Full Review

PALO VERDE COLLEGE

AA with Emphasis in Social and Behavioral Sciences
REPORTING FALL 2017 TO SPRING 2021

1. PURPOSE OF THE PROGRAM

"Palo Verde College provides opportunities for personal and professional growth to a diverse and unique community of learners in an academic environment committed to student success and equity by supporting student achievement of basic skills, certificate, degree, university transfer, and career goals." PVC Mission Statement 12/2019

   a. Describe the purpose of program and its mission.

The History, Social and Behavioral Science courses help develop skills and strategies to be successful in the college environment and serve to introduce students to these areas of study. These courses fulfill general education requirements/electives and are major areas of study for the Associate of Arts degree.

The History, Social and Behavioral Science Program serves to fulfill transferable course requirements and/or electives, as well as a transferable associate's degree. This serves Institutional Goal 1 from the Integrated Strategic Plan 2017-2020), which states "Provide exemplary services and instructional programs in recognized and emerging fields that lead to successful attainment of degrees, certificates, employment, and transfer."

   b. How does the program support the College Mission?

The History, Social and Behavioral Science Program continually provide exemplary learning environments that promote student success and foster the lifelong love of learning. These courses strive to provide an exemplary learning environment that promotes student success through course completion, models and promotes lifelong learning, and encourages community involvement and development.

2. POPULATION(S) SERVED

   a. Describe the populations served by the program, identifying special populations, if any.

A number of HSBS courses are part of the curriculum for the Arts and Humanities Program and serves as an integral part of the transfer program. HSBS serves local students at the main Blythe campus in the face-to-face, correspondence, and online modality. Additional students are served at the Needles campus as well as DSPS, and EOPS students. Inmate students are served via correspondence, students Ironwood State Prison and Chuckawalla Valley State Prisons also served in the face-to-face modality.

   b. Describe other populations that should be served by the program and identify plans for serving them in the future.

In order, to better serve students with issues related to transportation and/or distance an increase in online hybrid courses and appropriate faculty training is highly desired. No additional populations have been identified.

3. ACCOMPLISHMENTS IN ACHIEVING GOALS

    a. Describe progress in achieving each goal outlined in the previous Full Review, providing evidence documenting such achievements.

- ✓ Strategically schedule HSBS course offerings and include all courses in the catalog in a rotation over a two-year period. This has been accomplished in HIS/POS/PSY/ADS/CHD/PHI/SOC.

  The division has accomplished this goal, we have had every course offered at least once over the review period. The accomplishment was aided by hiring new full-time faculty in the division to monitor their respective disciplines.

- ✓ Rotate all courses to include additional face-to-face and online modalities to complement existing correspondence modalities whenever possible.

  The division has been steadily offering more online and face to face Courses over the four-year review period. With the recent @One online training certification the faculty in the division are even better prepared to continue to offer more, high quality, engaging coursework over the next four-year review cycle.

- ✓ The need for a full-time tenure track professor in the academic area of SOC as well as additional areas of division such as PHI would bolster the SOC program in the same manner that the ADS program has benefitted from an addition of a full-time tenure track instructor. Data has also concluded the need for an additional full time ADS instructor to complement existing full time ADS instructor.

  Since the last review the division has nearly doubled its full-time faculty, increasing the capacity to teach in multiple modalities and diversify the course offerings for the students. The faculty is offered the division has hired new full time faculty members in child development, sociology, history, and psychology (pending).

    b. Explain modifications, if any, of goals outlined in the previous Full Review, providing evidence documenting such modifications.

        There were no modifications to the division goals since the last full review of the program.

4. STRENGTHS, WEAKNESSES & NEW GOALS

    a. List and comment on the major strengths of the program.
        High completion rate of HSBS program offerings, and wide offerings of HSBS classes to be taught in all modalities, face-to-face, correspondence, and online.

        High-quality instruction from educators who have served in a variety of disciplines.

b. List and comment on the major weaknesses of the program.

Inability to reach minimum student enrollment in many Face-to-Face and Online classes. The division relies heavily on the correspondence modality and does as much student interest or demand for the F2F and/or online modality. While there has been a general upward trend in Online/F2F enrollment it is still relatively low compared to other modalities.

c. List continuing and new goals. Describe activities to achieve these goals, timelines to complete these goals, and measures for evaluating success in achieving them.

1. Increase enrollment/class offerings in Face-to-face and Online Modalities
   a. Activities: Collaborate with local high schools to generate interest HSBS courses/majors. Faculty engage with local community groups to generate interest in degree programs or careers related to HSBS field.
   b. Timelines: 1 year/ ongoing
   c. Evaluation: Increased Face-to-face and/or Online enrollment
2. Develop and launch the AAT in Anthropology -
   a. Activities: Pass through necessary committees. Develop, and schedule new classes
   b. Timelines: 2-3 years
   c. Evaluation: Successful offering of the AAT in Anthropology
3. Develop Ethnic Studies Courses
   a. Activities: Develop, and schedule new classes
   b. Timelines: 1-2 years
   c. Evaluation: Successful offering of Ethnic Studies Courses
4. Staff Ethnic Studies Courses
   a. Activities: Develop Job description and distribute job ask for full-time and part-time faculty
   b. Timelines: 1-2 years
   c. Evaluation: Successful hiring of Full-time/Adjunct Ethnic Studies Faculty

d. Describe the alignment between continuing and new program goals and institutional goals and objectives stated in the current Integrated Strategic Plan, which can be found on the college website.

History, Social and Behavioral Sciences continually strives to provide exemplary learning environments that promote student success and fosters the lifelong love of learning. HSBS courses also enhance students' personal development, by providing insight into interpersonal relationships, cultural differences, and community outreach. The HSBS program focuses on not only helping advance the goals and objectives of Palo Verde College, but also on helping the surrounding community through quality education. Moving forward, Palo Verde College's HSBS program continues with the goal of successfully gaining new students supporting them as they progress and eventually complete their academic goals. This goal is to be accomplished by continuing to offer degrees and transfers. Such measures will allow for students to obtain the fundamental skills and knowledge needed achieve success post-graduation.

5. CURRICULUM HISTORY

   a. List all the courses in the program. Of the courses constituting the program, identify those that have not been successfully offered at least once during the preceding eight (8) semesters.

   All courses have been offered at least once during the preceding eight semesters.

	2017FA	2018SP	2018SU	2018FA	2019SP	2019SU	2019FA	2020SP	2020SU	2020FA	2021SP	2021SU	2021FA	2022SP
ADS-101	X	X	X	X	X	X	X	X		X	X	X	X	X
ADS-102	X			X	X		X	X		X	X		X	X
ADS-103	X			X	X	X	X	X		X	X	X	X	X
ADS-104	X		X	X	X	X	X			X	X		X	X
ADS-105		X	X	X	X	X	X	X		X	X		X	X
ADS-106	X		X	X	X	X	X	X		X	X		X	X
ADS-107		X	X		X	X	X	X		X	X		X	X
ADS-108		X			X	X	X	X		X	X		X	X
ADS-109		X			X	X	X	X		X	X		X	X
ADS-110		X												
ADS-150	X	X			X		X	X		X	X		X	
ADS-151		X			X		X	X		X	X		X	X
ANT-101	X	X	X	X	X	X	X	X	X	X	X	X	X	X
CHD-101	X	X		X	X		X	X		X	X		X	X
CHD-102	X			X			X	X		X			X	
CHD-103	X			X			X			X			X	
CHD-104		X			X			X			X			X
CHD-105		X			X						X			X
CHD-106		X			X			X						X
CHD-107	X			X			X			X			X	
CHD-108		X			X			X		X	X			
CHD-120		X			X			X						
CHD-130				X							X			
CHD-135														X
CHD-145		X								X				
CHD-205	X						X	X						
CHD-215							X						X	
CHD-216								X						X
CHD-221	X													
CHD-227	X			X			X							
CHD-250				X						X			X	
CHD-251					X									X
CRJ-103	X			X			X			X			X	
CRJ-104		X			X			X			X			X
CRJ-115	X			X			X			X			X	
CRJ-120		X			X			X			X			X
CRJ-125	X			X			X			X			X	
CRJ-130	X			X			X			X			X	
CRJ-155		X			X			X			X			X
CRJ-206		X			X			X			X			X
CRJ-220			X			X			X			X		
ECO-105		X			X			X			X			X
ECO-106	X			X			X			X			X	X
GEO-103							X			X	X		X	X
HIS-110	X		X	X		X	X	X		X			X	
HIS-115	X	X		X			X	X		X			X	
HIS-120		X			X	X		X			X			X
HIS-125	X	X	X	X	X	X	X	X		X	X		X	X
HIS-130	X			X			X			X			X	
HIS-140		X	X		X	X		X			X	X		X
POS-145	X	X	X	X	X	X	X	X		X	X	X	X	X
PSY-101	X	X	X	X	X	X	X	X		X	X		X	X
PSY-110	X	X	X	X	X	X	X	X		X	X		X	X
PSY-115							X	X		X	X			
PSY-145	X							X						
PSY-150		X			X			X			X			X
PSY-201	X	X		X	X		X	X		X	X		X	X
PSY-205		X		X			X				X		X	
PSY-210		X			X			X			X			X
PSY-215		X			X	X		X		X				X
PSY-220	X	X		X	X	X	X	X		X	X		X	X
SOC-101	X	X	X	X	X	X	X	X	X	X	X	X	X	X
SOC-111			X	X	X	X	X	X		X	X	X	X	X

b. Explain in specific terms why these courses were not successfully offered. Provide a strategy for improving their success or explain why they should not be removed from the program.

Not applicable, all courses were offered at least once during the preceding eight semesters.

6. COURSE SCHEDULING & AVAILABILITY

Describe how the scheduling of classes in the program optimizes class availability and supports student success.

Currently, HSBS courses are offered face-to-face at varying times, some are offered online and via correspondence. Correspondence courses serve a wide variety of students who may not otherwise enroll in courses, such as incarcerated students, or those who are otherwise unable to come to campus. HSBS students consistently receive high quality instruction as indicated by favorable faculty evaluations. The availability of correspondence courses ensures that students with issues related to transportation or distance can enroll in courses. Recently, an institutional protocol for evaluating full-time and part-time faculty was updated to ensure the evaluation of learning experiences of students in all HSBS courses more effectively in the future.

7. STUDENT LEARNING OUTCOMES (SLO)

SLO QUANTITATIVE DATA

Using the Program Level CLO Worksheets, aggregate data annually. Identify all Courses within that Program that have CLOs which map to PLO #1 in the first column of the table below. For each academic year since your last full program review, enter the % of Successful Students for the CLOs that map to PLO #1. Do the same for each PLO within the program.

Average Percentage Program Learning Outcome #1 For AA with Emphasis in Social and Behavioral Sciences				
Acquired fundamental grounding in communication, critical thinking, scientific inquiry, and quantitative reasoning, the arts, literature and humanities, social, political and economic institutions, and self-development.				
Course IDs within the Program that map to PLO#1	% Successful Students Fall 2017-Spring 2018	% Successful Students Fall 2018- Spring 2019	% Successful Students Fall 2019- Spring 2020	% Successful Students Fall 2020- Spring 2021
ADS-101		90%		
ADS-102	76%		90%	
ADS-103				98%
ADS-104			100%	
ADS-105				
ADS-106			91%	62%
ADS-107			86%	89%
ADS-108				82%
ADS-109	100%			93%
ADS-110	92%			
ADS-150			100%	100%
ADS-151			100%	100%
ANT-101	93%		73%	

Average Percentage Program Learning Outcome #1 For AA with Emphasis in Social and Behavioral Sciences				
Acquired fundamental grounding in communication, critical thinking, scientific inquiry, and quantitative reasoning, the arts, literature and humanities, social, political and economic institutions, and self-development.				
Course IDs within the Program that map to PLO#1	% Successful Students Fall 2017-Spring 2018	% Successful Students Fall 2018- Spring 2019	% Successful Students Fall 2019- Spring 2020	% Successful Students Fall 2020- Spring 2021
CHD-101			75%	92%
CHD-102			70%	100%
CHD-103		100%		92%
CHD-104			82.35%	100%
CHD-105				
CHD-106			81.25%	
CHD-107			71%	100%
CHD-108		100%		100%
CHD-120				
CHD-130		100%		
CHD-135				
CHD-145	100%			
CHD-205				
CHD-215				
CHD-216			100%	
CHD-221				
CHD-227				
CHD-250		100%		
CHD-251				
CRJ-103				
CRJ-104				
CRJ-115				
CRJ-120				
CRJ-125				
CRJ-130				
CRJ-155				
CRJ-164				
CRJ-206				
CRJ-220				
ECO-105			91%	
ECO-106				
GEO-103				
HIS-110	79%		80%	
HIS-115				52%
HIS-120	96%		77%	
HIS-125			80%	
HIS-130	89%		95%	
HIS-140	93%			
POS-145		93%		
PSY-101	93%			90%
PSY 110			79%	
PSY-115				
PSY-145	96%			

Average Percentage Program Learning Outcome #1 For AA with Emphasis in Social and Behavioral Sciences				
Acquired fundamental grounding in communication, critical thinking, scientific inquiry, and quantitative reasoning, the arts, literature and humanities, social, political and economic institutions, and self-development.				
Course IDs within the Program that map to PLO#1	% Successful Students Fall 2017-Spring 2018	% Successful Students Fall 2018- Spring 2019	% Successful Students Fall 2019- Spring 2020	% Successful Students Fall 2020- Spring 2021
PSY-150	100%		82%	
PSY-201	100%	93%	93%	
PSY-205	94%			
PSY-210				
PSY-215				
PSY-220				
SOC-101	92%		63%	
SOC-111				
Average % of Successful Students by Year	74%	94%	78%	86%

Average Percentage Program Learning Outcome #2 For AA with Emphasis in Social and Behavioral Sciences				
Acquired fundamental knowledge and skills in various disciplines constituting the social sciences.				
Course IDs within the Program that map to PLO#1	% Successful Students Fall 2017- Spring 2018	% Successful Students Fall 2018-Spring 2019	% Successful Students Fall 2019-Spring 2020	% Successful Students Fall 2020-Spring 2021
ADS-101		90%		
ADS-102	76%		90%	
ADS-103				98%
ADS-104			100%	
ADS-105				
ADS-106			91%	62%
ADS-107			86%	89%
ADS-108				82%
ADS-109	100%			93%
ADS-110	92%			
ADS-150			100%	100%
ADS-151			100%	100%
ANT-101	93%		93%	
CHD-101			75%	92%
CHD-102			70%	100%

Course IDs within the Program that map to PLO#1	% Successful Students Fall 2017- Spring 2018	% Successful Students Fall 2018-Spring 2019	% Successful Students Fall 2019-Spring 2020	% Successful Students Fall 2020-Spring 2021
	Average Percentage Program Learning Outcome #2			
	For AA with Emphasis in Social and Behavioral Sciences			
	Acquired fundamental knowledge and skills in various disciplines constituting the social sciences.			
CHD-103		100%		92%
CHD-104			82.35%	100%
CHD-105				
CHD-106			81.25%	
CHD-107			71%	100%
CHD-108		100%		100%
CHD-120				
CHD-130		100%		
CHD-135				
CHD-145	100%			
CHD-205				
CHD- 215				
CHD-216			100%	
CHD-221				
CHD-227				
CHD-250		100%		
CHD-251				
CRJ-103				
CRJ-104				
CRJ-115				
CRJ-120				
CRJ-125				
CRJ-130				
CRJ-155				
CRJ-164				
CRJ-206				
CRJ-220				
ECO-105			91%	
ECO-106				
GEO-103				
HIS-110	79%		80%	
HIS-115				52%
HIS-120	96%		77%	

Average Percentage Program Learning Outcome #2 For AA with Emphasis in Social and Behavioral Sciences				
Acquired fundamental knowledge and skills in various disciplines constituting the social sciences.				
Course IDs within the Program that map to PLO#1	% Successful Students Fall 2017- Spring 2018	% Successful Students Fall 2018-Spring 2019	% Successful Students Fall 2019-Spring 2020	% Successful Students Fall 2020-Spring 2021
HIS-125			80%	
HIS-130	89%		95%	
HIS-140	93%			
POS-145		93%		
PSY-101	93%			90%
PSY 110			79%	
PSY-115				
PSY-145	96%			
PSY-150	100%		82%	
PSY-201	100%	93%	93%	
PSY-205	94%			
PSY-210				
PSY-215				
PSY-220				
SOC-101	92%		63%	
SOC-111				
Average % of Successful Students by Year	74%	94%	78%	86%

From the each of the tables above enter the "AVERAGE % of Successful Students by Year" in the appropriate box below.

Average Percentage for all Program Learning Outcomes For AA with Emphasis in Social and Behavioral Sciences				
PROGRAM LEARNING OUTCOME	% Successful Students Fall 2017-Spirng 2018	% Successful Students 2018	% Successful Students 2019	% Successful Students 2020
PLO #1	74%	94%	78%	86%
PLO #2	74%	94%	78%	86%
Average % of Successful Students by Year	74%	94%	78%	86%

SLO ACTION PLANS

In the table below, describe the action plans that your department has made since your last program review. These action plans should be in identified in the Program Level CLO Worksheets.

Program Name	Associated PLO #	Course IDs Affected	Identified Gap	Action Plan(s)	Resources Used to Implement Plan	Outcome	Academic Year(s) this was addressed
HSBS	PLO 1 & 2	ADS 106	Only 62% of students met baseline	None. Will monitor at this time. Likely affected by COVID-19. Baseline under non-emergent times is typically 91%	None at this time. Will monitor when next SLO assessment is due.	TBA. Will monitor when next SLO assessment takes place. Next SLO assessment is due Fall 2021	Fall 2020-Spring 2021
HSBS	PLO 1 & 2	HIS 115	Only 52% of students met baseline	None. Will monitor at this time. Likely affected by COVID-19.	None at this time. Will monitor when next SLO assessment is due.	TBA. Will monitor when next SLO assessment takes place. Next SLO assessment is due Fall 2024	Fall 2020-Spring 2021
HSBS	PLO 1 & 2	SOC 101	Only 63% of students met baseline	None. Will monitor at this time. Likely affected by COVID-19.	None at this time. Will monitor when next SLO assessment is due.	TBA. Will monitor when next SLO assessment takes place. Next SLO assessment is due Spring 2023	Fall 2019-Spring 2020

a. List courses for which CLOs have not been assessed. Provide an explanation why assessments of these CLOs have not been performed.

ADS 105- Course has not been successfully offered. It is scheduled to submit a SLO review once successfully offered.

CHD 105- Course has not been successfully offered. It is scheduled to submit a SLO review once successfully offered.

CHD 120- Course has not been successfully offered. It is scheduled to submit a SLO review once successfully offered.

CHD 135- Course has not been successfully offered. It is scheduled to submit a SLO review once successfully offered.

CHD 205- Course has not been successfully offered. It is scheduled to submit a SLO review once successfully offered.

CHD 215- Course has not been successfully offered. It is scheduled to submit a SLO review once successfully offered.

CHD 221-Course is scheduled to submit a SLO review the next time the course is successfully offered.

CHD 227- Course is scheduled to submit a SLO review the next time the course is successfully offered.

CHD 251- Course is scheduled to submit a SLO review the next time the course is successfully offered.

CRJ 103-This course is not taught in HSBS

CRJ 104- This course is not taught in HSBS

CRJ 105- This course is not taught in HSBS

CRJ 120- This course is not taught in HSBS

CRJ 125- This course is not taught in HSBS

CRJ 130- This course is not taught in HSBS

CRJ 135- This course is not taught in HSBS

CRJ 155- This course is not taught in HSBS

CRJ 164- This course is not taught in HSBS

CRJ 206- This course is not taught in HSBS

CRJ 220- This course is not taught in HSBS

ECO 106- This course is not taught in HSBS

GEO 103- This course is not taught in HSBS

PSY 115-Course has not been successfully offered. It is scheduled to submit a SLO review once successfully offered.

PSY 210- Course has not been successfully offered. It is scheduled to submit a SLO review once successfully offered.

PSY 215- Course has not been successfully offered. It is scheduled to submit a SLO review once successfully offered.

PSY 220- Course has not been successfully offered. It is scheduled to submit a SLO review once successfully offered.

SOC 111- Course has not been successfully offered. It is scheduled to submit a SLO review once successfully offered.

b. Were any CLOs or PLOs revised/deleted in the past year based on assessment evaluations or revision of the Course Outline of Record? If so, indicate the courses or the program and a detailed explanation for the changes.

No CLOs or PLOs were revise/deleted in the past year based on assessment evaluations or revisions of   the Course Outline of Record.

c. Provide specific examples of course improvements resulting from the assessment of course SLOs.

None at this time. Will continue to monitor for assessments for improvements.

d. Provide specific examples of program and certificate improvements resulting from the assessment of program SLOs.

None at this time. Will continue to monitor for assessments for improvements.

e. Describe any differences in CLO achievement for different modalities (online, ITV, correspondence, face-to-face).

Most HSBS courses are taught in all modalities. No identified changes in CLO achievement for different modalities were identified.

8. COURSE CURRENCY

a. List the courses in the program and the year in which the course outline of each was most recently reviewed and approved by the Curriculum Committee.

Course	Committee Approval Date
ADS-101	11/10/2016
ADS-102	03/19/2020

ADS-103	11/10/2016
ADS-104	11/10/2016
ADS-105	11/10/2016
ADS-106	12/08/2016
ADS-107	03/19/2020
ADS-108	11/10/2016
ADS-109	11/10/2016
ADS-110	12/08/2016
ADS-150	04/12/2108
ADS-151	04/12/2018
ANT-101	03/11/2021
CHD-101	05/23/2019
CHD-102	05/23/2019
CHD-103	05/23/2019
CHD-104	05/23/2019
CHD-105	05/23/2019
CHD-106	05/23/2019
CHD-107	05/23/2019
CHD-108	05/23/2019
CHD-120	12/12/2019
CHD-130	05/23/2019
CHD-135	05/23/2019
CHD-145	05/23/2019
CHD-205	12/12/2019
CHD-215	12/12/2019
CHD-216	12/12/2019
CHD-221	12/12/2019
CHD-227	12/12/2019
CHD-250	12/12/2019
CHD-251	12/12/2019
CRJ-103	02/08/2018
CRJ-104	05/23/2019
CRJ-115	02/08/2018
CRJ-120	02/08/2018
CRJ-125	05/13/2021
CRJ-130	03/14/2019
CRJ-155	02/08/2018
CRJ-206	02/08/2018
CRJ-220	05/13/2021
ECO-105	03/14/2019
ECO-106	03/14/2019
GEO-103	04/08/2021
HIS-110	03/19/2020
HIS-115	03/19/2020
HIS-120	03/19/2020
HIS-125	03/19/2020
HIS-130	03/19/2020
HIS-140	03/19/2020
POS-145	03/19/2020
PSY-101	04/16/2020

PSY-110	04/16/2020
PSY-115	04/16/2020
PSY-145	12/12/2019
PSY-150	04/16/2020
PSY-201	04/16/2020
PSY-205	04/16/2020
PSY-210	12/12/2019
PSY-215	12/12/2019
PSY-220	12/12/2019
SOC-101	04/08/2021
SOC-111	04/08/2021

b. Describe plans to revise and update course outlines of record that have not been reviewed and approved by the Curriculum Committee within the four (4) years preceding this program review report.

The only courses that have not been updated within the past 4 years are ADS courses. These courses   have recently been revised by faculty and are expected to pass board approval in February of 2022.

9. PROGRAM AND COURSE COVERAGE

a. List the courses in the program and identify which are taught by full-time faculty only, which are taught by adjunct faculty only, and which are taught by both.

Example:

Course	Full-Time Only	Adjunct Only	Both Full-Time and Adjunct
ADS-101			X
ADS-102			X
ADS-103			X
ADS-104			X
ADS-105			X
ADS-106			X
ADS-107			X
ADS-108			X
ADS-109			X
ADS-110		X	
ADS-150			X
ADS-151			X
ANT-101			X
CHD-101			X
CHD-102			X
CHD-103			X
CHD-104			X
CHD-105			X
CHD-106			X
CHD-107			X
CHD-108			X
CHD-120	X		
CHD-130		X	

CHD-135		X	
CHD-145		X	
CHD-205			X
CHD-215			X
CHD-216			X
CHD-221		X	
CHD-227		X	
CHD-250			X
CHD-251			X
CRJ-103			X
CRJ-104			X
CRJ-115			X
CRJ-120	X		
CRJ-125		X	
CRJ-130	X		
CRJ-155		X	
CRJ-206			X
CRJ-220	X		
ECO-105			X
ECO-106			X
GEO-103		X	
HIS-110			X
HIS-115		X	
HIS-120		X	
HIS-125			X
HIS-130			X
HIS-140			X
POS-145			X
PSY-101			X
PSY-110			X
PSY-115			X
PSY-145			X
PSY-150			X
PSY-201			X
PSY-205			X
PSY-210			X
PSY-215			X
PSY-220			X
SOC-101			X
SOC-111			X

b. Explain how effectively the program is served with the current coverage.

Overall, the program is being served well with the current coverage. Significantly, the courses are covered more regularly by fulltime faculty members, there are nearly half the "adjunct only" course offerings compared to the prior full evaluation of the division.

c. Describe plans to correct deficiencies, if any, in course and program coverage.

The "adjunct only" course offerings are likely to further decrease for both the PSY and CHD courses as there is a new fulltime faculty member in CHD and a new hire PSY for the Spring 2022 semester.

10. PROFESSIONAL DEVELOPMENT

a. Describe specific professional development activities in which faculty members in the program have participated over the past four (4) years and explain how such activities benefited the program and supported and facilitated student learning outcomes.

Some, if not all, faculty partook in the following examples of Professional Development:

1. **ACAP College Student Educators International Online Program Design School, October 27-28, 2020**

   This workshop was a virtual two-day, hands-on, engaging and entertaining seminar to help you write participant guides, facilitator guides, identify learning methods and much more!

   This workshop was beneficial for assisting faculty in writing effective curricula for courses, thus facilitating the ability for one to effectively teach and test SLOs.

2. **Online Teaching and Design 12-week course sponsored by The Online Network of Educators, April-June 2021**

   Completed the 12-week Online Teaching & Design course earned 120 hours of professional development to aligned to the CVC-OEI Course Design Rubric. Through coursework, development of a course in a Canvas, and peer review, students demonstrated mastery in course design fundamentals aligned to the CVC-OEI Course Design Rubric and applied these skills to create an accessible online course that includes:

   - Accessible activities and instructional content;
   - A well-developed syllabus tailored to online delivery;
   - A well-designed home page;
   - Clear course navigation;
   - Well-developed units that include clear objectives and multimedia content;
   - Clear instructions, tutorial materials, and additional resources to meet the needs of diverse students;
   - Opportunities for meaningful peer-to-peer interaction;
   - Planning and design for regular effective contact;
   - A variety of formative and summative assessments;

   This course was instrumental in affording faculty the opportunity to learn the most current pedagogy concerning online instruction. Through affective online instruction, faculty may provide students the proper course material and testing tools for ensuring SLOs are taught in an effective manner.

3. **PATHWAYS TO EQUITY LEARNING SERIES: Understanding the Guided Pathways Key Performance Indicators with Dr. Valerie Lundy-Wagner, California Community Colleges: Visions in Action, October 26, 2021**

In the October Pathways to Equity webinar, please join guest speaker Dr. Valerie Lundy-Wagner as she explains how the system leverages data to advance Vision for Success goals and how colleges can make local data experiments powerful to advance equitable student outcomes. This webinar is intended for California community college staff and data-driven decision makers.

This webinar was instrumental in providing faculty tools for identifying and modifying unconscious biases that exist within ourself, and our teaching skills. Through affective means for identifying unconscious biases, faculty have proper skills for writing, testing, and reporting equitable SLOs.

b. Describe areas of unmet professional development needs among faculty in the program and identify specifically plans to address those needs.

Faculty have undergone great leaps and bounds concerning professional development; however, one area in which faculty may benefit from further professional development are in-depth seminars or workshops devoted to diversity, equity, and decolonization.

11. STUDENT SUCCESSFUL COMPLETION & RETENTION

Note: The Program Review Committee will research the required completion and retention data and provide it to program faculty members for their review and analysis for this report. **Completion** *is defined as number of grades of A,B,C,CR divided by A,B,C,D,F,CR,NC,W,MW, IP.* **Retention** *is defined as number of grades of A,B,C,D,F,CR,NC, MW, IP divided by A,B,C,D,F,CR,NC,W,MW, IP*

a. Assess semester-by-semester course completion performance in the each course in the program over the preceding eight (8) semesters and compare those rates with the Institutional Set standards.

The Current Institutional Set Standard for Completion is: 73.5%

Year	2017				Year	2017					
Completion					**Completion**						
	2017FA	**2018SP**	**AVG**	**DIF**		**Corres**	**DIF**	**F2F**	**DIF**	**Online**	**DIF**
ADS-101	81%	76%	79%	5%	ADS-101	76%	3%	100%	27%	-	-
ADS-102	76%	-	76%	3%	ADS-102	76%	3%	-	-	-	-
ADS-103	85%	-	85%	12%	ADS-103	85%	12%	-	-	-	-
ADS-104	70%	-	70%	-4%	ADS-104	70%	-4%	-	-	-	-
ADS-105	-	76%	76%	3%	ADS-105	76%	3%	-	-	-	-
ADS-106	96%	-	96%	23%	ADS-106	96%	23%	-	-	-	-
ADS-107	-	84%	84%	11%	ADS-107	84%	11%	85%	12%	-	-
ADS-108	-	88%	88%	15%	ADS-108	88%	15%	-	-	-	-
ADS-109	-	84%	84%	11%	ADS-109	84%	11%	-	-	-	-
ADS-110	-	69%	69%	-5%	ADS-110	69%	-5%	-	-	-	-
ADS-150	100%	75%	88%	14%	ADS-150	93%	20%	-	-	-	-

Course					Course						
ADS-151	-	94%	94%	21%	ADS-151	94%	21%	-	-	-	-
ANT-101	57%	77%	67%	-7%	ANT-101	69%	-5%	-	-	59%	-15%
CHD-101	58%	48%	53%	-21%	CHD-101	-	-	-	-	53%	-21%
CHD-102	71%	-	71%	-3%	CHD-102	-	-	-	-	71%	-3%
CHD-103	84%	-	84%	11%	CHD-103	-	-	-	-	84%	11%
CHD-104	-	64%	64%	-10%	CHD-104	-	-	-	-	64%	-10%
CHD-105	-	68%	68%	-5%	CHD-105	-	-	-	-	68%	-5%
CHD-106	-	71%	71%	-3%	CHD-106	-	-	-	-	71%	-3%
CHD-107	80%	-	80%	7%	CHD-107	-	-	-	-	80%	7%
CHD-108	-	100%	100%	27%	CHD-108	-	-	100%	27%	-	-
CHD-120	-	89%	89%	16%	CHD-120	-	-	89%	16%	-	-
CHD-130	-	-	-	-	CHD-130	-	-	-	-	-	-
CHD-135	-	-	-	-	CHD-135	-	-	-	-	-	-
CHD-145	-	95%	95%	22%	CHD-145	-	-	95%	22%	-	-
CHD-205	79%	-	79%	6%	CHD-205	-	-	79%	6%	-	-
CHD-215	-	-	-	-	CHD-215	-	-	-	-	-	-
CHD-216	-	-	-	-	CHD-216	-	-	-	-	-	-
CHD-221	81%	-	81%	8%	CHD-221	-	-	-	-	81%	8%
CHD-227	100%	-	100%	27%	CHD-227	-	-	100%	27%	-	-
CHD-250	-	-	-	-	CHD-250	-	-	-	-	-	-
CHD-251	-	-	-	-	CHD-251	-	-	-	-	-	-
CRJ-103	67%	-	67%	-6%	CRJ-103	-	-	67%	-6%	-	-
CRJ-104	-	71%	71%	-3%	CRJ-104	-	-	71%	-3%	-	-
CRJ-115	41%	-	41%	-33%	CRJ-115	-	-	41%	-33%	-	-
CRJ-120	-	67%	67%	-6%	CRJ-120	-	-	-	-	67%	-6%
CRJ-125	68%	-	68%	-5%	CRJ-125	-	-	68%	-5%	-	-
CRJ-130	50%	-	50%	-24%	CRJ-130	-	-	-	-	50%	-24%
CRJ-155	-	92%	92%	19%	CRJ-155	-	-	92%	19%	-	-
CRJ-206	-	67%	67%	-6%	CRJ-206	-	-	67%	-6%	-	-
CRJ-220	-	-	-	-	CRJ-220	-	-	-	-	-	-
ECO-105	-	83%	83%	10%	ECO-105	83%	10%	82%	9%	-	-
ECO-106	87%	-	87%	14%	ECO-106	87%	14%	-	-	-	-
GEO-103	-	-	-	-	GEO-103	-	-	-	-	-	-
HIS-110	85%	-	85%	12%	HIS-110	97%	24%	67%	-6%	-	-
HIS-115	52%	57%	55%	-19%	HIS-115	54%	-20%	-	-	-	-
HIS-120	-	85%	85%	12%	HIS-120	90%	17%	67%	-6%	-	-
HIS-125	69%	75%	72%	-2%	HIS-125	75%	2%	66%	-8%	-	-
HIS-130	80%	-	80%	7%	HIS-130	80%	7%	87%	14%	73%	-1%
HIS-140	-	88%	88%	15%	HIS-140	85%	12%	100%	27%	78%	5%
POS-145	88%	86%	87%	14%	POS-145	86%	13%	-	-	90%	17%
PSY-101	82%	86%	84%	11%	PSY-101	85%	12%	81%	8%	-	-
PSY-110	96%	72%	84%	11%	PSY-110	84%	11%	-	-	-	-
PSY-115	-	-	-	-	PSY-115	-	-	-	-	-	-
PSY-145	88%	-	88%	15%	PSY-145	88%	15%	-	-	-	-
PSY-150	-	78%	78%	5%	PSY-150	78%	5%	-	-	-	-
PSY-201	82%	92%	87%	14%	PSY-201	82%	9%	92%	19%	-	-
PSY-205	-	84%	84%	11%	PSY-205	84%	11%	-	-	-	-
PSY-210	-	78%	78%	5%	PSY-210	78%	5%	-	-	-	-
PSY-215	-	96%	96%	23%	PSY-215	96%	23%	-	-	-	-
PSY-220	81%	73%	77%	4%	PSY-220	77%	4%	-	-	-	-
SOC-101	78%	70%	74%	1%	SOC-101	77%	4%	63%	-11%	-	-
SOC-111	-	-	-	-	SOC-111	-	-	-	-	-	-

a. 2017 Completion Assessment: Generally, students are doing well in HSBS regarding completion. Most courses achieved above the 73.5% completion standard, with notable exceptions in CHD and CRJ courses which trended lower. This may be due to less successful completion rates of F2F classes and the more successful completion rates of correspondence courses (CHD and CRJ are disproportionally F2F).

Year	2018				Year	2018					
Completion					**Completion**						
	2018FA	**2019SP**	**AVG**	**DIF**		**Corres**	**DIF**	**F2F**	**DIF**	**Online**	**DIF**
ADS-101	74%	87%	81%	7%	ADS-101	79%	6%	-	-	-	-
ADS-102	78%	71%	75%	1%	ADS-102	74%	1%	-	-	-	-
ADS-103	96%	90%	93%	20%	ADS-103	92%	19%	-	-	-	-
ADS-104	83%	87%	85%	12%	ADS-104	85%	12%	-	-	-	-
ADS-105	82%	86%	84%	11%	ADS-105	84%	11%	-	-	-	-
ADS-106	92%	74%	83%	10%	ADS-106	84%	11%	-	-	-	-
ADS-107	-	52%	52%	-22%	ADS-107	52%	-22%	-	-	-	-
ADS-108	-	71%	71%	-3%	ADS-108	71%	-3%	-	-	-	-
ADS-109	-	84%	84%	11%	ADS-109	84%	11%	-	-	-	-
ADS-110	-	-	-	-	ADS-110	-	-	-	-	-	-
ADS-150	-	100%	100%	27%	ADS-150	-	-	100%	27%	-	-
ADS-151	-	100%	100%	27%	ADS-151	-	-	100%	27%	-	-
ANT-101	62%	67%	65%	-9%	ANT-101	65%	-9%	-	-	-	-
CHD-101	66%	53%	60%	-14%	CHD-101	-	-	-	-	60%	-14%
CHD-102	59%	-	59%	-15%	CHD-102	-	-	-	-	59%	-15%
CHD-103	67%	-	67%	-6%	CHD-103	-	-	-	-	67%	-6%
CHD-104	-	70%	70%	-4%	CHD-104	-	-	-	-	70%	-4%
CHD-105	-	84%	84%	11%	CHD-105	-	-	-	-	84%	11%
CHD-106	-	88%	88%	15%	CHD-106	-	-	-	-	88%	15%
CHD-107	79%	-	79%	6%	CHD-107	-	-	-	-	79%	6%
CHD-108	-	87%	87%	14%	CHD-108	-	-	87%	14%	-	-
CHD-120	-	69%	69%	-5%	CHD-120	-	-	69%	-5%	-	-
CHD-130	95%	-	95%	22%	CHD-130	-	-	95%	22%	-	-
CHD-135	-	-	-	-	CHD-135	-	-	-	-	-	-
CHD-145	-	-	-	-	CHD-145	-	-	-	-	-	-
CHD-205	-	-	-	-	CHD-205	-	-	-	-	-	-
CHD-215	-	-	-	-	CHD-215	-	-	-	-	-	-
CHD-216	-	-	-	-	CHD-216	-	-	-	-	-	-
CHD-221	-	-	-	-	CHD-221	-	-	-	-	-	-
CHD-227	91%	-	91%	18%	CHD-227	-	-	91%	18%	-	-
CHD-250	77%	-	77%	4%	CHD-250	-	-	-	-	77%	4%
CHD-251	-	88%	88%	15%	CHD-251	-	-	-	-	88%	15%
CRJ-103	63%	-	63%	-11%	CRJ-103	-	-	63%	-11%	-	-
CRJ-104	-	55%	55%	-19%	CRJ-104	-	-	55%	-19%	-	-
CRJ-115	64%	-	64%	-10%	CRJ-115	-	-	64%	-10%	-	-
CRJ-120	-	48%	48%	-26%	CRJ-120	-	-	-	-	48%	-26%
CRJ-125	65%	-	65%	-9%	CRJ-125	-	-	65%	-9%	-	-
CRJ-130	75%	-	75%	2%	CRJ-130	-	-	-	-	75%	2%
CRJ-155	-	80%	80%	7%	CRJ-155	-	-	80%	7%	-	-
CRJ-206	-	59%	59%	-15%	CRJ-206	-	-	59%	-15%	-	-
CRJ-220	-	-	-	-	CRJ-220	-	-	-	-	-	-
ECO-105	-	83%	83%	10%	ECO-105	87%	14%	33%	-41%	-	-
ECO-106	90%	-	90%	17%	ECO-106	96%	23%	77%	-	-	-
GEO-103	-	-	-	-	GEO-103	-	-	-	-	-	-
HIS-110	83%	-	83%	10%	HIS-110	83%	10%	-	-	-	-

HIS-115	48%	-	48%	-26%	HIS-115	48%	-26%	-	-	-	-
HIS-120	-	80%	80%	7%	HIS-120	81%	8%	73%	-1%	-	-
HIS-125	73%	80%	77%	3%	HIS-125	78%	5%	76%	3%	76%	-
HIS-130	83%	-	83%	10%	HIS-130	83%	10%	100%	27%	71%	-3%
HIS-140	-	79%	79%	6%	HIS-140	89%	16%	81%	8%	60%	-14%
POS-145	85%	85%	85%	12%	POS-145	93%	20%	-	-	72%	-2%
PSY-101	76%	74%	75%	2%	PSY-101	73%	-1%	79%	6%	-	-
PSY-110	88%	78%	83%	10%	PSY-110	81%	8%	-	-	-	-
PSY-115	-	-	-	-	PSY-115	-	-	-	-	-	-
PSY-145	-	-	-	-	PSY-145	-	-	-	-	-	-
PSY-150	-	100%	100%	27%	PSY-150	100%	27%	-	-	-	-
PSY-201	88%	96%	92%	19%	PSY-201	90%	17%	90%	17%	-	-
PSY-205	82%	-	82%	9%	PSY-205	82%	9%	-	-	-	-
PSY-210	-	74%	74%	1%	PSY-210	74%	1%	-	-	-	-
PSY-215	-	72%	72%	-2%	PSY-215	72%	-2%	-	-	-	-
PSY-220	58%	66%	62%	-12%	PSY-220	64%	-10%	-	-	-	-
SOC-101	81%	74%	78%	4%	SOC-101	78%	5%	71%	-3%	-	-
SOC-111	80%	100%	90%	17%	SOC-111	80%	-	100%	27%	-	-

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Year	2019				Year	2019					
Completion					**Completion**						
	2019FA	**2020SP**	**AVG**	**DIF**		**Corres**	**DIF**	**F2F**	**DIF**	**Online**	**DIF**
ADS-101	84%	91%	88%	14%	ADS-101	89%	16%	73%	-1%	-	-
ADS-102	79%	77%	78%	5%	ADS-102	78%	5%	-	-	-	-
ADS-103	93%	93%	93%	20%	ADS-103	93%	20%	-	-	-	-
ADS-104	76%	-	76%	3%	ADS-104	76%	3%	-	-	-	-
ADS-105	69%	63%	66%	-8%	ADS-105	66%	-8%	-	-	-	-
ADS-106	80%	77%	79%	5%	ADS-106	78%	5%	-	-	-	-
ADS-107	62%	58%	60%	-14%	ADS-107	60%	-14%	-	-	-	-
ADS-108	76%	85%	81%	7%	ADS-108	81%	8%	-	-	-	-
ADS-109	63%	52%	58%	-16%	ADS-109	59%	-15%	-	-	-	-
ADS-110	-	-	-	-	ADS-110	-	-	-	-	-	-
ADS-150	100%	74%	87%	14%	ADS-150	74%	1%	100%	27%	-	-
ADS-151	100%	80%	90%	17%	ADS-151	-	-	83%	10%	-	-
ANT-101	56%	73%	65%	-9%	ANT-101	62%	-12%	61%	-13%	71%	-3%
CHD-101	54%	53%	54%	-20%	CHD-101	-	-	-	-	54%	-20%
CHD-102	66%	64%	65%	-9%	CHD-102	-	-	-	-	65%	-9%
CHD-103	83%	-	83%	10%	CHD-103	-	-	-	-	83%	10%
CHD-104	-	74%	74%	1%	CHD-104	-	-	-	-	74%	1%
CHD-105	-	-	-	-	CHD-105	-	-	-	-	-	-
CHD-106	-	68%	68%	-5%	CHD-106	-	-	-	-	68%	-5%
CHD-107	72%	-	72%	-2%	CHD-107	-	-	-	-	72%	-2%
CHD-108	-	89%	89%	16%	CHD-108	-	-	89%	16%	-	-
CHD-120	-	100%	100%	27%	CHD-120	-	-	100%	27%	-	-
CHD-130	-	-	-	-	CHD-130	-	-	-	-	-	-
CHD-135	-	-	-	-	CHD-135	-	-	-	-	-	-
CHD-145	-	-	-	-	CHD-145	-	-	-	-	-	-
CHD-205	100%	89%	95%	21%	CHD-205	-	-	90%	17%	-	-

Course	2020FA	2021SP	AVG	DIF	Course	Corres	DIF	F2F	DIF	Online	DIF
CHD-215	69%	-	69%	-5%	CHD-215	-	-	69%	-5%	-	-
CHD-216	-	100%	100%	27%	CHD-216	-	-	100%	27%	-	-
CHD-221	-	-	-	-	CHD-221	-	-	-	-	-	-
CHD-227	82%	-	82%	9%	CHD-227	-	-	82%	9%	-	-
CHD-250	-	-	-	-	CHD-250	-	-	-	-	-	-
CHD-251	-	-	-	-	CHD-251	-	-	-	-	-	-
CRJ-103	50%	-	50%	-24%	CRJ-103	-	-	50%	-24%	-	-
CRJ-104	-	29%	29%	-45%	CRJ-104	-	-	29%	-45%	-	-
CRJ-115	52%	-	52%	-22%	CRJ-115	-	-	52%	-22%	-	-
CRJ-120	-	81%	81%	8%	CRJ-120	-	-	-	-	81%	8%
CRJ-125	45%	-	45%	-29%	CRJ-125	-	-	45%	-29%	-	-
CRJ-130	50%	-	50%	-24%	CRJ-130	-	-	-	-	50%	-24%
CRJ-155	-	36%	36%	-38%	CRJ-155	-	-	36%	-38%	-	-
CRJ-206	-	50%	50%	-24%	CRJ-206	-	-	50%	-24%	-	-
CRJ-220	-	-	-	-	CRJ-220	-	-	-	-	-	-
ECO-105	-	86%	86%	13%	ECO-105	86%	13%	-	-	-	-
ECO-106	84%	-	84%	11%	ECO-106	84%	11%	-	-	-	-
GEO-103	33%	-	33%	-41%	GEO-103	33%	-41%	-	-	-	-
HIS-110	86%	71%	79%	5%	HIS-110	81%	8%	80%	7%	-	-
HIS-115	55%	80%	68%	-6%	HIS-115	67%	-6%	-	-	-	-
HIS-120	-	81%	81%	8%	HIS-120	79%	6%	88%	15%	-	-
HIS-125	75%	79%	77%	4%	HIS-125	84%	11%	-	-	68%	-5%
HIS-130	89%	-	89%	16%	HIS-130	91%	18%	83%	10%	90%	17%
HIS-140	-	67%	67%	-6%	HIS-140	55%	-19%	-	-	80%	7%
POS-145	85%	62%	74%	0%	POS-145	92%	19%	-	-	54%	-20%
PSY-101	74%	87%	81%	7%	PSY-101	80%	7%	80%	7%	-	-
PSY-110	78%	78%	78%	5%	PSY-110	78%	5%	-	-	-	-
PSY-115	96%	86%	91%	18%	PSY-115	89%	16%	-	-	-	-
PSY-145	-	95%	95%	22%	PSY-145	95%	22%	-	-	-	-
PSY-150	-	81%	81%	8%	PSY-150	81%	8%	-	-	-	-
PSY-201	85%	71%	78%	5%	PSY-201	80%	7%	76%	3%	-	-
PSY-205	81%	-	81%	8%	PSY-205	81%	8%	-	-	-	-
PSY-210	-	79%	79%	6%	PSY-210	79%	6%	-	-	-	-
PSY-215	-	100%	100%	27%	PSY-215	-	-	100%	27%	-	-
PSY-220	70%	79%	75%	1%	PSY-220	74%	1%	-	-	-	-
SOC-101	66%	78%	72%	-2%	SOC-101	70%	-4%	86%	13%	-	-
SOC-111	92%	74%	83%	10%	SOC-111	74%	1%	92%	19%	-	-

a. 2019 Completion Assessment: Generally, students are doing well in HSBS regarding completion. Most courses achieved above the 73.5% completion standard, with notable exceptions in CHD and CRJ courses which trended lower. This may be due to less successful completion rates of F2F classes and the more successful completion rates of correspondence courses (CHD CRJ are disproportionally F2F). Notably, CHD courses trended upward in completion rates over the 2019 academic year.

Year	2020				Year	2020					
Completion					Completion						
	2020FA	2021SP	AVG	DIF		Corres	DIF	F2F	DIF	Online	DIF
ADS-101	66%	83%	75%	1%	ADS-101	75%	2%	-	-	-	-
ADS-102	85%	81%	83%	10%	ADS-102	83%	10%	-	-	82%	9%
ADS-103	94%	90%	92%	19%	ADS-103	93%	20%	-	-	83%	10%
ADS-104	93%	71%	82%	9%	ADS-104	89%	16%	-	-	-	-

ADS-105	93%	80%	87%	13%	ADS-105	86%	13%	-	-	-	-
ADS-106	90%	84%	87%	14%	ADS-106	87%	14%	-	-	-	-
ADS-107	85%	78%	82%	8%	ADS-107	82%	9%	-	-	-	-
ADS-108	89%	72%	81%	7%	ADS-108	78%	5%	-	-	-	-
ADS-109	95%	81%	88%	15%	ADS-109	88%	15%	-	-	-	-
ADS-110	-	-	-	-	ADS-110	-	-	-	-	-	-
ADS-150	100%	100%	100%	27%	ADS-150	-	-	100%	27%	-	-
ADS-151	100%	100%	100%	27%	ADS-151	-	-	100%	27%	-	-
ANT-101	91%	80%	86%	12%	ANT-101	86%	13%	-	-	-	-
CHD-101	38%	69%	54%	-20%	CHD-101	-	-	-	-	51%	-23%
CHD-102	69%	-	69%	-5%	CHD-102	-	-	-	-	69%	-5%
CHD-103	79%	-	79%	6%	CHD-103	-	-	-	-	79%	6%
CHD-104	-	90%	90%	17%	CHD-104	-	-	-	-	90%	17%
CHD-105	-	76%	76%	3%	CHD-105	-	-	-	-	76%	3%
CHD-106	-	-	-	-	CHD-106	-	-	-	-	-	-
CHD-107	80%	-	80%	7%	CHD-107	-	-	-	-	80%	7%
CHD-108	100%	86%	93%	20%	CHD-108	-	-	88%	15%	86%	13%
CHD-120	-	-	-	-	CHD-120	-	-	-	-	-	-
CHD-130	-	91%	91%	18%	CHD-130	-	-	-	-	91%	18%
CHD-135	-	-	-	-	CHD-135	-	-	-	-	-	-
CHD-145	78%	-	78%	5%	CHD-145	-	-	-	-	78%	5%
CHD-205	-	-	-	-	CHD-205	-	-	-	-	-	-
CHD-215	-	-	-	-	CHD-215	-	-	-	-	-	-
CHD-216	-	-	-	-	CHD-216	-	-	-	-	-	-
CHD-221	-	-	-	-	CHD-221	-	-	-	-	-	-
CHD-227	-	-	-	-	CHD-227	-	-	-	-	-	-
CHD-250	60%	-	60%	-14%	CHD-250	-	-	-	-	60%	-14%
CHD-251	-	-	-	-	CHD-251	-	-	-	-	-	-
CRJ-103	78%	-	78%	5%	CRJ-103	-	-	78%	5%	-	-
CRJ-104	-	92%	92%	19%	CRJ-104	-	-	92%	19%	-	-
CRJ-115	56%	-	56%	-18%	CRJ-115	-	-	56%	-18%	-	-
CRJ-120	-	76%	76%	3%	CRJ-120	-	-	-	-	76%	3%
CRJ-125	67%	-	67%	-6%	CRJ-125	-	-	67%	-6%	-	-
CRJ-130	48%	-	48%	-26%	CRJ-130	-	-	-	-	48%	-26%
CRJ-155	-	82%	82%	9%	CRJ-155	-	-	82%	9%	-	-
CRJ-206	-	86%	86%	13%	CRJ-206	-	-	86%	13%	-	-
CRJ-220	-	-	-	-	CRJ-220	-	-	-	-	-	-
ECO-105	-	90%	90%	17%	ECO-105	90%	17%	-	-	-	-
ECO-106	83%	-	83%	10%	ECO-106	83%	10%	-	-	-	-
GEO-103	62%	56%	59%	-15%	GEO-103	58%	-16%	-	-	-	-
HIS-110	89%	-	89%	16%	HIS-110	88%	15%	-	-	89%	16%
HIS-115	38%	-	38%	-36%	HIS-115	38%	-36%	-	-	-	-
HIS-120	-	75%	75%	2%	HIS-120	75%	2%	-	-	-	-
HIS-125	77%	74%	76%	2%	HIS-125	79%	6%	-	-	55%	-19%
HIS-130	78%	-	78%	5%	HIS-130	81%	8%	-	-	60%	-14%
HIS-140	-	71%	71%	-3%	HIS-140	70%	-4%	-	-	74%	1%
POS-145	80%	82%	81%	8%	POS-145	81%	8%	-	-	82%	9%
PSY-101	77%	80%	79%	5%	PSY-101	81%	8%	-	-	64%	-10%
PSY-110	76%	73%	75%	1%	PSY-110	74%	1%	-	-	-	-
PSY-115	94%	81%	88%	14%	PSY-115	85%	12%	-	-	-	-
PSY-145	-	-	-	-	PSY-145	-	-	-	-	-	-
PSY-150	-	86%	86%	13%	PSY-150	86%	13%	-	-	-	-
PSY-201	85%	77%	81%	8%	PSY-201	84%	11%	-	-	60%	-14%
PSY-205	-	86%	86%	13%	PSY-205	86%	13%	-	-	-	-
PSY-210	-	76%	76%	3%	PSY-210	76%	3%	-	-	-	-

	2017FA	2018SP	AVG	DIF		Corres	DIF	F2F	DIF	Online	DIF
PSY-215	95%	-	95%	22%	PSY-215	95%	22%	-	-	-	-
PSY-220	63%	61%	62%	-12%	PSY-220	62%	-12%	-	-	-	-
SOC-101	81%	64%	73%	-1%	SOC-101	75%	2%	-	-	50%	-24%
SOC-111	58%	59%	59%	-15%	SOC-111	58%	-16%	-	-	-	-

a. 2020 Completion Assessment: Generally, students are doing well in HSBS regarding completion. Most courses achieved above the 73.5% completion standard. Notably, CHD and CRJ courses trended upward in completion rates over the 2020 academic year.

b. Assess semester-by-semester course retention performance in each course in the program over the preceding eight (8) semesters.

The Current Institutional Set Standard for Retention is: 87.0%

Year	2017				Year	2017					
Retention					**Retention**						
	2017FA	**2018SP**	**AVG**	**DIF**		**Corres**	**DIF**	**F2F**	**DIF**	**Online**	**DIF**
ADS-101	92%	91%	92%	5%	ADS-101	91%	4%	100%	13%	-	-
ADS-102	96%	-	96%	9%	ADS-102	96%	9%	-	-	-	-
ADS-103	95%	-	95%	8%	ADS-103	95%	8%	-	-	-	-
ADS-104	91%	-	91%	4%	ADS-104	91%	4%	-	-	-	-
ADS-105	-	88%	88%	1%	ADS-105	88%	1%	-	-	-	-
ADS-106	100%	-	100%	13%	ADS-106	100%	13%	-	-	-	-
ADS-107	-	86%	86%	-1%	ADS-107	87%	0%	85%	-2%	-	-
ADS-108	-	88%	88%	1%	ADS-108	88%	1%	-	-	-	-
ADS-109	-	84%	84%	-3%	ADS-109	84%	-3%	-	-	-	-
ADS-110	-	75%	75%	-12%	ADS-110	75%	-12%	-	-	-	-
ADS-150	100%	75%	88%	1%	ADS-150	93%	6%	-	-	-	-
ADS-151	-	94%	94%	7%	ADS-151	94%	7%	-	-	-	-
ANT-101	81%	83%	82%	-5%	ANT-101	81%	-6%	-	-	84%	-3%
CHD-101	85%	88%	87%	-1%	CHD-101	-	-	-	-	86%	-1%
CHD-102	100%	-	100%	13%	CHD-102	-	-	-	-	100%	13%
CHD-103	100%	-	100%	13%	CHD-103	-	-	-	-	100%	13%
CHD-104	-	88%	88%	1%	CHD-104	-	-	-	-	88%	1%
CHD-105	-	92%	92%	5%	CHD-105	-	-	-	-	92%	5%
CHD-106	-	95%	95%	8%	CHD-106	-	-	-	-	95%	8%
CHD-107	95%	-	95%	8%	CHD-107	-	-	-	-	95%	8%
CHD-108	-	100%	100%	13%	CHD-108	-	-	100%	13%	-	-
CHD-120	-	89%	89%	2%	CHD-120	-	-	89%	2%	-	-
CHD-130	-	-	-	-	CHD-130	-	-	-	-	-	-
CHD-135	-	-	-	-	CHD-135	-	-	-	-	-	-
CHD-145	-	100%	100%	13%	CHD-145	-	-	100%	13%	-	-
CHD-205	100%	-	100%	13%	CHD-205	-	-	100%	13%	-	-
CHD-215	-	-	-	-	CHD-215	-	-	-	-	-	-
CHD-216	-	-	-	-	CHD-216	-	-	-	-	-	-
CHD-221	95%	-	95%	8%	CHD-221	-	-	-	-	95%	8%
CHD-227	100%	-	100%	13%	CHD-227	-	-	100%	13%	-	-
CHD-250	-	-	-	-	CHD-250	-	-	-	-	-	-
CHD-251	-	-	-	-	CHD-251	-	-	-	-	-	-
CRJ-103	92%	-	92%	5%	CRJ-103	-	-	92%	5%	-	-
CRJ-104	-	88%	88%	1%	CRJ-104	-	-	88%	1%	-	-

CRJ-115	77%	-	77%	-10%	CRJ-115	-	-	77%	-10%	-	-
CRJ-120	-	80%	80%	-7%	CRJ-120	-	-	-	-	80%	-7%
CRJ-125	89%	-	89%	2%	CRJ-125	-	-	89%	16%	-	-
CRJ-130	82%	-	82%	-5%	CRJ-130	-	-	-	-	82%	-5%
CRJ-155	-	100%	100%	13%	CRJ-155	-	-	100%	13%	-	-
CRJ-206	-	67%	67%	-20%	CRJ-206	-	-	67%	-20%	-	-
CRJ-220	-	-	-	-	CRJ-220	-	-	-	-	-	-
ECO-105	-	88%	88%	1%	ECO-105	87%	0%	91%	4%	-	-
ECO-106	87%	-	87%	0%	ECO-106	87%	0%	-	-	-	-
GEO-103	-	-	-	-	GEO-103	-	-	-	-	-	-
HIS-110	89%	-	89%	2%	HIS-110	97%	10%	78%	-9%	-	-
HIS-115	85%	83%	84%	-3%	HIS-115	84%	-3%	-	-	-	-
HIS-120	-	90%	90%	3%	HIS-120	97%	10%	67%	-20%	-	-
HIS-125	85%	92%	89%	2%	HIS-125	91%	4%	82%	-5%	-	-
HIS-130	88%	-	88%	1%	HIS-130	90%	3%	87%	0%	82%	-5%
HIS-140	-	92%	92%	5%	HIS-140	85%	-2%	100%	13%	91%	4%
POS-145	93%	91%	92%	5%	POS-145	90%	3%	-	-	97%	10%
PSY-101	93%	91%	92%	5%	PSY-101	91%	4%	95%	8%	-	-
PSY-110	96%	76%	86%	-1%	PSY-110	86%	-1%	-	-	-	-
PSY-115	-	-	-	-	PSY-115	-	-	-	-	-	-
PSY-145	92%	-	92%	5%	PSY-145	92%	5%	-	-	-	-
PSY-150	-	89%	89%	2%	PSY-150	89%	2%	-	-	-	-
PSY-201	97%	92%	95%	8%	PSY-201	97%	10%	92%	5%	-	-
PSY-205	-	89%	89%	2%	PSY-205	89%	2%	-	-	-	-
PSY-210	-	91%	91%	4%	PSY-210	91%	4%	-	-	-	-
PSY-215	-	100%	100%	13%	PSY-215	100%	13%	-	-	-	-
PSY-220	96%	88%	92%	5%	PSY-220	92%	5%	-	-	-	-
SOC-101	92%	84%	88%	1%	SOC-101	90%	3%	84%	-3%	-	-
SOC-111	-	-	-	-	SOC-111	-	-	-	-	-	-

b. 2017 Retention Assessment: Generally, students are doing well in HSBS regarding retention. Most courses achieved above the 87% retention standard.

Year	2018				Year	2018					
Retention					**Retention**						
	2018FA	2019SP	AVG	DIF		Corres	DIF	F2F	DIF	Online	DIF
ADS-101	91%	92%	92%	5%	ADS-101	92%	5%	-	-	-	-
ADS-102	84%	88%	86%	-1%	ADS-102	86%	-1%	-	-	-	-
ADS-103	100%	92%	96%	9%	ADS-103	94%	7%	-	-	-	-
ADS-104	96%	87%	92%	5%	ADS-104	91%	4%	-	-	-	-
ADS-105	96%	94%	95%	8%	ADS-105	95%	8%	-	-	-	-
ADS-106	96%	85%	91%	4%	ADS-106	91%	4%	-	-	-	-
ADS-107	-	83%	83%	-4%	ADS-107	83%	-4%	-	-	-	-
ADS-108	-	85%	85%	-2%	ADS-108	85%	-2%	-	-	-	-
ADS-109	-	88%	88%	1%	ADS-109	88%	1%	-	-	-	-
ADS-110	-	-	-	-	ADS-110	-	-	-	-	-	-
ADS-150	-	100%	100%	13%	ADS-150	-	-	100%	13%	-	-
ADS-151	-	100%	100%	13%	ADS-151	-	-	100%	13%	-	-
ANT-101	85%	84%	85%	-3%	ANT-101	85%	-2%	-	-	-	-
CHD-101	89%	83%	86%	-1%	CHD-101	-	-	-	-	86%	-1%
CHD-102	85%	-	85%	-2%	CHD-102	-	-	-	-	85%	-2%

Course					Course						
CHD-103	95%	-	95%	8%	CHD-103	-	-	-	-	95%	8%
CHD-104	-	93%	93%	6%	CHD-104	-	-	-	-	93%	6%
CHD-105	-	96%	96%	9%	CHD-105	-	-	-	-	96%	9%
CHD-106	-	96%	96%	9%	CHD-106	-	-	-	-	96%	9%
CHD-107	95%	-	95%	8%	CHD-107	-	-	-	-	95%	8%
CHD-108	-	100%	100%	13%	CHD-108	-	-	100%	13%	-	-
CHD-120	-	75%	75%	-12%	CHD-120	-	-	75%	-12%	-	-
CHD-130	95%	-	95%	8%	CHD-130	-	-	95%	8%	-	-
CHD-135	-	-	-	-	CHD-135	-	-	-	-	-	-
CHD-145	-	-	-	-	CHD-145	-	-	-	-	-	-
CHD-205	-	-	-	-	CHD-205	-	-	-	-	-	-
CHD-215	-	-	-	-	CHD-215	-	-	-	-	-	-
CHD-216	-	-	-	-	CHD-216	-	-	-	-	-	-
CHD-221	-	-	-	-	CHD-221	-	-	-	-	-	-
CHD-227	100%	-	100%	13%	CHD-227	-	-	100%	13%	-	-
CHD-250	86%	-	86%	-1%	CHD-250	-	-	-	-	86%	-1%
CHD-251	-	100%	100%	13%	CHD-251	-	-	-	-	100%	13%
CRJ-103	100%	-	100%	13%	CRJ-103	-	-	100%	13%	-	-
CRJ-104	-	95%	95%	8%	CRJ-104	-	-	95%	8%	-	-
CRJ-115	95%	-	95%	8%	CRJ-115	-	-	95%	8%	-	-
CRJ-120	-	93%	93%	6%	CRJ-120	-	-	-	-	93%	6%
CRJ-125	94%	-	94%	7%	CRJ-125	-	-	94%	7%	-	-
CRJ-130	90%	-	90%	3%	CRJ-130	-	-	-	-	90%	3%
CRJ-155	-	100%	100%	13%	CRJ-155	-	-	100%	13%	-	-
CRJ-206	-	95%	95%	8%	CRJ-206	-	-	95%	8%	-	-
CRJ-220	-	-	-	-	CRJ-220	-	-	-	-	-	-
ECO-105	-	92%	92%	5%	ECO-105	93%	6%	83%	-4%	-	-
ECO-106	95%	-	95%	8%	ECO-106	96%	9%	92%	-	-	-
GEO-103	-	-	-	-	GEO-103	-	-	-	-	-	-
HIS-110	97%	-	97%	10%	HIS-110	97%	10%	-	-	-	-
HIS-115	86%	-	86%	-1%	HIS-115	86%	-1%	-	-	-	-
HIS-120	-	93%	93%	6%	HIS-120	96%	9%	80%	-7%	-	-
HIS-125	93%	89%	91%	4%	HIS-125	91%	4%	95%	8%	87%	-
HIS-130	96%	-	96%	9%	HIS-130	96%	9%	100%	13%	93%	6%
HIS-140	-	87%	87%	0%	HIS-140	89%	2%	89%	2%	80%	-7%
POS-145	91%	89%	90%	3%	POS-145	95%	8%	-	-	83%	-4%
PSY-101	91%	93%	92%	5%	PSY-101	91%	4%	94%	7%	-	-
PSY-110	100%	82%	91%	4%	PSY-110	88%	1%	-	-	-	-
PSY-115	-	-	-	-	PSY-115	-	-	-	-	-	-
PSY-145	-	-	-	-	PSY-145	-	-	-	-	-	-
PSY-150	-	100%	100%	13%	PSY-150	100%	13%	-	-	-	-
PSY-201	97%	100%	99%	12%	PSY-201	96%	9%	100%	13%	-	-
PSY-205	100%	-	100%	13%	PSY-205	100%	13%	-	-	-	-
PSY-210	-	83%	83%	-4%	PSY-210	83%	-4%	-	-	-	-
PSY-215	-	89%	89%	2%	PSY-215	89%	2%	-	-	-	-
PSY-220	100%	91%	96%	9%	PSY-220	94%	7%	-	-	-	-
SOC-101	95%	87%	91%	4%	SOC-101	89%	2%	92%	5%	-	-
SOC-111	89%	100%	95%	8%	SOC-111	89%	-	100%	13%	-	-

b. 2018 Retention Assessment: Generally, students are doing well in HSBS regarding retention. Most courses achieved above the 87% retention standard.

Retention	2019FA	2020SP	AVG	DIF	Corres	DIF	F2F	DIF	Online	DIF
ADS-101	94%	98%	96%	9%	98%	11%	73%	-14%	-	-
ADS-102	84%	94%	89%	2%	89%	2%	-	-	-	-
ADS-103	97%	93%	95%	8%	96%	9%	-	-	-	-
ADS-104	87%	-	87%	0%	87%	0%	-	-	-	-
ADS-105	88%	88%	88%	1%	88%	1%	-	-	-	-
ADS-106	88%	88%	88%	1%	88%	1%	-	-	-	-
ADS-107	88%	80%	84%	-3%	84%	-3%	-	-	-	-
ADS-108	87%	93%	90%	3%	90%	3%	-	-	-	-
ADS-109	83%	65%	74%	-13%	77%	-10%	-	-	-	-
ADS-110	-	-	-	-	-	-	-	-	-	-
ADS-150	100%	83%	92%	5%	83%	-4%	100%	13%	-	-
ADS-151	100%	80%	90%	3%	-	-	83%	-4%	-	-
ANT-101	86%	85%	86%	-2%	85%	-2%	90%	3%	88%	1%
CHD-101	77%	80%	79%	-9%	-	-	-	-	79%	-8%
CHD-102	79%	76%	78%	-10%	-	-	-	-	78%	-9%
CHD-103	96%	-	96%	9%	-	-	-	-	96%	9%
CHD-104	-	79%	79%	-8%	-	-	-	-	79%	-8%
CHD-105	-	-	-	-	-	-	-	-	-	-
CHD-106	-	84%	84%	-3%	-	-	-	-	84%	-3%
CHD-107	94%	-	94%	7%	-	-	-	-	94%	7%
CHD-108	-	89%	89%	2%	-	-	89%	2%	-	-
CHD-120	-	100%	100%	13%	-	-	100%	13%	-	-
CHD-130	-	-	-	-	-	-	-	-	-	-
CHD-135	-	-	-	-	-	-	-	-	-	-
CHD-145	-	-	-	-	-	-	-	-	-	-
CHD-205	100%	100%	100%	13%	-	-	100%	13%	-	-
CHD-215	77%	-	77%	-10%	-	-	77%	-10%	-	-
CHD-216	-	100%	100%	13%	-	-	100%	13%	-	-
CHD-221	-	-	-	-	-	-	-	-	-	-
CHD-227	91%	-	91%	4%	-	-	91%	4%	-	-
CHD-250	-	-	-	-	-	-	-	-	-	-
CHD-251	-	-	-	-	-	-	-	-	-	-
CRJ-103	92%	-	92%	5%	-	-	92%	5%	-	-
CRJ-104	-	76%	76%	-11%	-	-	76%	-11%	-	-
CRJ-115	81%	-	81%	-6%	-	-	81%	-6%	-	-
CRJ-120	-	94%	94%	7%	-	-	-	-	94%	7%
CRJ-125	95%	-	95%	8%	-	-	95%	8%	-	-
CRJ-130	100%	-	100%	13%	-	-	-	-	100%	13%
CRJ-155	-	86%	86%	-1%	-	-	86%	-1%	-	-
CRJ-206	-	78%	78%	-9%	-	-	78%	-9%	-	-
CRJ-220	-	-	-	-	-	-	-	-	-	-
ECO-105	-	88%	88%	1%	88%	1%	-	-	-	-
ECO-106	92%	-	92%	5%	92%	5%	-	-	-	-
GEO-103	67%	-	67%	-20%	67%	-20%	-	-	-	-
HIS-110	95%	86%	91%	4%	92%	5%	92%	5%	-	-
HIS-115	82%	90%	86%	-1%	86%	-1%	-	-	-	-
HIS-120	-	91%	91%	4%	92%	5%	88%	1%	-	-
HIS-125	92%	86%	89%	2%	91%	4%	-	-	87%	0%
HIS-130	93%	-	93%	6%	91%	4%	92%	5%	94%	7%
HIS-140	-	88%	88%	1%	91%	4%	-	-	85%	-2%

	2020FA	2021SP	AVG	DIF		Corres	DIF	F2F	DIF	Online	DIF
POS-145	89%	69%	79%	-8%	POS-145	94%	7%	-	-	63%	-24%
PSY-101	88%	92%	90%	3%	PSY-101	91%	4%	84%	-3%	-	-
PSY-110	89%	92%	91%	4%	PSY-110	90%	3%	-	-	-	-
PSY-115	96%	95%	96%	9%	PSY-115	95%	8%	-	-	-	-
PSY-145	-	95%	95%	8%	PSY-145	95%	8%	-	-	-	-
PSY-150	-	92%	92%	5%	PSY-150	92%	5%	-	-	-	-
PSY-201	91%	85%	88%	1%	PSY-201	88%	1%	89%	2%	-	-
PSY-205	92%	-	92%	5%	PSY-205	92%	5%	-	-	-	-
PSY-210	-	96%	96%	9%	PSY-210	96%	9%	-	-	-	-
PSY-215	-	100%	100%	13%	PSY-215	-	-	100%	13%	-	-
PSY-220	91%	91%	91%	4%	PSY-220	91%	4%	-	-	-	-
SOC-101	88%	85%	87%	-1%	SOC-101	86%	-1%	86%	-1%	-	-
SOC-111	92%	74%	83%	-4%	SOC-111	74%	-13%	92%	5%	-	-

b. 2019 Retention Assessment: Generally, students are doing well in HSBS regarding retention. Most courses achieved above the 87% retention standard.

Year	2020				Year	2020					
Retention					**Retention**						
	2020FA	**2021SP**	**AVG**	**DIF**		**Corres**	**DIF**	**F2F**	**DIF**	**Online**	**DIF**
ADS-101	85%	91%	88%	1%	ADS-101	88%	1%	-	-	-	-
ADS-102	88%	85%	87%	-1%	ADS-102	85%	-2%	-	-	100%	13%
ADS-103	96%	95%	96%	9%	ADS-103	95%	8%	-	-	100%	13%
ADS-104	95%	81%	88%	1%	ADS-104	93%	6%	-	-	-	-
ADS-105	98%	92%	95%	8%	ADS-105	95%	8%	-	-	-	-
ADS-106	98%	92%	95%	8%	ADS-106	95%	8%	-	-	-	-
ADS-107	94%	94%	94%	7%	ADS-107	94%	7%	-	-	-	-
ADS-108	98%	85%	92%	5%	ADS-108	89%	2%	-	-	-	-
ADS-109	95%	89%	92%	5%	ADS-109	92%	5%	-	-	-	-
ADS-110	-	-	-	-	ADS-110	-	-	-	-	-	-
ADS-150	100%	100%	100%	13%	ADS-150	-	-	100%	13%	-	-
ADS-151	100%	100%	100%	13%	ADS-151	-	-	100%	13%	-	-
ANT-101	99%	96%	98%	11%	ANT-101	97%	10%	-	-	-	-
CHD-101	62%	81%	72%	-16%	CHD-101	-	-	-	-	70%	-17%
CHD-102	77%	-	77%	-10%	CHD-102	-	-	-	-	77%	-10%
CHD-103	86%	-	86%	-1%	CHD-103	-	-	-	-	86%	-1%
CHD-104	-	90%	90%	3%	CHD-104	-	-	-	-	90%	3%
CHD-105	-	94%	94%	7%	CHD-105	-	-	-	-	94%	7%
CHD-106	-	-	-	-	CHD-106	-	-	-	-	-	-
CHD-107	100%	-	100%	13%	CHD-107	-	-	-	-	100%	13%
CHD-108	100%	86%	93%	6%	CHD-108	-	-	88%	1%	86%	-1%
CHD-120	-	-	-	-	CHD-120	-	-	-	-	-	-
CHD-130	-	100%	100%	13%	CHD-130	-	-	-	-	100%	13%
CHD-135	-	-	-	-	CHD-135	-	-	-	-	-	-
CHD-145	100%	-	100%	13%	CHD-145	-	-	-	-	100%	13%
CHD-205	-	-	-	-	CHD-205	-	-	-	-	-	-
CHD-215	-	-	-	-	CHD-215	-	-	-	-	-	-
CHD-216	-	-	-	-	CHD-216	-	-	-	-	-	-
CHD-221	-	-	-	-	CHD-221	-	-	-	-	-	-
CHD-227	-	-	-	-	CHD-227	-	-	-	-	-	-
CHD-250	80%	-	80%	-7%	CHD-250	-	-	-	-	80%	-7%
CHD-251	-	-	-	-	CHD-251	-	-	-	-	-	-

CRJ-103	78%	-	78%	-9%	CRJ-103	-	-	78%	-9%	-	-
CRJ-104	-	92%	92%	5%	CRJ-104	-	-	92%	5%	-	-
CRJ-115	81%	-	81%	-6%	CRJ-115	-	-	81%	-6%	-	-
CRJ-120	-	93%	93%	6%	CRJ-120	-	-	-	-	93%	6%
CRJ-125	93%	-	93%	6%	CRJ-125	-	-	93%	6%	-	-
CRJ-130	93%	-	93%	6%	CRJ-130	-	-	-	-	93%	6%
CRJ-155	-	100%	100%	13%	CRJ-155	-	-	100%	13%	-	-
CRJ-206	-	86%	86%	-1%	CRJ-206	-	-	86%	-1%	-	-
CRJ-220	-	-	-	-	CRJ-220	-	-	-	-	-	-
ECO-105	-	94%	94%	7%	ECO-105	94%	7%	-	-	-	-
ECO-106	97%	-	97%	10%	ECO-106	97%	10%	-	-	-	-
GEO-103	69%	64%	67%	-21%	GEO-103	66%	-21%	-	-	-	-
HIS-110	96%	-	96%	9%	HIS-110	96%	9%	-	-	95%	8%
HIS-115	91%	-	91%	4%	HIS-115	91%	4%	-	-	-	-
HIS-120	-	86%	86%	-1%	HIS-120	86%	-1%	-	-	-	-
HIS-125	92%	93%	93%	6%	HIS-125	94%	7%	-	-	82%	-5%
HIS-130	90%	-	90%	3%	HIS-130	90%	3%	-	-	90%	3%
HIS-140	-	88%	88%	1%	HIS-140	88%	1%	-	-	89%	2%
POS-145	96%	90%	93%	6%	POS-145	94%	7%	-	-	92%	5%
PSY-101	93%	92%	93%	6%	PSY-101	95%	8%	-	-	83%	-4%
PSY-110	94%	90%	92%	5%	PSY-110	92%	5%	-	-	-	-
PSY-115	94%	90%	92%	5%	PSY-115	92%	5%	-	-	-	-
PSY-145	-	-	-	-	PSY-145	-	-	-	-	-	-
PSY-150	-	91%	91%	4%	PSY-150	91%	4%	-	-	-	-
PSY-201	96%	90%	93%	6%	PSY-201	93%	6%	-	-	90%	3%
PSY-205	-	86%	86%	-1%	PSY-205	86%	-1%	-	-	-	-
PSY-210	-	92%	92%	5%	PSY-210	92%	5%	-	-	-	-
PSY-215	98%	-	98%	11%	PSY-215	98%	11%	-	-	-	-
PSY-220	93%	88%	91%	4%	PSY-220	91%	4%	-	-	-	-
SOC-101	94%	86%	90%	3%	SOC-101	92%	5%	-	-	76%	-11%
SOC-111	94%	80%	87%	0%	SOC-111	84%	-3%	-	-	-	-

b. 2020 Retention Assessment: Generally, students are doing well in HSBS regarding retention. Most courses achieved above the 87% retention standard.

c. Indicate the number of annual awards over the preceding four (4) years, and assess trends in the number of program certificates and degrees awarded.

The number of annual awards over the preceding 4 years has been steadily increasing. Starting from the low of 46 AA's awarded in 2017-2018 to the high of 83 AA's awarded in 2020-2021. Overall, the number of awards has nearly doubled since the last Program Evaluation.

Example:

Name of Award	2017-18	2018-19	2019-20	2020-21
AA, Emphasis in Social & Behavioral Sciences	46	66	65	83

12. ENROLLMENT TRENDS

Note: *The Program Review Committee will research the required enrollment data and provide it to program faculty members for their review and analysis for this report.*

Comment on semester-by-semester enrollments, providing explanation of increases, declines or erratic fluctuations in enrollment. Be sure to comment on enrollment trends based on modality as well.

Year	2017-2020

Enrollment									
	Average	**2017FA**	**2018SP**	**2018FA**	**2019SP**	**2019FA**	**2020SP**	**2020FA**	**2021SP**
ADS-101	103	118	143	151	98	62	54	89	106
ADS-102	60	51	-	63	65	68	64	59	47
ADS-103	58	75	-	28	83	67	28	53	73
ADS-104	71	67	-	46	70	118	-	101	21
ADS-105	52	-	34	45	71	42	52	55	64
ADS-106	34	24	-	48	39	25	26	40	38
ADS-107	50	-	44	-	46	42	45	72	51
ADS-108	61	-	33	-	75	62	67	45	86
ADS-109	39	-	25	-	50	46	23	41	47
ADS-110	16	-	16	-	-	-	-	-	-
ADS-150	9	21	8	-	1	4	23	2	7
ADS-151	6	-	16	-	1	1	5	8	2
ANT-101	131	68	60	92	129	252	150	151	147
CHD-101	26	26	25	35	30	26	30	21	16
CHD-102	24	24	-	27	-	29	25	13	-
CHD-103	20	19	-	21	-	24	-	14	-
CHD-104	20	-	25	-	27	-	19	-	10
CHD-105	22	-	25	-	25	-	-	-	17
CHD-106	22	-	21	-	25	-	19	-	-
CHD-107	17	20	-	19	-	18	-	10	-
CHD-108	8	-	3	-	15	-	9	1	14
CHD-120	11	-	9	-	16	-	8	-	-
CHD-130	17	-	-	22	-	-	-	-	11
CHD-135	-	-	-	-	-	-	-	-	-
CHD-145	15	-	20	-	-	-	-	9	-
CHD-205	8	14	-	-	-	1	9	-	-
CHD-215	13	-	-	-	-	13	-	-	-
CHD-216	7	-	-	-	-	-	7	-	-
CHD-221	21	21	-	-	-	-	-	-	-
CHD-227	11	10	-	11	-	11	-	-	-
CHD-250	16	-	-	22	-	-	-	10	-
CHD-251	8	-	-	-	8	-	-	-	-
CRJ-103	10	12	-	8	-	12	-	9	-
CRJ-104	18	-	17	-	20	-	21	-	12
CRJ-115	20	22	-	22	-	21	-	16	-
CRJ-120	22	-	15	-	27	-	16	-	29
CRJ-125	18	19	-	17	-	22	-	15	-
CRJ-130	23	22	-	20	-	24	-	27	-
CRJ-155	12	-	12	-	10	-	14	-	11
CRJ-206	-	-	9	-	22	-	18	-	7
CRJ-220	-	-	-	-	-	-	-	-	-
ECO-105	60	-	41	-	75	-	51	-	71
ECO-106	51	31	-	41	-	74	-	58	-
GEO-103	18	-	-	-	-	15	-	13	25
HIS-110	68	47	-	58	-	108	56	71	-

HIS-115	26	27	23	21	-	22	20	45	-
HIS-120	90	-	39	-	83	-	102	-	134
HIS-125	83	75	72	70	123	73	66	100	86
HIS-130	83	88	-	70	-	96	-	79	-
HIS-140	79	-	75	-	84	-	42	-	115
POS-145	61	56	44	47	46	54	45	107	87
PSY-101	129	102	97	117	174	144	128	166	101
PSY-110	47	25	25	24	49	76	49	78	51
PSY-115	51	-	-	-	-	23	74	35	73
PSY-145	23	26	-	-	-	-	19	-	-
PSY-150	17	-	9	-	9	-	26	-	22
PSY-201	42	34	12	65	24	47	41	46	69
PSY-205	20	-	19	11	-	26	-	-	22
PSY-210	24	-	23	-	23	-	24	-	25
PSY-215	29	-	27	-	47	-	1	41	-
PSY-220	73	26	26	26	82	135	115	94	76
SOC-101	98	64	43	73	120	115	97	117	157
SOC-111	30	-	-	35	1	13	23	31	75

Overview 2017-2020 Enrollment Trends: The chart compares each semester's enrollment to the average enrollment during the evaluation period. The higher average enrollments tend to increase over the evaluation period. The first-year enrollments tended to be the lowest, while the most recent enrollments tended to be higher. It would be important to check the enrollments of the division compared to the general enrollment trends of Palo Verde College to help determine whether the upward trend was unique to the Division or reflected a more generalized trend across campus.

Year	2017-2020	Corr.

Enrollment					
	Average	2017 Corr.	2018 Corr.	2019 Corr.	2020 Corr.
ADS-101	198	241	249	105	195
ADS-102	102	51	128	132	95
ADS-103	100	75	111	95	120
ADS-104	106	67	116	118	122
ADS-105	91	34	116	94	119
ADS-106	60	24	87	51	78
ADS-107	72	31	46	87	123
ADS-108	92	33	75	129	131
ADS-109	58	25	50	69	88
ADS-110	16	16	-	-	-
ADS-150	26	29	-	23	-
ADS-151	16	16	-	-	-
ANT-101	242	96	221	354	298
CHD-101	-	-	-	-	-
CHD-102	-	-	-	-	-
CHD-103	-	-	-	-	-
CHD-104	-	-	-	-	-
CHD-105	-	-	-	-	-
CHD-106	-	-	-	-	-

CHD-107	-	-	-	-	-
CHD-108	-	-	-	-	-
CHD-120	-	-	-	-	-
CHD-130	-	-	-	-	-
CHD-135	-	-	-	-	-
CHD-145	-	-	-	-	-
CHD-205	-	-	-	-	-
CHD-215	-	-	-	-	-
CHD-216	-	-	-	-	-
CHD-221	-	-	-	-	-
CHD-227	-	-	-	-	-
CHD-250	-	-	-	-	-
CHD-251	-	-	-	-	-
CRJ-103	-	-	-	-	-
CRJ-104	-	-	-	-	-
CRJ-115	-	-	-	-	-
CRJ-120	-	-	-	-	-
CRJ-125	-	-	-	-	-
CRJ-130	-	-	-	-	-
CRJ-155	-	-	-	-	-
CRJ-206	-	-	-	-	-
CRJ-220	-	-	-	-	-
ECO-105	55	30	69	51	71
ECO-106	48	31	28	74	58
GEO-103	27	-	-	15	38
HIS-110	63	29	58	113	52
HIS-115	40	50	21	42	45
HIS-120	77	30	68	76	134
HIS-125	118	103	127	77	164
HIS-130	42	51	24	23	69
HIS-140	41	27	28	22	88
POS-145	84	70	57	53	156
PSY-101	208	162	228	228	214
PSY-110	94	50	73	125	129
PSY-115	103	-	-	97	108
PSY-145	23	26	-	19	-
PSY-150	17	9	9	26	22
PSY-201	57	34	48	51	95
PSY-205	20	19	11	26	22
PSY-210	24	23	23	24	25
PSY-215	38	27	47	-	41
PSY-220	145	52	108	250	170
SOC-101	170	88	169	190	232
SOC-111	55	-	35	23	106

2017-2020 Correspondence Enrollment Trends: The chart compares each semester's correspondence enrollment to the average correspondence enrollment during the evaluation period. The higher average enrollments tend to increase over the evaluation period. The first-year enrollments tended to be the lowest, while the most recent enrollments tended to be higher.

Year	2017-2020	F2F

Enrollment					
	Average	2017 F2F	2018 F2F	2019 F2F	2020 F2F
ADS-101	16	20	-	11	-
ADS-102	-	-	-	-	-
ADS-103	-	-	-	-	-
ADS-104	-	-	-	-	-
ADS-105	-	-	-	-	-
ADS-106	-	-	-	-	-
ADS-107	13	13	-	-	-
ADS-108	-	-	-	-	-
ADS-109	-	-	-	-	-
ADS-110	-	-	-	-	-
ADS-150	5	-	1	4	9
ADS-151	6	-	1	6	10
ANT-101	31	-	-	31	-
CHD-101	-	-	-	-	-
CHD-102	-	-	-	-	-
CHD-103	-	-	-	-	-
CHD-104	-	-	-	-	-
CHD-105	-	-	-	-	-
CHD-106	-	-	-	-	-
CHD-107	-	-	-	-	-
CHD-108	-	3	15	9	8
CHD-120	-	9	16	8	-
CHD-130	-	-	22	-	-
CHD-135	-	-	-	-	-
CHD-145	-	20	-	-	-
CHD-205	-	14	-	10	-
CHD-215	-	-	-	13	-
CHD-216	-	-	-	7	-
CHD-221	-	-	-	-	-
CHD-227	-	10	11	11	-
CHD-250	-	-	-	-	-
CHD-251	-	-	-	-	-
CRJ-103	-	12	8	12	9
CRJ-104	-	17	20	21	12
CRJ-115	-	22	22	21	16
CRJ-120	-	-	-	-	-
CRJ-125	-	19	17	22	15
CRJ-130	-	-	-	-	-
CRJ-155	-	12	10	14	11
CRJ-206	-	9	22	18	7
CRJ-220	-	-	-	-	-
ECO-105	9	11	6	-	-
ECO-106	13	-	13	-	-
GEO-103	-	-	-	-	-
HIS-110	35	18	-	51	-
HIS-115	-	-	-	-	-
HIS-120	17	9	15	26	-
HIS-125	33	44	21	-	-
HIS-130	19	15	18	24	-
HIS-140	31	25	36	-	-
POS-145	-	-	-	-	-
PSY-101	48	37	63	44	-

Course					
PSY-110	-	-	-	-	-
PSY-115	-	-	-	-	-
PSY-145	-	-	-	-	-
PSY-150	-	-	-	-	-
PSY-201	30	12	41	37	-
PSY-205	-	-	-	-	-
PSY-210	-	-	-	-	-
PSY-215	1	-	-	1	-
PSY-220	-	-	-	-	-
SOC-101	22	19	24	22	-
SOC-111	7	-	1	13	-

2017-2020 F2F Enrollment Trends: The chart compares each semester's F2F enrollment to the average F2F enrollment during the evaluation period. The enrollment trends in the F2F classes are relatively stable during the evaluation period.

Year	2017-2020	Online		
Enrollment				
	Average	**2017 Online**	**2018 Online**	**2019 Online**	**2020 Online**
ADS-101	-	-	-	-	-
ADS-102	11	-	-	-	11
ADS-103	6	-	-	-	6
ADS-104	-	-	-	-	-
ADS-105	-	-	-	-	-
ADS-106	-	-	-	-	-
ADS-107	-	-	-	-	-
ADS-108	-	-	-	-	-
ADS-109	-	-	-	-	-
ADS-110	-	-	-	-	-
ADS-150	-	-	-	-	-
ADS-151	-	-	-	-	-
ANT-101	25	32	-	17	-
CHD-101	-	51	65	56	37
CHD-102	-	24	27	54	13
CHD-103	-	19	21	24	14
CHD-104	-	25	27	19	10
CHD-105	-	25	25	-	17
CHD-106	-	21	25	19	-
CHD-107	-	20	19	18	10
CHD-108	-	-	-	-	7
CHD-120	-	-	-	-	-
CHD-130	-	-	-	-	11
CHD-135	-	-	-	-	-
CHD-145	-	-	-	-	9
CHD-205	-	-	-	-	-
CHD-215	-	-	-	-	-
CHD-216	-	-	-	-	-
CHD-221	-	21	-	-	-
CHD-227	-	-	-	-	-
CHD-250	-	-	22	-	10
CHD-251	-	-	8	-	-
CRJ-103	-	-	-	-	-

		FY 2018		FY 2019		FY 2020		FY 2021	
CRJ-104	-	-	-	-	-
CRJ-115	-	-	-	-	-
CRJ-120	-	15	27	16	29
CRJ-125	-	-	-	-	-
CRJ-130	-	22	20	24	27
CRJ-155	-	-	-	-	-
CRJ-206	-	-	-	-	-
CRJ-220	-	-	-	-	-
ECO-105	-	-	-	-	-
ECO-106	-	-	-	-	-
GEO-103	-	-	-	-	-
HIS-110	19	-	-	-	19
HIS-115	-	-	-	-	-
HIS-120	-	-	-	-	-
HIS-125	43	-	45	62	22
HIS-130	27	22	28	49	10
HIS-140	23	23	20	20	27
POS-145	38	30	36	46	38
PSY-101	53	-	-	-	53
PSY-110	-	-	-	-	-
PSY-115	-	-	-	-	-
PSY-145	-	-	-	-	-
PSY-150	-	-	-	-	-
PSY-201	20	-	-	-	20
PSY-205	-	-	-	-	-
PSY-210	-	-	-	-	-
PSY-215	-	-	-	-	-
PSY-220	-	-	-	-	-
SOC-101	42	-	-	-	42
SOC-111	-	-	-	-	-

2017-2020 Online Enrollment Trends: The chart compares each semester's online enrollment to the average online enrollment during the evaluation period. The higher average enrollments tended to increase over the evaluation period. However, there continue to be a limited number of Online courses offered which limit the conclusions that may be drawn from the enrollment data.

13. FINANCIAL TRENDS

Comment on annual budgeted-vs.-actual program expenditures for each of the preceding five (5) years as to personnel salaries, benefits, supplies, contract services, capital outlay and other expenditures.   Explain deviations from budget exceeding 10% of any line item. Describe plans for future budget changes.

Salary and benefit deviations are not previewed, analysis should be directed to fiscal services.

FY 2018		FY 2019		FY 2020		FY 2021	
BUDGETED	EXPENDED	BUDGETED	EXPENDED	BUDGETED	EXPENDED	BUDGETED	EXPENDED

ALC									
2104	Salaries	115,295.00	145,663.81	90,476.58	153,544.44	201,759.45	201,759.45	278,674.70	278,674.70
	Benefits	43,950.00	43,485.72	36,329.42	36,329.42	55,053.74	55,053.74	91,014.44	91,014.44
	Overload Salaries	0.00	36,041.94	0.00	25,415.55	13,446.22	13,446.22	31,215.46	31,215.46
	Overload Benefits	0.00	6,339.42	0.00	5,465.65	2,713.63	2,713.63	6,000.01	6,000.01
ANT									
2202	Salaries	0.00	14,549.03	0.00	18,067.03	99,253.80	99,253.80	85,071.67	85,071.67
	Benefits	0.00	1,361.66	100.00	3,011.16	40,271.69	40,271.69	39,752.18	39,752.18
	Overload Salaries	0.00	0.00	0.00	0.00	1,604.94	1,604.94	8,108.17	8,108.17
	Overload Benefits	0.00	0.00	0.00	0.00	323.98	323.98	1,559.11	1,559.11
CHD									
1305	Salaries	107,171.00	109,008.82	90,306.00	129,060.56	84,052.28	84,052.28	64,145.11	64,145.11
	Benefits	22,438.00	28,369.22	25,759.00	34,767.41	35,083.87	35,083.87	23,525.55	23,525.55
	Overload Salaries	0.00	5,886.00	0.00	5,185.35	8,559.68	8,559.68	0.00	0.00
	Overload Benefits	0.00	1,035.29	0.00	1,006.18	1,727.94	1,727.94	0.00	0.00
EDU									
0801	Salaries	20,876.00	80,946.59	21,780.00	68,272.78	84,031.76	84,031.76	89,099.16	89,099.16
	Benefits	3,687.00	12,103.34	4,234.00	11,271.24	15,615.57	15,615.57	17,132.97	17,132.97
	Overload Salaries	0.00	1,962.00	0.00	4,123.80	4,279.84	4,279.84	0.00	0.00
	Overload Benefits	0.00	183.60	0.00	602.38	864.05	864.05	0.00	0.00
GES									
4930/0000	Salaries	0.00	28,991.97	22,209.94	28,728.90	36,284.96	36,284.96	92,288.14	92,288.14
	Benefits	990.00	5,949.95	5,634.06	5,634.06	7,318.81	7,318.81	33,724.80	33,724.80
	Overload Salaries	0.00	111,441.60	800,000.00	127,388.50	318,627.13	88,466.49	53,826.61	53,826.61
	Overload Benefits	0.00	19,594.78	141,840.00	28,174.56	17,855.81	17,855.81	9,697.78	9,697.78
HIS									
2205	Salaries	57,700.00	101,017.75	66,395.00	120,049.78	154,715.28	154,715.28	159,095.27	159,095.27
	Benefits	22,982.00	30,709.15	25,132.00	36,981.27	45,788.05	45,788.05	46,103.09	46,103.07
	Overload Salaries	0.00	3,924.00	0.00	2,783.16	3,209.87	3,209.87	0.00	0.00
	Overload Benefits	0.00	690.18	0.00	540.02	647.98	647.98	0.00	0.00
PHI									
1509	Salaries	29,869.00	50,230.65	66,283.07	63,636.42	82,596.80	82,596.80	31,335.56	31,335.56
	Benefits	10,186.00	15,442.63	21,257.93	21,257.93	28,069.77	28,069.77	5,369.47	5,369.47
	Overload Salaries	0.00	7,848.00	0.00	7,569.99	9,409.86	9,409.86	5,511.48	5,511.48
	Overload Benefits	0.00	1,380.39	0.00	1,468.91	1,899.58	1,899.58	1,059.79	1,059.79
POS									
2207	Salaries	33,888.00	32,555.88	31,245.00	28,315.80	36,696.96	36,696.96	44,541.06	44,541.06
	Benefits	13,306.00	12,699.53	11,927.00	11,658.51	13,476.42	13,476.42	14,126.73	14,126.73
	Overload Salaries	0.00	7,475.22	0.00	6,967.66	3,381.34	3,381.34	4,649.80	4,649.80
	Overload Benefits	0.00	1,312.12	0.00	1,349.90	681.50	681.50	891.52	891.52

PSY									
2001	Salaries	109,345.00	143,772.30	137,698.40	156,306.41	224,250.10	224,250.10	222,963.18	222,963.18
	Benefits	37,030.00	35,350.19	38,888.60	38,888.60	56,285.74	56,285.74	53,791.76	53,791.76
	Overload Salaries	0.00	20,718.72	0.00	30,181.96	29,513.51	29,513.51	3,251.61	3,251.61
	Overload Benefits	0.00	3,637.55	0.00	5,849.31	5,953.34	5,953.34	625.24	625.24
SOC									
2208	Salaries	0.00	12,241.88	0.00	56,504.43	67,402.06	67,402.06	114,801.07	114,801.07
	Benefits	0.00	2,153.22	300.00	17,233.69	21,951.47	21,951.47	31,774.02	31,774.02
	Overload Salaries	0.00	9,594.18	0.00	13,960.08	9,387.57	9,387.57	17,153.06	17,153.06
	Overload Benefits	0.00	1,686.87	0.00	2,707.74	1,894.23	1,894.23	3,297.71	3,297.17
HSBS	Salaries	474,144.00	718,978.68	526,393.99	822,486.55	1,071,043.45	1,071,043.45	1,182,014.92	1,182,014.92
	Benefits	154,569.00	187,624.61	169,562.01	217,033.29	318,915.13	318,915.13	356,315.01	356,314.99
	Overload Salaries	0.00	204,891.66	800,000.00	223,576.05	401,419.96	171,259.32	123,716.19	123,716.19
	Overload Benefits	0.00	35,860.20	141,840.00	47,164.65	34,562.04	34,562.04	23,131.16	23,130.62

14. FACILITIES AND EQUIPMENT

a. Are current facilities, such as classrooms, offices, and equipment adequate to support the program? Explain.

At this time, classrooms and offices are effective for HSBS instruction. One area for improvement involves technology. Faculty believes campus commitment to the purchase of software programs such as SPSS and Turnitin would benefit not only the HSBS division, but most divisions on campus.

Co-Chairs of HSBS are actively involved in discussion concerning the purchase of the software programs SPSS and Turnitin. The software has not yet been purchased at this time; however, given the positive feedback and campus-wide encouragement, many steps have been taken to ensure faculty, staff, and students will have access to these tools in the future.

b. Describe plans for future changes in facilities or equipment that would better support the program.

Aside from the purchase of the aforementioned software, no future changes to facilities or equipment are expected to support the HSBS program.