



Fall 2024 Program Review Report | Instructional Areas

Division/Area Name: Social & Behavioral Sciences / Business & Computer Studies: ACCOUNTING	For Planning Years: 2025-2026
Name of person leading this review: Stacey Adams	
Names of all participants in this review: Stacey Adams, Megan Owens, Kent Moser	
Part 1. Program Overview: Briefly describe how the program contributes to the district mission	
<p>The ACCT program specifically contributes to the district mission by supporting: 1) students seeking career technical education to enter the workforce (Professional Bookkeeping Degree & Certificate) and 2) students seeking to transfer under the Business Administration Transfer Degree, by providing the required ACCT coursework.</p> <p>The faculty and staff of the Business & Computer Studies Department are dedicated to providing students with hands-on training required for skill certification, continuing education classes, professional development, and the opportunity to learn the fundamentals necessary to be well-educated in a particular discipline. Courses are provided for students who wish to complete a two-year degree or certificate, transfer to a four-year university, enter the business workforce, or simply upgrade their skills.</p>	

Part 2A: Analyze the program review data (retrieval instructions), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:
Use the following questions to guide your analysis:
<p>Overall (Use the <i>Success & Retention</i> and <i>Program Award</i> tabs to inform your analysis)</p> <ul style="list-style-type: none"> • What are the success and retention rates for your discipline? Did they decrease or increase in the last year? • What are the trends for the number of awards granted? Are the number of awards going up or down? <p>Equity (Use the <i>Success & Retention</i> tab including S&R by Ethnicity and Gender data to inform your analysis)</p> <ul style="list-style-type: none"> • Which ethnic / gender student groups complete their courses at the highest rates? • Which ethnic / gender student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the <i>Strengths and Accomplishments</i> section.
Strengths and Accomplishments: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)
<p>Consider the following questions:</p> <ul style="list-style-type: none"> • What does your program/area do well, including capabilities and greatest accomplishments? • What are the practices that were implemented to increase success and retention rates or program awards? <p>Strengths and Accomplishment:</p> <ul style="list-style-type: none"> • Improved retention rates: Retention again improved slightly over last year (86.3% 2023-2024 vs 84.8% 2022-2023 vs 82.9% 2021-2022), and now is just slightly below the institutional average. • Improved success rates: For the first time in many years, the success rate in ACCT is above the institutional average. The ACCT success rate in 2023-2024 was 74.8%, slightly higher than the institutional average of 73.3%, and notably higher than the prior year 2022-2023 67.5%. • Increased enrollment: We offered 36 classes in 2023-2024, which is five more than the prior year, with enrollment of 945 students, compared to 730 students in 2022-2023, which is a 29.4% increase. • Offering courses scheduled to meet the demands of students: Online courses continue to be in high demand. In 2023-2024, 23 of 36 (64%) of sections offered were fully online classes. 19 of 31 (61%) sections offered in the 2022-2023 academic year were online classes, up from only 22% in the 2021-2022 academic

year. This is a notable shift over the last few years and online classes continue to fill quickly, while in-person classes do not fill as consistently. Most importantly, the success rates in ACCT online courses improved significantly, from 68.6% in 2022-2023 to 74.9% in 2023-2024. We are aware that there is still a need and demand for courses to be offered in-person, so we need to proceed carefully and make sure that we are serving the students by providing them courses in the modality they want, but also setting them up for success in each course here at AVC and as they move forward in their education.

- We continue to get excellent feedback from our program graduates that move on to pursue Bachelor's degrees in Accounting and careers in the Accounting field. While this is anecdotal, we consistently hear from students transferring to CSU programs that their Accounting education at AVC had them well-prepared for upper-division coursework.

Opportunities and Challenges: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Consider the following questions:

- What does your program/area need to do better to support/improve student success?
- What actions can be taken to help close equity gaps?

- After a notable drop in the prior year, the success rate for African American / Black students in ACCT courses improved dramatically from the prior year (41.5 % 2022-2023 vs 63% 2023-2024). Success rates in all ethnic groups increased in the past academic year, but the improvement for African American / Black students was the most significant.

- Retention rates for African American / Black students also improved from 69.1% in 2022-2023 to 79.8 in 2023-2024.

- While progress is being made, we don't have a direct correlation to know exactly the cause of this improvement because we are making efforts on multiple fronts. We suspect the improvements are connected to a few factors, starting with the instructors, the availability of course materials through Books Help, and improved tutoring hours in the Learning Center.

- We are not clear on how to entirely close equity gaps within our discipline, but need more support from the institution overall. AVC needs to provide training for all faculty that includes actionable steps to close equity gaps without reducing academic rigor.

- Economically disadvantaged students need timely access to course materials paid for by the institution from the start of the semester. This aid is often coming too late in the semester to be meaningful.

Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Consider the following questions:

- What does your program/area want to be known for?
- What is a desired future?

- Desired future: Students who successfully complete the Professional Bookkeeping program are highly sought after and employable in quality job positions in the Antelope Valley and throughout the region.

- Desired future: Students who transfer to a university to pursue a bachelor's degree in Accounting find themselves extremely well-prepared for upper division accounting coursework. Many will go on to careers in Accounting and a CPAs.

Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data

N/A

Insert Advisory Committee Recommendations here (Please do not insert complete meeting minutes, but just recommendations from the advisory committee.)

From 11/1/2024 ACCT Advisory Committee Meeting:

Recommendations:

- Recommend that we incorporate AI into courses in a positive way, and consider developing a CA course on the use of AI in the workplace.
- Create accounting assignments that utilize AI components.
- CA 121 needs to be emphasized as a highly recommended elective if not required for their degree.
- Provide students access to computers in the classroom as much as possible.
- Maintain ample free tutoring for ACCT through the Learning Center.
- Promote work experience to help students gain necessary hard and soft skills for the job environment.
- Try to develop more Work Experience / internship opportunities.
- Continue holding ACCT Transfer & Career night each fall at AVC. Feedback is excellent and changing the career path and outlook of our students.

Follow Up Items:

- Discuss the development of an AI in the Workplace course with BCS faculty
- For long-term planning, computers are needed in lecture classrooms, as textbooks, homework and a variety of other course materials are computerized and/or Internet-based AND to develop strong computers skills that are required in the workplace
- Develop more Work Experience / internship opportunities
- Need increased marketing of our program to incoming AVC students and high school students, focusing on telling college students why accounting matters and how accountants make a difference

Next meeting to be held in Oct/Nov 2025

Insert Labor Market Data here <https://www.labormarketinfo.edd.ca.gov/commcolleges/>

According to the CA EDD Labor Market Info, the Occupational Projections for TOP Code 05200 Accounting shows 8.9% growth and 446,470 job openings in California for 2020 – 2030.

Projections of Employment by Occupation, 2020 - 2030

Selections:

TOP Code(s):
050200 Accounting

Geography: California
Includes: All California Counties

Annual Job Openings by Occupation

SOC Code	Occupation Title (Linked to "Occupation Profile")	2020 Employment	Annual Job Openings (1)
132011	Accountants and Auditors	160,600	169,600
433031	Bookkeeping, Accounting, and Auditing Clerks	184,300	214,660
434011	Brokerage Clerks	3,200	3,260
132031	Budget Analysts	4,700	4,100
251011	Business Teachers, Postsecondary	5,300	5,430
132041	Credit Analysts	7,100	6,080
132061	Financial Examiners	3,700	3,640
433051	Payroll and Timekeeping Clerks	20,800	19,260
132081	Tax Examiners, Collectors, and Revenue Agents	8,900	6,970
132082	Tax Preparers	11,400	13,470
	Total	410,000	446,470

(1) Total Job Openings are the sum of new jobs from growth plus net replacements. Annual job openings are total job openings divided by the number of years in the projection.

Part 2C: Review and comment on progress toward past Course Improvement Plans

List your past Course Improvement Plans (CIPs) and progress toward meeting those plans.

Past Course Improvement Plans	Progress Made
1. Students need improved access to ACCT tutoring in the Learning Center.	Through targeted recruiting by S. Adams & M. Owens, the ACCT tutoring offered at the Learning Center is much more consistent and robust than in past years. In the same time period, success and retention rates are up! We need to keep doing this to ensure adequate ACCT tutoring and ongoing success for our students.
2. Students need ongoing access to computers in and out of the classroom.	Students have access to computers in the classroom, but the quality and consistency of the Wi-Fi heavily impacts those using laptops.
3. Students need improved access to their instructors outside of class, during office hours.	The two full-time ACCT faculty are offering office hours which students are utilizing. The adjunct faculty are voluntarily making themselves available. We've hired a 3 rd full-time ACCT faculty to start in Jan 2025, who will also be able to provide additional support and office hours to our students.

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

List your past program review goals and progress towards those goals.

Past Goal	Progress Made
1. To better prepare students for jobs in accounting by providing them with more access to computers and industry software in the classroom.	Substantial progress, many students have their own devices or have been issued school laptops / Chromebooks. The cart of laptops is somewhat sufficient, but does not entirely address the need for computers for all students in the classroom. Faculty need to continue to incorporate use of industry software into the classroom, including Excel, QBO, and now even AI as a tool for the workplace. Continue working on this goal!
2. To help students gain job skills and prepare them for industry employment by better utilizing ACCT work experience.	No progress Continue working on this goal!
3. To increase awareness among prospective and incoming students of the ACCT program and job opportunities in the accounting field, promoting the program as a viable pathway to employment.	Some progress is being made among existing AVC Business students, as we hold ACCT Transfer & Career Night each Fall, but we need to provide a clear pathway leading to a degree and employment for high school seniors considering their educational choices. We've seen an increase in enrollment in ACCT courses (29.4%) since last year, but the number of students completing BusAdmin for Transfer degree and Professional Bookkeeping degree/certificate is down slightly. Continue working on this goal!
4. To improve student success and retention in ACCT courses.	Some progress has been made as we saw increases in success and retention over the past year. Tutoring has been consistently available in the Learning Center. ACCT faculty need to demonstrate their proven ability to teach online courses before being permitted to do so. ACCT faculty continue to seek training and improvement in online teaching skills. Continue working on this goal!

Part 3: Based on Part 2 above, please list program/area goals:

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 4. Career and Specialized Knowledge	ACCT PLO #4			Goal #4 Vision: Being more future-thinking, agile, innovative, and proactive.	To better prepare students for jobs in accounting by providing them with more access to computers and industry software in the classroom.	<ol style="list-style-type: none"> 1. Work with ITS to find short-term and long-term solution for computers in lecture classrooms. 2. Explore grant-funding possibilities. 3. Collaborate with faculty to most effectively incorporate industry software into classroom lessons. 	<ul style="list-style-type: none"> -Acquisition of computers for lecture classrooms -Successful incorporation of course-appropriate industry software in all ACCT sections -Feedback from students regarding job readiness based on post-graduation survey

#2	ILO 4. Career and Specialized Knowledge	ACCT PLO #4			Goal #6 Success: Boost success rates by prioritizing the student experience.	To help students gain job skills and prepare them for industry employment by better utilizing ACCT work experience.	<ol style="list-style-type: none"> 1. Market the work experience program to students and potential employers. 2. Build more relationships with local accounting firms and other employers. 3. Provide administrative support to help the work experience program run smoothly. 	<ul style="list-style-type: none"> -Increase in enrollment in ACCT 199 -Feedback from students regarding job readiness based on post-graduation survey
#3	ILO 4. Career and Specialized Knowledge	ACCT PLO #4			Goal #3 Resources: Increase student awareness about campus resources.	To increase awareness among prospective and incoming students of the ACCT program and job opportunities in the accounting field, promoting the program as a viable pathway to employment.	<ol style="list-style-type: none"> 1. Provide administrative support to create printed materials (pamphlets, fliers, info sheets) and update webpages. 2. Utilize outreach opportunities to connect with students considering AVC and potentially Business / Accounting 	<ul style="list-style-type: none"> -Increase in enrollment in ACCT courses -Increase in completion of Professional Bookkeeping Degree and Certificate
#4	ILO 4. Career and Specialized Knowledge				Goal #6 Success: Boost success rates by prioritizing the student experience.	To improve student success and retention in ACCT courses.	<ol style="list-style-type: none"> 1. Collaborate with ACCT faculty regarding most effective teaching methods for particular courses and concepts. 2. Work with Learning Center to ensure tutoring is available. 	<ul style="list-style-type: none"> -Increase in success & retention in ACCT courses

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)						
Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Technology	Computers in the classroom: ACCT and the Business Department overall, need lecture classrooms with computers throughout the 2nd floor of the MH building, approx. 160 computers.	Goal #1	Repeat	\$200,000	One-time	Stacey Adams / Kent Moser / Nate Dillon
Other	Marketing and Outreach: Increase awareness of program and job opportunities in the accounting field among prospective and incoming students. Promote the program as a viable pathway to employment.	Goal #2 & #3	Repeat	Unknown	Recurring	Stacey Adams / Kent Moser / Nate Dillon
Other	We need support from the Learning Center to recruit and hire tutors, and maintain a robust tutoring schedule, with tutors available from the beginning of each semester for ACCT 111, 201 & 205 and other courses as needed.	Goal #4	Repeat	\$6,000	Recurring	Stacey Adams / Kent Moser / Nate Dillon
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above).

Required:

- Success & Retention tab
- Program Awards tab

Optional:

- Other supporting data/information

Success and Retention

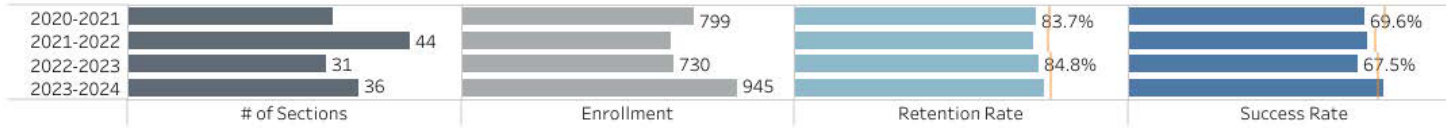
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Select Subject:
ACCT

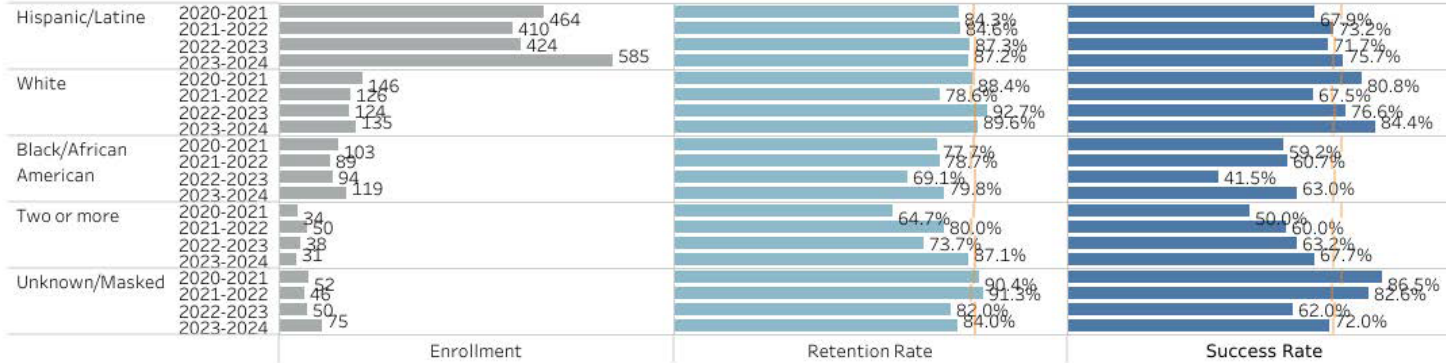
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AVC Retention and Success shown in vertical |

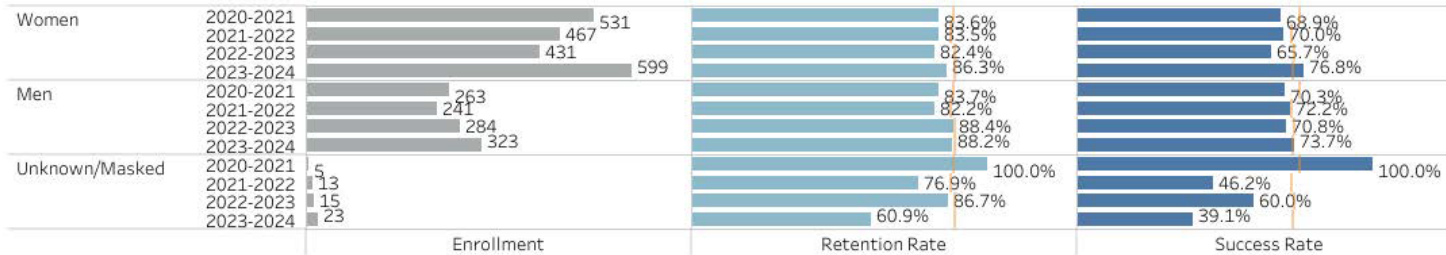
Overall Enrollments, # of Sections, Retention and Success by Year for ACCT



Enrollments, Retention & Success for ACCT by Ethnicity



Enrollment, Retention and Success for ACCT by Gender



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[Click to go next >](#)

Success and Retention by Modality

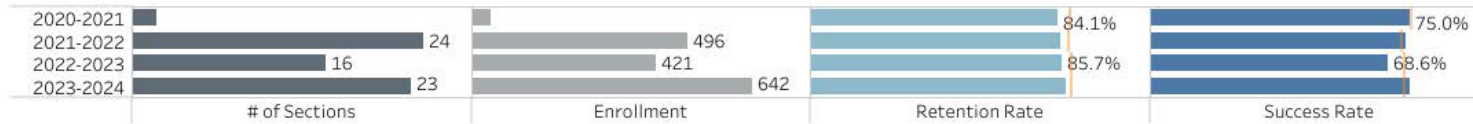
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Multiple values

Select Modality:
Online

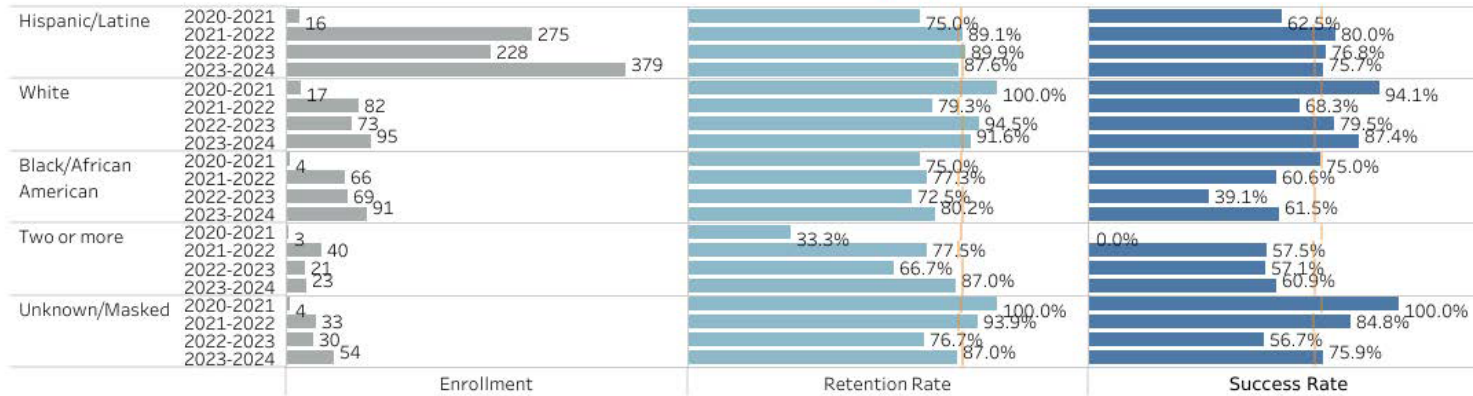
Select Subject:
ACCT

< To select different, use 'Select Subject'
AVC Retention and Success shown in vertical

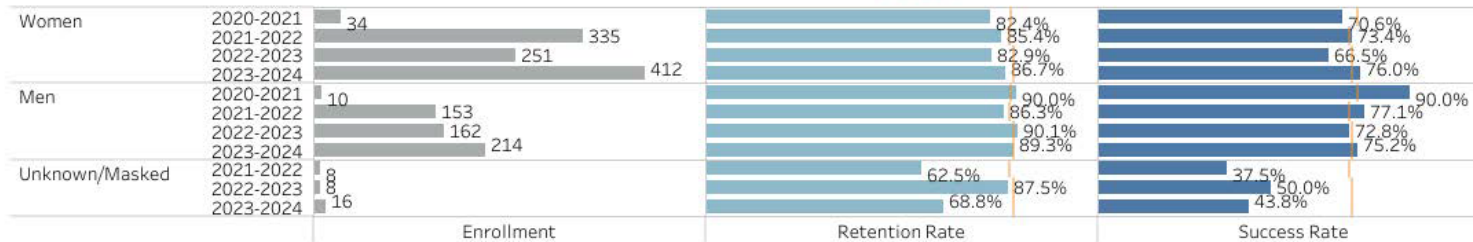
Overall Enrollments, # of Sections, Retention and Success by Year for ACCT



Enrollments, Retention & Success for ACCT by Ethnicity



Enrollment, Retention and Success for ACCT by Gender



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Fall 2024 Program Review Report | Instructional Areas

Division/Area Name: Social and Behavioral Sciences /Administration of Justice	For Planning Years: 2025-2026
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Name of person leading this review: Carlos Pinho

Names of all participants in this review: Hank Price

Part 1. Program Overview: 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 when applying for jobs in the AJ field, promoting within their chosen agency, or moving laterally to other agencies. With twenty different classes, two degrees, and a non-credit certificate, the program offers a varied and valued experience to the student and a service to the community. This program draws diverse students and delivers educated and trained prospective employees to California’s growing Criminal Justice System. Courses prepare students for career options as Attorneys, Investigators, Law Enforcement Officers, Correctional Officers, Probation and Parole Officers, Department of Public Safety Officers, Social Work, Counseling, Rehabilitation, and private security. Antelope Valley College is dedicated to meeting the dynamic needs of a changing community. AJ is in alignment with the mission of the college. As part of CTE, AJ addresses the educational needs of a diverse and evolving population with the goal of students [achieving the dream](#) of a career in service to their community.

Part 2A: Analyze the [program review data \(retrieval instructions\)](#), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:

Use the following questions to guide your analysis:

Overall (Use the *Success & Retention* and *Program Award* tabs to inform your analysis)

- What are the success and retention rates for your discipline? Did they decrease or increase in the last year?
- What are the trends for the number of awards granted? Are the number of awards going up or down?

Equity (Use the *Success & Retention* tab including S&R by Ethnicity and Gender data to inform your analysis)

- Which ethnic / gender student groups complete their courses at the highest rates?
- Which ethnic / gender student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the *Strengths and Accomplishments* section.

Strengths and Accomplishments: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)

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In 2023-2024 the college awarded **72** AA and **50** AST degrees for a total of **122** AJ degrees of the 1292 AA/ 640 AST degrees awarded by the college. The number of AJ degrees is the same as the previous year.

Administration of Justice currently has **437** total declared majors in the AA/AST programs making **AJ #6** in the Top Ten Declared Majors at AVC. The number of AJ students is **1772** students in 2023-2024. The overall current enrollment has increased by **11%** over the **1596** number of students in **2022-2023** and by **40%** over the **1232** number of students in **2021-2022**.

The Success Rate is **76.1%** which is higher than the AVC average of **73.3%** for the same period. The Retention Rate remains high at **89.1%** for in-person courses which is higher than the AVC **89%**. The Retention rate for the AJ Online courses is **91%**.

We continue our AVC to CSU Program with continual graduates coming from that program. We also continue our close connection with the Antelope Valley Unified School District through membership on the Advisory Committee for Public Safety and attending local outreach events at area high schools. In addition, we continue to build our strong partnerships with the Los Angeles County Sheriff's Department by assisting in community events and through our sponsorship of the Campus Safety Cadet program. This past year additional partnerships were made with the City of Lancaster Department of Public Safety to address quality of life issues in the Antelope Valley such as the homeless crisis, mental health issues, the opiate crisis, and a rise in overall crime.

The City of Lancaster is working in cooperation with the Administration of Justice Program to create employment and internship opportunities for students and graduates of our program respectively. The Administration of Justice program has become a liaison to the community and collaborates with the newly formed Lancaster Police Department and the Lancaster Sheriff's Community Advisory Committee. The committee works alongside the Department of Justice and the Antelope Valley Monitoring Team addressing issues of social justice, community policing, and police reform.

The AJ program offers a variety of civic engagement opportunities for students. The AJ program also helps promote on-campus employment for students through the recruitment of Campus Safety Cadets who work alongside the Los Angeles County Sheriff's Department to ensure safety on campus while gaining valuable work experience that can be applied toward a law enforcement career. The AJ program directs students to find internships, volunteer opportunities, and career employment opportunities within Local City, County, State, and Federal Law Enforcement Agencies. AJ created a Multicourse Learning Community AJ Canvas Resource where students in all AJ courses are linked to multiple Criminal Justice resources. This valuable resource networks students within the learning community and helps students achieve their dream in finding the recommended course of study, community engagement opportunities and a pathway to gainful career employment.

The Health and Fitness for First Responders Certificate program was created to help AVC students prepare for the physical requirements of a job within the Criminal Justice system. Society and students during and post-COVID have become less active and physically fit. The certificate program was designed to enhance the overall fitness level of participants and introduce students to specific skills required to complete physical agility tests for law enforcement, correctional agencies, and other

employers that have entry-level fitness requirements. The emphasis is on improving both cardiovascular and anaerobic endurance. Students are taught the concepts of wellness, mindfulness, injury prevention, and stress management. At AVC we are making students healthy again.

Opportunities and Challenges: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

As a Hispanic-serving institution, AVC has the unique opportunity to prepare female Hispanics who are bilingual to be successful in the Criminal Justice System. Language skills are a distinct advantage for our students to become police officers. Spanish-speaking officers are a huge asset to Law Enforcement as they meet the needs of the communities they serve. Data supports the high success and retention rates for both female and Hispanic AJ students.

The AJ Program continues to maintain a high success rate of **76.1%** which is above the AVC average success rate of **73.3%**. The program is proud to note that it maintains a **76.1%** success rate among Hispanics, a **2.8%** margin over the AVC average. The success rate for Online classes for Hispanics is even higher at **77.2%**. Hispanics account for **1168** of the **1772** students in the program. Law enforcement has a goal of recruiting and staffing 30% of the nation's police officers as females.

<https://30x30initiative.org/>. Currently, females make up **1098** of the **1772 students** enrolled in AJ (**61.9%**) and Hispanics make up **1168** of the **1772** students enrolled (**65.9%**).

The rationale for the high success rate is that the AJ program was one of the first programs to make the transition to Distance Learning and gain AP & P approval. The AJ program faculty aggressively pursued Online Certification from all of its faculty through the OTT Online Teaching Training at AVC. With continued training and oversight, AJ will continue with the program goal of offering a full range of AJ classes on the CCC Exchange.

Another factor that has a positive impact on our program is that the Law Enforcement 'citizenship requirement' was lifted by **SB 960**. This bill removed the provision that requires peace officers to either, be a citizen of the United States or be a permanent resident who is eligible for and has applied for citizenship, and would instead require peace officers be legally authorized to work in the United States and make conforming changes. These changes in the law have presented many non-citizens who want to serve their community with the opportunity to do so.

Some students are challenged with the cost of textbooks. This economic barrier is more difficult to analyze by statistics such as traditional demographics. This may impact the retention and success rate of some courses. As AJ develops new courses related to the new AS degree in Modern Policing and non-credit certificate courses, OER / ZTC materials are being created to match the curriculum for some courses within the discipline.

Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

The AVC Program wants to be known as the gold standard of Administration of Justice Programs within the California Community College system.

Among the top local community colleges, **AVC** graduated **74 AA/ 50 AST = 120** Total degrees. This is an exceptionally high number compared to surrounding colleges such as Barstow's **18 AS/ 29AST**, Glendale's **24 AS/62AST**, Pasadena's **3 AS/62AST**, College of the Canyons' **18 AS/ 55AST**, and Victor Valley College's **17AS/ 55AST** degrees.

The future of law enforcement and reforms within the Criminal Justice System are evident. Recent bills in the State of California - [AB 89: "PEACE" Peace Officers Education and Age Conditions for Employment Act](#) will directly impact the need to expand the existing program. Studies have shown that better-educated officers perform better in the academy, receive higher supervisor evaluations, have fewer disciplinary problems and accidents, are assaulted less often, and miss fewer days of work than their counterparts. Currently, applicants to a law enforcement agency must have attained either a high school diploma or a GED. This is the standard for most agencies like LASD, LAPD, and CDCR which we partner with at AVC.

Change to the current standard of education required for employment in policing is coming on January 1, 2025. AJ staff is poised to seize the opportunity to shape the future of law enforcement. The addition of the State Mandated New Modern Policing AS Program will require additional staffing for newly created courses that are currently in the AP & P approval process. New courses and a new AS degree will debut in the Fall of 2025. The Academic Senate for California Community Colleges passed down a California Community College Model curriculum for adding the Modern Policing AS Degree. AVC followed the State recommendations and AJ is prepared to deliver the new "Modern Policing" curriculum in the Fall of 2025. The California Assembly Bill 89 Modern Policing AS Degree will encompass a multitude of other disciplines that are outlined in AB 89. Focus on courses pertinent to law enforcement, which shall include, but not be limited to, psychology, communications, history, ethnic studies, law, and those determined to develop necessary critical thinking skills and emotional intelligence. Courses and topics should be considered for incorporation into a Modern Policing Degree curriculum and contextualized to the profession as contributing to an officer's critical thinking skills, emotional intelligence, and lowered use of force. https://asccc.org/sites/default/files/CA_Model_Curriculum-Modern_Policing_Degree.pdf

These 2025 courses are the gateway to the proposed 2026 baccalaureate degree in Policing as outlined in the California Community Colleges Chancellor's Office task force report from Chancellor Sonya Christian. The Taskforce report recommends that California Community Colleges should develop a baccalaureate degree in Modern Policing which will be the goal to develop in 2025. Upon approval and implementation of the AS degree, AJ will request administrative approval to develop a baccalaureate degree. Our goal is to be the leader in developing this curriculum which is in alignment with the Mission of the College and the Chancellors Office. <https://www.cccco.edu/-/media/CCCCO-Website/docs/report/2023-AB-89-Task-Force-Report-to-Legislature---FINAL.pdf?la=en&hash=734BC84521A88B49A0ADAD91AE1E289D031937C9>

To complement and support our community partners in community education, AJ has submitted a non-credit program in "Community Modern Policing". This new program will debut in the Fall of 2025. The Community Modern Policing Certificate program will prepare graduates to meet the recommended requirements to serve as Community Ambassadors and/or Civilian Volunteers within local law enforcement and city public safety departments. This program will examine the core competencies of civilians serving within respective law enforcement agencies. AJ will be offering this certificate program in tandem with both the Los Angeles County Sheriff's Department Civilian Academy and as part of the Lancaster Police Department Community Ambassador training. These programs are designed to bridge the divide and enhance community support of local law enforcement.

The upcoming 2028 Olympics present a unique opportunity for employment for AJ students. Safety and Security concerns have created specific jobs in Los Angeles County and the City of Los Angeles. AJ is preparing students to meet the needs of this worldwide event. Both the Los Angeles County Sheriff's Department and the Los Angeles Police Department have launched massive recruitment efforts in hopes of adequately preparing. The Los Angeles 2028 Olympics Committee is also recruiting for safety and security positions (<https://la28.org/en/careers.html>). AJ is exploring the possibility of using Work Force Funding to prepare students for the upcoming security guard opportunities. Security job opportunities are also expanding in the private sector and also in the aerospace industry which continues to grow in the Antelope Valley.

Proposition 36 was unanimously voted in by California voters. Proposition 36 makes several key changes related to punishments for theft and drug crimes. Proposition 36 makes this crime a felony if the person has two or more past convictions for certain theft crimes (such as shoplifting, burglary, or carjacking). The sentence would be up to three years in county jail or state prison. These changes undo some of the punishment reductions in Proposition 47 and Increases Punishment for Some Theft and Drug Crimes. Proposition 36 allows people who possess illegal drugs to be charged with a "treatment-mandated felony," instead of a misdemeanor. These changes in the law have a direct impact on law enforcement, the courts, and corrections. The demand for personnel, court staff, police officers, correctional officers, probation and parole officers, and drug and rehabilitation personnel within the Criminal Justice System will increase. These changes in the law create even more opportunities for gainful career employment for AVC students.

Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data

N/A

Insert Advisory Committee Recommendations here:

- AB 89 Modern Policing Degree Requirements for Law Enforcement hire to take effect in 2025
- Changes in citizenship requirements in law enforcement SB960
- Online AJ AA/AST and upcoming Modern Policing AS degree options for students and existing law enforcement looking to promote or for pay enhancement
- Health and Fitness for First Responders' credit and non-credit courses to prepare students for the Physical Abilities Test required for employment.
- Planning for On-Campus Job Fair(s) Recruitment on Campus-Lancaster/Palmdale- LASD / LAPD/ BHPD/ CDCR/ LA County Probation (hiring incentives)
- New City of Lancaster Public Safety Program and upcoming opportunities
- Lancaster and Palmdale Community Academy Programs
- Advisory and community engagement/volunteer/ ambassador opportunities with the City of Lancaster
- AVC Cadet/ enhanced student worker program and LASD Campus Safety work experience
(Please do not insert complete meeting minutes, but just recommendations from the advisory committee.)

Insert Labor Market Data here: <https://www.labormarketinfo.edd.ca.gov/commcolleges/>

TOP Codes: Labor market data shows over 400,000 labor opportunities in California related to the AJ Program course of study.

- 210530 Industrial and Transportation Security
- 210540 Forensics, Evidence, and Investigation
- 210510 Corrections
- 229999 Law & Legal Professionals
- 210500 Administration of Justice



Jobs



Claims



Employers

Projections of Employment by Occupation, 2020 - 2030

Selections:

TOP Code(s):

210530 Industrial and Transportation Security

Geography: California

Includes: All California Counties

Annual Job Openings by Occupation

SOC Code	Occupation Title (Linked to "Occupation Profile")	2020 Employment	Annual Job Openings (1)
251111	Criminal Justice and Law Enforcement Teachers, Postsecondary	2,000	2,120
331012	First-Line Supervisors/Managers of Police and Detectives	7,400	4,950
339032	Security Guards	141,400	230,630
Total		150,800	237,700

(1) Total Job Openings are the sum of new jobs from growth plus net replacements. Annual job openings are total job openings

(2) This occupation has been suppressed due to confidentiality.

Projections of Employment by Occupation, 2020 - 2030

Selections:

TOP Code(s):

210540 Forensics, Evidence, and Investigation

Geography: California

Includes: All California Counties

Annual Job Openings by Occupation

SOC Code	Occupation Title (Linked to "Occupation Profile")	2020 Employment	Annual Job Openings (1)
251111	Criminal Justice and Law Enforcement Teachers, Postsecondary	2,000	2,120
194092	Forensic Science Technicians	2,600	3,790
Total		4,600	5,910

(1) Total Job Openings are the sum of new jobs from growth plus net replacements. Annual job openings are total job openings

(2) This occupation has been suppressed due to confidentiality.

Projections of Employment by Occupation, 2020 - 2030

Selections:

TOP Code(s):

210510 Corrections

Geography: California

Includes: All California Counties

Annual Job Openings by Occupation

SOC Code	Occupation Title (Linked to "Occupation Profile")	2020 Employment	Annual Job Openings (1)
333012	Correctional Officers and Jailers	37,500	30,600
251111	Criminal Justice and Law Enforcement Teachers, Postsecondary	2,000	2,120
331011	First-Line Supervisors/Managers of Correctional Officers	4,600	3,330
331012	First-Line Supervisors/Managers of Police and Detectives	7,400	4,950
Total		51,500	41,000

(1) Total Job Openings are the sum of new jobs from growth plus net replacements. Annual job openings are total job openings

(2) This occupation has been suppressed due to confidentiality.

Projections of Employment by Occupation, 2020 - 2030

Selections:

CIP Code(s):

229999 Legal Professions and Studies, Other

Geography: California

Includes: All California Counties

Annual Job Openings by Occupation

SOC Code	Occupation Title (Linked to "Occupation Profile")	2020 Employment	Annual Job Openings (1)
231021	Administrative Law Judges, Adjudicators, and Hearing Officers	1,800	830
231023	Judges, Magistrate Judges, and Magistrates	1,500	700
231011	Lawyers	108,400	67,220
	Total	111,700	68,750



Projections of Employment by Occupation, 2020 - 2030

Selections:

TOP Code(s):

210500 Administration of Justice

Geography: California

Includes: All California Counties

Annual Job Openings by Occupation

SOC Code	Occupation Title (Linked to "Occupation Profile")	2020 Employment	Annual Job Openings (1)
251111	Criminal Justice and Law Enforcement Teachers, Postsecondary	2,000	2,120
333021	Detectives and Criminal Investigators	12,000	8,860
333051	Police and Sheriff's Patrol Officers	68,600	56,230
339021	Private Detectives and Investigators	3,700	3,870
	Total	86,300	71,080

Part 2C: Review and comment on progress toward past Course Improvement Plans

List your past **Course Improvement Plans** (CIPs) and progress toward meeting those plans.

Past Course Improvement Plans	Progress Made
AJ added F2F Short Term biweekly 8-week "A and B" schedule start classes to enhance student learning with progressive classes within the recommended course of study being offered within the semester.	AJ 102, AJ 103AJ, and 206 are offered as A & B scheduled F2F 8-week short-term classes. This positively impacted student retention, and success and also allowed for transitioning students to sequential courses
Addition of Online Asynchronous Short-Term biweekly 8-week, A and B schedule start classes to enhance student learning with progressive classes within the recommended course of study being offered within the semester	AJ 203 and AJ 206 are offered as A & B scheduled Online 8-week short-term classes. Additional courses such as AJ 104 and AJ 207 are scheduled due to the high success rates. Students were able to take more LHE because of the course scheduling.

Online Live Synchronous classes were offered to meet the needs of online learners who prefer the DE modality, but desire scheduled instruction via the LMS and Zoom.	Live Synchronous courses suffered from low enrollment and have been replaced with Asynchronous offerings.
AVC expanded Distance Education	AVC awarded more AJ degrees than other similar area colleges. New AJ instructors took the required individual training to meet program goals

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

Enrollment in AJ was projected to increase due to the introduction of Online Distance Education class offerings. The AJ Program exceeded this expectation as evidenced by the increase in the number of DE learners in the program. **712** students engaged in online courses in 2021-2022 grew to **1100** students in 2022-2023 and now **1282** in **2023-2024** which is a **16.5%** increase over the previous year. Continued expansion of online education/ distance learning classes and transfer options was the goal. AJ now has a full online major option also offered on the CCC Exchange with most of the AJ faculty having POCR certification courses in process.

Community Outreach and Civic Engagement Activities have been greatly enhanced through the collaborative partnership with the Los Angeles County Sheriff's Department as well as the Department of Public Safety for the City of Lancaster. Student participation has flourished with the use of technology and the multicourse learning community Canvas resource. Pre-Law Club and Law Scholars Committee activities have significantly expanded by guest speakers coming back on campus to give LIVE presentations which are also streamed using Hyflex technology from previous semesters.

Hiring an additional 2 full-time instructors was a goal from the previous year which was partially met by the hiring of one Full Time Faculty the previous year. The justification for hiring an additional Full Time Faculty to the Administration of Justice Program is to increase student success. The commitment by AJ faculty goes beyond the classroom and extends to the community.

Despite being ranked high in faculty hiring prioritization, the lack of a replacement for an additional full-time faculty position in 2023-2024 has created a void. This shortage in staffing is limiting the ability of the program to operate efficiently and reach its full potential, especially with the recent changes in the law which will affect hiring ([AB 89](#), [SB 960](#), and [Proposition 36](#)) Adjunct faculty were hired to fill the need for online class staffing, however, the majority of the newly hired adjuncts are still active full-time law enforcement officers and are limited in availability for F2F courses and community outreach events.

FTEF are responsible for the following duties:

- Assigned to Classroom and Online instruction.
- Student Learning Outcome development and assessment for all 14 courses and AJ Honors classes.
- Evaluation of all adjunct faculty in the program
- CTE 2-year course review for all courses to ensure compliance with local standards.

- Course Identification (C-ID) standards and Title 5 regulations.
- Program review and assessment
- Advisor to the student Pre-Law Club
- Law Scholar Program Liaison
- The criminal justice subject matter changes regularly driven by court decisions and regulatory changes.
- Ballot initiatives often require a curriculum revision several times a year in addition to the two-year review.

FTEF serves on the following campus committees:

- Law Scholars Committee
- Division Curriculum Committee
- Program Advisory Committee
- Ad-hoc hiring committees
- Online Teacher Trainer for OTT Certification Courses
- POCR Reviewer for CVC exchange certification.

FTEF serves as:

- SS & BS Co-Chair over Anthropology and Administration of Justice
- Achieving the Dream Data Group

To remain current in industry standards, the full-time faculty also participates in the following organizations/activities:

- Lancaster Sheriff's Community Advisory Committee.
- AVC liaison with the City of Lancaster Department of Public Safety
- California Peace Officers' Association
- Distance education professional development conferences
- Curriculum development and assessment

The hiring of an additional full-time faculty position in 2023-2024 was not achieved.

Past Goal	Progress Made
Increase DE instruction	DE learners up from 712 students engaged in online courses in 2021-2022 to 1100 students in 2022-2023 and now 1282 in 2023-2024 which is a 16.5% increase over the previous year.
Expansion of online education	AJ has a fully online major option offered on the CCC Exchange

Pre-Law and Law Scholars Program Increased Student Engagement	With the use of Hyflex technology for the Pre-Law Club and Law Scholar meetings, student participation and attendance have flourished.
Hiring an additional Full Time Faculty	Despite being ranked high in faculty hiring prioritization, the lack of a replacement for an additional full-time faculty position in 2023-2024 has created a void. Progress in staffing was made by hiring additional adjunct faculty.

Part 3: Based on Part 2 above, please list program/area goals:							
Program /Area Goal #	Goal Supports which:			ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO				
#1	ILO 3. Community/ Global Consciousness	Meeting diverse student demands in classes and advisory positions requires mandatory staffing			<p>Goal 5: Align instructional programs to the skills identified by the labor market.</p> <p>The goal is to continue and build on the exemplary level of education for students designed to prepare students to serve their community.</p> <p>Serve students in Law Scholars and Pre-Law which is focused on the field of law.</p> <p>Enhance the student experience at Civic Engagement Activities and Outreach events</p> <p>Offer Certificate Courses that will enhance employment eligibility for students.</p> <p>Assist incarcerated students in reaching</p>	<p>Step necessary start with provide a hiring committee to hire an additional full-time staff member by the end of the 2024-2025 school year.</p> <p>Increase faculty staffing by hiring full-time faculty to serve in the positions required to meet student goals in the areas of Law Scholars, pre-law, Outreach, Civic Engagement, and Health and Fitness for First Responder Certificate Courses. Community Modern Policing Certificate program, Guard Card Training Certificate Program</p> <p>Increased staffing of instructors for the Prison Program.</p>	<p>Increased success rate, retention rate, and the number class offerings increasing will be the measure of success.</p> <p>Additional participation in civic engagement and outreach opportunities will reflect the goal.</p> <p>Increased membership and involvement with the Pathway to Law School program, and prelaw club.</p> <p>There would be additional AJ majors and completion of new courses that fulfill the major or certificate requirements.</p> <p>Additional student enrollment in work experience and non-credit certificate programs</p>

					educational goals as part of the Prison Program		
#2	ILO 2. Creative, Critical, and Analytical Thinking	Promote greater enrollment and community partnerships			<p>Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services</p> <p>The goal is to boost enrollment by active recruitment in person via community partnerships and media.</p> <p>Enrollment in AJ is projected to increase since the citizenship requirements for being hired as a law enforcement officer were removed by SB 960. This change opens opportunities for students.</p> <p>New Certificate courses will be offered both credit and non-credit courses to prepare candidates for employment.</p> <p>The addition of the State required AS Modern Policing Degree required for Law Enforcement Hire will expand offerings and increase student enrollment.</p> <p>The addition of Prison Education Courses can help Rising Scholars prepare for parole</p>	<p>The first step in boosting enrollment is to have adequate staffing to physically accomplish the program goal.</p> <p>The hiring of additional full-time staff would allow for greater consistency and increased interaction amongst all the area high schools as well as local partners consisting of the Department of Justice Advisory Committee, CA State Prisons, Los Angeles Sheriff’s Department, local community members, civilian activist groups and external community outreach events.</p> <p>An additional full-time instructor would assist in internal outreach programs like the Law Scholars Committee, PreLaw Club, AVC to CSU program, and at SOAR as a liaison.</p> <p>Faculty as part of “Achieving the Dream” would focus on closing equity gaps by front-loading career information into coursework and expanding</p>	<p>Increased overall enrollment and student achievement will be the measure of success.</p> <p>The expansion of AJ courses offered locally in person, online, and across the state on the CCC exchange, and in the community as noncredit, completion rates will also be a measure of success.</p> <p>Potential new course offerings at area High School Public Safety Academies and SOAR as part of dual enrollment as well as additional course offerings as part of the Prison Education Program would also reflect if the program were growing.</p> <p>New curriculum and course offerings due to upcoming AB 89: “PEACE” Peace Officers Education and Age Conditions for Employment bill. This bill requires advanced education for applicants entering law enforcement professions as officers or officials.</p> <p>The AS “modern policing degree” will debut in Fall</p>

					<p>hearings and community reentry.</p> <p>The new course options within the fully online program will continue to boost enrollment and success rates due to the appeal to working students, high gas prices, and high inflation.</p> <p>The AVC AST degree is an excellent option for students looking to expedite the educational process.</p> <p>Continued expansion of online education/ distance learning classes and transfer options are in place and most AJ courses will be submitted for POCR certification to be offered on the CVC exchange.</p>	<p>short-term week courses. Courses would also feed into CTE credit and non-credit certificate courses.</p> <p>Success for students comes when preparation meets opportunity.</p>	<p>2025. The goal will be to develop and expand this curriculum for a future AJ bachelor's degree program which is the request set forth by the State Chancellors Office.</p> <p>Approval and launch of a bachelor's program would be a trophy and a huge step into the future for the AJ Program.</p> <p>Ultimately success can be seen when students get a career job in the Criminal Justice system. The Academy graduation of students is the greatest reward.</p>
#3	ILO 1. Communication	Provide greater stability in the program for the students in the AJ program.		<p>Goal 1: Commitment to strengthening institutional effectiveness measures and practices</p>	<p>The AVC students are at AVC for a short period, 2 – 3 years.</p> <p>Faculty mentorship of students requires longevity and familiarity with both the program and the students.</p>	<p>Identify and provide an area and classrooms on campus that students will recognize as the "AJ area".</p> <p>Equipment for those classrooms with the necessary technology to teach in the required modality.</p>	<p>Student retention and success numbers would stay or exceed current levels of excellence.</p> <p>Students engaging in the Multicourse Learning Community AJ Canvas Resource will be a measurement of success.</p>

					<p>The goal of consistency in both staff and classrooms is needed.</p> <p>A centralized geographical area or main building in which most AJ classes are held should be considered, especially with the new buildings and classrooms under construction.</p> <p>Instructors who have back-to-back classes should be scheduled in the same room to increase contact time with students.</p> <p>Technology within the classrooms should also be consistent and adequate to accommodate all learning modalities. The goal of program stability would also include the expansion of online / distance learning.</p>	<p>Expanding the resources offered with the Multicourse Learning Community AJ Canvas Resource.</p> <p>Expanding online / distance learning options by offering them on future class schedules.</p> <p>Provide a budget for the AJ 208 Classes, Forensics, and the AJ205 Criminal Investigations class for equipment and supplies needed for in-class crime scene investigations and analysis.</p> <p>VR headsets could enhance educational experiences and allow for virtual crime scene investigations.</p> <p>Provide a budget to hire and send faculty to Sacramento and IACP conferences to assist in curriculum-related changes and hiring requirements being put forth by the State AB 89</p>	<p>Students taking classes on campus would have a sense of unity. Student engagement will be the measurement of success once facilities are completed.</p> <p>AVC would have courses on the CCC exchange and a new curriculum relevant to the hiring needs of departments.</p> <p>Work and study spaces specifically could be established.</p> <p>Specific areas could be used for crime scenes staged for AJ 205 Criminal Investigations, 103 Criminal Evidence, and AJ 208 Forensics courses to collaborate on assignments using required equipment to facilitate learning.</p> <p>Students would get the experience needed while developing skills.</p> <p>A bachelor's degree program in AJ would have a long-term impact on student success and longevity in student retention.</p>
#4	ILO 4. Career and Specialized Knowledge	Prepare students for career		Goal 5: Align instructional programs	Preparing students for a career in law enforcement as of 2025	The steps towards the goal of creating opportunities for our	The launch of the California Assembly Bill 89 Modern Policing AS Degree

		opportunities		to the skills identified by the labor market	<p>will require an AS degree in Modern Policing as outlined in SB. The program's goal is to make students eligible for hire by helping them meet the educational requirements of the State of California. These are mandates to become a law enforcement officer as per AB 89 which takes effect in 2025.</p> <p>Preparing students to pass PAT (Physical Abilities Test) which is a required process for being hired in government and private positions related to this course of study.</p> <p>Offer students a Certificate of completion to enhance their eligibility for hire which is in alignment with the goals of "Achieving the Dream"</p> <p>Preparing students physically and mentally to complete required Academy training required to begin their career so students can start "Living the Drea</p>	<p>student program were to build an AS "Modern Policing Program". This follows the model curriculum that was passed down from the Community College State Senate. Following the "Task Force" recommendation curriculum specialist suggested the creation of several specialized courses to match the requirements. These new courses and the new AS degree are pending AP & P approval and are set to debut in Fall 2025.</p> <p>A "Community Modern Policing Certificate Program" was submitted which will prepare graduates to meet the recommended requirements to serve as Community Ambassadors and/or Civilian Volunteers within local law enforcement and city public safety departments.</p> <p>A "Health and Fitness for First Responders Certificate Program" was created, submitted and approved by AP & P. The target start date of Fall 2024 was a success and the courses are popular. Partnering with</p>	<p>will encompass a multitude of other disciplines that are outlined in AB 89. This will be the state benchmark for those seeking employment as a law enforcement officer. Enrollment in the new courses offered related to this new program will be the measurement of success.</p> <p>A baccalaureate degree in Modern Policing as outlined in the California Community Colleges Chancellor's Office task force report is the mandate. Success will be achieved if we are able to fulfill this request. Success most importantly will come to students who can complete this degree at AVC.</p> <p>The number of Health and Fitness for First Responders Certificates issued for credit and noncredit.</p> <p>Students are eligible for hire by being physically ready and prepared to pass PAT standard tests for Federal, State, County, and local employers.</p> <p>Invitations to Academy graduations by students who successfully begin their careers in the criminal justice system. This is evidence that</p>
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						<p>the Kinesiology Department for assistance on offering credit and non-credit health and fitness so that students can earn a “certificate” after completing a series of 3 courses in “Health and Fitness for First Responders levels I, II, III. Sharing of AVC resources includes staffing, and facilities (i.e., track, weight room, pool, gymnasium, and common areas for group fitness classes.)</p> <p>Proposed to meet the needs of the security industry for the 2028 Olympics will be a Security Guard Training Pathway via Workforce and CTE.</p>	<p>are on the pathway to success and in turn serving their country and their community.</p> <p>Success in our programs (credit and non-credit) can be measured in the success of our students and the careers they pursue.</p>
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Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact’s Name
Faculty	AJ Full-Time Faculty	Increased overall enrollment due to the expansion of AJ courses offered locally in person, online, and on the CCC exchange. Increased success rate, and retention rate. The goal is to staff the new AS Degree in Modern Policing Program new courses. The additional goal is to develop a curriculum for a future AJ “Modern	New	\$75,000 appx starting salary + benefits	Recurring	Carlos Pinho

		Policing bachelor's degree program requested by the State Chancellors Office				
Supplies	Display and Event Materials / Facilitate Logistics, Recruiting Materials, Storage of Supplies, Equipment and Supplies needed for in-class and virtual crime scene investigations	Participation in civic engagement and outreach opportunities. Increased overall enrollment. Criminal Investigations, Criminal Evidence, and Forensics courses to use required equipment to facilitate learning high learning and development of skills.	New	\$4,227.00 Funding Application for SWP Funding Submitted and Approved	One Time	Carlos Pinho Hank Price Van H. Ride
Professional Development	International Association of Chiefs of Police Memberships and Conference and Associate Academic Partner Fees	Training and collaboration to develop new curriculum and course offerings due to upcoming AB 89: "PEACE" Peace Officers Education and Age Conditions for Employment bill requiring advanced education for new applicants and the development of a "modern policing degree". The goal is to develop a curriculum for a future AJ bachelor's degree program	New	\$12,570.00 Funding Application for SWP Funding Submitted and Approved	One Time.	Carlos Pinho Hank Price Van H. Ride
Outreach	Community Education and Outreach Events staffed by 3 faculty for 4 hours at 15 events annually paid at Non-Instructional Rate		New	\$9,360.00 Funding Application for SWP Funding Submitted	One Time.	Carlos Pinho Hank Price Van H. Ride
Faculty & Licensing	Community Education in the area Guard Card Training	Training and collaboration to develop BSIS Guard Card Training and Licensing	New	\$20,000 Proposed SWP Funding	.	Carlos Pinho Hank Price Van H. Ride

Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above).

Required:

- Success & Retention tab
- Program Awards tab

Optional:

- School Awards Summary: Results posted from https://datamart.cccco.edu/Outcomes/Program_Awards.aspx

Additional Hiring Opportunities

- <https://30x30initiative.org/> National Law enforcement goal of recruiting and staffing female police officers
- <https://la28.org/en/careers.html> - Safety and Security at the 2028 Olympics employment opportunities

Changes in the law that affect the AJ program

- [SB 960](#) - Removal of citizenship requirements for hire as a law enforcement officer
- [AB 89: "PEACE" Peace Officers Education and Age Conditions for Employment Act](#) - Mandated Education Requirements for Law Enforcement Officers in California
- [AB 89 TASK FORCE REPORT](#) - Outlines the recommendations from State Chancellor Sonya Christian
- [Proposition 36](#) - Allows Felony Charges and Increases Sentences for Certain Drug and Theft Crimes.

Program Awards

Select Academic Year:
Multiple values

Select Ethnicity:
All

Gender
All

(Use these filters add years & disaggregate by ethnicity and gender for both of the visualizations below)

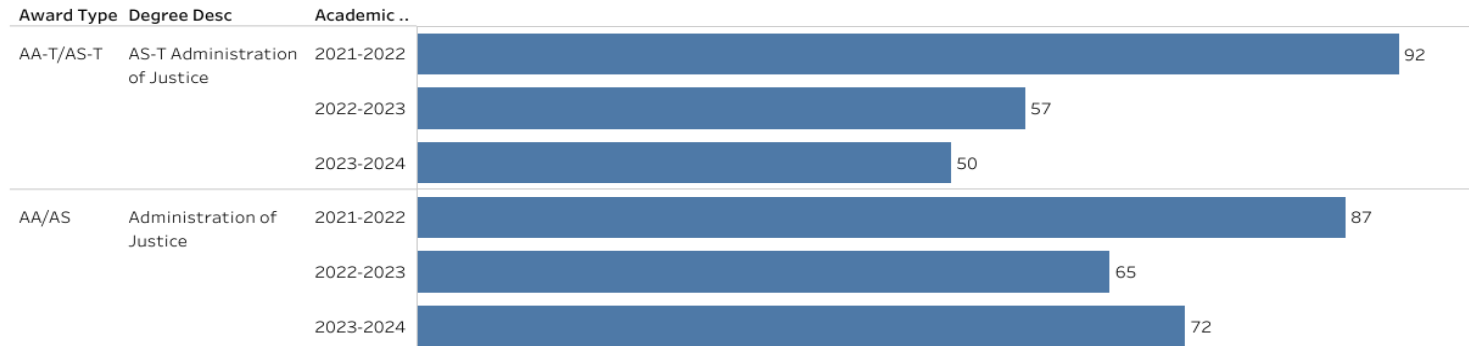
Institutional Awards

Award Type	2021-2022	2022-2023	2023-2024
AA-T/AS-T	860	734	640
AA/AS	1366	1172	1292
Certificate	1426	1115	1108
AVC Local Certificate	189	210	194
Bachelor's	13	16	21
Non-Credit	58	38	64
Grand Total	3912	3285	3319

Select Program Majors:
Multiple values

< Select Program Major for the chart below

Subject Awards for Administration of Justice & AS-T Administration of Justice



< Click to go back

Click to go next >

Success and Retention

Select Academic Year:
Multiple values

Select Subject:
AJ

[< Select subject here](#)

AVC Retention and Success shown in vertical |

Overall Enrollments, # of Sections, Retention and Success by Year for AJ

Academic Year	# of Sections	Enrollment	Retention Rate	Success Rate
2021-2022	76	1,232	91.5%	81.3%
2022-2023	63	1,596	91.5%	79.2%
2023-2024	68	1,772	89.1%	76.1%

Enrollments, Retention & Success for AJ by Ethnicity

Ethnicity	Academic Year	Enrollment	Retention Rate	Success Rate
Hispanic/Latine	2021-2022	771	91.4%	81.7%
	2022-2023	944	91.5%	79.6%
	2023-2024	1,168	89.2%	76.1%
White	2021-2022	202	92.6%	84.2%
	2022-2023	243	90.1%	79.8%
	2023-2024	200	91.0%	81.5%
Black/African American	2021-2022	187	89.3%	74.9%
	2022-2023	299	91.6%	74.9%
	2023-2024	326	86.2%	68.7%
Two or more	2021-2022	38	92.1%	86.8%
	2022-2023	67	92.5%	80.6%
	2023-2024	45	93.3%	91.1%
Unknown/Masked	2021-2022	34	97.1%	85.3%
	2022-2023	43	95.3%	95.3%
	2023-2024	33	97.0%	93.9%

Enrollment, Retention and Success for AJ by Gender

Gender	Academic Year	Enrollment	Retention Rate	Success Rate
Women	2021-2022	814	91.5%	83.2%
	2022-2023	1,011	92.3%	81.2%
	2023-2024	1,098	89.9%	77.2%
Men	2021-2022	405	91.1%	78.0%
	2022-2023	561	89.8%	74.9%
	2023-2024	655	87.8%	73.7%
Unknown/Masked	2021-2022	13	100.0%	69.2%
	2022-2023	24	95.8%	95.8%
	2023-2024	19	89.5%	89.5%

[< Click to go back](#)

[Click to go next >](#)

Program Awards Summary

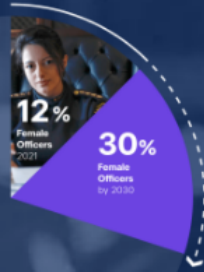
	Annual 2023-2024
<input type="checkbox"/> Antelope CCD Total	124
Associate in Science for Transfer (A.S.-T) Degree	50
Associate of Arts (A.A.) degree	74
<input type="checkbox"/> Barstow CCD Total	78
Associate in Science for Transfer (A.S.-T) Degree	29
Associate of Science (A.S.) degree	18
Certificate requiring 16 to fewer than 30 semester units	31
<input type="checkbox"/> Glendale CCD Total	25
Associate in Science for Transfer (A.S.-T) Degree	24
Certificate requiring 30 to < 60 semester units	1
<input type="checkbox"/> Pasadena CCD Total	68
Associate in Science for Transfer (A.S.-T) Degree	62
Associate of Science (A.S.) degree	3
Certificate requiring 30 to < 60 semester units	2
Certificate requiring 16 to fewer than 30 semester units	1
<input type="checkbox"/> Santa Clarita CCD Total	81
Associate in Science for Transfer (A.S.-T) Degree	55
Associate of Science (A.S.) degree	18
Certificate requiring 16 to fewer than 30 semester units	8
<input type="checkbox"/> Victor Valley CCD Total	111
Associate in Science for Transfer (A.S.-T) Degree	55
Associate of Science (A.S.) degree	17
Certificate requiring 16 to fewer than 30 semester units	37
Certificate requiring 8 to fewer than 16 semester units	2



The under-representation of women in policing undermines public safety.

Currently, women make up only 12% of sworn officers and 3% of police leadership in the U.S.

About 30x30



Research suggests that women officers



Use less force and less excessive force



Are named in fewer complaints and lawsuits



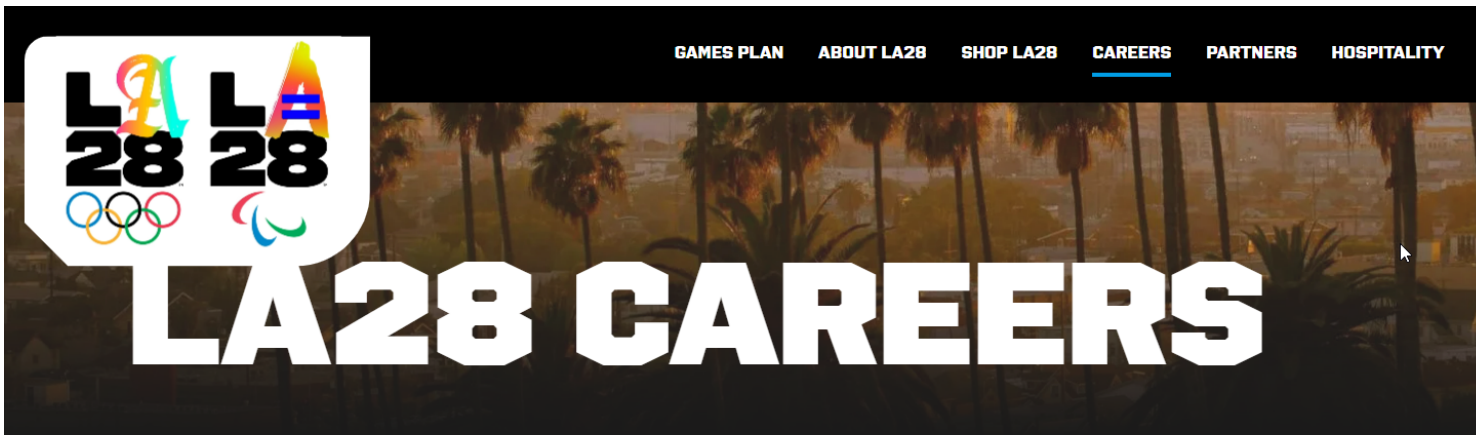
Are perceived by communities as being more honest and compassionate



See better outcomes for crime victims, especially in sexual assault cases




Make fewer discretionary arrests, especially of non-white residents





**IN 2028, WE'LL WELCOME THE
WORLD TO THE OLYMPIC AND
PARALYMPIC GAMES IN LOS
ANGELES**

[SB 960](#)

SB-960 Public employment: peace officers: citizenship. (2021-2022)

Text	Votes	History	Bill Analysis	Today's Law As Amended 	Compare Versions	Status	Comments To Author
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Date Published: 10/03/2022 09:00 PM

Senate Bill No. 960

CHAPTER 825

An act to amend Section 1031 of, and to repeal Section 1031.5 of, the Government Code, and to repeal Section 2267 of the Vehicle Code, relating to public employment.

[Approved by Governor September 29, 2022. Filed with Secretary of State September 29, 2022.]

LEGISLATIVE COUNSEL'S DIGEST

SB 960, Skinner. Public employment: peace officers: citizenship.


(1) Existing law establishes the Commission on Peace Officer Standards and Training within the Department of Justice to perform various functions involving the training of peace officers. Existing law requires peace officers in this state to meet specified minimum standards, including, among other requirements, being at least 18 years of age, being of good moral character, as determined by a thorough background investigation, and being either a citizen of the United States or a permanent resident who is eligible for and has applied for citizenship, except as prescribed.



This bill would provide that those standards shall be interpreted and applied consistent with federal law and regulations, as specified. The bill would remove the provision that requires peace officers to either be a citizen of the United States or be a permanent resident who is eligible for and has applied for citizenship, and would instead require peace officers be legally authorized to work in the United States, and make conforming changes.

Under existing law, the minimum education requirement for peace officers is high school graduation from a public school or other accredited high school, passing an equivalency test or high school proficiency examination, or attaining a 2-year, 4-year, or advanced degree from an accredited institution. Existing law requires accreditation to be from a state or local government educational agency, a regional accrediting association, an accrediting association recognized by the United States Department of Education, or an organization holding full membership in specified organizations, including AdvancED.

[AB 89: "PEACE" Peace Officers Education and Age Conditions for Employment Act](#)

AB-89 Peace officers: minimum qualifications. (2021-2022)

Text	Votes	History	Bill Analysis	Today's Law As Amended 	Compare Versions	Status	Comments To Author
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Date Published: 10/01/2021 09:00 PM

Assembly Bill No. 89

CHAPTER 405

An act to add Section 1031.4 to the Government Code, and to add Section 13511.1 to the Penal Code, relating to peace officers.

[Approved by Governor September 30, 2021. Filed with Secretary of State September 30, 2021.]

LEGISLATIVE COUNSEL'S DIGEST

AB 89, Jones-Sawyer. Peace officers: minimum qualifications.

Existing law requires the Commission on Peace Officer Standards and Training (POST) to establish a certification program for specified peace officers, including officers of the Department of the California Highway Patrol. Existing law requires the commission to establish basic, intermediate, advanced, supervisory, management, and executive certificates for the purpose of fostering the education and experience necessary to perform general police service duties. Existing law requires certificates to be awarded on the basis of a combination of training, education, experience, and other prerequisites, as determined by the commission.

This bill would require the office of the Chancellor of the California Community Colleges to develop a modern policing degree program, with the commission and other stakeholders to serve as advisors, as specified, and to submit a report on recommendations to the Legislature outlining a plan to implement the program on or before June 1, 2023. The bill would require the report to include, among other things, recommendations to adopt financial assistance for students of historically underserved and disadvantaged communities with barriers to higher education access, as specified. The bill would require the commission to adopt the recommended criteria within 2 years of when the office of the Chancellor of the California Community Colleges submits its report to the Legislature.

Existing law requires peace officers in this state to meet specified minimum standards, including age and education requirements.

This bill would increase the minimum qualifying age from 18 to 21 years of age for specified peace officers.

[State Chancellors Task Force Report on AB 89](#)



2023

California Assembly Bill 89 Modern Policing Degree Task Force Report and Recommendations

California Community Colleges Chancellor's Office | Sonya Christian, Chancellor

[Proposition 36](#)

PROP 36 ALLOWS FELONY CHARGES AND INCREASES SENTENCES FOR CERTAIN DRUG AND THEFT CRIMES. INITIATIVE STATUTE.

SUMMARY

Put on the Ballot by Petition Signatures

Allows felony charges for possessing certain drugs and for thefts under \$950, if defendant has two prior drug or theft convictions. **Fiscal Impact:** State criminal justice costs likely ranging from several tens of millions of dollars to the low hundreds of millions of dollars annually. Local criminal justice costs likely in the tens of millions of dollars annually. **Supporters:** Crime Victims United of California; California District Attorneys Association; Family Business Association of California **Opponents:** Diana Becton, District Attorney Contra Costa County; Crime Survivors for Safety and Justice



Fall 2024 Program Review Report | Instructional Areas

Division/Area Name: Social and Behavioral Sciences/Anthropology	For Planning Years: 2025-2026
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: <i>Briefly describe how the program contributes to the district mission</i>	
<p>The mission of the Antelope Valley College district is to provide a quality, comprehensive education to a diverse population of learners and a commitment to student success offering value and opportunity, in service to our community. The anthropology program continues to meet these goals and increase course offerings to facilitate transfer courses for the ADT in Anthropology and the AA Liberal Arts in Social and Behavioral Sciences. All the courses in the Anthropology program fulfill transfer/general education degree requirements to four-year institutions. The Anthropology Associate degree program for transfer (AAT/ADT) provides students with the “ability to think and to communicate clearly and effectively both orally and in writing; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding.” Courses in Anthropology are those which provide students with an understanding of the study of human origin, development, and contemporary variations of all humans who have existed anywhere on earth. Students learn to view the world using the holistic perspective—understanding humankind in terms of the dynamic interrelationships of all aspects of human existence. This holistic, global cross-cultural perspective draws knowledge from the social and biological sciences, as well as the humanities and physical sciences to understand the full sweep and complexity of cultures across all human history. The main goal of the discipline is to stimulate student interest in the issue of human origin, embrace contemporary biological and cultural diversity, promote cross-cultural understanding, and human justice and equity for all human beings. Finally, the program is a key participant in spearheading the expansion of undergraduate research (UR) at AVC with faculty being active in mentoring students conducting UR.</p>	

Part 2A: Analyze the program review data (retrieval instructions), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:
Use the following questions to guide your analysis:
Overall (Use the <i>Success & Retention</i> and <i>Program Award</i> tabs to inform your analysis)
<ul style="list-style-type: none"> • What are the success and retention rates for your discipline? Did they decrease or increase in the last year? • What are the trends for the number of awards granted? Are the number of awards going up or down?
Equity (Use the <i>Success & Retention</i> tab including S&R by Ethnicity and Gender data to inform your analysis)
<ul style="list-style-type: none"> • Which ethnic / gender student groups complete their courses at the highest rates? • Which ethnic / gender student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the <i>Strengths and Accomplishments</i> section.
Strengths and Accomplishments: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)
<p>Since the last Program Review, the numbers of face-to-face, short term, and online sections have increased, and we have maintained sections in the Rising Scholars Prison Education Program. The number of students declaring anthropology as a major has remained steady (n=28). The number of AA-T in Anthropology degrees (n=4) was maintained; this appears to be part of the typical two-year cycle. There has been an overall consistent increase in retention and success rates over the past four years maintaining an average 79% success rate. For the year 2023-2024, the Anthropology Department retention rate (93.2%) and success rate (78.1%) is higher than the AVC Annual retention and success rate of 73.3%.</p>

The department was able to hire more adjunct faculty in fall 2023, thereby increasing the number of sections offered. We are currently offering 12 more sections and subsequent enrollment has also increased by 46% (n=423). In Fall 2023, the newly developed ANTH 101H Biological Anthropology Honors class launched as a test class open to both Honors and non-Honors students. The course was successful. Over half of the students were not a part of the Honors TAP program. At the end of the semester 5 students were recommended by the professor to apply for the TAP program and three were subsequently accepted. Furthermore, SLO performances for the class were 92% and 94% respectively.

The Associate in Arts in Anthropology for Transfer (AA-T in Anthropology) degree was revised to reflect the new Cal-GETC GE pattern and we received AP&P approval. Anthropology Work Experience (ANTH 199) was also revised and approved to reflect changes to Work Experience curriculum as mandated by the Chancellor's Office. Furthermore, the Anthropology courses CORs (ANTH 101, 1001H, 101L, 102, 103, 112, 112H, 140) have been assessed, revised, and submitted for AP&P approval this semester. We anticipate all courses being approved again for CSU and UC transferability. After spearheading the AVC Majors Fair October 2022, the department continues to participate each semester.

Anthropology students continue to participate in Undergraduate Research (UR) projects. This year students presented their research at the Southern California Conferences for Undergraduate Research (SCCUR) and the Society for California Archaeology (SCA). Three students will be presenting their research at the upcoming 2024 SCCUR conference this November.

SEX: The average retention and success rate for female and male Anthropology students has continued to increase. Female students (52%) comprise most of the student population compared to male (45%) and unknown (3%). There continues to be a dramatic increase in "unknown" retention rates with 100% (+8%) of these students maintaining enrollment in the class and a +3.4% increase success rates (79.4%) since last review. This is very encouraging. Three years ago, "unknown" students were noted as an area of concern, but this is the second cycle that these numbers have increased, and significantly. Furthermore, their success rate is higher than either of the other two categories. Anthropology is a discipline that embraces diversity, human justice, and equity for all human beings. Therefore, we are pleased to see underrepresented students succeeding in our classes.

ETHNICITY: The overall retention and success rates for all ethnic groups in Anthropology courses are being maintained (93% and 78%) respectively, which is greater than AVC Annual benchmarks. The success rates continue to increase for students identifying as Hispanic/Latinx and Black/African American. In the previous Program Review, a Goal (#2) was established to was to close the gap for African American/Black students in Anthropology Courses. Albeit a minor increase in success (+2%) since last year, this suggests that implemented changes have been measurably successful. There has been a minor decrease in the success rates of White, Non-Hispanic students (80%) and students who are lumped into the "Unknown/Masked" category (84%), but both are still above the AVC benchmark. An area of concern is the noticeable 22% decrease in the success rate (64%) for students who identify as "Two or more Races", which dropped below the AVC benchmark. This is an area of concern, since it is dramatically different from the past two review cycles, where student retention and success were noted to be increasing. The department recognizes that numbers fluctuate annually. We will continue to monitor and implement changes to improve success for African American/Black students and for students who identify as "Two or more Races."

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 (UR); 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. In addition, alumni are willing to participate each year in the annual Anthropology Open House as presenters and/or on the Alumni Student Panel.

End of Semester Student Surveys:

- Attendance at the annual Anthropology Open House was beneficial to their understanding of what to expect at four-year institutions and the wide variety of employment opportunities available to someone with a degree in Anthropology. Most identified the AVC Alumni Student Panel as one of the most important sections of the Open House.
- 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. Students asked for student tutors and open lab times to work with the skeletal casts.
- ANTH 101, ANTH 101L, ANTH 102, ANTH 110, ANTH 112, and ANTH 140 courses: Students enjoy the assignments that require them to participate in on-campus and off-campus anthropological events. They feel this provides them with real world experiences in Anthropology.
- ANTH 140 and ANTH 199: Students stated that participating in inquiry-based research and first-hand experience managing cultural collections was more interesting and fulfilling than a pure lecture-based course. The opportunity to attend and/or present at professional Anthropology meetings also allowed them to see “real world” application of the materials covered in the course.
- ANTH 103 and ANTH 112: Students inquired about OER textbooks for these two classes.

Opportunities and Challenges: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Opportunities:

- The department continues to explore undergraduate research (UR) opportunities for students. Conducting research as an undergraduate is an excellent way to gain experience and skills that will benefit students both academically and professionally, preparing them for transfer to four-year institutions and a wide variety of careers.
- The head of the department was awarded sabbatical for the Spring 2025 semester to complete the NAGPRA/CalNAGPRA inventory of the AVC Archaeological Repository (AVCAR) collections to meet mandated federal and state legal requirements. This is an amazing opportunity to develop pedagogy and curriculum for a practice of “community-based archaeology” at AVC. Community-based archaeology strives to partner with local Indigenous communities in the act of protecting, conserving, and interpreting cultural resources. AVCAR seeks to develop “community-based” archaeological research that partners with local tribal communities to develop MOUs that establish protocols for undergraduate research (UR) on the archaeological collections housed in the department that are not subject to NAGPRA/CalNAGPRA. This research illustrates how the repatriation process creates opportunities to train students in the repatriation process, collection preservation, curation-based research projects, and last, to develop “community-engaged” archaeological awareness that acknowledge tribal communities and aim to create cultural awareness and sensitivity in the community. Ultimately this will provide students at their earliest level of higher education with consultation and collaboration skills with local indigenous communities. This will be ground-breaking, as the focus of utilizing orphaned collections and decolonizing collections has only been discussed at museums and four-year universities, no one has discussed these potentials at the community college. Our students can be at the forefront of changing epistemologies. This project holds implications for shifting decolonization theory to practice.
- Annual research conferences provide excellent opportunities for students to present their research. Both the AVC Associated Students Organization (ASO) and the AVC STEM grant from the United States Department of Education Title V grant - P031S180004 has provided funding for Anthropology UR students to participate and/or present at scientific conferences such as the annual Southern California Conferences for Undergraduate Research (SCCUR) and the Society for California Archaeology (SCA). We anticipate their continued support for undergraduate research (UR) in the Anthropology program.
- Two potential summer micro-internships have been identified and are expected to be developed in summer 2025 for implementation in Summer 2026.
- The head of the department participated in the Wooster Polytechnic Institute Center for Project-Based Learning (PBL) Conference this past summer where participants developed a PBL project for implementation at their home campus. She is currently a co-facilitator for the Faculty Learning Community (FLC): Project-Based Learning & the AV Oral History Project, which aims to develop a series of discipline based PBL projects that will recognize, document, and preserve the Antelope Valley's oral history to uncover and illuminate its diverse voices and contributions, and highlight the diversity of the Antelope Valley region and recognize underrepresented communities. PBL involves students designing, developing, and constructing hands-on solutions to a real-world

problem (campus, local, state, etc.). Participating in PBLs has shown to help build students' confidence and creative capacity to work through difficult or ill-structured problems, commonly in small teams.

- Guided Pathways can provide the opportunity to increase enrollment in Anthropology courses, specifically ANTH 101 and ANTH 101L for students who are not in MSE. 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 the Anthropology courses fulfill General Education requirements; Area A - Natural Sciences (ANTH 101, 101H and ANTH 101L) and Area B - Social & Behavioral Sciences (ANTH 102, 103, 110, 112, 112H, 140, 199) and are transferable to CSU and UC.

Challenges:

- A major ongoing challenge is hiring adjuncts for the department. The difficulty was first noted in 2021 upon retirement of an adjunct teaching a full load. After two years of a limited applicant pool and many applicants who did not meet the minimum qualifications, we finally succeeded in hiring two new adjuncts in summer 2023. However, one adjunct is dedicated to teaching as part of the Rising Scholars Prison Education Program. Thereby we have increased the number of sections offered, but our current adjunct pool is limited, and all of the adjuncts workloads are maxed. Furthermore, a lack of notification of received applicants for faculty and Dean review continues to be a hiring issue. The department needs to hire a new full-time Anthropology BIPOC faculty member.
- As noted in previous reviews, we received UC Transfer approval for the revised ETHS/ANTH 112 Ethic Studies: Native North Americans course and the ETHS/ANTH 112H Ethic Studies: Native North Americans Honors courses, but CSU for the third time rejected these ethnic studies course for the CSU Area F Ethnic Studies even though we made the recommended changes. No further revisions will be attempted and the CORs have been submitted to revert the Course titles (not content) back to ANTH 112: Native North Americans and ANTH 112H: Native North Americans Honors.
- As noted in previous reviews, a major area of concern is the up and down fluctuation of the retention and success rates for African American/Black students, which are the lowest across the ethnic groups at AVC. A major disappointment came this fall when the UMOJA section of ANTH 103 was hijacked, and fictive students enrolled in this CRN making it appear as if the roster was full. Only three students were UMOJA students. There is an ongoing investigation on how to eliminate this in future enrollments. In this vein, the department continues to work with the UMOJA co-coordinators and the Learning Center to provide academic and community support.
- Being able to address the diverse ways in which our students identify themselves is at the core of the discipline of Anthropology. The ethnicity categories of American Indian or Asian are no longer unique fields of data and appear to have been lumped into the "other" ethnicity category. The lack of access to this data does not permit discussion of diversity of the student body in our courses, which is a bedrock of Anthropology. The Department of Anthropology finds this to be very troubling and requests that this data be made available. Furthermore, Sex and Gender are not the same thing. Sex (female/male) does not equal Gender (woman/man). The categories should reflect biological and socially appropriate categories that students can self-identify. The "unknown" category is discriminatory.
- For a third year, data to compare the retention & success rates by individual Anthropology classes is not available on the Program Review Data Page which makes addressing how best to revise courses and curriculum a challenge. In addition, this year there is no data on age groups which further hinders the department's ability to thoroughly assess the program.
- A major issue for the Anthropology Program are problems arising from Guided Pathways and eLumen programs. While Guided Pathways and eLumen are commendable programs for assisting students in their academic goals, these programs greatly hinder the diversity of pathways/courses for students available in the Anthropology Department. While Anthropology is a "Social Science" with courses like Cultural Anthropology (ANTH 102) and Native North Americans (ANTH112), it is also a "Science" with courses like Biological Anthropology (ANTH 101 and ANTH 101L) and Archaeology (ANTH 140). Having said that, if a student were interested in Biological Anthropology, genetics or even primatology (all areas within Anthropology), they would never find it via the Area of Study in the Sciences. Furthermore, in the new online catalog which pulls information directly from eLumen, the LMI information for the Anthropology Program fails to even list any science related jobs. In addition, eLumen does not reflect the diversity of the Anthropology discipline it fails to

correctly list job opportunities in both social sciences and the sciences. The department was told that these changes cannot be made to eLumen locally because it is an internal part of the software, and that AVC has no control over the LMI data. This is a major issue for the Anthropology Program.

- EduNAV is a further challenge for course enrollments and for Anthropology students completing the AA-T degree. The EduNAV algorithm selects only one course option and does not permit students to not see all the class options fulfill their general education requirements for a particular area. Students see only one class option selected by the algorithm and they believe that is the only option. The algorithm does not provide an interface that permits students to see all the options at once. Furthermore, for Anthropology students EduNAV recommends classes outside of Anthropology that can fulfill area requirements, but the algorithm should provide Anthropology options first if they fulfill these areas and are part of the AA-T Anthropology degree. Students are unaware that there are other possible class options because the enrollment instructions are unclear. This has impacted our first year students and those who have not yet met with a counselor.
- Currently the Anthropology Department is lacking osteological casts that elucidate particular primate and hominin species attributes. Students must assess morphological differences with photos and/or line drawings, and these are insufficient for understanding primate bone morphology. The department submitted a request for support from the AVC Foundation Grant Award fall 2023 requesting primate, hominin and forensic skeletal casts. The department was told that I did not receive funding since the foundation determined that we could receive proposition grant funding from the S&BS division. We therefore submitted a request via the S&BS Division in summer 2024, but to date the request is still pending. Approval pending.

Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

The department wants students to learn to view the world using the holistic perspective—understanding humankind in terms of the dynamic interrelationships of all aspects of human existence. The main goal is to stimulate student interest in the issue of human origin, embrace contemporary biological and cultural diversity, promote cross-cultural understanding, and human justice and equity for all human beings. We believe that through the development of undergraduate research (UR) and more hands-on, inquiry-based labs and activities in courses, the department can be recognized as a leader in equipping students to think critically, understand and appreciate diversity, and understand many dimensions of humanity. Students will develop an understanding and appreciation for the role of anthropology in the workplace and the real world.

- Hire a new full-time Anthropology BIPOC faculty member.
- Receive funding for the requested osteological casts: primate, hominin and forensic skeletal casts (ANTH 101 & 101L).
- Offer UMOJA sections of ANTH 103 and ANTH 101 in the 2025-2026 academic year.
- Identify and implement the use of OER textbooks for lecture classes (ANTH 101,103 and 112). The faculty will be reviewing and assessing the textbooks for adoptability.
- UR students will gain first-hand practical experience via inquiry-based research and develop professional networks by attending and presenting at professional meetings.
- At the completion of the sabbatical the NAGPRA/CalNAGPRA inventory of the AVC Archaeological Repository (AVCAR) collection via a community-based archaeology approach will be completed and repatriation initiated.
- Development of two Anthropology PBL projects for implementation in the Project-Based Learning & the AV Oral History Project in fall 2025.

Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data	
<input checked="" type="checkbox"/> N/A	
Insert Advisory Committee Recommendations here (Please do not insert complete meeting minutes, but just recommendations from the advisory committee.)	
Insert Labor Market Data here https://www.labormarketinfo.edd.ca.gov/commcolleges/	
Part 2C: Review and comment on progress toward past Course Improvement Plans	
List your past Course Improvement Plans (CIPs) and progress toward meeting those plans.	
Past Course Improvement Plans	Progress Made
Increase the success rate of students enrolled in the Introduction to Biological Anthropology (ANTH 101) and Introduction to Biological Anthropology Lab (ANTH 101L) courses.	<ul style="list-style-type: none"> Maintain an 80% student success rate. All the SLOs for ANTH 101 are > 88% performance. All the SLOs for ANTH 101L are > 90%. In all cases the numbers are increasing. In the End of Semester Student Surveys, students in the ANTH 101L classes requested more time to spend with the skeletal collections to become more familiar with required features/traits for the visual identification portion of labs and examinations. We continue to provide weekly Open Lab hours when possible. Our request for skeletal casts is pending. Furthermore, students asked for student tutors in the Learning Center. This is a semester by semester request. The department has had embedded tutors in past semesters, but students graduate, and a new requirement process begins.
Increase the success rate of students enrolled in the Archaeology & World Prehistory (ANTH 103) course.	<ul style="list-style-type: none"> Increase the student success rate to 80%. All the SLOs for ANTH 103 are greater than 83%. Faculty will continue to monitor the established assessment over the course of the 2024-2025 academic year. This course is offered every fall semester.
Increase the success rate of students enrolled in the Latin America and Caribbean Cultures (ANTH 110) course.	<ul style="list-style-type: none"> Increase the student success rate to 70%. This class is offered bi-annually and has only been offered three times since original approval in 2020. SLO1 is > 86%, but both SLO2 and SLO3 are 50% and 63%, respectively. The current assessment will be re-evaluated at the end of Fall 2025 term. It is anticipated that the assessment and/or the SLOs for these two will be revised.
Part 2D: Review and comment on progress towards past program review goals:	
List your past program review goals and progress towards those goals.	
Past Goal	Progress Made
<p>#1 Goal: Complete the Native American Graves and Repatriation Act (NAGPRA) Inventory of the Antelope Valley College Archaeological Repository (AVCAR) archaeology collection with a focus on utilizing this mandated requirement as a learning opportunity for student involvement.</p> <ul style="list-style-type: none"> Objective 1: Complete the NAGPRA inventory by 2025. 	<ul style="list-style-type: none"> Objectives 1 and 2 Status: Objective Partially Met— Inter-tribal consultation and repatriation with local Native American Tribes has begun. NAGPRA Inventory of the known NAGPRA associated sites has been completed. Repatriation and transfer of the Lindhurst Site (CA-YUB-164/58-1) collection was completed in May 2024. Other collections are in process.

<ul style="list-style-type: none"> • Objective 2: Continue inter-tribal consultation and repatriation with local Native American Tribes. • Objective 3: Continue to develop undergraduate research opportunities. Application of “Community-based Archaeology” for the AVCAR Orphaned Collections and NAGPRA inventory. Provides students with consultation and collaboration skills with local indigenous communities in the act of protecting, conserving, and interpreting cultural resources. Maintain two students per semester practicing community-based archaeology and assisting with the NAGPRA inventory to gain professional skills. • Objective 4: Continue with the inventory and stabilizing of the archaeological collection housed in the container located in the North Athletic Field. • Objective 5: Obtain appropriate curation supplies, equipment, and storage facilities for the Antelope Valley College Archaeological Repository (AVCAR) archaeology collection. 	<ul style="list-style-type: none"> • Objective 3 Status: Objective Met — to date 15 students have been able to gain undergraduate research (UR) experience working on the NAGPRA Inventory. This includes review and assessment of the archaeological collection, documentation of inventory, attending professional meetings, networking, presenting original research and NAGPRA workshops. Currently, three students are participating in “community-based archaeology”. • Objective 4 Status: Objective Partially Met — The preliminary inventory and reorganization of the archaeological collection currently housed in the container located in the North Athletic Field is completed. A portion of the archaeological collection has been moved from the container to Uhazy Hall. • Objective 5 Status: Objective Partially Met— To date, all requested curation supplies have been provided.
<p>#2 Goal: Close the Gap for African American/Black students in Anthropology Courses.</p> <ul style="list-style-type: none"> • Objective 1: Increase African American/Black student retention and success to a 75% student success rate by Spring 2024. • Objective #2: Hire new full-time anthropology BIPOC faculty. • Objective 3: Offer UMOJA sections of ANTH 103 and ANTH 101 in the 2024-2025 academic year. • Objective 4: Complete the USC Equity-Minded Teaching Institute in Fall 2023 to increase racial equity in the classroom and the AVC community. To apply practices such as race-conscious grade and attendance mapping and how to develop a syllabus as a tool for racial equity. 	<ul style="list-style-type: none"> • Objective 1 Status: Objective Partially Met — There has been a minor (2%) increase in success since last year, this suggests that implemented changes have been measurably successful. However, they are still below the AVC success benchmark. • Objective 2 Status: Objective Not Met — Anthropology did not make the short-list for new FT hires. • Objective 3 Status: Objective Partially Met — An UMOJA section of ANTH 103 was scheduled for fall 2023 but was part of the enrollment scam with fictive students enrolled. Only three students were UMOJA students. We will offer this section again Fall 2025. Faculty are still developing an UMOJA section for ANTH 101, anticipated to be launched spring 2026. • Objective 4 Status: Objective Partially Met — Completed the USC Equity-Minded Teaching Institute in Fall 2023 and have developed a syllabus as a tool for racial equity. Application of other practices has been limited due to time constraints.
<p>#3 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.</p> <ul style="list-style-type: none"> • Objective 1: Increase Native American, Hispanic/ Latinx, African American/Black, and Asian student success to 80% by spring 2024. • Objective 2: Increase number of Native American, Hispanic/ Latinx, African American/Black, and Asian students declaring the CSU’s via AA-T/ADT in Anthropology degree. 	<ul style="list-style-type: none"> • Objective 1 Status: Objective Partially Met — To date, the success rates continue to increase for students identifying as Hispanic/Latinx and Black/African American. The Hispanic/ Latinx (80%) students reached the goal for this cycle and African American/Black (69%) students have not yet reached the 80% but are gradually increasing. An area of concern is the noticeable 22% decrease in the success rate (64%) for students who identify as “Two or more Races”, which dropped below the AVC benchmark.

<ul style="list-style-type: none"> • Objective 3: Hire new full-time anthropology BIPOC faculty. • Objective 4: Revise and resubmit ETHS/ANTH 112 Ethnic Studies: Native North Americans course and the ETHS/ANTH 112H Ethnic Studies: Native North Americans Honors course for CSU Area F Ethnic Studies approval. • Objective 5: Request the ethnic categories of American Indian and Asian added back to the Dashboard. To provide faculty with data that permits discussion of diversity of the student body in ANTH courses. • Objective 6: Student Survey and Student Focus Group: Put together a student survey and student focus group to discuss what topics would be of most interest to students. Students participate in topics/courses that relate to their own ethnicity. • Objective 7: Faculty will review current curriculum to identify areas that can be revised, and new content added to better reflect equitable presentations of the Native American, Asian, Hispanic/Latinx, and African American/Black communities. • Objective 8: Work with Puente and UMOJA to develop curriculum that empowers students, promotes unity, and builds community and equity. • Objective 9: Provide guest talks to UMOJA, PUENTE, and the Native American Student Council to promote awareness of Anthropology as a discipline and potential major that embraces diversity, promotes human justice and equity for all human beings. 	<ul style="list-style-type: none"> • Objective 2 Status: Objective Not Met — this information is not available on the dashboard. Will request these demographics from IERP. • Objective 3 Status: Objective Not Met — Anthropology did not make the short-list for new FT hires. • Objective 4 Status: Objective Not Met — CSU for the third time rejected these ethnic studies courses for the CSU Area F Ethnic Studies even though we made the recommended changes. No further revisions will be attempted and the CORs have been submitted to revert the Course titles (not content) back to ANTH 112: Native North Americans and ANTH 112H: Native North Americans Honors. • Objective 5 Status: Objective Not Met — Was told by IERP can't do this. • Objective 6 Status: Objective Partially Met — Ad hoc conversations with students have taken place. A student survey is partially complete, and a student focus group needs to be selected. • Objective 7 Status: Objective Ongoing, Met — Faculty have reviewed some curriculum and implemented changes. • Objectives 8 & 9 Status: Objective Ongoing, Met — Faculty has developed guests talks for PUENTE and UMOJA. An UMOJA section of ANTH 103 was scheduled for fall 2023 but was part of the enrollment scam with fictive students enrolled. Only three students were UMOJA students. We will offer this section again Fall 2025. Faculty are still developing an UMOJA section for ANTH 101, anticipated to be launched spring 2026.
<p>#4 Goal: Increase enrollment in Anthropology courses and the number of courses offered each semester, by adding more modalities (in-person in Palmdale, Zoom, Online, late start eight-week classes).</p> <ul style="list-style-type: none"> • Objective 1: Hire new full-time anthropology BIPOC faculty. • Objective 2: To have Academic Programs add/recommend Anthropology courses as viable options for students to fulfill their Program Plans of Study, e.g., Area A - Natural Sciences (ANTH 101 and ANTH 101L) and Area F - Diversity Studies and (ANTH 102, 110 & 112). • Objective 3: Add two more ANTH 101 and ANTH 101L courses to the schedule by Fall 2024. • Objective 4: Offer two Area F - Diversity Studies (ANTH 102, 110 & 112) classes each semester by Spring 2025. • Objective 5: The department will provide guest talks to HD101 classes, First Year Experience, Student Success, and other campus programs to promote Anthropology courses. 	<ul style="list-style-type: none"> • Objective 1 Status: Objective Not Met — Anthropology did not make the short-list for new FT hires. • Objective 2 Status: Objective Ongoing, Met — Presented discipline information to various programs and departments on campus. • Objective 3 Status: Objective Met — Two sections of Online late start 8-week Biological Anthropology (ANTH 101) and one section of Biological Anthropology Lab (ANTH 101L) were added Fall 2024 semester to fulfill need. We also added a F2F Biological Anthropology Lab (ANTH 101L) increasing the total labs offered by 2. • Objective 4 Status: Objective Partially Met — We continue to offer one diversity class each semester (ANTH 102), but we were only able to offer two classes one semester last year. • Objective 5 Status: Objective Met — The department continues to provide guest talks to HD101 classes, First Year Experience, Student Success, and other campus programs to promote Anthropology courses.

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

- **Objective 1:** To have 50 AA-T graduates in Anthropology by spring 2025.
- **Objective 2:** Continue to develop a program to promote student interest in all aspects of and courses supporting the AA-T in Anthropology such as the Annual Anthropology Open House, Anthropology Symposium, student Anthropology Club, and Faculty Professional Development presentations emphasizing developments in Anthropology.
- **Objective 3:** Hire new full-time anthropology BIPOC faculty.
- **Objective 4:** Correct the Guided Pathways and eLumen programs to correctly reflect the diversity of the Anthropology discipline and correct LMI data.
- **Objective 5:** Continued participation with Student Equity & First/Second Year Experience; Student Success Kickoff; Summer Bootcamps; and AVC school tours for local elementary, middle and high school students.
- **Objective 6:** Meet with Marketing and various other campus programs to develop a strategy to promote Anthropology via guest talks on campus and in the community, including local elementary, middle & high schools. A major focus of such promotional activities will be to expand and encourage participation of underrepresented ethnic groups.
- **Objective 7:** Continue and further develop undergraduate research opportunities.
- **Objective 8:** 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).
- **Objective 9:** Finalize the MOU with MOAH/Prime Desert Woodland Preserve for the ANTH 140 class.

- **Objective 1 Status:** Objective Partially Met — To date, 37 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.
- **Objectives 2 & 5 Status:** Objective Met — The department continues to promote Anthropology. The department took the lead in developing the Inaugural Majors Fair in October 2022. We continue to participate each semester. We held the 12th Annual Anthropology Open House, we have an active Anthropology student club, and four Faculty Professional Development presentations emphasizing developments in Anthropology were presented in 2023-2024. The department again participated Student Success Kickoff Spring 2024. But the Student Equity & First Year Experience Summer Bootcamp did not take place summer 2024.
- **Objective 3 Status:** Objective Not Met — Anthropology did not make the short-list for new FT hires.
- **Objective 4 Status:** Objective Not Met — Ongoing discussion with the Guided Pathways committee and AP&P in regard to eLumen to correctly reflect the diversity of the Anthropology discipline and correct LMI data, and to correctly list job opportunities in both social sciences and the sciences.
- **Objectives 6 Status:** Objective Ongoing, Met — We continue to promote Anthropology via guest talks on campus and in the community, including Prime Desert/MOAH, AVIM. We have not met with Marketing to develop a strategy to promote Anthropology.
- **Objective 7:** Objective Ongoing, Met — Students participated at SCCUR and SCA conferences on their research. We will continue to develop undergraduate research opportunities.
- **Objective 8 Status:** Objective Met — the department participated with community partners (AVIM, MOAH) and we continue to develop community partnerships and internships opportunities for students.
- **Objective 9 Status:** Objective Not Met — The MOU with MOAH/Prime Desert Woodland Preserve for the ANTH 140 class has been put on hold.

Part 3: Based on Part 2 above, please list program/area goals:								
Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 2. Creative, Critical, and Analytical Thinking	#1-4			Goal #6 Success: Boost success rates by prioritizing the student experience.	<p>Complete the Native American Graves and Repatriation Act (NAGPRA) and California Native American Graves and Repatriation Act (CalNAGPRA) Inventory of the AVC Archaeological Repository (AVCAR) archaeology collection with a focus on utilizing this mandated requirement as a learning opportunity for student involvement training students in the repatriation process, collection preservation, curation-based research projects, and last, to develop "community-engaged" archaeological awareness that acknowledge tribal communities and aim to create cultural awareness and sensitivity in the community.</p>	<p>Continue inter-tribal consultation and repatriation with local Native American Tribes.</p> <p>Continue to develop undergraduate research opportunities from NAGPRA/ CalNAGPRA inventory via ANTH 199 and Honors Options.</p> <p>Practice of "Community-based Archaeology" for the AVCAR Orphaned Collections and NAGPRA/CalNAGPRA inventory. Provides students with consultation and collaboration skills with local indigenous communities in the act of protecting, conserving, and interpreting cultural resources.</p> <p>Continue with the inventory and stabilizing of the archaeological collection housed in the container located in the North Athletic Field.</p> <p>Continue to obtain appropriate curation supplies, equipment, and storage facilities for the</p>	<p>When the tribal groups have taken possession of the repatriated collections. Anticipated completion date June 2025.</p> <p>Maintain two students per semester practicing community-based archaeology and assisting with the NAGPRA/ CalNAGPRA inventory to gain professional skills.</p>

						Antelope Valley College Archaeological Repository (AVCAR) archaeology collection as needed.	
#2	ILO 2. Creative, Critical, and Analytical Thinking	#1-4			Goal #6 Success: Boost success rates by prioritizing the student experience.	<p>Increase success rates for African American/Black and students identifying as “Two or more Races” in Anthropology Courses.</p> <p>Hire new full-time anthropology BIPOC faculty.</p> <p>Faculty are working with UMOJA counselors to develop UMOJA sections of ANTH 103 and ANTH 101 to be offered in the 2025-2026 academic year.</p> <p>Student Survey and Student Focus Group to identify areas for improvement in the ANTH 101L class for African American/Black students.</p> <p>Obtain funding to purchase primate, hominin and forensic skeletal casts for the ANTH 101L classes.</p> <p>Inquire with the learning Center about hiring student tutors for ANTH 101 and ANTH 101L.</p>	<p>Increase African American/Black and “Two or more Races” students retention and success to a 75% student success rate by Fall 2025.</p> <p>Offer UMOJA sections of ANTH 103 and ANTH 101 in the 2025-2026 academic year.</p> <p>Increase African American/Black student retention and success in ANTH 101L to a 70% student success rate by Fall 2025.</p> <p>Obtain the primate, hominin and forensic skeletal casts.</p> <p>Student tutors are hired for ANTH 101 and ANTH 101L.</p>
#3	ILO 4. Career and Specialized Knowledge	#1-4			Goal #5 Education: Expansion of offerings and effective course scheduling.	<p>Increase the ethnic diversity of students enrolled in Anthropology courses and the number of Anthropology transfers to CSU’s via AA-T /ADT in Anthropology and via IGETC to UC’s.</p> <p>Hire new full-time anthropology BIPOC faculty.</p> <p>Student Survey and Student Focus Group: Put together a student survey and student focus group to discuss what topics would be of most interest to students. Students participate in</p>	<p>Increase Native American, Hispanic/ Latinx, African American/Black, and Asian student success to 80% by Fall 2025.</p> <p>Increase number of Native American, Hispanic/ Latinx, African American/Black, and</p>

						<p>topics/courses that relate to their own ethnicity.</p> <p>Faculty will continue to review current curriculum to identify areas that can be revised, and new content added to better reflect equitable presentations of the Native American, Asian, Hispanic/Latinx, and African American/Black communities.</p> <p>Request the ethnic categories of American Indian and Asian added back to the Dashboard. To provide faculty with data that permit discussion of diversity of the student body in ANTH courses.</p> <p>Development of two Anthropology PBL projects for implementation in the Project-Based Learning & the AV Oral History Project.</p> <p>Work with Puente and UMOJA to develop curriculum that empowers students, promotes unity, and builds community and equity.</p> <p>Provide guest talks to UMOJA, PUENTE, and the Native American Student Council to promote</p>	<p>Asian students declaring the CSU's via AA-T/ADT in Anthropology degree.</p> <p>The ethnic categories of American Indian and Asian are discrete categories on the Dashboard.</p> <p>Implementation of one Anthropology PBL projects supporting the Project-Based Learning & the AV Oral History Project in fall 2025.</p>
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							awareness of Anthropology as a discipline and potential major that embraces diversity, promotes human justice and equity for all human beings.	
#4	ILO 2. Creative, Critical, and Analytical Thinking	#1-4			Goal #5 Education: Expansion of offerings and effective course scheduling.	Increase enrollment and success in Anthropology courses by increasing the number of courses offered each semester and by adding more modalities (in-person in Palmdale, Zoom, Online, late start eight-week classes).	<p>Hire new full-time anthropology BIPOC faculty.</p> <p>To have Academic Programs add/recommend Anthropology courses as viable options for students to fulfill their Program Plans of Study, e.g., Area A - Natural Sciences (ANTH 101 and ANTH 101L) and Area F - Diversity Studies and (ANTH 102, 110 & 112).</p> <p>Research available OER textbooks for lecture classes (ANTH 101, 103 and 112). The faculty will be reviewing and assessing the zero cost textbooks for adoptability.</p> <p>The department will provide guest talks to HD101 classes, First Year Experience, Student Success, and other campus programs to promote Anthropology courses.</p>	<p>Add two more ANTH 101 and ANTH 101L courses to the schedule by Fall 2025.</p> <p>Offer two Area F - Diversity Studies (ANTH 102, 110 & 112) classes each semester by Fall 2025.</p> <p>Offer an additional Anthropology course in the Palmdale Center.</p> <p>Adoption of OER textbooks for at least one anthropology class by Fall 2025 for either ANTH 101, 103 or 112).</p>
#5	ILO 2. Creative, Critical, and	#1-4			Goal #4 Vision: Being more future-thinking, agile, innovative, and proactive.	Increase the number of Anthropology transfers to CSU's via AA-T/ADT in	<p>Hire new full-time anthropology BIPOC faculty.</p>	To have 50 AA-T in Anthropology graduates by Fall 2025.

	Analytical Thinking					Anthropology and via IGETC to UC's.	<p>Continue to develop a program to promote student interest in all aspects of and courses supporting the AA-T in Anthropology such as the Annual Anthropology Open House, Anthropology Symposium, student Anthropology Club, and Faculty Professional Development presentations emphasizing developments in Anthropology.</p> <p>Continue and further develop undergraduate research opportunities.</p> <p>Correct the Guided Pathways and eLumen programs to correctly reflect the diversity of the Anthropology discipline and correct LMI data.</p> <p>Continued participation with Student Equity & First/Second Year Experience; Student Success Kickoff; Summer Bootcamps; and AVC school tours for local elementary, middle and high school students.</p> <p>Meet with Marketing and various other campus programs to develop a strategy to promote Anthropology via guest talks</p>	The Guided Pathways cross-lists Anthropology and the eLumen LMI information for the Anthropology Program correctly list job opportunities in both social sciences and the sciences.
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						<p>on campus and in the community, including local elementary, middle & high schools. A major focus of such promotional activities will be to expand and encourage participation of underrepresented ethnic groups.</p> <p>Continue and further develop community partnerships (e.g., AVIM, MOAH, Gibbon Conservation Center, Lancaster, and Palmdale School Districts; Lancaster and Palmdale Parks and Recreation Departments).</p>	
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Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)						
Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Faculty	Anthropology Full-Time BIPOPC Faculty	Goals 2, 3, 4 & 5 Increased overall enrollment due to the expansion of ANTH courses offered in person, online, and at the Prison Program. Increased success and retention rates.	Repeat	\$75,000 approx. starting salary + benefits.	Recurring	Dr. Darcy L. Wiewall
Physical/Facilities	Obtain funding to purchase primate, hominin and forensic skeletal casts.	Goals 2 & 4 to increase enrollment and student success and retention rates.	Repeat	\$8000	One-time	Dr. Darcy L. Wiewall
Professional development	Funding for keynote speakers for the Annual Anthropology Open House.	Goals 3, 4 & 5 to increase the ethnic diversity of students enrolled in Anthropology courses, the number of AA-T/ADT in Anthropology, enrollment and number of courses offered each semester.	Repeat	\$500-1500	Recurring	Dr. Darcy L. Wiewall
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above).

Required:

- Success & Retention tab
- Program Awards tab

Optional:

- Other supporting data/information

Success and Retention

Select Academic Year:
Multiple values

Select Subject:
ANTH

< Select subject here

AVC Retention and Success shown in vertical |

Overall Enrollments, # of Sections, Retention and Success by Year for ANTH

Academic Year	# of Sections	Enrollment	Retention Rate	Success Rate
2021-2022	39	953	92.0%	78.5%
2022-2023	31	904	93.9%	79.8%
2023-2024	43	1,327	93.2%	78.1%

Enrollments, Retention & Success for ANTH by Ethnicity

Ethnicity	Academic Year	Enrollment	Retention Rate	Success Rate
Hispanic/Latine	2021-2022	542	91.3%	77.5%
	2022-2023	562	93.8%	79.5%
	2023-2024	835	94.2%	80.0%
White	2021-2022	206	95.1%	81.1%
	2022-2023	136	96.3%	83.1%
	2023-2024	196	91.8%	81.1%
Black/African American	2021-2022	98	86.7%	73.5%
	2022-2023	105	91.4%	67.6%
	2023-2024	181	90.6%	69.1%
Two or more	2021-2022	48	91.7%	77.1%
	2022-2023	37	94.6%	86.5%
	2023-2024	58	87.9%	63.8%
Unknown/Masked	2021-2022	59	96.6%	88.1%
	2022-2023	64	93.8%	90.6%
	2023-2024	57	96.5%	84.2%

Enrollment, Retention and Success for ANTH by Gender

Gender	Academic Year	Enrollment	Retention Rate	Success Rate
Women	2021-2022	587	92.7%	80.2%
	2022-2023	523	94.3%	82.2%
	2023-2024	696	92.8%	78.0%
Men	2021-2022	345	91.6%	76.5%
	2022-2023	356	93.5%	76.4%
	2023-2024	597	93.3%	78.2%
Unknown/Masked	2021-2022	21	81.0%	61.9%
	2022-2023	25	92.0%	76.0%
	2023-2024	34	100.0%	79.4%

< Click to go back

Click to go next >

Program Awards

Select Academic Year:
Multiple values

Select Ethnicity:
All

Gender
All

(Use these filters add years & disaggregate by ethnicity and gender for both of the visualizations below)

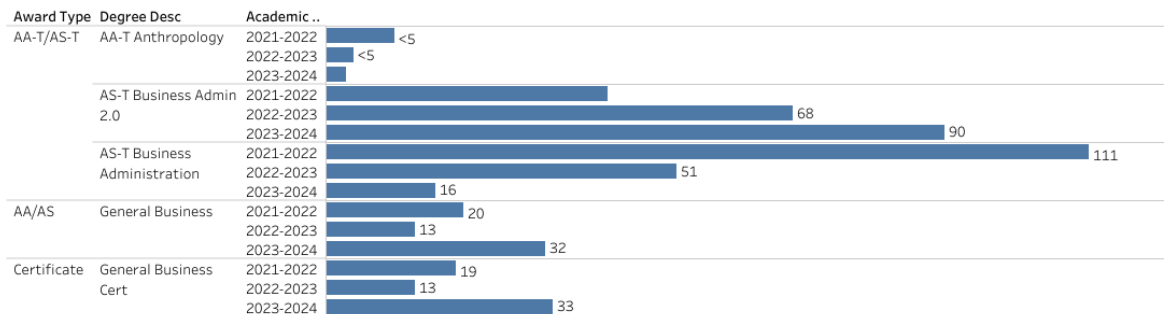
Institutional Awards

Award Type	2021-2022	2022-2023	2023-2024
AA-T/AS-T	860	734	640
AA/AS	1366	1172	1292
Certificate	1426	1115	1108
AVC Local Certificate	189	210	194
Bachelor's	13	16	21
Non-Credit	58	38	64
Grand Total	3912	3285	3319

Select Program Majors:
Multiple values

< Select Program Major for the chart below

Subject Awards for **AA-T Anthropology, AS-T Business Admin 2.0, AS-T Business Administration and 2 more**



< Click to go back

Click to go next >



Fall 2024 Program Review Report | Instructional Areas

Division/Area Name: SBS/ Business Information Professional	For Planning Years: 2025-2026
Name of person leading this review: Megan Owens	
Names of all participants in this review: Megan Owens, Gabby Poorman, Kent Moser	
Part 1. Program Overview: <i>Briefly describe how the program contributes to the district mission</i>	
The Business Information Professional program contributes to the district mission by providing a comprehensive range of courses that serve a diverse population of students. Our courses support those entering the workforce for the first time or those returning to the workforce. By offering hands-on training required for skill, certification, and professional development we strive to ensure each student's success here at Antelope Valley College.	
Part 2A: Analyze the program review data (retrieval instructions), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:	
Use the following questions to guide your analysis:	
Overall (Use the <i>Success & Retention</i> and <i>Program Award</i> tabs to inform your analysis)	
<ul style="list-style-type: none"> • What are the success and retention rates for your discipline? Did they decrease or increase in the last year? • What are the trends for the number of awards granted? Are the number of awards going up or down? 	
Equity (Use the <i>Success & Retention</i> tab including S&R by Ethnicity and Gender data to inform your analysis)	
<ul style="list-style-type: none"> • Which ethnic / gender student groups complete their courses at the highest rates? • Which ethnic / gender student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the <i>Strengths and Accomplishments</i> section. 	
Strengths and Accomplishments: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)	
Strengths and Accomplishments:	
<ul style="list-style-type: none"> • Improved numbers for Retention, Success, and Enrollment. • Offering online courses to meet the demands of students 	
We have gone from 731 enrolled in 2022 -2023 to 981 enrolled in the 2023-2024 school year. We have increased our enrollment and the number of sections offered. We continue to keep Retention high at 91.9% and Success at 77.5%. We are encouraged by these numbers. We went from having awarded our first certificate In BUS Info Professional L1 to having awarded 8. We have also awarded 4 Business Info Professional AS degrees. We have awarded five Level 2 Certificates and four Level 3 Certificates in 2023 – 2024. That is up from zero.	
We have seen improvement in Retention and Success regarding equity as well. Hispanic/Latinx went from 76% to 79.8% in Success. Under Two or more, the rate jumped from 61.5% to 77.8%. Enrollment for each of these groups increased significantly, thereby contributing to the overall percentages.	
With BIP being an all-online program, students from all walks of life and socio-economic backgrounds can participate and be successful in the higher education process. By having well trained instructors in the online space that consistently reach out to their students and are available to help, students can achieve career goals.	
By continuing to market to and inform the community of the BIP program we have been able to increase enrollment and increase awards.	
Opportunities and Challenges: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)	

- Continuing to provide more outreach and marketing so that the students are aware of the programs in this discipline. Increased marketing and outreach to local businesses to encourage internship agreements so that students receive hands-on workplace experience.
- Continuing to research the best way to make our courses either ZTC or Low-Cost to better serve our students.
- To help close equity gaps, more training is needed and ways to measure potential equity gaps. To better understand what the data is telling us and training on how to better include all races/ethnic groups.

Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

- As a Business Information Professional program, we would like to be known for our extensive, relevant, and inclusive courses.
- We want employers to see the BIP program as an opportunity to increase the skills of their employees by obtaining the various certificates our program offers.
- We also want to be known in the community as a place where students belong no matter their background and that our courses help them to achieve their career goals.

Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data

N/A

During the past advisory committee meeting for business, marketing, management, and business information professional, there were several suggestions for skills and programs that Antelope Valley College should consider. The committee discussed the need for AVC design courses in the following areas: Advertising for the Small Business via Social Media, Artificial Intelligence (Business Use), Hospitality.

According to the employment development department of the state of California, there are 501,940 annual job openings for the county of Los Angeles between 2018-2028 for people pursuing jobs in office technology, office computer applications, and office management.

Deleted:

Part 2C: Review and comment on progress toward past Course Improvement Plans

List your past Course Improvement Plans (CIPs) and progress toward meeting those plans.

Past Course Improvement Plans	Progress Made
There is a need for more tutors for subjects involving computation and application software.	No progress has been made for this plan.
More marketing of the BIP program is needed to inform our community about its offerings.	Marketing has increased, and enrollment has increased.
Access to more computer labs	We still have not increased the number of labs for students.

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

List your past program review goals and progress towards those goals.

Past Goal	Progress Made
Increase enrollment by increasing awareness of the programs that are offered under the BIP discipline.	This is an ongoing goal. We are continuing to arrange faculty visits to local high schools and increasing our outreach.
Establishing internship programs will provide students with skills vital to obtaining employment.	No progress has been made toward this goal as of yet.
Increase success and retention rates by providing tutors that have diverse experience and skills in the subjects required for the BIP discipline.	We are still working on this goal.

Part 3: Based on Part 2 above, please list program/area goals:								
Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1 Marketing and Outreach	ILO 4. Career and Specialized Knowledge				Goal #5 Education: Expansion of offerings and effective course scheduling.	Increase marketing and outreach efforts to help students discover and explore the range of programs offered within the BIP discipline	<p>Increase marketing and outreach to the community:</p> <ol style="list-style-type: none"> 1. Offer a stipend to incentivize faculty and increase faculty involvement in outreach. 2. Faculty visiting local high schools or facilitating workshops that provide the opportunity to connect with potential and current students and communicate the benefits of what we offer in the BIP program. 	Based on AVC's tableau data, there would be an increase in enrollment and completers.
#2 Internship Agreements	ILO 4. Career and Specialized Knowledge				Goal #6 Success: Boost success rates by prioritizing the student experience.	Establishing internship programs will provide students with skills vital to obtaining employment.	<ol style="list-style-type: none"> 1. Contact local industry leaders to discuss and propose an internship program. 2. Offer a stipend to incentivize faculty to become involved in the internship program. 3. Meet with local employers and establish a working relationship. 4. Work with local industry to create an internship agreement. 	Based on AVC's tableau data, enrollment and completion would increase. Tracking internship program contracts.
#3 Tutors	ILO 4. Career and				Goal #3 Resources: Increase student	Increase success and retention rates by providing tutors that have	Encourage faculty to ask their outstanding performing students to be	Based on AVC's tableau data, there would be an increase in enrollment and completers.

	Specialized Knowledge				awareness about campus resources.	diverse experience and skills in the subjects required for the BIP discipline to support student success.	tutors and connect those students with learning center representatives	
#3 ZTC and/or Low Cost	ILO 1. Communication				Goal #3 Resources: Increase student awareness about campus resources.	Continuing to research the best way to make our courses either ZTC or Low-Cost to better serve our students.	Encourage faculty to look at their classes and see how we can incorporate more ZTC and/or Low Cost classes.	More classes offering ZTC and/or Low Cost.

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)						
Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Other	Stipend to incentivize faculty and increase faculty involvement in outreach.	Goal #5	Repeat	Amount equivalent to an appropriate LHE	Recurring	Kent Moser
Other	Stipend to incentivize faculty to become involved in the internship program.	Goal #6	Repeat	Amount equivalent to an appropriate LHE	Recurring	Kent Moser
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above).

Required:

- Success & Retention tab
- Program Awards tab

Optional:

- Other supporting data/information

Success and Retention

Select Academic Year:
Multiple values

Select Subject:
BIP

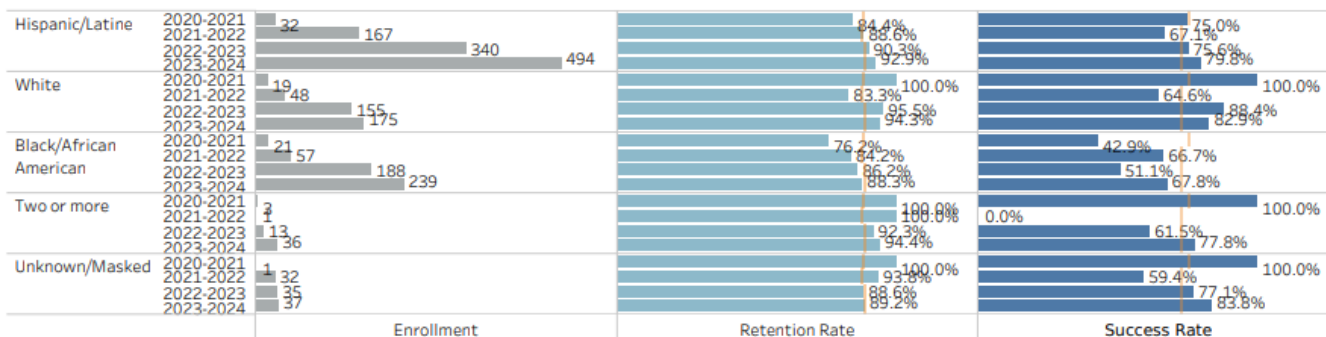
< Select subject here

AVC Retention and Success shown in vertical |

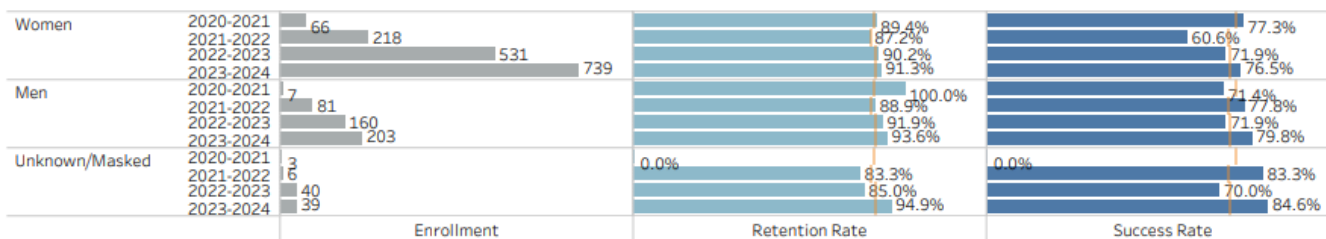
Overall Enrollments, # of Sections, Retention and Success by Year for BIP



Enrollments, Retention & Success for BIP by Ethnicity



Enrollment, Retention and Success for BIP by Gender



< Click to go back

Click to go next >

Program Awards

Select Academic Year:
Multiple values

Select Ethnicity:
All

Gender
All

(Use these filters add years & disaggregate by ethnicity and gender for both of the visualizations below)

Institutional Awards

Award Type	2020-2021	2021-2022	2022-2023	2023-2024
AA-T/AS-T	790	860	734	640
AA/AS	1184	1366	1172	1292
Certificate	1223	1426	1115	1108
AVC Local Certificate	159	189	210	194
Bachelor's	16	13	16	21
Non-Credit	82	58	38	64
Grand Total	3454	3912	3285	3319

Select Program Majors:
Multiple values

< Select Program Major for the chart below

Subject Awards for BUS Info Professional L1, BUS Info Professional L2, BUS Info Professional L3 and 1 more

Award Type	Degree Desc	Academic ..	
AA/AS	Business Info Professional	2023-2024	<5
Certificate	BUS Info Professional L1	2022-2023	<5
		2023-2024	<5
	BUS Info Professional L2	2023-2024	<5
	BUS Info Professional L3	2023-2024	<5

< Click to go back

Click to go next >



Division/Area Name: Social & Behavioral Sciences / Business & Computer Studies: BUSINESS	For Planning Years: 2025-2026
Name of person leading this review: Balbir Arora	
Names of all participants in this review: Wayne Lynch, David Adams, Kathy Osburn, Kent Moser	

Fall 2024 Program Review Report

<p>Part 1. Program Overview: <i>Briefly describe how the program contributes to the district mission</i></p> <p>The Business Department strives to provide a comprehensive study of Business to meet the needs of our diverse student body. The Business Department makes a concerted effort to view the many aspects of Business from a broad perspective of viewpoints for our students to achieve their Business Degree and Certificate or to transfer under the Business Administration Transfer Degree by provided the required BUS coursework.</p> <p>The faculty and staff of the Business and Computer Studies Department provide students with hands-on training required for skill certification, continuing education classes, professional development, and the opportunity to learn the fundamentals necessary to be well-educated in a particular discipline. Courses are provided for students who wish to complete a two-year degree or certificate, transfer to a four-year university, enter the business workforce, or simply upgrade their skills.</p>

<p>Part 2A: Analyze the <u>program review data (retrieval instructions)</u>, including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:</p> <p>Use the following questions to guide your analysis:</p> <p>Overall (Use the <i>Program Review</i> tab to inform your analysis)</p> <ul style="list-style-type: none"> • What are the success and retention rates (S&R) for your discipline? Did they decrease or increase in the last year? <p>For the 2023-2024 academic year, the retention rate was 86.8%, and the success rate was 66.2%. This represents a slight decrease in retention from the previous year (2022-2023), which had a retention rate of 88.5%. However, the success rate increased by 1.6 percentage points, rising from 64.6% in 2022-2023 to 66.2% in 2023-2024. Over the past three years, both retention and success rates have remained relatively stable, showing minimal fluctuation.</p> <ul style="list-style-type: none"> • What are the trends for the number of awards granted? Are the number of awards going up or down? <p>Completion rates for Business degrees, including the AS-T, increased significantly in the 2023-2024 academic year, reaching 3,319 compared to 3,285 in 2022-2023. The increase may be due to higher enrollment driven by local economic demand for business professionals, along with enhanced outreach, improved support services, and greater awareness of transfer options like the AS-T pathway.</p> <p>Equity (Use the <i>S & R by Demographic Group</i> or the <i>Equity</i> tab to inform your analysis)</p> <ul style="list-style-type: none"> • Which racial/ethnic student groups complete their courses at the highest rates? <p>In the 2023-2024 academic year, White (non-Hispanic) students had the highest retention rate at 93.5% and the highest success rate at 77.7%.</p>
--

- Which racial/ethnic student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the *Strengths and Accomplishments* section.

In 2023-2024, African American/Black students had the lowest retention (84.3%) and success rates (56.2%), showing the largest equity gaps compared to White, non-Hispanic students (93.5% retention and 77.7% success). Although retention and success rates for African American/Black students have increased compared to the previous academic year (2022-2023), these gaps remain significant. Rising costs may limit African American/Black students' ability to focus on their studies. Continued monitoring and targeted interventions are needed to close these equity gaps.

Strengths and Accomplishments: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Consider the following questions:

- What does your program/area do well, including capabilities and greatest accomplishments?

We are offering more courses in a variety of modalities to meet the needs of our students who may not be able to take all their courses in a traditional in-person format.

- What are the practices that were implemented to increase success and retention rates or program awards?

Retention rates may have increased during the last academic year since our instructors were encouraged to work with their students in an effort to keep them in their courses.

Opportunities and Challenges: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Consider the following questions:

- What does your program/area need to do better to support/improve student success?

The Business program may want to include certain English courses as Advisories to assist our students read and write in a manner that meets the academic rigors needed to complete a degree in Business.

- What actions can be taken to help close equity gaps?

AVC can fund/provide more tutors at the learning center to assist our students succeed.

Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Consider the following questions:

- What does your program/area want to be known for?

The Business program wants to be known as an area where students are prepared to any business environment as well as for transfer to a four-year university.

- What is a desired future?

To increase enrollment as well as retention and success rates for our various degrees and certificates.

Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data

Insert Advisory Committee Recommendations here – last advisory meeting, it was suggested that courses were needed in the Paralegal, Advertising, Artificial Intelligence, and Hospitality areas.

Insert Labor Market Data here <https://www.labormarketinfo.edd.ca.gov/commcolleges/> Job growth for California general business and management is projected with annual job openings of 708,600 to 735,600 (2020-2030)

Part 2C: Review and comment on progress toward past Course Improvement Plans

List your past **Course Improvement Plans (CIP)** and progress toward meeting those plans.

Past Course Improvement Plans	Progress Made
Offering computers in more classrooms would be beneficial for our students to quickly ascertain information and data.	None.
Certain Business classes that are more challenging and therefore may need tutors and/or modalities for tutoring (BUS 201).	None.

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

List your past program review goals and progress towards those goals.

Past Goal	Progress Made
Increase Completion Rates	Completion rates increased in 2023-2024.
Increase Enrollment	Enrollment in the BUS program increased from 1,857 in the 2022-2023 academic year to 2,172 in 2023-2024.
Provide More Technology to Students	None.

Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				

#1	ILO 4. Career and Specialized Knowledge				Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services	Provide More Technology to Students	Encourage faculty to seek grants and funding opportunities to acquire essential technology, supporting progress toward the goal.	Success can be measured by higher student engagement, academic performance, and retention rates.
#2	Choose ILO				Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services	Provide More Tutors to Students	Encourage faculty to identify and recruit high-performing students to work at the learning center, enhancing peer support and academic resources.	Success will be measured by increased student retention and success rates.

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Technology	Funds to Purchase Technology for Students	Goal #2	Repeat	\$150,000	One-time	Balbir Arora
Other	Hire More Tutors	Goal #2	New	\$20,000	Recurring	Balbir Arora
Technology	Interactive Boards	I recommend the purchase of interactive boards for BUS classrooms to enhance and transform the learning environment in business courses. This initiative is expected to improve student engagement and facilitate interactive learning.	New	100,000	One-time	Balbir Arora
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

*****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:**

https://www.surveymonkey.com/r/2023PR_ResourceRequest

Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above).

Required:

- Program Review tab
- S&R by Demographic Groups tab

Optional:

- Other supporting data/information

Success and Retention

Select Academic Year:
Multiple values

Select Subject:
BUS

[< Select subject here](#)

AVC Retention and Success shown in vertical |

Overall Enrollments, # of Sections, Retention and Success by Year for BUS

Academic Year	# of Sections	Enrollment	Retention Rate	Success Rate
2021-2022	89	1,520	86.6%	68.6%
2022-2023	70	1,857	88.5%	64.6%
2023-2024	80	2,172	86.8%	66.2%

Enrollments, Retention & Success for BUS by Ethnicity

Ethnicity	Academic Year	Enrollment	Retention Rate	Success Rate
Hispanic/Latine	2021-2022	834	88.0%	69.3%
	2022-2023	1,055	90.5%	68.1%
	2023-2024	1,252	86.3%	66.4%
White	2021-2022	265	89.8%	75.5%
	2022-2023	270	92.2%	73.7%
	2023-2024	301	93.5%	77.7%
Black/African American	2021-2022	253	76.7%	53.8%
	2022-2023	347	80.1%	45.8%
	2023-2024	422	84.7%	56.2%
Two or more	2021-2022	74	79.7%	67.6%
	2022-2023	101	89.1%	66.3%
	2023-2024	85	84.3%	66.3%
Unknown/Masked	2021-2022	94	96.8%	83.0%
	2022-2023	84	85.7%	66.7%
	2023-2024	112	84.5%	70.9%

Enrollment, Retention and Success for BUS by Gender

Gender	Academic Year	Enrollment	Retention Rate	Success Rate
Women	2021-2022	900	87.0%	70.4%
	2022-2023	1,093	88.7%	65.5%
	2023-2024	1,236	87.2%	67.4%
Men	2021-2022	602	85.9%	65.8%
	2022-2023	740	88.6%	63.6%
	2023-2024	906	86.1%	64.4%
Unknown/Masked	2021-2022	18	88.9%	66.7%
	2022-2023	24	79.2%	50.0%
	2023-2024	30	93.1%	69.0%

[< Click to go back](#)

[Click to go next >](#)

Program Awards

Select Academic Year:

Multiple values

Select Ethnicity:

All

Gender

All

(Use these filters add years & disaggregate by ethnicity and gender for both of the visualizations below)

Institutional Awards

Award Type	2021-2022	2022-2023	2023-2024
AA-T/AS-T	860	734	640
AA/AS	1366	1172	1292
Certificate	1426	1115	1108
AVC Local Certificate	189	210	194
Bachelor's	13	16	21
Non-Credit	58	38	64
Grand Total	3912	3285	3319

Select Program Majors:

Multiple values

< Select Program Major for the chart below

Subject Awards for AS-T Business Admin 2.0, AS-T Business Administration, General Business and 1 more

Award Type	Degree Desc	Academic ..	
AA-T/AS-T	AS-T Business Admin 2.0	2021-2022	41
		2022-2023	68
		2023-2024	90
AS-T Business Administration	AS-T Business Administration	2021-2022	111
		2022-2023	51
		2023-2024	16
AA/AS	General Business	2021-2022	20
		2022-2023	13
		2023-2024	32
Certificate	General Business Cert	2021-2022	19
		2022-2023	13
		2023-2024	33

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FTEF

Select subject:

ACCT

FTEF

	Fall 2020	Fall 2021	Fall 2022	Fall 2023
PT (Adjunct) FTEF	1.27	1.07	0.87	0.87
FT (Full-time) FTEF	1.33	1.33	1.27	1.53
FT (Overload) FTEF	1.07	1.07	1.27	1.67
Grand Total	3.67	3.47	3.40	4.07

PT/FT FTEF Ratio

	Fall 2020	Fall 2021	Fall 2022	Fall 2023
PT/FT FTEF Ratio	1	1	1	1

Full-Time Equivalent Faculty (FTEF) – a faculty member’s actual workload standardized against the teaching load (15 LHE). FTEF does not represent an actual number of faculty members; it is a conceptual measure of the workload. $FTEF = \text{Contract Workload} / 15$ (Contract teaching load, LHE) (E.g., a 3-Unit Class = 0.2 FTEF)

FTES, FTES/FTEF, and WSCH are unavailable in this dashboard. If this information is needed, please request access to Precision Campus via research@avc.edu.

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Click to go next >

Success and Retention by Modality

Select Academic Year:
Multiple values

Select Modality:
All

Select Subject:
BUS

< To select different, use 'Select Subject'
AVC Retention and Success shown in vertical |

Overall Enrollments, # of Sections, Retention and Success by Year for BUS

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Enrollments, Retention & Success for BUS by Ethnicity

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Two or more	2021-2022	74	79.7%	67.6%
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Unknown/Masked	2021-2022	94	96.8%	83.0%
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Enrollment, Retention and Success for BUS by Gender

Gender	Academic Year	Enrollment	Retention Rate	Success Rate
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Unknown/Masked	2021-2022	18	88.9%	66.7%
	2022-2023	24	79.2%	50.0%
	2023-2024	30	93.1%	69.0%

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Division/Area Name: Social & Behavioral Sciences / Business & Computer Studies: COMPUTER APPLICATIONS	For Planning Years: 2025-2026
Name of person leading this review: Jimmie Bowen	
Names of all participants in this review: Kent Moser, Kathy Osburn	

Fall 2024 Program Review Report | Instructional Areas

Part 1. Program Overview: Briefly describe how the program contributes to the district mission

The faculty and staff of the Business & Computer Studies Department are dedicated to providing students with hands-on training required for skill certification, continuing education classes, professional development, and the opportunity to learn the fundamentals necessary to be well educated in a particular discipline. Courses are provided for students who wish to complete a two-year degree or certificate, transfer to a four-year university, enter the workforce, or simply upgrade their skills.

<p>Part 2A: Analyze the program review data (retrieval instructions), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:</p> <p>Use the following questions to guide your analysis:</p> <p>Overall (Use the <i>Success & Retention</i> and <i>Program Award</i> tabs to inform your analysis)</p> <ul style="list-style-type: none"> • What are the success and retention rates for your discipline? Did they decrease or increase in the last year? • What are the trends for the number of awards granted? Are the number of awards going up or down? <p>Equity (Use the <i>Success & Retention</i> tab including S&R by Ethnicity and Gender data to inform your analysis)</p> <ul style="list-style-type: none"> • Which ethnic / gender student groups complete their courses at the highest rates? • Which ethnic / gender student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the <i>Strengths and Accomplishments</i> section. <p>Strengths and Accomplishments: <i>(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)</i></p> <p>The computer applications discipline has five certificates and three degrees to serve students and the community. Based on program review data, the CA discipline has had a slight decrease in retention and a slight increase in success rate from the 2022-2023 to 2023-2024 time period. Computer application certificates and degrees have increased in completers from 2022-2023 to 2023-2024. The success and retention rates for females slightly decreased in the 2023/2024 academic year. Hispanic/LatinX retention rates slightly decreased as did students identified as two or more races. Enrollment has slightly increased from 2022-2023 to 2023-2024.</p> <p>Based on past advisory meetings, DOD and Aerospace organizations want more hands-on lab experience, virtualization, simulations, or real hands-on time. Also, based on communication with local employers, applicants need to gain skills in interviewing and communication. Also, employers want industry certifications for students who finish our programs before they apply for a position.</p> <p>Opportunities and Challenges: <i>(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)</i></p> <p>Enrollment (in students and sections) has increased due to increased online opportunities. This will continue to be an opportunity to explore outreach and marketing tactics, pathways with high school and adult schools, and investigate partnerships with Microsoft, Google, AWS, and other industry partners. To keep up with the demand for skills necessary for the current and future work in this field, we need to update the curriculum to match the demand from employers and the industry when needed.</p> <p>Aspirations: <i>(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)</i></p>
--

We will continue to work to improve enrollment, success and retention trends -- the goals for this discipline would be to have labs for the CA discipline, specifically dedicated cybersecurity and networking, and to have a teaching aid or certified lab technician for these labs. Investigate the new trend of Artificial Intelligence. Creating pathways to local Cal State colleges like CSUN and CSUB is the desired goal because it would increase student transfer to these colleges and help with articulation.

Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data

N/A

Based on past advisory meetings, organizations want more hands-on lab experience, virtualization, simulations, or real hands-on time. Also, based on communication with local employers, applicants lack skills in interviewing and communication. Also, organizations want industry certifications for students who finish our programs before they apply for a position. Insert Advisory Committee Recommendations here (Please do not insert complete meeting minutes, but just recommendations from the advisory committee.)

Insert Labor Market Data here <https://www.labormarketinfo.edd.ca.gov/commcolleges/>

Part 2C: Review and comment on progress toward past Course Improvement Plans

Insert Labor Market Data here <https://www.labormarketinfo.edd.ca.gov/commcolleges/>

Based on the data from the Employment Development Department of the State of California, students pursuing a position in the CA field would expect an annual job opening of 99,920 position opportunities from 2018-2028

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

List your past program review goals and progress towards those goals.

Past Goal	Progress Made
Hire a full-time faculty member to teach cybersecurity and offer additional sections for cybersecurity	In the progress of hiring a full-time cyber security instructor. Have hired two adjunct cyber security instructors. Updated CA 171, CA175, and CA 176 to meet Edwards Air Force needs.
Offer more networking, cloud, and AI courses	Creation of Sys Admin 1 and 2; signed an agreement with JT4 Edwards Air Force Base to take over jump start training program.
Evolve courses to meet the needs of cloud and future networking	Updated to Windows 11 and Windows Server 2019/22. Updated all Linx courses.

Part 3: Based on Part 2 above, please list program/area goals:

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've
	ILO	PLO	SLO	OO				

								achieved your goal?)
#1 Increasing Marketing and Outreach	ILO 4. Career and Specialized Knowledge				Goal #1 Service: Realign college policies, practices, and processes to remove barriers and to become more effective, efficient, and responsive to students, employees, and the community.	Increase enrollment by increasing student awareness of the programs that are offered under the CA discipline including additional online sections and new certificates.	1). Get approval from leadership about developing a stipend to incentivized faculty to conduct outreach and marketing. Work with marketing to develop flyers. 2). Map out schools and organizations to conduct marketing and outreach. (JT4 Jumpstart Program and Pathway NSF Grant Program with AV Adult Ed.) 3). Working with Edwards to replace their in-house training.	Based on AVC's tableau data, there would be an increase in enrollment, retention, success, and completers. Also, communicating with faculty and the community about the success of the outreach and marketing efforts.
#2 Partnerships with Organizations	ILO 4. Career and Specialized Knowledge				Goal #5 Education: Expansion of offerings and effective course scheduling.	To better prepare students for the workforce, partnerships with industry leaders is necessary	1). Develop partnerships and apply for industry grants to work with Microsoft, Google, AWS, and other	Based on AVC's tableau data, there would be an increase in enrollment and completers. Also, keeping communication

							<p>industry partners to better prepare students for employment.</p> <p>2). Continue paying membership feeds to Cisco academy.</p> <p>3). Implement Jumpstart Edwards (JT4) umbrella contract.</p> <p>4). Execute the grant from NSF/ATE organization in collaboration with the AV adult education.</p> <p>5). Updating the skills of present teachers.</p> <p>6). Using on demand training from the various organizations that we want to partner with and vice versa.</p>	<p>lines up with organizations that we are partnering with.</p>
#3 Open Lab with a technician	ILO 4. Career and Specialized Knowledge				<p>Goal #2 Equity: Improve the college culture by becoming a more caring, welcoming,</p>	<p>To increase student success rates, provide an open lab dedicated to networking and</p>	<p>1). Funding from strong workforce, industry grants, Perkins, etc.</p>	<p>Grants are obtained and the necessary labs created as well as a qualified lab</p>

					accessible, and inclusive campus.	cybersecurity students with a qualified lab tech.	2). Work with leadership to create a space for these labs and to hire the qualified lab tech.	technician is hired. Student success rates increase.

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)						
Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Faculty	Additional Instructor for Cybersecurity and Networking	2 & 3	Repeat	\$100,000.00	Recurring	Jim Bowen
Technology	Updated Computers and software	2 & 3	Repeat	\$100,000.00	Recurring	Jim Bowen
Physical/Facilities	Open Lab for Hands on Labs	2 & 3	Repeat	\$40,000.00	One-time	Jim Bowen
Other	Outreach for JT\$ 4 Jumpstart Program and Pathway Program with AV Adult Education	1	New	\$25,000.00	Recurring	Jim Bowen
Choose an item.			Choose an item.		Choose an item.	

Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above).

Required:

- Success & Retention tab
- Program Awards tab

Optional:

- Other supporting data/information

Program Awards

Select Academic Year: (All) | Select Ethnicity: (All) | Gender: (All) | Use these filters and reset & disaggregate by ethnicity and gender for both of the visualizations below!

Institutional Awards

Award Type	2020-2021	2021-2022	2022-2023	2023-2024
AA (AS) I	792	895	734	640
AA/RG	2384	2388	2172	2392
Certificate	2223	2428	1115	1338
AJC Local Certificate	189	189	710	184
Bachelors	18	13	18	21
Non-Credit	82	88	98	64
Grand Total	8454	8912	5285	3319

Select Program Major: (All) | Select Program Major for the chart below

Subject Awards for Computer Applications, Computer Applications Cert, Computer Networking Cert and 4 more

Award Type Degree Size Academic Year

Category	Year	Count
AA/AS Computer Applications	2020-2021	45
	2021-2022	45
	2022-2023	45
	2023-2024	45
Computer Applications Cert	2020-2021	45
	2021-2022	45
	2022-2023	45
	2023-2024	45
Computer Networking Cert	2020-2021	45
	2021-2022	45
	2022-2023	45
	2023-2024	45
Computer Networking Multi C	2020-2021	45
	2021-2022	45
	2022-2023	45
	2023-2024	45
IT Cybersecurity AS	2020-2021	45
	2021-2022	45
	2022-2023	45
	2023-2024	45

View on Tableau Public

ABC Program Review Template for Institutional Award Data for Fall 2024 (Print) - Excel

Tableau Desktop interface showing the same award data as the Tableau Public view on the left. The interface includes a ribbon with various toolbars and a main workspace displaying the data visualizations.



Department /Area Name: Child Development Center	For Planning Years: 2025-2026
Name of person leading this review: Angelica Alvarez	
Names of all participants in this review: Anita Davidson, Rebecca Fiske, Pablos Sales, Rieana Paul.	

Fall 2024 Program Review Report | Non-Instructional Areas

Part 1. Program Overview: Briefly describe how the program contributes to the district mission

How does your program/area help the college meet its mission?)

The Child Development Center (CDC) Roles include providing college students workforce resources, it serves as a lab school supporting multiple disciplines of study and provides a no-cost childcare to students and community.

Part 2A. Analyze the program review data for your area including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, etc.

Use the following questions to guide your analysis:

- Who do you primarily serve and what services do you provide for each of the groups?
- How is the work of your area measured or quantified? What is your measure of success?
- How do the demographics served by your area’s work compare to AVC’s service area demographics?
- Which race/ethnicity groups experience the largest equity gaps?
- What are the success and retention rates (S&R) for your area (if applicable)? Did they decrease or increase in the last year?

Consider the above questions and provide written analysis of your data. The CDC lab school serves our college student population in different areas of study. The CDC provides workforce mentorship, practical experience, and professional development for college students. The CDC provides work study, practicum placement, lab practice, and assignment completion resources for students enrolled in courses such as Child and Family Education, Nutrition, Communication, and Nursing/LVN. As a preschool, the CDC provide free childcare to students and community. In this role the CDC provides a robust preschool program for children three to five years old.

Through fiscal year 2023-24 the CDC has offered placement at full capacity. The Early childhood Education (ECE) Teachers mentored college student in CFE practicum 201 and 202, including students with special needs for a total of over 1150 hours.

We served 77 children: 12% African America, 67% Hispanic, 16% Caucasian (non-Hispanic) and 5 % other. 51% of the children spoke “other than English language” at home.

The 2023-24 data collection showed children advancement in all relevant domains. Approaches to Learning Self-Regulation Level Building later and Integrating Earlier increased to 56% in spring 2024 from 45% in fall 2023. in Social and Emotional Development from 45% in fall to 56% in the spring; in Language Development from 42% in the fall to 56% in the spring; in Literacy Development from 43% in the fall to 50% in the spring; in Math from 35% in the fall to 54% in the spring, in physical development from 49% in the fall to 66% in the Spring, and in English Language Development from 77% in the fall to 92% in the spring, these progress was made from Building Later and Integrating Early levels.

Part 2B. Based on Part 2A and the reflection questions below, identify the program/area Strengths, Opportunities, Aspirations & Risks:

Use the following questions to guide your analysis:

- Who do you primarily serve and what services do you provide for each of the groups?
- Describe how your program/area incorporates constituent feedback.
- How does your program address equity gaps within the scope of work?

Strengths and Accomplishments: *(Include your data analysis of relevant metrics in your response.)*

Consider the following questions:

- What does your program/area do well, including capabilities and greatest accomplishments?

• The CDC strives to continue offering best practices in student lab services and providing childcare. We are constantly seeking alternative funding sources to better serve our student population childcare needs. Our ECE teachers' wealth of experience are a source of support to parents in the development of the children in our care.

Alternative funding sources have allowed flexibility of childcare schedule, enabling us to offer services to more college student to support their college class schedule needs, in this manner we address equity gaps for college students' needs.

- What are the practices that were implemented to increase student success/retention rates or completion rates, or other practices that support the college mission?
- In addition to lab access and resources, free childcare, and parenting support, our instructional specialists/preschool teachers mentoring support is imparted within guidelines of the California Early Childhood Mentor Program. These trained professionals assist college students one-on-one through the application process of an ECE permit with the California Commission on Teacher Credentialing.

Opportunities and Challenges: *(Include your data analysis of relevant metrics in your response.)*

Consider the following questions:

- What does your program/area need to do better to support/improve student success?
We need to improve our outreach practices to better informed our college student population of our childcare services. This also applies to attracting qualified students to work in our classroom as teacher assistants.
- What actions can be taken to help close equity gaps?
Expanding collaboration and outreach effort can make our services known to more students. Our free childcare services can positively impact equity gaps for students. Interdepartmental collaborative and funding efforts can support the expansion of flexible program schedules for needed childcare.

- Identify 2-3 challenges within your department and explain why these challenges pose a risk to the institution. These challenges can be systems, functions or programs involving financial/business processes, information technology, policies, program administration, compliance issues, etc. What is the likelihood they will pose a disruption to your program/processes with 1 being unlikely and 5 being highly likely?

Challenge	Likelihood (1 being unlikely and 5 being highly likely)
Achieving a full staff has been a challenge, this applies to permanent as well as temporary staff and working students.	3
We are now in the implementation phase of additional data collection requirements, new enrolment process and new required forms, to meet our contract.	3

Lack of shade over our playset limits its use.	
We are short an Instructional Specialist/preschool teacher, therefore, one of our classrooms is currently closed.	4

Aspirations: (Include your data analysis of relevant metrics in your response.)

Consider the following questions:

- What does your program/area want to be known for?
- We strive to be a child development center where CFE college students receive the most competitive instruction and learn best practices in the field of child development. We work towards best practices in the field of child development that leads to preschoolers' success.
- What is a desired future?
We look forward to restoring our enrollment, a full staff, improving our playground access and experience for our preschoolers.

Part 2C. Review and comment on progress toward past Outcomes Improvement Plans

List your past **Outcomes Improvement Plans** and progress toward meeting those plans. *If you have not completed your Outcomes Improvement Plans, please review [Operational Outcomes](#) and [Outcomes Improvement Plans](#) training in Canvas and contact the Outcomes Committee directly.*

Past Outcomes Improvement Plans	Progress Made
<p>Language & social emotional development, English Language Development continue to sustain rising outcomes.</p> <p>Our plan includes the implementation of a pilot reading program. Raising a Reader is expected to provide a library rotation. The material and books are professionally curated to meet our preschool population's language and literacy needs. the program consists of a systematic rotation of books to take home over the course of a semester period.</p>	<p>Metrics continue to show progress and improvement in our Language Development efforts for our preschoolers. Language Development measures improved from 42% in the fall of 2023 to 56% in the spring, whereas Social and Emotional Development rose from 45% in fall to 56% in the spring of 2024.</p> <p>English Language Development from 77% in the fall to 92% in the spring</p>

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

List your past program review goals and progress towards those goals.

Past Goal	Progress Made
<p>a. Using our current and consistent DRDP tool, allows us to measure, analyze, plan, and take action. Positive outcomes and progress made are reflected in our last parent survey results, here listed.</p> <p>b. After 13 months without a permanent program director, the CDC has a new permanent director in place.</p>	<p>a. The parent survey revealed 95% satisfaction with the overall quality of the program and 100% satisfaction with families feeling their child is safe and happy in this program. In the areas of receiving information about child's development, individual child's growth and development, child progress, schedule of activities, and how a parent can help their child learn and develop, there was a 100% satisfaction. A 90% satisfaction rate was expressed about receiving information about parenting skills, where to report safety concerns and complaints, or discipline problems. Finding other services in the</p>

<p>c. The identification of dual language learners has been a successful process that is now in place. This data is made available to the CDE Early Education department on a quarterly basis.</p> <p>d. A viable pool of CFE skilled students interested in working as teacher assistants at the CDC.</p> <p>e. Maximize capacity of CFE practicum placement in CDC classrooms.</p>	<p>community and getting involved with your child’s program information rating averaged 84% satisfaction. Following is a 95% of families who are satisfied with the information provided about topics related to their child’s care. Although this is a part-day program, an average of 44% responded that this program did make it easier for them to accept a job and/or a better job, keep a job, and attend educational or training programs. In a scale of 17 characteristics of the program including logistics, languages spoken, ratios, interactions, environment, nutrition, health and safety, a 90% average “very satisfied” rate was reported and 10% satisfied.</p> <p>No dissatisfaction or not satisfied ratings were reported throughout this parent survey. Parents' comments about this program meeting family needs were particularly positive.</p> <p>b. During the 13-month lacking a permanent program director, we were able to meet standards and requirement to ensure the continuation of the program. A permanent director is now in place.</p> <p>c. The Identification of Dual Language Learners data is now made available to the CDE Early Education Department on a quarterly basis.</p> <p>d. We are currently collaborating with the CalWORKs department on campus to not only offer our services but recruiting for student needing work study employment.</p> <p>e. The CDC practicum placement was at capacity during the 2023-2024 school year. This is in addition to nursing students’ rotation placement, and working students support and mentoring.</p>
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Part 3. Based on Part 2 above, please list program/area goals:								
Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you’ve achieved your goal?)
	ILO	PLO**	SLO**	OO (Service area Outcomes)				
#1						To enhance the experience of the preschool	Following up with the Planning	The approval of the project, following

						population we serve as well as to meet curriculum developmental domains practices by offering a fully functional play yard.	Department for steps to be taken.	through with the steps and process.
#2	Choose ILO				Choose an item.	To continuously extend our services to a larger college student population with student service that include childcare.	Filling in a key vacancy of a program specialist that will support the overall operation of the center.	Successfully filling the position with a highly qualified individual.
#3	Choose ILO				Choose an item.	To offer full capacity of paid placement, hands-on experience, and professional mentorship in the field of ECE.	To strengthen collaboration through continues communication and outreach opportunities with student service and campus wide departments.	Establishing a systematic approach to advertising and hiring students.
#4	Choose ILO				Choose an item.	To promptly identify and seek resources and assessment services for children of different and special needs.	To focus on the identification children with assessments needs within the first cycle of DRDP, in order to initiate a referral process, and meet our	Initiate a referral process during the winter session for children with assessment needs.

							contract set-aside requirements.	
#5	Choose ILO				Choose an item.	To improve and support, language, literacy, and social emotional development for our preschool children.	Successfully complete the pilot program in progress and following the lead to a sustainable permanent program.	Acquiring the materials based on the success and process of the pilot program and the implementation of a lending library for the preschool children.
						To improve our preschool instructional services with the use of the new measuring tool, CLASS.	Initial staff training, procure teacher specific training for remaining teachers and staff. And, using the CLASS tool during the CDC's planning and goal process.	Implementation of the CLASS assessment cycle by completing a 15% observation assessment. Have a fully trained staff by the conclusion of the FY.
						To enhance the college students' professional fitness that ultimately positively impacts the teaching, learning, and safety protocols	Identify and secure the funding source. Procure services.	Rotate staff to complete training, thus operating with a fully trained staff that can respond to emergencies in the classroom.

						that take place in the preschool classrooms		
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***If applicable for instructional areas*

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Choose an item.	Improvement of the dirt yard in the playground, including, a working drainage, leveling the ground, sod or seed grass, trees to replace trees lost to drought.	#1	Follow-up request	Quote	One time	Angelica Alvarez
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above).

Required:

- Supporting data/information

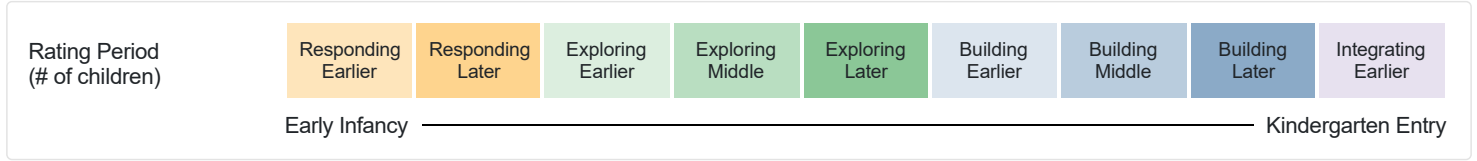
Group Report - Preschool



52 children were selected for this cohort. Not all children may be rated in all rating periods.

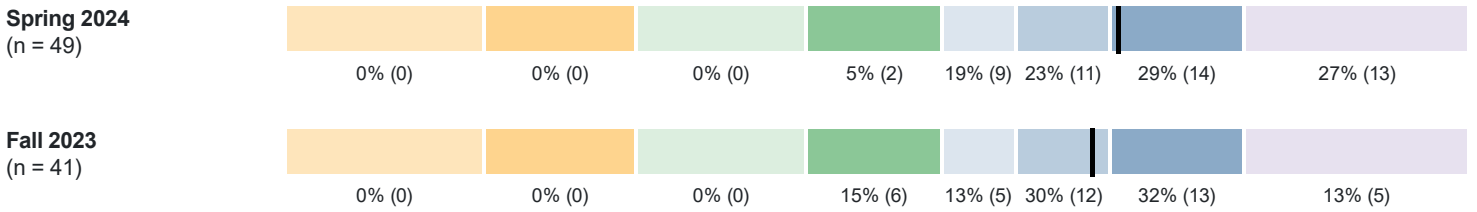
State: **California** Agency: **Antelope Valley Community College District** Rating Period: **Spring 2024, Fall 2023**
 Site(s): **Default Site** Classroom(s): **102 a Fall 23, 102 p Fall 23, 108 a Fall 2023, 108 p Fall 2023, 112 a Fall 2023, 102 a Spring24, 102 p Spring24, 108 a Spring24, 108 p Spring24, 112 a Spring24**

Subgroup(s): **None**



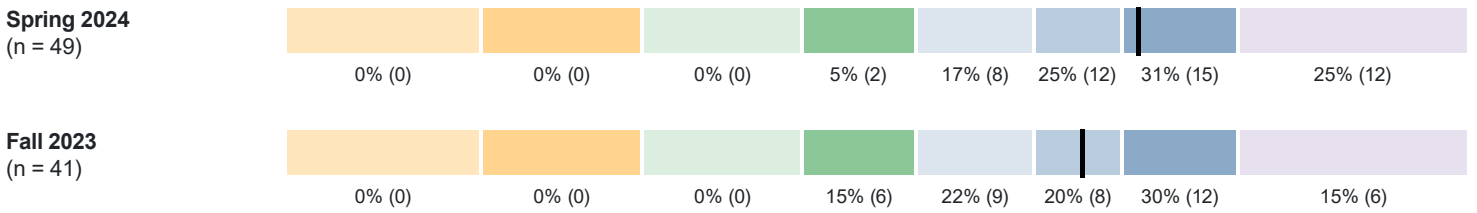
Approaches to Learning - Self-Regulation

The Approaches to Learning skills include attention maintenance, engagement and persistence, and curiosity and initiative. The Self-Regulation skills include self-comforting, self-control of feelings and behavior, imitation, and shared use of space and materials.



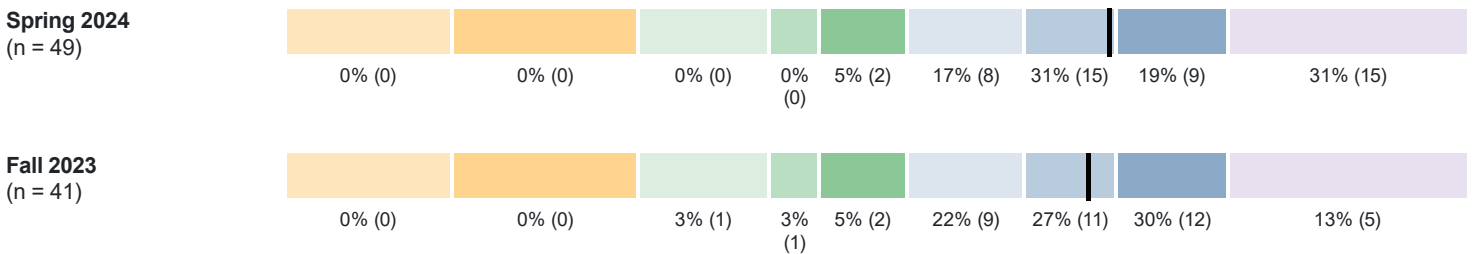
Social and Emotional Development

The knowledge or skill areas in this domain include identity of self in relation to others, social and emotional understanding, relationships and social interactions with familiar adults, relationships and interactions with peers, and symbolic and sociodramatic play.



Language and Literacy Development

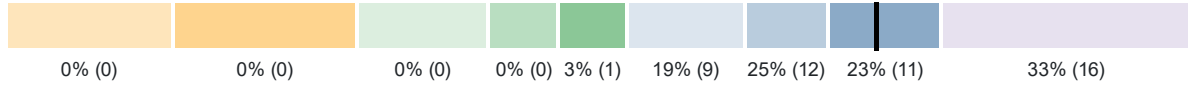
The LLD domain assesses the progress of all children in developing foundational language and literacy skills. These skills can be demonstrated in any language and in any mode of communication.



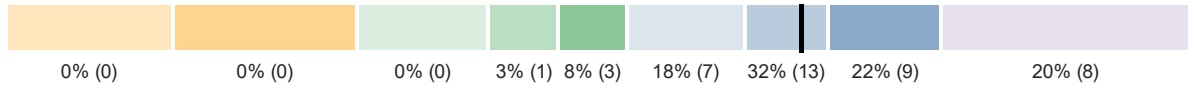
Language Development

This description is currently unavailable

Spring 2024
(n = 49)



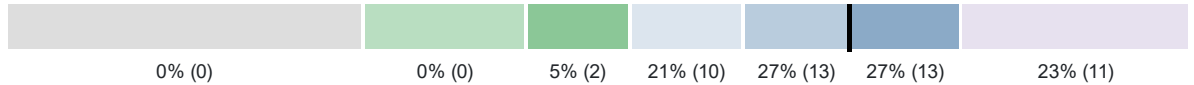
Fall 2023
(n = 41)



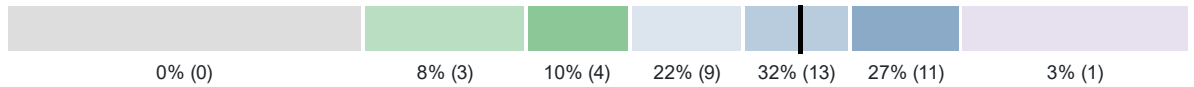
Literacy Development

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Spring 2024
(n = 49)



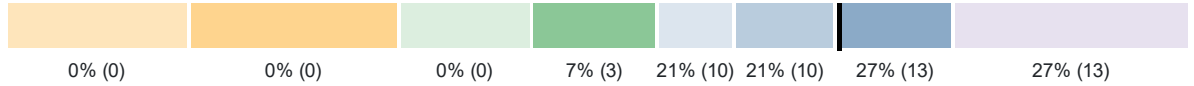
Fall 2023
(n = 41)



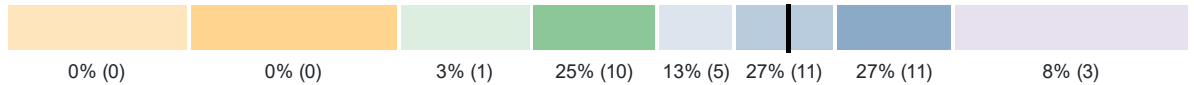
Cognition: Math

The Math knowledge or skill areas in this domain include spatial relationships, classification, number sense of quantity, number sense of math operations, measurement, patterning, and shapes.

Spring 2024
(n = 49)



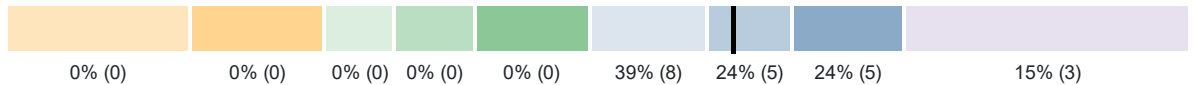
Fall 2023
(n = 41)



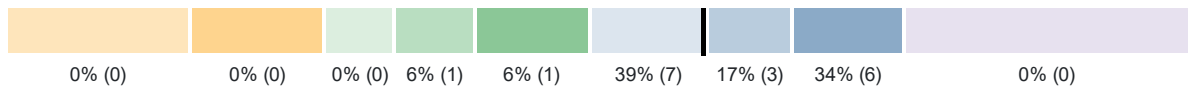
Physical Development - Health

The Physical Development knowledge or skill areas in this domain include perceptualmotor skills and movement concepts, gross locomotor movement skills, gross motor manipulative skills, fine motor manipulative skills, and active physical play. The Health knowledge or skill areas in this domain include nutrition, safety, and personal care routines (hygiene, feeding, dressing).

Spring 2024
(n = 21)



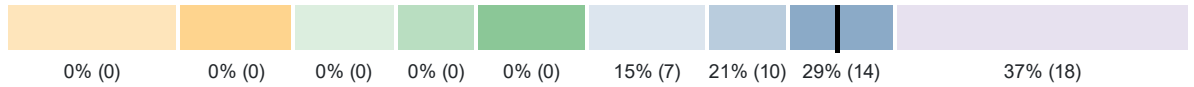
Fall 2023
(n = 18)



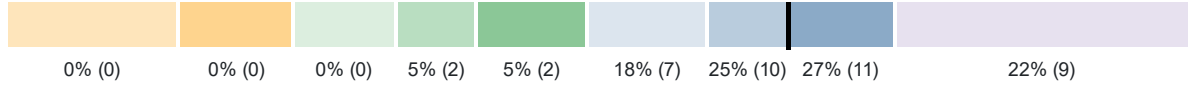
Physical Development

The Physical Development knowledge or skill areas in this domain include perceptualmotor skills and movement concepts, gross locomotor movement skills, gross motor manipulative skills, fine motor manipulative skills, and active physical play. The Health knowledge or skill areas in this domain include nutrition, safety, and personal care routines (hygiene, feeding, dressing).

Spring 2024
(n = 49)



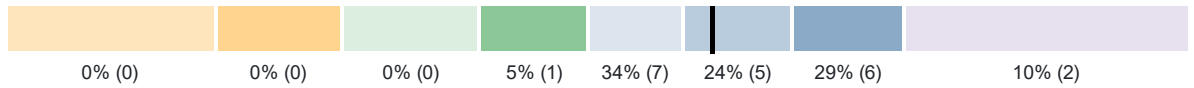
Fall 2023
(n = 41)



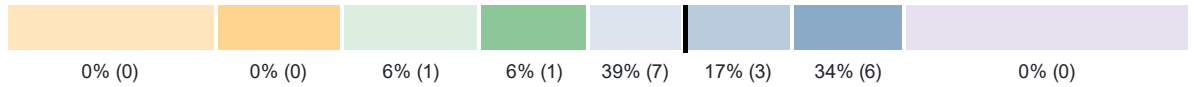
Health

The Health knowledge or skill areas in this domain include nutrition, safety, and personal care routines (hygiene, feeding, dressing).

Spring 2024
(n = 21)

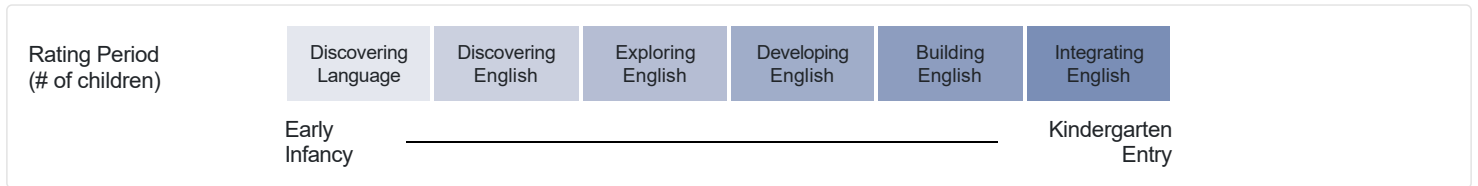


Fall 2023
(n = 18)

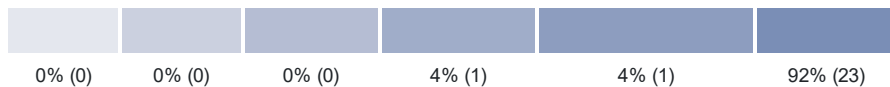


English Language Development

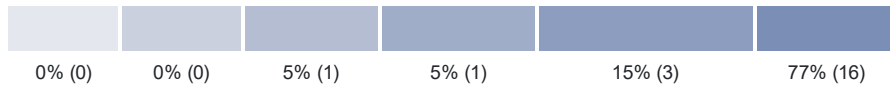
The ELD developmental continua assesses English language and literacy development for children who arrive at preschool or kindergarten from homes where a language other than English is used.



Spring 2024
(n = 25)



Fall 2023
(n = 21)



Division/Area Name: Social Behavior Sciences/ Child Family Education	For Planning Years: 2025-2026
Name of person leading this review: Kimberly Barker	
Names of all participants in this review: Kimberly Barker and Yadira Arellano	



Fall 2024 Program Review Report | Instructional Areas

Part 1. Program Overview: Briefly describe how the program contributes to the district mission

The Antelope Valley College Child and Family Education (CFE) program is all about preparing future educators, caregivers, and family support professionals to make a real difference in the lives of children and families. Aligned with the district’s mission, the CFE program fosters quality education, inclusivity, and community engagement, creating a supportive learning environment where students gain the skills to help children grow socially, emotionally, and academically. Contributing directly to the district’s mission, the CFE program provides equitable access to education and career pathways that empower students from all backgrounds. Through a well-rounded curriculum that includes child development theory, cultural awareness, and hands-on practice, the program equips students to work confidently in diverse roles, enriching both their lives and the communities they serve. By focusing on student success, career readiness, and community impact, the CFE program not only educates but also inspires future leaders ready to support and uplift children and families in meaningful ways.

Part 2A: Analyze the [program review data \(retrieval instructions\)](#), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:

Use the following questions to guide your analysis:

Overall (Use the *Success & Retention* and *Program Award* tabs to inform your analysis)

What are the success and retention rates for your discipline? Did they decrease or increase in the last year?

The success and retention rates for the Child and Family Education (CFE) program at Antelope Valley College are as follows: **Retention Rate:** The retention rate was **91.6% in 2022-2023**, reflecting a slight increase from **91.0% in 2021-2022**. **Success Rate:** The success rate was **71.2% in 2023-2024**, showing a decrease from **78.5% in 2021-2022**. In summary, while retention rates have slightly increased, success rates have decreased over the last year. This trend indicates that while students are staying enrolled in CFE courses, fewer are successfully completing them compared to previous years, highlighting an area for potential support and improvement.

What are the trends for the number of awards granted? Are the number of awards going up or down?

The trends for the number of awards granted in the Child and Family Education (CFE) program at Antelope Valley College show some variation across different award types: **AA-T in Early Childhood Education:** The number of AA-T degrees awarded has shown growth over recent years, increasing to **64 awards in 2023-2024** from **44 awards in 2022-2023**. This indicates a positive trend, with more students completing the program. **AA/AS in Child & Family Education:** The number of AA/AS degrees granted has remained stable, though relatively low, with **fewer than 5 awards in the past few years**, suggesting limited growth in this specific degree pathway. **Certificates in Child & Family Education:** The number of certificates awarded has declined, dropping from **45 in 2020-2021** to **fewer than 5 in recent**

years. In summary, while there is an upward trend in the AA-T in Early Childhood Education degrees awarded, the number of certificates in Child & Family Education has seen a significant decrease, indicating a mixed trend across award types.

Equity (Use the *Success & Retention* tab, including S&R by Ethnicity and Gender data to inform your analysis)

- Which ethnic / gender student groups complete their courses at the highest rates?

Based on the available data, the ethnic and gender groups with the highest course completion (success) rates in the Child and Family Education (CFE) program at Antelope Valley College are as follows: **Ethnicity:** Hispanic/Latine students have one of the highest success rates, achieving **73.3%** in 2023-2024. This group represents a significant portion of the program's enrollment and performs consistently well. **Gender:** Women have the highest success rate among gender groups, with a success rate of **71.1%** in 2023-2024. These trends indicate that Hispanic/Latine students and female students complete their CFE courses at the highest rates, reflecting the program's impact on these groups.

Which ethnic / gender student groups experience the largest gaps compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies working in the *Strengths and Accomplishments* section.

Based on the data, the ethnic and gender groups experiencing the largest gaps in course completion (success) rates in the Child and Family Education (CFE) program at Antelope Valley College are: **Ethnicity:** Black/African American students have the largest gap compared to the highest-performing group. In 2023-2024, the success rate for Black/African American students was **58.4%**, significantly lower than the **73.3%** success rate for Hispanic/Latine students, the highest-performing ethnic group. This reflects a gap of approximately **14.9 percentage points**. **Gender:** Male students also show a notable gap in success rates. In 2023-2024, male students had a success rate of **65.8%**, which is **5.3 percentage points** lower than the success rate for female students, who achieved **71.1%**.

Over the review period, the success rates for Black/African American students have remained below the program average, indicating a persistent equity gap. The gap for male students has also been consistent, although it is less pronounced than the gap by ethnicity. These gaps suggest opportunities for targeted support strategies to help close the achievement gaps for Black/African American and male students. Potential strategies could include mentorship programs, culturally responsive teaching practices, and targeted academic support to address the specific needs of these groups. Leveraging these approaches could help the program achieve more equitable outcomes across all student demographics.

Strengths and Accomplishments: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

One of the program's core strengths is its high retention rate, which has remained consistently strong over recent years. In the 2022-2023 academic year, the retention rate reached **91.6%**, a slight increase from **91.0%** in the previous year. This high retention rate highlights the program's success in creating a supportive environment where students feel encouraged to persist in their studies.

Success rates, while showing some variability, are also notable. Hispanic/Latine students, who represent a large portion of the program's enrollment, achieved a **73.3% success rate** in 2023-2024, which reflects the program's impact on this key demographic. Female students also perform well, with a **71.1% success rate** in 2023-2024, indicating the program's strength in supporting this group.

The program has demonstrated consistent demand, with enrollments growing from **2,006 in 2020-2021 to 2,171 in 2022-2023**. This steady enrollment, coupled with a stable number of sections offered each year, suggests that the program is meeting community and student interest effectively. The CFE program also shows accomplishments in the number of awards granted, particularly in the AA-T in Early Childhood Education degree, which has seen growth over recent years.

The number of AA-T degrees awarded increased from **44 in 2022-2023 to 64 in 2023-2024**, underscoring the program's role in preparing students for transfer and career opportunities in early childhood education. This upward trend in degree completions is a key accomplishment, reflecting the program's effectiveness in guiding students toward graduation.

While the program demonstrates strong retention and success with certain groups, there are opportunities to close equity gaps, particularly for Black/African American students and male students, whose success rates are lower compared to the highest-performing groups. The program can build on its strengths by implementing targeted support strategies, such as mentorship and culturally responsive teaching practices, to ensure equitable success for all student demographics.

Overall, the CFE program's strengths in retention, enrollment stability, and degree completion are notable accomplishments. These metrics reflect the program's dedication to supporting student persistence, fostering a positive learning environment, and meeting the educational and career aspirations of its students. By continuing to address equity gaps, the program can further enhance its impact and contribute to the college's mission of student success and community enrichment.

Opportunities and Challenges: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

The Child and Family Education (CFE) program at Antelope Valley College has several opportunities for growth, as well as some challenges that need to be addressed to enhance its impact on student success and equity.

Opportunities

1. **Improving Success Rates for Underrepresented Groups:** One of the most significant opportunities lies in closing the equity gaps in success rates for certain student demographics. Data indicates that Black/African American students have a success rate of 58.4% in 2023-2024, which is 14.9 percentage points lower than the rate for Hispanic/Latine students, the highest-performing ethnic group. Similarly, male students have a success rate of 65.8%, which is 5.3 percentage points below female students. Targeted support initiatives—such as mentorship programs, culturally responsive curriculum adjustments, and academic support resources—could help reduce these gaps, providing equitable pathways to success for all students.
2. **Expanding Community and Industry Partnerships:** The program could also benefit from stronger partnerships with local childcare centers, schools, and family support organizations. Such partnerships would not only provide students with more hands-on learning experiences but could also improve job placement and career readiness, aligning the program more closely with local workforce needs. These relationships could lead to internship and externship opportunities that enrich students' practical skills and better prepare them for employment.
3. **Increasing Certificate Completion:** Certificate completion has decreased in recent years, with the number of certificates awarded dropping from 45 in 2020-2021 to fewer than 5 in the most recent years. Revitalizing the certificate programs to align more closely with industry demands could attract more students and provide a quicker pathway to employment. By conducting regular assessments of the curriculum and seeking input from industry advisors, the program could redesign certificates to meet the evolving needs of the workforce, making them a more attractive option for students.

Challenges

1. **Maintaining High Success Rates Amid Diverse Student Needs:** While the program has a strong retention rate of 91.6% in 2022-2023, the success rate has decreased, falling from 78.5% in 2021-2022 to 71.2% in 2023-2024. This gap between retention and success suggests that while students are staying

enrolled, fewer are successfully completing their courses. This challenge highlights a need for additional academic support, such as tutoring, advising, and early intervention programs, to help students stay on track to complete their courses successfully.

2. **Addressing Equity Gaps in Achievement:** The persistent equity gaps in success rates for Black/African American students and male students present a challenge to the program's mission of equitable education. These gaps require dedicated efforts to identify and address the unique barriers these groups may face. Strategies could include creating a more inclusive learning environment, increasing faculty training in equity-minded practices, and providing support tailored to the specific needs of these students.
3. **Adapting to Shifts in Student Interest and Workforce Demand:** The decline in certificate completions indicates a possible shift in student interest or perceived value of certain programs relative to workforce opportunities. To stay relevant, the program needs to continuously adapt its offerings to align with both student aspirations and local industry needs. Regular feedback from advisory boards and data-driven adjustments to the curriculum will help ensure that the program remains responsive to changes in the field of child and family education.

The CFE program has substantial opportunities to expand its impact by addressing equity gaps, building industry partnerships, and enhancing certificate programs. However, challenges in maintaining high success rates and adapting to shifting student and workforce needs must be addressed for the program to achieve its full potential. By implementing targeted support for underrepresented groups and engaging with local employers, the program can strengthen its reputation as a pathway to meaningful careers in child and family education, contributing further to the college's mission of fostering student success and community growth.

Aspirations: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)

The Child and Family Education (CFE) program at Antelope Valley College aspires to be a regional leader in preparing students for impactful careers in early childhood and family services, addressing critical needs in equitable education, career readiness, and community engagement. With data-driven improvements in success, retention, and completion, the program's aspirations include advancing student support, building career pathways, and advocating for the profession's value.

Aspirations

1. **Closing Equity Gaps with Mentorship Programs:** Data from the 2023-2024 academic year highlights disparities in success rates, with Black/African American students achieving a **58.4%** success rate and male students **65.8%**, compared to **73.3%** for Hispanic/Latine students and **71.1%** for female students. To promote equitable outcomes, the program aims to implement mentorship programs connecting underrepresented students with faculty, alumni, and industry mentors for support in navigating academic and professional challenges. This initiative aspires to create an inclusive environment where all students can succeed, contributing to the college's broader mission of educational equity.
2. **Enhancing Career Readiness through Apprenticeships and Community Partnerships:** The CFE program aims to forge robust partnerships with local childcare centers, school districts, and family support organizations to establish apprenticeships that give students hands-on, real-world experience. These apprenticeships will bridge academic learning with practical skills, supporting students' job readiness and career confidence upon graduation. With enrollment rising from **2,006 in 2020-2021 to 2,171 in 2022-2023**, this aligns with student demand for career-focused pathways. Apprenticeships will build a pipeline of skilled professionals for the community, solidifying the program's role as a vital contributor to the local workforce.
3. **Revitalizing Certificate Programs to Meet Workforce Needs:** Certificate completions have declined, dropping from **45 in 2020-2021 to fewer than 5** in recent years. In response, the program aspires to revamp its certificate offerings to align closely with workforce demands. By regularly consulting industry advisors, the program will tailor certificates to the skills and knowledge most sought after by employers. This approach not only benefits students seeking swift entry into the field but also strengthens local employers' workforce by providing a pool of job-ready candidates.
4. **Strengthening Retention and Completion through Comprehensive Support Programs:** While retention remains high at **91.6% in 2022-2023**, success rates have decreased to **71.2% in 2023-2024**. The program plans to address this gap with comprehensive support services, including tutoring, advising, and

structured mentorship and apprenticeship programs. These initiatives will offer students early support, ensuring they have the resources needed to stay on track, complete their studies, and achieve their goals.

5. **Advocating for the Value of Developmentally Appropriate Early Education:** The CFE program is committed to championing the significance of Developmentally Appropriate Practices (DAP) in early childhood education and advocating for the recognition of Child and Family Education as a critical field that deserves more than marginalization under a 24-unit proposal. The program advocates for a comprehensive understanding of child development and family dynamics, arguing that early education professionals must be equipped with a robust curriculum that extends well beyond a minimal credential. Through continued advocacy efforts, the CFE program seeks to elevate the standards and professional recognition for early childhood educators, ensuring the field receives the respect and investment it deserves.

The CFE program envisions itself as an inclusive, career-focused, and advocacy-driven pathway that supports student success through mentorship, apprenticeships, and curriculum advancements. By addressing equity gaps, creating practical career experiences, and championing the importance of developmentally appropriate early education, the program aligns closely with Antelope Valley College's mission to foster student achievement and community development. Through these aspirations, the CFE program positions itself not only as an educational resource but also as a transformative force in preparing future professionals to make lasting impacts on children, families, and the field of early childhood education.

Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data

N/A

Insert Advisory Committee Recommendations here (Please do not insert complete meeting minutes, but just recommendations from the advisory committee.)

The advisory committee for the Child and Family Education (CFE) program at Antelope Valley College provided several key recommendations to strengthen the program, focusing on industry-aligned improvements, support for underrepresented students, and practical training initiatives.

- 1. Develop an Apprenticeship Program for Hands-On Experience:** The committee emphasized the importance of real-world experience in preparing students for careers in early childhood education and recommended establishing a formal apprenticeship program. This program would involve partnerships with local childcare centers, schools, and family support organizations to create structured, hands-on learning experiences embedded within the curriculum. Through apprenticeships, students would gain practical skills, deepen their understanding of developmentally appropriate practices, and build connections within the industry, all of which would improve their readiness for employment upon graduation.
- 2. Implement Mentorship Programs to Support Student Success and Equity:** Addressing the equity gaps in success rates for Black/African American and male students, the committee recommended establishing mentorship programs as part of the CFE program's support structure. This initiative would pair students with experienced faculty, alumni, and professionals in the field who can offer guidance, encouragement, and insights into navigating both academic and career challenges. By fostering one-on-one mentorship relationships, the program can create a supportive environment that not only boosts retention and success rates but also fosters a sense of belonging and inclusion among all students.
- 3. Revise Certificate Programs to Meet Workforce Needs:** In light of the observed decline in certificate completions, the committee advised updating certificate offerings to reflect current workforce demands. The committee recommended creating shorter, targeted certificates focusing on emerging needs in early childhood education, which would appeal to students seeking rapid entry into the workforce. This approach would make the program's certificates more attractive, positioning them as accessible, high-value credentials aligned with industry requirements.
- 4. Advocate for Comprehensive Educational Standards Beyond the 24-Unit Requirement:** The advisory committee expressed concerns over the 24-unit proposal, noting that it may undervalue the complexity and importance of early childhood education. They urged the program to continue advocating for more comprehensive training requirements that include Developmentally Appropriate Practices (DAP). The committee supports a more robust curriculum that goes beyond minimal qualifications to ensure educators are well-prepared to impact child development positively, emphasizing the need for professional recognition and higher educational standards for early educators.
- 5. Strengthen Partnerships with Local Agencies for Curriculum Alignment:** To keep the curriculum relevant and responsive to industry changes, the committee encouraged continued collaboration with local childcare providers, school districts, and family services organizations. By maintaining an ongoing dialogue with these partners, the program can receive regular feedback to align course content with evolving workforce trends and job market demands, ensuring that graduates are prepared with the skills and knowledge most valued by employers.

Through these recommendations, the advisory committee envisions the CFE program as a leader in preparing competent, career-ready early educators who are well-supported during their studies and equipped for success in the workforce. The emphasis on apprenticeships, mentorship, and comprehensive educational standards aligns the program with the highest expectations in child and family education.

Insert Labor Market Data here <https://www.labormarketinfo.edd.ca.gov/commcolleges/>

According to the CA EDD labor marketing information, projections of employment for Child and Family Education or top code 130500 show the total annual job openings in the California area to be 76,820.

Projections of Employment by Occupation, 2020 - 2030

Selections:

TOP Code(s):

130500 Child Development/Early Care and Education

Geography: California

Includes: All California Counties

Annual Job Openings by Occupation

SOC Code	Occupation Title (Linked to "Occupation Profile")	2020 Employment	Annual Job Openings (1)
399011	Child Care Workers	52,900	76,820
	Total	52,900	76,820

(1) Total Job Openings are the sum of new jobs from growth plus net replacements. Annual job openings are total job openings divided by the number of years in the projection period.

Part 2C: Review and comment on progress toward past Course Improvement Plans

List your past **Course Improvement Plans** (CIPs) and progress toward meeting those plans.

Past Course Improvement Plans	Progress Made
Development of Stackable Certificates and Degree options/POCR Certification	<p>The Child and Family Education (CFE) program has made strong progress on past Course Improvement Plans by enhancing course accessibility, quality, and credentialing options. We've implemented POCR (Peer Online Course Review) certification for all online courses, ensuring they meet high standards for accessibility and consistency, aligning with our goal of flexible, quality learning experiences.</p> <p>In addition, we've developed new stackable certificates and degree pathways, allowing students to earn progressive credentials that support both immediate workforce entry and further academic advancement. Hiring additional adjunct instructors is also underway to expand course offerings across various modalities, enhancing accessibility and flexibility. These steps reflect our</p>

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

Past Goal	Progress Made
Enhance accessibility and equity in students' experiences by streamlining the POCR Certification process for all eight core courses. This initiative aims to provide students with a more equitable educational experience through recognized, valuable alignment accreditation	The Child and Family Education (CFE) program has made significant progress in enhancing accessibility and equity in students' learning experiences by advancing the POCR (Peer Online Course Review) Certification process for its core courses. To date, all eight core courses have been developed and submitted for POCR Review. This step is part of a strategic initiative to streamline the certification process, ensuring that each course meets high standards of accessibility, alignment, and quality.
Empower students and fostering knowledge enhancement and skill development for a more enriching educational experience.	The Child and Family Education (CFE) program at Antelope Valley College has made notable strides in enhancing professional preparation and inclusivity through targeted faculty recruitment, specialized workshops, and dedicated workshops. Faculty with expertise in key areas were recruited to design and lead workshops addressing topics essential to modern early childhood education, including AI in the classroom, diversity, literacy, and creating LGBTQIA+ friendly environments. These faculty-led sessions equipped students with critical skills for fostering inclusive, technology-integrated, and culturally responsive classrooms. The program also held multiple permit workshops to

	<p>guide students through the child development permit process, supporting their professional pathways and readiness for employment. As a capstone, the CFE program hosted a workshop conference at AVC, bringing together students, faculty, and local educators for a day of collaborative learning and professional development. This conference, along with the specialized workshops, underscored the program's commitment to equipping students with the skills and knowledge to become culturally aware, innovative, and highly competent educators. Through these initiatives, the CFE program has cultivated a robust professional development environment that aligns with the needs of diverse learning communities and prepares students for impactful careers in early childhood education.</p>
<p>Provide students with valuable support, tools, and materials tailored to enhance their academic journey and overall learning experience.</p>	<p>The Child and Family Education (CFE) program has made significant progress in its efforts to secure funding for the development of Teacher Resource Rooms on both campuses, aimed at providing students with valuable support and tools to enhance their academic journey and learning experience. These resource rooms will be designed as dedicated spaces where students can access a range of materials, instructional tools, and professional resources specifically tailored to support their coursework and practical training in early childhood education.</p> <p>Efforts to secure funding have included submitting grant applications and exploring partnerships with other educational programs that prioritize support for future educators. The proposed Teacher Resource Rooms will offer students hands-on materials for lesson planning, child development activities, and curriculum development, as well as access to technology and resources for creating interactive and engaging learning environments. By establishing these spaces, the CFE program aims to provide students with a supportive environment that fosters creativity, practical skill-building, and collaborative learning, ultimately enriching their academic experience and preparing them for success in the field of child and family education. These advancements reflect the program's commitment to equipping students with the necessary tools to thrive both in their studies and future professional roles.</p>

Part 3: Based on Part 2 above, please list program/area goals:								
Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	O O				
#1	ILO 4. Career and Specialized Knowledge	All of them	All of them	N / A	Goal #5 Education: Expansion of offerings and effective course scheduling.	Create a CFE/ ED apprenticeship program for AVC	<p>Conduct Needs Assessment and Engage Partners</p> <ul style="list-style-type: none"> Assess local demand for early childhood and education roles and confirm community support from childcare centers, schools, and family service organizations as potential apprenticeship sites. <p>Design Program Framework and Curriculum</p> <ul style="list-style-type: none"> Collaborate with community partners to create an apprenticeship structure aligned with AVC's CFE/ED curriculum, ensuring students gain hands-on experience that complements classroom learning. <p>Formalize Community Partnerships</p> <ul style="list-style-type: none"> Develop agreements with local organizations, defining roles, responsibilities, and expectations for each 	<p>To measure the success of the CFE/ED apprenticeship program at AVC and confirm the goal has been met, the following key indicators can be used:</p> <p>Enrollment and Retention</p> <p>Enroll 80% of eligible CFE/ED students in the apprenticeship program by the second year and retain at least 85% of apprentices from start to completion.</p> <p>Skill Development and Competency</p> <p>90% of apprentices demonstrate proficiency in key competencies, verified through evaluations by mentor teachers and faculty.</p> <p>Employment or Further Education</p> <p>75% of apprentices secure relevant employment or continue education in the field within six months of completing the program.</p>

						<p>site. Identify mentor teachers to provide support and guidance to apprentices.</p> <p>Secure Funding and Resources</p> <ul style="list-style-type: none"> • Seek grants and other funding to support apprenticeships, covering student resources like stipends, materials, and transportation, as well as program coordination and faculty oversight. <p>Launch Pilot Program and Gather Feedback</p> <ul style="list-style-type: none"> • Start with a small cohort to test the program structure, gather feedback, and make adjustments as needed. Track student progress and employer satisfaction for continuous improvement. <p>Promote and Refine the Program</p> <ul style="list-style-type: none"> • Market the program to students and stakeholders through AVC's channels, emphasizing benefits like hands-on 	<p>Partner and Employer Satisfaction</p> <p>90% of participating employers and mentor teachers report high satisfaction with the program's alignment to industry needs.</p> <p>Student Satisfaction and Program Impact</p> <p>Goal: 85% of apprentices report a positive experience, noting the program supported their career and academic goals.</p> <p>Program Sustainability</p> <p>Goal: Secure ongoing funding to expand and sustain the program, allowing for increased cohort sizes and more apprenticeship sites.</p> <p>These indicators will demonstrate success in preparing students, meeting workforce needs, and ensuring the program's long-term impact and growth.</p>
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							experience and career pathways. Establish evaluation metrics for ongoing enhancement and sustainability.	
#2	ILO 4. Career and Specialized Knowledge	All of them	All of them	N / A	Goal #4 Vision: Being more future-thinking, agile, innovative, and proactive.	Create a CFE/ ED mentorship program for AVC	<p>To establish a successful Child and Family Education (CFE) and Education (ED) mentorship program at Antelope Valley College (AVC), the following steps provide a streamlined approach:</p> <p>Define Program Objectives and Structure</p> <p>Clarify goals for the mentorship program, such as enhancing student support, improving retention, and developing professional skills.</p> <p>Outline program logistics, including mentor-mentee matching criteria, frequency of meetings, and the overall duration of mentorship relationships.</p> <p>Recruit and Train Mentors</p> <p>Engage faculty, alumni, and local education professionals to serve as mentors, emphasizing the value of guiding future educators.</p>	<p>To measure the success of the CFE/ED mentorship program at AVC and determine if the goal has been met, the following key indicators can be used:</p> <p>Participation and Engagement Rates</p> <p>Goal: Achieve at least 75% participation among eligible CFE/ED students and ensure consistent engagement, with 80% of mentors and mentees attending scheduled sessions and completing the program.</p> <p>Retention and Academic Success</p> <p>Goal: Increase retention rates among mentored students by at least 10% compared to non-mentored students.</p> <p>Metric: Track and compare course completion and retention data for mentored vs. non-mentored students.</p>

					<p>Provide training on mentorship best practices, focusing on effective communication, goal-setting, and supporting mentees' academic and career development.</p> <p>Develop a Mentorship Framework and Resources</p> <p>Create structured materials, such as a mentorship handbook, goal-setting templates, and meeting guides, to support consistent mentor-mentee interactions.</p> <p>Develop online resources and an orientation session to introduce students to the mentorship program's goals and expectations.</p> <p>Launch a Pilot Program</p> <p>Start with a small cohort to test the mentorship framework, collect feedback, and make adjustments as needed.</p> <p>Evaluate the pilot through surveys and check-ins with mentors and mentees to gather insights on program effectiveness.</p> <p>Evaluate and Expand</p> <p>Based on pilot feedback, refine the program and expand to</p>	<p>Professional Growth and Skills Development</p> <p>Goal: 85% of mentees report that the mentorship program helped them gain professional skills and feel more prepared for careers in early childhood and education.</p> <p>Metric: Conduct end-of-program surveys assessing mentees' skill development and confidence in their career readiness.</p> <p>Mentor and Mentee Satisfaction</p> <p>Goal: Achieve a satisfaction rate of 90% or higher among both mentors and mentees.</p> <p>Metric: Collect feedback through post-program surveys on the mentorship experience, support received, and areas for improvement.</p> <p>Program Sustainability and Growth</p> <p>Goal: Secure ongoing support and increase mentor recruitment to accommodate at least 25% more students in the following year.</p>
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						include a larger cohort of students. Regularly assess program outcomes, such as retention rates, student satisfaction, and professional development, to ensure the mentorship program meets its goals.	Metric: Track mentor recruitment, funding support, and student interest to gauge the program's expansion potential.
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Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)						
Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Faculty	To expand learning opportunities and support student success, the Child and Family Education (CFE) program aims to hire a full-time instructor dedicated to the program. This addition will allow us to offer a wider range of courses and flexible learning options, including in-person, online, and hybrid formats. With a dedicated full-time instructor, we can enhance the quality and consistency of our program, providing students with more comprehensive support and preparation for careers in child and family education. This strategic hire aligns with our mission to meet student needs, improve program accessibility, and equip future professionals with the skills essential for success in the field.	Goal #5 Education: Expansion of offerings and effective course scheduling.	Repeat	\$140,000.00	Recurring	Kimberly Barker

Faculty	To offer students a broader range of Child and Family Education (CFE) course options and flexible learning modalities, we aim to hire 4-6 adjunct instructors dedicated to the program. This expansion will enable us to provide more course variety across in-person, online, and hybrid formats, allowing students to tailor their education to their needs and schedules. By bringing in additional adjunct instructors, we can enhance course availability, maintain quality instruction, and support students in achieving their academic and career goals in child and family education. This approach reflects our commitment to accessibility, diversity in learning options, and comprehensive student preparation for impactful careers in the field.	Goal #5 Education: Expansion of offerings and effective course scheduling.	New	\$200,000	Recurring	Kimberly Barker
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above).

Required:

- Success & Retention tab
- Program Awards tab

Optional:

- Other supporting data/information

Success and Retention

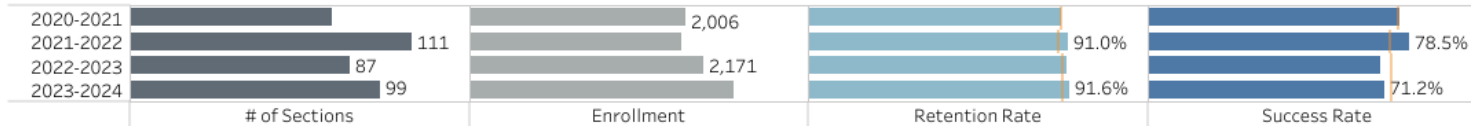
Select Academic Year:
Multiple values

Select Subject:
CFE

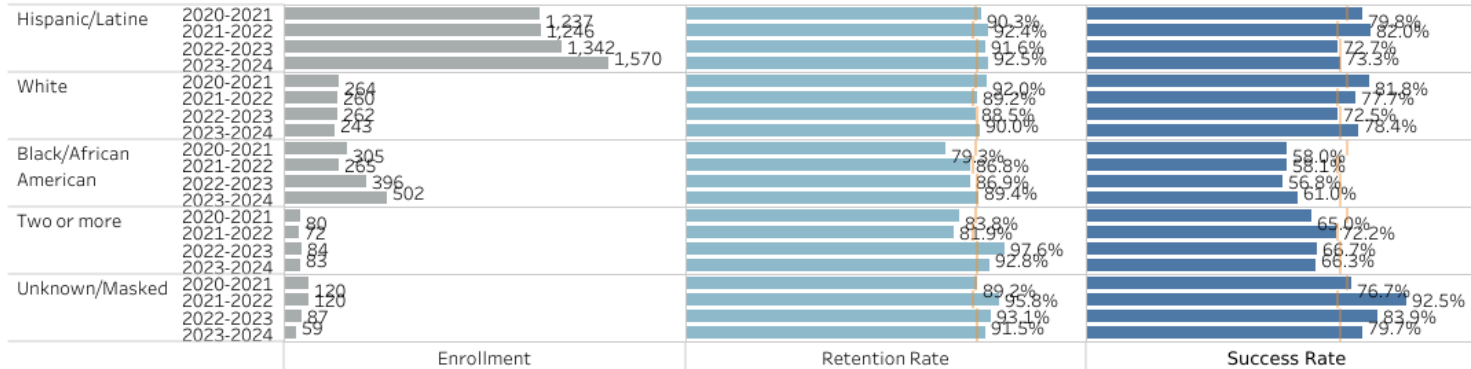
[< Select subject here](#)

AVC Retention and Success shown in vertical |

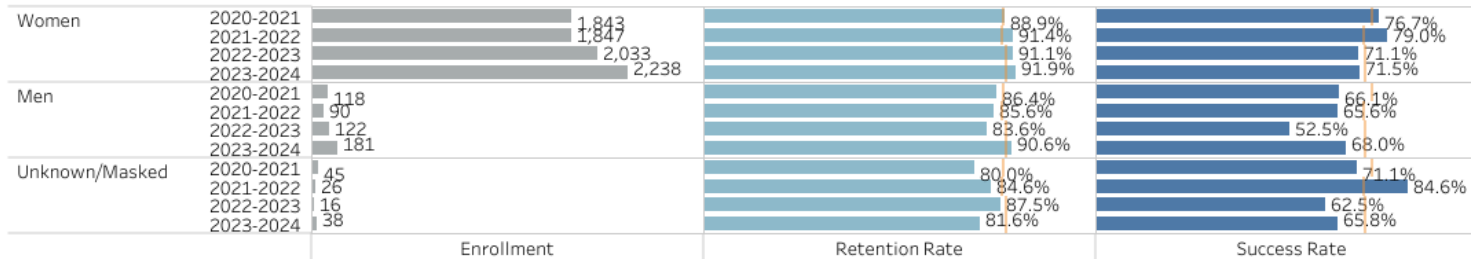
Overall Enrollments, # of Sections, Retention and Success by Year for CFE



Enrollments, Retention & Success for CFE by Ethnicity



Enrollment, Retention and Success for CFE by Gender



[< Click to go back](#)

[Click to go next >](#)

Program Awards

Select Academic Year:
Multiple values

Select Ethnicity:
All

Gender
All

(Use these filters add years & disaggregate by ethnicity and gender for both of the visualizations below)

Institutional Awards

Award Type	2020-2021	2021-2022	2022-2023	2023-2024
AA-T/AS-T	790	860	734	640
AA/AS	1184	1366	1172	1292
Certificate	1223	1426	1115	1108
AVC Local Certificate	159	189	210	194
Bachelor's	16	13	16	21
Non-Credit	82	58	38	64
Grand Total	3454	3912	3285	3319

Select Program Majors:
Multiple values

< Select Program Major for the chart below

Subject Awards for AS-T Early Childhood Education, Child & Family Education, Child & Family Education Cert and 2 more

Award Type	Degree Desc	Academic ..	Count
AA-T/AS-T	AS-T Early Childhood Education	2020-2021	64
		2021-2022	
		2022-2023	44
		2023-2024	
AA/AS	Child & Family Education	2020-2021	41
		2021-2022	
		2022-2023	
		2023-2024	
Certificate	School-Aged Child Care	2020-2021	<5
		2021-2022	<5
		2022-2023	
		2023-2024	
Certificate	Child & Family Education Cert	2020-2021	45
		2021-2022	
		2022-2023	
		2023-2024	
Certificate	School-Aged Child Care Cert	2020-2021	<5
		2021-2022	<5
		2022-2023	
		2023-2024	

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Fall 2024 Program Review Report | Instructional Areas

Division/Area Name: Economics For Planning Years: 2025-2026

Name of person leading this review: Dr. Ibrahim Ganley

Names of all participants in this review: Dr. Ibrahim Ganley, Misty Stowers, C. McKinley Kemp, Victor Abraham and Ron Halcrow

Part 1. Program Overview: 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 are 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.

Part 2A: Analyze the program review data (retrieval instructions), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:

Use the following questions to guide your analysis:

- Overall (Use the Success & Retention and Program Award tabs to inform your analysis)
• What are the success and retention rates for your discipline? Did they decrease or increase in the last year?
• What are the trends for the number of awards granted? Are the number of awards going up or down?
Equity (Use the Success & Retention tab including S&R by Ethnicity and Gender data to inform your analysis)
• Which ethnic / gender student groups complete their courses at the highest rates?
• Which ethnic / gender student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the Strengths and Accomplishments section.

Strengths and Accomplishments: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)

Executive Summary: The Economics Department met its Learning Objectives (SLOs & PLOs) in 2023-2024; has retention rates on par with AVC as a whole; has success rates that are higher than AVC as a whole; has more students taking Economics classes online than in-person; has steady enrollment; and has steady faculty retention. This latest data indicates that AVC students prefer the online modality for Economics classes and that they have greater retention and success rates in their online Economics classes compared to their in-person Economics classes. In 2023-2024, the number of AA-T degrees in Economics granted at AVC has increased. 2023-2024 data suggests that African American/Black students are struggling. As a group they have lower retention and success rates than their peers. Additionally, they have notably higher withdrawal rates compared to their peers.

- Learning Objectives. In 2023-2024 academic year, all Economics Program PLOs and SLOs were met/exceeded.
Retention. The retention rate of students in Economics classes has returned to pre-pandemic levels. The retention rate in Economics has had a steady increase in recent years, from 82.6% (in 2019-2020), 86.2% (in 2020-2021), 88.8% (in 2021-2022), 89.9% (in 2022-2023), and 89.2% (in 2023-2024). The most recent 2023-2024 Economics retention rate of 89.2% is slightly higher than the 89.0% retention rate of AVC as a whole in the same year.

AVC's Economics Department vs AVC (Overall) – Retention Rate

Academic Year	Retention Rate	
	Economics	AVC
2017-2018	89.1%	87.8%
2018-2019	88.6%	87.9%
2019-2020	82.6%	87.9%
2020-2021	86.2%	88.5%
2021-2022	88.8%	87.9%
2022-2023	89.9%	89.0%
2023-2024	89.2%	89.0%

- Retention Rate -- Gender. Both males and females in Economics are doing well in terms of retention. The rates in Economics were roughly in line with the retention rates of AVC’s as a whole in the same year.
 - Females. The Economics retention rate of females has returned to pre-pandemic levels. Specifically, for the last five years, the retention rate of females in Economics has increased from 82.5% (in 2019-2020), 87.4% (in 2020-2021), 89.2% (in 2021-2022), and 89.5% (in 2022-2023), to 88.6% (in 2023-2024) The most recent 2023-2024 Economics female retention rate of 88.6% is slightly lower than the 89.0% retention rate of AVC as a whole.
 - Males. The Economics retention rate of males has returned to pre-pandemic levels. Specifically, for the last five years, the retention rate of males in Economics has increased from 82.7% (in 2019-2020), 84.3% (in 2020-2021), 88.5% (in 2021-2022) and 90.5% (in 2022-2023) to 89.6% (in 2023-2024). The most recent 2023-2024 Economics male retention rate of 89.6% is slightly higher than the 89.0% retention rate of AVC as a whole.

AVC’s Economics Department vs AVC (Overall) – Retention Rate by Gender

Academic Year	Male Retention		Female Retention		Unknown/Masked Retention	
	Economics	AVC*	Economics	AVC*	Economics	AVC*
2017-2018	90.3%	87.8%	88.3%	87.8%	81.8%	87.8%
2018-2019	87.5%	87.9%	89.3%	87.9%	100.0%	87.9%
2019-2020	82.7%	87.9%	82.5%	87.9%	80.0%	87.9%
2020-2021	84.3%	88.5%	87.4%	88.5%	100.0%	88.5%
2021-2022	88.5%	87.9%	89.2%	87.9%	83.3%	87.9%
2022-2023	90.5%	89.0%	89.5%	89.0%	88.2%	89.0%
2023-2024	89.6%	89.0%	88.6%	89.0%	100.0%	89.0%

*AVC’s overall retention rate is not disaggregated by gender groups.

- Retention Rate -- Ethnicity. Data released in 2023-2024 shows that all ethnic groups of Economics students except African American/Black students have higher retention rates compared to AVC’s retention rates for the whole in the same year. The retention rate in Economics for African American/Black students is notably lower. Unfortunately, comparing the data for 2023-2024 to previous year shows that the retention rate of African American/Black Economics students has notably dropped.
 - Latinx/Hispanic. The Economics retention rate for Latinx/Hispanic students in 2023-2024 was 90.6%. This is slightly higher than the overall retention rate at AVC, which was 89.0%.

- African American/Black. The Economics retention rate for African American/Black students in 2023-2024 was 76.1%. This is notably lower than AVC’s overall retention rate, which was 89.0%. Unfortunately, comparing the data for 2023-2024 to previous year shows that the retention rate of African American/Black Economics students has dropped. Specifically, there has been a drop of 8.9 percentage points.
- White/Non-Hispanic. The Economics retention rate for White students in 2023-2024 was 92.5%. This is higher than AVC’s overall retention rate, which was 89.0%.
- 2+ Races. The Economics retention rate for students who identified as being 2+ Races was 92.9% in 2023-2024. This is higher than AVC’s overall retention rate, which was 89.0%.
- Other. The Economics retention rate for students who identify as being “Other” was 92.2% in 2023-2024. This is higher than AVC’s overall retention rate, which was 89.0%.

AVC’s Economics Department vs AVC (Overall) – Retention Rate by Ethnicity

Academic Year	Latinx/Hispanic Retention		African-American/Black Retention		White Retention		2+ Races Retention		Unknown/Masked Retention	
	Economics	AVC*	Economics	AVC*	Economics	AVC*	Economics	AVC*	Economics	AVC*
2017-2018	87.6%	87.8%	87.8%	87.8%	91.3%	87.8%	87.5%	87.8%	96.2%	87.8%
2018-2019	87.2%	87.9%	83.1%	87.9%	91.2%	87.9%	93.2%	87.9%	94.1%	87.9%
2019-2020	83.3%	87.9%	71.7%	87.9%	86.2%	87.9%	86.2%	87.9%	83.5%	87.9%
2020-2021	86.3%	88.5%	80.0%	88.5%	90.8%	88.5%	81.5%	88.5%	89.6%	88.5%
2021-2022	89.5%	87.9%	80.2%	87.9%	90.7%	87.9%	91.2%	87.9%	91.2%	87.9%
2022-2023	<u>90.1%</u>	89.0%	<u>85.0%</u>	89.0%	<u>92.0%</u>	89.0%	<u>89.8%</u>	89.0%	<u>93.4%</u>	89.0%
2023-2024	<u>90.6%</u>	89.0%	<u>76.1%</u>	89.0%	<u>92.5%</u>	89.0%	<u>92.9%</u>	89.0%	<u>92.2%</u>	89.0%

*AVC’s overall retention rate is not disaggregated by ethnic groups.

- Success. While the Economics success rate increased for the last five years [from 71.8% (in 2019-2020), to 76.3% (in 2020-2021) and then to 80.2% (in 2021-2022)], it dropped in 2022-2023 to 78.2%. In 2023-2024 it remained steady at 78.2%. This success rate of 78.2% is higher than the 73.3% success rate of AVC as a whole in 2023-2024.

AVC’s Economics Department vs AVC (Overall) – Success Rate

Academic Year	Success Rate	
	Economics	AVC
2017-2018	<u>78.2%</u>	73.5%
2018-2019	<u>76.5%</u>	73.6%
2019-2020	71.8%	74.5%
2020-2021	<u>76.3%</u>	75.2%
2021-2022	<u>80.2%</u>	72.8%
2022-2023	<u>78.2%</u>	73.3%
2023-2024	<u>78.2%</u>	73.3%

- Success Rate -- Gender. Both males and females in Economics are doing well in terms of the success rate. Both gender groups of Economics students had higher success rates than the success rates of AVC students as a whole in the same year.

- **Females.** The success rate of female Economics students increased from 71.9% (in 2019-2020), 78.3% (in 2020-2021) to 80.3% (in 2021-2022)], it decreased in 2022-2023 to 77.3% . In 2023-2024, the success rate of female Economics students increased to 78.4%. This success rate of 78.4% is higher than the 73.3% success rate of AVC as a whole in the same year.
- **Males.** While the success rate of male Economics students increased from 71.9% (in 2019-2020), 73.4% (in 2020-2021) and 80.2% (in 2021-2022)], it decreased in 2022-2023 to 79.0%. In 2023-2024 it further decreased to 77.6%. This success rate of 77.6% is higher than the 73.3% success rate of AVC as a whole for the same year.

Academic Year	Economics Department vs AVC (Overall) – Success Rate by Gender					
	Male Success Rate		Female Success Rate		Unknown/Masked Success Rate	
	Economics	AVC*	Economics	AVC*	Economics	AVC*
2017-2018	80.8%	73.5%	76.6%	73.5%	54.5%	73.5%
2018-2019	78.9%	73.6%	74.0%	73.6%	100.0%	73.6%
2019-2020	71.9%	74.5%	71.9%	74.5%	60.0%	74.5%
2020-2021	73.4%	75.2%	78.3%	75.2%	90.0%	75.2%
2021-2022	80.2%	72.8%	80.3%	72.8%	75.0%	72.8%
2022-2023	79.0%	73.3%	77.3%	73.3%	82.4%	73.3%
2023-2024	77.6%	73.3%	78.4%	73.3%	88.2%	73.3%

*AVC’s overall success rate is not disaggregated by gender groups.

- **Success Rate -- Ethnicity.** Data released in 2023-2024 show that each ethnic group of Economics students except African American/Black students had higher success rates compared to AVC’s success rate in the same year. Economic students who identity as African-American/Black had the lowest success rates. Unfortunately, comparing the data for 2023-2024 to the previous year shows that the success rate of African American/Black Economics students has notably dropped.
 - **Latinx/Hispanic.** The Economics success rate for Latinx/Hispanic students in 2023-2024 was 80.2%. This is higher than the overall success rate at AVC, which was 73.3% in the same year.
 - **African American/Black.** The Economics success rate for African American/Black students in 2023-2024 was 56.5%. This is notably lower than AVC’s overall success rate, which was 73.3% in the same year.
 - **White/Non-Hispanic.** The Economics success rate for White/Non-Hispanic students in 2023-2024 was 84.3%. This is notably higher than AVC’s overall success rate, which was 73.3% in the same year.
 - **2+ Races.** The Economics success rate for students who identified as being 2+ Races was 85.7% in 2023-2024. This is notably higher than AVC’s overall success rate, which was 73.3% in the same year.
 - **Other/Masked.** The Economics success rate for students who identify as being “Other” was 84.4% in 2023-2024. This is notably higher than AVC’s overall success rate, which was 73.3% in the same year.

Academic Year	Economics Department vs AVC (Overall) – Success Rate by Ethnicity									
	Latinx/Hispanic Success Rate		African-American/Black Success Rate		White Non-Hispanic Success Rate		2+ Races Success Rate		Unknown/Masked Success Rate	
	Economics	AVC*	Economics	AVC*	Economics	AVC*	Economics	AVC*	Economics	AVC*
2017-2018	76.8%	73.5%	66.1%	73.5	84.6%	73.5%	79.2%	73.5%	90.4%	73.5%
2018-2019	75.4%	73.6%	57.1%	73.6	83.0%	73.6%	81.8%	73.6%	86.3%	73.6%

2019-2020	69.4%	74.5%	58.3%	74.5%	81.4%	74.5%	82.8%	74.5%	78.0%	74.5%
2020-2021	77.7%	75.2%	56.8%	75.2%	86.9%	75.2%	68.5%	75.2%	83.1%	75.2%
2021-2022	81.0%	72.8%	60.4%	72.8%	85.4%	72.8%	86.0%	72.8%	91.2%	72.8%
2022-2023	80.0%	73.3%	62.6%	73.3%	81.1%	73.3%	87.8%	73.3%	80.3%	73.3%
2023-2024	80.2%	73.3%	56.5%	73.3%	84.3%	73.3%	85.7%	73.3%	84.4%	73.3%

*AVC's overall success rate is not disaggregated by ethnic groups.

- **Withdrawal -- Ethnicity.** Data released in 2023-2024 show that each ethnic group of Economics students except African Americans/Blacks had a relative low withdrawal rate (<10%). African-American/Black Economics students had a notably higher withdrawal rate in 2023-2024 at 23.9%. This rate is notably higher than previous years.
 - Latinx/Hispanic. The withdrawal rate for Latinx/Hispanic students in 2023-2024 was 9.4%.
 - African American/Black. The withdrawal rate for African American/Black students in 2023-2024 was 23.9%.
 - White/Non-Hispanic. The withdrawal rate for White/Non-Hispanic students in 2023-2024 was 7.5%.
 - 2+ Races. The withdrawal rate for Economics students who identified as being 2+ Races in 2023-2024 was 7.1%.
 - Other. The withdrawal rate for Economics students who identify as being "Other" was in 2023-2024 was 7.8%.

Academic Year	Withdrawal from Economics Courses by Ethnicity				
	Latinx/Hispanic	African-American/Black	White Non-Hispanic	2+ Races	Unknown/Masked
2017-2018	12.4%	12.2%	8.7%	12.5%	3.8%
2018-2019	12.8%	16.9%	8.8%	6.8%	5.9%
2019-2020	16.4%	27.4%	13.7%	13.6%	16.5%
2020-2021	13.7%	19.8%	9.2%	18.5%	10.4%
2021-2022	10.5%	19.8%	9.3%	8.8%	8.6%
2022-2023	9.8%	15.0%	8.0%	10.2%	6.6%
2023-2024	9.4%	23.9%	7.5%	7.1%	7.8%

- **Enrollment & Modality.** Enrollment in Economics has been stable for the last two years but is notably greater than it was in 2018-2019. In 2023-2024, 1084 students were served by the Economics Department. Since 2018-2019, the majority of students are taking Economics classes online. In 2023-2024, 81.3% of all Economics students took their Economics classes online. In 2023-2024, the retention rates of the Economics students taking their classes online was slightly higher than the retention rates of Economics students taking their classes in-person (89.9% online retention rate compared to 86.2% in-person retention rate). Similarly, in 2023-2024, the success rate of Economics students taking their classes online was notably higher than the success rate of Economics students taking their classes in-person (79.3% online success rate compared to 73.4% success rate in-person). It should be noted that the retention and success rates were higher with the online classes. This latest data indicates that AVC students prefer the online modality for Economics classes and that they have greater retention and success rates in online Economics classes compared to in-person Economics classes.

Academic Year	Enrollment, Retention & Success by Modality						
	Total Enrollment in Economics	In-Person Economics Students			Online Economics Students		
		Enrollment	Retention	Success	Enrollment	Retention	Success
2017-2018	790	552	92.4%	81.9%	238	81.5%	69.7%

2018-2019	736	302	92.1%	82.1%	434	86.2%	72.6%
2019-2020	963	389	84.6%	73.0%	574	81.2%	70.9%
2020-2021	920	362	88.1%	79.8%	558	84.9%	74.0%
2021-2022	919	182	92.3%	83.5%	737	87.9%	79.4%
2022-2023	1082	239	95.8%	85.4%	843	88.3%	76.2%
2023-2024	1084	203	86.2%	73.4%	881	89.9%	79.3%

- AA-T Degrees in Economics.** The number of AA-T degree in Economics at AVC has been on a steady rise between 2016 and 2021. With the start of the 2021-2022 academic year, there has been a decrease in the number of AA-T Economics degrees. The downward trend in AVC's AA-T degree in Economics is in line with the downward trend in overall enrollment in the California State University (CSU) system and in overall undergraduate enrollment nationally. See the table below. The 2023-2024 data for AA-T degree in Economics was higher than it was in 2022-2023. This is encouraging to faculty who promote the AA-T degree (and the advantages of getting a double AA-T degree in Economics and Business Administration).

Academic Year	Transfer Rates: AVC AA-T Degree in Economics in Comparison to California and National Data			
	AA-T Degree Economics (AVC Data)	Bachelor's Degree Economics ¹ (National Data)	General Enrollment CSU System ² (State Data)	Undergraduate Enrollment ³ (National Data)
2015-2016	1	33,474	-	-
2016-2017	1	34,056	-	-
2017-2018	18	35,324	484,297	16.8M
2018-2019	24	35,193	481,210	16.6M
2019-2020	18	34,992	481,929	16.6M
2020-2021	39	-	485,550	15.9M
2021-2022	34	-	477,466	-
2022-2023	30	-	457,992	-
2023-2024	35	-	-	-

¹ https://nces.ed.gov/programs/digest/d21/tables/dt21_325.92.asp

² <https://www.calstate.edu/csu-system/about-the-csu/facts-about-the-csu/enrollment>

³ <https://educationdata.org/college-enrollment-statistics>

The stagnant number of AA-T degrees in Economics granted at AVC in the past few years can in part be attributed to the effects of falling birth rates and limited immigration (as these correlate with college-age population). Another factor to consider: the effects of emerging technologies (i.e., AI, ChatGPT) on the structure and future needs of the U.S. labor markets. (For more detailed insights, see <https://www.vox.com/the-highlight/23428166/college-enrollment-population-education-crash>.)

- Faculty Retention.** AVC has been able to retain its Economics faculty. In a time when many universities are finding faculty retention a significant issue, this is a reason to celebrate. Having steady, highly-qualified faculty promotes program and student success.

Opportunities and Challenges: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)

The Economics Program has been meeting its SLOs and PLOs successfully for a number of years. To maintain our success, we need to continue to support our faculty, offer courses at the time and modality that meet our students' needs, and continue to focus on relevance and mentorship.

External factors that could impact future enrollment and/or student success include **shrinking college-age population**, changing labor market/economic conditions and new public health emergencies. (Continuing to build our online offerings could help mitigate public health emergencies and provide more flexibility for students who are employed.)

Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

We'd like to be a program that is known for teaching solid introductory-level economic courses to prepare our students to engage in citizenship in a literate society. We'd also like to provide a solid foundation for those students who wish to transfer into 4-year institutions.

Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data

N/A

Insert Advisory Committee Recommendations here (Please do not insert complete meeting minutes, but just recommendations from the advisory committee.)

Insert Labor Market Data here <https://www.labormarketinfo.edd.ca.gov/commcolleges/>

Part 2C: Review and comment on progress toward past Course Improvement Plans

List your past **Course Improvement Plans** (CIPs) and progress toward meeting those plans.

Past Course Improvement Plans	Progress Made																																																							
<p>Given the current student success, we will continue to utilize the following Course Improvement Plan (our best practices):</p> <ul style="list-style-type: none"> • <u>Focusing on solid instruction.</u> Class sections are structured around a specific topic; this topic is covered in both lecture/in-class activities and reinforced through homework assignments and readings. Lecture notes around the focused topic are prepared with care and shared with students. When mathematical problems are done, each step is addressed so that students can understand the process used to arrive at the answer. Lastly, instructors are cognizant of pace, leaving time for instructors to metacognate (when instructors think aloud to show students their inner thoughts while problem solving and sensemaking) and to address student questions. • <u>Office hours.</u> Faculty provide a mix of on-campus and virtual office hours to support the varied needs of students. Instructors often reference office hours and encourage students to utilize them. Students are told that if they are not available during posted/scheduled hours to make an appointment and/or send an email articulating their questions. • <u>Being responsive to students.</u> Students are encouraged to contact their instructors if they have a question. When questions come in, the questions are answered in a timely and respectful manner, thus giving students positive feedback for being willing to articulate their questions. Doing this also helps to establish that the faculty want students to learn and thrive. • <u>Providing supplemental online materials.</u> In this day and age, there is a plethora of high-quality videos that explain many key economic concepts. Faculty work to find the best 	<p>The best measure of progress is to look at SLO and PLO data.</p> <p>In 2023-2024, the Economics Program met all its SLOs and PLOs. AVC’s Economic faculty will continue to build upon this success in future terms. Specifics are below.</p> <p>AVC’s Economics classes are currently being taught by one full-time faculty member and a small team of dedicated veteran adjunct faculty members. The strong achievements of the student can directly be linked to the faculty’s work, expertise, and availability to the students.</p> <p><u>Regarding SLOs for the Economics Program:</u> All ECON 101, 102 and 110 SLOs were met/exceeded successfully in the 2023-2024 academic year.</p> <p><i>AVC Economics Department -- SLO Data 2023-2024</i></p> <table border="1" data-bbox="978 906 2011 1369"> <thead> <tr> <th rowspan="2">SLO Data for 2023-2024 Academic Year</th> <th colspan="2">ECON 101 <i>Principles of Macroeconomics</i></th> <th colspan="2">ECON 102 <i>Principles of Microeconomics</i></th> <th colspan="2">ECON 110 <i>Economics of Underclass</i></th> </tr> <tr> <th>Success (%)</th> <th>Target: (70%)</th> <th>Success (%)</th> <th>Target (70%)</th> <th>Success (%)</th> <th>Target (70%)</th> </tr> </thead> <tbody> <tr> <td>SLO 1</td> <td>80.95</td> <td>Met/Exceeded</td> <td>92.24</td> <td>Met/Exceeded</td> <td>90.0</td> <td>Met/Exceeded</td> </tr> <tr> <td>SLO 2</td> <td>86.85</td> <td>Met/Exceeded</td> <td>90.32</td> <td>Met/Exceeded</td> <td>90.0</td> <td>Met/Exceeded</td> </tr> <tr> <td>SLO 3</td> <td>85.07</td> <td>Met/Exceeded</td> <td>88.26</td> <td>Met/Exceeded</td> <td>90.0</td> <td>Met/Exceeded</td> </tr> <tr> <td>SLO 4</td> <td>85.42</td> <td>Met/Exceeded</td> <td>88.73</td> <td>Met/Exceeded</td> <td>90.0</td> <td>Met/Exceeded</td> </tr> <tr> <td>SLO 5</td> <td>85.42</td> <td>Met/Exceeded</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> </tr> <tr> <td>SLO 6</td> <td>83.16</td> <td>Met/Exceeded</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> </tr> </tbody> </table> <p><u>Regarding PLOs for the Economics Program:</u> All PLOs were met/exceeded successfully in the 2023-2024 academic year.</p>	SLO Data for 2023-2024 Academic Year	ECON 101 <i>Principles of Macroeconomics</i>		ECON 102 <i>Principles of Microeconomics</i>		ECON 110 <i>Economics of Underclass</i>		Success (%)	Target: (70%)	Success (%)	Target (70%)	Success (%)	Target (70%)	SLO 1	80.95	Met/Exceeded	92.24	Met/Exceeded	90.0	Met/Exceeded	SLO 2	86.85	Met/Exceeded	90.32	Met/Exceeded	90.0	Met/Exceeded	SLO 3	85.07	Met/Exceeded	88.26	Met/Exceeded	90.0	Met/Exceeded	SLO 4	85.42	Met/Exceeded	88.73	Met/Exceeded	90.0	Met/Exceeded	SLO 5	85.42	Met/Exceeded	-	-	-	-	SLO 6	83.16	Met/Exceeded	-	-	-	-
SLO Data for 2023-2024 Academic Year	ECON 101 <i>Principles of Macroeconomics</i>		ECON 102 <i>Principles of Microeconomics</i>		ECON 110 <i>Economics of Underclass</i>																																																			
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SLO 4	85.42	Met/Exceeded	88.73	Met/Exceeded	90.0	Met/Exceeded																																																		
SLO 5	85.42	Met/Exceeded	-	-	-	-																																																		
SLO 6	83.16	Met/Exceeded	-	-	-	-																																																		

of these resources to share with their students to supplement their instruction. Sometimes concepts and processes “click” when explained in multiple and varied ways. MyLab Economics (class management platform) is an excellent tool for online instructional materials.

- Providing students with learning and study tips.
- Making students aware of support services available to them, like the Learning Center’s Math Tutoring. [The students who struggle to master the concepts of the class seem to struggle primarily because they don’t have a basic foundation in mathematics. The learning Center really helps to address the holes in their learning/understanding. This is particularly important since the passage of AB705.]
- Providing study/review sessions before the final exams. These sessions provide tangible support and help to project the notion that faculty are not writing tests to be a “gotcha” trap.
- Working in partnership with the Office of Disability Services and students who benefit from accommodations to ensure that all students are set up for success.
- Connecting the academic concepts explored to current, real-world issues and events so that students can easily identify the relevance and importance of what they are learning.
- Reminding students that what they are doing is important and valuable. Cheering them on in their academic pursuits and encouraging them to think about educational and career paths beyond AVC.
- Sending frequent and clear communications to students regarding expectations and deadlines. Students seem to benefit from reminders. We want to make sure that AVC is not a “gotcha culture” but rather a culture that provides pathways to success.

AVC Economics Department -- PLO Data 2023-2024

PLO Data for 2023-2024 Academic Year	SLO Data Used	Success (%)	Target (70%)
PLO 1	SLO 1, 2, 3, 4, 5 and 6 for ECON 101 SLO 1, 2, 3 and 4 for ECON 102	This PLO is met at a level of 80% or higher.	Met/Exceeded
PLO 2	SLO 4 and 6 for ECON 101 SLO 1, 2, 3 and 4 for ECON 102	This PLO is met at a level of 80% or higher.	Met/Exceeded
PLO 3	SLO 1,3 and 5 for ECON 101 SLO 1, 2, 3 and 4 for ECON 102	This PLO is met at a level of 80% or higher.	Met/Exceeded
PLO 4	SLO 4, 5 and 6 for ECON 101 SLO 1 for ECON 102	This PLO is met at a level of 80% or higher.	Met/Exceeded

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

List your past program review goals and progress towards those goals.

Past Goal	Progress Made
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<p>1. To shrink the gap between the success African American/Black students are having in the Economics program in comparison to their non-African American/Black peers.</p>	<p>The data speaks to the need for this goal and the difficulty of breaking this trend.</p> <p>The 2023-2024 data shows that African-American/Black students have lower retention, lower success, and higher withdrawal rates than their non-African-American/Black peers.</p> <p>African-Americans/Blacks were doing better; their success rates were on the rise until 2023-2024. In 2023-2024, we lost 6.1 percentage points of growth compared to the previous year, basically erasing all the gains made since the start of post-covid era (2018-2019).</p> <p>The Economics faculty hypothesize that the notable decline is attributed to the removal of the math requirement (per AB705). The students who struggle to master the concepts presented in the Economics classes seem to struggle primarily because they don't have a basic foundation in mathematics. It seems as if math isn't required that students don't opt to voluntarily take math class or go to the learning center for math support/tutoring. Consequently, too many students are ill-prepared to succeed in classes (like Economics) where basic math is foundational.</p> <p>We will continue to keep the goal of increasing the success and retention rates of all students and put extra attention on additionally shrinking the gap between the demographic groups.</p>
<p>2. To continue to help a greater number of AVC students transfer to 4-year institutions.</p>	<p>Data show that AA-T Degrees in Economics increased in 2023-2024. This increase corresponds to the faculty's consistent vocalization regarding the benefits of the AA-T degree and of getting double transfer degrees in Economics and Business Administration.</p> <p>We will continue to keep this goal as we think an even greater number of students can and will want to earn the AA-T Degree in Economics.</p>

Part 3: Based on Part 2 above, please list program/area goals:								
Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				

#1	ILO 2. Creative, Critical, and Analytical Thinking	All	All		Goal #2 Equity: Improve the college culture by becoming a more caring, welcoming, accessible, and inclusive campus.	To continue to shrink the gap between the success African- American/Black students are having in the Economics Department in comparison to their non- African American/Black peers.	Extra effort on part of faculty to offer support to learn materials (i.e., test review sessions, tutoring, academic advising) during office hours. It is possible that additional economics and math tutors in the Learning Center will enable all AVC students – including African American/Black students- to have greater success. Economics faculty believes that AVC as a whole institution needs to come up with a plan to support the academic achievement of African- American/Black students.	Looking at retention, withdrawal, and success data.
#2	ILO 4. Career and Specialized Knowledge	All	All		Goal #3 Resources: Increase student awareness about campus resources.	To continue to help a greater number of AVC students transfer to 4- year institutions.	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.	Looking at AA-T Economics degree data.

#3	Choose ILO				Choose an item.			
#4	Choose ILO				Choose an item.			

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Other	<p>To support the Goal 1 listed in Part 3, AVC should consider allocating funds to the Learning Center to hire high-quality economics tutors.</p> <p>Additionally, given the link between fundamental mathematical and graphing skills and economics, it would be beneficial to ensure there are adequate math tutors available.</p> <p>Lastly, if it has not been done before, AVC's Learning Center might consider sending a survey to AVC students asking them to identify the days/times that they would be most likely to take advantage of tutoring services and the preferred modality (on-campus or on-line) of tutoring services. It makes sense to have the most tutors available at the times when our students can utilize the services. It is possible that our students are working during the week and would benefit from evening or weekend tutoring sessions. Asking for demographic data on this survey might reveal that different student populations have different needs. Since we want to support the success of African American students, we'd want to make sure that we have tutors available when</p>	Classified Staff	Repeat Request	Other	Reoccurring	Other

	this sub-group can utilize them. The cost associated with this plan would need to be determined by the Learning Center.					
Other	To support Goal 2 listed in Part 3, AVC should promote on social media the success of alumni who have started at AVC and then transferred (and were successful in) 4 year institutions. A positive buzz will create awareness of AVC's transfer degrees.	Other	Repeat Request	Other	Reoccurring	Other
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above).

Required:

- Success & Retention tab
- Program Awards tab

Optional:

- Other supporting data/information

Course Improvement Plan

Course Improvement Plan (Data) : Version by Goel, Meeta on 10/01/2024 23:48

Courses	Achievement Target	Actual Performance
ECON100 - Survey of Economics		
Be able to reason accurately and objectively about economic matters. (Active from Fall 2018)	70.00%	0.00%
ECON100 - Survey of Economics		
Summarize the principles essential for understanding the economic problems, specific economic issues, and policy alternatives. (Active from Summer 2021)	70.00%	0.00%
ECON101 - Principles of Macroeconomics		
Explain how the concepts of scarcity and opportunity cost affect consumer, business and government decision-making. (Active from Fall 2018)	70.00%	80.95%
Define, describe and calculate the basic nominal and real measures of aggregate economic activity, such as domestic product and income, unemployment and inflation. (Active from Fall 2018)	70.00%	86.85%
Describe, compare, differentiate, and evaluate classical, monetarist, Keynesian and supply-side macroeconomic theories. (Active from Fall 2018)	70.00%	85.07%
Explain the role of banking in the money creation process, and identify and explain the structure, function, and purpose of the Federal Reserve System. (Active from Fall 2018)	70.00%	85.42%
Identify the causes of economic growth, and propose and assess various fiscal and monetary macroeconomic policies that promote economic growth. (Active from Fall 2018)	70.00%	85.42%
Measure and evaluate the macroeconomic consequences of globalization. (Active from Fall 2018)	70.00%	83.16%
ECON102 - Principles of Microeconomics		
Identify and define the economic concepts of scarcity, efficiency, opportunity costs and comparative advantage and apply them to demonstrate the gains from specialization and trade. (Active from Fall 2018)	70.00%	92.24%
Describe the determinants of supply and demand, and examine and explain the market consequences of elasticity and changes in both unconstrained and government regulated markets. (Active from Fall 2018)	70.00%	90.32%
Apply the theory of profit-maximization to the decision making process of firms in various market structures. (Active from Fall 2018)	70.00%	88.26%
Define, demonstrate and compare and contrast the four basic market structures of perfect competition, monopoly, monopolistic competition and oligopoly. (Active from Fall 2018)	70.00%	88.73%
ECON110 - Economics of the Underclass		
Demonstrate communication, presentation and collaborative skills needed to function effectively as a team member in a diverse economic/business/and educational environment. (Active from Fall 2018)	70.00%	90.00%
Compare and contrast various economic theories of unemployment, poverty and discrimination. (Active from Fall 2018)	70.00%	90.00%
Provide public policy solutions to socioeconomic problems related to such areas as unemployment, poverty, and discrimination using economic concepts and tools learned. (Active from Fall 2018)	70.00%	90.00%
Analyze and evaluate a real life scenario and apply the hidden rules that exist between and among groups and economic classes to resolve the situation presented. (Active from Fall 2018)	70.00%	90.00%

Course Improvement Plan Narrative

- Utilizing the content of the Action Plan Report and conversations with other faculty, address all SLOs that have met and/or exceeded the expected performance, how can this success be sustained and supported?
No Value
- Utilizing the content of the Action Plan Report and conversations with other faculty, address all SLOs reporting below the expected performance line. What high-impact practices or other changes can be implemented to improve student performance?
No Value
- Indicate any additional resources needed to implement the changes.
No Value

Success and Retention

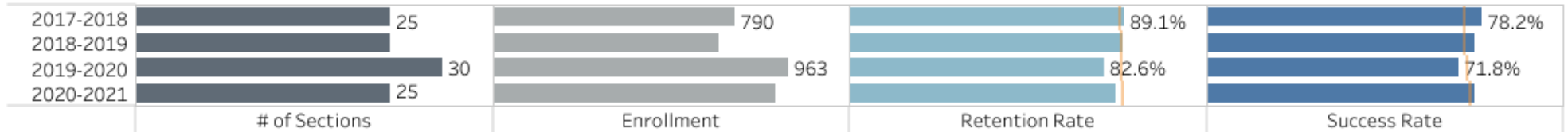
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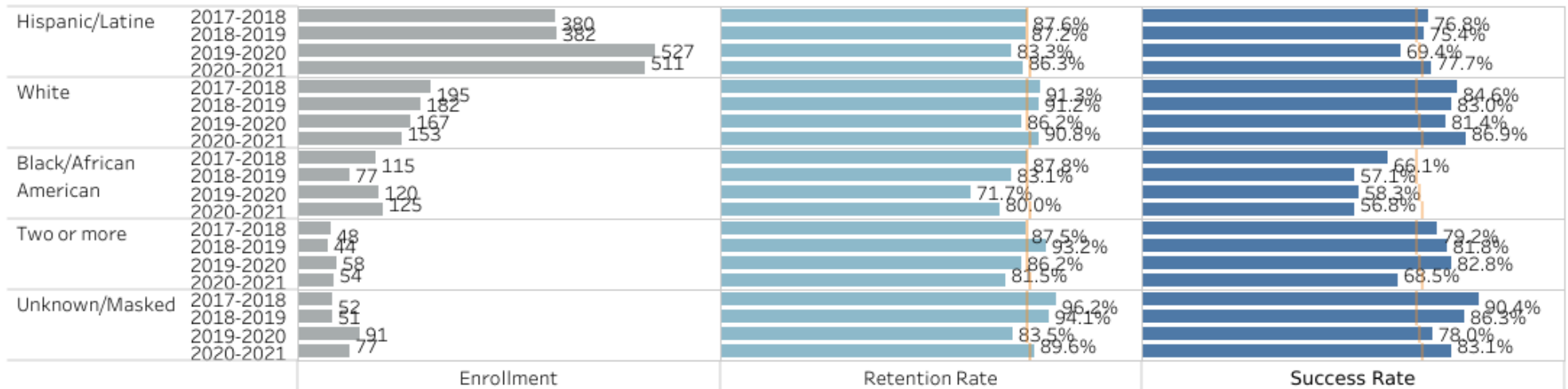
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AVC Retention and Success shown in vertical |

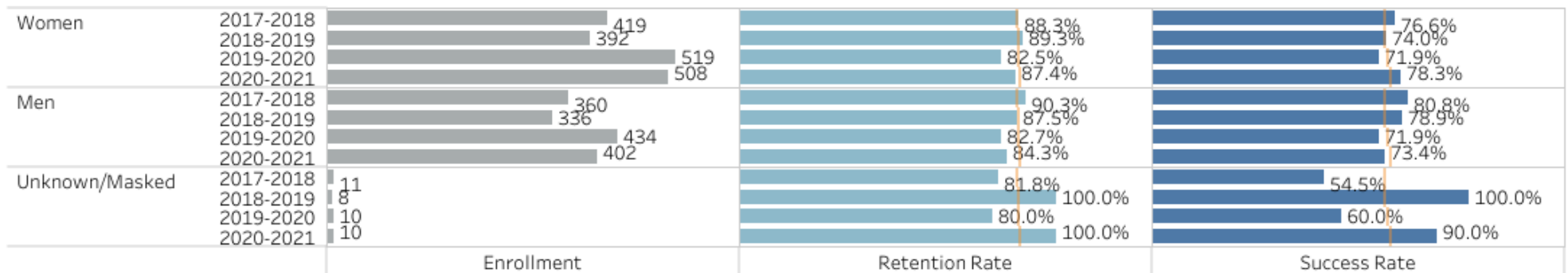
Overall Enrollments, # of Sections, Retention and Success by Year for ECON



Enrollments, Retention & Success for ECON by Ethnicity



Enrollment, Retention and Success for ECON by Gender



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Success and Retention

Select Academic Year:
Multiple values

Select Subject:
ECON

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AVC Retention and Success shown in vertical |

Overall Enrollments, # of Sections, Retention and Success by Year for ECON

Academic Year	# of Sections	Enrollment	Retention Rate	Success Rate
2021-2022	34	919	88.8%	80.2%
2022-2023	35	1,082	89.9%	78.2%
2023-2024	38	1,084	89.2%	78.2%

Enrollments, Retention & Success for ECON by Ethnicity

Ethnicity	Academic Year	Enrollment	Retention Rate	Success Rate
Hispanic/Latine	2021-2022	543	89.5%	81.0%
	2022-2023	635	90.1%	80.0%
	2023-2024	693	90.6%	80.2%
White	2021-2022	151	90.7%	85.4%
	2022-2023	175	92.0%	81.1%
	2023-2024	134	92.5%	84.3%
Black/African American	2021-2022	111	80.2%	60.4%
	2022-2023	147	85.0%	62.6%
	2023-2024	138	76.1%	56.5%
Two or more	2021-2022	57	91.2%	86.0%
	2022-2023	49	89.8%	87.8%
	2023-2024	42	92.9%	85.7%
Unknown/Masked	2021-2022	57	91.2%	91.2%
	2022-2023	76	93.4%	80.3%
	2023-2024	77	92.2%	84.4%

Enrollment, Retention and Success for ECON by Gender

Gender	Academic Year	Enrollment	Retention Rate	Success Rate
Women	2021-2022	472	89.2%	80.3%
	2022-2023	560	89.5%	77.3%
	2023-2024	598	88.6%	78.4%
Men	2021-2022	435	88.5%	80.2%
	2022-2023	505	90.5%	79.0%
	2023-2024	469	89.6%	77.6%
Unknown/Masked	2021-2022	12	83.3%	75.0%
	2022-2023	17	88.2%	82.4%
	2023-2024	17	100.0%	88.2%

[< Click to go back](#)

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Program Awards

Select Academic Year:
All

Select Ethnicity:
All

Gender
All

(Use these filters add years & disaggregate by ethnicity and gender for both of the visualizations below)

Institutional Awards

Award Type	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
AA-T/AS-T	786	790	860	734	640
AA/AS	1303	1184	1366	1172	1292
Certificate	1235	1223	1426	1115	1108
AVC Local Certificate	152	159	189	210	194
Bachelor's	6	16	13	16	21
Non-Credit	87	82	58	38	64
Grand Total	3569	3454	3912	3285	3319

Select Program Majors:
Multiple values

< Select Program Major for the chart below

Subject Awards for AA-T Economics, General Business, General Business Cert

Award Type	Degree Desc	Academic ..	
AA-T/AS-T	AA-T Economics	2019-2020	
		2020-2021	39
		2021-2022	34
		2022-2023	30
		2023-2024	35
AA/AS	General Business	2019-2020	
		2020-2021	17
		2021-2022	20
		2022-2023	13
		2023-2024	32
Certificate	General Business Cert	2019-2020	
		2020-2021	18
		2021-2022	19
		2022-2023	13
		2023-2024	33

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Grade Distribution

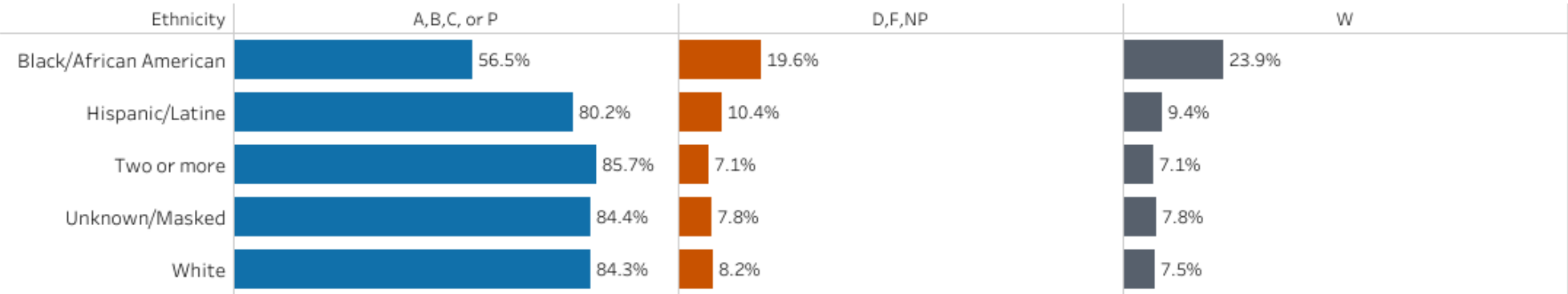
Academic Year
2023-2024

Subject
ECON

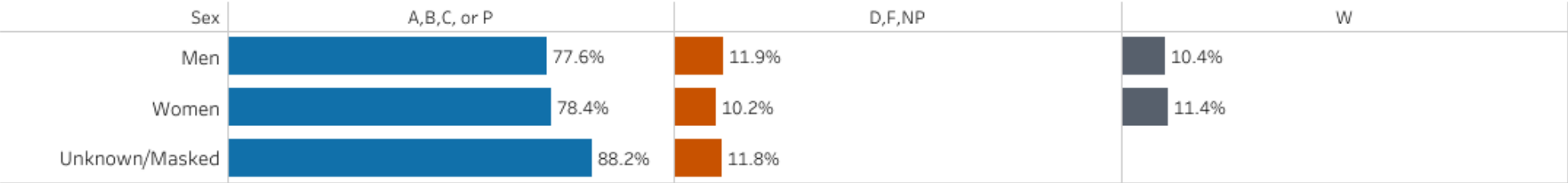
Overall Grade Distribution for ECON



Grades Distribution for ECON by Ethnicity



Grade Distribution for ECON by Gender



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Success and Retention by Modality

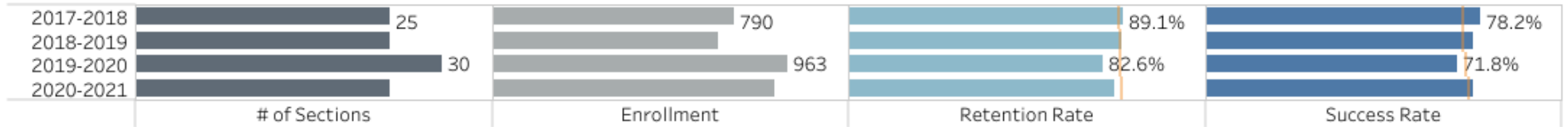
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Multiple values

Select Modality:
All

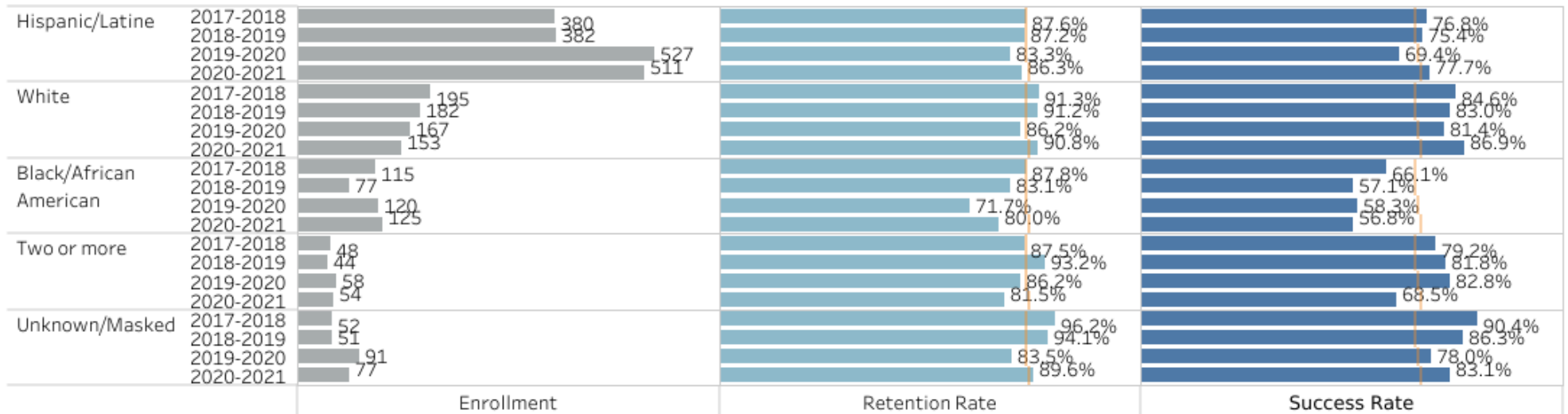
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ECON

< To select different, use 'Select Subject'
AVC Retention and Success shown in vertical

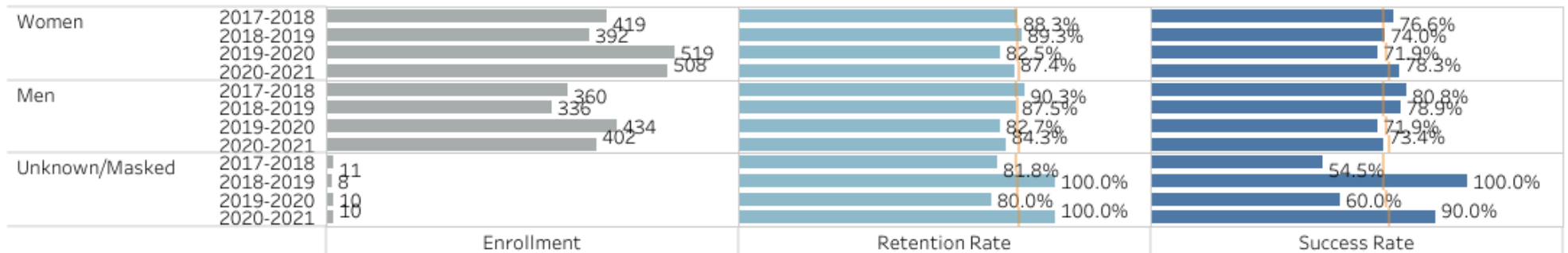
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Enrollments, Retention & Success for ECON by Ethnicity



Enrollment, Retention and Success for ECON by Gender



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Click to go next >

Success and Retention by Modality

Select Academic Year:
Multiple values

Select Modality:
All

Select Subject:
ECON

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Fall 2024 Program Review Report | Instructional Areas

Division/Area Name: Social Behavior Sciences/ Education	For Planning Years: 2025-2026
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Name of person leading this review: Kimberly Barker

Names of all participants in this review: Kimberly Barker and Yadira Arellano

Part 1. Program Overview: Briefly describe how the program contributes to the district mission

The Antelope Valley College Education program is dedicated to preparing future educators to make a positive impact on students, schools, and communities. Aligned with the district’s mission, the Education program promotes quality instruction, inclusivity, and community engagement, fostering a supportive environment where students develop the knowledge and skills needed to support diverse learners academically, socially, and emotionally.

Contributing directly to the district’s mission, the Education program provides equitable access to education pathways, empowering students from all backgrounds to pursue meaningful careers in teaching. Through a comprehensive curriculum that combines educational theory, cultural responsiveness, and hands-on experience, the program equips students to work confidently in diverse classroom settings, positively impacting both their lives and the communities they serve. By prioritizing student success, career readiness, and community connection, the Education program not only prepares future educators but also inspires them to become leaders dedicated to supporting and uplifting students in impactful ways.

Part 2A: Analyze the [program review data \(retrieval instructions\)](#), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:

Use the following questions to guide your analysis:

Overall (Use the *Success & Retention* and *Program Award* tabs to inform your analysis)

What are the success and retention rates for your discipline? Did they decrease or increase in the last year?

In the 2022-2023 academic year, the retention rate for the discipline was 91.4%, indicating a strong ability to keep students enrolled through the end of their courses. In 2023-2024, however, the retention rate decreased to 75.9%. This drop suggests that fewer students remained engaged or completed their courses compared to the previous year.

The success rate in 2022-2023 was 68.2%, showing a relatively high rate of students achieving passing grades or meeting course requirements. In 2023-2024, the success rate decreased to 59.8%, indicating a decline in the number of students successfully completing their courses with passing grades.

Both the retention and success rates decreased from 2022-2023 to 2023-2024. The retention rate dropped by approximately 15.5% (from 91.4% to 75.9%), and the success rate declined by 8.4% (from 68.2% to 59.8%).

In the last year, the discipline experienced a decline in both retention and success rates, suggesting potential challenges in maintaining student engagement and completion. These decreases highlight an area for improvement, where the program may need to explore additional support strategies, resources, or adjustments in course design to help stabilize and improve these outcomes in future academic years.

What are the trends for the number of awards granted? Are the number of awards going up or down?

Based on the most recent Subject Award Data provided for the Instructional Aide AA/AS and Instructional Aide Certificate programs, the trends for the number of awards granted show stability but remain consistently low.

AA/AS in Instructional Aide: For the academic years 2020-2021 through 2023-2024, fewer than five AA/AS degrees were awarded each year. This low number has remained consistent, with no significant increase or decrease in awards granted over this period. The data suggests that while a small, steady number of students are completing the AA/AS degree, there has not been noticeable growth in completions.

Instructional Aide Certificate: Similar to the AA/AS degree, fewer than five Instructional Aide Certificates were awarded each year from 2020-2021 through 2023-2024. The award count has remained stable without fluctuations, indicating a consistently low number of certificate completions annually.

Overall Trend The trend in the number of awards granted for both the Instructional Aide AA/AS and Certificate programs has been stable but low across the past four years, with fewer than five awards each year for both categories. There is no indication of either an upward or downward trend in award completion, suggesting that enrollment and completion rates in these programs have not experienced significant growth or decline.

This stability presents an opportunity for the program to explore strategies for increasing awareness, enrollment, and completion rates. Targeted outreach efforts, partnerships with local schools, and an emphasis on career opportunities for instructional aides could help attract more students to these pathways and potentially increase the number of awards granted in the future.

Which ethnic / gender student groups complete their courses at the highest rates?

Two or More Ethnicities: Students identifying with Two or More Ethnicities have the highest success rates across ethnic groups, with a 100% success rate in the 2022-2023 academic year. Although enrollment numbers for this group are small, their consistent success rate suggests strong support and engagement within the program.

Unknown/Masked Ethnicity: Students with an Unknown/Masked ethnicity also show high success rates, with 80% in 2022-2023. This indicates that students from this group are completing courses at a high rate despite lower enrollment numbers.

Hispanic/Latine Students: Hispanic/Latine students, who represent a large portion of the overall enrollment, achieved a 66.7% success rate in 2022-2023. This is one of the highest success rates among major ethnic groups and reflects the program's effective support for Hispanic/Latine students, contributing to a positive completion outcome for this demographic.

Women: Female students complete their courses at the highest rate among gender groups, with a 61.8% success rate in 2022-2023. This aligns with their high retention rate of 92.3%, indicating that the program is effectively supporting female students to stay engaged and complete their courses successfully.

Unknown/Masked Gender: The Unknown/Masked Gender group, while very small in enrollment, had a 100% success rate in 2022-2023. Although this group represents a minimal portion of the population, the high success rate reflects positive completion outcomes.

The ethnic and gender groups with the highest course completion (success) rates in the Instructional Aide program are:

Students identifying with Two or More Ethnicities and Unknown/Masked ethnicity have the highest success rates, followed by Hispanic/Latine students, who are the largest demographic within the program. Women show the highest completion rates among gender groups, supported by strong retention. These patterns indicate that the program provides effective support for female students and certain ethnic groups, particularly Hispanic/Latine students. This success can serve as a foundation to strengthen support for other demographics, such as male students and underrepresented ethnic groups, to achieve more equitable completion rates across all student populations.

Which ethnic / gender student groups experience the largest gaps compared to the highest-performing group?

Based on the Success & Retention Data provided, here's an analysis of which ethnic and gender groups experience the largest gaps in course completion (success) rates compared to the highest-performing groups:

Black/African American students have one of the lowest success rates among all ethnic groups, with a 41.2% success rate in the 2022-2023 academic year. Compared to the highest-performing groups, such as students with Two or More Ethnicities (100%) and Hispanic/Latine students (66.7%), Black/African American students show a significant gap in course completion, highlighting an area where additional support may be beneficial.

White students also experience a notable gap, with a 52.2% success rate in 2022-2023. This rate is considerably lower than the highest-performing groups, indicating that White students may benefit from targeted resources or support to close the gap in completion rates.

Male students have a 58.8% success rate in 2022-2023, which is lower than the rate for female students (61.8%) and significantly lower than the 100% success rate seen among students in the Unknown/Masked Gender category. This gap suggests that male students may face unique challenges that affect their course completion, and addressing these could help improve overall success rates for this demographic.

The ethnic and gender groups experiencing the largest gaps in success rates compared to the highest-performing groups are:

Black/African American students show the largest gap, with a success rate (41.2%) significantly lower than the highest-performing groups, followed by White students (52.2%). Men have the largest gap among gender groups, with a success rate (58.8%) lower than that of women and other high-performing groups. These gaps indicate opportunities for the program to provide additional targeted support to Black/African American students, White students, and male students to improve their course completion rates and work toward greater equity in student success outcomes.

Strengths and Accomplishments: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

High Retention Rates in Previous Years: The program demonstrated strong retention rates, particularly in the 2022-2023 academic year, where it achieved a 91.4% retention rate. This high rate indicates that a significant majority of students stayed engaged and completed their courses. Such retention is a positive indicator of the program's ability to keep students on track, highlighting effective course design, supportive faculty engagement, and strong student satisfaction.

Consistent Enrollment Among Diverse Student Populations: The program enrolls a diverse group of students, with Hispanic/Latine students being the largest demographic. In 2022-2023, Hispanic/Latine students had a retention rate of 83.3% and a success rate of 66.7%, which shows that the program is effectively supporting this key demographic. This diversity adds value to the learning environment, as students benefit from exposure to varied perspectives and experiences. Female students also make up a significant portion of the enrollment, with a high retention rate of 92.3% in 2022-2023, demonstrating the program's appeal and effectiveness in retaining women, who are often a primary demographic in education-related fields.

Stable Award Completion: While the Instructional Aide AA/AS and Certificate programs grant fewer than five awards each year, this number has remained stable from 2020-2021 to 2023-2024. The consistent awarding of degrees and certificates reflects the program's ability to maintain a steady group of completers who successfully navigate and finish the curriculum. This stability, although modest in numbers, points to a foundation upon which the program can build further.

High Success Rates Among Certain Ethnic and Gender Groups: Students identifying with Two or More Ethnicities had a 100% success rate in the 2022-2023 academic year, and Unknown/Masked ethnicity students had an 80% success rate. Additionally, female students achieved a 61.8% success rate. These high success rates among specific groups reflect the program's ability to support students to achieve passing grades and course completion.

The program's strengths lie in its historically high retention rates, consistent completion rates, and ability to attract and support a diverse student population, especially Hispanic/Latine students and female students. The steady, if modest, number of awards granted each year demonstrates a solid foundation in helping students achieve completion. These accomplishments position the program well, with a strong base upon which to build further initiatives for growth and increased success rates across all demographic groups.

Opportunities and Challenges: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

The Education program at Antelope Valley College has several opportunities for growth, as well as some challenges that need to be addressed to enhance its impact on student success and equity.

1. Increasing Enrollment and Completion Rates:
 - The Instructional Aide AA/AS degree and Certificate programs show consistently low award numbers, with fewer than five completions each year from 2020-2021 to 2023-2024. This presents an opportunity to increase visibility and attract more students into these programs. Targeted outreach efforts, such as partnerships with high schools, community centers, and local school districts, could raise awareness about career opportunities in instructional aide roles, ultimately driving higher enrollment and completion rates.
2. Improving Success Rates for Underrepresented Groups:
 - Success rates among Black/African American students and White students indicate room for improvement. In 2022-2023, Black/African American students had a 41.2% success rate, while White students had a 52.2% success rate. Focused support initiatives, such as tutoring, mentorship, or culturally responsive teaching practices, could help close these gaps and promote equitable outcomes across all demographics.
3. Expanding Practical Experience Opportunities:
 - Student feedback has indicated a desire for more hands-on learning and field experience. Establishing partnerships with local schools and early childhood centers could facilitate internships or practicum opportunities, helping students gain real-world skills and improve job readiness. Such

experiences would make the program more attractive to prospective students and enhance student engagement, potentially increasing both retention and success rates.

4. Supporting Career Development and Job Placement:

- o Strengthening career development resources could further support students as they transition into the workforce. Offering resume workshops, interview preparation, and job placement support could improve employment outcomes for graduates. Establishing connections with local educational employers could create a pipeline from the program to employment, increasing the value of the program for prospective students.

Challenges

1. Decline in Retention and Success Rates:

- o The program experienced a notable decrease in both retention and success rates from 2022-2023 to 2023-2024. Retention dropped from 91.4% to 75.9%, while the success rate declined from 68.2% to 59.8%. This trend indicates a challenge in keeping students engaged and successfully completing their courses. Identifying the factors contributing to this decline—such as course difficulty, external student challenges, or program structure—will be essential to reversing this trend.

2. Engaging and Supporting Male Students:

- o Male students have consistently lower success rates compared to female students. In 2022-2023, the success rate for male students was 58.8%, compared to 61.8% for female students. This gap suggests that male students may face unique challenges in the program. Providing targeted support, such as male mentorship, networking opportunities, or personalized advising, could help increase engagement and completion rates among male students.

3. Limited Award Completion Numbers:

- o The consistently low number of program awards (fewer than five per year for both AA/AS degrees and certificates) indicates a challenge in scaling the program. Low award numbers may be due to limited awareness or perceived value of the instructional aide pathway. Addressing this challenge by promoting the career benefits and potential job placements associated with the program could help attract more students and increase award completion rates.

4. Addressing Gaps in Success Among Ethnic Groups:

- o While Hispanic/Latine students and students identifying with Two or More Ethnicities show relatively high success rates, Black/African American and White students have lower success outcomes, indicating a disparity. This gap presents a challenge in ensuring equitable success across all student demographics. Providing additional resources, implementing culturally responsive curricula, and offering targeted support to underrepresented groups could help bridge these gaps.

The program has several opportunities for growth, including increasing enrollment and completion rates, improving support for underrepresented groups, expanding hands-on learning, and strengthening career development resources. However, challenges such as declining retention and success rates, limited program completion numbers, and success rate disparities among certain demographics will need to be addressed. By focusing on these areas, the program can work towards achieving greater student engagement, equitable outcomes, and improved completion rates across all student groups.

Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

The Education program at Antelope Valley College aspires to be a regional leader in preparing students for impactful careers in Education, early childhood and family services, addressing critical needs in equitable education, career readiness, and community engagement. With data-driven improvements in success, retention, and completion, the program's aspirations include advancing student support, building career pathways, and advocating for the profession's value.

Aspirations

1. Achieving Greater Equity in Success Rates Across All Demographics:
 - The program's success rates reveal disparities, particularly for Black/African American and White students. With success rates of 41.2% and 52.2% respectively in 2022-2023, these groups experience lower completion outcomes compared to Hispanic/Latine students (66.7%) and those identifying with Two or More Ethnicities (100%). The program aspires to close these gaps by implementing equitable support structures, such as mentorship programs, culturally responsive teaching practices, and targeted resources to ensure that all students have an equal opportunity to succeed.
2. Increasing Award Completion Numbers in Instructional Aide Pathways:
 - Currently, fewer than five awards are granted each year in both the Instructional Aide AA/AS degree and Instructional Aide Certificate programs. This consistently low completion rate presents an opportunity for growth. By increasing awareness of the instructional aide career path, enhancing program visibility, and emphasizing the job placement potential, the program can aspire to increase award completions and make a meaningful impact on the local education workforce.
3. Developing a Bachelor's Degree Pathway in Education:
 - To support students who wish to advance beyond paraprofessional roles, the program could develop a Bachelor's degree pathway in Education. This would provide a clear academic and career progression for students seeking higher qualifications. A Bachelor's degree option would align with workforce demands for more credentialed teachers and educational professionals, positioning the program as a comprehensive education pathway and attracting a broader student base.
4. Becoming a Model for Inclusive and Culturally Responsive Education:
 - With its success in retaining Hispanic/Latine students and a diverse student body, the program aspires to become a leader in inclusive and culturally responsive education. By enhancing diversity-focused initiatives and implementing strategies to support underrepresented groups, the program can set a standard in creating an equitable learning environment. This aspiration aligns with a broader institutional goal of fostering inclusivity and can strengthen the program's reputation as a welcoming and supportive space for all students.
5. Strengthening Community Partnerships and Expanding Practical Experience Opportunities:
 - Feedback indicates that students are interested in more hands-on learning and fieldwork experiences. Building partnerships with local schools, early childhood centers, and community organizations would create more opportunities for field placements, internships, and practicums. These partnerships not only provide students with valuable real-world experience but also increase job readiness and career placement rates, enhancing the overall value of the program for students and employers alike.
6. Enhancing Male Student Success and Engagement:
 - With male students having lower success rates (58.8% in 2022-2023) compared to female students (61.8%), the program aspires to develop targeted strategies to support male student engagement and completion. By fostering mentorship programs, networking opportunities, and tailored advising, the program can create a supportive environment that addresses the unique needs of male students, helping to bridge the success rate gap.
7. Improving Retention and Success Rates to Meet or Exceed Previous Highs:
 - While the retention rate was high at 91.4% in 2022-2023, it decreased to 75.9% in 2023-2024. Similarly, the success rate dropped from 68.2% to 59.8% over the same period. The program aspires to stabilize and improve retention and success rates to meet or exceed the high levels achieved in 2022-2023. This can be accomplished by implementing proactive support strategies, increasing faculty-student engagement, and continually assessing and adjusting course delivery to better meet student needs.

The program aspires to close equity gaps, increase award completions, expand pathways to advanced degrees, and strengthen community partnerships. By focusing on inclusivity, targeted support, practical experiences, and retention improvement, the program can position itself as a comprehensive, accessible pathway for

aspiring educators and instructional aides, with a strong emphasis on diversity and equity. These aspirations align with the program's commitment to fostering a supportive, engaging, and career-oriented learning environment.

Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data

N/A

Insert Advisory Committee Recommendations here (Please do not insert complete meeting minutes, but just recommendations from the advisory committee.)

The advisory committee for the Education program at Antelope Valley College provided several key recommendations to strengthen the program, focusing on industry-aligned improvements, support for underrepresented students, and practical training initiatives.

Advisory Committee Recommendations

1. Mentorship Program Development:

- The Advisory Committee has recommended the establishment of a mentorship program to support students throughout their educational journey. Given the diverse demographics and the success gaps observed among certain student groups (e.g., lower success rates for Black/African American and male students), a structured mentorship program could provide personalized guidance and support.
- This program would pair students with mentors in the education field, including experienced teachers and instructional aides, to provide career advice, academic guidance, and professional networking opportunities. Mentorship can play a significant role in enhancing student engagement, improving retention and success rates, and promoting equitable outcomes across all demographics.

2. Apprenticeship Program for Practical Experience:

- Labor Market Data shows a steady demand for instructional aides and paraprofessionals in local schools and early childhood education centers. To meet this demand, the Advisory Committee recommends developing an apprenticeship program that provides hands-on experience through partnerships with local school districts and educational organizations.
- An apprenticeship program would allow students to gain real-world experience, build essential skills, and apply their classroom learning in practical settings. This approach would not only improve job readiness but also strengthen the relationship between the program and local employers, potentially leading to direct job placement opportunities. Apprenticeships could be especially beneficial in attracting students who seek immediate work experience alongside their studies, enhancing both enrollment and completion rates.

3. Bachelor's Degree in Education:

- As the demand for qualified educators grows, the Advisory Committee has recommended the development of a Bachelor's degree pathway in Education. This would provide students with a seamless transition from the Instructional Aide program to a Bachelor's degree, equipping them for more advanced roles in teaching and other educational professions.
- A Bachelor's degree program would align well with labor market demands for certified teachers and educational professionals, creating a pathway for students who aspire to move beyond paraprofessional roles. By offering this advanced degree, the program would attract a broader student base, increase enrollment, and help meet regional workforce needs for skilled educators. Additionally, a Bachelor's degree option would enhance the program's reputation as a comprehensive educational pathway, supporting both immediate workforce entry and long-term career development.

Labor Market Data

1. Growing Demand for Instructional Aides and Paraprofessionals:

- Labor Market Data indicates a sustained need for instructional aides in schools, particularly as student enrollment in K-12 and early childhood education programs continues to grow. This demand underscores the importance of maintaining a steady pipeline of skilled paraprofessionals, which the Instructional Aide program is well-positioned to fulfill.

- With this demand in mind, the program can capitalize on labor market needs by expanding enrollment and completion rates through targeted outreach, partnerships, and practical experience opportunities like apprenticeships. The program's focus on accessible and affordable entry points into education makes it a valuable resource for the community, meeting the immediate needs of the education workforce.
2. Increasing Need for Qualified Teachers:
- Labor Market Data also highlights a shortage of qualified teachers in the region, particularly in fields like special education, early childhood education, and bilingual education. Developing a Bachelor's degree in Education would address this gap, providing a structured pathway for students to progress from paraprofessional roles to certified teaching positions.
 - This aligns with the program's mission to prepare students for impactful roles in education and fulfills a critical workforce need. By offering a Bachelor's degree, the program can help bridge the shortage of certified teachers and attract students who are committed to long-term careers in education.
3. Enhanced Job Placement through Partnerships:
- Data from the labor market suggests that partnerships with local school districts and educational organizations are key to successful job placement for instructional aides and teachers. Establishing stronger relationships with local employers through mentorship and apprenticeship programs could lead to increased hiring of program graduates.
 - By creating a formal apprenticeship program and building close connections with employers, the program can enhance job placement rates, ensure students are job-ready, and provide local schools with the skilled aides and teachers they need.

In response to Advisory Committee recommendations and Labor Market Data, the program can pursue the following initiatives:

- Mentorship Program: Establishing a mentorship program to provide personalized support and guidance to students, particularly those from underrepresented groups, to increase engagement, retention, and success rates.
- Apprenticeship Program: Developing an apprenticeship program in collaboration with local schools to offer hands-on experience, improve job readiness, and strengthen partnerships with employers, leading to direct job placement opportunities.
- Bachelor's Degree in Education: Creating a Bachelor's degree pathway to fulfill the regional demand for qualified teachers and provide students with career advancement opportunities in education.

These initiatives align with labor market needs, meet advisory committee recommendations, and provide clear pathways for students to progress from instructional aide roles to full teaching positions. Together, they will enhance the program's impact, improve student outcomes, and support the community by addressing workforce shortages in education

Insert Labor Market Data here <https://www.labormarketinfo.edd.ca.gov/commcolleges/>

According to the CA EDD labor marketing information, projections of employment for Child and Family Education or top code 080100 show the total annual job openings in the California area to be 5,220.

Projections of Employment by Occupation, 2020 - 2030

Selections:

TOP Code(s):

080100 Education, General

Geography: California

Includes: All California Counties

Annual Job Openings by Occupation

SOC Code	Occupation Title (Linked to "Occupation Profile")	2020 Employment	Annual Job Openings (1)
251081	Education Teachers, Postsecondary	5,100	5,220
	Total	5,100	5,220

(1) Total Job Openings are the sum of new jobs from growth plus net replacements. Annual job openings are total job openings divided by the number of years in the projection period.

List your past **Course Improvement Plans (CIPs)** and progress toward meeting those plans.

Past Course Improvement Plans	Progress Made
Development of Stackable Certificates and Degree options/POCR Certification	<p>The Education/Child and Family Education (CFE) program has made strong progress on past Course Improvement Plans by enhancing course accessibility, quality, and credentialing options. We've implemented POCR (Peer Online Course Review) certification for all online courses, ensuring they meet high standards for accessibility and consistency, aligning with our goal of flexible, quality learning experiences.</p> <p>In addition, we've developed new stackable certificates and degree pathways, allowing students to earn progressive credentials that support both immediate workforce entry and further academic advancement. Hiring additional adjunct instructors is also underway to expand course offerings across various modalities, enhancing accessibility and flexibility. These steps reflect our</p>

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

Past Goal	Progress Made
Enhance accessibility and equity in students' experiences by streamlining the POCR Certification process for all eight core courses. This initiative aims to provide students with a more equitable educational experience through recognized, valuable alignment accreditation	The Education/ Child and Family Education (CFE) program has made significant progress in enhancing accessibility and equity in students' learning experiences by advancing the POCR (Peer Online Course Review) Certification process for its core courses. To date, all eight core courses have been developed and submitted for POCR Review. This step is part of a strategic initiative to streamline the certification process, ensuring that each course meets high standards of accessibility, alignment, and quality.
Empower students and fostering knowledge enhancement and skill development for a more enriching educational experience.	The Education/ Child and Family Education (CFE) program at Antelope Valley College has made notable strides in enhancing professional preparation and inclusivity through targeted faculty recruitment, specialized workshops, and dedicated workshops. Faculty with expertise in key areas were recruited to design and lead workshops addressing topics essential to modern early childhood education, including AI in the classroom, diversity, literacy, and creating LGBTQIA+ friendly environments. These faculty-led sessions equipped students with critical skills for fostering inclusive, technology-integrated, and culturally responsive classrooms. The program also held multiple permit workshops to guide students through the child development permit process,

	<p>supporting their professional pathways and readiness for employment. As a capstone, the CFE program hosted a workshop conference at AVC, bringing together students, faculty, and local educators for a day of collaborative learning and professional development. This conference, along with the specialized workshops, underscored the program's commitment to equipping students with the skills and knowledge to become culturally aware, innovative, and highly competent educators. Through these initiatives, the CFE program has cultivated a robust professional development environment that aligns with the needs of diverse learning communities and prepares students for impactful careers in early childhood education.</p>
<p>Provide students with valuable support, tools, and materials tailored to enhance their academic journey and overall learning experience.</p>	<p>The Education/ Child and Family Education (CFE) program has made significant progress in its efforts to secure funding for the development of Teacher Resource Rooms on both campuses, aimed at providing students with valuable support and tools to enhance their academic journey and learning experience. These resource rooms will be designed as dedicated spaces where students can access a range of materials, instructional tools, and professional resources specifically tailored to support their coursework and practical training in early childhood education.</p> <p>Efforts to secure funding have included submitting grant applications and exploring partnerships with other educational programs that prioritize support for future educators. The proposed Teacher Resource Rooms will offer students hands-on materials for lesson planning, child development activities, and curriculum development, as well as access to technology and resources for creating interactive and engaging learning environments. By establishing these spaces, the CFE program aims to provide students with a supportive environment that fosters creativity, practical skill-building, and collaborative learning, ultimately enriching their academic experience and preparing them for success in the field of child and family education. These advancements reflect the program's commitment to equipping students with the necessary tools to thrive both in their studies and future professional roles.</p>

Part 3: Based on Part 2 above, please list program/area goals:								
Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	O O				
#1	ILO 4. Career and Specialized Knowledge	All of them	All of them	N / A	Goal #5 Education: Expansion of offerings and effective course scheduling.	Create a ED/CFE apprenticeship program for AVC	<p>Conduct Needs Assessment and Engage Partners</p> <ul style="list-style-type: none"> Assess local demand for early childhood and education roles and confirm community support from childcare centers, schools, and family service organizations as potential apprenticeship sites. <p>Design Program Framework and Curriculum</p> <ul style="list-style-type: none"> Collaborate with community partners to create an apprenticeship structure aligned with AVC's ED/CFE curriculum, ensuring students gain hands-on experience that complements classroom learning. <p>Formalize Community Partnerships</p> <ul style="list-style-type: none"> Develop agreements with local organizations, defining roles, responsibilities, and expectations for each 	<p>To measure the success of the ED/CFE apprenticeship program at AVC and confirm the goal has been met, the following key indicators can be used:</p> <p>Enrollment and Retention</p> <p>Enroll 80% of eligible ED/CFE students in the apprenticeship program by the second year and retain at least 85% of apprentices from start to completion.</p> <p>Skill Development and Competency</p> <p>90% of apprentices demonstrate proficiency in key competencies, verified through evaluations by mentor teachers and faculty.</p> <p>Employment or Further Education</p> <p>75% of apprentices secure relevant employment or continue education in the field within six months of completing the program.</p>

						<p>site. Identify mentor teachers to provide support and guidance to apprentices.</p> <p>Secure Funding and Resources</p> <ul style="list-style-type: none"> • Seek grants and other funding to support apprenticeships, covering student resources like stipends, materials, and transportation, as well as program coordination and faculty oversight. <p>Launch Pilot Program and Gather Feedback</p> <ul style="list-style-type: none"> • Start with a small cohort to test the program structure, gather feedback, and make adjustments as needed. Track student progress and employer satisfaction for continuous improvement. <p>Promote and Refine the Program</p> <ul style="list-style-type: none"> • Market the program to students and stakeholders through AVC's channels, emphasizing benefits like hands-on 	<p>Partner and Employer Satisfaction</p> <p>90% of participating employers and mentor teachers report high satisfaction with the program's alignment to industry needs.</p> <p>Student Satisfaction and Program Impact</p> <p>Goal: 85% of apprentices report a positive experience, noting the program supported their career and academic goals.</p> <p>Program Sustainability</p> <p>Goal: Secure ongoing funding to expand and sustain the program, allowing for increased cohort sizes and more apprenticeship sites.</p> <p>These indicators will demonstrate success in preparing students, meeting workforce needs, and ensuring the program's long-term impact and growth.</p>
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							experience and career pathways. Establish evaluation metrics for ongoing enhancement and sustainability.	
#2	ILO 4. Career and Specialized Knowledge	All of them	All of them	N / A	Goal #4 Vision: Being more future-thinking, agile, innovative, and proactive.	Create a ED/CFE mentorship program for AVC	<p>To establish a successful Child and Family Education (CFE) and Education (ED) mentorship program at Antelope Valley College (AVC), the following steps provide a streamlined approach:</p> <p>Define Program Objectives and Structure</p> <p>Clarify goals for the mentorship program, such as enhancing student support, improving retention, and developing professional skills.</p> <p>Outline program logistics, including mentor-mentee matching criteria, frequency of meetings, and the overall duration of mentorship relationships.</p> <p>Recruit and Train Mentors</p> <p>Engage faculty, alumni, and local education professionals to serve as mentors, emphasizing the value of guiding future educators.</p>	<p>To measure the success of the ED/CFE mentorship program at AVC and determine if the goal has been met, the following key indicators can be used:</p> <p>Participation and Engagement Rates</p> <p>Goal: Achieve at least 75% participation among eligible ED/CFE students and ensure consistent engagement, with 80% of mentors and mentees attending scheduled sessions and completing the program.</p> <p>Retention and Academic Success</p> <p>Goal: Increase retention rates among mentored students by at least 10% compared to non-mentored students.</p> <p>Metric: Track and compare course completion and retention data for mentored vs. non-mentored students.</p>

					<p>Provide training on mentorship best practices, focusing on effective communication, goal-setting, and supporting mentees' academic and career development.</p> <p>Develop a Mentorship Framework and Resources</p> <p>Create structured materials, such as a mentorship handbook, goal-setting templates, and meeting guides, to support consistent mentor-mentee interactions.</p> <p>Develop online resources and an orientation session to introduce students to the mentorship program's goals and expectations.</p> <p>Launch a Pilot Program</p> <p>Start with a small cohort to test the mentorship framework, collect feedback, and make adjustments as needed.</p> <p>Evaluate the pilot through surveys and check-ins with mentors and mentees to gather insights on program effectiveness.</p> <p>Evaluate and Expand</p> <p>Based on pilot feedback, refine the program and expand to</p>	<p>Professional Growth and Skills Development</p> <p>Goal: 85% of mentees report that the mentorship program helped them gain professional skills and feel more prepared for careers in early childhood and education.</p> <p>Metric: Conduct end-of-program surveys assessing mentees' skill development and confidence in their career readiness.</p> <p>Mentor and Mentee Satisfaction</p> <p>Goal: Achieve a satisfaction rate of 90% or higher among both mentors and mentees.</p> <p>Metric: Collect feedback through post-program surveys on the mentorship experience, support received, and areas for improvement.</p> <p>Program Sustainability and Growth</p> <p>Goal: Secure ongoing support and increase mentor recruitment to accommodate at least 25% more students in the following year.</p>
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							include a larger cohort of students. Regularly assess program outcomes, such as retention rates, student satisfaction, and professional development, to ensure the mentorship program meets its goals.	Metric: Track mentor recruitment, funding support, and student interest to gauge the program's expansion potential.
#3	ILO 4. Career and Specialized Knowledge	All of them	All of them	N / A	Goal #4 Vision: Being more future-thinking, agile, innovative, and proactive.	Create a ED Bachelor's Degree for AVC	<p>1. Conduct a Feasibility Study and Needs Assessment</p> <p>Confirm that a Bachelor's Degree in Education aligns with community and workforce needs.</p> <p>2. Develop a Curriculum Framework</p> <p>Create a curriculum that meets state and institutional standards, aligns with K-12 teaching requirements, and addresses labor market needs.</p> <p>3. Engage with Key Stakeholders and Gather Support</p> <p>Build support from key stakeholders, including college administration, faculty, local school districts, and community partners.</p>	<p>To measure the success of the ED Bachelor's Degree program at AVC and determine if the goal has been met, the following key metrics can be used:</p> <p>1. Program Approval and Accreditation</p> <p>Success Metric: Full approval from the California Community Colleges Chancellor's Office (CCCCO) and accreditation bodies to offer the Bachelor's degree program.</p> <p>2. Enrollment and Student Demand</p> <p>Success Metric: Meeting or exceeding initial enrollment targets for the first three years of the program.</p>

						<p>o</p> <p>4. Navigate State and Accreditation Approvals</p> <p>Secure necessary approvals for the Bachelor's degree program from state and accrediting bodies.</p> <p>5. Develop Faculty and Staffing Plans</p> <p>Ensure the program has qualified faculty and staff to support bachelor's-level education.</p> <p>6. Establish Pathways for Fieldwork, Practicum, and Student Teaching</p> <p>Provide students with hands-on experience and fulfill field requirements for teacher preparation.</p> <p>7. Secure Funding and Resources</p> <p>Obtain funding and resources necessary for program launch, faculty support, and student resources.</p> <p>8. Launch Marketing and Recruitment Efforts</p> <p>Attract students to the program and promote it as a viable</p>	<p>3. Diversity and Equity in Enrollment</p> <p>Success Metric: Enrollment reflects the diversity of the community, with strong representation from underrepresented groups.</p> <p>4. Retention and Graduation Rates</p> <p>Success Metric: High retention and graduation rates that align with or surpass college benchmarks for four-year degree programs.</p> <p>5. Job Placement and Career Advancement</p> <p>Success Metric: Graduates securing relevant teaching or educational roles within six months of graduation.</p>
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							pathway to a career in education.	
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Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)						
Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Faculty	To expand learning opportunities and support student success, the Education program aims to hire a full-time instructor dedicated to the program. This addition will allow us to offer a wider range of courses and flexible learning options, including in-person, online, and hybrid formats. With a dedicated full-time instructor, we can enhance the quality and consistency of our program, providing students with more comprehensive support and preparation for careers in child and family education. This strategic hire aligns with our mission to meet student needs, improve program accessibility, and equip future professionals with the skills essential for success in the field.	Goal #5 Education: Expansion of offerings and effective course scheduling.	Repeat	\$140,000.00	Recurring	Kimberly Barker

Faculty	To offer students a broader range of Education course options and flexible learning modalities, we aim to hire 4-6 adjunct instructors dedicated to the program. This expansion will enable us to provide more course variety across in-person, online, and hybrid formats, allowing students to tailor their education to their needs and schedules. By bringing in additional adjunct instructors, we can enhance course availability, maintain quality instruction, and support students in ,achieving their academic and career goals in child and family education. This approach reflects our commitment to accessibility, diversity in learning options, and comprehensive student preparation for impactful careers in the field.	Goal #5 Education: Expansion of offerings and effective course scheduling.	New	\$200,000	Recurring	Kimberly Barker
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above).

Required:

- Success & Retention tab
- Program Awards tab

Optional:

- Other supporting data/information

Program Awards

Select Academic Year:
Multiple values

Select Ethnicity:
All

Gender
All

(Use these filters add years & disaggregate by ethnicity and gender for both of the visualizations below)

Institutional Awards

Award Type	2020-2021	2021-2022	2022-2023	2023-2024
AA-T/AS-T	790	860	734	640
AA/AS	1184	1366	1172	1292
Certificate	1223	1426	1115	1108
AVC Local Certificate	159	189	210	194
Bachelor's	16	13	16	21
Non-Credit	82	58	38	64
Grand Total	3454	3912	3285	3319

Select Program Majors:
Multiple values

< Select Program Major for the chart below

Subject Awards for Instructional Aide & Instructional Aide Cert

Award Type	Degree Desc	Academic ..	
AA/AS	Instructional Aide	2020-2021	<5
		2021-2022	<5
		2022-2023	<5
		2023-2024	<5
Certificate	Instructional Aide Cert	2020-2021	<5
		2021-2022	<5
		2022-2023	<5
		2023-2024	<5

< Click to go back

Click to go next >



Fall 2024 Program Review Report | Instructional Areas

Division/Area Name: SBS/Ethnic Studies	For Planning Years: 2025-2026
Name of person leading this review: Dr. Francisco Fuentes Jr.	
Names of all participants in this review:	
Part 1. Program Overview: <i>Briefly describe how the program contributes to the district mission</i>	
<p>The Ethnic Studies Program prepares students for roles in civic engagement and global awareness of diverse cultures. Students are instructed and encouraged to further develop skills in interpersonal communication, critical thinking, self-awareness, and global awareness in order to advance the contributions and understanding of, by, and for Native Americans, African Americans, Asian Americans, and Chicana, Chicano, Latina, Latino, and Latinx Americans in an increasingly diverse society. Students who earn a degree in Ethnic Studies at Antelope Valley College will be well prepared for careers in non-profit organizations, education, social work, human services, health care, law and/ or public policy, community organizing and development. This degree can also serve as the basis for further undergraduate education in Chicano Studies and similar fields. This program contributes to the mission of the college by offering a rich variety of courses on the history of peoples and cultures that correlates to the diversity of our student/community population. Our courses reinforce the concept of respecting diversity, human understanding, and responsible citizenship.</p>	
Part 2A: Analyze the program review data (retrieval instructions), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:	
Use the following questions to guide your analysis:	
Overall (Use the <i>Success & Retention</i> and <i>Program Award</i> tabs to inform your analysis)	
<ul style="list-style-type: none"> • What are the success and retention rates for your discipline? Did they decrease or increase in the last year? • What are the trends for the number of awards granted? Are the number of awards going up or down? 	
Equity (Use the <i>Success & Retention</i> tab including S&R by Ethnicity and Gender data to inform your analysis)	
<ul style="list-style-type: none"> • Which ethnic / gender student groups complete their courses at the highest rates? • Which ethnic / gender student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the <i>Strengths and Accomplishments</i> section. 	
Strengths and Accomplishments: <i>(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)</i>	
<p>Ethnic Studies course offerings were made available for the first time in the Fall 2024 to support CSU transfers (AB 1460) and new AVC students (Title 5, § 55063) required to take one course in Ethnic Studies to earn a bachelor's or associate degree, respectively. The program also began a local A.A. degree in Chicana/o Studies in Fall 2024 and submitted an A.A.-T in Chicana/o Studies for Fall 2025.</p> <p>To support increased enrollment and (degree or transfer) success, the Ethnic Studies program hired eight part-time faculty to start teaching in the Fall 2024. The program also achieved strong support for a new faculty priority hire in the next academic year.</p>	

There is no additional data available for success, retention, enrollment, completion rates or other relevant metrics due to course offerings only recently being implemented. We will continue to expand our course offerings and hire additional faculty as these courses are now required for all students attempting to transfer within the CSU system.

Opportunities and Challenges: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

New course offerings were first made available in June 2024 and over 400 fraudulent student accounts were able to enroll. Over 170 of these accounts were not detected until after the start of each course. This pattern of fraudulent enrollments may grossly distort overall enrollment, retention, and completion rates in Ethnic Studies in future reporting. Fortunately, new courses are now synced with priority registration for Spring 2025 and thereafter which should hopefully limit the impact of fraudulent accounts.

Meeting student demand for more course section offerings is the biggest challenge to the program. Although we hired seven part-time faculty, we cannot still meet student need. In particular, in-person course offerings are extremely limited. Six (6) adjuncts are full-time faculty at other institutions and none are available to teach on campus, face-to-face. Given adjunct availability may vary widely each semester, it will be difficult to consistently increase course offerings unless we are able to hire multiple full time faculty lines in the coming years. Furthermore, on-campus course offerings will continue to be limited to 2 per full-time faculty as these faculty will also teach a third class at CDCR-Lancaster each semester.

While there is an opportunity to increase course offerings in Ethnic Studies by hiring a second and third tenure-track faculty as well as additional part-time faculty, it is unclear if we will be able to make a full-time hire in Asian American Studies, Black Studies, or Native American Studies until we hear back from CSU on course approvals (early summer 2025). However, there is an opportunity to develop a robust Chicana/o Studies program with an additional full-time hire now that there may be two A.A. degree options available to students in Fall 2025. It is our desire as a program to continue to expand the curriculum to meet student demand for our courses. Having a robust Ethnic Studies degree program not only benefits our students but also serves to contribute to our Division and enhances the mission of the college.

There is no additional data available for success, retention, enrollment, completion rates or other relevant metrics.

Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

The Ethnic Studies program aims to lay the foundation for a scholarly, civic-minded community by increasing course offerings. Additional full-time hires and more in-person course offerings will help aid these efforts. This will be a space where declared majors, interested students, and the communities we serve feel supported and respected. The program also aims to provide dedicated mentorship for students and offer opportunities for meaningful community outreach and engagement.

Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data

N/A

Insert Advisory Committee Recommendations here (Please do not insert complete meeting minutes, but just recommendations from the advisory committee.)

Insert Labor Market Data here <https://www.labormarketinfo.edd.ca.gov/commcolleges/>

Part 2C: Review and comment on progress toward past Course Improvement Plans

List your past **Course Improvement Plans (CIPs)** and progress toward meeting those plans.

Past Course Improvement Plans	Progress Made
As a new department that began offering courses this semester, we do not have past data available for this Program Review cycle.	n/a

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

List your past program review goals and progress towards those goals.

Past Goal	Progress Made
Increase the number of students who can enroll in a transferable Ethnic Studies course that meets CSU Area F. <i>Measure for success 1: Hire six part-time faculty in Ethnic Studies by May 2024.</i> <i>Measure for success 2: Offer at least 16 sections in Ethnic Studies by Fall 2024.</i>	All actionable steps were taken to achieve both measures for success. By May 2024, we extended job offers to 8 candidates for part-time employment. All accepted but seven completed the onboarding process in time to teach in the Fall. We first began offering sections in Ethnic Studies in June 2024 and filled 16 sections by the end of August. In short, we met this goal.
Create a robust Ethnic Studies program at AVC. <i>Measure for success: Achieve an average fill-rate of 96% for all course sections prior to Fall 2024</i>	All actionable steps were taken to achieve the measure for success. All course offerings had a fill rate of 100%, along with a robust waitlist. Unfortunately, the influx of fraudulent student accounts enrolled or waitlisted in these courses significantly reduced the number of authenticated students enrolled and retained in Ethnic Studies courses, as well as limited our ability to expand course sections without encountering the same volume of fraudulent accounts. It is hoped now that we are fully approved and integrated into the college scheduling system that our fraudulent enrollment activity will be less significant in coming semesters.

Part 3: Based on Part 2 above, please list program/area goals:								
Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 3. Community /Global Consciousness				Goal #5 Education: Expansion of offerings and effective course scheduling.	To support students complete degree and/or GE requirements, the program seeks to increase and expand course offerings, including more on-campus and CDCR courses.	<p>Maximize offerings of sections for courses that have already been approved for transfer by offering max LHE to current adjunct pool.</p> <p>Schedule more on-campus course sections by prioritizing new adjunct hires who are available to teach in-person and at CDCR.</p> <p>Meet growing student demand by scheduling as many new, forthcoming courses approved for transfer by growing adjunct pool.</p>	Offer at least 32 sections in Ethnic Studies by Fall 2025.
#2	ILO 2. Creative, Critical, and Analytical Thinking				Goal #6 Success: Boost success rates by prioritizing the student experience.	Enhance course retention and successful completion by offering students additional support and resources that help them apply effective study strategies, review assignments, and prepare for exams.	<p>Work with Learning Center to identify students who can tutor for courses in Ethnic Studies.</p> <p>Full-time faculty meet with tutors once or twice per semester to offer support and guidance.</p>	Ethnic Studies Tutors are hired and available to assist students by Fall 2025.
#3	ILO 3. Community /Global Consciousness				Goal #4 Vision: Being more future-thinking, agile, innovative, and proactive.	Expand student resources and support for increased student involvement in community-facing project-based learning opportunities for both	Incorporate student feedback on project-based learning to continue to refine course requirements in public research and community service projects.	Students in every Ethnic Studies course will be required to have a community service project for their classroom assessment.

						classroom credit and to foster civic engagement.		
#4	Choose ILO				Choose an item.			

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Faculty	Increase course offerings to meet student demand by hiring a full-time instructor who can teach both on campus, OL, and in the prison education program.	1	New	120,000	Recurring	Francisco Fuentes Jr.
Faculty	Increase course offerings to meet student demand by hiring a full-time instructor who can teach both on campus, OL, and in the prison education program.	1	New	120,000	Recurring	Francisco Fuentes Jr.
Faculty	Increase course offerings to meet student demand by hiring a additional adjunct instructors who can teach both on campus, OL, and in the prison education program as needed.	1	Repeat	60,000-100,000	Recurring	Francisco Fuentes Jr.
Supplies	Provide needed support to students completing course requirements in project-based learning and/or community service projects through partial college funding.	3	New	10,000	One-time	Francisco Fuentes Jr.
Choose an item.			Choose an item.		Choose an item.	

Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above).

Currently, no data is available for the Ethnic Studies program as our courses were first offered in Fall 2024.



Fall 2024 Program Review Report | Instructional Areas

Division/Area Name: SBS/HISTORY	For Planning Years: 2025-2026
Name of person leading this review: All HIST faculty contributed to the report	
Names of all participants in this review: Matthew Jaffe, Cynthia Lehman, Ken Shafer, Maria Espinoza-Schrock	
Part 1. Program Overview: Briefly describe how the program contributes to the district mission	
<p>The History Department contributes to the mission of the district by offering our community college district population a program of study which instructs students in lifelong skills such as intellectual curiosity and critical thinking. This department contributes to the mission of the college by offering a rich variety of courses on the history of peoples and cultures that correlates to the diversity of our student/community population. Our courses reinforce the concept of respecting diversity, human understanding, and responsible citizenship. We believe with a solid background in history through our major program, our students are prepared for employment or transfer degree completion in the Social Sciences and Humanities.</p>	
Part 2A: Analyze the program review data (retrieval instructions), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:	
Use the following questions to guide your analysis:	
Overall (Use the <i>Success & Retention</i> and <i>Program Award</i> tabs to inform your analysis)	
<ul style="list-style-type: none"> • What are the success and retention rates for your discipline? Did they decrease or increase in the last year? • What are the trends for the number of awards granted? Are the number of awards going up or down? 	
Equity (Use the <i>Success & Retention</i> tab including S&R by Ethnicity and Gender data to inform your analysis)	
<ul style="list-style-type: none"> • Which ethnic / gender student groups complete their courses at the highest rates? • Which ethnic / gender student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the <i>Strengths and Accomplishments</i> section. 	
Strengths and Accomplishments: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)	
Consider the following questions:	
<ul style="list-style-type: none"> • What does your program/area do well, including capabilities and greatest accomplishments? In many ways, the History Department has reached new levels of success in the 2023-24 academic year. Much of this growth comes from two areas, the local Hispanic population, which jumped by nearly one thousand enrollees (2,487 to 3,399) and our online sections, which climbed from 128 courses to 170 in one year. However, the quality of our courses has not suffered, as both our retention and success rates have remained respectfully steady at 89.6-90.6 and 67% to 72.2% over four years. Furthermore, a unique factor in our growth can be traced to an increase in male students (804 additional enrollees). • What are the practices that were implemented to increase success and retention rates or program awards? All of us encourage our students to use tutoring services provided at the Learning Center, in addition to using office hours to provide extra help to students who need the support. We also recommend that students use the services of the AVC Writing Center, as well as submitting rough drafts of papers to the Instructor prior to assignment deadlines so that feedback can be provided as they revise their work. 	

Opportunities and Challenges: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Consider the following questions:

- What does your program/area need to do better to support/improve student success?
We need to continue to encourage our students to use the resources provided at the college through the Learning Center for tutoring and the Writing Center for assistance with their papers. Our students do not generally come to office hours and we have discussed the possibility of offering extra credit for those who come to get help on the research paper. We could offer extra credit for those students who submit a rough draft for review two weeks before the paper is due or we could consider a soft deadline for the papers to encourage revision prior to the due date. A lot of our students really struggle writing research papers and they don't take advantage of getting help before submitting them. We need to use some class time or work with the Writing Center to create a tutorial that we can embed into our courses in Canvas to outline the writing/revision process for our students in order to improve their success rates on these assignments.
- What actions can be taken to help close equity gaps?
Our goals for this school year should be to add tutors in the Learning Center to make sure our students get the help they need for writing essays and papers, which is the area where they struggle the most. As of the moment we have seven tutors at the Learning Center who can tutor students for history 107, 108, and 110. It would be great if we could have tutors for History 104 and History 105.

We also need to create student interest in their own academic success and/or pursuing a degree in History. We could do this by having a movie night once a month or by bringing speakers to campus. We hope to get our students involved in the community as well. We can do this by introducing them to local museums and organizations here in Lancaster by assigning them projects that will push our students to be involved in the community.

We would also like to add more history databases available at our library, since the current collection is inadequate for any in-depth research. Getting students interested and engaged in history would help to encourage academic success since a majority of students don't like taking history classes. If we can make the subject interesting to the students, demonstrate how the past is relevant to our present and future, and keep them engaged; the hope is that our success rates will improve for all of our students.

Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Consider the following questions:

- What does your program/area want to be known for?
We want to show continued improvement in our student success rates and maintain that improvement consistently. We would like to get students more interested in the History major and consider this degree as a good foundation for any career pathway. Lastly, we hope to link some students up with local internships so that they can explore the field of public history.
- What is a desired future?

Students have shown interest in the subfield of oral history and we would like to add some courses in that area or consider adding a research project into some of our courses that could introduce the skill set required for that type of research.

It would be great if we could hire another full-time faculty member to coordinate the prison program and the oral history program. The oral history program can be a great opportunity to get our students involved in the community with local organizations and museums.

We would also like to offer new courses on Cuba and Central America to meet the interests of an increased student body who hail from that region. In addition, we hope to complement the course offerings in the developing Ethnic Studies Department.

Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data

N/A

Insert Advisory Committee Recommendations here (Please do not insert complete meeting minutes, but just recommendations from the advisory committee.)

Insert Labor Market Data here <https://www.labormarketinfo.edd.ca.gov/commcolleges/>

Part 2C: Review and comment on progress toward past Course Improvement Plans

List your past **Course Improvement Plans** (CIPs) and progress toward meeting those plans.

Past Course Improvement Plans	Progress Made
Students are consistently meeting or exceeding the mastery level of 70% in our courses.	Our courses continue to reach the 70% mark or higher every year.
In class review sessions before every exam have helped with overall exam scores in many classes.	These increased exam scores have become more prevalent in many of our courses.
Provide discussion boards in our Canvas shells (both F2F and online) to encourage critical learning and conversation between students.	Many of our instructors are using Discussion Boards in Canvas to encourage student conversation on the material being discussed in class.
Offer writing workshops in class and refer students to the Writing Center to increase success on research projects.	Some instructors have employed this, but it needs to become more universal.
Increase the use of OER material.	Many of our courses use OER material, which is a huge savings to our students during this period of high inflation. We are working to convert the remaining courses in HIST to ZTC/OER.

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

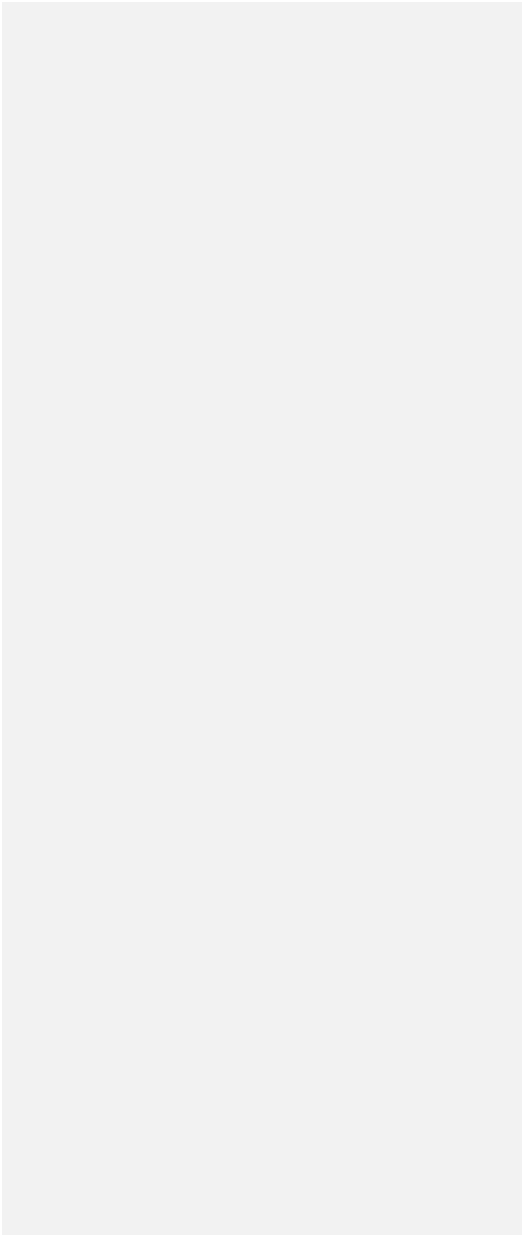
List your past program review goals and progress towards those goals.

Past Goal	Progress Made
Offer more courses at the prison and expand course offerings on our campus to help students complete GE requirements and the AA-T degree.	We have added more HIST courses to our offerings at the prison and continue to add more sections to our on-campus courses to meet student demand for transfer and degree completion.
Introduce students to the discipline of History and share knowledge of career opportunities open to them with a degree in this field of study.	We continue to participate in the Majors Fair held on campus and are currently seeking funding to offer some dialogues with students, via guest speakers and

	film/discussion events. We are also looking to create internship opportunities for students interested in the field of public history.
Provide extra help to students to review course material and prepare for exams to improve overall course grades.	Faculty offer assistance during office hours and we have tutors available in the Learning Center to aid with some of our HIST courses.
Offer History classes that fulfill the requirements of Area F for General Education.	We continue to explore the possibility of having some HIST courses added to Area F for GE requirements.

Part 3: Based on Part 2 above, please list program/area goals:								
Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 3. Community /Global Consciousness				Goal #5 Education: Expansion of offerings and effective course scheduling.	Offer more courses at the prison and expand course offerings on our campus to help students complete GE requirements and the AA-T degree.	Based on increasing enrollment in History and more FTES, interview and hire an instructor who meets the overall needs of the department, division, and the new HIST degree that we offer at the prison.	Assess the subsequent enrollment in History courses and the continuing viability of the History courses offered through the Prison Program.
#2	ILO 2. Creative, Critical, and Analytical Thinking				Goal #4 Vision: Being more future-thinking, agile, innovative, and proactive.	Introduce students to the discipline of History and share knowledge of career opportunities open to them with a degree in this field of study.	Participate in the Majors Fair each semester and host some events on campus to dialogue with students. Discuss career options and historical/current events of interest to our students. See if funding is available from other organizations or programs on campus. We could work with Student Equity to co-sponsor some campus events.	Compare the number of students who get History degrees, enroll in History courses. and display interest in History (Reg. Fest, Summer Block Party, and Majors Fair), before and after these events.
#3	ILO 2. Creative, Critical, and Analytical Thinking				Goal #6 Success: Boost success rates by prioritizing the student experience.	Provide extra help to students to review course material and prepare for exams to improve overall course grades.	Request that an SI and tutors at the Learning Center be assigned to some of our courses.	Tutors will be available to assist students.
#4	ILO 3. Community /Global				Goal #5 Education: Expansion of offerings and effective course scheduling.	Offer History classes that fulfill the requirements of	Write new courses and/or cross list HIST courses to be offered in Ethnic Studies.	Get courses approved and offered for transfer.

	Consciousness					Area F for General Education.		
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Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests).						
Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Other	Hire a full-time instructor that can help with the prison courses and the creation of new oral history classes.	Goal #1	New	\$120,000	Recurring	Maria Espinoza-Schrock
Other	Have a history movie night for students in which we can discuss our discipline as well as career options for History majors.	Goal #2	New	\$250	One-time	Maria Espinoza-Schrock
Other						
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above).

Required:

- Success & Retention tab
- Program Awards tab

Optional:

- Other supporting data/information

Success and Retention

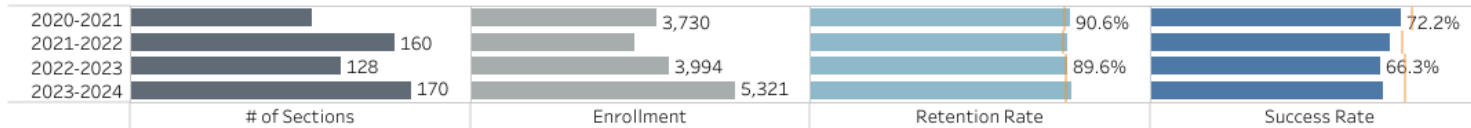
Select Academic Year:
Multiple values

Select Subject:
HIST

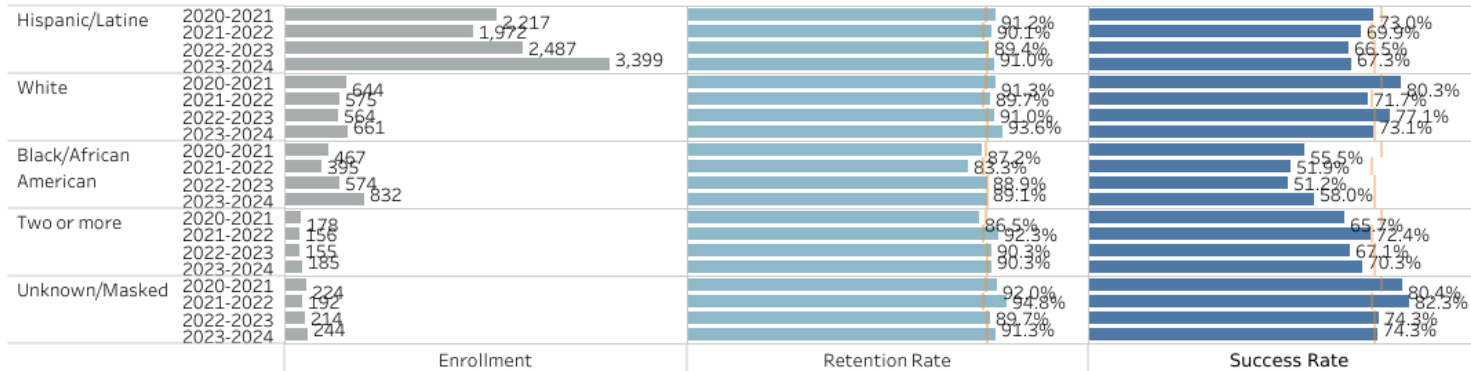
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AVC Retention and Success shown in vertical |

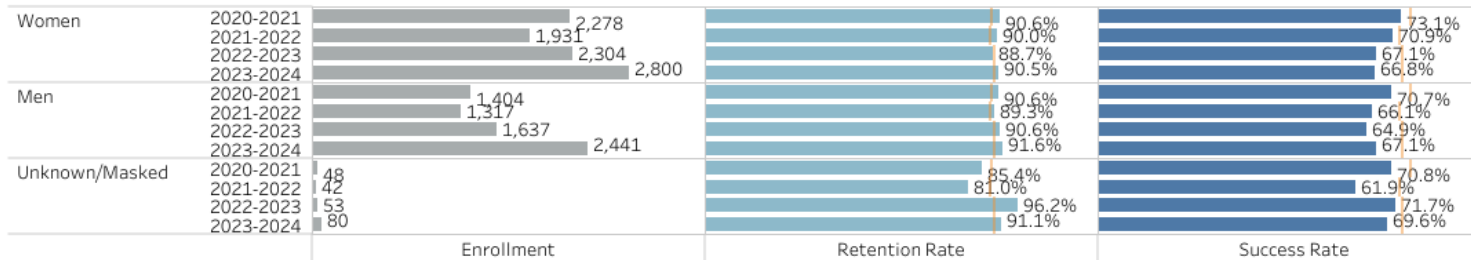
Overall Enrollments, # of Sections, Retention and Success by Year for HIST



Enrollments, Retention & Success for HIST by Ethnicity



Enrollment, Retention and Success for HIST by Gender



[< Click to go back](#)

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Success and Retention by Modality

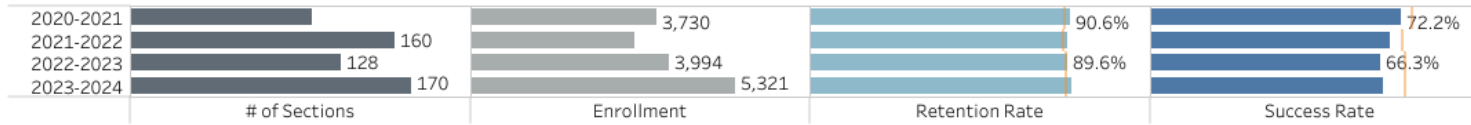
Select Academic Year:
Multiple values

Select Modality:
All

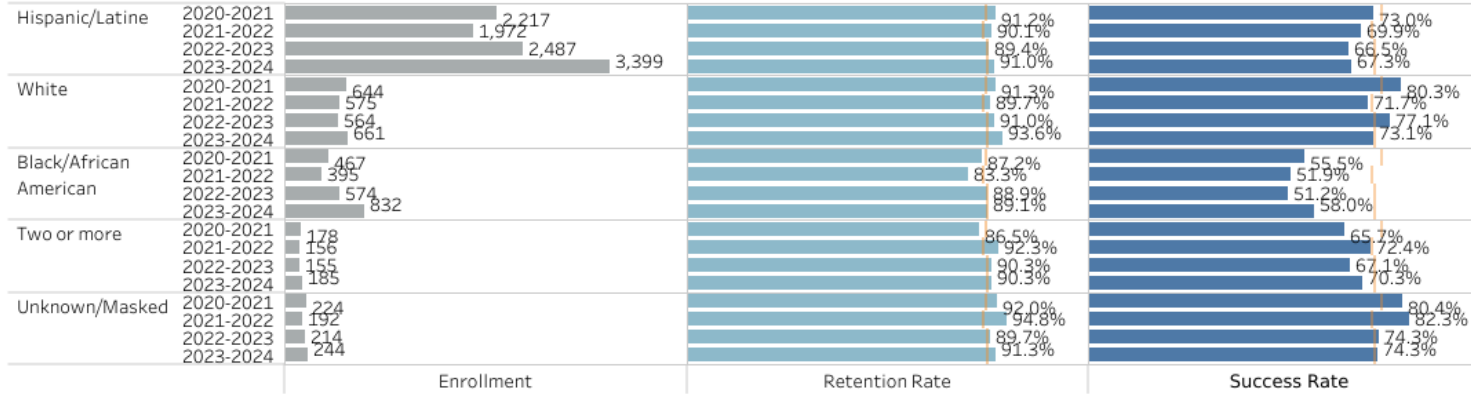
Select Subject:
HIST

< To select different, use 'Select Subject'
AVC Retention and Success shown in vertical |

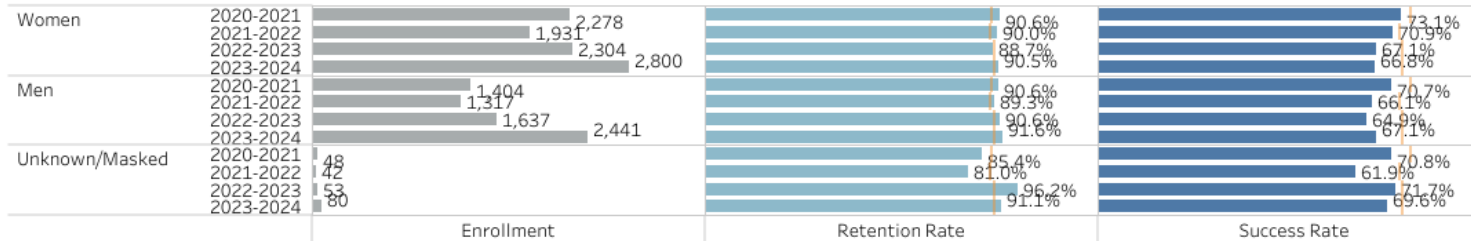
Overall Enrollments, # of Sections, Retention and Success by Year for HIST



Enrollments, Retention & Success for HIST by Ethnicity



Enrollment, Retention and Success for HIST by Gender



< Click to go back

Click to go next >

Grade Distribution

Academic Year
Multiple values

Subject
HIST

Overall Grade Distribution for HIST



Grades Distribution for HIST by Ethnicity

Ethnicity	A,B,C, or P	D,F,NP	W	I,RD,IP	MW	EW
Black/African American	54.3%	32.7%	12.2%	0.4%	0.0%	0.4%
Hispanic/Latine	68.7%	21.6%	9.4%	0.2%	0.0%	0.1%
Two or more	68.8%	20.9%	10.2%			
Unknown/Masked	77.3%	14.2%	8.1%	0.3%		
White	75.3%	15.8%	8.5%	0.2%		0.2%

Grade Distribution for HIST by Gender

Sex	A,B,C, or P	D,F,NP	W	I,RD,IP	MW	EW
Men	66.9%	23.5%	9.2%	0.2%	0.0%	0.1%
Women	69.1%	20.6%	9.9%	0.2%	0.0%	0.1%
Unknown/Masked	68.3%	20.1%	10.7%	0.4%		0.4%

< Click to go back

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Program Awards

Select Academic Year:
Multiple values

Select Ethnicity:
All

Gender
All

(Use these filters add years & disaggregate by ethnicity and gender for both of the visualizations below)

Institutional Awards

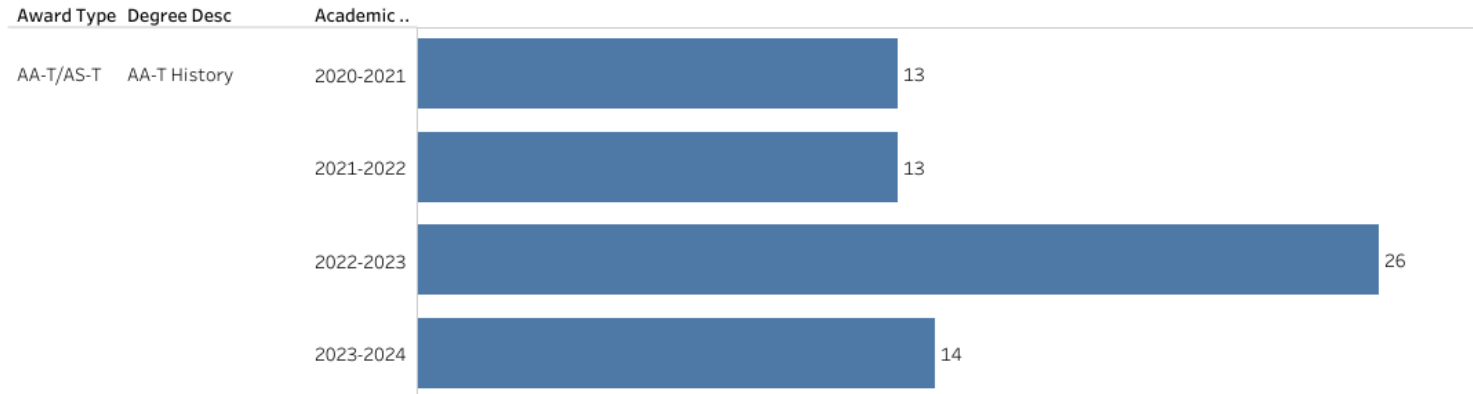
Award Type	2020-2021	2021-2022	2022-2023	2023-2024
AA-T/AS-T	790	860	734	640
AA/AS	1184	1366	1172	1292
Certificate	1223	1426	1115	1108
AVC Local Certificate	159	189	210	194
Bachelor's	16	13	16	21
Non-Credit	82	58	38	64
Grand Total	3454	3912	3285	3319

Select Program Majors:

AA-T History

< Select Program Major for the chart below

Subject Awards for AA-T History



< Click to go back

Click to go next >

FTEF

Select subject:
HIST

FTEF

	Fall 2020	Fall 2021	Fall 2022	Fall 2023
PT (Adjunct) FTEF	6.40	7.00	5.60	7.80
FT (Full-time) FTEF	2.40	2.40	4.00	4.00
FT (Overload) FTEF	0.40	0.40	0.40	1.60
Grand Total	9.20	9.80	10.00	13.40

PT/FT FTEF Ratio

	Fall 2020	Fall 2021	Fall 2022	Fall 2023
PT/FT FTEF Ratio	1	1	1	1

Full-Time Equivalent Faculty (FTEF) – a faculty member’s actual workload standardized against the teaching load (15 LHE). FTEF does not represent an actual number of faculty members; it is a conceptual measure of the workload. $FTEF = \text{Contract Workload} / 15$ (Contract teaching load, LHE) (E.g., a 3-Unit Class = 0.2 FTEF)

FTES, FTES/FTEF, and WSCH are unavailable in this dashboard. If this information is needed, please request access to Precision Campus via research@avc.edu.

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Fall 2024 Program Review Report | Instructional Areas

Division/Area Name: Social & Behavioral Sciences / Business & Computer Studies: MANAGEMENT	For Planning Years: 2025-2026
Name of person leading this review: Kent Moser	
Names of all participants in this review: Kathy Osburn	
Part 1. Program Overview: <i>Briefly describe how the program contributes to the district mission</i>	
<p>The faculty and staff of the Business & Computer Studies Department provide students with hands-on training required for skill certification, continuing education classes, professional development, and the opportunity to learn the fundamentals necessary to be well educated in a particular discipline. Courses are provided for students who wish to complete a two-year degree or certificate (Degrees and Certificates in Management have been discontinued), transfer to a four-year university, enter the business workforce, or upgrade their skills. The Management program specifically contributes to the district mission by supporting students seeking technical education to enter the workforce and to update their skills and advance their careers for those already in the workforce. (Business Degree & Certificate).</p>	
Part 2A: Analyze the program review data (retrieval instructions), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:	
Use the following questions to guide your analysis:	
<p>Overall (Use the <i>Success & Retention</i> and <i>Program Award</i> tabs to inform your analysis)</p> <ul style="list-style-type: none"> • What are the success and retention rates for your discipline? Did they decrease or increase in the last year? • What are the trends for the number of awards granted? Are the number of awards going up or down? <p>Equity (Use the <i>Success & Retention</i> tab including S&R by Ethnicity and Gender data to inform your analysis)</p> <ul style="list-style-type: none"> • Which ethnic / gender student groups complete their courses at the highest rates? • Which ethnic / gender student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the <i>Strengths and Accomplishments</i> section. 	
Strengths and Accomplishments: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)	
<p>The Business Administration associate degree for transfer is consistently one of the top five declared majors, and our management classes contribute to this degree.</p> <p>Our management courses are now all online asynchronous courses. This shift is consistent with the overall demand for increased online sections. Many of our courses are now offered in an 8-week format and are ZTC.</p> <p>Our advisory committee, comprised of local industry leaders, recommended that we create a management certificate. We created the certificate and plan to offer it in Spring 2025.</p> <p>Our retention rates and success rates improved significantly. Currently, management does not have a certificate or degree.</p> <p>Our African American/Black students have seen an increase in both success and retention rates. Our Black students increased retention by 11.3 and success rates by 6.9%. This is an area of focus that is addressed at the institutional level via multiple excellent programs including First Year Experience,</p>	

UMOJA, and Second Year Experience. At the discipline level we have moved towards more ZTC courses and our faculty are seeking further professional development targeted to closing equity gaps.

Our Hispanic/Latine students saw an increase in retention rates and a slight increase in success rates. Retention rates increased by an impressive 5.9% and our success rates increased by 3.4%.

Opportunities and Challenges: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

We are not clear on how to close all equity gaps within our discipline and need more support from the institution overall. AVC needs to provide training for all faculty that includes actionable steps to close equity gaps without reducing academic rigor. Economically disadvantaged students need timely access to course materials paid for by the institution from the start of the semester. This aid often comes too late in the semester to be meaningful.

Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

We aspire to be the premier provider of management training for local companies. We currently have only management concentration, and we created a management certificate.

Our faculty are increasing their knowledge of and awareness of diversity, equity, inclusion, anti-racism, and accessibility through training with the USC Center for Equity and ACUE equity training courses. Hopefully these programs provide actionable steps faculty can implement to close equity gaps.

Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data

Insert Advisory Committee Recommendations here: Our advisory committee recommended we create certificates for management and for human resources technicians. We have created a management certificate and two stackable human resources professional certificates.

Insert Labor Market Data here <https://www.labormarketinfo.edd.ca.gov/commcolleges/> Job growth for California general business and management is projected with annual job openings of 655,900 to 698,500 (2020-2030)

Part 2C: Review and comment on progress toward past Course Improvement Plans

List your past Course Improvement Plans (CIP) and progress toward meeting those plans.

Past Course Improvement Plans	Progress Made
Review the SLOs for necessary revisions	Complete and course revisions submitted
Create a management certificate	Completed and moving through the approval process
Hire a full-time faculty member dedicated solely to management	No progress

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

List your past program review goals and progress towards those goals.

Past Goal	Progress Made
Increase student success and retention rates	We have seen an increase in success and retention rates but continue to strive for greater success in this area
Increase enrollment rates	We significantly increased our enrollment by 67 students
Create new courses and a certificate	Complete. We added a new course and a new certificate
Close equity gaps	We saw improvement in our equity gaps with both Hispanic and Black students increasing their success and retention rates.

Part 3: Based on Part 2 above, please list program/area goals:

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 4. Career and Specialized Knowledge				Goal #5 Education: Expansion of offerings and effective course scheduling.	Increase success and retention rates	Hire a full-time faculty member to oversee and grow the program	Improved student success and retention rates
#2	ILO 4. Career and Specialized Knowledge				Goal #5 Education: Expansion of offerings and effective course scheduling.	Close equity gaps	Restructure our program into fully online and 8-week courses utilizing zero or low-cost textbooks	Reduced equity gaps

#3	ILO 4. Career and Specialized Knowledge				Goal #2 Equity: Improve the college culture by becoming a more caring, welcoming, accessible, and inclusive campus.	Increase our presence in the community and with local employers	Creating and executing a marketing plan that targets local employers	Increased enrollment
#4	Choose ILO				Choose an item.			

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)						
Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Faculty	Hiring a full-time faculty member		New	100K	Recurring	Kathy Osburn
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above).

Required:

- Success & Retention tab
- Program Awards tab

Optional:

- Other supporting data/information

Success and Retention

Select Academic Year:

Select Subject:

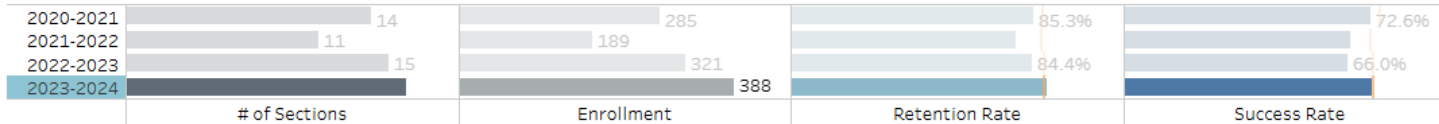
[< Select subject here](#)

(Multiple values) ▾

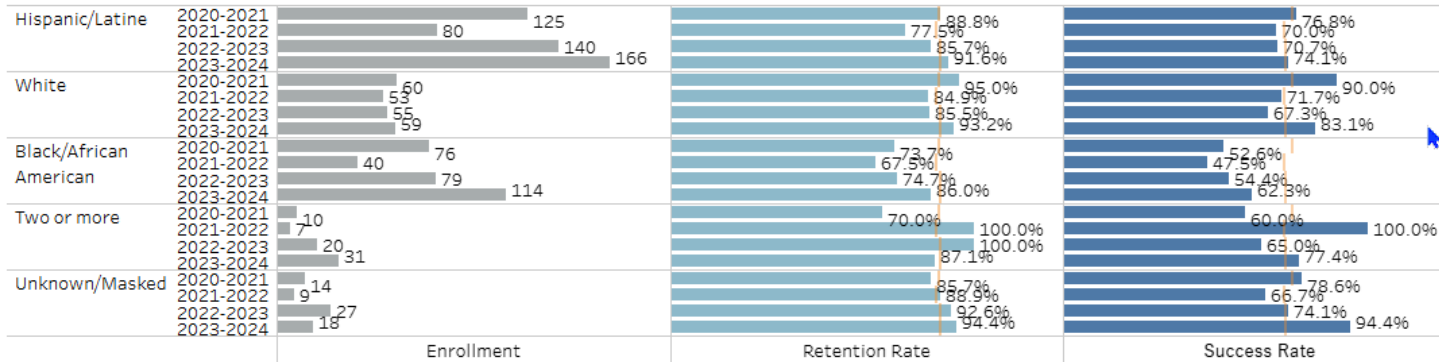
MGT ▾

AVC Retention and Success shown in vertical |

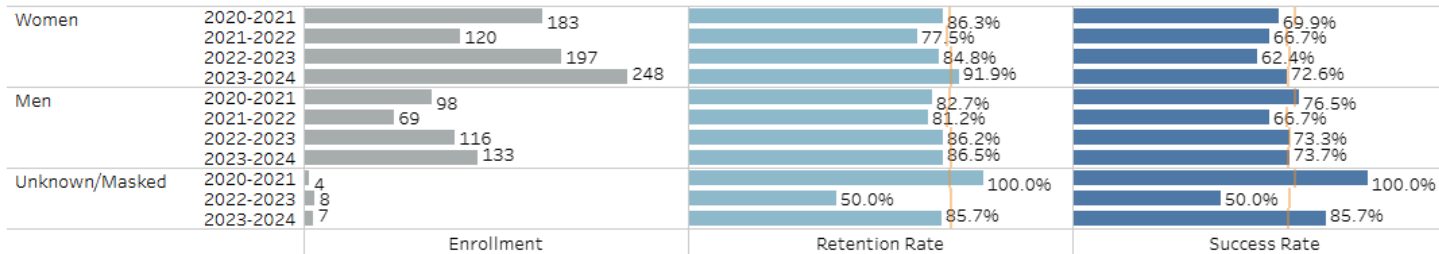
Overall Enrollments, # of Sections, Retention and Success by Year for MGT



Enrollments, Retention & Success for MGT by Ethnicity



Enrollment, Retention and Success for MGT by Gender



Program Awards

Select Academic Year:

Select Ethnicity:

Gender

(Use these filters add years & disaggregate by ethnicity and gender for both of the visualizations below)

Institutional Awards

Award Type	2020-2021	2021-2022	2022-2023	2023-2024
AA-T/AS-T	790	860	734	640
AA/AS	1184	1366	1172	1292
Certificate	1223	1426	1115	1108
AVC Local Certificate	159	189	210	194
Bachelor's	16	13	16	21
Non-Credit	82	58	38	64
Grand Total	3454	3912	3285	3319

Select Program Majors:

< Select Program Major for the chart below

Subject Awards for Management & Management Cert

Award Type	Degree Desc	Academic ..	
AA/AS	Management	2023-2024	<5
Certificate	Management Cert	2023-2024	<5



Fall 2024 Program Review Report | Instructional Areas

Division/Area Name: Social & Behavioral Sciences / Business & Computer Studies: MARKETING	For Planning Years: 2025-2026
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Name of person leading this review: Kent Moser

Names of all participants in this review: Kathy Osburn

Part 1. Program Overview: Briefly describe how the program contributes to the district mission

The faculty and staff of the Business & Computer Studies Department provide students with hands-on training required for skill certification, continuing education classes, professional development, and the opportunity to learn the fundamentals necessary to be well educated in a particular discipline. Courses are provided for students who wish to complete a two-year degree or certificate (Degrees and Certificates in Marketing have been discontinued), transfer to a four-year university, enter the business workforce, or upgrade their skills. The Marketing program specifically contributes to the district mission by supporting students seeking technical education to enter the workforce and to update their skills and advance their careers for those already in the workforce. New career opportunities have opened in the field making it an even more enticing choice for students. (Business Degree & Certificate).

Part 2A: Analyze the [program review data \(retrieval instructions\)](#), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:

Use the following questions to guide your analysis:

Overall (Use the *Success & Retention* and *Program Award* tabs to inform your analysis)

- What are the success and retention rates for your discipline? Did they decrease or increase in the last year?
- What are the trends for the number of awards granted? Are the number of awards going up or down?

Equity (Use the *Success & Retention* tab including S&R by Ethnicity and Gender data to inform your analysis)

- Which ethnic / gender student groups complete their courses at the highest rates?
- Which ethnic / gender student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the *Strengths and Accomplishments* section.

Strengths and Accomplishments: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)

The Business Administration associate degree for transfer is consistently one of the top five declared majors, and our marketing classes contribute to this degree.

In line with student needs, most of our marketing courses are now asynchronous online courses, and several are ZTC. This shift is consistent with the overall demand for increased online sections.

Our advisory committee, comprised of local industry leaders, recommended that we create a marketing certificate. We created the certificate and plan to offer it in Spring 2025.

Our retention rates improved significantly, and our success rates slightly improved, i.e., Retention Rate of 91.3% in 2023-2024 as compared to the previous period of 78.3%. Success Rate of 71.7% in 2023-2024 as compared to the previous period of 68.8%.

African American/Black students' retention rate for the program improved substantially, rising from 82.1% in 2022–2023, to 92.5% in 2023–2024. There was also a substantial increase in success rate, rising from 56.4% in 2022–2023, to 73.1% in 2023–2024.

UMOJA and the Second Year Experience initiatives have led to increased adoption of Zero Textbook Cost (ZTC) courses at the discipline level. For Fall 2024, two faculty members adopted the ZTC option to make the course resources free. Additionally, our faculty members are actively pursuing professional development opportunities aimed at addressing equity gaps.

In the 2023-2024 academic year, our Hispanic/Latinx students saw an increase in the number of sections offered, with 12 sections compared to 9 in the previous year. The enrollment substantially increased, with 146 students compared to 65 in the previous year. The retention rate increased from 86.2% to 88.4%, and the success rate also improved from 72.3% to 74.0%. Hispanic students are still our most successful racial/ethnic group.

Opportunities and Challenges: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

We are continually exploring new options on how to close all equity gaps within our discipline. More support from the institution overall is required. AVC needs to provide training for all faculty that includes actionable steps to close equity gaps without reducing academic rigor. Socioeconomically disadvantaged students need timely access to course materials paid for by the institution from the start of the semester. This aid often comes too late in the semester to be meaningful.

Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

We aspire to be the premier provider of marketing training for local employers. We currently have only an overall marketing concentration, and to fill this void we have created a social media marketing certificate as well as some complimentary business area certificates for credit and not for credit.

Our faculty are increasing their knowledge of and awareness of diversity, equity, inclusion, anti-racism, and accessibility through training with the USC Center for Equity and ACUE equity training courses. Hopefully these programs provide actionable steps faculty can implement to close equity gaps.

Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data

N/A

Insert Advisory Committee Recommendations here -- Our advisory committee recommended we create certificates for marketing. We have created a marketing certificate.

Insert labor market data here -- <https://www.labormarketinfo.edd.ca.gov/commcolleges/> The short-term outlook in California for job growth in marketing and sales management indicates an estimated job openings range of 303,700 to 335,460 (2020 to 2030).

Part 2C: Review and comment on progress toward past Course Improvement Plans

List your past Course Improvement Plans (CIPs) and progress toward meeting those plans.

Past Course Improvement Plans	Progress Made
Review the SLOs for necessary revisions	Complete and course revisions submitted
Create a marketing certificate	Complete and are moving through the approval process
Hire a full-time faculty member dedicated solely to management	No progress

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

List your past program review goals and progress towards those goals.

Past Goal	Progress Made
Increase student success and retention rate	We have seen an increase in success and retention rates, and we continue to strive for greater success in this area.
Increase Enrollment	In the 2023-2024 academic year, our enrollment grew to 286 students from 157 students from the previous year, 2022-2023.
Create new courses and a certificate	Complete. We added a new course and a new certificate
Close equity gaps	We saw improvement in our equity gaps, with both Hispanic and Black students increasing their retention and success rates.

Part 3: Based on Part 2 above, please list program/area goals:

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 4. Career and Specialized Knowledge				Goal #5 Education: Expansion of offerings and effective course scheduling.	Increase success and retention rates	Hire a full-time faculty member to oversee and grow the program	Improved student success and retention rates

#2	ILO 4. Career and Specialized Knowledge				Goal #5 Education: Expansion of offerings and effective course scheduling.	Close equity gaps	Restructure our program into fully online and 8-week courses utilizing zero or low-cost textbooks	Reduced equity gaps
#3	ILO 4. Career and Specialized Knowledge				Goal #2 Equity: Improve the college culture by becoming a more caring, welcoming, accessible, and inclusive campus.	Increase our presence in the community and with local employers	Creating and executing a marketing plan that targets local employers	Increased enrollment
#4	Choose ILO				Choose an item.			

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)						
Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Faculty	Hiring a full-time faculty member	Goal #1	Repeat	100K	Recurring	Kathy Osburn
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above).

Required:

- Success & Retention tab
- Program Awards tab

Optional:

- Other supporting data/information

Success and Retention

Select Academic Year:

(Multiple values) ▾

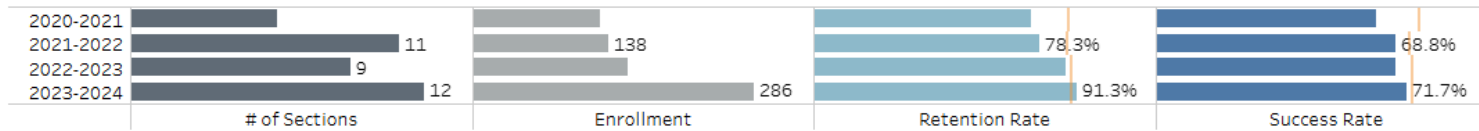
Select Subject:

MKTG ▾

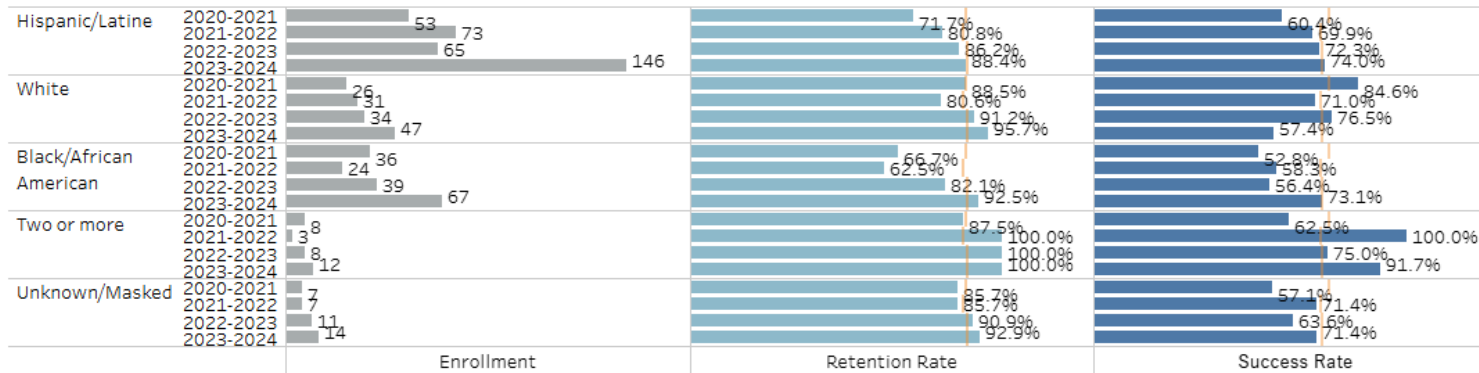
< Select subject here

AVC Retention and Success shown in vertical |

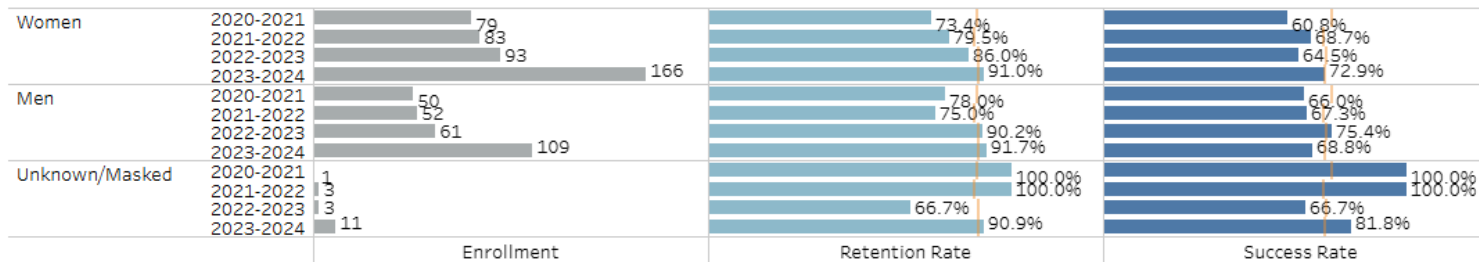
Overall Enrollments, # of Sections, Retention and Success by Year for MKTG



Enrollments, Retention & Success for MKTG by Ethnicity



Enrollment, Retention and Success for MKTG by Gender



Program Awards

Select Academic Year:

(Multiple values) ▾

Select Ethnicity:

(All) ▾

Gender

(All) ▾



(Use these filters add years & disaggregate by ethnicity and gender for both of the visualizations below)

Institutional Awards

Award Type	2020-2021	2021-2022	2022-2023	2023-2024
AA-T/AS-T	790	860	734	640
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Certificate	1223	1426	1115	1108
AVC Local Certificate	159	189	210	194
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Non-Credit	82	58	38	64
Grand Total	3454	3912	3285	3319

Select Program Majors:

Marketing ▾

< Select Program Major for the chart below



Fall 2024 Program Review Report | Instructional Areas

Division/Area Name: Philosophy	For Planning Years: 2025-2026
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Name of persons leading this review: Dr. Claude Gratton & Dr. Edward Sammons
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Names of all participants in this review: Dr. Claude Gratton, Dr. Nathaniel Greely, Dr. Estiphan Panoussi, Dr. Edward Sammons

Part 1. Program Overview: Briefly describe how the program contributes to the district mission

The Philosophy Program contributes significantly to the district's educational goals.

- The program helps students to:
 - Improve their skills to interpret, analyze, and evaluate claims, arguments, and explanations.
 - Acquire and deepen the intellectual virtues: fair-mindedness, open-mindedness, intellectual humility, patience, perseverance, honesty, empathy, and courage.
 - Improve their communication skills by having them clearly articulate complex ideas in papers.
 - Improve their ability to reason well on controversial moral and religious issues.
- The Philosophy Program embodies AVC's commitment to achieving the four ILOs: analytic and creative thinking, effective communication, engaged citizenship, and learnedness across disciplines.
- It offers a mix of modalities: traditional, hybrid, and online formats.
- The skills developed in our program are in high demand across various fields, particularly those requiring critical thinking, ethical reasoning, problem-solving abilities, and communication.

Career Readiness and Marketability

In addition to its academic focus, the Philosophy Program is intentionally structured to equip students with the skills and competencies necessary for success in the professional world. The critical thinking, problem-solving, and ethical reasoning abilities honed through the program are highly sought after across a range of industries. Graduates of the Philosophy Program are trained to be adaptable and insightful thinkers, capable of addressing the multifaceted challenges of modern workplaces that value analytical rigor and sound decision-making.

Part 2A: Analyze the [program review data \(retrieval instructions\)](#), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:

Use the following questions to guide your analysis:

Overall (Use the *Success & Retention* and *Program Award* tabs to inform your analysis)

- What are the success and retention rates for your discipline? Did they decrease or increase in the last year?
- What are the trends for the number of awards granted? Are the number of awards going up or down?

Equity (Use the *Success & Retention* tab including S&R by Ethnicity and Gender data to inform your analysis)

- Which ethnic / gender student groups complete their courses at the highest rates?

- Which ethnic / gender student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the *Strengths and Accomplishments* section.

Strengths and Accomplishments: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)

The Philosophy program has consistently achieved strong retention rates, with an average of just over 80% over the past three years. So, the success rate has increased from 2021-2022.

The **success** rates in the Philosophy discipline were:

- 2020-2021: 65.9%
- 2021-2022: 59.1%
- 2022-2023: 63.9%

The number of AA degrees awarded in Philosophy:

- 2020-2021: 5
- 2021-2022: 4
- 2022-2023: 16

The number of awards decreased from 2020-21 to 2021-2022, then increased in 2022-2023. Overall, the trend has slightly increasing in awards over the 3-year period.

Equity (Use the S & R by Demographic Group or the Equity tab to inform your analysis)

The racial/ethnic group with the highest course completion (success) rates in Philosophy was White non-Hispanic students. Their rates were:

- 2021-2022: 64.3%
- 2022-2023: 63.9%
- 2023-2024: 75.2%

The groups with the largest gaps compared to White Non-Hispanic students were:

- African American/Black students:
 - 2021-2022: Gap of -5.7% (64.3% vs 58.6%)
 - 2022-2023: Gap of -4.5% (63.9% vs 59.4%)
 - 2023-2024: Gap of -18.5% (75.2% vs 56.7%)

Hispanic/Latinx students:

- 2021-2022: Gap of -5.6% (64.3% vs 58.6%)
- 2022-2023: Gap of -2.9% (63.9% vs 61.0%)
- 2023-2024: Gap of -13.6% (75.2% vs 61.6%)

Over the past year, the completion rate gap between White Non-Hispanic students and both African American/Black and Hispanic/Latinx students has grown notably. This widening disparity highlights an equity gap in student outcomes that requires targeted attention and intervention.

Strengths and Accomplishments

In summary, as previously stated, the indicators that reflect the Philosophy program's continued stability and success, though ongoing efforts are needed to improve student success and completion rates further, include:

- The Philosophy program has demonstrated consistently high retention rates, averaging slightly above 80% over the past three years. These figures suggest that once students are enrolled, the majority persist in completing their Philosophy courses.
- The number of full-time Philosophy faculty has remained stable, averaging around 5 Full-Time Equivalent Faculty (FTEF) each year. The program has also maintained a solid offering of course sections. Despite a slight decrease in course sections, enrollment has remained relatively robust indicating strong student interest in the program.
- While there is room for improvement, course success rates have remained moderately strong, with over half of students successfully completing their courses each year.
- The program has consistently awarded degrees, contributing to students' educational and career pathways.

Strategies supporting student success and retention:

- The curriculum is strategically structured to progressively build student skills, with assignments designed to reinforce learning and facilitate mastery of key concepts.
- Faculty have undertaken an extensive, ongoing revision of course materials, including providing detailed, plain-language feedback. This has improved clarity and helped students better understand assessment expectations.
- Online course offerings of all Philosophy courses have enhanced flexibility and accessibility, providing students with more learning options to meet diverse needs.
- Philosophy majors benefit from dedicated advising and mentorship provided by full-time faculty, offering personalized guidance on both academic and career pathways.

Opportunities and Challenges: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Identified opportunities and challenges include:

- The Philosophy program has experienced a slight decline in overall success rates, from 65.9% in 2021-2022 to 63.9% in 2022-2023. This downward trend necessitates a re-evaluation of both instructional strategies and student support mechanisms. To improve student success, the program could explore innovative teaching methods and instructional enhancements, particularly those that promote active learning and student engagement. To close the intellectual gap between where students are and where they should be, instructors must use shorter and simpler passages and gradually bring students up to college-level reasoning, reading, and writing. Additionally, expanding tutoring and supplemental instruction services, particularly through the Learning Center, could provide more robust academic support.
- Data analysis reveals persistent equity gaps in completion rates between African American/Black, Hispanic/Latinx, and White Non-Hispanic students. For the academic years 2021-2022 to 2023-2024, African American/Black students showed a slight fluctuation in success rates, ranging from 56.7% to 59.4%,

while Hispanic/Latinx students' success rates improved marginally from 58.6% to 61.6%. In contrast, White Non-Hispanic students exhibited a significantly higher success rate, increasing from 64.3% in 2021-2022 to 75.2% in 2023-2024. These disparities suggest a need for targeted interventions to support underrepresented groups.

To address these gaps, it is recommended that the program analyze and address potential systemic barriers that may contribute to these outcomes. Strategies could include enhanced student support services, the implementation of culturally responsive teaching practices, and a comprehensive review of course design for possible biases. These efforts will help ensure a more equitable academic experience for all students, particularly those from historically underserved populations.

Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

- The philosophy program recognizes an urgent need to bridge the gap between the theoretical emphasis on "critical thinking" across disciplines and the practical application of these skills by students. Despite the emphasis on critical thinking in higher education, many students remain in a memorization-based learning mode, which inhibits their ability to transfer reasoning skills to real-life situations. To address this, the program proposes a more standardized approach to teaching critical thinking across disciplines, with an explicit focus on evaluating claims, arguments, and explanations. By ensuring that these skills and intellectual virtues are taught consistently and correctly, students will be better equipped to apply them in both their academic work and personal and professional lives.
- In line with its commitment to accessibility and affordability, the philosophy program also aims to continue developing a zero-textbook-cost (ZTC) degree pathway by incorporating open educational resources (OER). This initiative will eliminate the financial barrier of textbook costs, enabling all students to access high-quality philosophical education without concern for additional expenses. The philosophy program envisions itself as a leader in providing an affordable and rigorous philosophical education, promoting both academic excellence and equity. By removing textbook costs, the program aims to make philosophy accessible to a broader range of students, ensuring that financial limitations do not hinder academic success.
- Looking to the future, the philosophy program strives to become a leader in interdisciplinary education, integrating philosophical inquiry into a variety of academic fields. Through courses such as PHIL 105 Ethics: Moral Issues in Society, PHIL 201 Critical Thinking, PHIL 201 Symbolic Logic, and PHIL 301 Bioethics, the program seeks to provide courses that meet the specific demands for Career Technical Education (CTE) certificates and degrees. In addition, the program is committed to addressing equity gaps in student success. The philosophy program will continue to identify the root causes of disparities and implement targeted interventions to promote equitable outcomes, ensuring that with excellent teaching and support, all students can achieve high success, retention, and completion rates. Through these efforts, the program aims to be a thriving pathway for student achievement, fostering critical thinking, academic excellence, and inclusivity.
- To effectively develop and expand the Philosophy program in alignment with the needs of AVC's CTE certificates and degrees, it is essential to add an additional full-time faculty member. This addition will ensure that the program can offer a broader range of courses, enhance student support, and provide the specialized instruction required to integrate philosophy with CTE pathways. A full-time faculty member would help to strengthen the program's capacity for academic growth, improve course availability, and further enrich the educational experience for students pursuing diverse career and technical fields.

Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data

N/A

Insert Advisory Committee Recommendations here (Please do not insert complete meeting minutes, but just recommendations from the advisory committee.)

Insert Labor Market Data here <https://www.labormarketinfo.edd.ca.gov/commcolleges/>

Part 2C: Review and comment on progress toward past Course Improvement Plans

List your past Course Improvement Plans (CIPs) and progress toward meeting those plans.

- The Philosophy program consistently meets all Student Learning Outcomes (SLOs) and demonstrates strong alignment with program goals. Given this success, there is no immediate need for significant changes to the current structure or methods, as they are effectively supporting student achievement and academic growth. The program will continue to maintain its high standards and ensure that the SLOs remain an integral part of its instructional approach.
- To continue meeting SLOs and foster student development toward achieving higher academic performance in the program, there is a need for greater consensus among the philosophy faculty regarding the most effective approach to organizing and integrating the application of reasoning skills taught across the curriculum. Mastery of individual reasoning skills alone does not ensure that students can apply these skills in a coherent or systematic way. Without a unified approach among philosophy instructors to align and coordinate these efforts, it will be challenging to gain full faculty support and ensure consistency in how reasoning skills are taught and applied across courses. Collaboration and alignment on this matter are essential for the program's continued success in fostering students' critical thinking abilities.

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

List your past program review goals and progress towards those goals.

Past Goal	Progress Made
Students will build transferable intellectual skills to apply formal and informal logic in evaluating arguments across academic disciplines and real-world contexts.	The philosophy program has made strong progress in equipping students with the intellectual tools necessary to apply formal and informal logic effectively, both in their academic work and in various real-world contexts. These efforts are aligned with the program's commitment to developing transferable reasoning skills that contribute to students' success across their academic and professional careers.
Philosophy students will gain knowledge, abilities, and intellectual skills to think critically and communicate effectively in order to excel in their chosen career and transfer pathways.	Philosophy students develop critical thinking and effective communication skills through a rigorous curriculum focused on logical reasoning, problem-solving, and the analysis of complex ideas. By engaging in discussions, writing, and applying philosophical concepts to real-world situations, students build strong analytical abilities and transferable communication skills. The program's emphasis on critical thinking, argumentation, and ethical reasoning provides students with a solid intellectual foundation, preparing them for success in both academic transfer pathways and careers that demand clear, persuasive, and thoughtful communication.
Philosophy students will gain knowledge and skills to think critically about complex issues, act ethically, and contribute positively to local and global communities.	Philosophy students develop critical thinking, ethical reasoning, and the ability to engage with complex issues by meeting SLOs. Through coursework focused on argumentation and ethical analysis, students learn to evaluate moral dilemmas and apply ethical principles in real-world contexts. These skills

prepare them to contribute responsibly to both local and global communities, fostering a deeper understanding of social, political, and ethical challenges.

Part 3: Based on Part 2 above, please list program/area goals:								
Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 2. Creative, Critical, and Analytical Thinking	All PLOs	All SLOs		Goal #6 Success: Boost success rates by prioritizing the student experience.	Students will develop transferable intellectual skills, enabling them to apply both formal and informal logic for evaluating arguments across a range of academic disciplines and real-world contexts. By practicing deduction, constructing sound arguments, and interpreting diverse perspectives with fairness, students will cultivate critical thinking abilities that prepare them for success in their educational and professional pursuits.	<p>These are strategies to help achieve this goal for the Philosophy program::</p> <ul style="list-style-type: none"> Evaluate course materials and assignments to ensure relevance and reduce potential biases. Expand access to embedded tutors and provide targeted tutoring support focused on logic skills. Gather student feedback regularly throughout the course to continuously enhance teaching practices. Encourage faculty to share effective pedagogical approaches and materials that support student learning. 	<p>The following are some methods to measure progress on this goal for the Philosophy program:</p> <ul style="list-style-type: none"> Student achievement on PLOs and SLOs. Number of philosophy graduates pursuing further education. Compare success rates of students over time to identify success. Follow-up surveys of past students on continued application of logic after the course Monitor rates of students advancing to higher-level courses dependent on critical thinking skills.

							<ul style="list-style-type: none"> Collaborate with faculty from other disciplines to explore and implement pedagogically effective methods. 	
#2	ILO 1. Communication	All PLOs	ALL SLOs		Goal #6 Success: Boost success rates by prioritizing the student experience.	Students will develop strong communication skills to articulate philosophical positions and arguments clearly and persuasively in both writing and speaking. Through analytical reading, research, evaluation of arguments, and synthesizing positions, students will demonstrate critical thinking abilities aligned to institutional learning outcomes.	<p>These are strategies to help achieve this goal for the Philosophy program:</p> <ul style="list-style-type: none"> Integrate proven teaching methods, such as active learning, scaffolding, and formative assessment, to improve student engagement and understanding. Provide regular training and professional development opportunities for faculty to stay informed on the latest research in educational practices. Leverage campus support services to enhance student learning and well-being. Identify disparities in achievement 	<p>The following are some methods to measure progress on this goal for the Philosophy program:</p> <ul style="list-style-type: none"> Student achievement on PLOs and SLOs. Student evaluations of how course activities and assignments promoted academic proficiency. Compare success rates of students over time. Both quantitative metrics and qualitative assessments can identify areas for adjustment, ensuring sustained progress and improvement.

							<p>through data analysis to tailor interventions for specific student groups.</p> <ul style="list-style-type: none"> • Develop targeted support sessions to support underrepresented students. • Foster a growth mindset among students encouraging resilience and continuous improvement into the curriculum and classroom culture. • Provide constructive feedback that highlights effort, strategies for improvement, and opportunities for skill development. • Monitor and evaluate progress through student feedback, performance data, and faculty observations to refine approaches as needed. 	
#3	ILO 3. Community /Global Consciousness	All PLOs	All SLOs		Goal #2 Equity: Improve the college culture by becoming a more caring,	Philosophy students will gain knowledge and skills to think critically about complex issues, act	These are strategies to help achieve this goal for the Philosophy program:	The following are some methods to measure progress on this goal for the Philosophy program:

					welcoming, accessible, and inclusive campus.	ethically, and contribute positively to local and global communities. The program will leverage technological tools, campus partnerships, and streamlined processes to provide engaging learning experiences efficiently. Students will apply philosophic principles to understanding diverse perspectives, analyzing societal problems, and advancing equity and sustainability for lifelong success.	<ul style="list-style-type: none"> Assess ILOs and PLOs focused on ethics, equity, cultural awareness. Integrate inclusive and culturally responsive teaching practices that promote equity into the curriculum. Facilitate learning that empowers self-directed, equitable learning. Continue promoting Zero Textbook Cost courses to increase access and affordability. Develop community engagement components tied to course learning outcomes. 	<ul style="list-style-type: none"> Student achievement on PLOs and SLOs. Student evaluations of how course activities and assignments promoted academic proficiency. Compare success rates of students over time. Both quantitative metrics and qualitative assessments can identify areas for adjustment, ensuring sustained progress and improvement.
#4	ILO 4. Career and Specialized Knowledge	All PLOs	All SLOs		Goal #5 Education: Expansion of offerings and effective course scheduling.	Philosophy students will gain knowledge, abilities, and intellectual skills to think critically and communicate effectively in order to excel in their chosen career and transfer pathways. The program will consult industry experts and employers to identify high-demand skills and align curriculum to help students build proficiency in those areas. Students	<p>These are strategies to help achieve this goal for the Philosophy program:</p> <ul style="list-style-type: none"> Create new courses/assignments allowing application to real-world contexts. Ensure the curriculum review process reflects the inclusion of high-demand skills. 	<p>The following are some methods to measure progress on this goal for the Philosophy program:</p> <ul style="list-style-type: none"> Student achievement on PLOs and SLOs. Student evaluations of how course activities and assignments promoted academic proficiency.

					<p>will apply philosophic principles, logical reasoning, analytical writing, ethical decision-making, and communication skills to real-world problems and situations. Through projects, internships, and experiential activities, they will develop career ready competencies to achieve their professional and educational goals.</p> <p>Key points this goal aims to address:</p> <ul style="list-style-type: none"> • Facilitating critical thinking, logic, writing, ethics and communication. • Equipping philosophy students for success in their careers and transfer opportunities. • Cultivating skills that are in demand by industry and academic institutions. • Providing opportunities for immersive learning. 	<ul style="list-style-type: none"> • Collaborate with the career center to provide specialized assistance for philosophy students. • Outline potential advanced education options and career avenues for philosophy graduates. 	<ul style="list-style-type: none"> • Compare success rates of students over time. • Both quantitative metrics and qualitative assessments can identify areas for adjustment, ensuring sustained progress and improvement. • Analysis of curriculum alignment to identified labor market skills. • Program review assessments focused on labor market alignment.
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Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Faculty	The hiring of a full-time tenure-track philosophy instructor.	All four.	Repeat	\$125000	Recurring	Edward Sammons
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above).

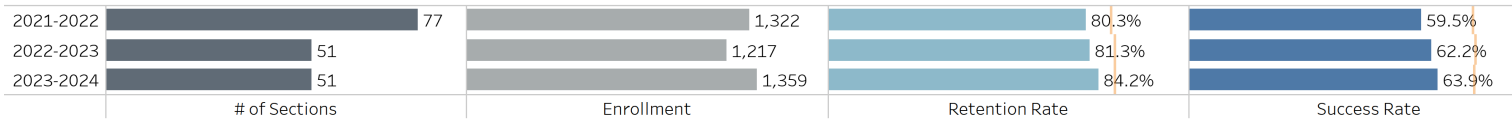
Required:

- Success & Retention tab
- Program Awards tab

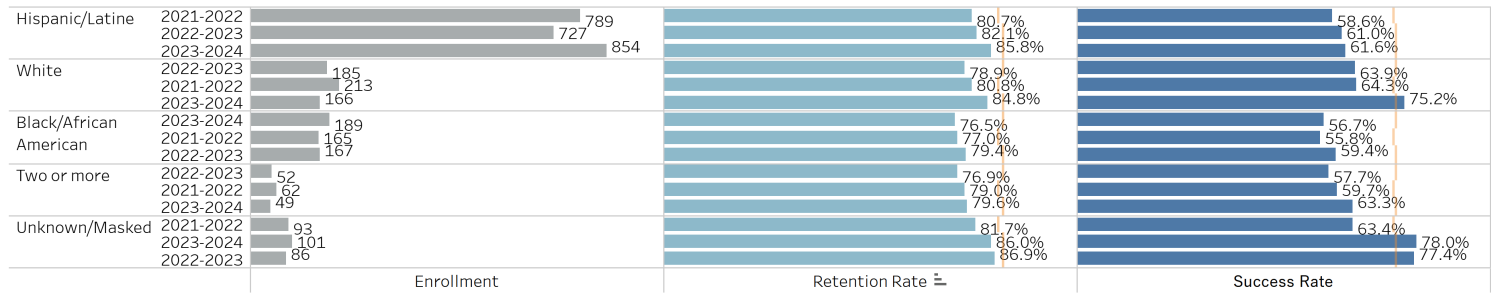
Optional:

- Other supporting data/information

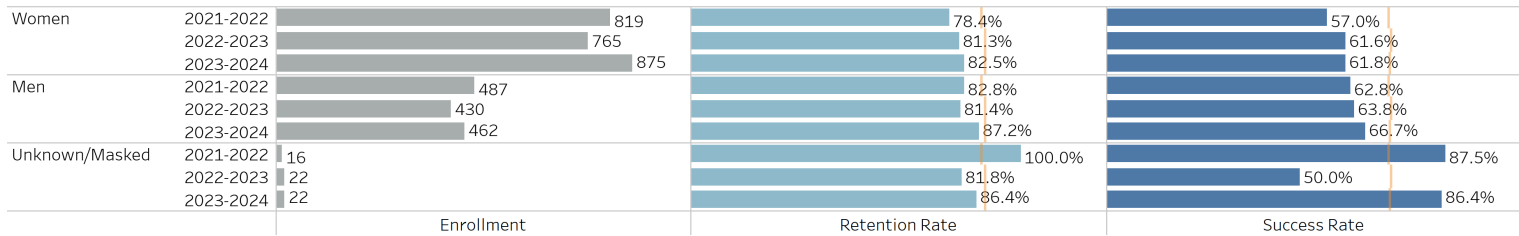
Overall Enrollments, # of Sections, Retention and Success by Year for PHIL



Enrollments, Retention & Success for PHIL by Ethnicity



Enrollment, Retention and Success for PHIL by Gender



Grades Distribution for PHIL by Ethnicity

Ethnicity	A,B,C, or P	D,F,NP	W	I,RD,IP	EW
Black/African American	55.8%	19.5%	23.2%	1.1%	0.5%
Hispanic/Latine	61.4%	24.1%	14.2%	0.2%	0.1%
Two or more	63.3%	16.3%	20.4%		
Unknown/Masked	77.2%	7.9%	13.9%	1.0%	
White	74.3%	9.6%	15.0%	0.6%	0.6%

Grade Distribution for PHIL by Gender

Sex	A,B,C, or P	D,F,NP	W	I,RD,IP	EW
Men	66.5%	20.3%	12.8%	0.4%	
Women	61.3%	20.6%	17.3%	0.5%	0.3%
Unknown/Masked	86.4%		13.6%		

FTEF

	Fall 2020	Fall 2021	Fall 2022	Fall 2023
PT (Adjunct) FTEF	2.60	2.80	1.60	2.40
FT (Full-time) FTEF	2.00	2.00	2.00	2.00
FT (Overload) FTEF			0.20	0.60
Grand Total	4.60	4.80	3.80	5.00

PT/FT FTEF Ratio

	Fall 2020	Fall 2021	Fall 2022	Fall 2023
PT/FT FTEF Ratio	1	1	1	1

Full-Time Equivalent Faculty (FTEF) – a faculty member’s actual workload standardized against the teaching load (15 LHE). FTEF does not represent an actual number of faculty members; it is a conceptual measure of the workload. FTEF = Contract Workload/15 (Contract teaching load, LHE) (E.g., a 3-Unit Class = 0.2 FTEF)



Fall 2024 Program Review Report | Instructional Areas

Division/Area Name: Social Science/ Political Science	For Planning Years: 2025-2026
Name of person leading this review: John Vento	
Names of all participants in this review: Dr. Ellen Coleman, Dr. Don Ranish, Steven Jaworowski, Samuel John, Derek Carver, Amaka Donn, Larry Ramirez, and John Vento	
Part 1. Program Overview: <i>Briefly describe how the program contributes to the district mission</i>	
<p>The Political Science department offers a variety of high-quality and comprehensive courses to a diverse student body, enhancing their chances of transferring to a four-year college program. These courses, such as Introduction to American Government, Political Theory, Judicial Process, Comparative Politics, International Relations, and Ethnic Politics, engage students in discussions about democracy, the rule of law, discrimination, international relations, and justice. Additionally, the department collaborates with the Administration of Justice faculty to support the Law Scholars program, which allows additional students to earn an Associate of Arts in Political Science with an emphasis in law, society, and public policy.</p>	

Part 2A: Analyze the program review data (retrieval instructions), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:
Use the following questions to guide your analysis:
Overall (Use the <i>Success & Retention</i> and <i>Program Award</i> tabs to inform your analysis)
<ul style="list-style-type: none"> • What are the success and retention rates for your discipline? Did they decrease or increase in the last year? • What are the trends for the number of awards granted? Are the number of awards going up or down?
Equity (Use the <i>Success & Retention</i> tab including S&R by Ethnicity and Gender data to inform your analysis)
<ul style="list-style-type: none"> • Which ethnic / gender student groups complete their courses at the highest rates? • Which ethnic / gender student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the <i>Strengths and Accomplishments</i> section.
Strengths and Accomplishments: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)
<p><i>Consider the following questions:</i></p> <ul style="list-style-type: none"> • Awarded 19 AA-T Political Science degrees in Academic Year 2023-2024 • Awarded 5 AA-T Law, Policy and Society in Academic Year 2023-2024 (first time) • Hosted a discussion with Dr. Gerald Roseburg author of the Hollow Hope • Facilitated AVC’s Constitutional Essay Contest for the 11th straight year • Political Science faculty continue to work with the Law Scholars program in conjunction with the Administration of Justice Department • Continued to offer POLS 101 and POLS 203 courses at California State Prison-Los Angeles and the Palmdale Center • Recruited students for internship opportunities for the following public offices: <ul style="list-style-type: none"> • LA County Board of Supervisors’ office Kathryn Barger • California State Assembly member Tom Lackey • California State Senator Scott Wilk

- U.S. House of Representative Mike Garcia
- We continue to offer a robust section of classes each semester both asynchronous and synchronous
- Former students provide excellent feedback about their preparation at AVC to handle the riggers of their coursework at the UCs/CSUs
- POLS significantly expanded its asynchronous and synchronous online class offerings
- What does your program/area do well, including capabilities and greatest accomplishments?
- What are the practices that were implemented to increase success and retention rates or program awards?

Opportunities and Challenges: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Consider the following questions:

DATA

- The overall enrollment for 2023-24 has increased from 2215 to 2508
- The number of sections offered has increased from 73 to 78
- The retention rate is 86.4% which has been consistent from previous years
- The success rate dropped from 73.3% to 69.9%

GENDER

- The female retention rate (86%) and male retention rate (86%) have remained consistent from the previous year
- The female success rate (70%) and male success rate (69.5%) have slightly decreased from the previous year
- The unknown student retention rate (94.9%) and success rate (76%) have slightly decreased from the previous year

ETHNICITY

- The retention rates for all ethnicities have remained strong, averaging above (83%).
- The success rates for all ethnicities have varied. Hispanic/Latine students dropped from (74%) to (70%) and Black African American students have dropped from 63% to 57%. The success rates for students with two or more ethnicities has dropped from (74.3 %) to (67%) and students listed as unknown have increased from 79.4% to 81.7%

CHALLENGES

- To address low enrollment with specialty courses, political science 200 (theory) is offered in the fall and political science 203 is offered in the spring. By doing this, both courses met enrollments requirements. It is important to note that some students were disappointed that both courses were not offered in the same semester.
- POLS 202: Ethnic Politics does not currently meet CSU Area F requirements necessary for transfer

OPPORTUNITIES

- Offered revised Political Science 202 in fall 2024
- The political science faculty are working with the Chancellor's office to establish common course id number for Political Science 101
- Offered UMOJA Political Science 101 in fall 2024 and fall 2025
- Increase student tutoring sections/hours for political science 101
- What does your program/area need to do better to support/improve student success?
- What actions can be taken to help close equity gaps?

Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Consider the following questions:

- Provide opportunities for training to full-timers and adjuncts so that Political Science can help AVC offer high-quality synchronous and asynchronous sections of POLS 101 and other necessary classes to students at AVC and across the state through the California Virtual Campus system
- Provide training and encouragement so that Political Science adjunct instructors have the tools necessary to offer high quality classes in AVC's Prison Education Project at CSP-LA
- Hire a high quality third full-time faculty member to provide necessary expertise in Ethnic Politics so that that class can count towards Area F
- Increase the number of Political Science majors who successfully transfer to the U.C. system
- Expand the reach and prominence of the Law, Public Policy, and Society AD-T
- Provide more speeches, presentations, and conversations with prominent thinkers and political figures to the wider Antelope Valley community

Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data

N/A

Insert Advisory Committee Recommendations here (Please do not insert complete meeting minutes, but just recommendations from the advisory committee.)

Insert Labor Market Data here <https://www.labormarketinfo.edd.ca.gov/commcolleges/>

Part 2C: Review and comment on progress toward past Course Improvement Plans

List your past Course Improvement Plans (CIPs) and progress toward meeting those plans.

Past Course Improvement Plans	Progress Made
POLS 202: Ethnic Politics does not currently meet CSU Area F requirements necessary for transfer	Unattainable due policy issues and staffing requirements.

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

List your past program review goals and progress towards those goals.

Past Goal	Progress Made
Increase enrollment for POLS 200 and POLS 203 so that they can be offered on a regular schedule	Political Science 200 was offered in fall 2024 and Political Science 203 will be offered in spring 2025
Bring additional speakers to campus	Authors Dr. Megan Ming Frances and Dr. Gerald Rosenberg gave presentation to the campus community
Update AA-T Political Science Degree to ensure compliance with the University of California System	In progress
Provide additional pathways to graduation Develop interdisciplinary AA-T degree	ADT-LPPS has been created as is in implementation.
Make AVC a greater and more regular part of the political landscape of the Antelope Valley	The political science faculty have coordinated with various local elected officials to discuss policy and elections issues.

Part 3: Based on Part 2 above, please list program/area goals:

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				

#1	ILO 2. Creative, Critical, and Analytical Thinking				Goal #1 Service: Realign college policies, practices, and processes to remove barriers and to become more effective, efficient, and responsive to students, employees, and the community.	Update Political Science 101 course to align with the Chancellor's office new course id program	Work with AP&P	Approved by AP&P
#2	ILO 2. Creative, Critical, and Analytical Thinking				Goal #6 Success: Boost success rates by prioritizing the student experience.	Offer special sections of Political Science 101 to different student programs such as Umoja and Puente.	Coordinate with faculty and staff from the Puente and Umoja and other organizations to offer classes.	Appears on Class schedule
#3	ILO 2. Creative, Critical, and Analytical Thinking				Goal #2 Equity: Improve the college culture by becoming a more caring, welcoming, accessible, and inclusive campus.	Increase student tutoring offerings in political science courses to provide support for student that are underperforming	Work with the Dean and Student learning center to get more tutors for political science 101	Student services hires more political science tutors.
#4	ILO 1. Communication				Goal #1 Service: Realign college policies, practices, and processes to remove barriers and to become more effective, efficient, and responsive to students, employees, and the community.	Make AVC a greater and more regular part of the political landscape of the Antelope Valley	Work with various community leaders to host and facilitate various community gathering, discussions and events	Hosting events.

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)						
Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Professional development	A bi-annual budget to bring more political speakers to campus	Make AVC a greater and more regular part of the political landscape of the Antelope Valley	Repeat	\$10,000.00	Recurring	Fritz Hemker
Faculty	Increase student tutors for political science 101 courses	Boost success rates by prioritizing the student experience.	New	\$5,000.00	Recurring	Student Learning Center
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above).
 Required:

- Success & Retention tab

Success and Retention

Select Academic Year:
Multiple values

Select Subject:
POLS

< Select subject here

AVC Retention and Success shown in vertical |

Overall Enrollments, # of Sections, Retention and Success by Year for POLS

Academic Year	# of Sections	Enrollment	Retention Rate	Success Rate
2021-2022	99	2,096	84.2%	71.2%
2022-2023	73	2,215	87.0%	73.8%
2023-2024	78	2,508	86.4%	69.9%

Enrollments, Retention & Success for POLS by Ethnicity

Ethnicity	Academic Year	Enrollment	Retention Rate	Success Rate
Hispanic/Latine	2021-2022	1,266	85.2%	72.1%
	2022-2023	1,395	86.8%	74.3%
	2023-2024	1,613	86.4%	70.9%
White	2021-2022	363	85.4%	76.3%
	2022-2023	299	90.3%	80.3%
	2023-2024	309	87.2%	76.9%
Black/African American	2021-2022	248	76.2%	58.1%
	2022-2023	321	83.1%	63.1%
	2023-2024	367	83.3%	57.1%
Two or more	2021-2022	90	84.4%	70.0%
	2022-2023	74	89.2%	74.3%
	2023-2024	97	82.5%	67.0%
Unknown/Masked	2021-2022	129	85.3%	73.6%
	2022-2023	126	90.5%	79.4%
	2023-2024	122	96.5%	81.7%

Enrollment, Retention and Success for POLS by Gender

Gender	Academic Year	Enrollment	Retention Rate	Success Rate
Women	2021-2022	1,201	85.0%	73.4%
	2022-2023	1,187	86.1%	74.4%
	2023-2024	1,369	86.1%	70.0%
Men	2021-2022	877	83.1%	68.1%
	2022-2023	988	87.6%	72.7%
	2023-2024	1,096	86.4%	69.5%
Unknown/Masked	2021-2022	18	77.8%	77.8%
	2022-2023	40	100.0%	80.0%
	2023-2024	43	94.9%	76.9%

< Click to go back

Click to go next >

- Program Awards tab

Program Awards

Select Academic Year:
Multiple values

Select Ethnicity:
All

Gender
All

(Use these filters add years & disaggregate by ethnicity and gender for both of the visualizations below)

Institutional Awards

Award Type	2021-2022	2022-2023	2023-2024
AA-T/AS-T	860	734	640
AA/AS	1366	1172	1292
Certificate	1426	1115	1108
AVC Local Certificate	189	210	194
Bachelor's	13	16	21
Non-Credit	58	38	64
Grand Total	3912	3285	3319

Select Program Majors:
Multiple values

< Select Program Major for the chart below

Subject Awards for AA-T Law, Policy, & Society & AA-T Political Science

Award Type	Degree Desc	Academic ..	Count
AA-T/AS-T	AA-T Law, Policy, & Society	2023-2024	<5
	AA-T Political Science	2021-2022	19
		2022-2023	15
		2023-2024	19

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Click to go next >

Optional:

- (A free Starbucks card to anyone that reads this report. Send an email to john.vento@avc.edu to claim it)



Fall 2024 Program Review Report | Instructional Areas

Division/Area Name: Psychology	For Planning Years: 2025-2026
Name of person leading this review: Fredy Aviles	
Names of all participants in this review: Fredy Aviles, Nouha Hallack, Duane Rumsey	
Part 1. Program Overview: Briefly describe how the program contributes to the district mission	
<p>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.</p> <p>We offer a certificate through the Alcohol and Other Drugs Studies (AODS) program.</p> <p>The program consists of an 11-course curriculum based on CAADE and CCAPP requirements. Course work focuses on introduction to alcohol and other drug studies, and prepares students to complete intake, assessment, treatment, relapse prevention, individual, group and family counseling in the area of substance related disorders.</p> <p>We also offer an Associate of Arts in Psychology for Transfer (AA-T in Psychology) degree that meets the requirements of SB 1440 for Associate Degrees for Transfer (ADT). These degrees are intended to make it easier for students to transfer to California State University campuses, but does not exclude admittance to other colleges or universities. We have awarded an increasing number of degrees every year.</p> <p>The department also has its own webpage that includes program and faculty information. The psychology department is committed to improving access to higher education and is increasingly offering online courses and traditional courses that make use of an OER (Open Educational Resource) textbook rather than a traditional textbook in order to save students money.</p>	
Part 2A: Analyze the program review data (retrieval instructions), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:	
Use the following questions to guide your analysis:	
Overall (Use the <i>Success & Retention</i> and <i>Program Award</i> tabs to inform your analysis)	
<ul style="list-style-type: none"> • What are the success and retention rates for your discipline? Did they decrease or increase in the last year? • What are the trends for the number of awards granted? Are the number of awards going up or down? 	
Equity (Use the <i>Success & Retention</i> tab including S&R by Ethnicity and Gender data to inform your analysis)	
<ul style="list-style-type: none"> • Which ethnic / gender student groups complete their courses at the highest rates? • Which ethnic / gender student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the <i>Strengths and Accomplishments</i> section. 	
Strengths and Accomplishments: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)	
<p>1) Success and retention rates have remained strong from 2021-2022 to 2023-2024 with averages similar to the those of AVC as a whole. Success has hovered from about 72% to 73% (almost identical to AVC rates), while retention has been about 89% (again almost identical to AVC’s average). In online classes, retention has hovered at about 90% while in traditional classes it is always about 89%. Success is also almost identical for traditional and online classes from 2021-2022 to 2023-2024 and now varies between 72 and 73%. AVCs average has varied in the same way.</p>	

2) The number of sections we have been offering every year from 2021-2022 (both traditional and online) to 2023-2024 has varied overall and slightly down. We offered 129 sections in 2021-2022, 104 in 2022-2023, and 123 in 2023-2024. Our traditional course offerings have remained the same about 60) while our online offerings have increased slightly (about 65) (thus online course sections are now 54% of the total). We offered 63 traditional courses and 67 online in 2021-2022, whereas we offered 60 traditional courses and 65 online in 2023-2024.

3) We had been serving an increasing number of students every year from 2021-2022 year to 2023-2024. Our enrollment was 3351 students in 2021-2022 to 4062 in 2023-2024. The number of students taking traditional classes and online classes has increased during that same period which totals now being similar (2015 traditional vs 2047 online).

4)The number of PSY AA-T degrees granted has decreased from a high of 101 in 2021-2022 to 87 in 2023-2024. This does not include the number of certificates granted in the AODS (Alcohol and Other Drug Studies) program. The AODS program awarded 10 certificates in 2021-2022 and 6 in 2023-2024.

5) We have adapted well to changes so far as students are demanding more online classes and we are offering more of them. We need to continue to do this remain competitive and keep our enrollment numbers up. 7) We need to increase success rates in online classes slightly. We have done a good job of maintaining retention rates high.

6) Success and retention rates vary by ethnicity. Retention rates are higher for whites and LatinX at about 91%, followed by LatinX at 90%, Black/African American at about 85%, then 2 or more races at 85%. Success rates vary in the same way: Whites at 80%, other 78%, Latino 75%, two or more races 68%, and Black/African American at 60%. These retention and success rates have varied only slightly over the last 3 years. This reflects consistent equity gaps across ethnicity.

Opportunities and Challenges: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Trends reveal opportunities and challenges. Consider the following questions:

- There is an opportunity to increase enrollment by offering more classes online as that is what students want. However, there is a challenge of maintaining success rates in online classes. Success rates in online classes are almost identical to traditional classes. This is being addressed by making online classes more accessible and user friendly through POCER certification.
- There is also a challenge of closing equity across ethnicity. More needs to be done to encourage Black/African American students to increase retention and success rates. This might include tutoring, basic needs, and communities on campus to foster inclusion. Economic challenges may need to be addressed.

Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

- We want to be known for preparing students for transfer to a four-year institution by offering a transfer degree in psychology. We also want to be known for preparing students for a certificate in Alcohol and other Drug studies (AODs).

In the future, we want to remain flexible in our mix of course offerings (traditional and online) and in our course offerings. We want to develop a new Wellness Coaching program that will offer a certificate.

Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data

N/A

Insert Advisory Committee Recommendations here (Please do not insert complete meeting minutes, but just recommendations from the advisory committee.)

Insert Labor Market Data here <https://www.labormarketinfo.edd.ca.gov/commcolleges/>

Part 2C: Review and comment on progress toward past Course Improvement Plans

List your past Course Improvement Plans (CIPs) and progress toward meeting those plans.

Past Course Improvement Plans	Progress Made
Improve success on APA writing assignments	Improvement has been made but below target of 70% for PSY 101 courses
	Other courses meeting SLO targets

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

List your past program review goals and progress towards those goals.

Past Goal	Progress Made
Increase the number of PSY AAT-T degrees and AODS certificates granted	No progress. We are granting less degrees and certificates
Increase success rates on SLOs/PLO that involve APA style written reports and critical thinking.	Much progress made. Only PSY 101 continues to be below 70% target.
Close the equity gaps especially for African Americans	Progress made but success still below other ethnicities.

Part 3: Based on Part 2 above, please list program/area goals:

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	Choose ILO				Goal #5 Education: Expansion of offerings and effective course scheduling.	Increase the number of PSY AAT-T degrees and AODS certificates granted	Increase enrollment by offering more classes online.	Increased numbers for PSY AAT degree and AODS certificate
#2	Choose ILO				Goal #4 Vision: Being more future-thinking, agile, innovative, and proactive.	Increase success rates on SLOs/PLO that involve APA style written reports and critical thinking.	Create and utilize APA style tutorial, AI (AI intelligence) to enhance teaching and paper revision.	Achieve 70% or higher on PLO and SLOs that concern an APA paper assignment.

#3	Choose ILO				Goal #4 Vision: Being more future-thinking, agile, innovative, and proactive.	Close the equity gaps especially for African Americans	Offer more one on one help, tutoring, encourage participation.	Success rates similar to other groups for African Americans.
#4	Choose ILO				Goal #5 Education: Expansion of offerings and effective course scheduling.	Plan and implement Coaching & Wellness Program	Identify existing and needed courses. Get new courses and program approved.	Program available as an area of study in the catalog.

Choose an item.

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)						
Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Choose an item.	Hire new PSY Full-Time Faculty	Goals 1-4	Repeat	80,000	Recurring	Nate Dillon
Choose an item.	Hire new PSY adjunct Faculty	Goals 1-4	Repeat	40,000	Recurring	Nate Dillon
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above).

Required:

- Success & Retention tab
- Program Awards tab

Optional:

- Other supporting data/information

Program Awards

Select Academic Year:
Multiple values

Select Ethnicity:
All

Gender
All

(Use these filters add years & disaggregate by ethnicity and gender for both of the visualizations below)

Institutional Awards

Award Type	2021-2022	2022-2023	2023-2024
AA-T/AS-T	860	734	640
AA/AS	1366	1172	1292
Certificate	1426	1115	1108
AVC Local Certificate	189	210	194
Bachelor's	13	16	21
Non-Credit	58	38	64
Grand Total	3912	3285	3319

Select Program Majors:
Multiple values

< Select Program Major for the chart below

Subject Awards for AA-T Psychology, Alc & Other Drug Studies Cert, General Business and 1 more

Award Type	Degree Desc	Academic ..	Count
AA-T/AS-T	AA-T Psychology	2021-2022	101
		2022-2023	104
		2023-2024	87
AA/AS	General Business	2021-2022	20
		2022-2023	13
		2023-2024	32
Certificate	Alc & Other Drug Studies Cert	2021-2022	<5
		2022-2023	<5
		2023-2024	<5
	General Business Cert	2021-2022	19
		2022-2023	13
		2023-2024	33

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Fall 2024 Program Review Report | Instructional Areas

Division/Area Name: Social Behavior Sciences/Real Estate	For Planning Years: 2025-2026
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Name of person leading this review: Gabrielle Poorman

Names of all participants in this review: David Ranish, Kerri Jones, Kent Moser

Part 1. Program Overview: Briefly describe how the program contributes to the district mission

The Real Estate program contributes to the district mission by supporting students in their career technical educational field, which could lead to state licensing, employment, skills, and knowledge essential for a workplace environment involving Real Estate. Faculty and staff that teach and support the Real Estate discipline provide students with instruction and guidance that will lead to success in several career paths related to Real Estate. Programs offered in this discipline provide students with a broker associate degree, a broker certificate, or a salesperson certificate.

Part 2A: Analyze the [program review data \(retrieval instructions\)](#), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:

Use the following questions to guide your analysis:

Overall (Use the *Success & Retention* and *Program Award* tabs to inform your analysis)

- What are the success and retention rates for your discipline? Did they decrease or increase in the last year?

The Real Estate discipline goes beyond the AVC success and retention rates. The Real Estate discipline retention rate for the 2023-2024 period was 95.4% vs. 89.0%, AVC Annual Retention Rate and the Real Estate discipline success rate for 2023-2024 was 80.2% vs. 73.3% AVC annual success rate. The Real Estate program retention increased from 94.8% in 2022-2024 to 95.4% in the 2023-2024 academic year. However, the success rates did decrease from 86.3% in 2022-2023 to 80.2% in the 2023-2024 academic year.

- What are the trends for the number of awards granted? Are the number of awards going up or down?

The data for awards granted for the Real Estate associate’s degree, Broker Certificate, and Salesperson Certificate for 2023-2024 compared to the last academic year, 2022-2023, shows a decrease in the Real Estate AS degree by 50%, a decrease in the Real Estate Broker’s Certificate by 37%, and a decrease in the Real Estate Salesperson certificate by 43%.

Equity (Use the *Success & Retention* tab, including S&R by Ethnicity and Gender data to inform your analysis)

- Which ethnic / gender student groups complete their courses at the highest rates?

While the retention rates are similar across demographic groups, the demographic of students that have the highest rates of success and retention were white students. In 2023-2024, white students had retention rates of 100.0% and success rates of 96.2%. Compared to the last academic year, 2022-2023, AVC white student retention rates increased by 6.8 %, and the success rates increased by 9.8%. In the 2022-2023 academic year, Hispanic/Latine success and retention rates were the highest. However, when comparing Hispanic/Latine in the 2022-2023 academic year to the 2023-2024 academic year, the retention rates remained the same, but the success rates dropped close to 6.7%. Lastly, in the 2022-2023 to 2023-2024 academic years, there was a drop in success rates for both women and men demographics; women’s success rates dropped 5.7%, and men’s fell 7.3%.

- Which ethnic / gender student groups experience the largest gaps compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies working in the *Strengths and Accomplishments* section.

Based on Tableau data, the students with the most significant decreases in success rates compared to the 2022-2023 academic year were our Two or More ethnicity and Black/African American students. Two or More ethnicity students’ success rates went from 90.0% in 2022-2023 to 73.9% in 2023-2024, and our Black/African American students were at 84.1% in 2022-2023 and dropped to 72.0% for the 2023-2024 academic year.

<p>Strengths and Accomplishments: <i>(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)</i></p> <p>This program has two dedicated adjunct Real Estate faculty members who incorporate real work experiences and expertise into the classroom to educate and serve students; this is apparent in last year's success and retention rates compared to AVC's overall benchmark. The Real Estate discipline retention rate was 95.4% vs. 89.0% AVC Annual retention rate, and the Real Estate success rate was 80.2% vs. 73.3% AVC annual success rate.</p>
<p>Opportunities and Challenges: <i>(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)</i></p> <p>The real estate discipline has high success rates and consistent retention rates for the program compared to AVC's benchmark. However, the number of sections of Real Estate courses we offer is very limited because this discipline only has two adjunct Real Estate instructors leading this program. Having a low inventory of faculty or a lack of a full-time real estate faculty member in this discipline requires students to stay enrolled in the program longer. It restricts opportunities and growth from new courses, scheduling options, and course modalities. This discipline needs more recruiting efforts to offer more Real Estate courses.</p> <p>We also have a challenge of solving the problem of equity gaps. Specifically, tuition and textbooks could be expensive for some of our students. Because the textbook material is updated every year due to California State Licensing, it is difficult to find an OER or zero-textbook option for students in this field but offering noncredit real estate course options would remove the cost barriers that students face when paying for tuition because noncredit courses, tuition would be free to students. To address equity gaps, we should also consider providing more FPD events so faculty can learn more about different teaching methodologies and theories to accommodate different learners. Real estate faculty, leadership, and marketing should work together to update our marketing material (flyers and pamphlets) and conduct more online marketing to reach current and new students. Lastly, we should include our marketing department and use social media "did you know" clips to inform students, faculty, and staff of the resources that AVC has to offer (like books help, basic needs, and more) to accommodate better and serve students.</p>
<p>Aspirations: <i>(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)</i></p> <p>The Real Estate discipline would like to be known as the go-to place for developing Real Estate experts and professionals. We want to continuously strive to help students succeed in passing their real estate licensing exam for the first time and assist students in becoming competent in the field. The Real Estate discipline desires growth and more opportunities to serve the community. This growth would include offering more sections of Real Estate courses with different modality options and the potential of developing new courses and programs. Having a low inventory of instructors or a full-timer restricts the development of new courses; It limits our options for adding more sections and modality options for our students.</p>

Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data

N/A

Insert Advisory Committee Recommendations here (Please do not insert complete meeting minutes, but just recommendations from the advisory committee.)

The real estate advisory committee discussed and recommended developing a business ethics course, adding more marketing courses or adding a social media marketing course to the real estate associate degree, and creating a commercial real estate certificate or associate degree. The advisory group also discussed and recommended developing workshops or looking into community education based on real estate topics, developing noncredit programs and courses in real estate, and developing internship opportunities for students in this field.

Insert Labor Market Data here <https://www.labormarketinfo.edd.ca.gov/commcolleges/>

According to the CA EDD labor marketing information, projections of employment by real estate or top code 051100 show the total annual job openings in the California area to be 114,190.

Navigation bar for EDD State of California website. It includes the EDD logo, navigation links for Home, Benefits Login, and Employer Login, and icons for Jobs, Claims, Employers, Newsroom, and Search.

Projections of Employment by Occupation, 2020 - 2030

Selections:

TOP Code(s):

051100 Real Estate

Geography: California

Includes: All California Counties

Annual Job Openings by Occupation

SOC Code	Occupation Title (Linked to "Occupation Profile")	2020 Employment	Annual Job Openings (1)
119141	Property, Real Estate, and Community Association Managers	70,300	59,570
419021	Real Estate Brokers	21,800	21,380
419022	Real Estate Sales Agents	34,500	33,240
	Total	126,600	114,190

(1) Total Job Openings are the sum of new jobs from growth plus net replacements. Annual job openings are total job openings divided by the number of years in the projection period.

(2) This occupation has been suppressed due to confidentiality.

Table Generated on 11/1/2024 12:18:27 PM

[Save or View in Excel](#) [Back to Occupation List](#) [New Search](#)

Part 2C: Review and comment on progress toward past Course Improvement Plans

List your past **Course Improvement Plans** (CIPs) and progress toward meeting those plans.

Past Course Improvement Plans	Progress Made
Hire a full-time real estate instructor to offer more real estate courses on the schedule and more modality options in our real estate courses.	Progress has yet to be made here. Last year, we had two adjunct Real Estate instructors; this year, we will still have two adjunct real estate instructors for this discipline.
Develop a capstone course to serve students and help them learn real estate material.	Progress has been made here. RE 180, or the real estate capstone, was passed last year. It is now in the 2024-2025 catalog, and hopefully, it will be taught in 2025.
Access to more computer labs for teaching.	Progress has yet to be made. Working with the Dean and department chair, real estate faculty can hopefully provide students with different ways to learn and experience the material, including in a computer lab.

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

List your past program review goals and progress towards those goals.

Past Goal	Progress Made
Provide more course options and accessibility to students.	Progress has yet to be made here. We only have an adjunct faculty base, so we can only offer so many real estate courses and sections and modality options.
Eliminate academic barriers to students.	Some progress has been made here. After researching, it has been found that it is difficult to provide OER or zero textbook options for this field since textbooks are regularly updated, but our adjunct real estate faculty works with publishers to provide cheaper options for students.
Improve and support student learning of Real Estate courses.	Progress has yet to be made here. Real estate faculty need to encourage past real estate students who did well in previous courses to be tutors for the AVC learning center to help assist real estate students.

Part 3: Based on Part 2 above, please list program/area goals:

Goal Supports which:	Goal	Measure of Success
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Program /Area Goal #	ILO	PLO	SLO	O O	ESP Goal Primarily Supported:	(Student-focused)	Steps to be taken to achieve the goal?	(How would you know you've achieved your goal?)
#1	ILO 4. Career and Specialized Knowledge	All of them	All of them	N / A	Goal #5 Education: Expansion of offerings and effective course scheduling.	Provide more courses options and accessibility to students.	<ol style="list-style-type: none"> 1. Offer more sections of Real Estate courses with different modality options. 2. Hire a full-time Real Estate faculty and two more part-time faculty member who will monitor the Real Estate program and is qualified to teach face-to-face and online courses so that more Real Estate classes can be offered each semester. 3. Work with current Real Estate instructors to analyze more inclusive teaching methodologies based on course curriculum and modality options. 4. Encourage faculty to get training and attend FPD events for teaching methodology and pedagogy and online teacher training. 	<ul style="list-style-type: none"> -The number of sections would increase (including online). -The number of completers or awards for programs offered would increase. -Feedback from the full-time hire who is overseeing the Real Estate discipline would exist.
#2	ILO 2. Creative, Critical, and	All of them	All of them	N / A	Goal #6 Success: Boost success rates by prioritizing the student experience.	Eliminate academic barriers to students.	<ol style="list-style-type: none"> 1. Encourage real estate faculty to develop noncredit versions of our real estate courses 	<ul style="list-style-type: none"> -Retention and success would increase. -Enrollment in the program may increase.

	Analytical Thinking						<p>to remove the cost barriers students may face when taking classes to apply for and take the California State examination for the real estate salesperson license.</p> <ol style="list-style-type: none"> 2. Have faculty work with AP&P representatives and curriculum specialists to develop the workflows for these noncredit courses and programs. 3. When these classes become available for scheduling, have real estate faculty work with the department chair and the dean of the divisions about scheduling options for these noncredit courses. 	-Feedback from faculty about students and enrollment, retention, and success would be discussed.
#3	ILO 2. Creative, Critical, and Analytical Thinking	All of them	All of them	N / A	Goal #6 Success: Boost success rates by prioritizing the student experience.	Improve and support student learning of Real Estate courses.	<ol style="list-style-type: none"> 1. Encourage and hire tutors for the Real Estate discipline. 2. Have Real Estate faculty pinpoint and encourage students who have done well in their Real Estate courses to consider tutoring. 3. Have the Learning Center hire, train, and acquaint new Real 	-Retention and Success rates would increase. -Feedback from tutors would help Real Estate and Business faculty understand where most students may be struggling and how to help. -Faculty feedback about students and their progress will be discussed.

							<p>Estate tutors about how to assist students.</p> <p>4. Have tutors work with Real Estate faculty cover any changes in Real Estate policies and regulations.</p>	
#4	Choose ILO	All of them	All of them	N / A	Goal #4 Vision: Being more future-thinking, agile, innovative, and proactive.	Improve and develop more marketing material and strategies to communicate our real estate programs with students and the community.	<ol style="list-style-type: none"> 1. Have Real Estate instructors review current marketing material and collaborate with Antelope Valley College's marketing department. 2. Real Estate instructors or the department chair can make a request with AVC's marketing department. 3. Collaborating with AVC's marketing department, real estate instructors can decide on the marketing material and aesthetics. 4. Real estate instructors can then work with AVC's marketing department on different marketing channels and distribution. 	<p>-Retention and Success rates could increase.</p> <p>-The headcount of students in the programs would increase.</p> <p>-Feedback from faculty about students and marketing would be discussed.</p> <p>-Feedback from marketing about online analytics would be discussed.</p>

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)						
Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Faculty	Be able to offer students more Real Estate course options and modalities by hiring a full-time Real Estate instructor.	Goal #5 Education: Expansion of offerings and effective course scheduling.	Repeat	\$140,000.00	Recurring	Gabrielle Poorman
Faculty	Be able to offer students more Real Estate course options and modalities by hiring two adjunct Real Estate instructors.	Goal #5 Education: Expansion of offerings and effective course scheduling.	New	\$80,000	Recurring	Gabrielle Poorman
Professional development	Be able to offer students free courses by developing noncredit real estate courses.	Goal #6 Success: Boost success rates by prioritizing the student experience.	New	\$1,500.00	Recurring	Gabrielle Poorman
Classified Staff	Encourage and hire tutors for the Real Estate discipline.	Goal #6 Success: Boost success rates by prioritizing the student experience.	Repeat	\$33,280.00	Recurring	Gabrielle Poorman
Other	Improve and develop more marketing material and strategies.	Goal #4 Vision: Being more future-thinking, agile, innovative, and proactive.	New	\$50,000.00	Recurring	Gabrielle Poorman

Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above).

Required:

- Success & Retention tab
- Program Awards tab

Optional:

- Other supporting data/information

Program Awards

Select Academic Year:
Multiple values

Select Ethnicity:
All

Gender
All

(Use these filters add years & disaggregate by ethnicity and gender for both of the visualizations below)

Institutional Awards

Award Type	2020-2021	2021-2022	2022-2023	2023-2024
AA-T/AS-T	790	860	734	640
AA/AS	1184	1366	1172	1292
Certificate	1223	1426	1115	1108
AVC Local Certificate	159	189	210	194
Bachelor's	16	13	16	21
Non-Credit	82	58	38	64
Grand Total	3454	3912	3285	3319

Select Program Majors:
Multiple values

< Select Program Major for the chart below

Subject Awards for Real Estate, Real Estate Broker's Cert, Real Estate Salesperson Cert

Award Type	Degree Desc	Academic ..	Count
AA/AS	Real Estate	2020-2021	<5
		2021-2022	11
		2022-2023	12
		2023-2024	<5
Certificate	Real Estate Broker's Cert	2020-2021	<5
		2021-2022	13
		2022-2023	11
		2023-2024	<5
Certificate	Real Estate Salesperson Cert	2020-2021	<5
		2021-2022	11
		2022-2023	14
		2023-2024	<5

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Fall 2024 Program Review Report | Instructional Areas

Division/Area Name: Sociology	For Planning Years: 2025-2026
Name of person leading this review: Dr. Amy Andrada and Dr. Carina K. Giorgi	
Names of all participants in this review: Dr. Amy Andrada and Dr. Carina K. Giorgi	
Part 1. Program Overview: Briefly describe how the program contributes to the district mission How does your program/area help the college meet its mission?	
<p>The following activities and contributions demonstrate how our Sociology program actively supports Antelope Valley College's mission. Each initiative is designed to enhance student success, foster an inclusive learning environment, and contribute to faculty development, aligning with the district's core goals of prioritizing student-centered learning, high educational standards, and a professional, team-driven environment.</p>	
<p>Overall Department Contributions</p> <p>Student Success: Innovative teaching practices such as indigenous and intersectional forms of pedagogical instruction. The use of AI to simplify course content, and support for student advocacy directly enhance student learning and success. The incorporation of CURE research projects.</p> <p>Equity and Inclusion: Completion of equity-focused training (ex. 'Umojafied' courses) and implementation of inclusive teaching practices ensure that diverse student needs are addressed, contributing to an equitable learning environment.</p> <p>Faculty Development and Team-Driven Environment: Mentorship, workshops, and collaboration initiatives enhance faculty skills and foster a culture of teamwork, ultimately benefiting the quality of education offered by the department.</p> <p>High Educational Standards: POCR certification and adherence to statewide quality standards reflect a commitment to maintaining high educational standards, ensuring that courses are accessible and of the highest quality.</p>	
<p>Contributions from Sociology Faculty</p> <p>• Equity Practices & Training:</p> <ol style="list-style-type: none"> 1) Faculty participated in the Umoja workshop and faculty 11/2024 training. 2) Spring 2024, faculty chaperoned the Umoja HBCU fieldtrip. 3) Faculty supported the LGBTQIA+ faculty committee Spring/Fall 2024. 4) Spring 2024, faculty supported the first Lavender graduation at AVC as a keynote speaker. 5) Faculty also attended a conference on genocide studies at UCI April 2024. 6) Fall of 2024, faculty supported Lancaster's men's prison instruction program. 7) Spring and Fall 2024, SOC faculty served as advisors to Middle Eastern/North African, Umoja and LGBTQIA+ students. 8) Fall 2024, faculty co-collaborated in creating the Undocu Ally Faculty Training. <p>*These training practices develop faculty growth in terms of meeting the expectations of equitable instruction and student mentorship.</p>	

• **Innovative Teaching with AI:**

- 1) Faculty led teaching initiatives with the use of AI tools to simplify complex course content and provide personalized learning experiences aligns with the college mission—and future goals (VISION 2030) of using innovative programs to enhance student success.
- 2) Faculty delivered a keynote closing statement and training at Teach for AV: AI Tools for Educators Conference October 2024 from an indigenous perspective, whilst juxtaposing ancestral intelligence with artificial intelligence.

*These collective approaches makes learning more accessible, contributing to student-centered learning.

• **Workshops & Presentations:**

- 1) Faculty led workshops on AI integration, such as "AI Elevate: Boost Student Writing," October 2024 which supports the college mission of fostering higher educational standards and faculty development.
- 2) Spring 2024, faculty led multiple Middle Eastern tasseography presentations at Pomona College.
- 3) Fall of 2024, faculty conducted AVC's Undocu Ally training.
- 4) Fall of 2024, faculty delivered a keynote closing speech and training at Teach for AV: AI Tools for Educators Conference from an indigenous perspective, as well as presenting to AVC's board of trustees October 2024 on the topic of AI, equity and student advocacy.

*These initiatives help educators adopt innovative teaching methodologies, ultimately enhancing the quality of student learning.

• **Mentorship & Faculty Development:**

- 1) Fall 2024, faculty mentored colleagues on integrating innovative teaching methods helps create a team-driven environment and enhances faculty.
- 2) Fall 2024, faculty mentored and evaluated 4 faculty members in sociology (ensuring compliance with AVC policies and equity).
- 3) Fall 2024, faculty was a presenter for the Undocu Ally Faculty Training.
- 4) Additionally, faculty was an LGBTQIA faculty committee member and advisor.
- 5) Fall of 2024, faculty delivered a keynote closing speech and training at Teach for AV: AI Tools for Educators

*This aligns with the college mission by improving teaching quality and promoting student success

• **Program Review & Policy Contributions:**

- 1) Fall/Spring 2024, faculty worked closely with AP&P and Program/Outcomes committee members to ensure academic standards are fair and equitable in the Sociology Department's program review.

*This supports the college's commitment to maintaining high educational standards.

• **Online Teaching & POCR Certification:**

- 1) Faculty completed POCR certification in summer of 2023 for sociology courses and training as a POCR reviewer ensures that courses meet statewide standards for accessibility and quality.
- 2) Faculty assisted prison inmate students with online learning and access. This aligns with the college mission to provide quality, access to education for all students.

*This supports the college's mission to ensure instruction is accessible in the context of diverse modalities/technologies.

• **Conference Presentations:**

1) Spring 2024, faculty served as the closing keynote speaker for Teach for AV: AI Tools for Educators Conference.

*These presentations engage students, staff and faculty with diverse perspectives, fostering self-awareness and critical thinking.

• **Student Support & Leadership:**

1) Faculty supported student success through the Law Scholars Program.

2) Spring 2024, faculty also served as a chaperone for approximately 35 students during the Umoja HBCU tour in March 2024.

3) Summer of 2024 faculty served as a PAYS faculty advisor to underserved rising senior high school students as they presented their work on archival research and immigrant zines.

4) Fall 2024, faculty mentored MENA (Middle Eastern/North African Students) students.

5) Fall 2024 faculty served as a faculty leader to the LGBTQIA+ faculty committee – and assisted with programming LGBTQIA+ events.

*This work helps students develop leadership skills and engage in community outreach, aligning with the mission to support student success and community well-being. contributes to personal development and workforce readiness.

Part 2A: Analyze the [program review data \(retrieval instructions\)](#), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:

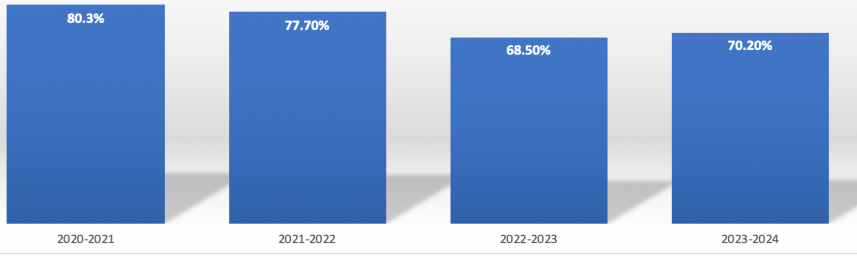
Use the following questions to guide your analysis:

What are the success rates for your discipline (2020-2024)? FLUCTUATING with a RECENT INCREASE for 2023 - 2024

• The success rates for Sociology (SOC) courses showed a fluctuating trend from 2020 to 2024. The success rate began at 80.3% in 2020-2021, reflecting strong course completion during this period. However, a decline was observed in 2021-2022, with the success rate dropping to 77.7%, and further decreasing to 68.5% in 2022-2023. The overall California Community College outcomes data shows that the discipline of Sociology collectively dropped 16% due to the pandemic in 2021. However, success rates rebounded to 70.2% in 2023-2024.

*The Impact of COVID-19 on Community College Enrollment and Student Success: Evidence from California Administrative Data
Education Finance and Policy (2022) 17 (4): 745–764.

AVC SUCCESS RATES – SOCIOLOGY DEPARTMENT



Did they (success rates) decrease or increase in the last year (2023-2024)? INCREASE, 70.2%

- In the most recent year, 2023-2024, the success rate showed a slight recovery, increasing to 70.2%.

Overall Enrollments, # of Sections, Retention and Success by Year for SOC

Year	# of Sections	Enrollment	Retention Rate	Success Rate
2021-2022	95	1,881	92.3%	77.7%
2022-2023	69	2,037	91.1%	68.5%
2023-2024	67	2,020	91.2%	70.2%

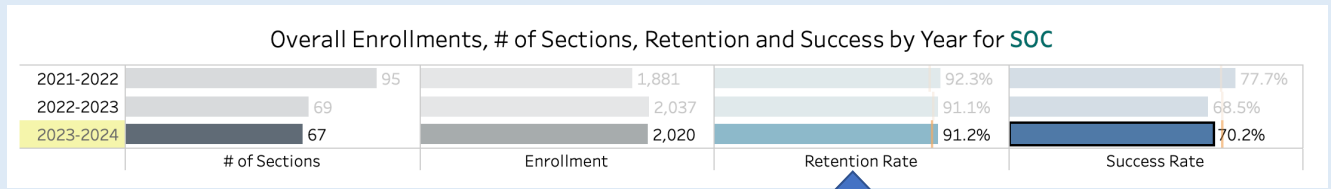
Overall (Use the *Success & Retention* and *Program Award* tabs to inform your analysis)

Retention: What are the retention rates for your discipline (2020-2024)? CONSISTANTLY STABLE

- 2020-2021: 92.2%
- 2021-2022: 92.3%
- 2022-2023: 91.1%
- 2023-2024: 91.2%
- Overall: The retention rates for Sociology (SOC) courses showed stability across the years from 2020-2021 to 2023-2024. The retention rate started at 92.2% in 2020-2021 and increased slightly to 92.3% in 2021-2022. However, a slight decline was observed in 2022-2023, with a retention rate of 91.1%, followed by a marginal increase to 91.2% in 2023-2024. Overall, the retention rates remained above 91% (refer to **Retention Rates graph below**).

Did they (retention rates) decrease or increase in the last year (2023-2024)? AN INCREASE, 91.2%

- In 2023-2024, the retention rate for SOC courses was 91.2%, demonstrating an increase from 91.1% in 2022-2023.

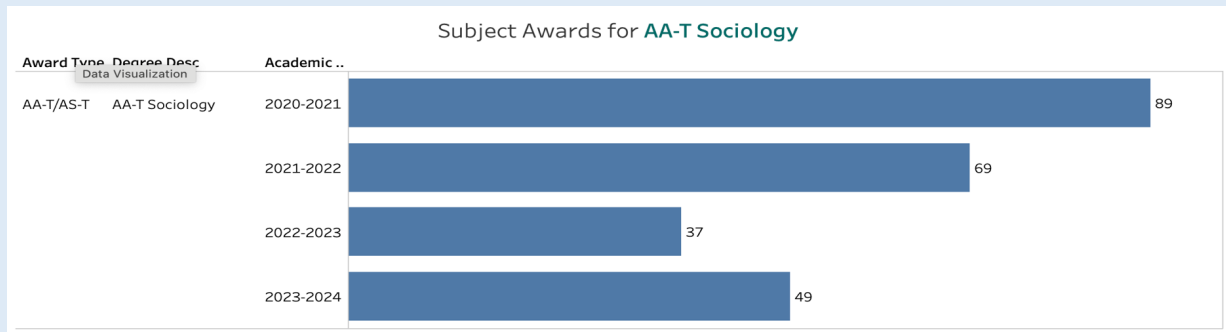


OVERALL: What are the trends for the number of awards granted? Are the number of awards going up or down? IN RECOVERY - INCREASING

- From 2020 to 2024, the number of AA-T Sociology awards granted shows a clear downward trend, followed by a modest recovery. The number of awards peaked in 2020-2021 at 89, but declined to 69 in 2021-2022 and to 37 in 2022-2023. However, in 2023-2024, there was a slight recovery, with the number of awards increasing to 49. The most recent recovery is indicating progress (See Subject Awards graph below).

2023-2024: What are the trends for the number of awards granted? Are the number of awards going up or down? INCREASE

- In the 2023-2024 academic year, the AA-T Sociology program experienced an increase in the number of awards granted compared to the previous year. Specifically, the number of awards increased from 37 in 2022-2023 to 49 in 2023-2024. This represents a positive trend, indicating recovery (see Subject Awards graph below).



Equity (Use the Success & Retention tab including S&R by Ethnicity and Gender data to inform your analysis)

- Which ethnic / gender student groups had the highest success rates?

From 2020 to 2024, the overall success rates among different race and ethnic student groups. **1) The Unknown/Masked group**

consistently achieved the highest success rates, with notable increases in 2021-2022 (89.7%) and 2023-2024 (85.4%). **2) White** students also maintained relatively high success rates with 75.0% in 2023-2024. **3) Hispanic/Latine** students experienced a significant decrease from 81.1% in 2020-2021 to 68.4% in 2022-2023.

2023-2024: Which ethnic student groups had the highest success rates? UNKNOWN/MASKED GROUP & WHITE

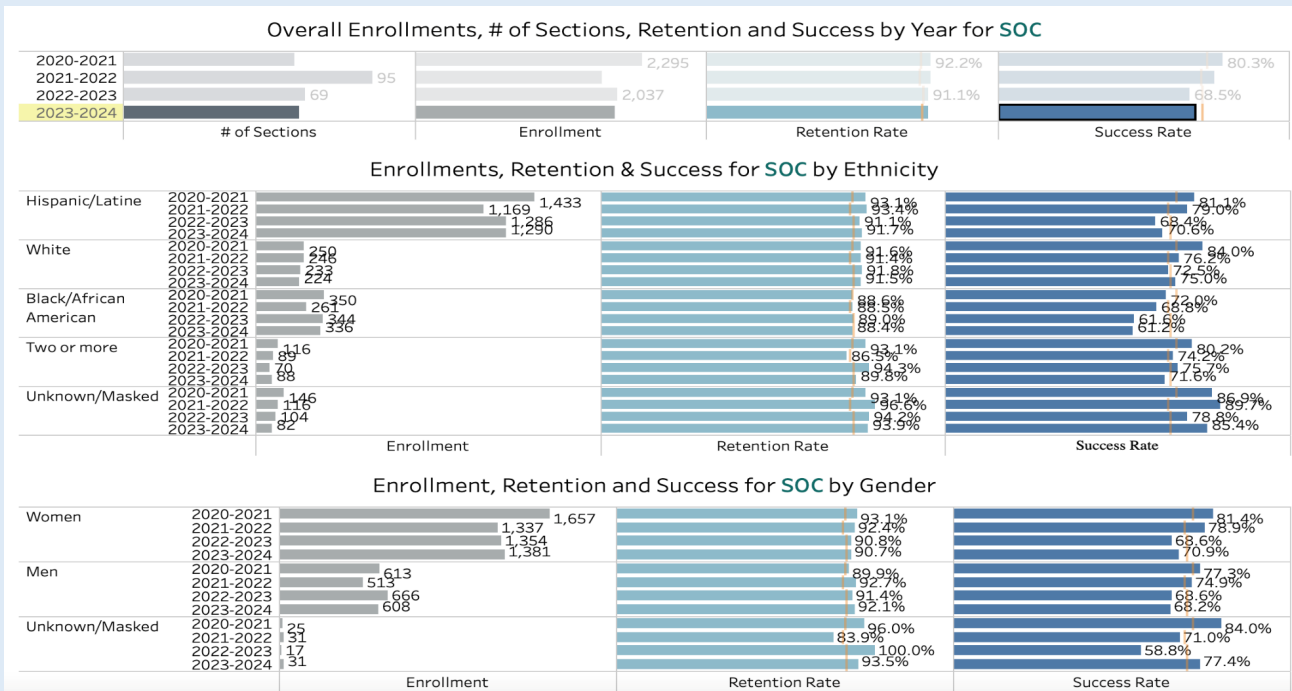
- Focusing on the 2023-2024 year, the data indicates disparities in success rates among ethnic groups, with Unknown/Masked students leading at 85.4% and White students following at 75.0%.

OVERALL: Which gender student groups had the highest success rates? WOMEN

- From 2020 to 2024, the success rates for different gender groups reveal some notable fluctuations. Women consistently had higher success rates than Men in the earlier years, starting at 81.4% in 2020-2021, but experienced a gradual decline, reaching a low of 68.6% in 2022-2023 before a slight recovery to 70.9% in 2023-2024.

2023-2024: Unknown Masked Gender had a 77.4% success rate, while women had a success rate of 70.9%, and men had a 68.2% success rate.

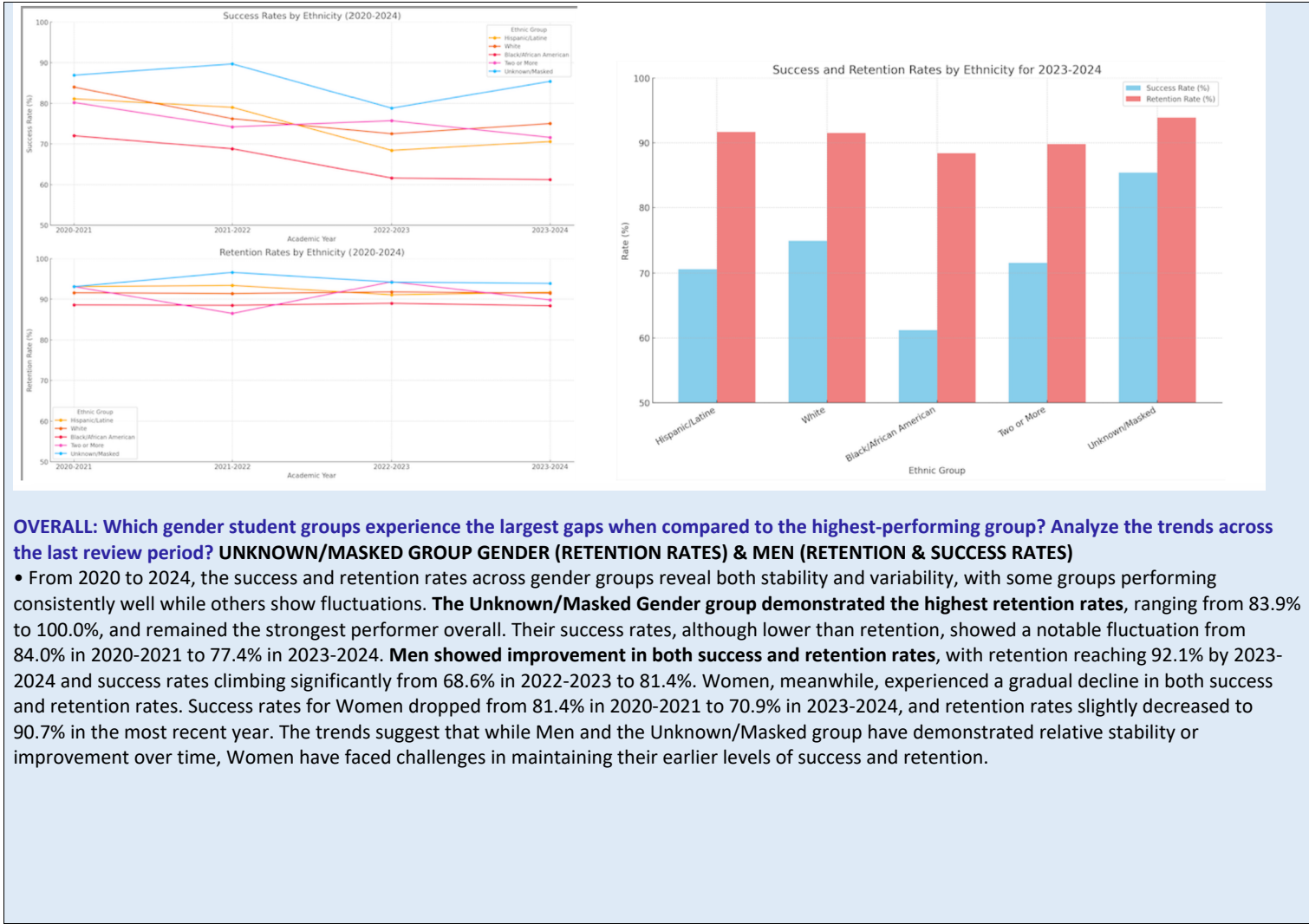
(See Retention and Success by Ethnicity and Gender for SOC below)



Which ethnic student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the *Strengths and Accomplishments* section.

From 2020 to 2024, **Black/African American students experienced the largest gaps** compared to the highest-performing groups. For success rates, Black/African American students saw a consistent downward trend from 72.0% in 2020-2021 to 61.2% in 2023-2024, significantly trailing behind the Unknown/Masked group, which achieved the highest rates, notably peaking at 89.7% in 2021-2022. In terms of retention rates, Black/African American students consistently had the lowest retention, staying below 89% throughout the period, while the Unknown/Masked group consistently led with retention rates reaching up to 96.6% in 2021-2022. Across the overall period, the gap between Black/African American students and the top-performing groups highlights persistent inequities. While other groups, such as Hispanic/Latine and White students, (slightly ahead of Black/African American students) showed fluctuations and some recovery. Black/African American students faced a more steady decline or stagnation in both success and retention. The difference in success and retention rates, particularly when compared to the Unknown/Masked group, **emphasizes a need to address and support Black/African American students** to bridge these gaps and promote equitable academic outcomes.

2023-2024: Which ethnic student groups experience the largest gaps when compared to the highest-performing group? Black/African American students experience the largest gaps when compared to the highest-performing group, which is the Unknown/Masked group. The retention rate for Black/African American students was 88.4%, while the Unknown/Masked group led with a retention rate of 93.9%, showing a gap of 5.5 percentage points. The disparity is more pronounced in success rates, where Black/African American students had a success rate of 61.2%, significantly lower than the 85.4% success rate of the Unknown/Masked group, resulting in a gap of 24.2 percentage points **(See Success Rates by Ethnicity below)**.



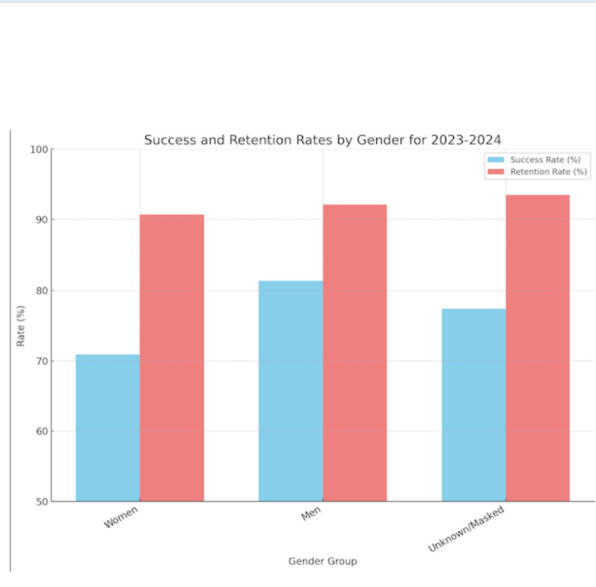
OVERALL: Which gender student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period? UNKNOWN/MASKED GROUP GENDER (RETENTION RATES) & MEN (RETENTION & SUCCESS RATES)

- From 2020 to 2024, the success and retention rates across gender groups reveal both stability and variability, with some groups performing consistently well while others show fluctuations. **The Unknown/Masked Gender group demonstrated the highest retention rates**, ranging from 83.9% to 100.0%, and remained the strongest performer overall. Their success rates, although lower than retention, showed a notable fluctuation from 84.0% in 2020-2021 to 77.4% in 2023-2024. **Men showed improvement in both success and retention rates**, with retention reaching 92.1% by 2023-2024 and success rates climbing significantly from 68.6% in 2022-2023 to 81.4%. Women, meanwhile, experienced a gradual decline in both success and retention rates. Success rates for Women dropped from 81.4% in 2020-2021 to 70.9% in 2023-2024, and retention rates slightly decreased to 90.7% in the most recent year. The trends suggest that while Men and the Unknown/Masked group have demonstrated relative stability or improvement over time, Women have faced challenges in maintaining their earlier levels of success and retention.

2023-2024: Which gender student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period?

UNKNOWN/MASKED GROUP GENDER (RETENTION RATES) & MEN (SUCCESS RATES)

• In the 2023-2024 academic year, retention and success rates across gender groups highlight notable differences. **The Unknown/Masked group led in retention with a rate of 93.5%, followed closely by Men at 92.1%, and Women at 90.7%. In terms of success rates, Men outperformed other groups with 81.4%, while the Unknown/Masked group followed with 77.4%, and Women lagged behind at 70.9%.** These trends indicate that Men have not only achieved high retention but also the highest success rates, suggesting a significant recovery and improvement compared to previous years. Women, however, faced challenges in maintaining comparable success rates, resulting in the largest gap compared to the highest-performing gender groups.



Strengths and Accomplishments: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

□ **Overall: What does your program/area do well, including capabilities and greatest accomplishments?**

AVC's Sociology program has demonstrated several significant strengths and accomplishments over the review period from 2020 to 2024. One of the program's key strengths is its **consistently high retention rates, which have remained stable and above 91% across the four-year span**. This consistency highlights the program's effectiveness in maintaining student engagement and persistence, even during challenging periods like the pandemic.

When comparing the last year, 2023-2024, to the overall period from 2020-2023, several key trends and accomplishments stand out. **In 2023-2024, the Sociology program experienced a recovery in success rates, increasing to 70.2% from the decline observed in previous years**. This suggests that the interventions and support mechanisms implemented are beginning to have a positive impact on student outcomes. Additionally, a recovery is noted in **AA-T Sociology awards granted in 2023-2024, increasing from 37 to 49**, reflects the program's ongoing efforts to support students in achieving their academic goals. Another notable accomplishment is the Sociology program's ability to adapt to fluctuating student demand while maintaining course availability. Despite the initial drop in enrollment following the peak during the pandemic, the program successfully aligned its course offerings with student interest, which is reflected in the **stabilization of enrollment numbers at 2,020 students in 2023-2024**. This adaptability demonstrates the program's capacity to respond to external factors and ensure that students have access to the courses they need without overwhelming demand.

The Sociology program's commitment to equity is also evident in the targeted support provided to various student groups. For instance, the recovery in success rates for Hispanic/Latine students and the stabilization of retention rates among different ethnic groups demonstrate the program's dedication to fostering an inclusive environment that supports all students. While challenges remain, particularly for Black/African American students, the program's focus on equity and targeted interventions underscores its commitment to addressing these disparities.

Overall, the Sociology program's greatest accomplishments lie in its ability to maintain high retention rates, adapt course offerings to meet student demand, and make progress in supporting student success and degree completion. These achievements reflect the program's dedication to student-centered learning, resilience in the face of challenges, and commitment to fostering an inclusive academic environment.

• **Courses: What does your program/area do well, including capabilities and greatest accomplishments? (See data, Fill Rate by Major)**

AVC's Sociology program demonstrates several notable strengths and accomplishments, particularly in high-demand courses that address foundational and culturally relevant content. Courses like **SOC 101: Introduction to Sociology supports the Nursing Department and pre-med students as a required course for their area disciplines**, and **SOC 105: Mexican Americans in Contemporary Society show high fill rates, indicating strong student interest and alignment with the community's needs**. The fill rate of 97.1% for SOC 105 reflects the program's responsiveness to the needs of Hispanic/Latine students and other students interested in understanding diverse cultural experiences. This course plays an essential role in closing equity gaps by providing relevant, engaging content that resonates with students, contributing to increased retention rates for underrepresented groups. **Retention through Relevance: The consistently high fill rate of SOC 115: Modern Relationships and Family (80%)** suggests that students find value in courses.

SOC 101 serves as the gateway course for sociology students, nursing majors and non-majors alike, with a strong fill rate of 79.2% and a waitlist of 12 students. Its success shows that the program effectively engages new students, introducing them to essential sociological concepts and preparing them for further studies. Adding sections of SOC 101, especially online, would help accommodate demand and improve accessibility.

By analyzing fill rates and focusing on student interest, the Sociology program has demonstrated its ability to attract students to critical topics. These successes highlight the program's role in offering culturally relevant, engaging coursework that supports both equity goals and foundational learning.

• **What are the practices that were implemented to increase success and retention rates or program awards?**

To increase success, retention rates, and program awards, our faculty members have completed Equity Minded Training, an Umojafication of courses offered and we are developing our courses in terms of providing students with research opportunities and gearing class discussions to everyday, culturally relevant societal topics. Additionally, faculty (including part-timers) actively and independently seek out feedback from students in their classes to be able to identify how we can improve course instruction.

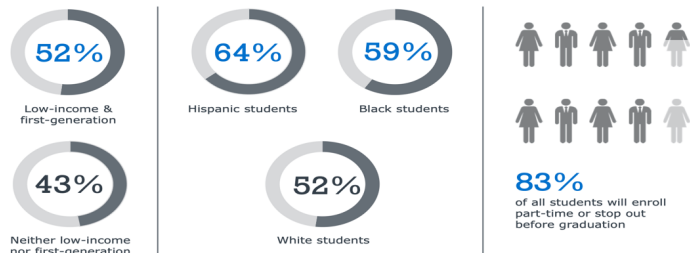
Opportunities and Challenges: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)

Data shows that it is important to focus on part-time students: National data shows that 60% of community college students attend part-time. **83% will enroll part-time or drop out at least once before graduating. Only 8% of part-time students actually complete their degree within four years.** 70% of part-time students work more than 20 hours per week, time spent on campus is limited. **72.9% of AVC students are part-timers.**

Historically Underrepresented Populations Attend College Part-time

Part-Time Enrollment for at Least One Term

Comparison between underrepresented and advantaged student groups



The challenges include:

- 1) Targeting gaps between part-time populations at AVC.
- 2) Part-time students are generally low-income, non-traditional, first generation, and underrepresented.

The opportunities include:

- 1) Promoting accessibility and flexible in-class support with part-time students.
- 2) Deliver student centric experiences.
- 3) Implement the new CURE research model in sociology courses.
- 4) Ensure that course outline, readings, assignments are intersectional, and relevant to student learners (real world applications).
- 5) Co-creating course curriculum, advocacy and community.
- 6) Expand Flexible Learning Options/Modes.
- 7) Developing culturally responsive and equity based teaching.

Part-time enrollment disproportionately affects URM

-29%

Percentage point decline in completion rates among part-time white students, compared to full-time white students

-31%

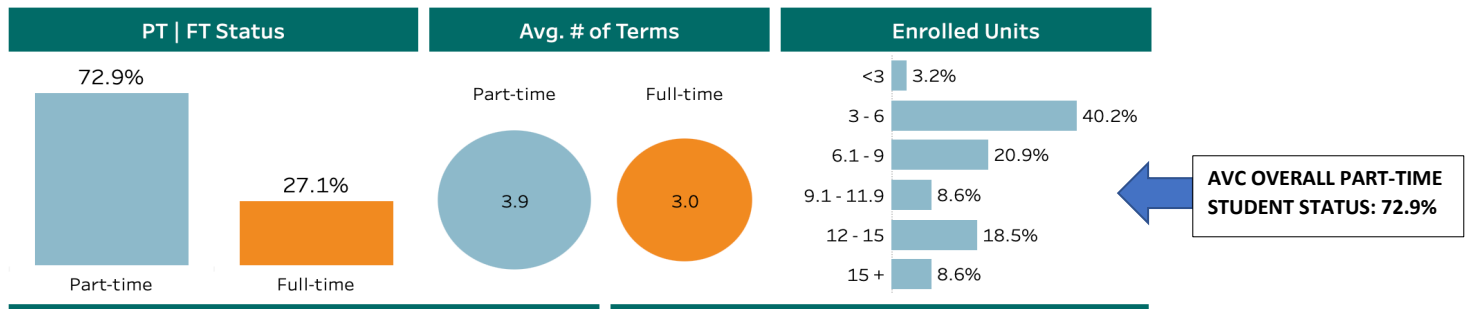
Percentage point decline in completion rates among part-time black students, compared to full-time black students

-39%

Percentage point decline in completion rates among part-time Hispanic students, compared to full-time Hispanic students

Sources: "Moving Beyond Access," The Pell Institute, 2009; "Even One Semester," Center for Community College Student Engagement, 2017; EdS interviews and analysis.

ANTELOPE VALLEY COLLEGE PART-TIME STUDENTS



Additionally, Black/African American students (88.4% in 2023-2024 lowest retention rates) continue to experience lower success and retention rates compared to other groups, highlighting a persistent equity gap that requires focused intervention. With our newly Umojafied classes (concurrently with supporting part-time students), we expect retention rates to increase based on the data.

We also need to encourage all of our Sociology program faculty members to submit Student Learning Outcomes (SLOs) across several key courses, such as SOC115, SOC111, and SOC120. To better understand student success patterns.

Supporting Advanced Learning in Research: SOC 200: Research Methods has a lower fill rate (43.3%), likely due to its advanced nature. Marketing SOC 200 as a valuable course for students interested in graduate school or research-focused careers could improve enrollment. Additionally, linking SOC 200 with the planned SOC 900: Research Practicum will allow students to gain both theoretical and practical research skills, supporting career readiness and retention.

Therefore, addressing these challenges will require a multi-faceted approach, including increased outreach and support for underrepresented student groups, enhanced academic resources, and continued efforts to align course offerings with student needs. By focusing on these areas, the program can build on its strengths and make further progress in promoting student success and equity. We can transform these challenges into opportunities with expanded flexible options, and equity-centered initiatives. The Sociology program can further improve student success, retention, and accessibility.

Aspirations: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)

Consider the following questions: What does your program/area want to be known for? What is a desired future?

The Sociology program aspires to be known for its strong commitment to being inclusive and supportive of diverse student populations (**i.e., low-income, non-traditional, first generation, students of color and underrepresented In academic solidarity**).

- 1). Providing ALL students with a sense of belonging. (See graph on Social Belonging Treatment)

- 2) Closing Equity Gaps through Targeted Support: Our program continues to support undocumented students, Umojafied courses, and developing quality levels of instructions within diverse modality settings.
- 3) Increased Community Engagement with NGOs: The Sociology Department has established partnerships with Pomona College’s Draper Center-Community Outreach, The Lopez Urban Farm and the Dolores Huerta Foundation. These initiatives foster critical thinking, leadership, and advocacy, empowering students to make a positive impact in their communities.
- 4) Culturally Responsive Teaching Practices: We prioritize culturally responsive teaching to make our curriculum more inclusive such as intersectionality, Black feminist and indigenous pedagogical practices which cultivate authentic relationships, community and connection to the land.
- 5) . Enhancing Workforce Readiness and Program Development: We want to be known for preparing students for meaningful careers. Therefore we have newly implemented the CURE research based assignments in our courses. Along with giving students real world experiences to conduct quantitative and qualitative research.
- 6) Job Pathways and Workforce Connections: While the sociology department is currently aligned with NGO volunteer opportunities, we actively seek out employment connections (while students develop their skillsets) within their local community.

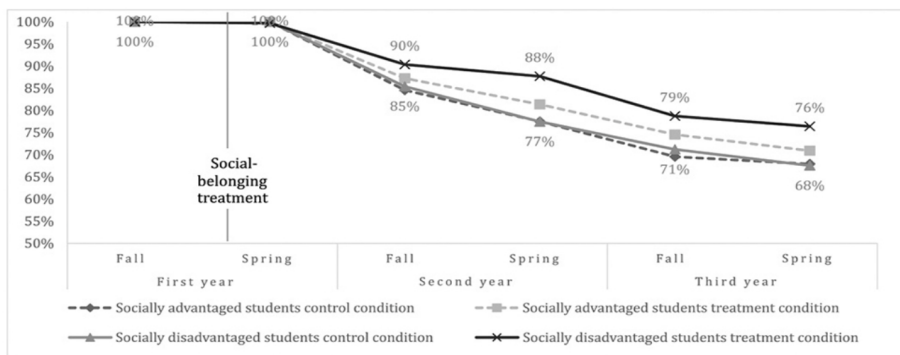


Figure 1-A belonging intervention increases continuous enrollment over 2 years by 9 percentage points among socially disadvantaged students enrolled in a broad-access institution.

Note: Percentages are unadjusted for baseline covariates. Sample size by group and condition: socially advantaged students, control condition (N = 243); socially advantaged students, treatment condition (N = 226); socially disadvantaged students, control condition (N = 299); socially disadvantaged students, treatment condition (N = 295).

- 7) New Area F Courses: With recent faculty hires, we are developing courses that meet Area F requirements, supporting students’ academic goals and equitable instruction.

By aligning our curriculum and teaching practices with student needs, equity goals, and labor market demands, we strive to be a program that develops students academically, prepares them for careers, and enables them to contribute meaningfully to their communities.

Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data

N/A

Insert Advisory Committee Recommendations here (Please do not insert complete meeting minutes, but just recommendations from the advisory committee.)

Insert Labor Market Data here <https://www.labormarketinfo.edd.ca.gov/commcolleges/>

Labor Market Analysis for Sociology AA-T Program

The labor market data provided by the Employment Development Department (EDD), based on 2020 data, for Los Angeles County reveals a promising outlook for graduates with skills and knowledge in sociology. This analysis highlights the opportunities and potential growth areas for students completing the Associate in Arts in Sociology for Transfer (AA-T in Sociology) degree, particularly as they transition into related careers or further education at California State University (CSU) or other institutions. The following sections provide an in-depth look at the projected employment growth, career opportunities, and implications for our program.

Labor Market Data Analysis

1. Growth in Sociology-Related Careers: The employment outlook for sociologists in Los Angeles County is projected to grow by 11.1% from 2020 to 2030, with an estimated 190 total job openings. This positive trend reflects a stable demand for professionals with expertise in sociological research, analysis, and an understanding of social dynamics. The competitive median hourly wage of \$49.29 further underscores the value of sociology-related skillsets in the labor market.

2. Demand for Educators in Sociology and Social Sciences: The data also indicates strong growth for sociology and social sciences educators at the postsecondary level. Employment for sociology teachers and other social sciences teachers is projected to grow by approximately 11-12% by 2030, with nearly 1,450 total job openings across these categories. Specifically, sociology teachers, postsecondary, and social sciences teachers, postsecondary, all other, reflect significant demand, highlighting the opportunities available for students interested in pursuing academic careers in higher education.

3. Opportunities in Secondary Education: For students considering careers in secondary education, the projected growth of 7.2% for secondary school teachers, except special and career/technical education, is notable, with an estimated 15,280 job openings due to growth and replacement needs. This demonstrates the steady demand for qualified educators across a range of subjects, including social sciences.

4. Research and Analytical Skills in Demand: Social science research assistants are projected to see a growth of 12.8%, with 2,530 job openings due to growth and replacement needs by 2030. The ongoing demand for individuals capable of supporting social research and data analysis tasks highlights the importance of research methods in the labor market.

5. Specialization in Ethnic and Cultural Studies: Employment opportunities for area and ethnic studies teachers, postsecondary, are expected to grow by 11.5%, with 280 job openings projected by 2030. This trend indicates a consistent demand for educators specializing in cultural diversity, ethnic relations, and gender studies.

6. Competitive Earning Potential in Social Sciences: The labor market data also points to a competitive earning potential for graduates, particularly in roles such as social scientists and related workers. With a median hourly wage of \$52.24, careers in social sciences offer financial incentives for those with expertise in social research, analysis and the application of sociological theory to address complex social issues.

SOC Code	Occupation Title (Linked to "Occupation Profile")	2020 Employment	Annual Job Openings (1)
252031	Secondary School Teachers, Except Special and Vocational Education	19,920	15,280
194061	Social Science Research Assistants	1,790	2,530
251069	Social Sciences Teachers, Postsecondary, All Other	1,070	1,160
193099	Social Scientists and Related Workers, All Other	750	780
	Total	23,530	19,750

SOC Code	Occupation Title (Linked to "Occupation Profile")	2020 Employment	Annual Job Openings (1)
193041	Sociologists	180	190
251067	Sociology Teachers, Postsecondary	270	290
	Total	450	480

SOC Code	Occupation Title (Linked to "Occupation Profile")	2020 Employment	Annual Job Openings (1)
251062	Area, Ethnic, and Cultural Studies Teachers, Postsecondary	260	280
	Total	260	280

Our AA-T in Sociology program is structured to provide foundational knowledge and skills that align with labor market demands across various sociological and educational roles. This alignment ensures our graduates are well-prepared for further studies or entry-level positions within the field.

- 1. Advanced Sociological Studies and Research:** For roles such as sociologists and social scientists, which typically require a Master's degree, our program builds critical thinking, data analysis, and social perceptiveness skills. These competencies are essential for addressing complex social issues and align closely with the expectations for sociological research and applied work.
- 2. Academic Preparation for Teaching:** Many postsecondary teaching roles in sociology, social sciences, and ethnic studies require a Doctorate. Our program supports students aiming for graduate studies in these areas, providing a strong foundation in sociological theory, research methods, and public policy, which are critical for academic careers in sociology and ethnic studies.
- 3. Secondary Education and Social Behavior:** For those interested in secondary school teaching, which generally requires a bachelor's degree, our curriculum includes coursework on educational systems, child development, and social behavior. These courses provide the essential sociological perspective and skills that support students in educational settings.
- 4. Research and Data Analysis:** Roles like social science research assistants, often accessible with an associate degree, are well-supported by our program's focus on research methods, data management, and statistical analysis. This emphasis on data literacy and research techniques equips students for entry-level positions in research and data collection. By aligning our curriculum with these specific labor market needs, we ensure that our sociology program effectively prepares students for a range of professional and academic pathways within sociology and related fields.

Part 2C: Review and comment on progress toward past Course Improvement Plans

List your past **Course Improvement Plans** (CIPs) and progress toward meeting those plans.

[Past Course Improvement Plans \(2022-2023\) and Updates for \(2023-2024\)](#)

- 1) Past Goal 2022-23: Increase the Number of SOC AA-T Honors Courses: Expand honors offerings to provide advanced academic opportunities for sociology students, enhancing academic rigor and attracting high-achieving students.
Updates for (2023-2024): Faculty was on sabbatical leave for Spring 2024, but determined to resume the pursuit of this goal. In the meantime, an expansion of honors course options has been given.

2) Past Goal 2022-23: Increase the Number of Sociology Student Graduates: Increase the number of graduates within the SOC AA-T program by addressing barriers to completion.

Updates for (2023-2024): This has been successful. As previously noted we have observed an uptick of sociology awards/completions in the past year. An increase in both student success and retention has been observed during the past year. The department has seen recent stabilization in enrollment, with data showing a modest recovery from the low of 2,037 enrollments in 2022-2023 to 2,020 in 2023-2024 across 67 CRNs. Increased completion rates are expected within the next <1 year as we continue to implement retention and support initiatives. The program has seen a recovery in awards, with the number granted increasing from 37 in 2022-2023 to 49 in 2023-2024.

3) Past Goal 2022-23: Increase Success Rates for Marginalized/Non-Traditional Students: Improve success and retention rates for marginalized and non-traditional students through targeted support initiatives, aiming to close performance gaps and promote equitable outcomes.

Updates for (2023-2024): This has been successful. As previously noted we have observed an uptick of sociology awards/completions in the past year. Targeted initiatives, such as culturally responsive teaching and collaborations with Student Equity, have shown positive impacts, though significant gaps remain, particularly Black/African American and Hispanic/Latine students. We are expanding our equity-focused programs and mentorship initiatives to address these ongoing challenges.

4) Past Goal 2022-23: Add a Course on the Sociology of African Americans and Expand SOC 105 to Encompass Latinx Studies: Develop SOC 110 as an Area F course to broaden the curriculum's cultural representation, and expand SOC 105 to include Latinx studies. This plan aimed to meet student demand for courses covering race, equity, and ethnicity.

Updates for (2023-2024): Faculty was on sabbatical leave for Spring 2024, but determined to resume the pursuit of this goal. However, until the clearance of new courses – the sociology department is committed to cultivating and promoting diversity and students equity--focused programs and mentorship initiatives to address these ongoing challenges.

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

List your past program review goals and progress

1) Past Goal (2022-2023): Reaching Out to Local NGOs and Non-NGOs for Job Pathways: Establish partnerships with local NGOs and non-NGOs to create job pathways and career connections for sociology students, aiming to expand students' career opportunities in sociology-related fields.

Updates for (2023-2024): NGO opportunities achieved. The Sociology Department has established partnerships with Pomona College's Draper Center-Community Outreach, The Lopez Urban Farm and the Dolores Huerta Foundation. These initiatives foster critical thinking, leadership, and advocacy, empowering students to make a positive impact in their communities. Actively seeking out employment connections.

2) Past Goal (2022-2023): License IBM SPSS Statistical Package for SOC 200: Secure an IBM SPSS software license for SOC 200 to support students in developing essential statistical analysis skills relevant to sociology.

Updates for (2023-2024): Due to budget constraints, the department was unable to purchase the SPSS license directly. However, SOC faculty coordinated with Biology Department faculty, who provided access to an SPSS license for our students.

This collaboration has enabled students in SOC 200 to utilize SPSS for their coursework, effectively meeting the initial goal through cross-departmental resource-sharing enabled students in SOC 200 to utilize SPSS for their coursework, effectively meeting the initial goal through cross-departmental resource-sharing.

3) Past Goal (2022-2023): Increase Number of AA-T Degrees in Sociology Granted: Increase the number of AA-T Sociology degrees granted by promoting the degree to current and prospective sociology students.

Updates for (2023-2024): As previously noted we have observed an uptick of sociology awards/completions in the past year. An increase in both student success and retention has been observed during the past year. The program has seen a recovery in awards, with the number granted increasing from 37 in 2022-2023 to 49 in 2023-2024.

4) Past Goal (2022-2023): Advertise the AA-T Sociology Degree to Sociology Students and Highlight Career Opportunities: Actively promote the AA-T Sociology degree, emphasizing the career pathways and opportunities available to sociology degree attainment.

Updates for (2023-2024): Advertising efforts led by faculty, particularly during Reg Fest and the Block Party, focused on increasing awareness of the AA-T Sociology degree and highlighting its career potential. These engagement efforts helped students understand the benefits of the degree and contributed to maintaining steady enrollment in 2023-2024.

Part 3: Based on Part 2 above, please list program/area goals:								
Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 3. Community /Global Consciousness				Choose an item. Goal 2: Equity: Improve the college culture by becoming a more caring, welcoming, accessible, and inclusive campus. Goal 6: Success: Boost success rates by prioritizing the student experience.	<ul style="list-style-type: none"> [A] Foster inclusive teaching by encouraging faculty to participate in professional development focused on culturally responsive practices. [B] Increase student access to foundational and culturally relevant courses by expanding sections and offering flexible learning options for SOC 101 (Introduction to Sociology) and SOC 105 (Mexican Americans in Contemporary Society). This will address high demand, improve accessibility, and 	<ul style="list-style-type: none"> Request the hiring of a new full-time and part-time faculty who specialize in culturally responsive pedagogy, enabling consistent support in diverse course offerings and faculty mentorship. Collaborate with AVC's equity committee to offer workshops on culturally responsive teaching, including practical applications for sociology and how to foster inclusive learning environments. Engage embedded tutors in professional development to 	<ul style="list-style-type: none"> [A] Increase in faculty participation in professional development workshops. [A] Positive student feedback on inclusivity in the classroom, with improvement in students' sense of belonging, particularly among marginalized students. [B] Track enrollment numbers and waitlist reductions for SOC 101 and SOC 105 to ensure that additional sections and formats are meeting demand. [B] Compare retention rates for students enrolled in these courses across different formats to evaluate if flexible options

					support retention by accommodating diverse student schedules and needs.	<p>ensure that tutoring support aligns with inclusive teaching practices.</p> <ul style="list-style-type: none"> • Offer additional sections of SOC 101 and SOC 105, including asynchronous online or hybrid options to increase flexibility. • Collaborate with the enrollment management team to monitor demand and ensure these courses meet student needs across various modalities. • Promote new sections and formats through outreach materials that highlight the courses' relevance to students' academic and career paths. 	<p>contribute to student success.</p> <ul style="list-style-type: none"> • Increase SLO submissions. Reports from department records will show complete SLO coverage across all courses and include assessment data that is reviewed annually. This data should be used to generate actionable insights for program evaluation and demonstrate a significant increase in the quality and accuracy of success and retention data, with a reduction in unexplained disparities in student outcomes.
#2	ILO 4 & 3: ILO 3. Community /Global Consciousness ILO 4. Career and Specialized Knowledge			<p>Choose an item.</p> <p>Goal 1: Service: Realign college policies, practices, and processes to remove barriers and to become more effective, efficient, and responsive to students, employees, and the community.</p> <p>Goal 4: Vision: Being more future-thinking, agile, innovative, and proactive</p>	<ul style="list-style-type: none"> • [A] Further develop partnerships with local NGOs, schools, and research institutions to create internships, practicums, and assistantships that align with sociology career paths. • [B] Enhance student engagement and retention by incorporating community-based and experiential learning opportunities in courses like SOC 112 (American Social Issues), SOC 115 (Modern Relationships and Family), and SOC 120 (Drugs, Society, & Human Behavior). This goal focuses on helping students see the relevance of sociology in real-world contexts, encouraging deeper engagement with course material. 	<ul style="list-style-type: none"> • Connect students to internship and work experience program within sociology, including procure stipends for unpaid internships and administrative support to oversee the program. • Collaborate with new and existing community partners to offer structured work-based learning opportunities tailored to sociology students' needs. Particularly for SOC 112. • Design a dedicated work experience course for credit, allowing students to gain practical sociology-related experience that contributes to their academic and career goals. • [B] Provide professional development for faculty to support community-based teaching methods and facilitate meaningful experiential learning (CURE). • [B] Market these community-based learning options to prospective students as courses that offer hands-on learning and real-world connections. 	<ul style="list-style-type: none"> • Establishment of at least three new community partnerships offering internships or field experience for sociology students. • Student evaluations from internship placements indicate high levels of satisfaction and perceived career readiness. • [B] Assess student engagement through course attendance, participation rates, and assignment completion rates in courses with community-based components. • [B] Compare retention and success rates in courses that incorporate experiential learning to standard-format courses, evaluating if engagement strategies are effective. • [B] Collect feedback from students on the value of community-based learning, focusing on perceived

							<ul style="list-style-type: none"> • Implement and assess SLOs across all Sociology courses (SOC115, SOC111, SOC120, etc.) to improve data accuracy regarding success rates, retention rates, and equity gaps. • Utilize the SLO data to identify specific barriers to student success and develop targeted interventions to address these barriers, with a focus on improving equity across all student demographics. 	<p>relevance and impact on their interest in sociology.</p> <ul style="list-style-type: none"> • Monitor success rates for underrepresented groups in these courses, aiming to close any existing gaps compared to the general student population. • Work collaboratively with the IERP with data implementation— evaluate missing data and work to capture missing information and accuracy.
#3	ILO 1. Communication ILO 2. Critical Thinking			<p>Choose an item.</p> <p>Goal 5: Education: Expansion of offerings and effective course scheduling.</p> <p>Goal 6: Success: Boost success rates by prioritizing the student experience.</p>	<p>[A] Organize SOC 200 workshops focused on data management, ethical research practices, and statistical analysis using SPSS.</p> <ul style="list-style-type: none"> • [B] Prepare students for careers in sociology and related fields by introducing SOC 900 (Research Practicum) and SOC 199 (Work Experience Education) to provide hands-on research and work experience. This goal focuses on equipping students with practical skills and professional networks that support their following graduate success. 	<p>Work with the district to expand access to SPSS, ensuring it's available across campus sites and online so that all students, regardless of location, can engage in data analysis in their coursework.</p> <ul style="list-style-type: none"> • Hire additional embedded tutors and faculty with a background in sociology and data management to support SOC 200 students, helping them navigate statistical concepts and SPSS software. • Collaborate with the IT department to streamline SPSS integration into course platforms for easier access and consistent student experience. • Develop SOC 900 and SOC 199 curricula that emphasize hands-on research methods, fieldwork, and real-world job skills aligned with industry needs. 	<ul style="list-style-type: none"> • At least 70% of SOC 200 students report improved confidence in using SPSS for data analysis by semester-end. • Increased participation in SOC 200 tutoring sessions, with at least 70% of students attending one or more sessions with embedded tutors. • Positive feedback on data analysis and SPSS support, indicating enhanced preparedness for research roles. • Monitor enrollment numbers and completion rates to determine if the courses attract and retain students interested in research and career pathways. • Gather feedback from students regarding the relevance and quality of skills acquired, as well as their satisfaction with practical learning experiences. 	

							<ul style="list-style-type: none"> Promote SOC 900 and SOC 199 as career-building courses through marketing efforts, student advising, and career center collaborations. 	
#4	ILO 4. Career and Specialized Knowledge				<p>Choose an item.</p> <p>Goal 5: Education: Expansion of offerings and effective course scheduling.</p> <p>Goal 6: Success: Boost success rates by prioritizing the student experience.</p>	<p>Improve degree completion rates by expanding academic advising, holding career workshops, and actively promoting the AA-T Sociology degree.</p>	<p>Continue promoting the AA-T degree at engagement events (e.g., Reg Fest, Block Party). To promote and advertise sociology department.</p> <p>Track graduation rates to measure success, aiming for an increase in degrees awarded.</p>	<ul style="list-style-type: none"> An increase in the number of AA-T degrees granted by the end of 2024-2025. Higher participation in career and advising events, with post-event surveys indicating positive feedback. Improvement in student retention rates across core sociology courses. Increased awareness of the degree program, evidenced by engagement at events like Reg Fest and the Block Party.

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)						
Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Faculty	Hire one additional full-time faculty member specializing in culturally responsive pedagogy and sociology instruction. Hire additional part-time faculty. This hire will support ongoing faculty development, inclusive course offerings, and mentorship for both students and adjunct faculty.	Goal 1: Promote Faculty Development in Culturally Responsive Teaching. ILOs Supported: Community/Global Consciousness, Career and Specialized Knowledge.	Repeat	\$126,000	Recurring	SBS Department.
Other Embedded Tutors	Hire 3-4 embedded tutors with expertise in sociology and data analysis to support courses, particularly SOC 200, in areas such as statistical analysis, SPSS usage, and general course comprehension. Embedded tutors will enhance student support and help close success gaps for marginalized students.	Goal 3: Enhance Research Training and Data Management Skills. Goal 6: Strengthen Support for Marginalized and Non-Traditional. ILOs Supported: Communication, Critical Thinking, Community/Global Consciousness.	Repeat	\$30,000-\$40,000 (10,000 per tutor)	Recurring	SBS Department/Learning Center
Technology	Fund annual licensing for SPSS software to ensure district-wide access for students, particularly those in SOC 200. This will provide consistent	Goal 2: Enhance Research Training and Data Management Skills. Goal 6:	Repeat	\$2,000	Recurring	SBS Department & Computer Labs

	and reliable access to data analysis tools, essential for research training and career readiness.	Strengthen Support for Marginalized and Non-Traditional Students.				
Professional development	Goal 1: Promote Faculty Development in Culturally Responsive Teaching. ILOs Supported: Community/Global Consciousness.	Fund ongoing professional development workshops focused on culturally responsive teaching practices. Resources are needed to provide training sessions for adjunct faculty on the development, implementation, and assessment of SLOs. This will help ensure all instructors understand the importance of SLOs and are equipped to integrate them effectively into their courses.	New	\$5,000	Recurring	SBS Department & Faculty Professional Development
Choose an item.			Choose an item.		Choose an item.	

Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above).

Required:

- Success & Retention tab
- Program Awards tab

Optional:

- Other supporting data/information

Success and Retention

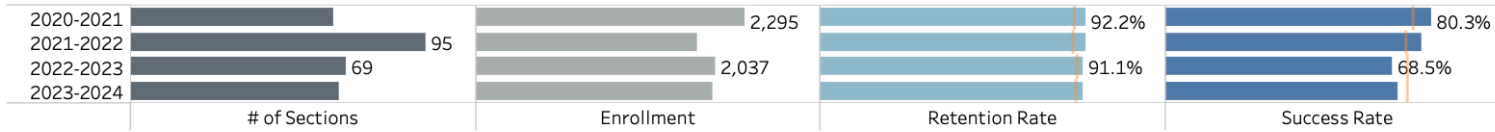
Select Academic Year:
Multiple values

Select Subject:
SOC

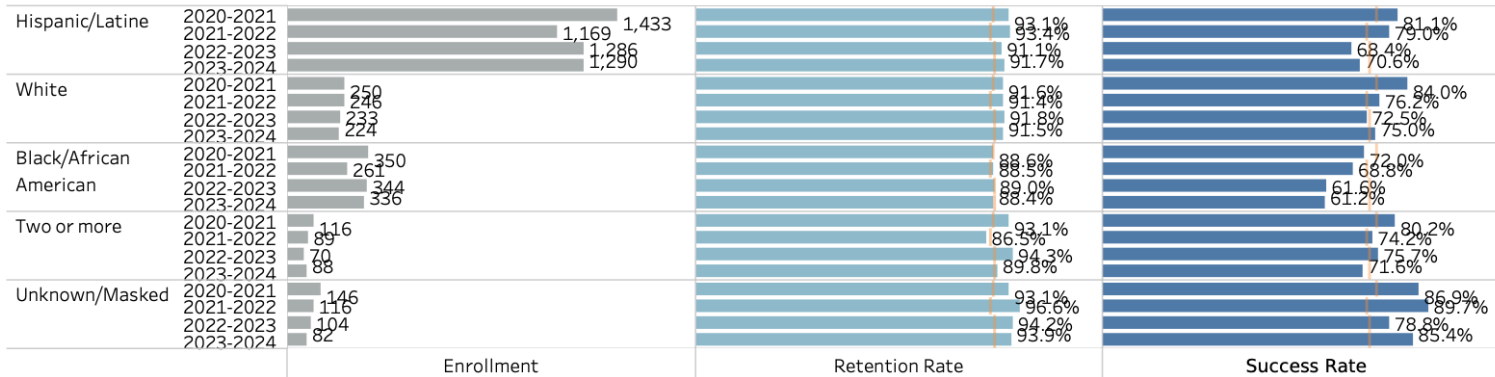
< Select subject here

AVC Retention and Success shown in vertical |

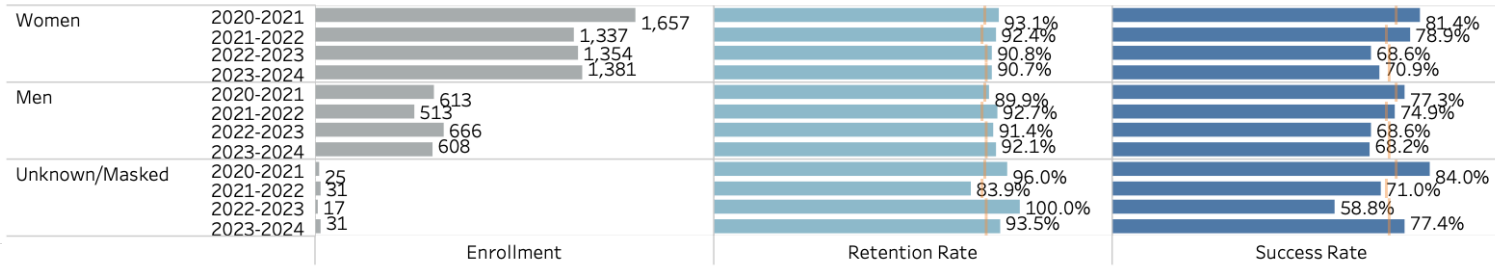
Overall Enrollments, # of Sections, Retention and Success by Year for SOC



Enrollments, Retention & Success for SOC by Ethnicity



Enrollment, Retention and Success for SOC by Gender



Program Awards

Select Academic Year:
Multiple values

Select Ethnicity:
All

Gender
All

(Use these filters add years & disaggregate by ethnicity and gender for both of the visualizations below)

Institutional Awards

Award Type	2020-2021	2021-2022	2022-2023	2023-2024
AA-T/AS-T	790	860	734	640
AA/AS	1184	1366	1172	1292
Certificate	1223	1426	1115	1108
AVC Local Certificate	159	189	210	194
Bachelor's	16	13	16	21
Non-Credit	82	58	38	64
Grand Total	3454	3912	3285	3319

Select Program Majors:

AA-T Sociology

< Select Program Major for the chart below

Subject Awards for AA-T Sociology

Award Type	Degree Desc	Academic ..	Count
AA-T/AS-T	AA-T Sociology	2020-2021	89
		2021-2022	69
		2022-2023	37
		2023-2024	49