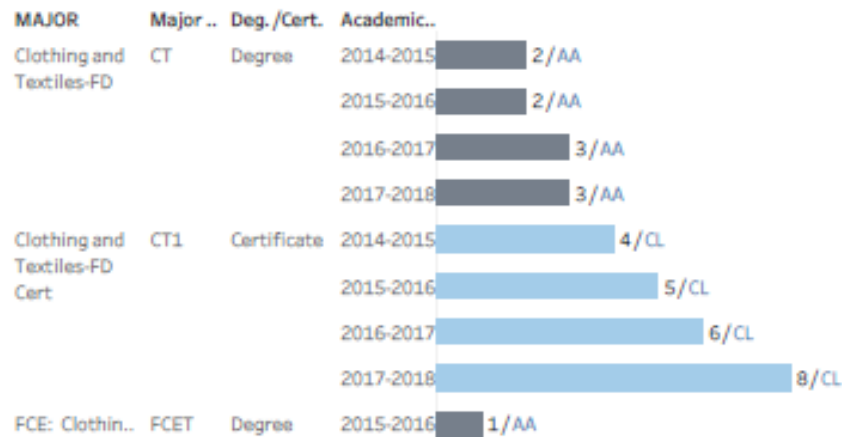
FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in CT

	Fall 2014	Fall 2015	Fall 2016	Fall 2017
PT/Adjunct	2.4	2.1	2.1	2.1
TOTAL FTEF	2.4	2.1	2.1	2.1
PT/FT				
FTES	20.6	17.8	21.3	20.6
FTES/FTEF Ratio	8.5	8.3	9.9	9.6
WSCH/FTEF Ratio	255.0	249.3	298.2	288.4

2018-2019 Program Review Report

Division/Area Name: Economics	**For Years:** 2017-2018
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 2017/2018 school year are: • All PLOs and SLOs were met.   • Across the board (in terms of race and gender), success rates are rising.   • Achievement gaps between white students and African American and Hispanic students is shrinking. [Admitted, the goal is to have no gap for African Americans have the same success rates as their peers. Currently, African Americans success rate is around 66.4%. Ideally, we will "tip" this demographic group into the successful range (70% or higher) next year and continue in future years to make even more strides.]

1.3.Check each Institutional Learning Outcome (ILO) supported by the program.

☒**Communication**	☒Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. ☒Demonstrates listening and speaking skills that result in focused and coherent communications
☒**Creative, Critical, and Analytical Thinking**	☒Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. ☒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.

	☒Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
☒ Career and Specialized Knowledge	☒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.

☒ Goal 1*: Commitment to strengthening institutional effectiveness measures and practices.
☒ Goal 2*: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.
☒ Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
☒ 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 2018-2021 as of fall, 2018.

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.:

N/A

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	• 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. For example, in 2014/2015, the retention rate for African American/Black students was 66.2% (notably under the AVC retention rate at the time). In 2017/2018, the retention rate is up for this group to 87.9% (matching the retention rate for AVC). There are upward trends for Hispanics (from 81.5% in 2014/2015 to 88.1% in 2017/2018) and Whites (82.7% in 2014/2015 to 90.4% in 2017/2018). Likewise, in 2014/2015, the retention rate for females was 79.5% (notably under the AVC retention rate at the time). In 2017/20018, the retention rate is up for this group to 88% (matching the retention rate for AVC). Males also have done better. In 2014/2015, the retention rate for males was 81.3%. In 2017/2018, the success rate for males was 90.3%%
	• There is a notable upward trend in terms of SUCCESS RATE of students in the Economics Department. This trend holds for both genders and across ethnic groups. For example, in 2014/2015, the success rate for African American/Black students was 48.4% (notably under the AVC success rate at the time). In 2017/2018, the success rate is up for this group to 66.4% (which is still under the success rate for AVC). There are upward trends for Hispanics (from 67.6% in 2014/2015 to 77% in 2017/2018) and Whites (73.5% in 2014/2015 to 88.8% in 2017/2018). Likewise, in 2014/2015, the success rate for females was 65.5% (notably under the AVC success rate at the time). In 2017/20018, the success rate is up for this group to 76% (surpassing the success rate for AVC). Males also have done better. In 2014/2015, the success rate for males was 66.7%. In 2017/2018, the success rate for males was 80.9%
	• More students are passing their Economics classes. Stated differently, there is a notable upward trend in terms of GRADE DISTRIBUTION. In 2014/2015, only 42% of the students received As or Bs. In 2017/2018, 59% of the students were receiving As and Bs.

	• Less students are withdrawing from the Economics classes. Stated differently, there is notable downward trend in terms of WITHDRAWS. In 2014/2015, 20% of the students withdrew from Economics classes. In 2017/2018, only 11% of the students withdrew from Economics classes. • 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.
Weaknesses	• Although there is a notable upward trend in terms of the SUCCESS of African Americans in the Economics Department, there is still room for improvement as the success rate is still below the average success rate of African Americans at AVC. Stated different, the gap is shrinking but has not yet closed.
Opportunities	• Given the upward trends in retention, success and grades, we should encourage and help guide more students to transferring into four-year institutions, especially Cal State University and UC campuses.
Threats	• Enrollment at AVC is down and the Economics Department is following suit. There is a 7.3% decline in enrollment in the Economics Department between 2014/2015 and 2017/2018. 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) 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.

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

Regarding SLOs in Economics 101. In 2017/2018, based on data from Economics 101, all SLOs were successfully met at a rate above the target rate of 70%. Specifically:
- SLO 1. 85.9% of the students assessed successfully met the SLO.
- SLO 2. 81.7% of the students assessed successfully met the SLO.
- SLO 3. 75.3% of the students assessed successfully met the SLO.
- SLO 4. 76.3% of the students assessed successfully met the SLO.
- SLO 5. 71.7% of the students assessed successfully met the SLO.
- SLO 6. 76.9% of the students assessed successfully met the SLO.

Regarding SLOs in Economics 102. In 2017/2018, based on data from Economics 102, all SLOs were successfully met at a rate above the target rate of 70%. Specifically:
- SLO 1. 82.2% of the students assessed successfully met the SLO.
- SLO 2. 83.1% of the students assessed successfully met the SLO.
- SLO 3. 80.5% of the students assessed successfully met the SLO.
- SLO 4. 81.5% of the students assessed successfully met the SLO.

Regarding PLOs. In the 2017-2018 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 76.35% 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 2017-2018 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 79.2% 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 79.6% 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 79.65 % 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 76.35% of the students met PLO #4.

Action plans: To maintain or build upon current success, full-time faculty and adjunct faculty will remain accessible to AVC's students for extra help and will continue to monitor student data.

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

Past goals were to:
1. To foster student success through increased utilization of office hours.
2. Monitor and re-evaluate SLO and PLO objectives and data
3. Increase the number of Economics transfers to CSU and UC campuses.
4. Develop new courses in Economics (Honor-level Econ 101 and 102) to increase the marketability of students wanting to transfer to competitive UC and Ivy-League schools.

Regarding Goal 1, faculty report that students are increasingly utilizing office hours for support.

Regarding Goal 2, recent SLO and PLO data suggest the Economics Department is meeting its goals.

Regarding Goal 3, as of yet, a sufficient amount of time has not passed to measure this goal with accuracy.

Regarding Goal 4, the Economics Department is now offering honors sections of Econ 101 and Econ 102. These classes are well received by the honors program students.

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?
To continue to shrink the gap between the success African American students are having in the Economics Department in relationship to the success they are having at AVC in general.	For ILOs, this new goal relates most directly to ILO 1 & 3. For PLOs and SLOs, this new goal relates directly to all PLOs and SLOs.	Although there is a notable upward trend in terms of the SUCCESS of African Americans in the Economics Department, there is still room for improvement as the success rate is still below the average success rate of African Americans at AVC. Stated different, the gap is shrinking but has	Extra effort on part of faculty to offer support to learn materials (i.e., test review sessions, tutoring, academic advising) during office hours.

		not yet closed. We want to continue to shrink the gap.	
To continue to help a greater number of AVC students transfer to 4-year institutions.	For ILOs, this new goal relates most directly to ILO 1, 3, 4, & 5. For PLOs and SLOs, this new goal relates directly to all PLOs and SLOs.	The faculty of the Economics Department are committed to helping students from AVC enroll in 4-year programs, especially at Cal State University and UC campuses.	During lectures, faculty will continue emphasis the benefits of having a 4-year degree. Faculty will continue to provide academic and career advisement to students. Faculty will continue to write letters of recommendation for students applying to 4-year institutions.

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	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	Not requesting change at this time				

NOTE: A special thanks goes to Dr. Svetlana Deplazes for providing the supporting documents used to complete this report.

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

ECON	Gender	Year	Subject vs. AVC Annual Retention Rate [AVC - |]	Subject vs. AVC Annual Success Rate [AVC - |]	Enrollment
ECON	Female	2014-2015	79.5%	65.5%	444
		2015-2016	88.1%	69.0%	413
		2016-2017	86.0%	71.5%	400
		2017-2018	88.0%	76.0%	416
	Male	2014-2015	81.3%	66.7%	402
		2015-2016	88.6%	72.6%	405
		2016-2017	89.7%	79.7%	349
		2017-2018	90.3%	80.9%	361
	Unknown	2014-2015	66.7%	66.7%	
		2015-2016	83.3%	83.3%	
		2016-2017	66.7%	50.0%	
		2017-2018	92.3%	69.2%	13

ECON	Race/Ethnicity	Year	Subject vs. AVC Annual Retention Rate [AVC - |]	Subject vs. AVC Annual Success Rate [AVC - |]	Enrollment
ECON	African American/Black	2014-2015	66.2%	48.4%	157
		2015-2016	87.6%	59.5%	121
		2016-2017	83.6%	62.9%	116
		2017-2018	87.9%	66.4%	116
	Hispanic	2014-2015	81.5%	67.6%	367
		2015-2016	87.7%	71.8%	397
		2016-2017	87.9%	77.4%	363
		2017-2018	88.1%	77.0%	378
	White Non-Hispanic	2014-2015	82.7%	73.5%	226
		2015-2016	86.3%	74.1%	212
		2016-2017	89.3%	82.7%	196
		2017-2018	90.4%	83.8%	198
	Two or more races	2014-2015	87.5%	62.5%	48
		2015-2016	95.0%	62.5%	40
		2016-2017	85.7%	65.7%	35
		2017-2018	87.0%	76.1%	46
	Other	2014-2015	96.3%	79.6%	54
		2015-2016	98.1%	83.3%	54
		2016-2017	88.9%	62.2%	45
		2017-2018	96.2%	92.3%	52

	Academic Year	Break by..	Subject	
	Multiple values	None	ECON	

Success (and Enrollment) Numbers in Subject(s) ECON by Academic Year (Hover over the numbers for Retention)

	2014-2015	2015-2016	2016-2017	2017-2018	Grand Total
ECON	66.1% (852)	70.9% (824)	75.1% (755)	78.1% (790)	72.4% (3,221)
Grand Total	66.1% (852)	70.9% (824)	75.1% (755)	78.1% (790)	72.4% (3,221)

Enrollment, Number of Sections by Course Number

Annual or Term	Term	Select a Course Number
Annual	All	All

	Enrollment N (Duplicated)	Unduplicated Headcount	# of Sections
ECON 2014-2015	852	711	25
2015-2016	824	692	24
2016-2017	755	614	24
2017-2018	790	647	25

33

Grade Distribution for ECON

	W	RD	P	NP	F	D	C	B	A

Subject	p. Annual or Term											
ECON	2014-2015	20% (W)		7% (F)	8% (D)	24% (C)		24% (B)		18% (A)		
	2015-2016	12% (W)	11% (F)	6% (D)	21% (C)		27% (B)		23% (A)			
	2016-2017	12% (W)	8% (F)		21% (C)		29% (B)		25% (A)			
	2017-2018	11% (W)	7% (F)		19% (C)		27% (B)		32% (A)			

0% 5% 10% 15% 20% 25% 30% 35% 40% 45% 50% 55% 60% 65% 70% 75% 80% 85% 90% 95% 100%

Subject
ECON

Minor variation in numbers might occur due to rounding

ECON

Subject	A, B, C & P	D & F	W	I, IP, RD
ECON	66% (2014-2015), 71% (2015-2016), 75% (2016-2017), 78% (2017-2018)	14% (2014-2015), 17% (2015-2016), 12% (2016-2017), 11% (2017-2018)	20% (2014-2015), 12% (2015-2016), 12% (2016-2017), 11% (2017-2018)	2015-2016, 2017-2018

Select Subject again
ECON

FTEF, FTES, FTES/FTEF, & WSCH/FTEF by Major Term
AVC vs. Subject

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

	Fall 2014	Fall 2015	Fall 2016	Fall 2017
PT/Adjunct	1.4	1.2	1.4	1.4
FT/Regular	1.0	1.2	1.0	1.1
FT/Overload		0.2		0.2
TOTAL FTEF	2.4	2.6	2.4	2.7
PT/FT	1.4	1.0	1.4	1.3
FTES	37.9	41.7	38.5	39.0
FTES/FTEF Ratio	15.8	16.2	16.0	14.5
WSCH/FTEF Ratio	474.3	487.1	481.4	433.7

AVC Total

ANTELOPE VALLEY COLLEGE

2018-2019 Program Review Report

Division/Area Name: Social and Behavioral Sciences, History Department	For Years: 2020-2021
Name of person leading this review: Dr. Ken Shafer	
Names of all participants in this review: Dr. Matthew Jaffe, Dr. Cynthia Lehman, 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 critical thinking and providing history lessons and activities from diverse cultural perspectives, all of which with the goal of developing good, responsible citizenship. Most specifically, we strive to teach students how to analyze the past and how the subject of history is important in understanding the present. Our commitment to diversity is further reflected by our range of at least six subject related courses from which to choose. Specifically, we offer classes in African-American and Latin American History that serves 68% of our student population, along with Women's History, which constitutes over half the student body. With a solid background in history, students will have the skills necessary to transfer and seek employment in any field related to the Social Sciences and Humanities. And just as AVC has adjusted to a time of higher employment numbers to meet the shift in community needs, the number of online sections in History reached a new high of 12 courses, more than double the previous year, while the number of History sections offered at the Palmdale Center increased
1.2.State briefly program highlights and accomplishments: Perhaps the most exciting news is that the History Department awarded its highest number of AA degrees since its inception in 2014, jumping from 10 to 16 degrees in one year. The first online courses in African-American History were offered in Fall 2017 to reach a larger number of students who cannot meet the demands of a traditional course.

1.3.Check each Institutional Learning Outcome (ILO) supported by the program.	
X **Communication**	X Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. ☐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. ☐Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
X **Community/Global**	X Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-

Consciousness	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.

☐	Goal 1*: Commitment to strengthening institutional effectiveness measures and practices.
☐	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 2018-2021 as of fall, 2018.

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.:

N.A. in our discipline.

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	Perhaps the most exciting news is that the History Department awarded its highest number of AA degrees since its inception in 2014, jumping from 10 to 16 degrees in one year. In another positive development, student enrollment overall in history courses stabilized in 2017 after a three-year decline, led by a steady number of Hispanic students and women enrollees, both of which represent the largest demographic groups on campus. The first online courses in African-American History were offered in Fall 2017 to reach a larger number of students who cannot meet the constraints of a traditional course. Statistics also show that students can depend upon quality instruction in the History field, as the ratio of Full-Time vs. Adjunct Faculty has remained steady over the past four years. Finally, a huge boost to the tools available to instructors to deliver comprehensive lessons has been achieved through the subscription of Infobase through the library, which has filled a void of information and primary resources for our instructors, particularly since many of our professors are using free OER sites instead of costly textbooks. And just as AVC has adjusted to a time of higher employment numbers to meet the shift in community needs, the number of online sections in History reached a new high of 12 courses, more than double the previous year, while the number of History sections offered at the Palmdale Center increased, thus balancing a slight decline in both Lancaster and traditional course offerings. Finally, our department has taken 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 as a whole, while also providing another effective avenue of real experience and public service.
Weaknesses	Despite many attempts, we have not found additional instructors who can teach Latin American/Mexican History. Thus, our dependence on one adjunct instructor with expertise in this field keeps us in an extremely vulnerable position, especially since our largest student ethnic group is Hispanic/Latino. Elsewhere, the increase in online courses may explain the decrease in student retention in our discipline. In addition, both African-American and White, Non-Hispanic numbers in the History discipline has decreased. And while we offered a new Contemporary History Course on U.S. Foreign Policy From Vietnam-Iraq in Spring 2019, our first attempt did not get enough students. A

	more aggressive advertisement campaign may close that gap next year. Finally, our classrooms still lack modern technical equipment and software to offer more robust lessons.
Opportunities	Despite our college and community statistics depicting a clear majority Hispanic/Latino population, our request for a full-time history instructor in Mexican and Latin American Studies still has not been answered. Closely related, the "Hola" Student Group has recently met to encourage a more vigorous program in this area, which might bring new FTES and prestige to AVC. In short, the demand for more courses in this field cannot continuously be ignored, if AVC seeks to meets its mission to the region.
Threats	Though overall AVC enrollment has leveled in 2017-18, scheduling courses to meet student needs remains unpredictable, as daytime classes remain popular, but night courses have seen a decline in demand, which seemingly contradicts traditional employment patterns. And, since the strong economy shows little sign of slowing, scheduling and planning History courses will continue to be somewhat erratic. Finally, the state's initiative for STEM programs has shifted the emphasis on hiring full-time instructors for those disciplines, thus ignoring real needs and prospects in other fields, such as the social sciences.

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

Both our SLO and PLO targets have consistently been met every year for all of our courses in history. A change that is necessary is in our Contemporary History Course on U.S. Foreign Policy From Vietnam-Iraq Course, where the prerequisite needs a switch to that of an advisory for ENG 100. The current requirement for ENG 101 eliminates too many students who may be interested in taking that course.

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

It is still a goal within our department to organize a History Club for Students, to develop internships with museums and archives, to create History Career Days with schools and employers to bring attention to our program and to recruit students into our discipline as well as offer valuable experience at local institutions, which would strengthen their educational background and employment prospects. Finally, we have recently made some new additions to our History adjunct pool, as our core group was stretched to almost the limit. More adjuncts will add flexibility to fill course offerings, especially during the summer session, and allow more experienced instructors to teach for our emerging prison program.

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. Expand Diversity of Curriculum –	ILO #2 and #3 PLO #1, 2, 3	We need another full-time History faculty in order to add a greater choice in course offerings.	Our most immediate need is a Latin American Historian, to meet the interests and needs of the demographics of our population, and to fill the growing call for such expertise in business and education.
2. Work Experience	ILO #4	We could promote the discipline of History by creating volunteer and internship agreements with local businesses, nonprofits and museums. It would	Our faculty could inquire of local businesses, nonprofits, and museums to arrange for temporary employment of History majors. We could and evaluate the students'

		enable our students to see the variety of employment options available with a degree in History.	work and ensure that the work experience is adding to their Knowledge within the field.
3. Marketing and Outreach	ILO #4	We should actively promote the discipline of History by publicizing transfer and employment opportunities available for someone with a degree in the field. We should also reach out to area schools and engage younger students in learning about History. Cynthia Lehman is a member of the Lancaster Sheriff's Station Community Advisory Committee, which provides an important connection between law enforcement, the college, and the community as a whole, as well as a valuable "real" experience for all involved. Our division has hosted several events with LASD on and off-campus and these public meetings benefit the college and our community, while modeling public service and community engagement for our students.	Our faculty could inquire of local businesses, nonprofits, and museums to arrange for temporary employment of History majors. We could supervise and evaluate the students' work and ensure that the work experience is adding to their knowledge within the field.
4. Improve Student Success	ILO #1 and #2 PLO #1, 2, 3	Faculty need to consider their teaching methods and focus on ways to improve student success.	We need to arrange for tutoring services with the Learning Center in courses where student success rates are lower. Faculty should examine their teaching methods and methods of evaluation

| | | | | | to see where improvements can be made. |

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	Since 2012 there have been three full-time faculty in the History Department as well as 15 adjuncts. While the number of sections has increased (including those taught at Palmdale and Rosamond High School) the overall enrollment shows a slight dip. The program cannot hope to grow without at least one new faculty . The preferred area is Latin America, an area in which none of the present faculty have a graduate emphasis.	This is not a new request as the lack of a fourth full-time historian has been noted previously.	Depending upon whether the hire has a masters or a doctorate degree, we are looking at potentially a cost of $80-$100.00 yearly.	This would represent a recurring cost.	If there is a new hire, he or she would report to the department chair Dr. Ken Shafer, the Division dean, Dr. Irit Gat, and, ultimately, the Vice President of Academic Affairs, Dr. Leslie Uhazy.
Classified Staff	The History Department does not have its own classified staff but utilizes the services of the Division Administrative Assistant and one Clerical Technician. It is our understanding that a separate request has been made for a second clerical staff member. Hourlies and student workers used to supplement the work that would have been done by a permanent Clerical Technician have been inadequate. In the last Program Review, a historian position, perhaps working part-time, in the Learning Center was also suggested.	This request may have been part of another department's request or more likely the overall request of the Division prepared by a previous Dean.	Approximately $30,000 to $35,000	This would represent a recurring cost.	Dr. Irit Gat
Technology		These recommendations have been featured in most, if not all, of the recent Program	Smart classrooms cost approximately $75,000.	This would represent a one time cost for every classroom so outfitted but would need to be	Dr. Ken Shafer

|					
		Reviews going back at least to 2013/2014.		repeated as each of the new buildings comes online. A recent meeting with the architects of Cedar and Joshua Hall indicated this need.	
Physical/Facilities	In anticipation of the construction project that will require ten to twelve years as projected by the administration, history faculty are still using rooms with antiquated equipment, poor lighting, and safety hazards. Issues such as asbestos, temperature control, mice, and other hazards still exist. Some of the consequences of all this are currently unknown as temporary modules will be used for some of the classes. Presumably, some of these classes will be relocated to the new buildings but only gradually over the next several years. Working telephones and computers should also be accessible to the adjunct faculty.				
Supplies	The History Faculty now have access to an up to date work area with Scantron readers as well as traditional school type supplies (paper, pens, letterhead, file folders, etc.)	Recurring	This is indeterminate since it comes out of the budget for the entire Division and not just for History.	Recurring	Dr. Irit Gat
Professional Development	Opportunities for travel to conferences and professional gatherings are somewhat limited. The Travel budget has been lean for years. Faculty make up for this by taking online seminars	Recurring	Variable as some webinars, seminars, and flexible calendar activities are free. Travel and	Recurring	Dr. Ken Shafer Dr. Cynthia Lehman Dr. Matthew Jaffe

	and participating in the Flexible Calendar Program (Faculty Professional Development)		associated costs can often be borne out of pocket.		
Other	Promote historical essay program or foundation or foundation grant for history majors Sponsor a History Day to promote transfer and interest in pursuing History as a career. Showcase the Ride Along Program that Dr. Cynthia Lehman currently participates in as a form of community outreach that redounds to the reputation of the college.	Repeat; Repeat; New	$250	Recurring; New	Dr. Ken Shafer; Dr. Cynthia Lehman

| Select Subject HIST | Select Subject again HIST | and Select Major(s) for Program Aw.. AA-T History | or Select Major Code for Awards All | Academic Year Multiple values |

Retention, Success, Number of Sections, & Enrollment in HIST (Total AVC rates are shown as | *hover over to see data*)
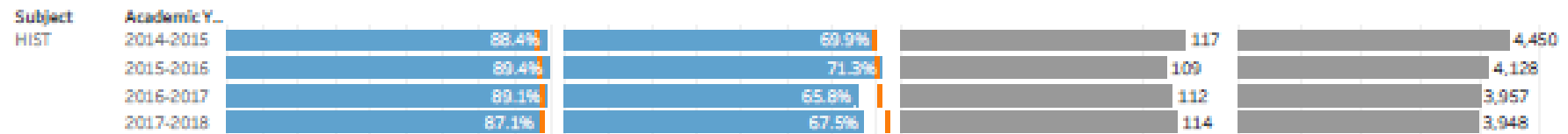
Subject	Academic Y...	Subject vs. AVC Annual Retention Rate	Subject vs. AVC Annual Success Rate	Number of Sections	Student Enrollment
HIST	2014-2015	88.4%	69.9%	117	4,450
	2015-2016	89.4%	71.3%	109	4,128
	2016-2017	89.1%	65.8%	112	3,957
	2017-2018	87.1%	67.5%	114	3,948

Enrollment and Number of Sections by *Modality* in HIST

	Instr. Method	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections	Online	4	5	5	12
	Other Indep Study	2			
	Traditional	111	104	107	102
Enrollment	Online	138	123	150	326
	Other Indep Study	2			
	Traditional	4,310	4,005	3,807	3,622

Enrollment and Number of Sections by *Location* in HIST

	Location	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections	Lancaster	90	85	88	85
	Lancaster [Off Ca..	2		2	2
	Palmdale	25	24	22	27
Enrollment	Lancaster	3,562	3,414	3,237	3,136
	Lancaster [Off Ca..	52		56	62
	Palmdale	836	714	664	750

Number of Degrees/Certificates Awarded in HT

MAJOR	Major ..	Deg./Cert.	Academic..	Number of Awards
AA-T History	HT	Degree	2014-2015	5 / AA
			2015-2016	15 / AA
			2016-2017	10 / AA
			2017-2018	16 / AA
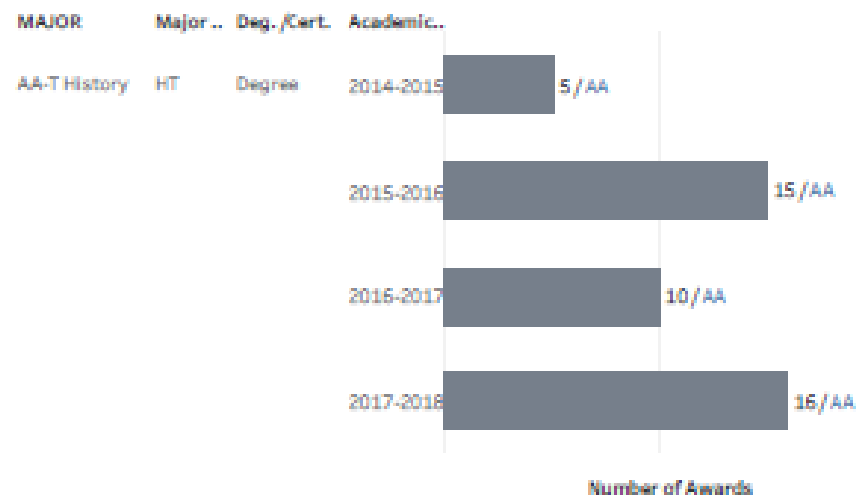
FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in HIST

	Fall 2014	Fall 2015	Fall 2016	Fall 2017
PT/Adjunct	7.7	7.0	6.6	6.9
FT/Regular	3.0	2.8	2.6	2.6
FT/Overload	0.2	0.4	0.4	0.4
TOTAL FTEF	10.9	10.2	9.6	9.9
PT/FT	2.6	2.5	2.5	2.7
FTES	205.0	191.5	175.4	170.4
FTES/FTEF Ratio	18.9	18.8	18.3	17.2
WSCH/FTEF Ratio	566.0	564.9	550.1	514.5

2018-2019 Program Review Report

Division/Area Name: Social and Behavioral Sciences/ Interior Design	**For Years: 2020-2021**
Name of person leading this review: Dr. Irit Gat, Dean	
Names of all participants in this review: 1	

Part 1. Program Overview:

1.1.Briefly describe how the program contributes to the district mission:
n/a/. This program is currently under review for discontinuance via the AVC Academic Senate.

1.2.State briefly program highlights and accomplishments:
   n/a

1.3.Check each Institutional Learning Outcome (ILO) supported by the program.

☐**Communication**	☐Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. ☐Demonstrates listening and speaking skills that result in focused and coherent communications
☐**Creative, Critical, and Analytical Thinking**	☐Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. ☐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. ☐Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
☐ **Career and Specialized Knowledge**	☐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.

- ☐   Goal 1*: Commitment to strengthening institutional effectiveness measures and practices.
- ☐   Goal 2*: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.
- ☐   Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
- ☐   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.

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.:

n/a

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	
Weaknesses	This program has had significant decrease in enrollment from 2014 – 15 (300 to low 200) and 15 certificates awarded in 2014-15 to approximately 5 to 8 each year since. The job market analysis clearly indicates minimal job growth for the future (.2% in LA County and .5% for the Antelope Valley College). There are only 2 current adjuncts and only 1 applicant in HR. The only full-time instructor retired last year and none of the adjuncts wanted to take on program review or gathering SLO/PLO data. As of this time, there is no indication a new full-time instructor will be employed to direct this program. Further in the last program review, there was a need for over $200,000 in funding for a new updated lab space, equipment and upkeep (on-going yearly costs) to keep the certificate competitive for the job market that relies more on computer and updated equipment specialization. AVC also competes with The College of the Canyons that has a full, comprehensive program with up-to-date equipment.
Opportunities	
Threats	Under review for program discontinuance. All the points delineated above under "Weaknesses" clearly indicates this program is no longer viable. There will be few job opportunities for graduates, low enrollment and certificate completion, high cost of running the program, and competing with a full and comprehensive program at the College of the Canyons all indicate that this program is no longer viable to the students, community and AVC.

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

None since the full-time instructor retired last year

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

Unable to complete (see 2.C above)

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?*
Unable to complete. – no data was provided (see 2C abov)			

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
Unknown					
Classified Staff					
Technology	See prior program review for information				
Physical/Facilities					
Supplies					
Professional Development					
Other					

Division/Area Name: Social & Behavioral Science/ Political Science	For Years: 2020-2021
Name of person leading this review: John Vento	
Names of all participants in this review: Dr. Nancy Bednar, Dr. Ellen Coleman, Dr. Don Ranish, Steven Jaworowski, Samual John, Derek Carver, Amaka Donn, Larry Ramirez	

Part 1. Program Overview:

1.1.Briefly describe how the program contributes to the district mission:
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 (too name a few) engage students in various topics about democracy, rule of law, nuclear weapons and discrimination. The various courses support the Law Scholars program as well as allow students to earn an AA-T Degree in political science.

1.2.State briefly program highlights and accomplishments:
We awarded 21 degrees AA-T degrees in 2018; -the most ever in one year. We are offering a double-up Political Science 101 Class at Highland High whereby students get credit high school graduation and earn three units at Antelope Valley College.

1.3.Check each Institutional Learning Outcome (ILO) supported by the program.	
☐**Communication**	XDemonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis.
	☐Demonstrates listening and speaking skills that result in focused and coherent communications
☐**Creative, Critical, and Analytical Thinking**	XUses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills.
	☐Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
☐**Community/Global Consciousness**	XUnderstands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment.
	XDemonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
☐ **Career and Specialized Knowledge**	☐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.	
Goal 1*: Commitment to strengthening institutional effectiveness measures and practices.	
☐ 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 2018-2021 as of fall, 2018.

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 2018, we had more than 30 students transfer to Berkeley, UCLA, UCI, UCR and CSU's such as Northridge, Fullerton, Long Beach and San Diego State. AVC students that earned Bachelor's degrees in political science have worked for CA Assembly members Tom Lackey and Scott Wilk as well as the office of U.S. House of Representatives Kevin McCarthy, Steve Knight and Katie Hill. Additionally, we have had former students complete the UC/DC internship with 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 Sheriffs, city employees of Lancaster and Palmdale as well as analysts for Northrup 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	21 AA-T degrees were awarded in 2018; -the most ever. - Enrollment for the last 4 has remained strong. - Overall Retention and Success rates for all students has been above the college average - We offer specialty courses such as Pol Sci 103, 200, 201 and 202 in the evening and during both fall and spring semesters; -these courses are essential for the completion of the AA-T degrees
Weaknesses	- For 2018, the success rate for the 24 students whose gender is not known is 62.5 %, which is below the college average of 71%. - For 2018, the success rate for the 310 African American is 62.5, which is below the college average of 72.4%
Opportunities	- Adjunct faculty Derek Carvar, Samual John and Larry Ramirez both teach the local high schools, which gives the College an opportunity to offer more double-up sections of Political Science 101. - The requirements for the Law Scholar program gives us the opportunity to increase the offerings of Political Science 203: Judicial Process for both the fall and spring semester. In the past decade, Political Science 203 has only been offered in the spring during the day.
Threats	- Political Science 120 Model United Nations has not been taught since 2012 and will be eliminated in the upcoming year. - The retirement of Dr. Bednar has threaten a reduction in the number of online course offerings. - Although the enrollment has remained steady for our courses, the strong economy might change the number of course offerings.

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

Both our SLO and PLO targets have been met every year for all courses.

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

We are in the process of hiring a new faculty member to replace Dr. Bednar. During the past school year, the administration decided that political science courses as well as other courses will NOT be taught in the Performing Arts Theatre due various concerns with staffing and resources. We have not been able

to get embedded tutors due to a lack of resources and priorities.

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?
Improve Student Success	ILO #1	Expand student tutor program so that all political science classes, especially Political Science 101, have an "embedded tutor."	Work with the learning center.
Offer Political Science 120 Model United Nations	ILO #1, #2, #3 and # 4	Recruit a faculty member that is qualified and is available to teach the class.	Work with the Dean and Human Resources.
Offer an additional section of Political Science 203: Judicial Process in evening during the fall and spring semesters	ILO #1/PLO #1	Recruit a faculty member that is qualified and available to teach the class.	Work with the Dean and Human resourses.

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	Recruit a faculty member (adjunct or full time) to teach Political Science 120.	New	Various	Recurring	John Vento/Dr. Gat
Classified Staff					
Technology					
Physical/Facilities					
Supplies					
Professional Development	Compensate faculty for attending various workshops on teaching strategies	Repeat	Varies	Recurring	John Vento/Faculty Professional Development.
Other	Expand student tutor program so that all political science classes, especially Political Science 101, have an "embedded tutor."	Repeat	???	Recurring cost	Dr. Gat

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

Select Subject	Select Subject again	and Select Major(s) for Program Aw..	or Select Major Code for Awards	Academic Year
POLS	POLS	AA-T Political Science	All	Multiple values

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

Subject	Academic Y...				
POLS	2014-2015	87.1%	73.7%	58	2,437
	2015-2016	87.8%	74.1%	55	2,382
	2016-2017	88.9%	75.8%	63	2,468
	2017-2018	89.0%	77.1%	64	2,372

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..	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections	Online	9	9	11	11
	Traditional	49	46	52	53
Enrollment	Online	319	295	346	353
	Traditional	2,118	2,087	2,122	2,019

Enrollment and Number of Sections by *Location* in POLS

	Location	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections	Lancaster	41	38	40	41
	Lancaster [Off Ca..			2	2
	Palmdale	17	17	21	21
Enrollment	Lancaster	1,866	1,839	1,777	1,690
	Lancaster [Off Ca..			66	71
	Palmdale	571	543	625	611

Number of Degrees/Certificates Awarded in POST

MAJOR	Major ..	Deg./Cert.	Academic..	
AA-T Political Science	POST	Degree	2014-2015	9 / AA
			2015-2016	13 / AA
			2016-2017	9 / AA
			2017-2018	21 / AA

Number of Awards

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

	Fall 2014	Fall 2015	Fall 2016	Fall 2017
PT/Adjunct	3.8	3.2	3.6	3.6
FT/Regular	2.1	2.0	2.0	2.0
FT/Overload	0.2	0.4	0.4	0.4
TOTAL FTEF	6.1	5.6	6.0	6.0
PT/FT	1.8	1.6	1.8	1.8
FTES	118.4	107.7	104.7	101.8
FTES/FTEF Ratio	19.4	19.3	17.4	17.0
WSCH/FTEF Ratio	582.4	580.2	523.3	509.0

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.

1.1.   *1.2.State briefly program highlights and accomplishments:* The program has improved over the last several years. We now offer a transfer degree in psychology and have awarded 158 transfer degrees in psychology since its establishment in 2014-2015. We awarded 68 degrees during the last academic year. We have awarded an increasing number of degrees every year. The psychology department created a research methods course that is needed for the degree in 2014. The department now has its own webpage that includes program and faculty information. The psychology department is increasingly offering courses that make use of an OER textbook rather than a traditional textbook in order to save students money.

1.3.Check each Institutional Learning Outcome (ILO) supported by the program.	
☐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.
☐ **Career and Specialized**	X☐Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal

Knowledge	enrichment.

1.4.Check each Educational Master Plan (EMP)/Strategic Plan Goal supported by the program.

- ☐ 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.
- ☐ 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 2018-2021 as of fall, 2018.

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):

Strengths	1) Retention has remained high and stable from 2014-2015 to 2017-2018 (always mid to high 80s). 2) Success has improved from 2014-2015 (about 60%) to 2017-2018 (about 70%). 3) We are offering an increasing number of sections 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). Success for online classes has been improving but still lags behind traditional classes by about 10%.
Opportunities	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 a paper, thinking critically, or applying methodology. Action plans have been developed to address this.
Our program also has established PLOs, data, and action plans. Data reveals that students have problems with critical thinking and applying methodology. Action plans have been developed to address these.

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 2. Increase number of PSY AA-T degrees granted: This goal is being met as we grant more degrees every year.
Goal 3. Increase success rates on SLO and PLO #1 and update curriculum as well as close the equity gaps especially for African American students. This ongoing. Students are doing better on PLO #1 but we are still not meeting the criteria. We still have issues closing equity gaps.

Goal 4. Continue planning Drug and Alcohol Certificate Program: This is ongoing. The programs is going through the AP&P approval process. Courses specific to the program will be offered in the coming semesters.

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:

Program/Area Goal #	Goal supports which ILO/PLO/SLO/OO?	Description of Goal	Steps to be taken to achieve goal?
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 in Curricunet and have it approved by AP&P.
Goal 2. Increase number of PSY AA-T degrees granted.	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 SLO and PLO #1 and update curriculum as well as close the equity gaps especially for African American students.	ILO 1-6.	Have more students score 70% or more on research papers for PSY classes.	Hire tutors and hire two additional full-time PSY faculty that can provide individual assistance.
Goal 4. Create Drug Alcohol Certificate Program.	ILO 1-6.	Finalize Drug and Alcohol program so that students can earn a certificate in that specific area.	Get program approved through AP&P. Offer classes specific to the program. Apply for CAADE accreditation

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):

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 new full-time faculty	Repeat	110000	Recurring	Irit Gat
Faculty	Continued release time for Project director and funding for future marketing of the new D&A certificate. Hiring new adjuncts for new courses	Repeat	100000	Recurring	Irit Gat
Classified Staff					
Technology					
Physical/Facilities	Permission to teach PSY 101 in the Theater Bldg	Repeat	Not sure	Recurring	Irit Gat
Supplies					
Professional Development					
Other					

| Select Subject
PSY | Select Subject again
PSY | Select Major(s) for Program Awards
AA-T Psychology | or Select Major Code for Awards
All | Academic Year
Multiple values |

Retention, Success, Number of Sections, & Enrollment in PSY (Total AVC rates are shown as │)

Subject	Academic Y..				
PSY	2014-2015	86.5%	60.1%	73	3,368
	2015-2016	87.8%	67.1%	78	3,460
	2016-2017	88.3%	67.2%	82	3,387
	2017-2018	87.8%	70.3%	88	3,559

| 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 PSY

	Instr. Method	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections	Online	10	10	10	13
	Other Indep Study				2
	Traditional	63	68	72	73
Enrollment	Online	370	368	334	457
	Other Indep Study				2
	Traditional	2,998	3,092	3,053	3,100

Enrollment and Number of Sections by *Location* in PSY

	Location	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections	Lancaster	50	58	62	65
	Lancaster [Off Ca..	1			1
	Palmdale	22	20	20	22
Enrollment	Lancaster	2,562	2,793	2,774	2,797
	Lancaster [Off Ca..	38			33
	Palmdale	768	667	613	729

Number of Degrees/Certificates Awarded in PSYT

MAJOR	Major ..	Deg./Cert.	Academic..	
AA-T Psychology	PSYT	Degree	2014-2015	1/AA
			2015-2016	39/AA
			2016-2017	50/AA
			2017-2018	68/AA

Number of Awards

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

	Fall 2014	Fall 2015	Fall 2016	Fall 2017
PT/Adjunct	7.3	7.2	7.2	7.2
FT/Regular	1.4	1.4	1.0	1.8
FT/Overload			0.6	0.5
TOTAL FTEF	8.6	8.6	8.8	9.5
PT/FT	5.3	5.2	7.2	4.0
FTES	155.8	162.4	161.0	172.1
FTES/FTEF Ratio	18.0	18.8	18.4	18.1
WSCH/FTEF Ratio	541.5	564.2	550.9	543.3

ANTELOPE
VALLEY
COLLEGE

2018-2019 Program Review Report

Division/Area Name: Social & Behavioral Sciences/ Sociology	For Years: 2020-2021
Name of person leading this review: Dr. Ronald C. Chapman	
Names of all participants in this review: Dr. Ronald Chapman	

Part 1. Program Overview:

1.1.Briefly describe how the program contributes to the district <u>*mission*</u>*:*   *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. Towards this end, quality and comprehensiveness are hallmarks of the faculty and subject matter of the sociology department here at AVC. Our faculty are superior. Over 20 percent of our faculty hold doctorate degrees and all of them hold at least a master's degree. Our curriculum is up-to-date; having been reviewed regularly on a four-year basis. We offer the Associate in Arts for transfer which entitles our graduates a guarantee of acceptance into any of the California State Universities. Our curriculum is comprehensive, offering training in all of the major areas of interest in contemporary sociology: gender & sexuality; social gerontology; race & ethnicity; marriage & family; and social problems. Furthermore, we coordinate with allied disciplines to provide our students expertise in criminology, statistics and social research methodology. Sociology students whose goal is to transfer and who are able to complete courses in the social and behavioral sciences are well-prepared to fulfill degree requirements or enroll in upper division courses and programs at accredited four-year institutions.*
1.2. State briefly program highlights and accomplishments: Our second full-time faculty member has successfully completed her second year of tenure review. Three additional adjunct instructors have been hired in the last year and progress is being made to expand the students' club for sociology majors – the AVC Sociology Society.

1.3. Check each <u>Institutional Learning Outcome (ILO)</u> supported by the program.	
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.

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 2018-2021 as of fall, 2018.

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):

Strengths	Enrollment had been increasing and the addition of sections took place over the period of 2012 to 2015. Enrollment jumped from 2,506 in 2016-2017 to 2,712 in 2017-2018. Sections increased to 79.
Weaknesses	According to the preceding Program Review, African American students lagged by 10 percent. This disparity has worsened in recent years and now stands at -15% -- the highest percentage point gap in in four years. Asian students had the highest success and retention rates. Age represents another significant discrepant factor. Underperforming students are most likely to be of the age cohort 20-24. Older students (50 years and up) consistently outperform their younger peers.
Opportunities	In 2017-2018 retention rates and success rates were reported for those students enrolled off-campus at the Mira-Loma State Prison. For those 85 students enrolled in 3 sections of Introduction to Sociology the retention rate was 98 percent and the success rate was 94.1 percent. This exceeds rates for Lancaster, Palmdale, Online, and Traditional classroom instruction, and makes the strongest case to-date that the answer to subpar student performance may be the competing demands of work, social interaction, and extracurricular entanglements.
Threats	Of significant threat to the gender and ethnic equitability of the program in sociology is the disparity in success rates of both males and minorities. Males have consistently underperformed females with respect to success, but not retention. African Americans underperform all other ethnic groups in sociology. In general sociology students underperform the AVC averages. Success rates in Sociology are as much as 15 percentage points below the annual rate for AVC as a whole over the last four years. More disturbing, this disproportionate impact has tended to increase annually since 2014 for no apparent reason.

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

Three out of the seven program goals have been achieved or are in the process of being achieved. In one case, the goal has been exceeded. Remaining goals concern transportation for field trips (in those courses were field trips are viewed as important to progress in one or more SLOs), the licensing of computer software for student use, use of the 400-seat Performing Arts Theater for SOC 101 (overload), and hiring an additional tenure-track instructor.

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

1. Increase the annual number of sociology graduates to 10 by 2020: We estimated that approximately 50 students will complete the AA-T program after the first 6 years. Since the Associate in Arts in Sociology for Transfer was implemented in August of 2013, there have been 114 graduates. Last year (2017-2018) we experienced the greatest number ever – 47 (Program Narrative, Enrollment and Completer Projections, 8/1/13).
2. Promote Sociology as a major: Develop a faculty professional development presentation with sociological implications and to help initiate a student sociology club. Dr. Carina Giorgi is in her second year of tenure review. She has assumed the role of club advisor, renamed the club to the Sociology Society, and significantly increased membership in this organization. A faculty professional development presentation has not yet been planned.
3. Establish course rotation protocol: In consultation with the chairman of the Administration of Justice, Anthropology, Psychology, and Sociology department faculty have decided to offer all approved courses at least once during each regular term. This will allow greater flexibility for students to complete their degree requirements and will simplify the problem of rotation. Summer and Inter-session courses are being expanded as interest grows on courses other than SOC 101.
4. Provide more support for students and classes as well as instructor availability: This goal was partially achieved with the hiring of Dr. Carina Giorgi. However, there remains a need for an additional full-time faculty position.
5. License the use of IBM SPSS Statistics for SOC 200 students and faculty: This will allow instructors to fully comply with the COR for SOC 200 by increased student familiarity with computer-based statistical programs. Progress has stalled although the need remains significant.
6. Increase student exposure to outside classroom learning. This can be done via bus transportation for field trips in support of SOC 120 and SOC 111. No funding has been forthcoming for this resource. In the meantime the number of courses wherein field trips would be beneficial to students has increase.
7. Increase student and community exposure to speakers / topics / special events in Sociology. By use of the Performing Arts Center for SOC 101 (Introduction to Sociology) we could bring in more events and speakers: This goal is on hold pending improvements in enrollment or further reduction in the number of faculty available to teach SOC 101.

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?
3	4(a)/1-4/All/na	Hire Additional Full-time Faculty	Vote to advance priority
5	2(b)/4/101(1,2,3); 200(1,2)/na	License IBM SPSS	Develop Coursework in SPSS
6	3(b)/1-3/120(3)/na	Bus Transportation	AVC Foundation Grant Request
7	EMP Goal #2	Use of the PAT for SOC 101	On hold (lowest priority)

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

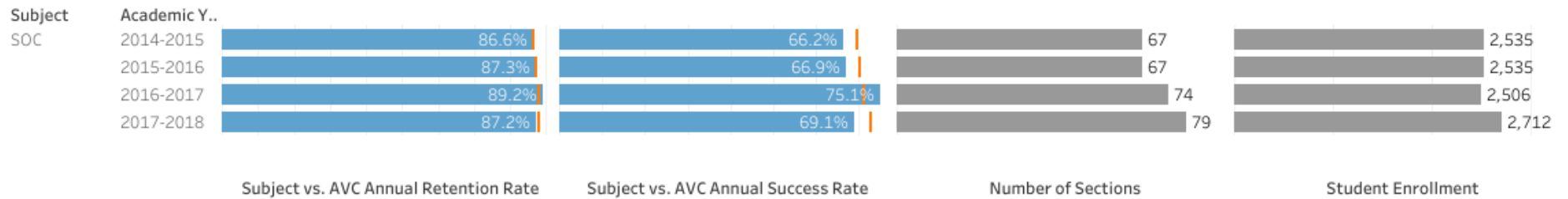| Type of Resource Request	Summary of Request	New or Repeat Request	Amount of Request, $	One-Time or Recurring Cost, $	Contact's Name
Faculty	Hire one full-time sociology instructor	Repeat	100,000.00	Recurring	Human Resources
Classified Staff					
Technology	License IBM SPSS	Repeat	2,610.00	Recurring	Purchasing
Physical/Facilities	Bus Transportation	Repeat	2000.00	Recurring	Facilities

Supplies					
Professional Development					
Other	Use of PAT for SOC 101	Repeat	Unknown	Recurring	Facilities

Select Subject	Select Subject *again*	Select Major(s) for Program Awards	or Select Major Code for Awards	Academic Year
SOC	SOC	AA-T Sociology	SOCT	All

Retention, Success, Number of Sections, & Enrollment in SOC (Total AVC rates are shown as |)

Subject	Academic Y..	Subject vs. AVC Annual Retention Rate	Subject vs. AVC Annual Success Rate	Number of Sections	Student Enrollment
SOC	2014-2015	86.6%	66.2%	67	2,535
	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

Enrollment and Number of Sections by *Modality* in SOC

	Instr. Met..	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections	Online	9	9	8	15	16
	Other Inde..		1			1
	Traditional	56	57	59	59	62
Enrollment	Online	372	361	305	535	601
	Other Inde..		1			2
	Traditional	2,113	2,173	2,230	1,971	2,109

Enrollment and Number of Sections by *Location* in SOC

	Location	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections	Lancaster	49	51	52	53	53
	Lancaster ..			1	1	3
	Palmdale	16	16	14	20	23
Enrollment	Lancaster	1,893	1,978	2,042	1,825	1,843
	Lancaster ..			32	23	85
	Palmdale	592	557	461	658	784

Number of Degrees/Certificates Awarded in SOCT

MAJOR	Major ..	Deg./Cert.	Academic..	Number of Awards
AA-T Sociology	SOCT	Degree	2014-2015	5 /AA
			2015-2016	16 /AA
			2016-2017	46 /AA
			2017-2018	47 /AA
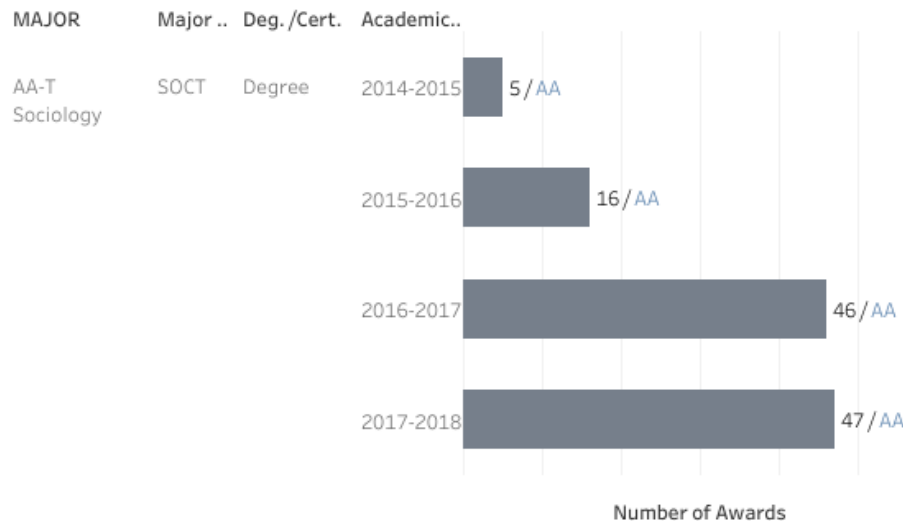
FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in SOC

	Fall 2014	Fall 2015	Fall 2016	Fall 2017
PT/Adjunct	4.9	5.7	5.8	5.6
FT/Regular	1.0	1.0	1.0	2.0
FT/Overload				0.2
TOTAL FTEF	5.9	6.7	6.8	7.8
PT/FT	4.9	5.7	5.8	2.8
FTES	113.8	114.0	111.2	129.4
FTES/FTEF Ratio	19.1	16.9	16.4	16.7
WSCH/FTEF Ratio	574.3	508.1	490.6	499.9

2018-2019 Program Review Report

Division/Area Name: Child Development Center	For Years: 2020-2021
Name of person leading this review: Katarina Orlic-Babic	
Names of all participants in this review: Laura Burke, Anita Davidson, Rebecca Fiske, Debora 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 an on-campus early childhood education services to the children of college students, faculty, staff, and community members. The program provides a subsidized or fee-based services to eligible participants. It also serves as a professional development site for the students enrolled in Child and Family Education, Nutrition, and Nursing classes. With this dual role, the center provides support to the students, instruction, workforce preparation, personal enrichments and/or professional development.

1.2.State briefly program highlights and accomplishments:

Over 1,000 student observations/assignments completed per year;
24 CFE students mentored each year;
Approximately 120 children receive child care services at no cost per year;
The center is a participant of a Quality Start Los Angeles Program;
The center promotes early literacy through: 1) participation in the Reading Challenge campaign, 2) partnership with LA County library that provides reading sessions to the children every other Tuesday; 3) two Scholastic Book fairs per year, 4) two literacy family events per year and 5) parent workshop on promoting literacy at home;
Teachers are professional growth advisors for child development permit holders in AV.

1.3.Check each Institutional Learning Outcome (ILO) supported by the program.	
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.

X	Goal 1*: Commitment to strengthening institutional effectiveness measures and practices.
☐	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.
☐	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 2018-2021 as of fall, 2018.

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 used the following :

Program Review Instrument FY 2017-18: all components were met.

Desired Results Parent Survey: 93% of the parents were very satisfied, 7% were satisfied and none were dissatisfied with the program.
36% of the parents indicated that they did not receive information on how to find other services in the community. Action plan: provide a list of community resources to each parent; send a needs assessment to the parents one month after enrollment; set up a bulletin board with community resources in the lobby.

Early Childhood Environment Rating Scale: *Interaction* received all "7" since the teachers had implemented practices from the CLASS training from summer 2017. *Space and Furnishings* item in the ECERS received 3 or 4 rating (out of 7) due to the insufficient furnishing for relaxation and space for privacy. Action plan: rearrange the classroom and purchase equipment to divide up the space into areas for privacy.

Desired Results Developmental Profile and DRDP Tech Reports: In Fall 2017, 40% of the children were at building later and integrating earlier in *Approaches to Learning/Self-Regulation* while in Spring 2018, 84% of the children were at those levels.
76% of the children were at building later and integrating levels in *language and literacy* in Spring 2018. Action plan: provide more activities and parent workshops to reach 80% in language/literacy in Spring 2019.

Classroom observations/assignments: 1,037

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: 1)Teachers align their curriculum with California Early Childhood Foundations and Guidelines and complete Desired Results Developmental Profile-2015 on each child. 2) They work closely with the students, mentor them and assist them in obtaining child development permits.

PLO # 2: Promote access to higher education for students/parents by providing an on-campus high quality early childhood program to the children of students at no cost: 1) the staff is staying current with ever-changing and evolving title 5 and title 22 requirements through trainings and professional growth activities. 2) The CDC receives Equity funds to provide services to the eligible children.

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

1) Implement STEM in the program – ongoing. Teachers attend conferences, implement STEM activities in the curriculum and materials have been purchased for both indoor and outdoor STEM activities through the Quality Improvement Grant – First Five.
2) Increase children's competency in literacy – ongoing. The center continues to enrich curriculum with early literacy activities and provide workshops, Book Fairs and literacy family activities. In addition the center has been collaborating with LA County Library to provide reading sessions to the children.

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	1 and 2	Increase children's competency in literacy	Build center library Build classroom library Invite parents and older siblings to read to the children Purchase books in English and Spanish Collaborate with English Department/Story Telling class for storytelling @ CDC
# 2	1 and 2	Stay current with the new Early Childhood Competencies and	Continue with required professional growth activities as required by Title

		assist/mentor students in obtaining child development permits.	5 requirements. Continue to mentor students.

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					
Classified Staff	50% early childhood education 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	Augment funding for hourly positions for early childhood specialist	N	10,000	Recurring	Katarina Orlic-Babic