

HISTORY, SOCIAL AND BEHAVIORAL SCIENCES PROGRAM REVIEW
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PERIOD REVIEWED: FALL 2011-SPRING 2014

Executive Summary

The Social and Behavioral Science Program is made up of courses from the Departments of ANT, CHD, CRJ, ECO, GEO, HIS, POS, PSY and SOC. The Division structure is slightly different, comprised of ADS, ANT, CHD, GES, HIS, PHI, POS, PSY and SOC. The Associate degree in Liberal Arts is designed for students who wish to have a broad knowledge of liberal arts and sciences plus additional coursework in an "Area of Emphasis." This area of emphasis would be an ideal choice for students who plan on transferring to the California State University (CSU) or University of California (UC) as students can satisfy general education requirement, plus focus on transferable coursework that relates to majors at these institutions.

1. Support of the College Mission

a. Purpose of the Program

These 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 also major areas of study for the Associate of Arts degree.

b. Unique Institutional Goal

The 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 2013-2016), which states "Deliver and continuously improve upon quality educational programs, emphasizing student learning leading to certification, conferral of associate degrees, transfer to four-year institutions, and personal growth and career enhancement."

c. Support of the Overall College Mission

The 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. Populations Served

a. Describe Populations

In addition to the traditional face-to-face student, other populations served include inmate students, local correspondence and online students, students from Needles via ITV, DSPS, and EOPS students. Additionally, a number of SBS courses are part of the curriculum for the Arts and Humanities Program as well as transfer level electives and requirements.

b. Other Populations

Although no other populations have been identified, as stated in the last program review, the program would like to increase the availability of online courses, in order to better serve

students with issues related to transportation and/or distance. As we move ahead in that modality, faculty training for teaching online is highly desired.

3. Accomplishments in Achieving Previous Goals, from the 2011-12 SBS Program Review:

The previous Review was actually broken into Departments rather than the current format. Goals from that area are easily overlapped into this document. English 99 eligibility has been established as a prerequisite for most courses. The previous program review described a need for more instructors, and funds for professional development and college-sponsored events. Due to budgetary constraints, those goals were not met. The SBS Program continues to review courses to ensure they are current, and being successfully offered. Many courses have been placed as inactive due to not being offered in a significant period of time, or the lack of need resulting in only core courses being offered. As the College regains its footing, consideration for new courses remains an option.

4. Strengths, Weaknesses and New Goals

a. Major Strengths

- i. The department offers a wide variety of courses given available personnel.*
- ii. Faculty members are knowledgeable and experienced, and are committed to academic integrity.*
- iii. Multiple modalities of instruction are used throughout the department in order to optimize student learning.*
- iv. CORS are updated and include SLOs*
- v. SLO assessment process is in place*

b. Major Weaknesses

- i. Some courses are taught far too frequently, while others are rarely or never taught.*
- ii. Due to economic constraints and turnover of personnel, a scaling back of elective type courses in favor of the core class offerings as well as an overreliance of Correspondence courses has existed.*
- iii. Student success needs to be closely monitored and strategies developed to promote higher student success rates.*

c. New Goals

- i. Strategically streamline SBS course offerings, and include all courses in the catalog in a rotation over a two year period. This has recently been accomplished in HIS/POS.*
- ii. Rotate all courses to include additional face to face and online modalities to complement existing correspondence modalities whenever possible.*

d. Alignment between program goals and institutional goals and objectives:

New Program Goals	Institutional Goal/Objective
<i>Strategically streamline SBS course offerings, and include all courses in the catalog in a rotation over a two year</i>	Objective 1.2 - Develop two-year course planning and scheduling procedures to minimize conflicts that delay students' progress toward program completion.

New Program Goals	Institutional Goal/Objective
<i>period. This has recently been accomplished in HIS/POS.</i>	
<i>Rotate all courses to include additional face to face and online modalities to complement existing correspondence modalities whenever possible.</i>	Objective 1.8 - Continuously monitor enrollment patterns and trends in order offer optimally scheduled combinations of courses as to semester rotation, days of the week, number and type of sections, day vs. evening and mode of delivery.

5. Curriculum History

a. Courses in the Program (*courses in program not successfully offered once in six semesters)

Course	Title
ANT 101	Cultural Anthropology
ANT 106*	Mexican-American Culture
CHD 101	Child Growth & Development
CHD 102	Child, Family & the Community
CRJ 103	Criminal Law
CRJ 104	Criminal Investigation
CRJ 115	Introduction to Law Enforcement/Corrections
CRJ 220	Interviewing and Counseling
ECO 105	Principles of Macroeconomics
ECO 106	Principles of Microeconomics
GEO 103	World Geography
GEO 104	Cultural Geography
HIS 110	World Civilization I
HIS 115	Current Events
HIS 120	World Civilization II
HIS 125	California History
HIS 130	American History I
HIS 140	American History II
POS 145	American Political Institutions
PSY 101	General Psychology

Course	Title
PSY 110	Personal & Social Adjustment I
PSY 115*	Human Sexuality
PSY 145	Human Relations
PSY 150	Introduction to Research Methods
PSY 155	Introduction to Statistical Analysis for the Social Sciences
PSY 201	Life Span Development
PSY 205*	Introduction to Biological Psychology
PSY 210	Abnormal Psychology
PSY 215*	Social Psychology
PSY 220	Counseling and Interviewing
SOC 101	Introduction to Sociology
SOC 111	Marriage and the Family

- 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.**

Courses in ANT and PSY have been affected by turnover of personnel in those areas. PSY 115 was offered but did not meet sufficient enrollment. PSY 205 is scheduled in SPG 2016 and PSY 215 is an option as need arises. ANT 106 needs to be revisited by the Division with the existing ANT adjunct Instructor to see if that course can be offered in the future or omitted from the offerings.

6. Course Scheduling and Availability

a. How Scheduling Optimizes Class Availability

Currently, SBS courses are offered face-to-face at varying times, some are offered online and ITV, 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.

b. How Scheduling Optimizes Student Learning

SBS 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 courses taught by both FT and part-time faculty was updated, and their implementation will assist in evaluating the learning experiences of students in all SBS courses more effectively in the future.

7. Student Learning Outcomes

SLO QUANTITATIVE DATA

Average Percentage Program Learning Outcome #1 For AA, LIBERAL ARTS, EMPHASIS SOCIAL & 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 2014	% Successful Students Spring 2015
ANT 101	100%	90%
CHD 101	61%	52%
CHD 102	61%	-
CRJ 115	83%	-
ECO 106	94%	-
HIS 110	85%	70%
HIS 115	-	45%
HIS 120	-	85%
HIS 125	74%	57%
HIS 130	88%	90%
HIS 140	82%	79%
POS 145	100%	93%
PSY 101	88%	-
PSY 110	100%	-
PSY 145	-	95%
PSY 150	-	95%
PSY 201	-	80%
PSY 220	92%	84%
SOC 101	86%	93%
SOC 111	-	100%
Average % of Successful Students by Year	85%	81%

Average Percentage Program Learning Outcome #2 For AA, LIBERAL ARTS, EMPHASIS SOCIAL & 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 2014	% Successful Students Spring 2015
ANT 101	100%	90%

Average Percentage Program Learning Outcome #2 For AA, LIBERAL ARTS, EMPHASIS SOCIAL & BEHAVIORAL SCIENCES		
Acquired fundamental knowledge and skills in various disciplines constituting the social sciences.		
CHD 101	61%	52%
CHD 102	75%	-
CRJ 115	83%	-
ECO 106	94%	-
HIS 110	85%	70%
HIS 115	-	45%
HIS 120	-	85%
HIS 125	74%	57%
HIS 130	88%	90%
HIS 140	82%	79%
POS 145	100%	93%
PSY 101	88%	-
PSY 110	100%	-
PSY 145	-	95%
PSY 150	-	95%
PSY 201	-	80%
PSY 220	92%	84%
SOC 101	86%	93%
SOC 111	-	100%
Average % of Successful Students by Year	85%	81%

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, LIBERAL ARTS, EMPHASIS SOCIAL & BEHAVIORAL SCIENCES		
PROGRAM LEARNING OUTCOME	% Successful Students Fall 2014	% Successful Students Spring 2015
PLO #1	85%	81%
PLO #2	85%	81%
Average % of Successful Students by Year	85%	81%

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 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
SBS	PLO 1 & 2	CHD 101 CHD 102	Only 61% of students met the baseline	Instructor will reduce the # of sections of this course in the next Fall	Instructor	TBA, by the time these results were analyzed the Spring schedule had already been set.	2014-15
SBS	PLO 1 & 2	HIS 115	It could be that the issues and special challenges related to correspondence education need to be addressed in order to see improvements in the percentage of students meeting or exceeding the baseline success rates.	As our institution moves toward finding remedies for these issues, it will be important to compare success rates between current and future students.	District-wide	TBA, no mechanism has been put in place	2014-2015
SBS	PLO 1 & 2	HIS 125	A closer look at the majority of those not attaining the benchmark revealed that most turned in little if any work, they should have dropped the course.	Instructor needs to ensure students are aware of withdraw deadlines. Continue with current course structure, include withdraw information in Syllabus.	None.	TBA	2014-2015

- a. **List courses for which CLOs have not been assessed. Provide an explanation.**
All courses noted have been assessed.
- 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 CLO/PLOs were revised in this time period. HIS 115 is currently undergoing a COR revision, part of that will undertake strategies to improve the low SLO success rate.

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

Based on the data, faculty have deemed improvements necessary but will continue to monitor assessment data for areas which need attention.

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

None identified.

8. Course Currency

- a. **Courses in program, year COR approved by Curriculum Committee**

Course	Title	Date Approved
ANT 101	Cultural Anthropology	01/2015
ANT 106	Mexican-American Culture	01/2007
CHD 101	Child Growth & Development	06/2014
CHD 102	Child, Family & the Community	06/2014
CRJ 103	Criminal Law	3/2013
CRJ 104	Criminal Investigation	3/2013
CRJ 115	Introduction to Law Enforcement/Corrections	03/2013
CRJ 220	Interviewing and Counseling	12/2014
ECO 105	Principles of Macroeconomics	04/2014
ECO 106	Principles of Microeconomics	04/2014
GEO 103	World Geography	05/2015
GEO 104	Cultural Geography	12/2014
HIS 110	World Civilization I	12/2014
HIS 115	Current Events	04/2007
HIS 120	World Civilization II	12/2014
HIS 125	California History	12/2014
HIS 130	American History I	12/2014
HIS 140	American History II	12/2014
POS 145	American Political Institutions	12/2014

Course	Title	Date Approved
PSY 101	General Psychology	05/2014
PSY 110	Personal & Social Adjustment I	11/2013
PSY 115	Human Sexuality	11/2013
PSY 145	Human Relations	11/2014
PSY 150	Introduction to Research Methods	11/2013
PSY 155	Introduction to Statistical Analysis for the Social Sciences	Currently under review
PSY 201	Life Span Development	12/2015
PSY 205	Introduction to Biological Psychology	11/2013
PSY 210	Abnormal Psychology	11/2013
PSY 215	Social Psychology	12/2014
PSY 220	Counseling and Interviewing	11/2014
SOC 101	Introduction to Sociology	01/2015
SOC 111	Marriage and the Family	03/2013

- b. Describe plans to revise and update course outlines of record that have not been reviewed and approved by the Curriculum Committee within three years preceding this report.

ANT 106 needs to be revisited by the Division with the existing ANT adjunct Instructor to see if that course can be offered in the future or is it should be omitted from the offerings. The COR for HIS 115 is currently being updated and will be reviewed by the Curriculum Committee during the Spring of 2016.

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.

Course	Full-Time Only	Adjunct Only	Both FT & Adjunct
ANT 100			X
CHD 101			X
CHD 102			X
CRJ 103			X
CRJ 104			X
CRJ 115			X
CRJ 220			X
ECO 105	X		
ECO 106	X		
GEO 103			X
GEO 104			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 155	X		
PSY 201			X
PSY 205	X		
PSY 210			X
PSY 220		X	
SOC 101			X
SOC 111			X

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

This program is adequately covered with the full time and adjunct coverage we now employ.

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

A previous full time Instructor taught ANT/SOC/PHI. Since his retirement, other full time Instructors from other areas with equivalency have taught courses in these areas as well as adjunct Instructors. As the SOC Program Review will recommend, we would like to see a full time Instructor for SOC that has the ability to teach in an additional area to provide oversight and continuity.

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.

Faculty have attended Flex Day activities that have implemented SLO's and PLO's. This data has been reviewed by Division co-chairs and plans are in the works to compare the 2nd full year of its implementation with the 1st to determine effectiveness and strategies for improvement.

Most faculty have embraced the Bridge and have implemented its use in varying degrees. It is anticipated that Canvas will be utilized as well, which should provide a useful transition to transfer students that may encounter its usage in other institutions. Faculty have taken an active role in implementation of hybrid and online courses in a pilot program directed at incarcerated students. This will expand opportunities for both those students and the program in offering different modalities of instruction other than the traditional correspondence mode.

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

The importance for off-site professional development and membership in relevant professional societies is recognized, in order to foster pedagogical growth and professional connections, all in an effort to support our institutional, program and course level goals.

Canvas training is scheduled for interested faculty during the Spring 2016 semester to assist those faculty utilizing the current Bridge system. Additional training for those considering online instruction has been discussed. Budgets are being developed to include staff development funds to assist faculty in individual disciplines accomplish their individual instructional needs.

11. Student Successful Completion and Retention

a. Course Completions

ANT rates may have been affected by turnover of personnel in that area. HIS 110 and HIS 120 improved over the time period as completion rates and data results were better monitored. HIS 115 is only offered in Correspondence modality, low rates are being addressed in the current COR update. SOC success rates may have been affected by turnover of personnel in that area as well.

COURSE COMPLETIONS						
	2011FA	2012SP	2012FA	2013SP	2013FA	2014SP
ANT-100	41%	52%	-	-	-	-
ANT-101	-	54%	-	33%	67%	46%
ANT-102	69%	-	-	-	-	-
CHD-101	-	84%	-	65%	-	56%
CHD-102	86%	-	87%	-	76%	-
CRJ-103	86%	-	92%	-	57%	-
CRJ-104	-	90%	-	71%	-	73%
CRJ-115	97%	-	63%	-	59%	-
CRJ-220	73%	-	71%	-	-	-
ECO-105	60%	-	71%	-	59%	64%
ECO-106	-	73%	-	65%	-	100%
GEO-103	-	-	75%	-	67%	-
GEO-104	92%	-	-	-	-	-
HIS-110	24%	-	37%	-	60%	-
HIS-115	48%	-	29%	29%	50%	43%
HIS-120	-	36%	-	67%	-	68%
HIS-125	-	52%	64%	27%	69%	27%
HIS-130	70%	75%	90%	77%	80%	72%
HIS-140	83%	64%	58%	75%	50%	88%
POS-145	70%	85%	79%	94%	64%	62%
PSY-101	67%	57%	58%	64%	57%	55%
PSY-110	87%	-	62%	-	78%	-
PSY-145	-	-	-	82%	85%	90%
PSY-150	-	-	-	25%	-	-
PSY-155	-	-	-	78%	-	-

COURSE COMPLETIONS						
	2011FA	2012SP	2012FA	2013SP	2013FA	2014SP
PSY-210	80%	-	50%	69%	50%	-
PSY-220	92%	82%	57%	64%	67%	94%
SOC-101	64%	71%	36%	37%	71%	-
SOC-111	30%	66%	57%	23%	52%	-

b. Course Retentions

Course retention rates are mostly within acceptable ranges.

COURSE RETENTIONS						
Prefix	2011FA	2012SP	2012FA	2013SP	2013FA	2014SP
ANT-100	79%	93%	-	-	-	-
ANT-101	-	71%	-	44%	93%	74%
ANT-102	100%	-	-	-	-	-
CHD-101	-	100%	-	68%	-	86%
CHD-102	100%	-	97%	-	97%	-
CRJ-103	86%	-	92%	-	71%	-
CRJ-104	-	100%	-	76%	-	87%
CRJ-115	97%	-	85%	-	86%	-
CRJ-220	91%	-	86%	-	-	-
ECO-105	76%	-	82%	-	61%	91%
ECO-106	-	100%	-	82%	-	100%
GEO-103	-	-	100%	-	100%	-
GEO-104	100%	-	-	-	-	-
HIS-110	64%	-	53%	-	75%	-
HIS-115	81%	-	62%	54%	63%	77%
HIS-120	-	64%	-	83%	-	77%
HIS-125	-	81%	79%	55%	92%	70%
HIS-130	90%	90%	90%	91%	89%	82%
HIS-140	98%	90%	75%	93%	86%	96%
POS-145	73%	97%	88%	98%	80%	77%
PSY-101	89%	87%	83%	81%	85%	77%
PSY-110	100%	-	86%	-	89%	-
PSY-145	-	88%	-	91%	92%	95%
PSY-150	-	-	-	38%	-	-
PSY-155	-	-	-	100%	-	-
PSY-210	93%	-	57%	69%	60%	-
PSY-220	94%	88%	67%	80%	78%	94%
SOC-101	87%	87%	65%	58%	90%	-
SOC-111	47%	83%	83%	62%	81%	-

c. Degrees – type and number of annual awards

Degrees remained fairly consistent considering enrollment fluctuations during the time period.

	2011	2012	2013	2014	TOTAL
AA, Liberal Arts, Emphasis in Social & Behavioral Sciences	29	35	31	24	119

12. Enrollment Trends

Comment on semester-by-semester enrollments, providing explanation of increases, declines or erratic fluctuations in enrollment.

Enrollment trends seemed to dip most significantly from Spring 2012 through Fall 2013. This may be reflective of the depths of the financial crisis that PVC endured. Oversaturation of course offerings (since corrected with two year cycles) may also have attributed.

Course Name	Section	2011FA	2012SP	2012FA	2013SP	2013FA	2014SP
ANT-101	1		18		12	25	20
	2						22
ANT-101 Total			18		12	25	42
CHD-101	1		38		25		27
	2				23		26
CHD-101 Total			38		48		53
CHD-102	1	29		30		28	
CHD-102 Total		29		30		28	
CRJ-103	1	19		12		10	
CRJ-103 Total		19		12		10	
CRJ-104	1		21		13		13
CRJ-104 Total			21		13		13
CRJ-115	1	34		23		19	
CRJ-115 Total		34		23		19	
CRJ-220	1	20		18			
CRJ-220 Total		20		18			
ECO-105	1					17	
	2	19		14		11	30
ECO-105 Total		19		14		28	30
ECO-106	1		15		21		13
	2				13		
ECO-106 Total			15		34		13
GEO-103	1			12		9	
GEO-103 Total				12		9	
GEO-104	1	12					
GEO-104 Total		12					
HIS-110	1	16		10		15	
HIS-110 Total		16		10		15	
HIS-115	1	22		13	15	10	23
	2				0		
HIS-115 Total		22		13	15	10	23

Course Name	Section	2011FA	2012SP	2012FA	2013SP	2013FA	2014SP
HIS-120	1		7		10		17
HIS-120 Total			7		10		17
HIS-125	1		22	11	12	12	23
HIS-125 Total			22	11	12	12	23
HIS-130	1	20	19	22	11	17	14
	2	28	22	20	28	20	16
	3				18	24	11
	4				17		
HIS-130 Total		48	41	42	74	61	41
HIS-140	1	20	17	10	15		
	2	22		8		12	25
	3		8		12		
HIS-140 Total		42	25	18	27	12	25
POS-145	1	19	25	12	19	14	10
	2	16	27	19	24	14	12
	3			11		0	
POS-145 Total		35	52	42	43	28	22
PSY-101	1	30	39	24	20	22	20
	2	14	25	15	4	4	18
	3	21		23	32	22	12
	4	22				22	
PSY-101 Total		87	64	62	56	70	50
PSY-110	1	15		18		0	
	2					16	
PSY-110 Total		15		18		16	
PSY-145	1		21		10	12	19
PSY-145 Total			21		10	12	19
PSY-150	2				3		
PSY-150 Total					3		
PSY-155	1				9		
PSY-155 Total					9		
PSY-201	1		17		20	13	17
	2		13		10		11
	3				9		
PSY-201 Total			30		39	13	28
PSY-210	1	14	0	8	10		
	2					6	
PSY-210 Total		14	0	8	10	6	
PSY-220	1	20	29	20	20	21	29
	2	27		0			
PSY-220 Total		47	29	20	20	21	29
SOC-101	1	21	17	13	14	19	
	2	29	25	7	7	24	
	3	28	38	17	21		
	4	28		17	17		
	5			7	9		
	6			7	9		

Course Name	Section	2011FA	2012SP	2012FA	2013SP	2013FA	2014SP
	7			20			
	8			23			
SOC-101 Total		106	80	111	77	43	
SOC-111	1	23	29	21	18	23	
	2	14		15	12		
	3			18			
SOC-111 Total		37	29	54	30	23	

13. Financial Trends

Salaries						
Department	2011-12		2012-13		2013-14	
	Budget	Actual	Budget	Actual	Budget	Actual
ANT	37,446	37,446	2,708	2,708	-	8,877
CHD	88,376	84,757	85,150	81,772	75,836	77,500
HIS	72,844	72,844	60,290	79,533	51,604	86,668
POS	16,098	16,098	15,073	27,195	25,417	8,640
PSY	78,973	76,949	83,267	92,720	97,082	101,656
SOC	48,194	48,194	34,773	72,553	30,753	28,873
Totals	593,518	445,875	617,985	526,828	389,231	512,408

Benefits						
Department	2011-12		2012-13		2013-14	
	Budget	Actual	Budget	Actual	Budget	Actual
ANT	16,160	13,681	109	277	-	822
CHD	21,042	22,777	19,148	21,244	20,971	18,964
HIS	28,224	25,531	18,718	21,349	17,976	21,373
POS	5,709	5,808	23,371	24,110		9,550
PSY	14,454	15,417	22,242	22,672	31,597	30,358
SOC	7,675	11,754	4,449	20,961	11,937	10,714
Totals	167,671	118,023	101,554	148,902	118,163	136,956

Supplies			
	2011-12	2012-13	2013-14

Department	Budget	Actual	Budget	Actual	Budget	Actual
ANT	234	268.74		0	0	
CHD	300	563.84	0	0	0	0
HIS	200	20.84	0	0	0	0
POS	275	7	-	-	-	-
PSY	400	415	-	-	-	-
SOC	824	775	-	-	-	-
Totals	1,499	1,197	-	-	-	-

The above data reflects Division totals, not those of the Program (as mentioned in Executive Summary). CRJ figures are associated with Allied Health, ECO with Business and GEO with Math and Science. Within these areas, full time Instructors may be assigned to other Divisions and would be considered adjuncts within HSBS. In general, we have 1 full time (Dr. Wallace) for CHD/GE, 1 full time (K. Eoff) for HIS/POS and 1 full time (Dr. Redwine) for PSY/ADS. All other areas are taught by either adjunct Instructors or full time individuals from other areas.

14. Facilities and Equipment

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

Facilities, such as classrooms and offices are somewhat adequate overall at this point. During this review, many Instructors have embraced and utilized the course management system. It is likely a new system will be in place soon, training and maintenance of the system will be required to those using it.

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

While ITV has been upgraded, with better electronic capabilities between Blythe and Needles. Some faculty have expressed frustration that, when issues arise, ITV personnel have not been available at all times that ITV classes meet to address those concerns. The ITV department has worked with the Instructors to facilitate these concerns.